

Teacher Voices on the Classroom Management Responsibilities and Art of Teaching: A Phenomenology Study

Jayrald D. Socorro

Abstract. This qualitative phenomenology study explored the lived experiences of public high school teachers in Cluster 14, Division of Davao City, as they navigate the dual responsibilities of pedagogy and school management. Amid increasing administrative workloads, teachers must balance instructional duties with ancillary roles, such as program coordination and reporting, often at the expense of their own classroom engagement and personal well-being. Grounded in Role Theory, this study draws on findings from teachers' lived experiences through in-depth, semi-structured interviews with ten purposively selected teacher-participants, analyzed using thematic analysis. Findings reveal three major themes: challenges in managing time and overlapping responsibilities, strained relationships with students and colleagues due to administrative demands, and the sustaining power of passion and intrinsic motivation in teaching. At the same time, teachers also employ diverse coping strategies to address these pressures, including effective time management, prioritizing tasks, seeking support from significant individuals, maintaining a positive mental framework, and practicing self-care to preserve their well-being. Moreover, the study underscores the need for learner-centered and empathetic pedagogy, adaptability through experiences, leadership, and systems that empower the development to safeguard teacher well-being and instructional quality. These insights contribute to a deeper understanding of the complexities of modern teaching and offer practical recommendations for education stakeholders to promote sustainable teaching practices. This study may be published in a reputable journal, which is essential for several reasons, including increasing the visibility and credibility of research and advancing knowledge in a field.

KEY WORDS

1. Management responsibilities 2. art of teaching 3. Davao City

Date Received: April 05, 2025 — Date Reviewed: May 15, 2025 —

Date Published: June 18, 2025

1. Introduction

Teachers worldwide struggle to balance their teaching and administrative duties. Their primary function is to provide quality instruction, but they are also burdened with administrative work, such as developing the curriculum and building relationships between the school and the community. This difficult balancing act significantly influences their job satisfaction, professional advancement, and overall well-being. Understanding teachers' narratives in navigating these dual roles provides valuable insights into enhancing educational outcomes and promoting sustainable teaching practices. In the international arena, particularly in Qatar, Hendawi (2020) found that teachers in public schools are required to undertake numer-

ous teaching and non-teaching tasks. These two tasks put teachers in a dilemma of balancing pedagogical and management roles that require time, commitment, and attention. As a result, the conflict between these two responsibilities diminishes the energy teachers use for instructional delivery, as they become burdened with stress that overwhelms them and negatively disrupts their performance within their school. In countries like the US, Australia, England, Canada, and New Zealand, Jerrim and Sims (2021) also found a link between the amount of work teachers had to do and their health. The study found that having too many duties could make teaching less effective. Furthermore, it demonstrated the importance of striking a balance between teaching and managing. Similarly, in Malaysia, a study by Kavita and Hassan (2018) highlighted that one of the challenges and sources of stress for teachers is the numerous workloads (together with parents and student behavior), which they must balance with their teaching responsibilities. Moreover, teachers who suffered from stress and were professionally dissatisfied tended to exhibit frequent absenteeism and had an inclination to leave the teaching profession. In the Philippines, the Philippine Institute for Developmental Studies has revealed that teachers are working 52 hours a week, which exceeds the global average of 38 hours per week. Stress, exhaustion, and health issues are some of the significant adverse impacts that these teachers experience as they balance instructional responsibilities with non-instructional tasks. Moreover, the quality of instructions these teachers deliver is affected significantly by this rigorous work condition (Ordinario, 2023). Likewise, teachers often struggle to manage their teaching and administrative tasks. Mohamad and Parcon (2022) posited that teachers with additional duties must effectively manage their responsibilities, regardless of their experience. They must also balance this with their primary function as classroom teach-

ers and/or advisers. This multiplicity of tasks often leads teachers to lose motivation, satisfaction, and competencies and even feel burned out in the long run. Their findings also mentioned that teaching became a second priority rather than their primary role or task. Therefore, teaching performance and students' academic performance were affected. Very few were satisfied with their ancillary functions due to the motivation for job promotion. Consequently, in an article by Cua (2023) for the Manila Bulletin, the Department of Education launched the "Matatag: Bansang Makabata, Batang Makabansa" campaign. The Department of Education recognized the overwhelming workload of teachers and expressed concern about the heavy management and ancillary workloads they are burdened with. These tasks often overwhelmed most teachers, consuming a significant portion of their time and energy. This prevailing problem highlights that these workloads and insufficient assistance limit their capacity to teach, help, and mentor more effectively, thereby impeding their professional development. One of the program's advocacies is to alleviate teachers' burdensome workload, shedding light on the importance of educators in creating a better educational system for the country. Additionally, recent research has explored the various roles and challenges that teachers face in Davao City and its surrounding areas. Teachers often have too many additional duties outside their teaching role, which can cause them stress and challenge their ability to manage their time effectively. However, the study of Toñacao and Oliva (2023) revealed that these tasks can help them grow and learn. The study by Villanueva (2024) expanded on this idea, stating that the skills of educational managers significantly affect how much teachers learn about technology and pedagogy, especially when managing acculturation, preparing for the future, and teaching principles. Induction programs that include training at school and working with other teachers have

been vital for new teachers. Self-study and peer coaching have also been helpful (Caramonte, 2024). These studies highlight the importance of ongoing professional development, work-life balance, and effective educational management in supporting teachers' multiple tasks and responsibilities.

1.1. Purpose of the Study—This study examines the personal experiences of teachers balancing the dual roles of management responsibilities and their teaching art. It examines how

these responsibilities influenced their professional identities, well-being, and pedagogy. By documenting their experiences, the study aimed to shed light on the challenges these teachers face and how they cope with them. It also aimed to give policymakers and educational leaders ideas for establishing supportive systems that enhance teacher effectiveness and job satisfaction.

1.2. Research Questions—The primary research questions of this study are as follows:

- (1) What are teachers' personal experiences with their art of teaching and administrative responsibilities?
- (2) How do teachers cope with the challenges in delivering their art of teaching and administrative responsibilities?
- (3) What valuable educational insights can be drawn from their experiences associated with their pedagogical style and administrative responsibilities?

This study was significant because it addressed teachers' critical challenges in balancing pedagogical and management responsibilities, offering insights into their lived experiences and the broader implications for education systems.

1.2.1. For Teachers—The results empower them by providing a platform to share their own stories and shed light on how they navigate the demands of teaching and administration. The insights in the findings provided teachers with an opportunity to identify appropriate coping methods and professional growth opportunities.

1.2.2. For Learners—By showcasing how teachers cope with the dual demands of instruction and administrative duties, the study supports reforms that can enhance teacher effectiveness, ultimately benefiting students through more focused, engaging, and well-managed learning experiences.

1.3. Review of Significant Literature—This chapter surveys key literature and studies, both local and international, that support this research. It examines the challenges teachers face in managing pedagogical and administrative du-

ties and the impact of leadership, school systems, and professional development on teacher effectiveness and well-being.

1.3.1. Teachers' Roles and Challenges—Teachers' dual responsibilities—teaching and management—are complex and can lead to burnout, especially in times of crisis like the COVID-19 pandemic. Effective leadership, particularly participative and collaborative styles, has been shown to help balance these roles. Schools that support teachers through professional development, integrate digital tools for administration, and promote teacher autonomy foster greater satisfaction and productivity (McBrayer et al., 2022; Contreras, 2019). Teachers involved in decision-making feel more engaged, leading to better educational outcomes (Hughes et al., 2020).

However, systemic challenges like rigid curricula and bureaucratic hurdles hinder this balance. Innovations such as distributed leadership and digital tools can alleviate these issues, enhancing both job satisfaction and performance. Schools that prioritize teacher well-being through strategic leadership and collab-

orative decision-making show improved retention and effectiveness (Contreras, 2019).

1.3.2. Methodological Approaches in Teacher-Centered Research—Studies examining teacher practices often use qualitative methods like case studies, phenomenology, and narrative inquiry to explore teachers' personal experiences and perspectives. These approaches provide in-depth insights into instructional strategies, especially during challenging periods like the COVID-19 pandemic (Baran et al., 2020; Dewi et al., 2021). Quantitative methods, such as surveys and experimental designs, often focus on evaluating teaching strategies and training programs, offering data-driven recommendations for institutional improvements (Robinson Arvind, 2022).

Mixed-methods research, combining qualitative and quantitative approaches, offers a comprehensive understanding of teaching practices, while action research allows teachers to address classroom challenges in real-time, promoting innovation and agency (Zhang et al., 2020; Kumar Watson, 2021).

1.3.3. Challenges in Rural School Settings—In rural schools, resource constraints, geographical isolation, and inadequate teacher numbers present significant challenges. Research highlights the importance of community engagement in improving educational outcomes, as well as the resilience of teachers who adapt by using local resources and collaborative approaches (Poon Walker, 2021; Ramos Luna, 2022). Technological integration, such as blended learning, helps bridge the digital divide in remote areas, expanding learning opportunities (Santos et al., 2023).

Government initiatives supporting rural schools through scholarships, meals, and transportation have proven effective in overcoming financial barriers and enhancing access to education (Cruz Medina, 2021). Culturally responsive teaching also plays a crucial role in fostering student engagement, especially in multicul-

tural or indigenous communities (Flores Diaz, 2022).

1.3.4. Teachers' Coping Strategies and Well-being—Teachers often struggle with workload, behavioral management, and diverse student needs, particularly in under-resourced areas. Effective strategies include time management, differentiated instruction, and proactive classroom management (Clark Ramirez, 2022; Flores Sanchez, 2021). The COVID-19 pandemic further exacerbated these challenges, pushing teachers to adopt new technologies and adapt to remote teaching (Rivera Gomez, 2020).

Mental health concerns, such as burnout and stress, are prevalent among educators. Research shows that mindfulness practices and access to wellness resources can improve teacher resilience and retention (Nguyen Patel, 2022). Collaborative practices and professional development also contribute to teacher effectiveness and satisfaction (Garcia Perez, 2024).

This review emphasizes the interconnectedness of teacher resilience, institutional support, and contextual challenges. Teachers' professional experiences are shaped by systemic factors and their ability to adapt. Studies suggest that tailored interventions, including leadership reforms, professional development, and resource allocation, are essential for enhancing teacher well-being and effectiveness, leading to improved educational outcomes for students.

1.4. Synthesis—Classroom management was the key to fostering a productive and positive learning environment. It involves implementing rules, routines, and procedures that ensure the smooth operation of the classroom, much like how a captain runs a ship. Effective classroom management is crucial for students and teachers as it sets the stage for successful teaching and learning experiences. Well-maintained classrooms contribute to a decrease in behavioral issues, increased student engagement, and improved academic performance.

Teachers play a vital role in classroom management by orchestrating a conducive learning atmosphere through careful planning, organization, resource allocation, and continuous assessment of student progress. By proactively addressing potential challenges and optimizing the learning environment, teachers can create an environment where students and educators thrive. Likewise, every teacher's feelings and experiences should be shared with others so that future generations of teachers can understand and make adjustments to make their work more comfortable. They can do their best to perform their job and provide better opportunities for their students. Mental health and emotional exhaustion are growing concerns for educators. Burnout, driven by high expectations and limited support, affects teachers' well-being and job satisfaction. Likewise, mindfulness practices and access to mental health resources effectively reduced stress and improved teachers' resilience. Schools that provided counseling services and wellness programs reported higher teacher retention rates. Cultural and language barriers are additional hurdles, particularly in multicultural classrooms. Teachers in diverse settings often must adapt their instructional methods to accommodate students from various linguistic and cultural backgrounds. A study by Ahmed and Lee (2023) highlighted how professional development programs focusing on culturally responsive teaching empowered teachers to navigate these challenges effectively. Despite these challenges, teachers exhibit remarkable resilience. Many draw strength from their sense of purpose and the positive impact they have on their students. Studies like that underscore the importance of fostering a supportive school culture where teachers feel valued and recognized for their contributions. Effective classroom management and the art of teaching are crucial for student success. Teachers play a vital role in creating a positive learning environment, managing behavior, and facilitating student engagement.

Effective classroom management involves setting clear expectations, establishing consistent routines, and fostering positive relationships with students. On the other hand, the art of teaching encompasses the teacher's ability to engage students, inspire a love of learning, and adapt their teaching methods to meet the diverse needs of students.

1.5. Theoretical Lens—This study was grounded in Role Theory, which provided a framework for understanding how individuals navigate multiple roles and the potential for conflict, strain, or overload when demands exceed their capacity. Teachers often balanced their pedagogical responsibilities, such as lesson delivery and student engagement, with administrative tasks like report writing and program coordination. Role theory highlights the impact of these competing demands on teachers' performance, mental health, and professional satisfaction, making it a critical lens for analyzing how teachers manage their dual roles (Biddle, 2019; Turner, 2020). Self-Determination Theory (SDT) also supported this study by focusing on individuals' intrinsic motivation driven by autonomy, competence, and relatedness. Teachers who perceived their responsibilities as manageable and aligned with their professional growth were likely to remain motivated and engaged despite workload challenges. SDT emphasized the importance of creating supportive environments where teachers felt valued and capable of fulfilling pedagogical and management tasks, ultimately contributing to their well-being and effectiveness (Ryan Deci, 2020). Finally, Transformational Leadership Theory underpinned this study by emphasizing the role of school leaders in inspiring and empowering teachers to manage their responsibilities effectively. Transformational leaders foster a shared vision, encourage professional development, and provide individualized support, which is essential in mitigating role-related stress. This theory emphasizes the significance of leadership in foster-

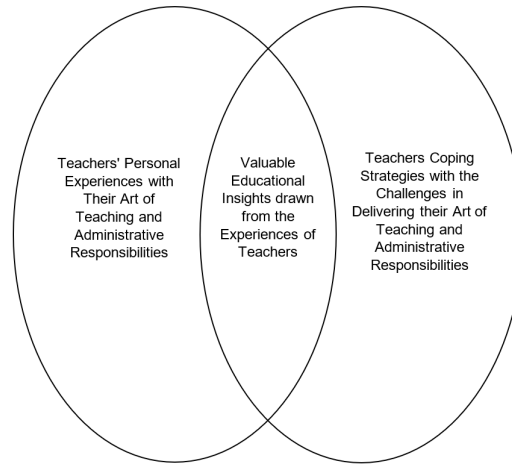


Fig. 1. Conceptual Framework of the Study

ing a collaborative culture where teachers feel supported in balancing their teaching and administrative duties (Bass Riggio, 2019; Leithwood Sun, 2020). The conceptual framework illustrated the interconnected aspects of teachers' experiences, perceptions, and strategies in balancing their pedagogical and administrative responsibilities. The first element focused on teachers' personal experiences, highlighting the challenges they faced while juggling classroom instruction with non-teaching tasks such as event coordination, report preparation, and administrative duties. These experiences often shaped their daily routines, professional outlook, and capacity to deliver high-quality education. Teachers' narratives provided valuable insights into the lived realities of managing dual roles within the school environment. The second element focused on teachers' strategies to address these challenges, including time management, collaboration, and seeking support from school leaders. Teachers developed adaptive approaches, such as prioritizing tasks, sharing responsibilities with colleagues, and leveraging professional development opportunities to enhance their organizational skills. The third element emphasized the valuable educational insights that teachers drew from their dual roles, highlighting the impact of these experiences on

their professional well-being and instructional practices. For instance, teachers described the challenge of time fragmentation, where their focus shifted constantly between classroom instruction and urgent non-teaching tasks, such as preparing reports, attending meetings, or coordinating school events. This dimension underlined the significance of institutional support in shaping teachers' perceptions and mitigating role-related stress. The overlap between the three elements underscored the interplay between teachers' experiences, perceptions, and strategies, demonstrating how each dimension influenced the others in navigating the complexities of their dual responsibilities. Figure 1 below illustrates the connection between the two research questions. On the left side, it highlighted teachers' personal experiences as they juggled their teaching duties with administrative tasks, shedding light on the challenges they faced in managing both roles. At the center, it presented teachers' views on how these dual responsibilities affected their well-being and teaching methods, showing the impact on their professional lives. On the right side, it illustrated the different strategies teachers used to cope with these challenges, focusing on how they managed their workload and balanced their responsibilities effectively.

