

Voices from the Classroom: Unveiling the Practices of Experienced Teachers

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Abstract. This study explored the practices of experienced teachers aimed at improving student learning outcomes, focusing on ten educators from the Kapalong West District, Division of Davao del Norte. Anchored in a phenomenological approach, the research sought to capture the authentic lived experiences, coping mechanisms, and pedagogical insights of these teachers. Data were gathered through in-depth interviews and focus group discussions, allowing for a rich and nuanced understanding of their perspectives. Through thematic analysis, several core strategies emerged as hallmarks of effective teaching: employing differentiated instruction to address diverse learner needs, cultivating strong teacher-student relationships to foster trust and engagement, and utilizing culturally responsive pedagogy to ensure inclusivity and relevance in classroom instruction. In navigating the complexities of the teaching profession, participants shared three key coping mechanisms: promoting emotional intelligence to manage stress and interpersonal dynamics; fostering ongoing professional learning to stay current and reflective; and accessing mental health resources to support overall well-being and resilience. Beyond instructional practices and coping strategies, the teachers articulated deep professional insights centered on adaptability and innovation, leadership through exemplary classroom practice, and the importance of mentorship and collaboration within the school community. The findings highlight that experienced teachers are not only instructional leaders but also role models of reflective, flexible, and learner-centered pedagogy.

KEY WORDS

1. Voices from the classroom 2. practices 3. experienced teachers

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1. Introduction

Teaching goes beyond simply following lesson plans. It requires flexibility, a student-centered approach, and a continuous process of reflection and adaptation, which are qualities often found in experienced teachers. Seasoned educators understand that teaching is more than just following a script, it is about being flexible, putting students first, and constantly refining their approach. This study dived into how experienced teachers adapt their methods to truly connect with students, shifting from rigid schedules to strategies that spark deeper engagement. These teachers emphasize self-reflection, collaboration, and continuous learning to improve their craft. By exploring their real-world practices, this research aimed to uncover what makes them successful and offer practical insights for other educators, school leaders, and policymakers to enhance teaching and improve student outcomes. In the United

States, experienced educators often rely on their professional competence, intrinsic motivation, and accumulated pedagogical expertise to sustain their dedication despite the evolving challenges of the education system. However, their study also reveals that despite their adaptability and expertise, veteran teachers face significant challenges, including burnout, increased workloads, and shifting expectations. They emphasize the need for systemic support, such as professional development opportunities and policies that recognize the contributions of seasoned educators, to ensure their retention and continued impact on student success (Carrillo Flores, 2020). In South Korea, experienced teachers faced significant challenges in integrating new technology into classrooms due to deeply rooted traditional teaching methods. One of the key reasons for this resistance is the entrenched Confucian-based education system, which emphasizes teacher-centered instruction, memorization, and discipline over interactive, student-centered learning. Many experienced teachers, having been trained in this system, find it difficult to transition to modern pedagogical approaches that require the use of digital tools such as smartboards, online learning platforms, and artificial intelligence-driven teaching aids. Older teachers often lacked confidence in using new technologies due to insufficient professional development and training opportunities (Lee Kim, 2021). Furthermore, in Greece, experienced teachers are in managing classrooms effectively, which is key to fostering a supportive learning environment. Successful classroom management connects to the teacher's readiness and communication skills, enabling them to respond to a wide range of student needs. It also emphasizes the need for a well-structured and predictable classroom, with consistent routines and procedures in place. Building strong relationships with students is identified as a crucial factor that not only improves classroom management but also enhances both academic success

and social-emotional development. Teachers should use preventive strategies and be flexible in adapting to changes in education to keep a positive classroom atmosphere and engage students more effectively (Eleni et al., 2023). In the Philippines, experienced teachers often find their classroom practices constrained by administrative policies. Despite their deep knowledge and years of experience, these educators are often forced to stick with traditional, teacher-centered methods due to rigid curricula and performance metrics. This means that even when they know about more innovative, student-centered approaches, they can't easily implement them. Without regular, practical professional development that tackles current educational challenges, seasoned teachers are stuck using outdated methods. This stops them from innovating and tailoring their teaching to diverse student needs, showing a bigger problem: even our most experienced educators are held back from using their expertise to improve education as highlighted by Lopez and Santos (2019). Cebu Normal University shows how essential experienced teachers are for supporting new educators. Master teachers play a vital role in helping novices refine their teaching skills, from lesson planning to classroom management. They also offer emotional support, which boosts the confidence of new teachers and helps them adjust to the challenges of working in diverse classrooms. Beyond that, mentors share insights into the latest trends and practices in science education, encouraging continuous learning. Mentorship from veteran teachers fosters both personal growth and professional development, making the teaching experience more effective and rewarding for novices (Cañete, 2019). Moreover, in Davao Region, the practices of experienced teachers in the Davao Region, Philippines, are essential to address evolving educational challenges. With the implementation of the MATATAG Curriculum and ongoing K-12 reforms, teachers must continuously adapt their

teaching strategies (Abendaño et al., 2023). In the Division of Panabo City, research examined how six educators integrated the National Educators Academy of the Philippines (NEAP) professional development program into their teaching. The use of comprehensive teaching models and student-centered methods was highlighted. Key areas that emerged included strategic planning, mentorship, professional collaboration, and reflective practice. However, challenges like the need for more interactive group discussions and incorporating research-based learning were also identified. The importance of monitoring and evaluation, particularly in areas like assessment and providing feedback are critical to improving their practice. Among the recommendations were revisiting outdated policies, addressing curriculum overload, and organizing more interactive workshops to better support educators in their work (Yvette Marleonie, 2024). Specifically, in Davao del Norte, experienced teachers encountered a range of challenges that impacted their professional practice and well-being. These teachers faced significant obstacles, including inadequate classroom facilities, limited teaching materials, and insufficient learning resources, all of which hindered effective instruction. The presence of armed groups in certain regions posed substantial safety risks, affecting both the educators' well-being and their ability to deliver uninterrupted education. Assignments in these remote locations often led to feelings of isolation due to limited interaction with peers and the broader community, adversely impacting teachers' morale and mental health. Teachers also encountered communication challenges when teaching students from diverse linguistic backgrounds, necessitating additional efforts to bridge language gaps. Reaching these remote schools involved navigating challenging terrains, leading to delays and increased physical strain on teachers (Algonos et al. 2024). It is in this light that the researcher would like to delve further on the practices of

experienced teachers as they employ strategies and mechanisms to maintain their well-being and teaching effectiveness.

1.1. Purpose of the Study—This study would seek to understand how seasoned teachers create more engaging and effective learning environments. Through a detailed examination of their teaching practices, the study aimed to reveal the strategies that these experienced teachers use to maintain flexibility and responsiveness to students' needs. It explored how these teachers go beyond simply following lesson plans by adopting a student-centered approach that emphasizes critical thinking, problem-solving, and continuous adaptation. By investigating the teaching behaviors of experienced educators, the study was intended to uncover insights that can inform broader teaching practices and improve classroom dynamics, fostering better learning outcomes for students. It focused on understanding how experienced teachers consistently reflect on and adapt their teaching methods. These teachers often prioritize flexibility and student engagement, regularly assessing their teaching effectiveness and making necessary adjustments to improve student involvement. Through self-reflection, ongoing collaboration with peers, and professional development, experienced teachers continuously refine their instructional strategies. The study analyzed how this process of reflection leads to more dynamic, responsive teaching that promotes deeper student engagement and understanding of the subject matter. The research also aimed to highlight how experienced teachers emphasize building strong relationships with their students. Teachers who engage with their students on a personal level and understand their individual needs are often better equipped to create a supportive and motivating learning environment. By focusing on communication, empathy, and adaptability, these teachers create classrooms where students feel more involved and encouraged to participate actively. The study explored how these

relational practices enhance classroom management, improve student behavior, and lead to more meaningful learning experiences. Furthermore, the findings of this study have important implications for educators, policymakers, and school leaders. By documenting the successful practices of experienced teachers, the research aimed to provide actionable insights for improving teaching methods and professional development programs. Meanwhile, these findings may

contribute to the ongoing conversation about how to enhance the quality of education and ensure that teaching practices are adaptable to the diverse needs of today's learners.

1.2. Research Questions—In line with exploring the practices of experienced teachers and how they create more effective and engaging learning environments, this study specifically sought answers to the following research questions found in next page:

- (1) What are the strategies of experienced teachers to enhance learning outcomes?
- (2) How do experienced teachers cope with the challenges encountered in teaching?
- (3) What insights can be drawn from the practices of experienced teachers?

Practices of experienced teachers can help to improve teaching methods and professional development programs' outcomes and provide insights for educators and policymakers on effective instructional approaches in education. They shed light on the authentic, context-driven strategies that experienced teachers use to create effective, inclusive, and engaging learning environments. This study may find significance in the following:

Teachers – For teachers, especially novices or those struggling with classroom dynamics, the study offers a wealth of practical wisdom. It highlights strategies like establishing strong routines, using formative assessments to guide instruction, managing behavioral challenges positively, and building meaningful teacher-student relationships, key areas where experienced teachers excel and which are often missing in theoretical training. To fully understand the terms used in this study, the following are defined operationally:

Voices from the Classroom— These refer to the perspectives, insights, and reflections shared by experienced teachers regarding their teaching methods, challenges, and successes. It encompasses their lived experiences, opinions, and recommendations on improving the quality of education. *Experienced Teachers* – These are

educators who have accumulated a significant number of years in teaching, usually more than five years, and possess a depth of knowledge and skills in their subject area. They are known for their ability to manage classrooms effectively, apply diverse teaching strategies, and adapt to various learning needs. *Teaching Practices* – These refer to the strategies, methods, and approaches employed by teachers in their classrooms to facilitate learning. This can include lesson planning, instructional techniques, assessment methods, and ways of fostering student engagement and participation.

1.3. Review of Related Literature—This section presents a synthesis of literature on the instructional practices of experienced teachers and the mentorship systems supporting novice educators. It highlights pedagogical strategies, collaborative practices, and challenges encountered in both roles.

1.3.1. Practices and Strengths of Experienced Teachers—Experienced teachers possess refined instructional strategies that allow them to personalize learning, manage diverse classrooms, and maintain academic rigor (Darling-Hammond et al., 2020). They use flexible pacing, differentiated instruction, and formative assessments to meet individual student needs more effectively than novice teachers.

Culturally responsive teaching (CRT) is another hallmark of experienced educators. They incorporate students' cultural backgrounds into the curriculum, fostering inclusion, engagement, and critical thinking (Ladson-Billings, 2021). CRT practices enhance belonging and reduce achievement gaps among diverse learners.

In project-based learning (PBL) settings, experienced teachers guide students through complex, real-world tasks, applying scaffolding and assessment strategies that promote deep learning (Darling-Hammond, 2023). Their classroom management skills also help sustain inquiry-based activities.

Participation in Professional Learning Communities (PLCs) supports ongoing development. PLCs encourage collaboration, data-informed decision-making, and reflective teaching among seasoned educators. They also offer opportunities to mentor novice teachers, share best practices, and prevent instructional stagnation (Yin et al., 2019; Hargreaves, 2019).

Research comparing pedagogical knowledge shows that experienced teachers focus more on belief systems and instructional management, while novice teachers emphasize procedure and affective aspects (Moghaddam Tirnaz, 2024). This supports the need for differentiated professional development.

Experienced teachers also contribute through narrative sharing—providing tacit knowledge, moral insights, and reflective learning opportunities for new educators (Kratka, 2022). Their mentorship helps novices develop confidence, teaching identity, and resilience (Peens, 2022).

1.3.2. Mentorship and Support for Novice Teachers—Mentorship is critical for novice teachers navigating the complexities of early career teaching. Collaborative learning communities and wraparound support systems are vital in building professional identity, promoting reflective practice, and increasing retention (Guise et al., 2024; Smith Johnson, 2021).

