

Hassle and Tussle: The Challenges of Teachers in Carmen National High School



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APPROVAL SHEET

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ABSTRACT

This research paper provided a concise overview of the study that aimed to understand and address the challenges of teachers at Carmen National High School. The research aimed to explore the challenges of teachers, particularly how the prevailing obstacles significantly impacted their instructional capabilities. It entailed assessing in-person teaching experiences, coping strategies for challenges, improvement efforts, and insights gained from these encounters. Anchored in David Kolb's Experiential Theory, the study employed phenomenology to subjectively explore conscious experiences. It identified emerging themes among the challenges, coping mechanisms, and educational insights, shedding light on the complex landscape of teaching. Through participant responses, challenges such as understanding the different learning styles of students, staying up to date with learning technology, and the lack of effective communication with students were revealed. Coping mechanisms included creating engaging lesson plans for students as well as behavior and classroom management. Educational insights encompass having the right attitude in teaching, professional development, and acknowledging students' characteristics. The conclusion discussed implications for stakeholders and proposed future directions for customized professional development, enhanced communication, and student-centered approaches, emphasizing the significance of fostering an inclusive, technology-enhanced learning environment and contributing to ongoing educational research.

Keywords:- Hassle and Tassle, Challenges, Coping Mechanisms, and Insights.

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DEDICATION

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CHAPTER ONE THE PROBLEM AND ITS SETTING

*“Education is learning what you didn’t
even know you didn’t know.”
-Daneil J. Boorstin*

Teaching is a rewarding yet challenging profession. Teachers face a wide range of daily obstacles, such as managing classroom behavior and creating inclusive lesson plans. Adapting to evolving educational standards and staying updated on research and technology adds to their workload. Administrative tasks like grading and communication with parents and administration also demand their attention. Beyond the classroom, teachers invest long hours in grading and organizing, which can lead to burnout and stress. Despite these challenges, dedicated teachers inspire and educate students, leaving a lasting impact on their lives and society's future.

In Massachusetts, the high degree of competitiveness and demands placed on faculty members is one of the fundamental obstacles to teaching at Harvard University. Harvard is recognized for drawing some of the world's most bright and ambitious students, and faculty members are expected to deliver a rigorous and difficult academic experience. As stated by Herrmann (2017), teachers must embrace the same message we give to students: Learning is about taking risks, trying, failing, and improving. This can be a difficult endeavor because Harvard students are frequently extremely driven and have high expectations for their education. Teachers at Harvard may need to work harder to meet their students' expectations while also maintaining their own academic qualifications. In addition to these difficulties, Harvard professors may confront concerns with workload and work-life balance. Teachers may be required to work long hours, attend meetings and events, and engage in committees and other administrative activities at Harvard. This leaves little time for personal or family responsibilities, which can be difficult for teachers who value work-life balance. Teaching at Harvard University offers teachers distinct challenges. High levels of competitiveness and expectations, pressure to publish and contribute to the academic community, a varied student body, and concerns with workload and work-life balance are examples of these obstacles. Teachers may overcome these hurdles and have a successful time teaching at one of the world's most prominent colleges with the correct preparation and assistance.

Additionally, In China, teachers are in charge of teaching the next generation of Chinese citizens. They are intended to give students a strong foundation of information and skills to help them thrive in life. Teachers must also promote the development of student's social and emotional skills, which include character education, communication skills, collaboration, and leadership abilities. Individuals must go through a rigorous training and certification process to become a teacher in China. Individuals must usually hold a bachelor's degree in education or a similar discipline. They must also pass a national examination on teaching techniques, educational theories, and Chinese language and literature. Additionally, teachers must participate in ongoing professional development training to stay current on educational practices and policies. Teachers in China encounter a variety of obstacles, despite the high level of training and certifications necessary. As reported by Yiwei (2017), with urbanization accelerating in China, crowded classes have become a pressing issue. One of the most difficulties is that many schools have enormous class sizes. Classes might contain as many as 50 or 60 people in some situations. This might make it difficult for teachers to provide each student particular attention and tailor their teaching method.