2. Methodology

This chapter will outline the processes and steps involved in conducting the study. This will encompass selecting the study's design, identifying the respondents and the sampling method, choosing the research instruments for data collection, and delineating the data analysis process. The researcher employed artificial intelligence methods to proofread this work meticulously during its preparation. Artificial Intelligence (AI) enhanced the manuscript's quality, coherence, and precision. This methodology is being openly communicated to adhere to ethical norms in research. Leveraging AI for proofreading underscores a commitment to the responsible use of cutting-edge technologies and acknowledges AI's growing role and potential in professional and academic writing.

2.1. Philosophical Assumptions—This study was grounded in the constructivist-interpretivism paradigm, which aligned with the narrative approach in exploring teachers' personal and professional experiences. Constructivism emphasizes that knowledge is co-constructed through individual experiences and social interactions, making it suitable for understanding how teachers navigate the complexities of balancing pedagogical and administrative responsibilities (Creswell Poth, 2018). This paradigm valued subjective meanings and sought to uncover the depth and richness of the participants' lived experiences. The interpretive stance assumed that reality was multiple and constructed through participants' personal experiences within their social and organizational contexts. This was particularly relevant to the study conducted in Cluster 14, Division of Davao City, as the local culture, school settings, and administrative structures influenced the participants' narratives. By acknowledging the diversity of perspectives, this study captured the nuances of how teachers perceived, experienced, and managed their dual roles. The research further adopted phenomenology as its methodological underpinning. Phenomenology aligns with the constructivist-interpretive approach by emphasizing the lived experiences of research participants, which provides a deeper exploration of how they conceive these experiences (Clarke and Braun). Through this lens, teachers' stories were not merely recollections. However, they served as a medium for constructing and interpreting their professional realities, ultimately providing insights into the broader educational system in the Division of Davao City. According to Khalifa (2023), a research philosophy is a set of thoughts and hypotheses regarding the evolution of knowledge. In other words, philosophy meant utilizing abstract concepts and beliefs to guide the research. Philosophical assumptions were typically the first ideas in developing a study. This was congruent with the thoughts of Creswell and Poth (2018), whose worldview focused fundamentally on their perception of connections and their development. The research philosophy was chosen based on the scholar's perspective on knowledge generation. Philosophical assumptions were regularly applied through interpretative frameworks used by scholars when conducting research. According to Khalifa (2023), philosophical assumptions were the main thoughts incorporated into the interpretive frameworks used in the study. These beliefs have been referred to as paradigms, philosophical assumptions, epistemologies, ontologies, broadly conceived research methodologies, and alternative knowledge claims (Creswell, 2019; Kaushik Walsh, 2019). There were beliefs about ontology (the nature of reality), epistemology (what constitutes knowledge and how knowledge claims are justified), axiology (the

role of values in research), and methodology (the research process). The study's philosophical assumption framework collected, analyzed, and interpreted data within a specific research field, providing the context for the ensuing results and conclusions. Understanding the philosophical assumptions behind qualitative research begins with assessing its place within the overall research process, recognizing its importance as an essential element of research, and considering how to actively incorporate it into a study. As Khalifa and Khalifa (2024) stated, these assumptions typically covered ontological, epistemological, axiological, and methodological educational perspectives. As the researcher engaged in this study, he was continually aware of or influenced by a range of beliefs concerning the nature of reality, the acquisition of knowledge, the role of values in research, and the methodologies employed in the study.

2.1.1. Ontology—The issue relates to the nature of reality and its characteristics. When the researcher conducted qualitative research, he adopted an approach that analyzed teacher voices on classroom management responsibilities and the art of teaching. The researcher embraced different realities, as do the individuals being studied and the readers of qualitative research. When studying individuals, qualitative researchers intend to report multiple realities. Evidence of various realities includes the use of numerous forms of evidence in themes, incorporating the actual words of different individuals, and presenting diverse perspectives. For example, when writers compile a phenomenology, they report how individuals participating in the study view their experiences differently. According to Moustakas, as cited by Gabrielle (2023), phenomenology was chosen as the methodology for this study because it was “well suited to studying affective, emotional, and often intense human experience.” “The primary target of phenomenolog-

ical knowledge is the understanding of meaningful, concrete relations implicit in the original description of experience in the context of a particular situation.” An ontology is a philosophical framework that describes the nature of social reality, what can be known, and how it can be understood and interpreted. It provides the foundation for how researchers perceive the world and the phenomena they study, influencing the way they design and conduct their inquiries. Ontological assumptions reflect a researcher's foundational beliefs about whether reality is objective and exists independently of human perception or is subjective and shaped by individual experiences and social contexts. In qualitative research, particularly in studies examining lived experiences—such as phenomenological inquiries—ontology supports the notion that multiple realities exist and are co-constructed through social interaction and personal meaning-making. As Newman (2019) asserts, ontological assumptions are not only central to understanding the human condition but also underpin the frameworks of social research and policymaking, informing the interpretation of human behavior, institutional dynamics, and systemic change.

2.1.2. Epistemology—Conducting a qualitative study means the researcher attempts to get as close as possible to the study participants. Therefore, subjective evidence is assembled based on individual views. In this study, the researcher selected high school teachers as participants because they were familiar with the researcher and the research context. Thus, the knowledge is gathered through the participants' subjective experiences. Conducting studies in the “field” where the participants live and work becomes essential, as these are vital contexts for understanding what the participants express. The longer researchers stay in the field or become familiar with the participants, the more they can “know what they know” through first-hand information. For instance, high-quality

phenomenology requires a prolonged stay at the research site. Furthermore, the research was informed by the researchers' own experiences as social researchers working within interdisciplinary teams. Elsayah et al. (2020) argue that one of the primary barriers to successful integrative research processes is reconciling the epistemologies underlying knowledge creation. Similarly, Moon et al. (2021) describe epistemology as the branch of philosophy that asks, "How do we know what we know?" It concerns ensuring that knowledge is adequate and legitimate by examining what constitutes a knowledge claim, including the assumptions made, how knowledge is produced or acquired, and determining how it can be applied.

2.1.3. Axiology—This assumption characterizes qualitative research. In practice, researchers conducting qualitative studies acknowledge the value-laden nature of the study and actively report their values and biases, as well as those embedded in the information gathered from the field. This study will share the findings with the school where the researcher was employed. The researcher intentionally positioned himself within the study. For instance, in an interpretive biography, the researcher's presence is evident in the text, and the author acknowledges that the narratives presented reflect both the subject's voice and the researcher's interpretive lens.

2.2. Qualitative Assumptions—This study was grounded in several qualitative assumptions that guided its inquiry into the personal experiences of teachers balancing pedagogical and administrative roles. A fundamental belief was that reality was subjective and constructed by individuals based on their unique contexts and experiences (Merriam Tisdell, 2019). In this case, it was assumed that teachers' experiences in Cluster 14, Division of Davao City, were shaped by their interactions within their respective school environments and influenced by local culture and institutional norms. The partici-

pants' narratives were expected to reveal their complex roles and illustrate how external factors, such as workload, school resources, and administrative expectations, affected their daily professional realities. Another key assumption was that meaning was embedded in narratives and was best uncovered through open-ended inquiry. The teachers' accounts were valuable insights into how educators navigated the challenges of performing dual roles. These stories offered rich, in-depth data and positioned the participants as active agents in the research process, co-creating knowledge with the researcher. Furthermore, the study acknowledged the researchers' reflexivity, recognizing that their positionality and interactions with participants influenced the research outcomes (Creswell Poth, 2018). Centered on depth and contextual understanding, this qualitative study accepted that the findings might not have been generalizable but could have offered transferable insights to similar educational contexts. Through this perspective, the study aimed to capture the nuanced realities of the participants' professional experiences, thereby providing a deeper understanding of their work lives. In conducting the study, the researcher relied on the voices and interpretations of participants by incorporating extensive quotes and thematic analysis that reflected the participants' words and presented evidence from multiple perspectives. Participants' responses were meticulously coded and analyzed to construct the shared themes and unique elements of their experiences. The researcher ensured the authenticity of the data and took deliberate steps to minimize the intrusion of personal bias throughout the research process.

2.3. Design and Procedure—This study employed a phenomenological research design, which was most appropriate for exploring the lived experiences of teachers balancing their administrative responsibilities with the art of teaching. By emphasizing the participants'

voices, this design enabled a deeper exploration of how teachers navigated their dual roles, perceived their professional challenges, and implemented strategies to address these demands. The study prioritized capturing unique and subjective perspectives of teachers in Cluster 14, Division of Davao City, and provided a comprehensive understanding of their lived realities. The procedure began with participant selection, employing purposive sampling to identify teachers with firsthand experiences balancing instructional duties and administrative responsibilities. Criteria for inclusion involved tenure, involvement in managerial tasks, and teaching load. The study targeted participants who could articulate their experiences and provide rich narratives. Semi-structured interviews were the primary data collection method, allowing flexibility to probe deeper into the teachers' stories while maintaining a structured framework. This approach ensured that key research questions were addressed while capturing unexpected insights from participants' narratives. Data collection involved in-depth interviews conducted in a private and conducive environment to encourage openness and authenticity. Each interview was audio-recorded with the participant's consent and transcribed verbatim for analysis and review. The interviews focused on understanding personal experiences, perceptions of the impact of dual roles, and the strategies teachers used to manage these responsibilities. To complement the interviews, the researcher employed observational notes or asked participants to share artifacts, such as schedules or reflective journals, to provide additional context to their stories. The researcher ensured reflexivity throughout the process, acknowledging how personal biases and interpretations might have influenced the analysis. Ethical considerations, including confidentiality, informed consent, and respect for participants' time, were strictly adhered to throughout the study. The design and procedure aimed to generate mean-

ingful insights into the complexities of teachers' dual roles by combining a rigorous methodological approach with ethical sensitivity. To maintain transparency and trust, participants were allowed to review their interview transcripts and clarify any information they felt needed revision. This participatory approach not only validated the data but also reinforced the collaborative nature of the research process.

2.3.1. Risks, Benefits, and Safety—The study posed minimal risks to participants, with potential discomfort arising only from recounting stressful experiences. To mitigate these concerns, interviews were conducted in a comfortable and private setting, and participants were free to decline to answer any question. The study's benefits included contributing to academic literature and advocating for better policies for teachers. A careful assessment of foreseeable risks, burdens, and benefits to the participants was made. The researcher's questionnaire did not contain degrading, discriminatory, or unacceptable language that could be offensive to the participants, thereby minimizing these risks. An extra careful approach was used in collecting the data so that irrelevant and confidential details were rejected. The study did not involve any high-risk situations that might have affected the participants' social and emotional needs. Furthermore, this study ensured that the potential benefits to the participants outweighed the possible harm. Ethical guidelines were strictly observed throughout the research process to promote respect, transparency, and voluntary participation. The results of this study benefited the entire Department of Education—teachers, students, parents, and the community—by providing a straightforward rationalization to synthesize various activities that addressed the analysis of teachers' perceptions and experiences with project-based learning in high school classrooms. Practically, the researcher identified only minimal, if any, risks regarding physical harm or discom-

fort participants may have experienced during the study. Specifically, any factors that might have adversely affected the respondents' relationships, such as loss of status, privacy, or time, were considered in the study's planning stage to minimize, if not prevent, such effects.

2.3.2. Privacy and Confidentiality of Information—The study ensured the privacy and confidentiality of the respondents' information. The researcher adhered to the principles of the Data Privacy Act of 2012, or Republic Act 10173, which mandated transparency, legitimate purpose, and proportionality in collecting, retaining, and processing personal information (National Privacy Commission, Data Privacy Act of 2022). This act protected the fundamental human right to privacy of information, ensuring the free flow of information that promoted innovation and growth. The researcher protected the respondents' right to privacy, treating their responses with the utmost respect. Unless required by law, the confidentiality of information was always observed. The study did not request Other personal information to safeguard their identities and enable them to participate without fear of being revealed. Any information was taken with utmost care to ensure anonymity and to de-identify any shared personal data. Such names and identities were protected by using pseudonyms. The information on these codes was transcribed in an archival log. Hence, individual names were not used for identification purposes. Written responses, if any, were captured through a camera. Recordings were saved, and documents were stored in one secure location, either protected or encrypted. Moreover, all participant information remained confidential. To protect identities, pseudonyms were used in transcripts, analyses, and reports. Data were securely stored on password-protected devices and were destroyed upon project completion. The researcher also ensured that no identifiable information was disclosed inadvertently in any publications or presentations. Addition-

ally, the researcher received expert guidance from the adviser, the RMC Research Ethics Committee, panel members, and expert validators who reviewed and helped refine the study. Their constructive feedback and academic support ensured that the research adhered to ethical standards and methodological rigor. This collaborative engagement also helped the researcher navigate challenges and enhance the clarity and credibility of the final manuscript.