Structured mentorship improves self-efficacy, classroom management, and work-life balance (Gull Rush, 2024). However, challenges such as misalignment in teaching philosophies, lack of mentor training, and insufficient administrative support can hinder effectiveness (Noor et al., 2021; Haar et al., 2022).

Studies emphasize that novice teachers benefit from ongoing emotional and instructional support, particularly in managing student behavior, addressing workload stress, and developing classroom strategies (Roberts Lee, 2023; Ooi Goto, 2022).

Even experienced teachers—especially in special education—require continued mentorship to adapt to evolving educational demands. E-mentoring and structured guidance lower attrition and reinforce long-term professional commitment (Washington, 2023).

Meanwhile, policy and system-level barriers, such as data-centric governance, can create pressure on veteran educators, impacting their sense of professionalism and instructional autonomy (Hardy, 2023). There is a growing call for rebalancing accountability systems with teacher agency and pedagogical freedom.

1.4. Synthesis—The practices of experienced teachers have been widely studied across various educational theories, emphasizing their role in fostering effective learning environments, adapting teaching strategies, and mentoring novice educators. The synthesis of significant literature highlights key themes related to their expertise, pedagogical adaptability, and reflective teaching practices. Practices of experienced teachers underscore that they possess a deep understanding of subject matter and effective teaching strategies. Studies suggest that seasoned educators can tailor instruction to students' diverse learning needs, using differentiated methods such as scaffolding, formative assessments, and real-world applications. This ability to integrate content knowledge with

pedagogy distinguishes experienced teachers from novices. The literature collectively emphasizes that experienced teachers are distinguished by their deep pedagogical knowledge, reflective practices, classroom management expertise, mentorship roles, and adaptability to change. Their practices not only enhance student learning outcomes but also contribute to the overall improvement of the education system. Hence, this research will explore how these practices enhance learning outcomes.

1.5. Theoretical Lens—This study is anchored on Experiential Learning Theory (Kolb, 1984). David Kolb's Experiential Learning Theory (ELT) emphasizes learning through experience, where teachers refine their instructional strategies based on classroom interactions and past experiences. Experienced teachers rely on reflection, adaptation, and experimentation to improve their teaching methods. Kolb's Experiential Learning Theory serves as a foundation for how experienced teachers develop their teaching expertise. Through a continuous cycle of experience, reflection, adaptation, and experimentation, teachers enhance their instructional methods, making learning more effective for their students. Further, this is also supported by Social Learning Theory (Bandura, 1977). Albert Bandura's theory highlights learning through observation, imitation, and modeling within a social context. Experienced teachers model best practices for students and novice teachers, fostering learning through demonstration and guided practice. Social Learning Theory is deeply embedded in the practices of experienced teachers. By modeling, reinforcing, and mentoring, they help students and novice teachers develop skills, confidence, and teaching competence in a socially interactive learning

environment. Furthermore, this is also pillared on Pedagogical Content Knowledge (PCK) Theory (Shulman, 1987). Lee Shulman introduced Pedagogical Content Knowledge (PCK), emphasizing the importance of teachers' deep understanding of subject matter and how to teach it effectively. Experienced teachers integrate content expertise with effective teaching strategies, adapting instruction to different learning styles. Hence, this highlights the integration of subject matter expertise and teaching strategies, emphasizing that effective teaching goes beyond knowing content. It requires understanding how to teach it in ways that students can comprehend. Pedagogical Content Knowledge (PCK) is central to the practices of experienced teachers because it enables them to effectively bridge subject knowledge with teaching methodologies. Their ability to integrate content expertise, instructional strategies, and student understanding leads to meaningful learning experiences and improved student outcomes. Experienced teachers, through reflective practice and accumulated classroom experience, develop this integrative knowledge. They can adapt instructional strategies to different contexts, scaffold complex ideas, and tailor explanations to suit varied learning needs. In this way, PCK bridges the gap between knowing a subject and being able to teach it effectively. Importantly, PCK highlights that teaching is not merely about transferring knowledge, but about transforming it—repackaging complex ideas in pedagogically sound ways that promote comprehension, retention, and application. This transformation process is what enables students to construct their own understanding, rather than passively receiving information

2. Methodology

This chapter outlines the research methodology employed in this study, including the research design, participants, data collection procedures, the role of the researcher, data analysis methods,

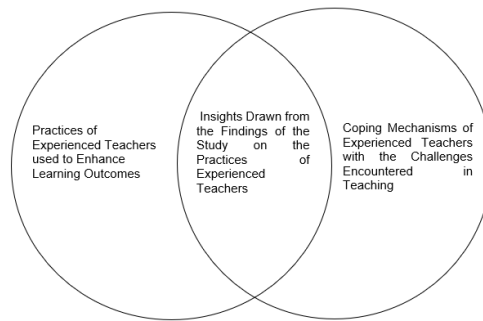


Fig. 1. Conceptual Framework of the Study

strategies to ensure trustworthiness, and ethical considerations. Anchored in the goal of capturing authentic voices and uncovering the teaching practices of experienced educators, this chapter provides a detailed account of how the study was systematically designed and implemented to explore complex, context-based insights. The methodology is grounded in qualitative inquiry, allowing for a rich, in-depth understanding of the lived experiences, pedagogical techniques, and reflective practices of seasoned classroom teachers. Through careful planning and adherence to ethical standards, this chapter ensures that the study's findings are credible, meaningful, and reflective of the real-world educational landscape.

2.1. Philosophical Assumptions of the Study—This study adopted a philosophical assumption framework to collect, analyze, and interpret data, providing the context for its results and conclusions. The research understood that qualitative inquiry is fundamentally shaped by underlying philosophical beliefs. As Khalifa and Khalifa (2024) indicated, these assumptions typically encompassed ontological, epistemological, axiological, and methodological educational perspectives. The researcher, throughout the study, maintained a perpetual awareness of beliefs concerning the nature of reality, how knowledge was acquired, the role values played in research, and the methodologies employed.

Ontology – Ontology refers to a philosophical belief system about the nature of social reality, what can be known, and how. The researcher's conscious and unconscious questions, assumptions, and beliefs formed the initial basis for the ontological position. Ontological assumptions are fundamental beliefs about the nature of reality and human existence that underpin social research and policymaking. In his 2019 work, Jack Newman explores the ontologi-

cal assumptions underlying qualitative research, particularly within social policy analysis. He critiqued the dominance of positivist approaches, which often emphasized observable phenomena and quantifiable data, and advocated for a constructivist perspective. This viewpoint, aligning with qualitative methodologies, suggested that social realities are constructed through human interactions and shared meanings, prioritizing understanding subjective experiences and interpretations. In this study, realities concerning the practices of experienced teachers were shared by the participants, and the research sought to understand their ways of coping with challenges. I relied on the voices and interpretations of the participants, using extensive quotes and themes that reflected their words and provided evidence of different perspectives. The participants' answers were coded and analyzed to build commonalities and distinctions in their responses. I ensured careful coding of responses for reliability and upheld the authenticity of the responses, precluding personal bias as the study progressed. **Epistemology** – Epistemology is a philosophical belief system about who can

be a knower, including how the relationship between the researcher and research participant(s) is understood. As McNeil (2020) stressed, epistemological assumptions in studies highlight the importance of explicitly addressing researchers' perspectives and methodologies, advocating for critical epistemologies to promote social justice. Crotty, Denzin, and Lincoln, as cited by Khalifa (2023), emphasized that epistemology deals with the nature of the relationship between researcher and subject, describing how we know what we know. The epistemological assumption of qualitative research is that knowledge is gained through the quality of interactions with research participants. Therefore, conducting a qualitative study meant getting as close as possible to the participants, assembling subjective evidence based on individual views. Knowledge was acquired through the subjective experiences of people, making fieldwork crucial for understanding participants' contexts. The longer the researcher stayed in the field or got to know the participants, the more firsthand information was obtained. The study identified phenomenology with thematic analysis as the best means for this type of inquiry. The intention was to explore the practices of experienced teachers to improve learning outcomes. The researcher established close interaction with the participants to gain direct information that shed light on the knowledge behind the inquiry, particularly their practices as experienced teachers, challenges encountered in teaching, and coping strategies.

Axiology – Axiology pertains to the role of values and ethics within the research process. Creswell (2019) emphasized that qualitative researchers acknowledge the value-laden nature of their work, openly disclosing personal values, biases, and ethical considerations that influence their studies. This transparency is crucial for understanding how a researcher's background, experiences, and beliefs may shape the research process and outcomes. By positioning themselves within their research, qualitative inquir-

ers strive to present findings that are authentic and reflective of the complex interplay between researcher and subject. In this study, the researcher upheld the dignity and value of every detail of information obtained from the participants, understanding the personal and value-laden nature of the gathered data. Therefore, the researcher preserved the merit of the participants' answers and carefully interpreted them in light of the participants' personal interpretations. **Rhetoric** – Rhetoric relates to the underlying principles, beliefs, and perspectives that shaped how the researcher approached, conducted, and interpreted this qualitative study. This assumption influenced the language, tone, and style used in the research process, as well as how findings were communicated (Creswell Poth, 2019). I implemented a qualitative research method of phenomenology, allowing for the exploration of the practices and coping mechanisms of experienced teachers in improving learning outcomes. This philosophical assumption also stressed that the researcher could write in a literary, informal style using a personal voice and qualitative terms with limited definition. I used the first person in the elucidation of teachers' practices as experienced teachers to improve learning outcomes. Furthermore, I interpreted the participants' feelings, perceptions, and beliefs to clarify the essence of the phenomenon under study through narratives.

2.2. Qualitative Assumptions—Assumptions serve as the foundation of any theoretical framework and, by extension, any research paradigm. In qualitative research, particularly in phenomenological inquiry, it is essential to explicitly articulate these assumptions, as they frame how a phenomenon is explored, understood, and interpreted. This study adopted a phenomenological design to deeply investigate and explore the lived experiences and practices of experienced teachers, with the intent of understanding how they improve learning outcomes and respond to the everyday challenges of teach-

ing. As Barrick (2020) noted, in-depth interviews are a central technique in qualitative research, especially within the social sciences, as they provide comprehensive insight into how individuals perceive and understand their social and professional environments. In line with this, Hinton and Ryan (2019) emphasized that qualitative interviews are a vital tool across disciplines for accessing participants' inner perspectives and authentic voices. In this study, in-depth interviews allowed experienced teachers to share detailed narratives about their pedagogical strategies, coping mechanisms, and professional reflections, thereby revealing the richness and depth of their classroom realities. The study also employed focus group discussions (FGDs) to complement the data from individual interviews. As highlighted by qualitative scholars, FGDs provide layered, contextualized data by fostering collective reflection and surfacing shared meanings among participants. Within the phenomenological framework of this study, FGDs were instrumental in identifying common patterns of practice and collaborative coping strategies used by experienced teachers. To ensure the credibility and confirmability of these findings, the researcher clearly articulated their assumptions, acknowledged their positionality, and provided a transparent rationale for the methodological choices made. According to Neubauer, Witkop, and Varpio (2019), engaging in phenomenological research requires a deep appreciation of the philosophical roots of the method, which centers on interpreting the meaning of human experience. In alignment with this, the researcher undertook the necessary reflection and preparation to approach the study with sensitivity and philosophical grounding. This included the process of *epoché* or "bracketing," as explained by Lester and Lester (2021), wherein the researcher intentionally set aside personal biases and preconceptions to better understand the participants' perspectives without imposing their own interpretations pre-

turely. Phenomenology, rooted in subjectivity and personal interpretation, was especially suitable for this inquiry because it emphasized understanding individuals' experiences from their own points of view. As Bhandari (2020) articulated, phenomenological research values words, language, and context over statistical analysis, focusing instead on describing, interpreting, and assigning meaning to lived experiences. It is through this process that a more holistic, transformative understanding of teaching practices can be achieved. In this study, data were collected through extensive interviews and focus group discussions with experienced teachers who had encountered the phenomenon under investigation. The data analysis process followed key phenomenological procedures, beginning with horizontalization, where significant statements were identified and extracted from the transcripts. These statements were grouped into meaning units or clusters, which were then interpreted within relevant psychological and phenomenological frameworks. The final stage involved constructing a textural description (what was experienced) and a structural description (how it was experienced), ultimately leading to a synthesized account of the essence of the phenomenon, capturing the core practices and coping mechanisms of experienced teachers. While phenomenology offered a powerful lens for understanding lived experiences, it also presented challenges. The method demanded a strong grounding in its philosophical underpinnings and a disciplined approach to bracketing personal experiences. The researcher also had to navigate the timing and extent of incorporating personal reflections without overshadowing participants' narratives. As Qutoshi (2021) pointed out, phenomenological research allows us to explore the complex world of human experience with depth and consciousness, offering not only insights into the participants' perspectives but also fostering transformation in the researcher's own understanding of social realities. By focus-

ing on the authentic voices of experienced teachers, this study generated meaningful knowledge that can inform educational policies, enhance instructional practices, and promote teacher resilience and well-being in diverse classroom settings.