Concurrently in the Philippines, one of the most significant challenges for teachers is the lack of resources. Many schools, particularly those in rural regions, lack the supplies and equipment needed to give a decent education to their students. Because students may not have access to the books and other materials needed to supplement their classroom learning, a lack of resources can be a major impediment to the learning process. Another issue that teachers in the Philippines encounter is excessive class sizes. Given the country's huge population, many schools are overcrowded, resulting in enormous class sizes. Teachers may find this difficult since they are expected to manage and teach a large number of students with varying learning styles and skills. It also implies that teachers may not have enough time to provide personalized attention to each student, perhaps resulting in a learning gap. As emphasized by Braid (2012), in the Philippines, some 2.3 million students were forced to drop out for varying reasons, among them, problems of connectivity, health, apathy, tardiness, absenteeism, and computer illiteracy. Moreover, teachers in the Philippines encounter various problems that limit their capacity to offer students with a high-quality education. These difficulties include a lack of resources, huge class sizes, poor wages, restricted possibilities for professional growth, and political instability. To address these problems, the government, corporate sector, and wider society must work together to ensure that teachers are well-supported and empowered to give the greatest possible education to future generations.

Nevertheless, in Mindanao, the geography of the second largest part of the Philippines also presents challenges for teachers, particularly those in rural and distant locations. Because the island is divided into many small islands, it is difficult for teachers to reach schools and students in remote areas. This might result in a loss of continuity in education and limit possibilities for collaborating and exchanging best practices among teachers. Congruent to Alvarez (2021) who asserts that the issues encountered towards the modular distance learning approach were communication failure of teachers or confusion of students on the modules, limited teacher guidance, student's discourteous approach to teachers, complaints about not understanding the module, and all of

which results to misbehavior on students and failure to pass worksheet on time. Teachers have enormous challenges because of Mindanao's regular natural catastrophes, like typhoons, earthquakes, and floods. These calamities have the potential to disrupt the educational system by causing damage to schools and prompting school closures. Teachers must be prepared to deal with these situations and find solutions to guarantee that their students continue to obtain an education despite difficulties.

As a teacher with sufficient expertise in the teaching profession, challenges come as soon as we enter the classroom. Further, as a researcher and a teacher, I chose to undertake this study to describe the challenges of teachers in Carmen National High School. The teaching profession is not without difficulties. Teachers encounter several challenges on a daily basis, from managing varied classrooms to keeping up with developing teaching techniques. This study focuses on the issues faced by teachers in Carmen National High School, which have gotten less attention in prior studies, particularly in the local area. Despite the problems they confront, teachers remain committed to their jobs, driven by a desire to educate and nurture young minds.

A. Purpose of the Study

The purpose of this study is to explore the challenges of teachers. Today's obstacles for teachers have a significant impact on their ability to teach. As a result, this study may analyze their experiences in face-to-face sessions as they learn, as well as their coping mechanisms and remedies for their weaknesses and observed learning insights.

B. Research Questions

Specifically, this study sought to answer the challenges of teachers. This study will answer the following questions:

- What are the challenges of teachers in Carmen National High School Davao Del Norte?
- What are the coping mechanisms for the challenges of teachers in Carmen National High School Davao Del Norte?
- What educational insights can be drawn from the challenges of teachers in Carmen National High School Davao Del Norte?

After learning all the experiences including the strengths and weaknesses of the participants, this piece of work would be of significance to the following within the preview of this chapter:

- *School Administrators.* They play an important role in assisting teachers and ensuring students receive the best education possible. While teachers encounter a variety of problems on a daily basis, administrators are responsible for fostering a climate in which teachers may grow and achieve. Administrators, on the other hand, encounter difficulties in supporting and strengthening their teaching personnel. Finally, administrators must be capable of effectively leading and supporting their teaching staff. Setting clear objectives and offering feedback are all part of developing a healthy and supportive school culture. Administrators may assist establish a climate in which both teachers and students thrive by providing teachers with the skills and resources they need to succeed.
- *The Principals.* Managing classroom conduct is one of the most difficult issues that teachers confront. Disruptive students can make it difficult for teachers to give successful courses, and dealing with disruptive students can be especially tough for new or inexperienced teachers. Principals may play an important role in assisting teachers by offering training and tools to assist them in managing problematic conduct in the classroom. Creating a pleasant and supportive school culture is perhaps the most significant role that principals play in helping teachers. Teachers who feel supported and respected in the classroom are more likely to be productive and less likely to experience burnout or dissatisfaction. Principals may foster this culture by offering frequent feedback and acknowledgment to teachers, as well as providing chances for cooperation and professional growth.
- *The Teachers.* Teaching is a difficult career that demands a high level of talent, knowledge, and devotion. On a daily basis, teachers encounter a broad range of obstacles, from controlling classroom behavior to planning successful classes that fit the requirements of every student. Teachers should take care of themselves in order to avoid burnout. This includes prioritizing self-care, such as getting adequate sleep, exercising, and relaxing, as well as asking for help from coworkers and administrators when necessary. Teachers can be better prepared to meet the demands of the classroom and give the best education possible if they take care of themselves.
- *The Parents.* Parents have an important role in supporting teachers and assisting them in overcoming the numerous problems they confront on a daily basis. Parents may assist to establish a pleasant and supportive school climate that supports learning and growth for all kids by working together with teachers. Parents can utilize a variety of techniques to encourage teachers and assist them in overcoming obstacles. Teachers can be supported by parents who advocate for education at the local, state, and national levels. Parents may help ensure that teachers have the tools and support they need to be successful in their professions by remaining educated about education policies and concerns and working constructively with teachers and other parents.
- *The Students.* While teachers are responsible for creating a pleasant and helpful learning environment for their students, students are equally responsible for actively participating in the learning process and behaving correctly in the classroom. When students fail to satisfy these standards, teachers have extra obstacles. Despite these hurdles, students may contribute constructively to the classroom and assist teachers in overcoming obstacles. For example, when students actively participate in the learning process and interact with the topic, it may foster a good and supportive learning environment for everybody. Furthermore, when students are courteous and helpful in the classroom, it can contribute to the development of a healthy classroom culture and make it simpler for teachers to regulate conduct and focus on teaching. Students provide both obstacles