The researcher engaged with various sectors of the academic community, including teachers, parents, and basic education students, particularly within Cluster 14 of Davao City. Given the area's cultural diversity, the researcher demonstrated sensitivity to and respect for the community's cultural, traditional, and religious practices. The RMC Graduate School actively reviewed, validated, and guided the revisions of the study manuscript, ensuring it met the standards of research and academic practices. Junior high school teachers, students, and parents contributed to the development of the questionnaire during the initial phase of the study. These guide questions later served as instruments for gathering qualitative data in the second phase. The proper research protocol was observed, including securing approval from the school principals whose institutions were involved in the study. The study's findings benefited key stakeholders in public school systems, as the data reflected the voices of teachers regarding classroom management responsibilities and the art of teaching—insights crucial for advancing teaching and learning practices.

2.4. Research Participants—This study involved 10 participants purposively selected from public school teachers in Cluster 14, Division of Davao City. These participants actively balanced pedagogical responsibilities with administrative tasks, such as serving as department heads, coordinators, or committee leaders, alongside their teaching duties. Teachers with at least three years of experience in their dual

roles were prioritized to ensure they had substantial insights and lived experiences to share. Participants were selected based on their ability to provide rich and detailed narratives regarding their experiences and strategies for managing dual roles. This sampling strategy was guided by the study's aim to gain a deep understanding of the phenomenon rather than to generalize findings. Additionally, diversity in grade level taught, subject area, and years of service was considered to ensure a range of perspectives were represented. The selection process involved initial coordination with school administrators and supervisors within the Cluster 14 district. Interested teachers were briefed on the study's purpose, procedures, and ethical considerations, including the confidentiality of their responses. Those who voluntarily agreed to participate signed an informed consent form and provided their availability for an interview. By focusing on a small, purposive sample, this study aimed to provide an in-depth and nuanced exploration of teachers' lived realities, ensuring that their stories were authentically and respectfully represented. These participants were key informants in uncovering the complexities of balancing pedagogical and administrative responsibilities in public education.

2.5. Research Instrument—The study utilized a semi-structured interview guide as its primary research instrument. This tool facilitated meaningful, open-ended conversations with participants while ensuring alignment with the study's objectives and research questions. The guide was divided into three core areas: (1) personal experiences of teachers in managing the art of teaching and administrative responsibilities, (2) coping strategies employed with the challenges in teaching and administrative responsibilities, and (3) valuable educational insights that could be drawn from the experiences. By focusing on these themes, the interview guide ensured the systematic collection of rich narratives, capturing the depth and complexity

of participants' lived experiences. Open-ended questions such as "Can you describe a moment that illustrates how you manage your dual roles?" and "What strategies have been most effective in handling these responsibilities?" encouraged detailed and reflective responses. The interview guide underwent expert validation and a pilot test to enhance its validity and reliability. Experts in qualitative research and educational management reviewed the guide to ensure clarity, relevance, and alignment with the study's goals. A pilot test with teachers outside Cluster 14 helped refine the questions, ensuring they effectively elicited meaningful narratives. The semi-structured format provided flexibility, allowing the researcher to adapt and probe deeper into emerging themes during interviews. This approach ensured that the interview guide was a robust tool to capture teachers' nuanced and diverse experiences, balancing dual responsibilities.

2.6. Role of the Researcher—In this qualitative research, the researcher's role extended beyond data collection, as they were the primary instrument in exploring and interpreting participants' lived experiences. In this narrative inquiry, the researcher played a dual role as both an active listener and an empathetic interpreter, responsible for facilitating open, reflective dialogue with teacher participants from Cluster 14, Division of Davao City. The researcher created a safe and respectful environment during the interviews, encouraging participants to share their authentic stories without fear of judgment or bias. The researcher was tasked with maintaining reflexivity throughout the research process. This involved acknowledging personal biases, preconceptions, and positionality that might have influenced the study's outcomes. For example, as an educator in the same field, the researcher remained vigilant in not imposing their interpretations or experiences on participants' narratives. Instead, the focus was on faithfully representing the participants' voices while en-

surings that their stories remained the foundation of the analysis. Additionally, the researcher assumed an ethical responsibility to protect participants' rights and maintain the confidentiality of the data. This included obtaining informed consent, safeguarding all collected data, and ensuring that findings were reported transparently and accurately. By fulfilling these roles, the researcher upheld the integrity of the study and contributed meaningful insights into teachers' professional lives, balancing pedagogical and administrative responsibilities.

2.7. Data Collection—The data collection process for this study adhered to a systematic and ethical approach, ensuring transparency, validity, and respect for participants' rights. It involved several key stages: Initial Preparations and Obtaining Required Documents. The researcher first obtained an endorsement letter from Dr. Nelia G. Aga, Dean of the Graduate School, to secure institutional approval and support. Seeking Permission from the Schools Division Superintendent (SDS). The initial stage involved obtaining formal approval from the Davao City Division Schools Division Superintendent (SDS). The researcher submitted a formal request letter along with the research proposal, which included the study's objectives, Chapters 1 and 2, and the interview guide. This communication outlined the purpose of the research and its alignment with the division's educational priorities. Securing the SDS's approval ensured compliance with district protocols and conferred legitimacy for engaging with school-level participants. Securing Permission from School Heads. Following the SDS's approval, the researcher sought permission from the school heads within Cluster 14 of the Davao City Division. Formal letters were sent to the principals outlining the study's objectives, the participation of their teachers, and the expected time commitment. This step ensured that school leaders were well-informed and could facilitate the research process while maintaining institu-

tional support. Coordinating with school heads helped create a collaborative environment for data collection and analysis. Obtaining Consent from Participants. To ensure ethical participation, an orientation session was conducted with the identified participants. The study's purpose, procedures, potential risks, and benefits were clearly explained during this session, with an emphasis on voluntary participation. Participants were allowed to ask questions and were required to sign informed consent forms prior to the interviews. These forms assured participants confidentiality, anonymity, and the right to withdraw. This process was critical for building trust and ensuring participants felt secure and respected throughout the study. Conducting the Interview. The core data collection activity involved conducting in-depth interviews with selected teacher participants using a semi-structured interview guide. Interviews were held in private, comfortable settings to encourage open and honest dialogue. With participants' consent, audio recordings were made to ensure accurate transcription. The researcher maintained neutrality throughout, practicing active listening and avoiding leading questions. This approach facilitated the collection of authentic narratives that explored the teachers' personal and professional experiences in balancing pedagogical and administrative responsibilities. Transcribing Interview Responses and Data Coding. Upon completion of the interviews, the audio recordings were transcribed verbatim. Responses in the vernacular were translated into English to ensure clarity during analysis. The transcribed data were systematically coded to identify recurring themes and patterns. Employing qualitative analysis techniques, the researcher organized these themes in alignment with the study's research questions. This analytical process ensured that participants' voices were authentically represented, contributing to a nuanced understanding of their strategies for managing dual roles.

2.8. *Data Analysis*—Data analysis in this qualitative study focused on examining and interpreting non-numerical data to uncover meanings, relationships, and insights. The goal was to develop a narrative that addressed the research questions and generated new knowledge grounded in the participants' lived experiences. The process began with the researcher reflecting on personal experiences related to the phenomenon to acknowledge and bracket any potential biases. This allowed the focus to remain on participants' perspectives. The researcher then identified significant statements from the interviews that revealed how participants experienced the phenomenon. These statements were filtered for relevance and grouped into non-repetitive, non-overlapping categories. These themes were developed to represent key aspects of the participants' experiences. Descriptions were then written to represent both the "what" (textural) and "how" (structural) aspects of the experience. A composite description followed, integrating these elements into a holistic portrayal of the phenomenon. Thematic analysis was guided by Creswell's model, particularly in identifying themes from interview data. The data analysis process began with familiarization, during which the researcher immersed herself in the transcripts through repeated readings. This step helped identify both explicit content and subtle meanings within the narratives. Through this in-depth engagement, initial patterns and insights began to emerge. Coding followed, during which meaningful segments of data were labeled and organized. These codes were then grouped into themes, which were refined through a reviewing process to ensure coherence and consistency. Each theme was revisited to validate its significance and relationship to other themes. This iterative process ensured the analysis remained grounded in the participants' narratives while revealing core insights and shared experiences. The researcher then defined and named each theme,

articulating its essence with clear, descriptive labels. During the final writing-up phase, these themes were integrated into a comprehensive narrative that merged participants' voices with the study's analytical findings. The discussion was contextualized with existing literature to ensure scholarly depth and validity. Throughout the process, qualitative analysis tools—whether manual or software-based—were used to manage and refine data categorization. Reflexivity and iteration remained central to maintaining the integrity of interpretation. To ensure consistency and depth, codes and themes were continuously revisited and compared across participant responses, allowing patterns to emerge organically from the data. The findings were ultimately interpreted in terms of the research questions and relevant academic literature (Jain, 2023), providing a robust and insightful understanding of how teachers navigate their dual roles in educational settings.

2.8.1. *Thematic Content Analysis*—The thematic analysis identified the pattern of essential themes in the data and used these themes to address the study. As thematic analysis did not require the detailed theoretical and technological knowledge typically required by other qualitative approaches, it offered a more accessible form of analysis, particularly for those early in their research careers (Braun Clarke, 2021). Regardless of the study type or purpose, the most critical aspect of the analysis was that the researcher respected the data and tried to represent the interview results as truthfully as possible (Palo, 2022).

2.8.2. *Document Analysis*—Document analysis employs a systematic procedure to examine documentary evidence and address specific research questions. Qualitative data analysis involved analyzing material from written documents to conclude, depending on the study parameters. The effort required to prepare the analysis was much less than was needed for field observation, interviews, or the require-

ments workshop. The data analysis could be interrupted and continued at any time. This flexibility made document analysis a practical and efficient method for supplementing interview data and validating emerging themes. Additionally, it provided contextual depth and background information that enriched the overall interpretation of the study findings.

2.8.3. *Triangulation of Data*—Triangulation was employed in this study, utilizing multiple methods or data sources in qualitative research to gain a comprehensive understanding of the phenomena, as supported by Patton (2019). Triangulation was also viewed as a qualitative research approach for testing validity by combining data from various sources. Triangulation reduced research bias that came from using a single method. It increased validity by exploring the same topic with multiple tools and provided a clear understanding of the research problem, thereby establishing credibility.

2.8.4. *Environmental Triangulation*—This type of triangulation utilizes different locations, settings, and other critical environmental factors, such as the time, day, or season in which the study was conducted. The key was determining which environmental factors might have impacted the information provided. These factors were modified to determine if the results remained consistent across settings. Validity was established when the findings remained consistent under various environmental conditions (Guion, 2019). This approach enhanced the credibility of the study by ensuring that the conclusions drawn were not limited to a single context or set of circumstances.

2.9. *Analytical Framework*—The analytical framework for this study was flexible enough to allow the researcher to either gather all of the data and then analyze it or evaluate it while it was being collected. The data collected was then sifted, charted, and categorized in line with key topics and themes during the analysis stage. This process involved familiarization,

coding, developing a thematic framework, indexing, charting, mapping, and interpretation. It included analyzing and defining concepts, mapping the range and nature of phenomena, creating typologies, finding associations, providing explanations, and developing strategies (Ritchie and Spencer, as cited by Goldsmith, 2022). These concepts, technologies, and associations mirrored the participants. Therefore, any plan or recommendations the researcher offered reflected the participants' real views, beliefs, and values.

2.9.1. *Familiarization*—It involved becoming familiar with the data through reading and re-reading interview transcripts. Familiarizing oneself with the entire interview, including the audio recording and transcript, along with any contextual or reflective notes the researcher recorded, was a vital stage in the interpretation process. It could also have been helpful to re-listen to all or parts of the audio recording. The researcher became immersed in the data by listening to audiotapes, exploring the field, or reading transcripts. The researcher became aware of critical ideas and recurring themes throughout the procedure and noted them. The researcher may have been unable to review all the material due to the enormous amount of data collected in qualitative research. As a result, a portion of the data set was utilized. Several elements of the data collection method influenced the selection.

2.9.2. *Coding*—It summarized and represented data to provide a systematic account of the recorded or observed phenomenon. After familiarization, the researcher carefully read the transcript line by line, applying a paraphrase or label that served as a 'code' to describe what they interpreted in the passage as necessary. This coding aimed to classify the data for systematic comparison with other parts of the dataset. A thematic framework was developed after coding a few transcripts. The researcher needed to compare the labels applied and select a set of codes to apply to all subsequent

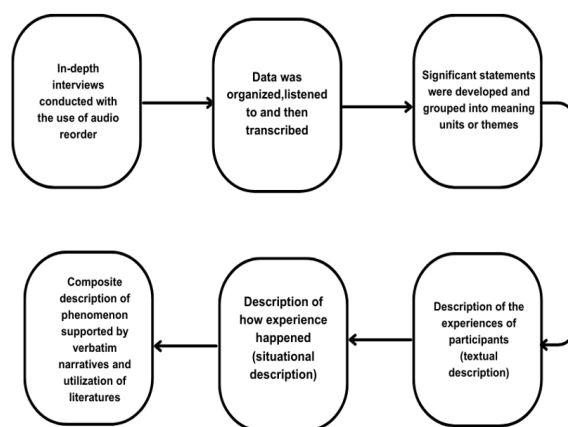


Fig. 2. Analytical Framework of the Study

transcripts. Codes were grouped into categories, which were then clearly defined and labeled. This formed a working analytical framework. Several iterations of the analytical framework were likely required before no additional codes

emerged. It was always worth having another code under each category to avoid ignoring data that did not fit; the analytical framework was not considered ‘final’ until the last transcript had been coded.

The principles of thematic analysis, including coding data, identifying themes, refining these themes, and reporting the findings, are relatable to other qualitative methods, such as discourse analysis (Forbes, 2022). Thematic analysis is a method for analyzing qualitative data. It involves identifying and reporting patterns in a data set, which are then interpreted for their inherent meaning. Braun Clarke (2022) discussed the steps of the thematic analysis in the study’s analytical framework.

2.9.3. Indexing—Indexing involved identifying portions or sections of data that related to specific themes. This procedure was conducted using all the textual data collected, including transcripts of interviews (Ritchie and Spencer, as cited by Goldsmith, 2022). It used a numerical system to index references and annotate them in the margin beside the text for ease of use. Qualitative data analysis tools were ideal for this task.

3. Results and Discussion

This section of the study focuses on research questions and provides answers based on participant feedback. The phenomenology study examined teachers’ perspectives regarding their experiences, coping strategies, and insights related to classroom management responsibilities and the art of teaching.