2.3. Design and Procedure—This study employed a qualitative research approach, specifically utilizing a phenomenological design to investigate the lived experiences of experienced teachers in implementing effective teaching practices and navigating professional challenges. Phenomenology as a methodological framework is rooted in the belief that knowledge is derived from individuals' subjective experiences. It emphasizes understanding the meaning of phenomena as they are lived, perceived, and interpreted by individuals themselves. As Lester and Lester (2021) explained, phenomenological research seeks to uncover how people experience a particular phenomenon by bracketing preconceptions and interpreting the essence of those lived realities. This perspective aligns with the study's intent to gain a deep, nuanced understanding of the practices seasoned educators use to enhance student learning and the coping mechanisms they employ in response to classroom demands and systemic pressures. Data collection involved two primary techniques: in-depth interviews and focus group discussions (FGDs). In-depth interviews allowed the researcher to engage participants in reflective and meaningful conversations, enabling them to describe their pedagogical practices, decision-making processes, and strategies for overcoming challenges in their teaching careers. This method was particularly suitable for exploring the individualized, internalized aspects of their experiences. According to Barlick (2020), in-depth interviews are essential tools in qualitative research, offering deep insights into participants' viewpoints, emotions, and understandings of their social and professional contexts. These interviews helped illumi-

nate the unique paths each teacher has taken and the rationale behind their approaches to classroom management, instruction, and learner engagement. Complementing the individual interviews, focus group discussions (FGDs) were conducted to explore shared experiences, encourage group reflection, and identify common themes among participants. FGDs offered a dynamic platform where teachers could interact, exchange insights, and elaborate on each other's responses. Hinton and Ryan (2019) emphasize the value of FGDs in qualitative research for capturing group norms, generating rich discourse, and understanding how collective meaning is constructed. Within the context of a phenomenological framework, FGDs provided an avenue for validating the experiences shared in interviews while highlighting the collective patterns and shared pedagogical philosophies that emerged among experienced educators. The discussions revealed not only their best practices in teaching but also the emotional and professional support systems they have built to cope with the evolving demands of the profession. The data analysis followed the phenomenological method of reduction, beginning with horizontalization, treating each significant statement from the interviews and FGDs with equal value before clustering them into meaning units or themes. These themes were used to construct both textural descriptions (what the participants experienced) and structural descriptions (how the experience occurred), culminating in a synthesized essence of the phenomenon under investigation. This rigorous process ensured that the findings were grounded in the voices of participants and reflected the core meanings embedded in their day-to-day professional lives. FGDs were especially valuable in deepening this analysis, as they confirmed and enriched the themes derived from individual accounts through the collective lens of shared experience. Throughout the study, I remained aware of and transparent about personal assumptions,

in keeping with the philosophical commitment to bracketing in phenomenological research. As Neubauer, Witkop, and Varpio (2019) explain, a genuine understanding of phenomenology requires critical reflection on one's positionality and a commitment to interpreting the lived experiences of others with fidelity and depth. By employing this qualitative approach, the study captured the essence of experienced teachers' practices and coping mechanisms, offering valuable insights for educational stakeholders such as fellow educators, administrators, and policymakers seeking to foster supportive teaching environments and improve learner outcomes. This methodology provided a powerful means to honor and illuminate the voices from the classroom and the realities faced by seasoned professionals in the field of education.

2.4. Ethical Considerations—This study adhered to rigorous ethical considerations throughout its execution, prioritizing the protection and well-being of the teacher-respondents. This involved strict adherence to principles of confidentiality, informed consent, and the voluntary nature of participation, ensuring the research was conducted with integrity and respect for all respondents' rights.

Social Value – This study holds significant social value as it seeks to enhance the competence of experienced teachers by uncovering their effective teaching practices and coping mechanisms. By providing a deeper understanding of how seasoned educators navigate challenges and foster learning, the study offers practical insights that can improve teaching quality and student learning experiences. These insights can inform targeted professional development programs and policy decisions within the education system, helping to close gaps in educational achievement. The findings aim to benefit not only the teachers involved but also learners and the broader school community by promoting sustainable improvements in teaching effectiveness. By supporting teachers' growth

and resilience, this study contributes to building a stronger educational environment that positively impacts student outcomes and supports lifelong learning in the community.

Informed Consent – To uphold ethical standards, informed consent was obtained from the experienced elementary grade teachers who participated in this study. The researcher provided clear and comprehensive information regarding the study's purpose, procedures, potential risks, and benefits, ensuring that the teachers fully understood what their involvement entailed. Participants were encouraged to ask questions and were explicitly informed that their participation was entirely voluntary, with the freedom to withdraw at any point without any adverse effects. All consent documents were properly recorded in accordance with institutional and ethical guidelines. Any concerns or questions raised by the participants were addressed promptly and respectfully, reflecting the ethical principle of respecting participant autonomy.

Vulnerability of Participants – Given that the participants were experienced teachers directly involved in the phenomenon under study, they were considered capable of providing valuable and informed responses. I maintained open lines of communication with participants through their contact information for any needed clarifications, ensuring transparency and support. Care was taken to avoid causing emotional or psychological distress during data collection by fostering a safe and supportive environment where participants felt comfortable sharing their experiences. Recognizing their vulnerability, the study was conducted with the utmost respect for the participants' dignity and rights.

Risk, Benefits, and Safety – This study prioritized ethical considerations related to potential risks, benefits, and participant safety. The main risk involved possible emotional discomfort when reflecting on professional challenges

and personal coping strategies. To minimize this, questions were carefully phrased with cultural sensitivity and respect. Confidentiality was strictly maintained by anonymizing all data to protect the identities of the respondents. The benefits of the study include enhancing understanding of effective teaching practices and coping mechanisms, which could inform policy and improve support systems for teachers. Participation also provided respondents with a reflective opportunity on their professional experiences. Safety was ensured throughout the research process, with informed consent obtained and oversight by an academic ethics committee to uphold rigorous ethical standards.

Privacy and Confidentiality – In compliance with the Data Privacy Act of 2012, the study implemented stringent measures to safeguard personal information. Data collected were securely stored and accessed only by authorized personnel. Identifiers were removed or coded to guarantee anonymity in any dissemination of findings. Participants were informed about how their information would be protected, ensuring transparency and building trust. These privacy protocols reinforced ethical commitments to confidentiality throughout the study.

Justice – The study adhered to the principle of justice by ensuring fair and equitable treatment of all participants. Selection of respondents was done carefully to avoid overburdening any particular group and to ensure diverse representation among experienced teachers. The findings aimed to benefit not only those who participated but also the wider educational community by providing insights that could improve teaching practices across similar contexts. Equal access to potential benefits, such as professional development opportunities, was emphasized, and dissemination efforts targeted a broad audience to maximize social impact.

Transparency – Transparency was maintained by clearly communicating the study's objectives, procedures, potential risks, and ben-

efits to all participants and stakeholders through both verbal and written means. Consent forms and informational materials were written in accessible language to ensure understanding. The research findings were shared with respondents and the broader community to reinforce openness and foster educational improvements.

2.5. Qualification of the Researcher – The researcher was fully qualified to conduct this study, having completed all academic requirements and passed the comprehensive examination for a master's degree. Equipped with the necessary physical, mental, emotional, and financial resources, and supported by a strong adviser-advisee partnership, the researcher was prepared to carry out the study responsibly. Expertise in educational research, methodology, ethical practices, and interdisciplinary teaching enabled the researcher to interpret findings accurately and make meaningful contributions to educational policy and practice.

Conflict of Interest – To preserve research integrity, potential conflicts of interest were actively managed. Funding sources were disclosed, and it was ensured that these had no influence on the study's agenda or outcomes. The researcher held no personal stakes in the results, and the study underwent regular audits and peer reviews to address any emerging conflicts, thereby maintaining objectivity.

Adequacy of Facilities – Adequate resources, time, and funding were secured to complete the study successfully. The research venues were chosen to be accessible, culturally appropriate, and comfortable for all participants, including those with disabilities. Emergency protocols were in place to ensure safety throughout data collection, and regular monitoring maintained a supportive environment conducive to high-quality research.

Community Involvement – Engagement with the local educational community in Kapa-long West District was integral to the research process. The researcher respected local culture,

traditions, and participant perspectives, ensuring ethical recruitment and data collection free from deception. The study acknowledged the generous cooperation of respondents, emphasizing gratitude for their valuable contributions to advancing educational understanding and practice.

2.6. Research Participants—This study involved ten (10) elementary grade teachers from five selected schools in Kapalong West District, Division of Davao Del Norte: Gabuyan Central Elementary School, Semong Elementary School, Tiburcia Elementary School, Bunawan Elementary School, and Pag-asa Elementary School. Participants were purposively selected based on strict inclusion criteria to ensure data relevance and authenticity. The criteria included holding a permanent plantilla position as Teacher 3 or Master Teacher, having at least five years of teaching experience, and consistently earning a "Very Satisfactory" performance rating for three consecutive years. Both male and female teachers were included to capture a diverse range of perspectives. Purposive sampling was employed as the deliberate selection of information-rich participants who could provide deep insights relevant to the study's focus. This sampling technique is well-recognized in qualitative research for its effectiveness in identifying participants who possess essential experience and knowledge necessary to address the research questions. Recent studies emphasize that purposive sampling facilitates thorough exploration of phenomena by focusing on cases that are most to yield rich and meaningful data (Palinkas et al., 2019). The purposeful selection of participants in this study ensured the collection of authentic data on the teaching practices, challenges, and coping mechanisms of experienced elementary teachers.

2.7. Research Instrument—This study utilized qualitative data collection techniques to ensure credibility, transferability, and dependability in capturing the authentic lived experi-

ences of experienced elementary teachers. Data were collected through audio-recorded, one-on-one unstructured interviews, focus group discussions (FGDs), peer debriefing, and detailed field notes. Each individual interview lasted approximately one hour and fifteen minutes and was completed within a four-day timeframe. These methods facilitated an in-depth exploration of the teachers' instructional practices, challenges faced, and coping strategies employed to enhance student learning outcomes. To guide the unstructured interviews, the researcher developed five open-ended questions aligned with the study's core objectives. These questions were designed to encourage comprehensive and reflective responses, thereby validating and enriching the study's findings. Fuster-Guillen (2019) emphasizes that in-depth interviews provide valuable insights into participants' personal experiences, capturing how they interpret and give meaning to those experiences. This method enabled the researcher to access the subjective realities of teachers within their specific teaching contexts. The study incorporated observational elements through field notes, drawing on concepts from Fuster-Guillen (2019) related to participant and close observation. Close observation seeks to immerse the researcher in the participants' environment without imposing pre-existing theoretical frameworks, while participant observation involves active engagement with the community to gain insider perspectives. Though the primary data collection relied on interviews and FGDs, these observational techniques provided contextual understanding of participant behaviors and interactions within their natural teaching settings. Of the ten participants, five engaged in individual in-depth interviews (IDIs), while the remaining five participated in focus group discussions. FGDs offered a dynamic platform for interactive dialogue, allowing participants to share, reflect, and debate their teaching experiences. This setting yielded richer, more nuanced data compared to indi-

vidual interviews alone (Stewart Shamdasani, 2019). The group interaction facilitated collective insights and diverse viewpoints, helping the researcher capture both individual and communal understandings of effective teaching practices (Krueger Casey, 2020). Employing this combination of qualitative methods enhanced the overall depth, rigor, and trustworthiness of the data collected.