and opportunities to a teacher's job. Students may assist in establishing a pleasant and supportive learning environment that supports development and success for everyone by actively participating in the learning process, acting responsibly in the classroom, and working cooperatively with teachers.

- *Challenges.* Teaching is a difficult career that takes a great deal of hard work and attention. On a daily basis, teachers encounter a variety of obstacles, ranging from regulating classroom conduct to fulfilling the needs of varied students. Teachers must be able to employ a variety of tactics and approaches to establish a good and supportive learning environment for students in order to deal with these issues. Moreover, teaching is a hard career that may be emotionally and physically exhausting. Teachers must take care of themselves in order to deal with the obstacles they confront. This includes getting adequate sleep, eating appropriately, and exercising on a regular basis. Teachers should also devote time to activities they like, such as hobbies or socializing with friends and family.

C. *Review of the Significant Literature*

This section presents relevant literature and studies that give clear support to the study. In this context, the challenges of teachers will be described. The participants of selected teachers in the Department of Education teachers are highlighted. Due to the scarcity of literature, the technical terminology operationally employed in the following will be converted to synonymous phrases. Aside from the fact that teacher challenges are occasionally utilized in the field of research, contextualization must be employed to fit its setting. The following are the discussions.

➤ *Understanding the Different Learning Styles of Students*

In today's diversified educational landscape, students come from a variety of backgrounds, each with their own set of talents, interests, and learning styles. To develop inclusive and successful learning environments, teachers must acknowledge and adapt these variances. Congruent to Avado (2023), most people benefit from a range of teaching techniques, and utilizing different learning methods can actually improve learners' adaptability. The prevalence of many learning styles is an important feature of student diversity. Individuals' chosen ways or approaches to acquiring, processing, and retaining knowledge are referred to as their learning styles. It is well acknowledged that students have a variety of learning styles, and knowing and accommodating different types may considerably improve their learning outcomes.

According to TEACH (2023), Identifying your students as visual, auditory, reading/writing, and kinesthetic, students, and aligning your overall curriculum with these learning styles, may prove to be beneficial for your entire classroom. It is crucial to note, however, that not all students fall neatly into a single learning style, and that people may have a blend of several learning styles or may modify their learning style depending on the environment or subject matter. As a result, it is critical to give a range of teaching styles and chances for students to connect with knowledge in various ways, allowing them to discover what works best for them. Creating a flexible and inclusive learning environment that supports various learning styles helps build a good and inclusive classroom culture in which all students feel appreciated and encouraged.

As stated by Chick (2023), the term learning styles is widely used to describe how students gather, sift through, interpret, organize, come to conclusions about, and "store" information for further use. The VARK model, established by Neil Fleming in 1987, is one typical paradigm for analyzing learning styles. VARK represents four basic learning styles: visual, auditory, reading/writing, and kinesthetic. To grasp and recall information, students who see prefer visual aids such as diagrams, charts, and photographs. Auditory students learn best by listening and speaking, such as through lectures, dialogues, and audio recordings. Reading and writing tasks, such as textbooks, notes, and written assignments, are preferred by reading and writing students.