3.1. Personal Experiences of Teachers in Managing their Art of Teaching and Administrative Responsibilities—The classroom is a dynamic environment for imparting knowledge and shaping the future, yet it poses challenges for teachers. Their experiences encompass teaching and numerous administrative tasks, in-

fluencing their professional lives and effectiveness. This study explores teachers’ lived experiences, focusing on how their interactions with teaching practices and administrative responsibilities shape their teaching styles, well-being, and student engagement. It aimed to understand the challenges and rewards of teaching more

effectively, thereby informing strategies for enhancing teacher support and fostering more effective and fulfilling learning environments for both educators and students. Teachers perform interconnected and multiple roles according to Biddle's role theory. This theory posits that individuals occupy various societal roles, and managing these roles can significantly affect teacher effectiveness. Role conflict or role strain can undermine this effectiveness if teachers are overwhelmed or unsupported in their social and professional roles (Balyer Ozcan, 2020). Moreover, the study by Stark (2020) also opined that a person's previous experiences shape their current lived experiences. Thus, the approaches utilized by teachers in their profession can reflect their experiences during professional teacher training and their involvement in multiple roles.

3.1.1. Challenges in Managing Time and Overlapping Responsibilities—Teachers today encounter increasing difficulty balancing their primary duty of providing high-quality instruction alongside the expanding array of administrative responsibilities. The art of teaching requires time, focus, and emotional investment, yet these are often compromised by overlapping duties such as report writing, event coordination, and committee work. The ongoing balancing of various roles may result in fragmented time, increased stress, and decreased teaching effectiveness. As educators strive to fulfill pedagogical and managerial expectations, it is crucial to understand the influence of these dual responsibilities and identify the support systems necessary for their success in the profession. The interviews highlighted a persistent and significant challenge faced by teacher-participants: the difficulty of managing time efficiently while juggling overlapping teaching and administrative duties. Participants reported that managing multiple roles significantly impacts their ability to concentrate, plan lessons, and engage students. Participant 1 (P1) highlighted the complexity of simultaneously fulfilling various roles—Student

Activities Coordinator, Prefect of Discipline, and Guidance Advocate—while delivering engaging classroom instruction. The participant emphasized the difficulty of maintaining focus and allocating sufficient time to each responsibility, especially when these roles require different levels of energy and attention. This supports existing literature, noting how overlapping responsibilities can dilute instructional effectiveness and teacher engagement (Davis Wilson, 2020). Participant 3 (P3) reinforced this challenge by sharing how their students often end up "left behind" due to the frequency of meetings and seminars. This reflects the conflict between external commitments and classroom responsibilities, usually leading to unintended neglect of instructional duties. The participant's use of the phrase "daghan kaayo! (too many!)" to describe the challenges suggests the overwhelming nature of the workload, echoing Kanwal et al.'s (2023) findings on the burden of administrative tasks interfering with teaching quality. Similarly, Participant 4 (P4) noted the difficulty of managing six class sections within a six-hour period, leaving only two hours for administrative tasks. They acknowledged the inevitable overlap between instructional and administrative demands, making it hard to meet both effectively. Participant 7 (P7) provided a clear example of how this overlap affects their work: they often prepare reports during class, compromising instruction quality. This scenario illustrates the "role conflict" described by Harris (2019), where administrative duties overshadow core teaching tasks. Participant 9 (P9) encapsulated the dilemma by describing it as "dealing with two masters at the same time," underlining the mental and emotional strain of trying to meet the expectations of both academic and administrative duties. The phrase highlights the internal conflict and stress resulting from divided responsibilities, a condition documented in studies examining educator burnout and role overload (Kanwal et al., 2023). Overall, the par-

participants' experiences underscore the pressing issue of time management in teaching, particularly when teachers are tasked with multiple non-teaching roles. The overlapping responsibilities affect their ability to deliver quality instruction, contributing to stress and professional fatigue. The narratives suggest a need for systemic support, a more equitable distribution of roles, and structural adjustments to enable teachers to manage their time and responsibilities more effectively. In contemporary educational environments, educators' roles have evolved significantly to cover both pedagogical and administrative responsibilities. Teachers provide quality instruction and fulfill various administrative tasks, such as curriculum planning, performance evaluations, and compliance with regulatory requirements (Davis Wilson, 2020). The intersection of these two domains can generally result in role conflicts regarding intrinsic teaching qualities—specifically, how to promote student involvement and provide personalized instruction, which is often hindered by the time-consuming nature of administrative tasks (Harris, 2019). Teachers often report being overwhelmed as they manage their administrative responsibilities, which decreases the time dedicated to lesson preparation, student interaction, and professional development (Kanwal et al., 2023). Examining the balance between teaching and administrative duties is crucial to understanding the implications of these functions on instructional quality and time management. The multiplicity of roles can lead to stress and significant demands over time, placing educators in a precarious position where they must constantly reconcile competing responsibilities (Harris, 2019; Kanwal et al., 2023).

3.1.2. Strained Relationships with Colleagues and Students—The dual burden of teaching and administrative responsibilities often makes teachers' positions difficult and can strain their relationships with colleagues and students. While they juggle lesson plans, class-

room work, and other academic duties, demands can lead to stress and miscommunication, making it more challenging for them to collaborate with their colleagues. Limited accessibility and attention may make students feel ignored or misunderstood, detrimental to the rapport fundamental to successful learning between teachers and their students. Their personal experiences underscore how the demands of juggling various responsibilities can hinder professional performance and undermine the relational aspects of teaching, which are vital to fostering a healthy and supportive educational environment. The interplay between teaching and managing tasks has a significant impact on teacher relationships at work and can lead to tension in classrooms and between colleagues. Respondents' feedback shared that the requirements of administrative tasks detract from the time and emotional investment needed to nurture connections—an essential element in the field of education (Harris, 2020; Skaalvik Skaalvik, 2017). Participant 2 (P2) mentioned the impact of having too many administrative tasks; students often end up without proper supervision, and the teacher struggles to get to know them personally when acting as a class advisor. Due to the limited time available for building individual connections with students, important teacher-student relationships that foster trust in the classroom and enhance student motivation and overall growth are often compromised (Skaalvik Skaalvik, 2017). The experience shared by the participant underscores how being overwhelmed with responsibilities can undermine the basis of successful teaching. Participant 9 (P9) shared similar feelings about the decline in meaningful engagement with students and colleagues within the educational setting due to increased workload pressures, which lead to exhaustion and limit opportunities for mentorship and establishing emotional bonds with others—highlighting the loss of those genuine interactions that create rapport and empa-

thy between individuals. It also supports Wilson et al.'s (2023) observation that administrative burdens often lead to professional burnout and a breakdown in collegial support. Additionally, Participant 6 (P6) mentioned that adjustments in teaching methods were made in response to strict administrative timelines within classrooms. When teachers have to submit reports instead of actively engaging with students during class time due to the demands of the job schedule and time constraints placed upon them by administrative requirements, it can inadvertently lead to them relying more on seatwork as a temporary solution rather than fostering meaningful interactions with their students in a dynamic and engaging learning environment—essential for effective teaching practices (Harris, 2020). Participant 5 (P5) revealed the emotional toll of fractured relationships with colleagues, stating that some co-workers question and damage one's character. This reflects how workplace stress, fueled by uneven workloads and constant performance demands, can lead to tension, judgment, and a lack of mutual support among staff, further isolating teachers in their struggles (Wilson et al., 2023). Likewise, Participant 8 (P8) expressed discomfort and embarrassment when requesting urgent data from colleagues. The participant shared that such interactions can trigger complaints or irritation from co-workers, making collaboration feel burdensome rather than supportive. This scenario reveals how systemic pressures and last-minute demands contribute to a culture of frustration, where collegiality suffers, and professional relationships become fragile. These responses portray a clear picture: when teachers are stretched thin by overlapping roles, their capacity to nurture positive relationships with students and peers is significantly compromised. The emotional labor of teaching, rooted in empathy, connection, and collaboration, is overshadowed by logistical demands. As a result, teaching is challenged not only by time constraints but also by the erosion

of relational harmony, which is foundational to student success and professional well-being (Skaalvik Skaalvik, 2017; Harris, 2020). Research highlights both the challenges and benefits of teachers managing dual roles. While engaging in administrative and teaching tasks can help develop problem-solving skills and professional confidence (Creagh et al., 2023), it also increases the risk of role conflict. Administrative demands can reduce the time for practical instruction and collaboration, leading to frustration, burnout, and weakened professional relationships (Harris, 2020; Wilson et al., 2023). When teachers struggle to balance these responsibilities, the quality of their interactions with students and colleagues may decline, ultimately affecting their job satisfaction (Skaalvik Skaalvik, 2017).

3.1.3. Teaching with Passion—Despite the intense demands of administrative work and overlapping obligations, many teachers remain deeply committed to their vocation. For them, teaching is more than simply a profession; it is a vocation fueled by purpose, creativity, and a genuine desire to make a difference in students' lives. Their personal experiences demonstrate that, while juggling instructional and management responsibilities can be stressful, their passion for teaching remains a driving force behind their work. This enthusiasm motivates them to go above and beyond their ordinary responsibilities, to inspire students, and to find purpose in their profession despite the limitations and constraints of the educational system. The participants' reflections reveal how passion remains at the heart of their profession, driving them to go beyond routine obligations and maintain meaningful, student-centered instruction despite the challenges of managing additional roles. Participant 1 (P1) described their seven-year teaching journey as continuous learning, fueled by a desire to create engaging, STEM-focused lessons that promote critical thinking among students. Despite balancing various re-

sponsibilities, their dedication to contextualizing learning within the local environment shows a strong commitment to innovation and relevance. This reflects how passion enables teachers to remain creative and purpose-driven even when burdened with multiple tasks (Pottinger, 2024; Wang, 2022). Participant 9 (P9) offered a heartfelt reflection on over two decades in the profession, noting how, despite the unique challenges of each class, their commitment to promoting the richness of language and culture has never faded. This enduring "spark" speaks to the emotional resilience and sustained joy that passionate teachers find in their work, reinforcing Pottinger's (2024) conclusion that passion can be a catalyst for continued dedication and inspiration. Even when management duties pull them away from the classroom, their love for teaching keeps them grounded and motivated. Participant 10 (P10) focused on making learning fun and meaningful, showing how passion manifests in how teachers adapt their methods to connect more deeply with students. This mindset demonstrates a dedication not only to the content of education but also to the learner's experience, revealing a genuine care that extends beyond administrative expectations (O'Scanaill, 2020). Participant 6 (P6) acknowledged the unpredictability of teaching yet finds joy in seeing students actively participate in gamified activities. Despite a full schedule that includes non-teaching responsibilities, they intentionally find time to integrate interactive strategies that foster student engagement. This intentional effort illustrates how passion empowers teachers to sustain creativity even in the face of time constraints, aligning with Wang's (2022) findings that passionate teachers can manage stress better and maintain engagement through flow experiences. Participant 7 (P7) described teaching as a challenging yet fulfilling vocation, underscoring the emotional and human satisfaction that can be derived from the profession. Their statement reflects how the intrinsic rewards of

teaching—seeing students learn, grow, and succeed—often outweigh the stressors of administrative work, reinforcing the idea that passion is a sustaining force in a teacher's career (Pottinger, 2024; Wang, 2022). These responses collectively demonstrate that, although teaching presents numerous challenges, especially when combined with management duties, passion is the common thread that links purpose, perseverance, and personal fulfillment. This enthusiasm enables educators to persist in their dedication to the art of teaching, turning obstacles into opportunities for growth and fostering their students with innovation, compassion, and commitment. Figure 3 presents teachers' personal experiences as they navigate the demands of their teaching practices alongside administrative responsibilities. It provides qualitative data that revolves around challenges in managing time and overlapping responsibilities, strained relationships with colleagues and learners, and teaching with passion. The explanation should highlight key trends and emotional impacts through the lived experiences of educators, offering a comprehensive understanding of how they see and understand their multifaceted roles. The first theme reveals that teachers with dual roles are indeed challenged by time as they deal with overlapping demands in teaching and administrative roles, leaving them with the dilemma of choosing and prioritizing tasks to accomplish within their limited time in school. These constant shifts in focus can lead to mental fatigue and diminished classroom engagement, ultimately affecting instructional quality. The second theme reveals that through these teachers' administrative tasks, they have acquired skills beyond teaching. However, it also strained their relationship with the learners, especially with their colleagues. Their absence due to meetings and seminars left students unattended, and urgent reports that they often have to ask their colleagues for lead to isolation and a rift between them and the people around

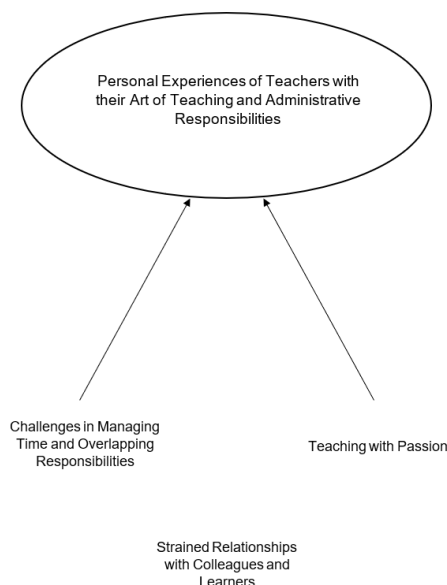


Fig. 3. Personal Experiences of Teachers with their Art of Teaching and Administrative responsibilities

them. Lastly, the third theme shows that despite their challenges with dual responsibilities, they remained passionate about their profession. Despite the challenges they encounter as they

juggle their roles, their minds and hearts are still aligned with teaching and creating meaningful learning opportunities for their learners.

3.2. *Teachers' Coping Strategies with the Challenges in Delivering Their Art of Teaching and Administrative Responsibilities*—Teaching is an art that requires not just knowledge of the subject but also skill in handling various classroom dynamics and fulfilling administrative duties. Several difficulties frequently confront teachers, from student involvement and curriculum delivery to administrative responsibilities. Supporting the educational system challenges teachers daily, especially those with dual roles - administrative and instructional responsibilities. To endure the challenges, teachers with dual roles have developed several coping mechanisms that help them maintain their professional integrity and provide practical instruction in navigating these obstacles. Support systems, establishment of work dynamics, and self-care are some of these coping mechanisms that help keep their passion for their profession alive. A closer look at these coping strategies

can shed light on the remarkable capabilities of teachers in terms of resilience and adaptability. It can also reveal their commitment to their students and profession, which drives them to continuously seek and implement methods that enhance their effectiveness and well-being. This exploration into the coping strategies of teachers not only highlights the challenges they face but underscores the creative and practical solutions they employ to overcome them, ensuring that the art of teaching remains vibrant and impactful despite the demands of administrative responsibilities.