2.8. Role of the Researcher—In this study, the researcher's role was to deeply understand and access the experiences, perspectives, and emotions of experienced elementary teachers as they shared their teaching practices aimed at improving learner outcomes. This required creating a safe and respectful space for participants to openly discuss often personal and professional insights. Committed to supporting educational advancement, the researcher engaged in several key roles throughout the study: Facilitator and Advocate for Objective Inquiry—I conducted interviews and facilitated discussions with the teachers, ensuring that their responses were captured accurately and without personal bias. Interpretations were grounded firmly in established literature and relevant research rather than the researcher's own views or assumptions. This approach safeguarded the study's objectivity and credibility.

Skilled Practitioner of Qualitative Research—I applied qualitative methodologies rigorously and ethically, seeking guidance from academic advisers and research experts when needed. This ensured that interviews were conducted consistently and respectfully, observations were meaningful, and data collection techniques such as thematic content analysis and triangulation were properly employed to capture the richness of teachers lived experiences and strategies for enhancing learning.

Meticulous Data Collector and Guardian—Data collection involved multiple forms of documentation, including detailed handwritten notes and audio recordings of interviews and group

discussions. These records were carefully transcribed verbatim and securely stored to protect participants' confidentiality, recognizing the sensitivity of the shared information. This thorough documentation supported trustworthy data analysis. **Insightful Data Analyst and Interpreter**—I analyzed the data by closely examining participants' perspectives, coding responses, and identifying emerging themes that reflected the teachers' practical approaches to overcoming challenges and promoting effective learning. I ensured that findings authentically represented the teachers' voices, connecting them to existing studies and educational frameworks. Results were systematically presented according to research questions, highlighting key themes that demonstrated how experienced teachers improve learner outcomes. Finally, I discussed implications for educational policy and practice, offering recommendations to further support teacher development and student achievement.

2.9. Data Collection—The data gathering process was conducted systematically and ethically to ensure the active participation of experienced teachers and the integrity of the study's findings. The following steps outline the process: **Securing Ethical Clearance** I first obtained an ethics compliance certificate from the Dean of the Graduate School at Rizal Memorial Colleges during the third week of March 2025. This step ensured that the study adhered to ethical standards and safeguarded participants' rights. **Requesting Authorization from the Schools Division Superintendent** In the fourth week of March 2025, I formally requested permission from the Schools Division Superintendent to conduct the study within the selected schools. The request included a comprehensive letter accompanied by Chapters 1 and 2 of the research proposal and a detailed explanation of the research instruments and participant selection criteria. The researcher awaited formal approval before proceeding. **Gaining Approval from School Heads** Following approval from the

SDS, letters were sent to the principals of the identified schools in the first week of April 2025. These communications outlined the study's purpose and sought permission to conduct research activities within their institutions. **Obtaining Informed Consent from Participants** In the first week of April, I conducted formal orientations with the selected experienced teachers, informing them about the study's objectives, procedures, and their roles as participants. Consent was voluntarily obtained, emphasizing respect for their autonomy and confidentiality. **Conducting Interviews and Focus Group Discussions** In the second week of April 2025, I carried out individual in-depth interviews and focus group discussions, guided by the prepared questionnaire. Participant profiles were documented, and conversations were audio-recorded to ensure accurate data capture. I engaged actively, listening attentively and responding thoughtfully to encourage open sharing of the teachers' professional experiences and insights. **Transcription of Recorded Data** Within the same period, the audio recordings were meticulously transcribed verbatim to preserve the authenticity of participants' responses and enable thorough analysis. **Data Coding and Thematic Analysis** In the third week of April 2025, I systematically categorized and coded the transcribed data. Through careful comparison and contrast of individual responses, recurring patterns and themes emerged, revealing common trends in the experienced teachers' practices, challenges, and strategies for improving student learning outcomes.

2.10. Data Analysis —This study employed thematic analysis to systematically interpret the qualitative data gathered from participant interviews, following model of thematic analysis of Creswell (2012) as cited by Chali, Eshete, and Debela (2022), explains that themes in qualitative research emerge when similar codes are grouped together, revealing significant patterns or ideas within the data set and the

step-by-step guide described by Fuchs (2023).

Familiarization with the Data – I immersed myself in the data by reading and re-reading the interview transcripts thoroughly. This deep engagement enabled her to gain an intimate understanding of the teachers lived experiences and to note initial analytic observations. **Familiarization** is a foundational step that helps the researcher connect meaningfully with participants' perspectives. **Coding** – I generated concise labels or codes for significant features of the data relevant to the study's research questions. Coding is not merely a way to reduce data but an interpretive process capturing both explicit (semantic) and deeper (conceptual) meanings within the teachers' responses. Each transcript was carefully coded, with codes organized alongside representative data excerpts.

Searching for Themes – Following coding, I grouped related codes to identify coherent and meaningful patterns known as themes that addressed the core research questions. These themes reflect shared ideas and important dimensions of experienced teachers' practices in improving student learning outcomes.

Reviewing Themes – I critically reviewed the themes to ensure they told a convincing and cohesive story about the data. This involved reflecting on whether the themes accurately represented the participants' perspectives and determining how the themes related to one another within the context of the study.

Defining and Naming Themes – Each theme was then clearly defined by identifying its essence, the core idea it represented. I crafted concise, descriptive names for each theme that effectively communicated their significance to the study's focus on experienced teachers' instructional strategies and challenges.

Writing Up – I integrated the analytic narrative with data extracts, weaving together a coherent and persuasive account of the findings. This write-up was contextualized within the existing literature on teacher practices, high-

lighting how the themes provide nuanced insights into how experienced educators navigate and enhance teaching and learning processes. Framework of Analysis A framework analysis was employed to analyze the qualitative data gathered from the teacher-participants. This approach was particularly well-suited because framework analysis was specifically developed for qualitative data in applied policy research, aligning with the study's goal of exploring experienced teachers' practices. The study meticulously followed rigorous and systematic steps in analyzing the information, as outlined by Fuchs (2023) and Goldsmith (2021) on qualitative data analysis: Organizing the Data – The collected data was systematically organized in a clear and accessible manner. This allowed me to easily navigate through each topic and extract relevant concepts and themes. Finding and Organizing Ideas and Concepts – I identified recurring words or ideas within the data and then organized these into distinct codes or categories, establishing patterns in the teachers' responses. Building Over-Arching Themes in the Data – Each response category had one or more associated themes that provided deeper meaning to the data. Furthermore, different categories were collapsed under central, over-arching themes, creating a comprehensive understanding of the teachers' experiences. Ensuring Reliability and Validity in the Data Analysis and in the Findings

– To enhance the dependability of the findings, the study sought confirmation from multiple independent sources and through various "instruments" measuring the same aspects. This triangulation strengthened the validity of the results. Additionally, I completed two more crucial steps: writing the output of the data analysis by weaving narratives and literature into a coherent story, and presentation, which involved a thematic and comprehensive display of the findings using artistic graphs and illustrations. When you moved from framework analysis into writing and presentation, you entered the vital final stages that turn data into memorable, credible scholarship. First, weaving your analysis into a coherent narrative—blending participants' quotes, your thematic insights, and relevant literature—invites readers into the story behind your data. This narrative approach transforms disjointed findings into a meaningful "story arc," contextualizing issues, conflicts, and resolutions in a logical flow that mirrors narrative conventions. Including vivid anecdotes and participant voices enhances credibility, letting readers hear directly from your sources and making your interpretations feel rooted and authentic. As Ritchie and Spencer (1994, as cited by Goldsmith, 2021) emphasized, researchers undertaking framework analysis must be prepared to work systematically and dynamically to achieve robust results.

2.11. Trustworthiness of the Study—In qualitative research, traditional notions of validity and reliability, which are common in quantitative studies, are replaced by the broader concept of trustworthiness. For studies focused on the practices of experienced teachers, ensuring trustworthiness is vital to accurately capture the depth of their professional experiences and the strategies they use to enhance student learning. Trustworthiness includes four critical dimensions: credibility, transferability, dependability,

and confirmability. These aspects ensure that the findings reflect the authentic voices of experienced educators, which is essential for crafting responsive educational programs and policies. Credibility – Refers to the confidence in the accuracy and truth of the data. In this study, credibility was established by creating a strong alignment between the teachers shared experiences and the research interpretations. This involved validating responses through triangulation (e.g., combining interviews and focus

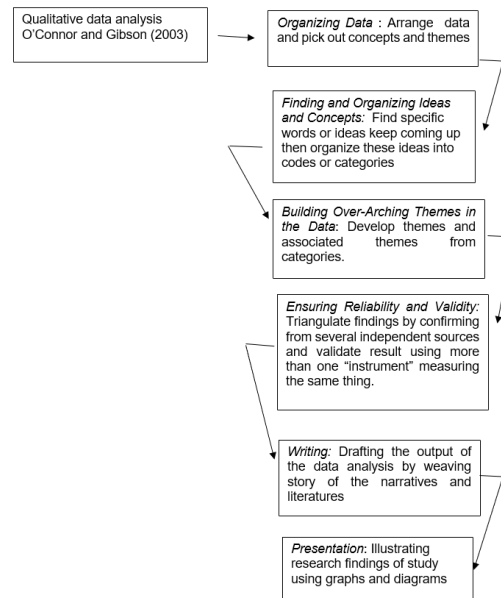


Fig. 2. Analytical Framework of the Study

group discussions) and confirming findings with the participants. By doing so, the study ensured that the themes derived were a genuine reflection of the teachers' real-world teaching practices and challenges. Transferability – Pertains to how well the findings apply to other educational settings. To support this, the researcher provided thick descriptions detailed accounts of the teachers' environments, roles, and strategies. These descriptions enable other educators, administrators, or researchers to assess whether the findings could inform practices in their own schools or contexts. Dependability – Focuses on the consistency of the research process. The study was carefully documented at each stage from planning to data collection and analysis allowing future researchers to replicate the methodology with similar groups of experienced teachers and achieve comparable insights. This level of detail ensures that the research can withstand scrutiny and be used as a basis for further studies on effective teaching. Confirmability – Ensures that the findings are shaped by the participants' responses, not by the researcher's biases or assumptions. In this study, confirmability was upheld by maintaining a clear audit trail of decision-making throughout the research

process and by cross-checking interpretations with multiple data sources, such as interview transcripts and field notes. This helped maintain objectivity and integrity, especially when dealing with nuanced educational insights. In educational research, particularly when examining the insights of veteran teachers, trustworthiness has significant implications for policy and practice. According to Hendren et al. (2023) and Ahmed (2024), dependable qualitative findings rooted in rich, context-specific data can inform more equitable, inclusive, and effective policies. When policymakers understand the actual classroom realities shared by experienced teachers, they can craft programs that directly address learners' needs and support sustainable improvement in teaching and learning. While qualitative methods offer valuable perspectives, they also come with challenges, especially in data interpretation. As Dye (2021) notes, the choice of qualitative analysis method affects the obstacles researchers face. In this study, careful attention was given to the selection and application of thematic analysis to ensure that the data accurately captured the meaningful practices and philosophies of seasoned educators. Overcoming such challenges is crucial to pro-

duce research that informs practice and promotes educational excellence. Finally, ensuring transferability across educational contexts meant presenting thick descriptions and clear visualizations (e.g., thematic maps, flow diagrams) to illustrate how themes interlinked and applied across cases. Altogether, these rigorous,

multi-layered strategies solidified the findings' reliability by enabling consistent application of methods, and fortified validity by ensuring interpretations remained deeply anchored in data, transparent to others, and relevant to real educational practice.