3.2.1. *Seeking Support from Other Significant Individuals*—Teachers with dual roles revealed that seeking support from others is essential, emphasizing the importance of collaboration and interpersonal relationships in navigating the diverse challenges they face in their profession. To manage the challenges of effective teaching alongside various administra-

tive responsibilities, educators frequently seek support from colleagues, school leaders, family members, and professional networks for advice, motivation, and collaborative solutions. This section examines how seeking support from others can help reduce stress and foster a sense of community, resilience, and professional growth, enabling teachers to maintain their enthusiasm for teaching while navigating the challenges of their responsibilities. The responses reveal that seeking support from significant individuals is a crucial coping strategy for teachers as they navigate the demanding balance between teaching and administrative responsibilities. Many teachers rely on collegial support, recognizing the value of shared experiences and collaborative problem-solving. Participants 1 (P1) and 3 (P3) emphasized the importance of reaching out to colleagues and school administrators for advice and assistance, highlighting how open communication within the school community can ease workloads and provide moral support (Martinez McAbee, 2020; Johnson Brown, 2018). Similarly, Participant 6 (P6) noted the importance of developing rapport with fellow teachers handling administrative tasks and non-teaching personnel, suggesting that a supportive work environment significantly contributes to managing stress and responsibilities (Johnson Brown, 2018). Beyond the workplace, emotional support from family and friends also emerged as a strong pillar of resilience. Participants 5 (P5) and 10 (P10) identified their families as their primary support systems, underscoring the role of personal relationships in maintaining emotional well-being (Williams, 2020). These responses collectively illustrate that professional and personal support networks are vital resources for teachers striving to sustain their passion for teaching while meeting institutional demands. Studies have shown that teachers find support systems to be instrumental in navigating the complex landscape of teaching and administrative responsibilities. Mar-

tinez and McAbee (2020) posited that support given by school administrations helps teachers manage their load effectively. Another support system highlighted in the literature is peer support. Johnson and Brown (2018) mentioned that collaboration with colleagues helps create a sense of community and shared purpose, mitigating the isolation that sometimes occurs with their workload. Furthermore, engaging in professional learning communities has been identified as a proactive way for teachers to share strategies, gain new insights, and reinforce a culture of continuous improvement. Additionally, family and friends were also found to be integral in the study by Williams (2020), as the emotional and practical support they provide serves as a crucial escape from the pressures of the job, allowing teachers to replenish and maintain their passion for education. Together, these support networks develop flexible and strong teachers who continue to flourish despite the difficulties they encounter.

3.2.2. Managing Time and Prioritizing Tasks—In the dynamic landscape of education, teachers continually navigate the dual demands of instructional excellence and administrative responsibilities. Managing time and prioritizing tasks underscore the importance of effective coping strategies that enable educators to balance their professional responsibilities without compromising the quality of their teaching. With growing workloads, shifting curriculum standards, and diverse student needs, teachers must adopt practical time management skills and clear task prioritization to sustain their well-being and commit to meaningful learning. This theme explores how educators creatively and strategically manage their time to fulfill pedagogical and administrative roles amidst the evolving challenges of the profession. The responses highlight that effectively managing time and prioritizing tasks are essential strategies teachers use to navigate the intricate balance between their instructional and adminis-

trative duties. Participant 2 (P2) emphasizes the importance of establishing priorities, acknowledging that successful teaching and task execution demand deliberate decision-making (Cox, 2023). In a similar vein, Participant 3 (P3) adopts a methodical approach by establishing a schedule and diligently practicing time management, showcasing how effective planning can mitigate feelings of overwhelm and guarantee that both teaching and administrative responsibilities are fulfilled (Pozo-Rico et al., 2023). Participant 4 (P4) elaborates on this by highlighting the importance of balancing work and rest, suggesting that effective time management encompasses productivity, sustainability, and overall well-being (Dreer, 2024). Meanwhile, Participant 9 (P9) offers a comprehensive overview of managing responsibilities by carefully prioritizing tasks, developing daily schedules, and optimizing free time for administrative duties (Cox, 2023; Pozo-Rico et al., 2023). This demonstrates a thoughtful and organized strategy for handling conflicting priorities. The responses collectively indicate that effective coping requires planning, clear prioritization, and a mindful approach to sustaining professional effectiveness and personal balance. According to an article by Cox (2023), effective task prioritization enhances instructional quality by facilitating timely grading and feedback, ultimately improving student achievement. Similarly, regarding time management, Pozo-Rico et al. (2023) noted that teachers who manage their time effectively tend to experience higher levels of job satisfaction and well-being. It enables them to set priorities for their tasks, establish realistic goals, and allocate their time to include self-care and career advancement (Dreer, 2024). It demonstrates that effective time management and task prioritization support teachers' well-being by reducing stress and burnout, thereby improving their overall quality of life.

3.2.3. Keeping a Positive Mental Framework—The subtheme focuses on the essential

role of mindset in helping teachers cope with the challenges of fulfilling their teaching and administrative responsibilities. Maintaining a constructive and optimistic outlook becomes a vital internal resource in the face of heavy workloads, shifting expectations, and time constraints. Teachers are better equipped to adapt to stressors and stay committed to their professional purpose by cultivating resilience, self-motivation, and a growth-oriented perspective. It explores how a positive mental framework enables educators to remain focused, emotionally balanced, and inspired in delivering quality education despite the everyday demands of the profession. The responses highlight the importance of maintaining a positive mental framework as a coping strategy for teachers navigating the dual pressures of teaching and administrative responsibilities. Participant 2 (P2) emphasizes that mindset is central to coping, viewing every challenge as an opportunity for growth and a blessing. This perspective reflects a deep-rooted resilience and optimism, where difficulties are reframed as opportunities for development rather than burdens (Else, 2023). Participant 4 (P4) contributes by focusing on goal-setting for personal and professional development, suggesting that a forward-looking mindset helps teachers stay grounded and motivated amid daily demands (Millacci, 2017). Meanwhile, Participant 1 (P1) finds strength and inspiration in witnessing students' "aha!" moments and their overall growth, showing that emotional rewards from teaching can reinforce a teacher's sense of purpose (Nwoko et al., 2024). Similarly, Participants 6 (P6) and 3 (P3) echo this sentiment, stating that the positive impact of their teaching on students' lives fuels their motivation and helps them cope with the demands of their profession (Else, 2023; Nwoko et al., 2024). These responses collectively show that by focusing on meaningful outcomes, embracing growth, and maintaining an optimistic outlook, teachers can sustain their energy and commitment

despite the challenges they face in their profession. It has been observed that teachers with a growth mindset are more inclined towards continuous learning, seek feedback, and innovate teaching strategies, even in the face of administrative pressures. This approach enhances their instructional effectiveness and helps manage their workload (Else, 2023). Such teachers tend to view challenges not as obstacles but as opportunities for professional development, allowing them to adapt more readily to changing educational demands. Moreover, their openness to self-improvement fosters a culture of collaboration and reflective practice within schools (Millacci, 2017). At the same time, impact awareness involves teachers recognizing the meaningful difference they make to their learners and their community, positively contributing to larger educational goals and giving them a sense of purpose and motivation—a coping strategy that helps them reframe their perception of the enormous demands of their roles, reducing stress and burnout (Millacci, 2017; Nwoko et al., 2024). Additionally, this mental orientation also correlates with elevated student outcomes, as emotionally resilient teachers are better equipped to engage and support their students (Nwoko et al., 2024). This positive mental framework—encompassing a growth mindset and impact awareness—enhances not only teachers’ professional resilience but also catalyzes systemic improvement, inspiring peers and students alike to adopt a similar commitment to learning and making meaningful contributions.

3.2.4. Practicing Self-care and Preserving Personal Well-being—Practicing self-care and preserving personal well-being emphasizes the crucial importance of personal wellness in helping teachers manage the diverse challenges of their profession. As teachers balance their teaching duties with administrative responsibilities, it is essential to intentionally prioritize their physical, emotional, and mental well-being to

maintain long-term effectiveness and motivation. Participants emphasized the importance of incorporating small yet purposeful self-care practices, such as taking brief breaks, unwinding, or engaging in enjoyable activities, to rejuvenate and prevent burnout. Some emphasized the significance of establishing personal boundaries and prioritizing well-being to achieve balance and sustain their enthusiasm for teaching. This subtheme emphasizes that caring for oneself is essential, not a luxury, for succeeding in education, particularly in light of its increasing challenges and the need for personal balance. The responses from the participants offer valuable insights into how engaging in self-care and maintaining personal well-being act as essential coping strategies for handling the demands of teaching and administrative responsibilities. Participant 8 (P8) emphasizes the significance of prioritizing self-care, even during short intervals. Taking a few minutes to pause for rest or a nap is highlighted as an effective method to rejuvenate during times of fatigue, illustrating how minor actions can greatly enhance daily resilience (Kensing, 2024). Participant 1 (P1) elaborates on this concept by emphasizing the significance of prioritizing personal well-being and establishing boundaries as essential for achieving long-term effectiveness in both classroom and administrative positions. This demonstrates an awareness that personal boundaries should be honored to avoid burnout (Jackson, 2024). Similarly, Participant 5 (P5) emphasizes the significance of self-care by connecting it directly to their capacity to maintain enthusiasm for teaching. Incorporating weekly activities for recharging into this teacher’s routine illustrates that ongoing enthusiasm is closely linked to personal restoration (Pearson, 2024). Finally, Participant 4 (P4) highlights “personal wellness,” suggesting its importance in managing professional challenges (Jackson, 2024). All in all, the responses from the participants indicate that teachers who pur-

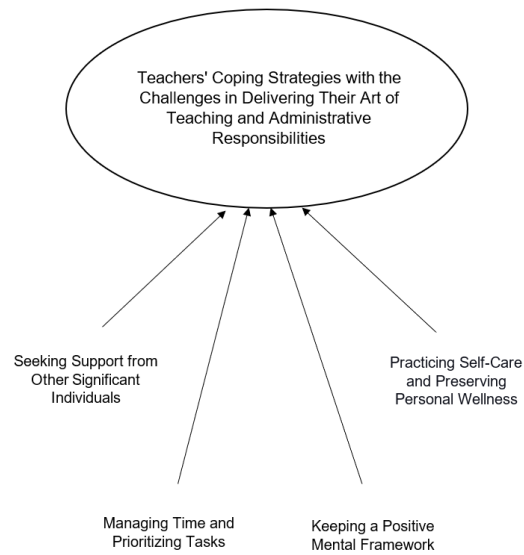


Fig. 4. Teachers' Coping Strategies with the Challenges in Delivering Their Art of Teaching and Administrative Responsibilities

posefully prioritize their well-being are more capable of fulfilling their responsibilities while maintaining their motivation and overall health. In the study by Kensing (2024), he posited that self-care is essential to a healthy and balanced life. It is an investment in an individual's well-being, which, in turn, benefits students and the entire educational community. Physical self-care, such as regular physical activity, is known to help manage stress and improve one's mood, thereby preserving motivation to work by allowing the mind and body to rest and engage in other tasks (Pearson, 2024). Prioritizing self-care means acknowledging needs and taking

steps to fulfill them. Jackson (2024) supports the idea that through self-care, educators can recharge and sustain their energy, thereby facilitating the management of both classroom and administrative responsibilities. When schools support teacher wellness through professional development on stress management and flexible scheduling, they help institutionalize self-care as a professional priority rather than a personal luxury. Creating a culture that values well-being can lead to increased teacher retention, stronger collegial relationships, and improved student engagement.

Participant 5 (P5) emphasizes the significance of self-care by connecting it directly to their capacity to maintain enthusiasm for teaching. Incorporating weekly activities for recharging into this teacher's routine illustrates that ongoing enthusiasm is closely linked to personal restoration (Pearson, 2024). Finally, Participant 4 (P4) highlights "personal wellness," suggesting its importance in managing professional challenges (Jackson, 2024). All in all, the responses from the participants indicate that teachers who purposefully prioritize their well-being

are more capable of fulfilling their responsibilities while maintaining their motivation and overall health. In the study by Kensing (2024), he posited that self-care is essential to a healthy and balanced life. It is an investment in an individual's well-being, which, in turn, benefits students and the entire educational community. Physical self-care, such as regular physical activity, is known to help manage stress and improve one's mood, thereby preserving motivation to work by allowing the mind and body to rest and engage in other tasks (Pearson,

2024). Prioritizing self-care means acknowledging needs and taking steps to fulfill them. Jackson (2024) supports the idea that through self-care, educators can recharge and sustain their energy, thereby facilitating the management of both classroom and administrative responsibilities. When schools support teacher wellness through professional development on stress management and flexible scheduling, they help institutionalize self-care as a professional priority rather than a personal luxury. Creating a culture that values well-being can lead to increased teacher retention, stronger collegial relationships, and improved student engagement.

3.3. Valuable Educational Insights Drawn from The Experiences of Teacher—Teachers can obtain valuable educational insights by reflecting on their experiences implementing teaching practices and handling administrative responsibilities. This reflective process can reveal effective strategies, identify areas needing improvement, and assess the impact of different approaches on teachers' well-being and the learning community where they belong. Critically analyzing insights from teachers' experiences with dual roles can help them better understand their strengths and weaknesses, leading to more effective and fulfilling teaching practices. Furthermore, it will shed light on adaptive and effective practices that can help leaders and policymakers develop supportive systems to enhance teacher effectiveness and job satisfaction.