3. Results and Discussion

This chapter presents the results of the study and discusses the findings in light of the research questions. The primary aim was to explore the practices of experienced teachers within their classroom settings and to uncover the nuanced strategies, techniques, and philosophies that shape their pedagogical approaches. Through rich qualitative data gathered from in-depth interviews and focus group discussions, the study captures authentic narratives that reflect the participants lived experiences.

3.1. Practices of Experienced Teachers to Enhance Learning Outcomes—The pursuit of enhanced learning outcomes in education is a central tenet of effective pedagogy, and the strategies employed by seasoned educators offer a rich tapestry of practical wisdom gleaned from years of classroom experience. This exploration delves into the nuanced practices of experienced teachers, aiming to unveil the specific techniques, approaches, and philosophies they utilize to foster deeper understanding, engagement, and meanwhile, improved learning results among their students. This was supported by many experienced teachers actively engage in Professional Learning Communities to refine their practices. According to DuFour and Fullan (2021), PLCs encourage reflective dialogue, shared leadership, and collective responsibility for student learning. These communities foster shared leadership, empowering teachers to collectively analyze data, develop innovative solutions, and implement best practices to address specific student needs. Meanwhile, PLCs cultivate a sense of collective responsibility for student learning, ensuring that all educators are invested in the success of every student within the school. Empowering students to take charge

of their learning is a common strategy. Zimmerman and Schunk (2021) stress that experienced teachers encourage self-regulation, goal-setting, and reflective learning to foster deeper engagement and intrinsic motivation. Through promoting reflective learning, experienced teachers encourage students to critically evaluate their own learning experiences, identify areas for improvement, and meanwhile develop the intrinsic motivation crucial for sustained engagement and deeper understanding.

3.1.1. Employing Differentiated Instruction—This teaching philosophy and framework that recognizes and addresses the diverse learning needs of individual students within a classroom. Instead of a "one-size-fits-all" approach, differentiated instruction involves tailoring teaching methods, resources, learning activities, and assessment options to suit students' varied readiness levels, learning styles, interests, and learning profiles. The goal is to create equitable learning opportunities that allow each student to learn effectively and achieve their full potential by providing multiple pathways to acquire content, process information, and demonstrate understanding. The foregoing results of the study were consistent with the

findings made by Hobson et al., (2019), mentees benefit greatly from direct instruction and mentorship provided by master teachers. The authors above and the master teacher participants do share some perspectives through mentorship programs, novice teachers learn firsthand about effective teaching practices, classroom management techniques, and strategies for student engagement. This direct guidance allows new teachers to quickly develop their pedagogical skills and confidently navigate the complexities of the classroom. Likewise, the study's findings are also supported by the study of differentiated instruction involves proactively modifying teaching methods and lesson structures to accommodate different learners. Most of the teachers' narratives on employing differentiated instruction to enhance learning outcomes provided the following statements:

As I analyzed the narration, P1 focused on understanding individual learning styles (visual, auditory, kinesthetic) and tailoring activities accordingly to deepen engagement and comprehension in elementary science lessons. Vacalares et al. (2024) found that using differentiated instructional practices—especially in mathematics—was significantly positively correlated with enhanced student performance, motivation, and comprehension. In contrast, P9 emphasized providing appropriate challenges through differentiated content and process (e.g., complex texts for advanced readers, simpler texts with support for struggling ones) to boost student self-confidence and motivation by matching tasks to their abilities. Over a period of three years, teachers employing differentiated instruction observed steady improvements in student achievement (Smith, 2020). According to Tomlinson (2020), effective differentiation is not about individualized lesson plans for each student, but rather about offering multiple paths so that students can learn and demonstrate understanding in ways that suit them best. Instead, it focuses on offering multiple pathways for stu-

dents to access content, process information, and demonstrate their understanding in ways that best suit their unique learning styles and needs, thus promoting equitable and effective learning experiences for all. The participant's responses during the discussion inferred the same theme. Participant quoted:

It can be gleaned from the responses of this teacher's insight highlights a strategy for making learning meaningful through differentiated product, allowing students to demonstrate their understanding of concepts (like in History) through various outputs such as oral presentations, essays, dioramas, or comic strips. This approach fosters creativity and investment in projects, enabling the teacher to see a clearer and more authentic grasp of the subject matter by allowing students to express their learning in their own preferred ways. This corroborates Vogt and Rogalla (2020) found that teachers who implemented differentiated strategies effectively could better support both low-achieving and high-achieving students, promoting equity in classrooms. Their research highlights how tailoring instruction allows educators to address individual student needs, preventing students from being left behind or held back. This adaptability ensures that all learners, regardless of their starting point, have the opportunity to succeed and grow. According to Doubet (2021), differentiation, when implemented with clear learning goals and flexible teaching approaches, leads to higher engagement, motivation, and academic success across diverse student groups. By providing varied pathways to learning and demonstrating understanding, teachers can tap into students' individual strengths and interests, fostering a more dynamic and successful learning environment for everyone. Studies across various educational levels indicate that differentiated instruction—through tiered assignments, flexible grouping, and monitoring—supports diverse learner needs and fosters academic growth (Nisa et al., 2023; Garrett, 2023; Molapo Smith,

2023).

3.1.2. Building Strong Teacher-Student Relationships—Building strong teacher-student relationships is fundamental to enhancing student learning outcomes. Experienced teachers consistently highlight the importance of trust, respect, and emotional connection in fostering a supportive classroom environment that promotes academic success. The findings of the study agree with the findings of experienced teachers who recognize the importance of building positive, trusting relationships with students. Roorda et al. (2021) found that strong teacher-student relationships positively impact academic motivation and engagement, especially among struggling learners. Their research specifically highlighted the profound effect these positive connections have, especially among struggling learners, providing them with the support and encouragement needed to persevere. Similarly, Quin (2021) found that positive teacher-student relationships were strongly associated with higher student engagement and better academic performance across all grade levels. This reinforces the idea that when students feel respected, understood, and cared for by their teachers, they are more participative actively in learning, demonstrate a willingness to take academic risks, and meanwhile achieve greater educational outcomes. Some of the participants captured the importance of building strong student-teacher relationship. They shared:

With the narration above, I analyzed how both teachers emphasized the importance of a supportive emotional climate for meaningful learning, with P2 focusing on establishing a secure classroom community and P3 on individual emotional connection and relatability. Research according to Martin and Collie (2021) emphasized that emotional support from teachers serves as a buffer against student stress, leading to better academic resilience. This highlights the profound, protective role that emotion-

ally supportive teachers play in their students' well-being and academic journey. Teacher behaviors such as fairness, availability, and genuine interest in students' lives foster strong trust, which is foundational for academic motivation. This cultivated trust, they argue, is foundational for developing academic motivation, as students are more engaged and take risks in an environment where they feel secure, respected, and genuinely valued by their educators (Roorda et al., 2022). This was supported by another participant. She said:

This teacher insight focuses on making learning meaningful by providing individual support and recognition for all small progress students make (Smith, 2022). This teacher emphasizes regularly offering verbal praise or small tokens for effort (not just perfect results), which boosts student self-esteem, encourages perseverance, and builds a foundation of trust. Meanwhile enabling more effective learning. Research by Gay (2020) noted that culturally responsive teaching strengthens teacher-student relationships, particularly with marginalized groups, supporting more equitable academic outcomes. Gay's work underscores how integrating students' cultural backgrounds into the curriculum and teaching practices fosters a sense of validation and belonging, which in turn enhances engagement and performance. This approach acknowledges and values the diverse experiences students bring to the classroom, leading to more inclusive and effective learning environments. In a study by Wentzel et al. (2021) it suggested that when students feel connected to their teachers and peers, they develop a stronger sense of belonging, which is directly tied to improved academic engagement. This enhanced sense of belonging, the study highlights, is directly tied to improved academic engagement. When students feel a part of something, they participate, invest in their learning, and persist through challenges, leading to better educational outcomes.

3.1.3. Utilizing Culturally Responsive Pedagogy—Culturally Responsive Pedagogy (CRP) has become increasingly important in diverse classrooms across the world. Experienced teachers play a key role in promoting equity and inclusion by designing strategies that honor students' cultural backgrounds and enhance learning outcomes. The said findings were also supported by Ahmed (2020) emphasized that culturally responsive teaching is not just about celebrating diversity but embedding cultural knowledge into every aspect of teaching to make learning more effective. By authentically integrating students' cultural backgrounds, experiences, and perspectives into the curriculum and pedagogical strategies, educators can create a more relevant and engaging learning environment that resonates deeply with students. Meanwhile enhancing comprehension and retention. Certainly, the findings of the study were affirmed by the study of Ladson-Billings (2021) reasserted that CRP builds academic success by connecting the curriculum to students lived experiences, thus increasing motivation and deeper learning. Ladson-Billings argues that when students see their own realities reflected and valued in what they learn, they become more invested in the educational process, leading to improved academic outcomes and a more profound understanding of the subject matter. The participants' responses both from the in-depth interview and discussion support the theme above:

The narration of P4 focused on connecting lessons to students' daily lives and traditions by using culturally familiar examples and contexts in subjects like math, leading to increased engagement and deeper understanding. Teachers can enhance engagement and deepen understanding by connecting lessons—such as math—to students' daily lives and cultural traditions, using examples and contexts that are culturally familiar (Garcia, 2023). In contrast, P6 emphasized actively acknowledging and celebrating cultural diversity by integrating stu-

dents' cultural perspectives into the curriculum through projects and diverse resources, which fosters cultural pride and openness to learning about other cultures, enriching their world understanding. The concept of "Culturally Sustaining Pedagogy" (CSP), extending CRP by sustaining students' cultural identities while developing academic success (Paris Alim, 2022). They propose that CSP goes beyond merely acknowledging students' cultural identities; it actively works to sustain and foster these identities while simultaneously developing academic success. This framework aims to ensure that education does not just adapt to students' cultures, but also actively supports their linguistic and cultural pluralism as a valuable asset. Teachers who practiced culturally responsive teaching observed significant increases in student participation and classroom engagement, particularly among students of color (Howard, 2020). This finding underscores the practical impact of culturally responsive approaches, demonstrating how validating and integrating students' cultural backgrounds can lead to a more vibrant and inclusive learning environment where all students feel empowered to contribute and learn. The participant's responses during FGD revealed the same theme:

As mentioned earlier, comparing the two teacher insights on making learning meaningful, P7 focused on language accessibility and respect for first languages for multilingual learners by allowing them to use their mother tongue for explanations or providing glossaries, which boosts their confidence and aids in connecting new information. By allowing multilingual learners to use their mother tongue for explanations or providing glossaries, teachers enhance language accessibility and show respect for students' linguistic identities—practices that boost learner confidence and promote a stronger connection to new concepts (Pillos et al., 2020). In contrast, Participant 8 (P8) placed strong emphasis on creating a learning environment grounded

in mutual respect and cultural understanding. This was achieved by intentionally designing group activities that brought together students from diverse cultural backgrounds, encouraging them to collaborate and engage meaningfully with one another. Through these structured interactions, students were not only exposed to a variety of perspectives, but also learned to appreciate differences and recognize common values. Such collaboration fostered important social-emotional skills—including empathy, open-mindedness, and cultural sensitivity—as students had to listen, negotiate, and problem-solve together. Sleeter and Carmona (2022) provided a framework for applying culturally responsive strategies in everyday classroom interactions, including co-constructing knowledge with students and revising curriculum materials. They highlighted the importance of actively co-constructing knowledge with students, recognizing their lived experiences as valuable contributions to learning. Furthermore, their framework emphasized the necessity of revising curriculum materials to ensure they are inclusive, relevant, and reflective of diverse cultural perspectives, thereby making education more meaningful for all learners. A study by Nieto (2021) emphasized that building strong, trusting relationships with students and their families is the foundation for culturally responsive pedagogy. Nieto argued that without these deep connections, efforts to implement culturally relevant teaching practices will fall short, as trust creates the essential safe space for students to engage authentically, express their identities, and fully participate in their learning journey. This highlights the indispensable role of gen-

uine human connection in fostering an inclusive educational environment. Based on the figure, three themes emerged from the responses of the participants which were employing differentiated instruction, building strong teacher-student relationships and utilizing culturally responsive pedagogy. Differentiated instruction, a key strategy, aligned with research highlighting the ability of experienced teachers to manage student autonomy while maintaining academic rigor. Darling-Hammond et al. (2020) posited that this capability was a crucial element in fostering self-directed and adaptive learning environments. The importance of building strong teacher-student relationships also emerged as a significant theme. As Ladson-Billings (2021) noted, experienced teachers were particularly adept at incorporating students' cultural perspectives into the curriculum. This practice not only fostered a sense of belonging and engagement among students but also allowed experienced educators to build robust relationships with students and their families, leveraging these connections to create inclusive and equitable learning environments. Finally, culturally responsive pedagogy constituted the third core theme. Darling-Hammond (2023) supported this, asserting that experienced teachers were more effective in structuring Project-Based Learning (PBL) activities, providing necessary scaffolding, and accurately assessing critical thinking skills. This ensured that students gained meaningful learning experiences rather than merely completing tasks, reflecting a pedagogical approach deeply rooted in cultural understanding and responsiveness.

3.2. Coping Mechanisms with the Challenges of Experienced Teachers in Teaching— Teaching is an emotionally and cognitively demanding profession. Experienced teachers have developed and refined coping mechanisms to ad-

dress the persistent challenges they face such as workload management, emotional stress, adapting to student needs, and coping with systemic changes.

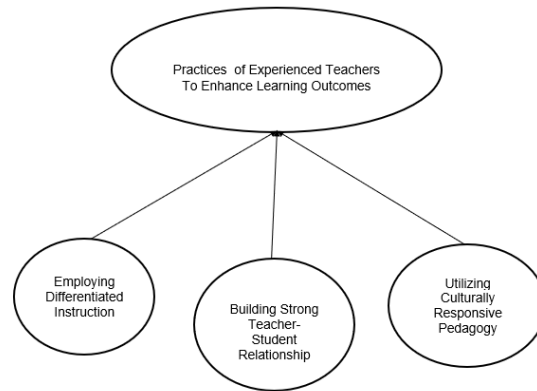


Fig. 3. Emerging Themes on the Practices of Experienced Teachers to Enhance Learning Outcomes

3.2.1. Promoting Emotional Intelligence— In the dynamic and often emotionally charged environment of the classroom, experienced teachers increasingly rely on emotional intelligence (EI) as a vital protective factor. Emotional intelligence enables teachers to manage their emotions, empathize with students, maintain positive relationships, and navigate professional challenges effectively Brackett et al. (2020) demonstrated that teachers with higher emotional intelligence are more successful in classroom management and conflict resolution. Their ability to remain calm and responsive rather than reactive improves learning environments. Their highlights that an educator's ability to remain calm and thoughtfully responsive, rather than impulsively reactive, directly contributes to improved learning environments. This emotional regulation allows for more constructive interactions and a more stable classroom atmosphere. Oberle et al. (2020) found that high levels of emotional intelligence help protect teachers against emotional exhaustion and burnout, especially in high-stress contexts. This suggests that teachers who are adept at understanding and managing their own emotions, as well as those of their students, are better equipped to cope with the demands of the profession, sustaining their well-being and effectiveness over time. Here are some statements mentioned by the participants:

P1 tackled maladaptive student behavior (frustration, anger, anxiety) by promoting emotional intelligence, teaching emotion recognition and providing tools like a 'feeling wheel' or 'calm-down corner, and advocates for integrating these lessons into the curriculum with teacher training (Teach Starter, 2024). In contrast, P5 addressed the lack of empathy and frequent peer conflicts by actively promoting social awareness and relationship management through role-playing and 'circle time' discussions on friendship, and calls for a school-wide social-emotional learning (SEL) program to teach these skills from an early age. Both teachers highlight the importance of addressing students' emotional well-being to minimize classroom disruptions and enhance learning, with P1 focusing on individual emotional regulation and P5 on fostering positive interpersonal relationships. Rodríguez-Fernández et al. (2021) emphasize that teachers' ability to regulate emotions positively correlates with professional satisfaction and well-being. Their research suggests that educators who can manage their emotional responses find fulfillment in their careers and maintain a healthier work-life balance, contributing to sustained effectiveness in the classroom. This highlights the vital link between emotional self-management and long-term career viability in teaching. Jennings et al. (2021) illustrate how emotionally intelligent teachers

are more adept at forming strong, positive relationships with students, which is crucial for enhancing academic and social outcomes. Teachers who understand and respond empathetically to student emotions can build deeper connections, fostering a supportive learning that encourages student engagement, improves academic performance, and promotes healthy social development. Participants shared:

Both responses emphasize the essential role of emotional intelligence in managing classroom challenges—highlighting how promoting EI helps teachers handle student behaviors, foster social-emotional growth, and maintain a productive learning environment (Qazi et al., 2024), with P8 focusing on teacher well-being and P10 on fostering student self-regulation through systemic SEL integration. Research of Siu et al. (2022) found that emotional intelligence training programs for teachers significantly improve resilience, reduce anxiety, and enhance classroom performance. This highlights the tangible benefits of targeted emotional intelligence development for educators, directly impacting their ability to navigate challenges and maintain effective teaching practices. Such programs equip teachers with vital coping mechanisms and interpersonal skills. Versland and Erickson (2022) report that school leaders and senior teachers with higher emotional intelligence exhibit more adaptive leadership, which contributes to school-wide resilience and innovation. Their findings indicate that this capacity for adaptive leadership directly contributes to school-wide resilience and fosters innovation within the educational institution. This suggests that emotional intelligence at the leadership level can create a more flexible, responsive, and forward-thinking school environment.

3.2.2. *Fostering Professional Learning*—Professional learning is essential for the continuous growth and development of teachers. For experienced educators, engaging in ongoing professional learning fosters innovation, strength-

ens instructional practices, and enhances student learning outcomes. The study's findings agree with Darling-Hammond et al. (2020) emphasized that professional learning that is sustained, collaborative, and directly connected to practice leads to improved teaching and better student outcomes. Their research underscores the importance of ongoing, interactive professional development that allows educators to apply new knowledge immediately within their teaching contexts, fostering deep and lasting change. On the other hand, the findings of the study were affirmed by the study of DeMatthews et al. (2021) highlighted that PLCs create spaces where experienced teachers share strategies, reflect critically, and collaboratively solve instructional problems, thus fostering a culture of continuous improvement. Professional Learning Communities (PLCs) create essential spaces where experienced teachers can openly share effective strategies, engage in critical reflection on their practices, and collaboratively solve instructional problems.

Comparing these two teacher insights on professional development, P2 addressed overcome the challenge of lacking new strategies for instructing diverse learners by actively engaging in professional development—participating in workshops, seminars, and online courses that focus on differentiated instruction, inclusive practices, and culturally responsive pedagogy (Digital Learning Edge, 2025; Nazim Alzubi, 2025). This teacher advocates for regular and relevant professional development opportunities that are continuous, not just one-time events. Thus, P3 tackled the difficulty of differentiating instruction for diverse learning needs by engaging with colleagues in Professional Learning Communities (PLCs), where they share strategies and provide peer coaching. This teacher recommends creating structured PLCs to foster knowledge sharing and collaborative problem-solving. Kennedy (2020) discussed how giving experienced teachers autonomy in selecting their pro-

professional learning paths increases engagement and promotes deeper learning outcomes. When experienced teachers are given autonomy in selecting their professional learning paths, they become more actively engaged in the process. This autonomy not only fosters ownership of their development but also promotes deeper and more sustained learning outcomes. Mangin and Dunsmore (2021) emphasized that peer coaching and mentorship are powerful tools for fostering professional growth among experienced teachers, promoting reflective practice, and facilitating knowledge sharing. Peer coaching and mentorship are effective strategies for enhancing the professional growth of experienced teachers. These approaches encourage reflective practice and create opportunities for meaningful knowledge sharing within collaborative learning environments.

The participant further conveyed that the challenge of lacking direct support and guidance from experienced teachers when implementing new strategies like multi-sensory learning, as generic training often falls short. To overcome this, the teacher advocates for establishing mentorship programs in schools, pairing new or experimenting teachers with experienced ones for personalized coaching, guidance, and one-on-one feedback—crucial support often missing in generic training (Slifer, 2025). This deals with the idea of Avalos-Bevan and Penuel (2022) noted that experienced teachers who engage in reflective practice and lifelong learning initiatives remain adaptive and innovative, particularly when facing new educational challenges. Experienced teachers who actively engage in reflective practice and lifelong learning remain adaptive and innovative in the face of evolving educational demands. Their ability to reflect on and adjust their teaching approaches allows them to effectively respond to new challenges in the classroom. According to the research of Zhao (2023), with the constant influx of technological and pedagogical innova-

tions, experienced teachers must continuously engage in professional learning to remain effective and relevant. Advancement of technology and pedagogical innovations necessitates continuous professional learning for experienced teachers. Without ongoing development, teachers risk falling behind, making it essential for them to stay current to maintain their effectiveness and relevance in modern education.

3.2.3. Accessing Mental Health Resources—The importance of accessing mental health resources has been emphasized in educational research, especially among experienced teachers who navigate increasing professional pressures. Mental health support enables educators to sustain their teaching efficacy, manage stress, and foster resilience. This review unveils how experienced teachers utilize available mental health resources as part of their practice to remain effective, supported, and balanced. The foregoing results of the study were consistent with the findings of the study made by Pressley (2021) noted that pandemic-related disruptions exacerbated pre-existing stressors among teachers, highlighting the critical need for structured mental health resources in schools. This highlights the importance of proactive institutional responses to address teacher well-being. Bermeo and Davis (2022) emphasize that schools with mental health programs, such as counseling services and wellness initiatives, reported better teacher retention and overall well-being. Schools implementing mental health programs, such as counseling services and wellness initiatives, experienced improved teacher retention and enhanced overall well-being. These findings support the value of comprehensive support systems in fostering a healthier and more sustainable teaching environment. Participants revealed that both teachers underscored the critical need for systemic mental health and wellness support for educators, highlighting that systemic interventions, not just individual self-care, are essential to address

teacher stress, burnout, and job satisfaction (Collie et al., 2022), with P4 focusing on direct access and stigma reduction, while P6 emphasized comprehensive, confidential programs to combat isolation and overwhelming responsibility. Allen et al. (2021) discuss how experienced teachers often rely on peer networks and informal communities of practice to support each other emotionally, particularly during challenging times. Experienced teachers often turn to peer networks and informal communities of practice for emotional support, especially during periods of heightened stress or uncertainty. These peer interactions provide a sense of solidarity and shared understanding that can alleviate emotional burdens in the teaching profession. Sharp Donahoo and Siegrist (2020) highlight the growing trend of integrating mindfulness, stress reduction workshops, and wellness practices as personal strategies for teachers to maintain mental health. The use of mindfulness, stress reduction workshops, and wellness practices as personal strategies adopted by teachers to safeguard their mental health. Such practices not only help in managing daily stressors but also contribute to long-term emotional resilience and professional sustainability.