3.3.1. Learner-centered and Empathic Pedagogy—Learner-centered and empathic pedagogy emphasizes the essential educational insights of teachers as they manage the intricate balance between fostering responsive, student-oriented instruction and meeting their administrative duties. This approach emphasizes the importance of empathy in acknowledging the diverse needs of learners, fostering inclusive educational environments, and tailoring teaching styles to prioritize student well-being and engagement. Simultaneously, it acknowledges the

expertise that educators cultivate in balancing time, workload, and institutional expectations while maintaining high standards of teaching. Teachers, informed by their personal experiences, offer practical strategies and reflective practices that enrich the conversation about how empathic, learner-centered teaching can align with the operational realities of the education system. Each participant's response provides a powerful lens into how learner-centered and empathic pedagogy shapes their professional identity as they navigate instructional and administrative responsibilities. Participant 1 (P1) emphasizes that effective teaching relies on establishing meaningful connections with students and understanding their learning styles and needs. It reflects a straightforward learner-centered approach, where teaching is not merely about content delivery but about responding to the individual needs and learning styles of each learner (Cain, 2020). Such an approach requires planning, constant reflection, and adaptability—skills teachers develop and refine while also attending to their administrative duties, such as preparing differentiated materials and tracking student progress. Participant 8 (P8) extends this insight by emphasizing the importance of listening to each student and acknowledging the personal experiences they bring into the classroom. This call for empathetic listening recognizes that learners are shaped by their social and emotional contexts. For a teacher, this means crafting pedagogical practices that are inclusive, flexible, and emotionally responsive, all while balancing institutional expectations such as compliance with curriculum standards and reporting tasks (Meyers et al., 2019). Similarly, Participant 5 (P5) stresses the importance of understanding students deeply, especially those facing family-related difficulties. It aligns with the belief that teachers are responsible for both the academic and emotional development of students. Their role transcends traditional instruction and demands a deep commitment to the

well-being of learners, which can only be sustained by developing efficient systems to manage both emotional labor and administrative workload (Morin, 2019). This insight underscores the reality that empathic pedagogy is not a soft skill but a critical teaching competency that must be integrated with time and resource management. Lastly, Participant 6 (P6) emphasizes the importance of developing rapport with students while maintaining healthy boundaries. This balancing act reveals a nuanced understanding of empathy, not as overinvolvement, but as a professional and compassionate presence that supports learning. Establishing such relationships requires an emotionally intelligent and structured pedagogical approach, demonstrating how teachers develop personal strategies to manage classroom dynamics alongside their responsibilities, such as student documentation and behavior monitoring (Meyers et al., 2019). These insights affirm that learner-centered and empathic pedagogy is not an abstract ideal but a lived practice. It is sustained by teachers' reflective insights and ability to harmonize care for their learners with the practical demands of the teaching profession. The insights provided by the participants similarly reflect the findings of Cain (2020) that learner-centered pedagogy fosters an environment that resonates directly with the essence of learning; that is, it encourages learners to engage deeply with their learning materials, communicate, collaborate, and reflect on their learning progress. It goes beyond teaching and instructing; it enables learners to take control of their knowledge. Furthermore, most participants expanded the idea of a learner-centered curriculum through empathic pedagogy. According to Meyers et al. (2019), this approach enables teachers to transcend their teaching role into the emotional level of learners, making them feel seen and understood without exceeding the boundaries of institutional policies and curriculum guidelines. They added that it helps learners stay motivated,

more self-aware, and advocate for themselves. Similarly, Morin (2019) agreed, saying that students who know the teacher understands them and their challenges are more likely to be available learners. These studies emphasize that, regardless of how busy teachers become, they should not neglect their role and responsibilities to their learners, even when their jobs are demanding.

3.3.2. *Adaptability through Experience—*

Teachers with dual roles view their teaching journey as a constant evolution, where classroom management challenges and administrative duties shape their pedagogy, mindset, and identity as educators. Educational institutions face a rise in demands for responsibility and performance, which require teachers to navigate a complex range of administrative tasks while simultaneously fulfilling their primary objective of providing quality instruction. Understanding how teachers' adaptability influences students' results and the broader teaching profession becomes fundamental. Adaptability through experience highlights how teachers evolve their teaching and management styles based on their lived experiences, challenges, and reflections. This can be reflected in the flexibility of instruction, effective time management, emotional resilience, and the adjustment of pedagogical methods to meet learners' needs and administrative demands. Each participant's response provides rich insights into the subtheme, illustrating how teachers continually evolve their pedagogical practices while managing the complex responsibilities of teaching and administration. These reflections suggest that adaptability is not a static trait but a cultivated skill developed through daily classroom realities and professional reflection. Participant 1 (P1) emphasizes that classroom management has a significant influence on pedagogical style, noting that instruction must be tailored to meet the diverse needs of learners. This insight underscores the importance of understanding student behavior and

tailoring teaching strategies accordingly, aligning with Collie and Martin's (2017) notion that adaptability is refined through experience and reflection. It reflects a teacher's ongoing effort to maintain harmony between engaging instruction and classroom order, which must be managed alongside administrative demands, such as reporting behavior and academic progress (Burns et al., 2018). Participant 4 (P4) builds on this by identifying student restlessness and disengagement as signals for pedagogical adjustment. The teacher underscores the value of reflective practice in addressing instructional challenges—adjusting the pace, clarity, or relevance of lessons. This demonstrates how effective teaching requires an alert and flexible mindset, as emphasized by Granziera et al. (2019), who found that teachers with high adaptability deliver more refined instruction. Managing such adaptability in real-time while also fulfilling administrative expectations, such as lesson planning and documentation, highlights a teacher's capacity to remain responsive under pressure (Burns et al., 2018). Participant 9 (P9) brings a collaborative dimension to adaptability, suggesting that establishing classroom routines and fostering mutual support among colleagues enhances classroom management and instructional delivery. This insight underscores the importance of collective adaptability, where systems of peer support and shared strategies can alleviate the individual burden of administrative tasks and promote consistent pedagogy through shared experiences (Collie Martin, 2017). Participant 7 (P7) focuses on prioritization, seeking guidance, and building personal routines, especially in managing time and self-care. This response reflects the often-overlooked internal aspect of adaptability—how teachers develop individual systems to remain resilient. Granziera et al. (2019) suggest that such personal strategies contribute significantly to a favorable classroom climate and instructional quality. Juggling instructional duties with non-teaching respon-

sibilities such as paperwork, coordination, and professional development becomes more manageable when routines and support systems are in place (Burns et al., 2018). Finally, Participant 10 (P10) emphasizes a pragmatic approach, focusing on managing time, staying organized, being firm, and practicing patience. These are all cornerstones of adaptive teaching, rooted in experience and emotional regulation (Collie Martin, 2017). The emphasis on patience, in particular, highlights the emotional labor required to maintain a supportive learning environment, even amid administrative stressors and behavioral challenges. Together, these insights paint a clear picture of adaptability as an essential, experience-driven competency that enables teachers to balance instructional effectiveness with administrative efficiency. They highlight that adaptability is not just an innate behavior but is reinforced by gained experiences. As defined by Burns et al. (2018), adaptability is the ability to effectively respond to changes in circumstances, which, in the context of teaching, requires educators to adjust their pedagogical strategies and administrative approaches in response to the various needs of students and institutional expectations. Moreover, Collie and Martin (2017) posited that experienced teachers typically exhibit developed adaptability because they have honed it by overcoming past failures and challenges, such as lesson plan failures, technology integration issues, and behavioral disruptions. The ability to adapt increases resilience, which also influences their ability to create a favorable classroom climate conducive to learning. Granziera et al. (2019) further highlight that teachers who learn to adapt to managing administrative tasks while teaching have more polished and refined instruction, benefiting student learning. Such instances reveal how adaptability can transform administrative responsibilities into catalysts for instructional improvement.

3.3.3. Leadership and Systems that Empower Teachers—It explores the valuable educational insights of teachers as they navigate and respond to the structures and leadership practices within their schools, highlighting how supportive leadership and well-designed systems play a crucial role in enabling teachers to manage their pedagogical styles while fulfilling administrative responsibilities effectively. Teachers' experiences reveal that when school leaders foster a culture of trust, collaboration, and autonomy, it not only enhances instructional practices but also alleviates the burdens of bureaucratic tasks. This subtheme emphasizes the importance of institutional support in creating an environment where teachers can thrive professionally and focus on delivering meaningful, student-centered learning. Each participant offers compelling insights under the subtheme Leadership and Systems that Empower Teachers, revealing how institutional support, systemic reform, and school leadership directly affect teachers' ability to balance pedagogical effectiveness with administrative responsibilities. These reflections collectively emphasize that empowered teachers—those supported by thoughtful systems and leadership—are better positioned to deliver quality education while sustaining their well-being and professional growth (Bailey Weiner, 2022; Gaona, 2024). Participant 2 (P2) advocates for dedicated administrative support staff, increased professional development opportunities, and a collaborative school culture with structured time for planning and paperwork. This vision reflects a deep understanding of how institutional design can enable or hinder teacher effectiveness. When systems provide tangible support and protect time for instructional planning, teachers can focus more on refining their pedagogical style, rather than being overwhelmed by logistical burdens—an insight grounded in daily classroom experience and supported by Miller (2024), who highlights the role of digital school management

platforms in reducing teachers' administrative workload. Participant 3 (P3) expands the scope of the Department of Education's role, calling for regular training, mentorship programs, resource adequacy, flexible scheduling, wellness initiatives, and streamlined administrative processes. These suggestions demonstrate how systemic-level leadership can empower teachers by alleviating operational stress and fostering professional growth (Gaona, 2024). Teachers who receive consistent support in these areas are more likely to adapt their teaching methods, address student needs effectively, and sustain high performance amid rising demands (Bailey Weiner, 2022). On the other hand, Participant 4 (P4) presents a holistic view: when the system facilitates the teacher, the teacher can better facilitate learning for the student. This insight acknowledges the reciprocal nature of empowerment: a school culture that invests in its teachers through infrastructure, manageable workloads, and values-driven leadership directly contributes to improved student outcomes and enhanced teacher retention (Bailey Weiner, 2022). It reframes leadership not merely as an oversight but as a developmental force for teachers and learners. Additionally, Participant 6 (P6) powerfully critiques the unsustainable teaching loads and their toll on teacher well-being. They emphasize that expecting high-quality teaching under overwhelming conditions is unrealistic, raising ethical questions about how the system values its educators. This perspective highlights the urgent need for reforms that acknowledge teacher well-being as a crucial aspect of educational quality. Overburdened teachers may comply with basic requirements, but their creativity, engagement, and long-term commitment can diminish, pushing many to seek opportunities elsewhere (Gaona, 2024). In summary, these valuable educational insights affirm that leadership and systemic support are not peripheral but central to empowering teachers. When institutional structures are designed with em-

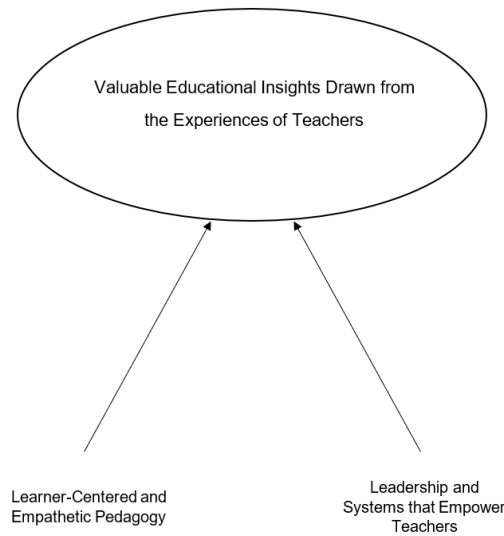


Fig. 5. Valuable Educational Insights Drawn from the Experiences of Teachers

pathy, intentionality, and respect for teachers' lived realities, they create conditions that enable educators to balance their pedagogical aspirations with the administrative responsibilities of the profession, ultimately enhancing their effectiveness. As Bailey and Weiner (2022) explain, teacher burnout is reduced and job satisfaction increases when leadership balances accountability with supportive strategies, resulting in improved student outcomes and a more positive school culture. Furthermore, integrating technology to streamline routine tasks, as proposed by Miller (2024), Applying strategic leadership practices (Gaona, 2024) significantly contributes to teacher empowerment, professional growth, and effective workload management. Figure 5 illustrates the valuable educational insights from teachers with dual roles from their lived experiences. It focuses on three key aspects: learner-centered and empathetic

pedagogy, adaptability through experience, and leadership and systems that empower. The first aspect of learner-centered and emphatic pedagogy sheds light on teachers' beliefs that in navigating their dual roles and the challenges that accompany them, they never lose their focus on their primary role as teachers, and that is to put the learners at the center of all that they do, regardless of whether they are bombarded with other demands from their ancillaries and administrative tasks. The second key aspect highlights the importance of adaptability through experience. It highlights the importance of utilizing one's expertise to adapt and adjust teaching approaches and strategies that can help cope with the overlapping tasks and responsibilities in administration and instruction. Finally, the third aspect highlighted the importance of leadership and systems that empower teachers, revealing teachers' views on

There is a need for leaders and institutions that aim to support their welfare and improve their working conditions. It highlights the need for leadership and policy implementations that

lighten workloads, providing training and seminars to upskill teachers, or restructuring systems and routines to lessen stress, prevent burnout, and increase work retention.

4. Implications and Future Directions

This chapter summarizes the study's findings, outlines the implications, and suggests future research directions. The study aimed to discuss lived experiences, coping strategies, and valuable insights learned by teachers who manage dual roles in pedagogy and administrative responsibilities. In addition, the study's implications and future directions can provide valuable insights for policymakers, school administrators, and teachers to develop supportive systems that enhance teacher effectiveness and job satisfaction. The study purposively selected ten public school teachers from Cluster 14, Davao City Division. They actively balanced pedagogical responsibilities with administrative tasks, such as serving as department heads, coordinators, or committee leaders, alongside their teaching duties. The study prioritized teachers with at least three years of experience in their dual roles to ensure they possessed substantial insights and lived experiences. It employed a qualitative phenomenological method, utilizing thematic analysis to achieve the research objectives and following the guidelines by Creswell (2019), the study used an open-ended interview questions to gain an authentic understanding of participants' experiences and to articulate their definitions and interpretations of the phenomenon, allowing them to openly share their narratives, ideas, and insights related to their experiences in school.

4.1. Implications—The study's findings were derived from the participants' viewpoints and highlighted several significant outcomes. Teachers juggling both instructional and administrative roles reported that time management is a significant challenge, as overlapping responsibilities often leave them struggling to balance tasks, which can sometimes affect student engagement. These dual roles also strain relationships—teachers report less time for students and tensions with colleagues. Despite the difficulties, teachers remain passionate, drawing strength from their dedication to teaching and desire to create meaningful learning experiences. To cope, teachers with dual roles employ strategies that help them overcome daily challenges and demands, such as seeking support from significant individuals, managing their time effectively, prioritizing tasks, maintaining a positive mental framework, and practicing self-care to prioritize personal well-being. Their responses also revealed valuable insights into the need for better support systems and leadership that empower, as well as a closer look for a deeper understanding of the realities these teachers face daily. The teachers perceived their lived experiences positively and negatively. They face challenges such as time management and strained relationships with their colleagues and learners. Like their work, demands and responsibilities often overlap, leading to a loss of time for providing quality instruction to learners. This is further exacerbated by the challenges of attending meetings and seminars, as well as completing urgent reports related to their administrative role. Despite this, even with the multiplicity of their responsibilities, they are still passionate about their job and desire to provide learner-centered and empathetic instruction. To cope with their challenges, the dual-role teachers employed strategies they had acquired through their personal experiences. They learned time management and task prioritization, focusing on ranking tasks according to priority and need. This approach enabled them to balance their roles and minimize the risk of neglecting one of their responsibilities or tasks. They also seek help from other significant individuals, especially when tasks become challenging to manage independently. They seek ideas and technical assistance from colleagues through collaboration. At the same time, they

ask for support from their school and administration regarding resources and policy implementation. They gain emotional support from families and friends, which helps alleviate the stress they carry due to the heavy emotional toll associated with their roles. Keeping a positive mental framework is another strategy that helps them cope with the challenges, enabling them to stay optimistic and motivated. They also cultivate a positive mindset, believing that all they do benefits them both professionally and personally. Additionally, they keep in mind that their actions can have a lasting impact, benefiting learners and the school community. Lastly, they believe that practicing self-care and personal well-being is essential; it helps them recharge and avoid burnout by engaging in other activities that boost motivation and reduce stress. The teachers provided incredible insights that can be used as a guide for policymakers, administrators, and teachers alike. First, their insights revealed the importance of a learner-centered and empathetic pedagogy. Despite the busy schedules of teachers with dual roles, they should not lose focus on putting students at the center of the learning process. Even though they are bombarded with overlapping demands, the learners should be given a premium on everything they do. The study also showed that teachers need leadership and systems that empower them. Principals should be able to note that teachers need support not just through resources and skills, but also physically and mentally. The physical and mental toll from the demands they encounter as they balance their tasks is sometimes unbearable. They also highlighted that policymakers and the administration must consider workload reforms to lighten their burden and challenges. They also emphasized the importance of adapting, suggesting that every teacher should learn to adjust and refine their teaching approach, as well as handle administrative responsibilities effectively, drawing on their experiences. It is especially

crucial, given that the education paradigm is dynamic and its landscape is constantly evolving. The study's findings, as viewed through the participants' perspectives, align with Biddle's (2019) and Turner's (2020) study on Role theory, which states that individuals navigating multiple roles have the potential for conflict, strain, or overload when demands exceed their capacity. Teachers with dual roles face overlapping demands from instruction and administration, which can impact their performance, mental health, and professional satisfaction. Teachers engage in role negotiation and role-making to cope with these challenges, adapting their behaviors to balance or prioritize specific responsibilities based on context and perceived importance. Some teachers, for instance, may prioritize teaching during core instructional time while attending to administrative tasks outside classroom hours. Others may streamline or compromise some duties to manage the workload stress. Secondly, the study's findings also support the Self-determination theory of Ryan and Deci (2020), which suggests that individuals are motivated when their needs for autonomy, competence, and relatedness are met. Although participants who balance administrative responsibilities with their art teaching find a greater purpose in doing their tasks effectively, it is undeniable that their autonomy is undermined by being burdened with non-instructional tasks, which also become detrimental to their sense of relatedness, as their interaction time with colleagues and students is minimized. It suggests that educational institutions should restructure administrative expectations to support teachers' basic psychological needs better. Doing so would help sustain intrinsic motivation, reduce burnout, and promote long-term teacher effectiveness and retention, aligning with the study's call for improved teacher support systems, rationalized workload, and policies that prioritize instructional quality over bureaucratic output. Lastly, the study's results also align with the

third theoretical lens of Transformational Leadership Theory, as proposed by Bass and Riggio (2019) and Leithwood and Sun (2020), which emphasizes the importance of school leaders who empower teachers. One of the valuable insights that emerged revealed the significance of having leaders who can buffer them from administrative pressures, advocate for workload balance, and create systems that value instructional integrity. It sheds light on the fact that teachers who juggle their management responsibilities and the art of teaching prioritize having leaders who motivate, empower, and collaborate with them, which creates a culture that enhances morale and professional engagement. It demonstrates that transformational leadership can act as a buffer and catalyst, enabling teachers to accomplish tasks and responsibilities even under institutional constraints. Considering all the narratives and valuable insights from the study's participants, it underscores the importance for school leaders and policymakers to recognize the impact of administrative workload on teachers' instructional effectiveness and relationships within the school community. With time constraints emerging as a significant challenge, there is a pressing need to develop support systems, such as workload management strategies, more precise role delineation, and flexible scheduling, to help teachers navigate their responsibilities without compromising student learning. Failure to address these issues may result in diminished teaching quality and reduced engagement with both students and colleagues. By acknowledging and responding to these challenges, institutions can create a more supportive environment that allows teachers to focus on their core mission of educating learners. Furthermore, empowering teachers through participatory decision-making and feedback mechanisms can foster a sense of ownership and improve the alignment between institutional goals and classroom realities.

4.2. *Future Directions*—Based on the study's findings, it was essential that the significant people for whom this research was intended relay and use them appropriately.

4.2.1. *Teachers*—Teachers navigating dual roles will find affirmation and validation in the experiences shared by fellow educators in this study. The coping strategies and reflective narratives presented can serve as practical tools for managing stress, maintaining motivation, and achieving a better work-life balance. The study also fosters a sense of community among teachers by acknowledging their struggles and resilience, and encourages self-care and peer collaboration as sustainable practices.

4.2.2. *Department of Education (DepEd)*—The findings of this study provide DepEd with valuable insights into the lived experiences of teachers burdened with both instructional and administrative responsibilities. These insights can guide policy reforms to address teacher workload, enhance job satisfaction, and improve retention. By recognizing teachers' challenges, DepEd can create guidelines that encourage more equitable role assignments, provide administrative support staff, and implement wellness programs to protect teacher well-being, ultimately improving educational outcomes.

4.2.3. *School Administrators*—The findings can be used to reassess role distribution, improve internal support mechanisms, and foster a positive school culture that values teacher input and emotional health. They can also help guide the implementation of more flexible scheduling, collaborative practices, and professional development opportunities focused on managing dual responsibilities effectively.

4.2.4. *Learners*—While not directly involved in the study, learners are affected significantly by the quality of instruction and emotional support that teachers provide. The findings of this study highlight how teachers with overburdened responsibilities may unintentionally neglect their instructional duties or re-

duce classroom engagement, which can have detrimental effects on the academic progress and well-being of learners. By advocating for teacher support, the study indirectly promotes better student outcomes through improved instructional delivery, stronger teacher-student relationships, and a more nurturing classroom environment.

4.2.5. *Future Researchers*—Future researchers can expand upon this work by explor-

ing different contexts, using quantitative and mixed-methods approaches, or assessing the impact of interventions designed to support dual-role teachers. The study also demonstrates the value of phenomenological methods and open-ended interviews in capturing authentic voices, which can be replicated or refined in similar research.

5. References

- Ahmed, T., & Lee, C. (2023). Culturally responsive teaching: Strategies for diverse classrooms. *Multicultural Education Journal*, 49(3), 123–141.
- Alqarni, N. (2023). Language learning strategies and learning engagement as predictors of language learning achievement: An investigation of saudi efl learners. *Saudi Journal of Language Studies*, 3, 129–143. <https://doi.org/https://doi.org/10.1108/SJLS-12-2022-0084>
- Amankwaa, L. (2019). Creating protocols for trustworthiness in qualitative research. *Journal of Cultural Diversity*, 23(3).
- Arthur, L., & Bradley, S. (2023). Teacher retention in challenging schools: Please don't say goodbye! *Teachers and Teaching*, 29(7–8), 753–771. <https://doi.org/https://doi.org/10.1080/13540602.2023.2201423>
- Bailey, J., & Weiner, R. (2022). How school leaders can rebalance teachers' job demands and resources [Retrieved from <https://www.edutopia.org/article/how-school-leaders-can-rebalance-teachers-job-demands-and-resources>]. *Edutopia*.
- Balyer, A., & Ozcan, K. (2020). Teachers' perceptions on their awareness of social roles and efforts to perform these roles [Retrieved from <https://www.sajournalofeducation.co.za/index.php/saje/article/view/1723/967>]. *South African Journal of Education*, 40(2), 1–9.
- Baran, E., AlZoubi, D., & Maskit, D. (2020). Teachers' resilience and adaptation to online teaching during covid-19: A phenomenological study. *Teaching and Teacher Education*, 96, 103–126.
- Bass, B., & Riggio, R. (2019). *Transformational leadership (2nd ed.)* Psychology Press. <https://doi.org/https://doi.org/10.4324/9781410617095>
- Bekereci-Şahin, M., & Savaş, P. (2022). Professional identity trajectories of rural efl teachers and their developmental needs. *Novitas-ROYAL (Research on Youth and Language)*, 16(2), 93–112.
- Biddle, B. J. (2019). *Role theory: Expectations, identities, and behaviors*. Academic Press.
- Braun, V., & Clarke, V. (2021). To saturate or not to saturate? questioning data saturation as a valuable concept for thematic analysis and sample-size rationales. *Qualitative Research in Sport, Exercise and Health*, 13(2), 201–216.
- Brown, A., & Lee, C. (2023). Ethnographic perspectives on culturally responsive teaching in urban schools. *Urban Education Journal*, 58(4), 652–674.

- Burns, E. C. (2018). Adaptability, personal best (pb) goals setting, and gains in students' academic outcomes: A longitudinal examination from a social cognitive perspective. *Contemporary Educational Psychology*, 53, 57–72. <https://doi.org/https://doi.org/10.1016/j.cedpsych.2018.02.001>
- Cain, C. M. (2020). *Understanding the use of learner-centered teaching strategies by secondary educators* [Retrieved from <https://scholarworks.waldenu.edu/dissertations/8865>].
- Caramonte, J. (2024). *A phenomenological study on the experiences of novice teachers in teaching through induction program*. <https://doi.org/10.62718/vmca.pr-ijetas.2.1.SC-0524-012>
- Carter, L., & Hall, B. (2023). Building parent-teacher relationships: Strategies for effective collaboration. *Education Review*, 55(4), 411–432.
- Castillo, F., & Ramos, D. (2024). Long-term effects of teacher training programs in rural schools. *Educational Development Journal*, 37(2), 158–176.
- Clark, M., & Ramirez, L. (2022). Teachers' strategies in managing classroom behavior and ensuring student engagement in rural areas. *Journal of Educational Management*, 34(2), 140–158. <https://doi.org/https://doi.org/10.1177/0022042622110120>
- Clark, P., & Ramirez, D. (2022). Addressing classroom behavioral challenges through training and collaboration. *Journal of Classroom Management*, 20(2), 89–105.
- Collie, R. J., & Martin, A. J. (2017). Teachers' sense of adaptability: Examining links with perceived autonomy support, teachers' psychological functioning, and students' numeracy achievement. *Learning and Individual Differences*, 55, 29–39. <https://doi.org/https://doi.org/10.1016/j.lindif.2017.03.003>
- Contreras, F. (2019). Leadership and teacher performance: The role of organizational commitment and teaching autonomy. *Educational Management Administration Leadership*, 47(5), 708–726.
- Cox, J. (2023). Prioritizing your teaching tasks to help you have a social life [Retrieved May 2, 2025, from <https://www.graduateprogram.org/blog/prioritizing-your-teaching-tasks-to-help-you-have-a-social-life/>]. *Graduate Programs*.
- Creagh, S., Thompson, G., Mockler, N., Stacey, M., & Hogan, A. (2023). Workload, work intensification and time poverty for teachers and school leaders: A systematic research synthesis. *Educational Review*, 77(2), 661–680. <https://doi.org/https://doi.org/10.1080/00131911.2023.2196607>
- Creswell, J. W. (2019). *Research design: Qualitative, quantitative, and mixed method approaches*. Sage Publications.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry research design: Choosing among five approaches (4th ed.)* SAGE Publication Inc.
- Cruz, L., & Medina, P. (2021). Government policies and their impact on rural education: A case study from the philippines. *Educational Policy Research Journal*, 45(3), 245–263.
- Cua, A. J. (2023). Deped to remove administrative tasks of teachers [Retrieved December 28, 2024, from <https://www.manilatimes.net/2023/02/09/campus-press/deped-to-remove-administrative-tasks-of-teachers/1877944>]. *Manila Bulletin*.
- Davis, J., & Wilson, S. (2020). Principals' efforts to empower teachers: Effects on teacher motivation, job satisfaction, and stress. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 73(6), 349–353. <https://doi.org/10.1080/00098650009599442>

- Dewi, P. S., Gunawan, W., & Hasan, R. (2021). Narrative inquiry into teachers' experiences of instructional innovation. *International Journal of Educational Research*, 105, 101740.
- Diab, A., & Green, E. (2024). Cultivating resilience and success: Support systems for novice teachers in diverse contexts. *Education Sciences*, 7(11), 711. <https://doi.org/10.3390/educsci14070711>
- Dreer, B. (2024). Effective time management: Strategies for teachers. *International Journal of Educational Management*, 38(1), 123–139.
- Elsawah, S., Filatova, T., Jakeman, A. J., Kettner, A. J., Zellner, M. L., & Athanasiadis, L. N. (2020). Eight grand challenges in socio-environmental systems modeling. *Socio Environmental Systems Modeling*, 2, 16226. <https://doi.org/10.18174/sesmo.2020a16226>
- Eryilmaz, Ö. (2022). Are dissertations trustworthy enough? the case of turkish phd dissertations on social studies education. *Participatory Educational Research*, 9(3), 344–361.
- Flores, D., & Sanchez, A. (2021). Addressing the mental health needs of teachers in the face of systemic challenges. *Educational Psychology Review*, 33(1), 87–104. <https://doi.org/10.1007/s11092-020-09309-3>
- Flores, R., & Diaz, M. (2022). Culturally responsive teaching in rural schools: Integrating indigenous knowledge into the curriculum. *Journal of Multicultural Education*, 48(2), 112–130.
- Flores, R., & Sanchez, M. (2021). Supporting diverse learners: Differentiated instruction in inclusive classrooms. *International Journal of Special Education*, 36(1), 78–95.
- Forbes, M. (2022). Thematic analysis: A practical guide. *Sage Journal*.
- Gabrielle, C. (2023). *A moustakas phenomenological analysis of how counseling master's students experience instructor use of humor in the classroom*. <https://digscholarship.unco.edu/dissertations/982>
- Gaona, J. (2024). Six types of leadership styles in education: A guide for educators [Retrieved April 30, 2024, from <https://marymount.edu/blog/six-types-of-leadership-styles-in-education-a-guide-for-educators/>]. *Marymount University*.
- Garcia, P., & Torres, S. (2020). Collaborative leadership in rural school management: A participatory approach. *Journal of Educational Leadership and Management*, 39(4), 321–339.
- Garcia, R., & Perez, S. (2024). The impact of professional development on teacher resilience and effectiveness. *Teacher Education Quarterly*, 18(1), 34–52.
- Goldsmith, L. (2022). Using framework analysis in applied qualitative research. *The Qualitative Report*, 6.
- Gonzales, A., Ramos, C., & Luna, M. (2020). Addressing resource disparities in rural education: A qualitative analysis. *Rural Education Quarterly*, 35(1), 15–29.
- Gonzales, M., Smith, T., & Lopez, A. (2020). Exploring teacher challenges: A systematic review of the literature. *Education Journal*, 42(3), 56–72.
- Gonzales, R., Lee, J., & Martin, T. (2020). Time management strategies for educators: Balancing pedagogy and administrative responsibilities. *Teaching and Teacher Education*, 92, 102–115. <https://doi.org/10.1016/j.tate.2020.103062>
- Granziera, H., Collie, R. J., & Martin, A. J. (2019). Adaptability: An important capacity to cultivate among pre-service teachers in teacher education programmes. *Psychology Teaching Review*, 25(1), 60–66.

- Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2015). Burnout and engagement among teachers. *Journal of School Psychology, 43*(6), 495–513.
- Harris, A. (2019). Teacher expectation, motivation and feedback. *Routledge, 8*. <https://doi.org/10.4324/9780429398117-8>
- Hendawi, M. (2020). Work stress related problems in teachers of social studies in qatar. *International Journal of Education and Practice, 468–484*.
- Hernandez, A., & Cruz, J. (2023). Supporting mental health in rural schools: Comprehensive approaches for student well-being. *International Journal of Educational Psychology, 12*(1), 73–89.
- Huang, L., Zhao, D., & Zhou, S. (2024). Examining principal instructional leadership effects on the rural-urban instructional quality gap in china: The mechanism of teacher professional learning. *Studies In Educational Evaluation, 81*, 101346. <https://doi.org/10.1016/j.stueduc.2024.101346>
- Hughes, C., Mattis, J., & Smith, R. (2020). Distributed leadership in schools: A systematic review of the literature. *Journal of Educational Change, 21*(3), 1–18.
- Jain, N. (2023). What is qualitative research design? definition, types, methods and best practices [Retrieved from <https://www.researchdesign.com/qualitative-research-design>]. *Research Design*.
- Jerrim, J., & Sims, S. (2021). When is high workload bad for teacher wellbeing? accounting for the non-linear contribution of specific teaching tasks. *Teaching and Teacher Education, 105*, 102–115. <https://doi.org/10.1016/j.tate.2021.103062>
- Johnson, L., & Williams, S. (2020). Organizational culture and job satisfaction. *Journal of Business Ethics, 16*(1), 72–86.
- Jomuad, P. D., Antiquina, L. M. M., Cericos, E. U., Bacus, J. A., Vallejo, J. H., Dionio, B. B., Bazar, J. S., Cocolan, J. V., & Clarin, A. S. (2021). Teachers' workload in relation to burnout and work performance. *International Journal of Education Policy Research and Review, 8*(2), 48–53.
- Junio, N. (2024). The implications of immediate removal of administrative tasks of public school teachers. basis for transition framework. *GRIN Verlag*.
- Kanwal, A., Rafiq, S., & Afzal, D. A. (2023). Impact of workload on teachers' efficiency and their students' academic achievement at the university level. *Gomal University Journal of Research, 39*(2), 131–146. <https://doi.org/10.51380/gujr-39-02-02>
- Kaushik, V., & Walsh, C. (2019). Pragmatism as a research paradigm and its implications for social work research. *Social Work Research, 23*(4), 50–64.
- Kavita, K., & Hassan, N. C. (2018). Work stress among teachers: A comparison between primary and secondary school teachers. *International Journal of Academic Research in Progressive Education and Development, 7*(4), 60–66.
- Kensing, A. (2024). Self-care for teachers and educators: How to balance passion and wellness [Retrieved from <https://www.ycp.edu/resources/blog-insights/self-care-teachers-and-educators-how-balance-passion-and-wellness>]. *York College of Pennsylvania*.
- Khalifa, H., & Khalifa, H. (2024). Philosophical assumptions in communication qualitative research: A scoping review. *Scientific Journal of Radio and Television Research, 27*, 1–26. <https://doi.org/10.21608/ejsrt.2024.271307.1085>

- Kraft, M. A., Marinell, W. H., & Shen-Wei Yee, D. (2020). School organizational contexts, teacher turnover, and student achievement: Evidence from panel data. *American Educational Research Journal*, 53, 1411–1449. <https://doi.org/10.3102/0002831216667478>
- Kumar, P., & Watson, C. (2021). Mixed-methods approaches in teacher-centered educational research: Strengths and limitations. *Educational Researcher*, 50(2), 87–95.
- Leithwood, K., & Sun, J. (2020). The nature and effects of transformational school leadership: A meta-analytic review of unpublished research. *Educational Administration Quarterly*, 48(3), 387–423. <https://doi.org/10.1177/0013161X11436268>
- Lopez, J., Rivera, K., & Gomez, L. (2023). Innovation in resource-limited schools: Creative teaching strategies. *Journal of Rural Education*, 27(2), 67–83.
- Lopez, R., Zhang, H., & Phelps, J. (2023). Teaching in resource-constrained rural settings: Challenges and opportunities. *International Journal of Educational Development*, 50, 58–66. <https://doi.org/10.1016/j.ijedudev.2023.101741>
- Martinez, J. N. (2023). 7 tips on how to manage and resolve conflict in the workplace [Retrieved from <https://www.linkedin.com/pulse/7-tips-how-manage-resolve-conflict-workplace-joseph-n-martinez>]. *LinkedIn*.
- McBrayer, J. S., Jackson, T., Melton, T., & Haynes, H. (2022). Teacher leadership during a global pandemic: Navigating challenges and supporting colleagues. *Educational Leadership Quarterly*, 49(4), 211–225.
- Merriam, S. B., & Grenier, R. S. (2019). *Qualitative research in practice* 2nd edition.
- Meyers, S., Rowell, K., Wells, M., & Smith, B. C. (2019). Teacher empathy: A model of empathy for teaching for student success. *College Teaching*, 67(3), 160–168.
- Miller, C. (2024). 6 ways school management platforms improve teacher productivity and performance [Retrieved from <https://factsmgt.com/blog/6-ways-school-management-platforms-improve-teacher-productivity/>]. *Factsmgt*.
- Mohammad, H. A., & Parcon, M. N. (2022). Unfolding stories of english teachers with multiple ancillary functions in maguindanao-1 division: A phenomenological study. *Psychology and Education: A Multidisciplinary Journal*, 1, 1–7.
- Moon, K., Cvitanovic, C., Blackman, D., Scales, I. R., & Browne, N. (2021). Five questions to understand epistemology and its influence on integrative marine research. *Research Journal*.
- Morin, A. (2019). Teaching with empathy: Why it's important [Retrieved from <https://www.understood.org/en/articles/teaching-with-empathy-why-its-important>]. *Understood*.
- Newman, S. (2019). Rethinking social justice in education: An epistemological approach (R. Papa, Ed.), 1–20. https://doi.org/10.1007/978-3-319-74078-2_11-1
- Nguyen, H., & Patel, R. (2022). Addressing teacher burnout through mindfulness and mental health resources. *Educational Psychology Quarterly*, 15(2), 201–221.
- Nguyen, P., & Patel, A. (2022). Challenges in inclusivity and adaptive teaching in secondary education. *Journal of Educational Research*, 85(3), 203–218. <https://doi.org/10.1080/00220671.2021.1898784>
- Nwoko, J. C., Anderson, E., Adegboye, O. A., Malau-Aduli, A. E. O., & Malau-Aduli, B. S. (2024). "shielding" our educators: Comprehensive coping strategies for teacher occupational well-being. *Behavioral Sciences*, 14(10), 918. <https://doi.org/10.3390/bs14100918>

- Ordinario, C. U. (2023). Pids: Chores, not low pay hindering teaching duties [Retrieved from <https://businessmirror.com.ph/2023/12/15/pids-chores-not-low-pay-hindering-teaching-duties/>]. *Business Mirror*.
- O'Scanaill, M. (2020). Finding purpose and passion as a teacher and for students [Retrieved from <https://www.dyknow.com/blog/finding-purpose-and-passion-as-a-teacher-and-for-students/>]. *Dyknow*.
- Palo, S. R. (2022). Project w.a.t.c.h: Its contexts, inputs, processes and products in the department of education. *American Journal of Educational Research*, 10(5), 332–341. <https://doi.org/DOI:10.12691/education-10-5-9>
- Patton, M. Q. (2019). Enhancing the quality and credibility of qualitative analysis. *Health Services Research*, 34(5 Pt 2), 1189–1208. <https://doi.org/10.1111/1468-0009.00106>
- Pearson, J. A. (2024). Balancing work and well-being: Self-care tips for teachers [Retrieved from <https://moreland.edu/resources/blog-insights/balancing-work-and-well-being-self-care-tips-for-teachers>]. *Moreland University*.
- Perryman, J., & Calvert, G. (2023). What motivates people to teach, and why do they leave? accountability, performativity and teacher retention. *British Journal of Educational Studies*, 68, 1–21. <https://doi.org/10.1080/00071005.2019.1589417>
- Poon, L., & Walker, T. (2021). Community engagement and student outcomes in rural schools. *Educational Review*, 72(5), 587–603.
- Pottinger, E. (2024). Why passion for teaching ignites great joy [Retrieved from <https://www.gcu.edu/blog/teaching-school-administration/why-passion-teaching-ignites-joy>]. *Grand Canyon University*.
- Pozo-Rico, T., Gilar-Corbi, R., & Roeser, R. (2023). Time management and teacher well-being: Insights from Spain. *Teaching and Teacher Education*, 111.
- Ramos, C., & Luna, R. (2022). Teaching with creativity: Strategies for resource-limited rural classrooms. *Journal of Teacher Education*, 55(3), 193–207.
- Riegel, B., Barbaranelli, C., Stawnychy, M. A., Matus, A., & Hirschman, K. B. (2024). Does self-care improve coping or does coping improve self-care? a structural equation modeling study. *Applied Nursing Research*, 1–9. <https://doi.org/10.1016/j.apnr.2024.151810>
- Rivera, C., & Gomez, S. (2020). Coping strategies for teachers in managing work-related stress: A qualitative exploration. *Journal of Teacher Stress*, 29(4), 318–334. <https://doi.org/10.1080/13632752.2020.1751412>
- Rivera, K., & Gomez, L. (2020). The shift to remote teaching during the pandemic: Challenges and adaptations. *Technology in Education Journal*, 12(1), 45–62.
- Robinson, T., & Arvind, M. (2022). The impact of professional development on teacher efficacy: A meta-analysis. *Journal of Educational Psychology*, 114(1), 102–121.
- Ryan, R. M., & Deci, E. L. (2020). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>
- Sanchez, J. E., Paul, J. M., & Thornton, B. W. (2022). Relationships among teachers' perceptions of principal leadership and teachers' perceptions of school climate in the high school setting. *International Journal of Leadership in Education*, 25(6), 855–875. <https://doi.org/10.1080/13603124.2019.1708471>

- Santos, E., Rivera, D., & Lopez, J. (2023). Blended learning in rural schools: Bridging the digital divide. *Technology in Education Journal*, 14(2), 99–115.
- Skaalvik, E. M., & Skaalvik, S. (2017). Dimensions of teacher burnout: Relations with potential stressors at school. *Social Psychology of Education: An International Journal*, 20(4), 775–790. <https://doi.org/10.1007/s11218-017-9391-0>
- Smith, J., Turner, H., & Reed, D. (2023). Longitudinal insights into teacher mentoring and professional growth. *Educational Policy Review*, 36(3), 295–310.
- Smith, T., & Jones, M. (2021). Enhancing teacher effectiveness through technological integration: A balanced approach to pedagogy and management. *Educational Technology Research and Development*, 69(5), 1055–1070. <https://doi.org/10.1007/s11423-021-09968-4>
- Stark, J. (2020). Dewey's theory of experience: A theoretical tool for researching music teacher learning. *Action, Criticism and Theory for Music Education*, 19(1), 118–152. <https://doi.org/10.22176/act19.1.118>
- Toñacao, G. C., & Oliva, E. R. (2023). Stories of teachers holding multiple roles outside teaching: Consequences and opportunities. *European Journal of Special Education Research*, 9(3). <https://doi.org/http://dx.doi.org/10.46827/ejse.v9i3.5107>
- Torres, B., & Bautista, D. (2023). Teacher collaboration as a coping mechanism: Strengthening professional networks in challenging educational environments. *Teaching in Higher Education*, 28(6), 722–734. <https://doi.org/10.1080/13562517.2023.1892501>
- Torres, E., & Bautista, L. (2023). Building a supportive school culture: Enhancing teacher resilience. *Journal of Teacher Leadership*, 30(3), 78–92.
- Turner, R. (2020). Role theory. In: Turner, J.H. (eds) *Handbook of Sociological Theory. Handbooks of Sociology and Social Research*. https://doi.org/10.1007/0-387-36274-6_12
- Valdez, L., & Moreno, P. (2021). Inclusive education in rural settings: Overcoming barriers through innovative practices. *Special Education Quarterly*, 29(4), 220–238.
- Villanueva, E. D. (2024). Management skills of educational managers and the advancement. *International Journal of Research and Innovation in Social Sciences*, 8(2), 455–503. <https://doi.org/https://dx.doi.org/10.47772/IJRISS.2024.802032>
- Vivek, R. (2024). A comprehensive review on environmental triangulation in qualitative research: Methodologies, applications, and implications. *Journal of European Economy*, 22(4), 517–532. <https://doi.org/10.35774/jee2023.04.517>
- Wang, X. (2022). The relationship between flow experience and teaching well-being of university music teachers: The sequential mediating effect of work passion and work engagement. *Frontiers in Psychology*, 13, 1–11. <https://doi.org/doi:10.3389/fpsyg.2022.989386>
- Wilson, F., Deepthi, A., & Yashwanth, N. (2023). Exploring the effects of imposing administrative tasks on teachers: Assessing productivity and resilience. *Journal of Emerging Technologies and Innovative Research*, 10(4), 651–654.
- Xu, Z., Yuan, H., & Liu, Q. (2021). Student performance prediction based on blended learning. *IEEE Transactions on Education*, 64, 66–73. <https://doi.org/10.1109/TE.2020.3008751>
- Zhang, Y., Peterson, J., & Wilkins, A. (2020). Action research in education: Teacher agency and classroom innovation. *Action Research in Education Journal*, 19(4), 347–366.