Hence, P7's focused on participant's insight aligns with evidence that stigma within the teaching profession—driven by expectations of strength—significantly discourages educators from acknowledging their own mental health needs or seeking support (Bailey Spitzer, 2022). To cope, this teacher tries to be open with trusted friends and aware of personal limitations, but meanwhile advocates for a school-wide campaign to normalize mental health conversations and eliminate the stigma, fostering a culture where self-care is seen as integral to professionalism, thereby empowering teachers to seek help without hesitation. This finding is con-

gruent to the notion of a comprehensive study by Steiner and Woo (2021) pointed out systemic challenges such as stigma, lack of funding, and rural-urban disparities that affect teachers' access to quality mental health services. Systemic challenges such as stigma, a persistent lack of funding, and significant rural-urban disparities that meanwhile affect teachers' access to quality mental health services. Their research underscores the broader institutional barriers that educators in places like Davao City may face when seeking support for their well-being. Comprehensive research by Herman et al. (2022) found that principals and school heads who actively promoted mental health awareness created safer and more supportive environments for teachers. Principals and school heads who actively promoted mental health awareness within their institutions created safer and more supportive environments for teachers. This suggests that leadership plays a pivotal role in shaping a school culture where mental well-being is genuinely prioritized. When school leaders model openness about mental health and implement supportive policies, it helps dismantle the stigma often associated with seeking psychological support—especially within the teaching profession, where educators may feel pressured to project resilience and emotional strength. In the context of Davao City, such leadership practices are particularly crucial, as they can foster safer, more empathetic environments that encourage teachers to seek help when facing emotional or psychological challenges. Based on the emerging themes identified in the analysis the coping mechanisms employed by teachers to manage the demands and stresses of teaching can be broadly summarized into three interconnected domains: (1) promoting emotional intelligence, (2) fostering professional learning, and (3) accessing mental health resources.

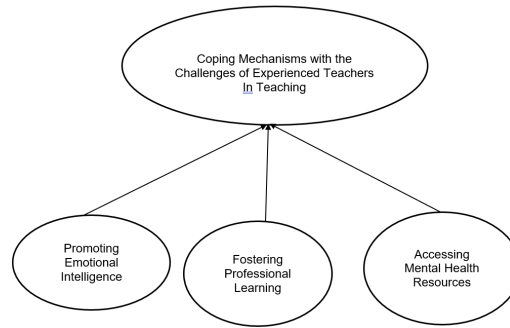


Fig. 4. Emerging Themes on the Coping Mechanisms with The Challenges of Experienced Teachers in Teaching

Promoting emotional intelligence as a coping mechanism found resonance with Yin et al.'s (2019) research, which highlighted that Professional Learning Communities (PLCs) served as crucial platforms. Within these communities, experienced educators could mentor less-experienced colleagues, share best practices, and collectively address instructional challenges, implicitly building emotional resilience and problem-solving skills. The theme of fostering professional learning was further supported by the study of Moghaddam and Tirnaz (2024). Their examination of pedagogical knowledge among novice and experienced English as a Foreign Language (EFL) teachers revealed that while novice teachers often focused on "Procedure Check," "Language Management," and "Affective aspects," experienced teachers leveraged their deeper pedagogical understanding, gained through continuous learning, to cope with teaching complexities. Finally, accessing mental health resources emerged as a vital coping strategy. This was corroborated by Guise et al.'s (2024) research on new teachers' experiences and weekly reflections. Their work provided valuable insights into the challenges and needs of teachers. Meanwhile advocating for a more nurturing and supportive environment for beginning teachers. This supportive environment, which included access to mental health resources, could enhance retention and overall job satisfaction for all educators, experienced or otherwise.

3.3. Insights Drawn from Practices of Experienced Teachers—The participants shared their educational management insights, and it was narrowed down into one to generate the themes. These themes were carefully analyzed and formulated based on what came from informants' accounts and reflections. The subthemes are shown below:

3.3.1. Adaptability and Innovation—In a rapidly evolving educational landscape, adaptability and innovation have become indispensable traits for teachers. Experienced educators, through years of practice, showcase remarkable flexibility and creativity in adjusting to diverse learners' needs, integrating technology, and responding to curriculum changes. Their experiences offer valuable lessons for educational leaders aiming to foster resilient, future-ready learning environments (Jassim, 2024). Darling-Hammond et al. (2020) observe that experienced teachers are often at the forefront of pedagogical innovations, especially in integrating technology and active learning strategies. Experienced teachers are often at the forefront of pedagogical innovations, particularly excelling in the integration of technology and active learning strategies within the classroom. Their extensive classroom experience provides them with a deep understanding of student needs, allowing them to effectively leverage new tools and methods to enhance learning outcomes. Martin et al. (2020) highlight that teacher adaptability significantly influences student engagement and

achievement, especially in rapidly changing or uncertain environments. Teacher adaptability significantly influences student engagement and achievement, especially in rapidly changing or uncertain environments. Their research underscores how an educator's flexibility in adjusting teaching methods and content in real-time can keep students motivated and focused amidst disruptions. Some participants shared insights regarding emphasis on adaptability and innovation. They expressed that:

Both teachers emphasized student-centered approaches that enhance engagement and learning outcomes (Amiruddin et al., 2023) but P1 focused on the mode of instruction (interactive), while P7 highlighted the customization of instruction (differentiated) based on individual student needs. Avalos-Bevan and Maldonado (2021) emphasize the significance of lifelong learning and adaptability among teachers to meet evolving pedagogical demands and enhance professional practice. Lifelong learning and adaptability among teachers as essential qualities for meeting evolving pedagogical demands and continuously enhancing professional practice. Their research highlights that in a constantly changing educational landscape, educators must embrace ongoing learning and be willing to adjust their methods to remain effective. This commitment to continuous growth is vital for maintaining high-quality instruction. Beghetto (2021) identifies that experienced teachers often use creativity as a problem-solving tool, enabling innovative responses to classroom challenges. Experienced teachers often instinctively use creativity as a powerful problem-solving tool, enabling them to devise innovative and effective responses to the myriad of challenges that arise in the classroom. This suggests that seasoned educators don't just follow established protocols; they are adept at thinking outside the box, crafting novel solutions tailored to their students' unique needs and unforeseen circumstances. This creative

flexibility allows for more dynamic and responsive teaching. One expressed:

The teacher implemented regular "Show and Tell" sessions and fostered a more collaborative classroom environment through pair and group work, enhancing student engagement and communication skills (Elisa et al., 2023). This approach led to students becoming more vocal, confident, and articulate in presentations and discussions. For future improvement, the teacher plans to explore online platforms for virtual collaboration and presentations to build digital communication skills and invite resource speakers to broaden student perspectives. Research by Darling-Hammond et al. (2020) discussed the notion of "adaptive expertise" among seasoned educators, the ability to apply professional knowledge flexibly across different teaching contexts. Defining it as the profound ability to apply professional knowledge flexibly across diverse teaching contexts. This concept highlights how experienced teachers can draw upon their extensive knowledge base and tailor their approaches to suit the unique characteristics of different students, classrooms, and learning environments. This adaptability is a hallmark of truly effective and responsive teaching, enabling them to consistently optimize instruction. This is also supported by a study of Emmer and Evertson (2021) noted that experienced teachers use flexible classroom management techniques, which allow them to quickly adjust to shifting student dynamics. Experienced teachers inherently use flexible classroom management techniques, which allow them to quickly adjust to shifting student dynamics. Their research points to the seasoned educator's capacity to read and respond to the immediate needs of their classroom, modifying strategies on the fly to maintain an optimal learning environment. This agility in management ensures that disruptions are minimized and learning remains the central focus, even amidst unexpected changes in student behavior or group interactions.

3.3.2. Leadership Through Classroom Practice —The study emphasized leadership in education is not confined to formal titles; rather, it often emerges powerfully through everyday classroom practices (Luciano, 2022). Experienced teachers act as instructional leaders, modeling best practices, setting academic standards, and inspiring both students and colleagues. This perspective emphasizes how leadership through classroom practice can drive innovation, collaboration, and school improvement. The study's findings agree with Wenner and Campbell (2020) which emphasize that teacher leadership often emerges organically through classroom practices, highlighting the significant role teachers play in influencing instructional improvement and school culture. Informal yet powerful ways educators can inspire colleagues and advocate for change simply through demonstrating effective methods and fostering a positive learning environment. This highlights that leadership isn't solely confined to administrative roles but is a dynamic force present within the teaching ranks Poekert et al. (2020) discuss how experienced teachers serve as models of effective teaching, providing informal leadership that supports instructional transformation school-wide. Demonstrating innovative strategies and best practices, these seasoned educators naturally influence their peers and encourage wider adoption of effective pedagogical approaches. This peer-to-peer learning and influence contribute significantly to a collective improvement in teaching quality across an entire institution.

Moreover, comparing these two teachers' approaches to classroom leadership, P2 cultivating student self-management and goal-setting by allowing learners to plan study schedules, select projects based on interests, and engage in one-on-one progress discussions, which enhances motivation and independence (Zimmerman Schunk, 2022). Similarly, P4 emphasized fostering a culture of peer teaching and men-

torship by assigning more capable students to assist struggling peers and structuring group activities with designated roles including a leader, thereby enhancing empathy, communication, and teamwork skills (Topping Ehly, 2021). Leadership in education often emerges through everyday classroom practices rather than formal titles (Spillane, Halverson, Diamond, 2020). This perspective challenges traditional views that leadership is solely the responsibility of administrators or those holding official positions. Instead, it highlights how teachers exercise influence by shaping instructional strategies, mentoring colleagues, and fostering positive learning environments. Such distributed leadership practices empower educators at all levels to contribute to school improvement, promote collaboration, and respond flexibly to the needs of their students. By recognizing leadership as an ongoing, collective process embedded in daily interactions, schools can cultivate a culture of shared responsibility and continuous growth.

The teacher shared personal experiences of overcoming challenges and emphasizes that mistakes are opportunities for learning, which fosters a safe environment where students are unafraid to experiment and ask questions (Sharma et al., 2023). This approach leads to students becoming more confident risk-takers, navigating difficult concepts with greater persistence. Meanwhile achieving higher learning outcomes. According to Leithwood et al. (2020), teacher leadership extends into the classroom by fostering leadership skills among students, preparing them to be active participants in their own learning. Teacher leadership extends beyond impacting fellow educators and into the classroom itself, specifically by fostering leadership skills among students. They argued that by empowering students with autonomy, choice, and opportunities for responsibility, teachers prepare them to be active and engaged participants in their own learning journey. This approach not only enhances student agency but also cul-

tivates vital life skills such as problem-solving and self-direction from an early age. York-Barr and Duke (2020) found that many experienced teachers act as informal mentors, influencing school practices through collaborative sharing and leadership by example. Seasoned educators, without formal titles, share their expertise and innovative strategies with colleagues, leading to organic improvements in teaching methods across the institution. This peer-to-peer mentorship creates a supportive environment where best practices are disseminated and refined through practical application and shared experience.

3.3.3. Mentorship and Collaboration — Mentorship and collaboration stand out as powerful strategies among experienced teachers to sustain professional growth, support novice educators, and enhance learning outcomes (Johnson Smith, 2022). In classrooms and schools where collaboration thrives, there is a stronger sense of community, shared leadership, and collective responsibility for student success. Mentorship is not just formal, it often takes the shape of daily, informal exchanges that build capacity across the educational community. Ingersoll and Strong (2021) found that mentorship programs significantly improve new teacher effectiveness, job satisfaction, and retention, especially when mentorship relationships are collaborative rather than hierarchical. Well-structured mentorship programs significantly improve new teacher effectiveness, boost job satisfaction, and positively impact retention rates. They specifically highlighted that these benefits are most pronounced when mentorship relationships are collaborative and mutually supportive, rather than strictly hierarchical. This suggests that empowering both mentor and mentee in a partnership approach leads to more successful and sustainable professional growth for new educators. Vangrieken et al. (2020) emphasize that teacher collaboration enhances instructional practices and builds shared expertise, strengthening the

overall professional community within schools. Collective effort in planning, problem-solving, and reflecting on teaching methods strengthens the overall professional community within schools. This collaborative culture Meanwhile leads to a more cohesive and effective educational environment, benefiting both teachers and students.

Both teachers underscored the value of professional interaction, P3 focused on continuous team-based sharing and problem-solving (Lee Park, 2021), whereas P5 decision emphasized the benefits of direct mentorship and structured learning communities for individual growth and informed -making (Garcia Thompson, 2022). Similarly, mentorship plays a crucial role in promoting inclusive teaching practices. Research by Dieker et al. (2024) highlights the impact of mentorship on supporting teachers in creating culturally responsive classrooms and meeting the diverse needs of students from varying backgrounds. Guided support from experienced colleagues can help educators better understand and meet the diverse needs of students from varying cultural backgrounds, fostering an environment where all learners feel valued and can thrive academically. Highlighting mentorship and collaboration, Participants shared the same theme during discussion. They said:

P6 emphasized a holistic approach to collaboration with fellow teachers, parents, and the community to strengthen student support systems, leading to higher learning outcomes and increased motivation by ensuring a broader network cares about their education. For future improvement, P6 wanted to increase active parent participation in classroom activities and enhance communication technology. While, P10, a senior teacher, focused heavily on mentorship for new colleagues, regularly sharing materials and advice on classroom management and parent interaction, which helps mentees adjust faster and become more effective, directly impacting student learning. P10 aimed for a more

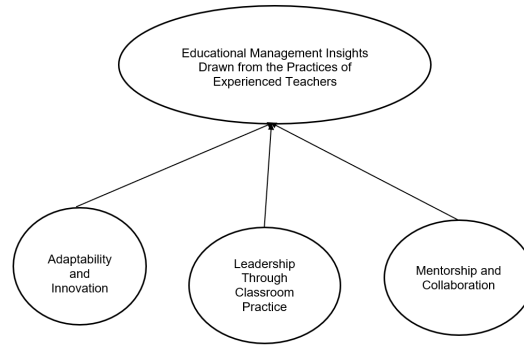


Fig. 5. Emerging Themes on the Educational Management Insights Drawn from the Practices of Experienced Teachers

formal mentoring program with structured sessions and additional training in active listening to improve support. Kraft and Papay (2020) assert that informal peer collaboration leads to continuous improvement in teaching effectiveness, particularly when teachers engage in reflective practices together. Casual yet consistent interactions among colleagues, focused on discussing classroom experiences and student outcomes, foster a natural environment for growth and refinement of pedagogical skills. This suggests that organized formal training isn't the only pathway to improvement; organic, peer-driven reflection is equally powerful. Moreover, according to Aspfors and Bondas (2020), mentoring relationships support not only teaching practices but also leadership development among mentees, preparing future teacher leaders. Mentoring relationships provide comprehensive support, extending beyond just improving teaching practices to also nurturing leadership development among mentees, effectively preparing future teacher leaders. This dual focus on instructional expertise and leadership potential underscores the transformative power of effective mentorship. Based on the figure, three themes emerged from the participants' responses, which emphasized adaptability and innovation, leadership through classroom practice, and mentorship and collaboration. Adaptability

and innovation emerged as a key theme. This resonated with research by Guise et al. (2024) on new teachers' experiences, which advocated for creating a more nurturing and supportive environment for beginning teachers. Such an environment could enhance retention and overall job satisfaction by fostering adaptability and innovation, qualities that experienced teachers demonstrated in their daily practices. Leadership through classroom practice constituted another important theme. Kratka (2022) supported this, noting that experienced teachers' stories were not just practical but also rich in moral and emotional insights, offering a nuanced view of the teaching experience. This storytelling approach underscored how experienced teachers' classroom leadership could create a nurturing learning environment, aiding novice teachers in their growth and adjustment in the educational field. Moreover, mentorship and collaboration were identified as crucial. Peens (2022) emphasized the need to focus on specific challenges within education systems, particularly in contexts like South Africa's post-apartheid era. The findings of Peens' study suggested that a strength-based mentoring approach, as exemplified by experienced teachers, could lead to substantial improvements in teaching practices and educational outcomes.

4. Implications and Future Directions

This chapter serves as a critical component of the study, offering valuable insights into the practical, policy, and research implications of the findings. It aims to guide future actions and scholarly inquiry within the educational field. By examining the revealed practices, coping mechanisms, and educational insights of experienced teachers, this chapter explores how their lived experiences can inform and shape future directions in teaching, professional development, and educational policy.

4.1. Findings—The findings of this study revealed profound insights into the practices, coping mechanisms, and educational perspectives of experienced teachers, with strong theoretical grounding in Kolb's Experiential Learning Theory, Bandura's Social Learning Theory, and Shulman's Pedagogical Content Knowledge (PCK) Theory. Each theme that emerged reflected not only effective pedagogical strategies but also how experiential and social learning informed their decision-making, instructional techniques, and professional growth. One major theme that emerged was the employment of differentiated instruction, which carried significant practical and theoretical implications. Experienced teachers consistently adjusted their teaching strategies by observing student responses and reflecting on outcomes as an application of Kolb's experiential learning cycle. This reflective adaptation allowed them to meet diverse learning needs, drawing upon deep pedagogical content knowledge as emphasized by Shulman. Through Bandura's Social Learning Theory lens, these teachers modeled differentiated instruction for both their students and peers, setting examples of adaptive teaching practices. These findings suggest that both pre-service and in-service teacher education programs should embed experiential learning opportunities where differentiated instruction can be practiced, observed, and refined. On a policy level, there is a clear need for sustained professional development programs that go beyond theory to emphasize real-world application and modeling of differentiated techniques by expert teachers. Another key finding emphasized the importance of building strong teacher-student relationships. Practically, experienced teachers nurtured these relationships through repeated, meaningful interactions, applying Kolb's model by reflecting on these experiences and adjusting their behavior accordingly. They demonstrated empathy and emotional intelligence, which students often mirrored, aligning with Bandura's Social Learning Theory. These interpersonal skills were not isolated from content delivery; rather, teachers utilized their pedagogical content knowledge to connect academic material to students' lives, reinforcing Shulman's assertion that knowing one's students is essential for effective teaching. These practices imply that teacher preparation programs must prioritize training in socio-emotional learning and relational pedagogy. In terms of policy, schools should promote environments that support emotional safety and trust-building between teachers and students, recognizing these relationships as foundational to academic success. Culturally responsive pedagogy also emerged as a critical theme. Teachers engaged with learners' cultural contexts through lived experiences and classroom interactions, exemplifying Kolb's experiential process. They tailored lessons to incorporate local values and knowledge systems, which made learning more relevant and meaningful, an act of refined pedagogical content knowledge. Through Bandura's lens, these teachers modeled inclusivity, helping students appreciate diversity by respecting and affirming different cultural identities. The practical implication here is the

need for educators to immerse themselves in culturally diverse communities as part of their experiential learning. From a policy perspective, curriculum frameworks must be re-evaluated to ensure they are culturally inclusive, and teacher training must involve robust modules that prepare educators to implement culturally responsive strategies grounded in pedagogical content knowledge. Regarding the coping mechanisms of experienced teachers, three strategies were particularly evident: promoting emotional intelligence, fostering professional learning, and accessing mental health resources. Teachers developed emotional intelligence by managing their feelings during stressful classroom situations, a result of continuous reflective practice aligned with Kolb's theory. These emotionally intelligent behaviors, when modeled, influenced students and colleagues, consistent with Bandura's social learning principles. Their ability to regulate emotions also supported better instructional delivery, reinforcing the interdependence between teacher well-being and pedagogical effectiveness as outlined in Shulman's PCK. Fostering professional learning was another vital coping strategy. Teachers frequently engaged in collaborative learning and mentoring, sharing experiences and best practices. These communities of practice exemplified both experiential and social learning, and over time, improved collective pedagogical knowledge. The policy implication is the need to institutionalize professional learning communities and mentorship programs, with dedicated resources and time for teachers to reflect and collaborate. Access to mental health resources was also central to teacher well-being. Teachers reported learning the value of self-care through personal and peer experiences, again reflecting Kolb's experiential model and Bandura's modeling of behavior. Policy-wise, the availability of confidential and comprehensive mental health services, such as counseling and stress management, is essential to sustaining teacher effectiveness and job satisfaction.

Finally, the educational insights shared by experienced teachers touched on adaptability and innovation, leadership through classroom practice, and mentorship and collaboration, each of which had strong theoretical underpinnings. Adaptability and innovation were honed through cycles of planning, action, and reflection, demonstrating Kolb's learning process. These teachers modeled flexible and creative thinking, inspiring peers through Bandura's observational learning framework. Their innovations stemmed from deep pedagogical knowledge, aligning with Shulman's emphasis on effective content delivery. The implication is that school leaders must cultivate environments where experimentation and creativity are encouraged. Leadership through classroom practice showed that effective teaching itself is a form of leadership. These teachers refined their methods through ongoing reflection and acted as role models for peers, embodying the convergence of experiential learning, social modeling, and pedagogical expertise. It challenges the conventional view that leadership is solely administrative, suggesting that policy frameworks should recognize and reward exemplary teaching practices as a form of instructional leadership. Lastly, mentorship and collaboration were vital components of educational management. Experienced teachers not only guided novice colleagues but also engaged in reciprocal learning through shared teaching experiences. These practices fostered collective growth and were deeply rooted in both Kolb's and Bandura's theories. They also enhanced collective PCK by sharing successful instructional strategies and adapting them collaboratively. Practically, this underscores the importance of structured mentorship systems and collaborative planning time within schools. At a policy level, it indicates a strong need for investment in formal peer-support. In sum, the study illustrated that the practices, coping mechanisms, and insights of experienced teachers are deeply rooted in experiential learning.

rential and social learning processes, informed by their pedagogical content expertise. These findings highlight the importance of integrating reflective, culturally relevant, and relational approaches in both teacher development and policy planning. Through their grounded experiences, experienced teachers offer a powerful blueprint for effective, sustainable, and transformative education.

4.2. Future Directions—Building on the findings and insights drawn from the experiences of seasoned educators, this study opens several avenues for future research and practice. As education continues to evolve in response to changing learner needs, technological advancements, and diverse cultural contexts, it becomes increasingly important to deepen our understanding of how experienced teachers adapt, lead, and support student success. Future directions should not only expand the scope of inquiry into similar pedagogical practices across different regions and levels but also focus on how these insights can inform teacher preparation programs, continuous professional development, and educational leadership initiatives. By doing so, the field can better equip current and future educators to meet the dynamic demands of the 21st-century classroom. The findings of this study present significant future directions for various stakeholders in the educational com-

munity. **Learners** – The practices and insights of experienced teachers underscore the importance of inclusive, responsive, and engaging learning environments that cater to their diverse needs and cultural backgrounds.

Teachers – Especially those in the early stages of their careers, this study highlights the value of reflective practice, emotional intelligence, collaboration, and continuous professional learning as essential components of effective teaching. **Parents** – Can benefit from understanding the integral role of strong teacher-student relationships and culturally relevant instruction in their children’s academic and personal development, promoting deeper home-school partnerships. **School Administrators** – The findings emphasize the need to support mentorship, innovation, and well-being among teaching staff, recognizing that leadership also exists within the classroom. **DepEd Officials** – Are encouraged to use these insights to inform policy reforms that prioritize teacher development, mental health support, and culturally responsive pedagogies.

Future Researchers – This study opens opportunities to explore similar themes in different contexts, investigate longitudinal impacts of experienced teaching practices, and examine the evolving roles of teachers in 21st-century learning environments.

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