Physical activities, such as hands-on experiments, role-playing, and other interactive experiences, help kinesthetic people learn best. As stated by Malvik (2020), The best teachers can cater to each student's strengths, ensuring they are truly grasping the information. The Honey and Mumford learning styles paradigm, which classifies students as activists, reflectors, theorists, or pragmatists, is also commonly used. Activists are engaged students who like to learn via active engagement in activities such as group debates, role-playing, and real-life scenarios. Reflectors are observant students who like to observe and listen before actively participating in activities such as witnessing demonstrations, studying case studies, and commenting on experiences.

It is critical for teachers to recognize and comprehend students' various learning styles to provide a more effective and inclusive learning environment. Learning styles are the various ways in which people receive and retain knowledge. There are several theories of learning styles, but most agree on three major categories: visual, auditory, and kinesthetic. As reported by Grand Canyon University (2020), An important idea in education is that individual students have different learning styles that are associated with the way that a student prefers to learn. Images, graphs, charts, and other visual aids are preferred by students who learn visually. They frequently have great spatial thinking abilities and can quickly envision topics.

To accommodate students who can see, teachers might add visual aids such as PowerPoint presentations, films, or diagrams into their classes. As emphasized by GCU (2020), An important idea in education is that individual students have different learning styles that are associated with the way that a student prefers to learn. They can also give written instructions or handouts to go along with lectures or demonstrations. Auditory students, on the other hand, prefer to learn through hearing and speaking. They have great language abilities and can recall material that they have heard. Teachers might add lectures, debates, and group

activities into their sessions to appeal to those who learn by hearing. They can also enhance written information using audio recordings or podcasts. Hands-on activities and physical encounters help kinesthetic individuals learn best. They are often energetic students who like moving about and utilizing their bodies to study.

➤ *Staying up to Date with Learning Technology*

Learning technology is continuously changing in today's fast-paced digital environment, and it is critical for teachers to keep up with these innovations in order to properly educate students. Congruent to the Best Master's in Education (2023), Teachers can't afford to fall behind the most modern classroom trends if they want to reach their students in a relevant way. Teachers must embrace and incorporate technology into their teaching techniques as it continues to alter and transform the area of education in order to prepare students for the demands of the contemporary world. In this essay, we will look at how important it is for teachers to keep current on learning technology and the benefits it may offer to the classroom.

Teachers may improve their teaching methods and strategies by remaining current with learning technologies. As indicated by Murray (2023), students who develop a strong familiarity with technology in the classroom are better equipped to remain proficient users of new technologies throughout their lives. Technology has the potential to give teachers a plethora of tools and resources that may considerably facilitate and enhance the teaching and learning process. Digital platforms, learning management systems, online collaboration tools, and educational applications, for example, may be utilized to construct interactive classes, meaningfully engage students, and give individualized learning experiences. Teachers may successfully incorporate the newest learning technologies into their courses and modify their instructional techniques to fit the different requirements and learning styles of their students by staying up to date on the latest learning technologies.

Keeping up with learning technologies allows teachers to increase their efficiency and production. Administrative duties including grading, lesson preparation, and contact with students and parents may be streamlined using technology. Routine chores may be automated using digital technologies, freeing up teachers' time to focus on planning interesting classes, delivering personalized feedback, and developing meaningful relationships with their students. Furthermore, technology may connect teachers to a variety of online resources, research, and professional development opportunities, allowing them to constantly improve their knowledge and abilities as teachers. As pointed out by ED BLOG (2015), Technology now is everywhere; tablets for all pupils, the use sites such as Facebook for social learning, and textbooks replaced by interactive learning software.

For teachers who have limited knowledge of current technology, it can be daunting to be presented with new hardware to use or be expected to teach class skills that barely understand themselves. Preparing students for the digital era is another critical part of remaining current with learning technologies. Students nowadays are growing up in a technologically driven society, and they must gain digital literacy abilities in order to excel in both their academic and professional lives. The University of Kansas (2023), stated that Laptops, tablets, and cellphones are now commonplace on students' and teachers' desks, and the number of digital applications running learning-focused programs on these devices has exploded. Teachers may assist students in acquiring skills such as critical thinking, problem-solving, cooperation, and digital citizenship by incorporating learning technology into their teaching techniques. These abilities are required for students to excel in the twenty-first century since technology pervades all parts of life.

Learning technology may increase student engagement and motivation. Many digital tools and platforms provide interactive and immersive learning experiences that may engage students and make learning more pleasurable and meaningful. Gamification, simulations, virtual reality, and other technologies may be used to create a dynamic and engaging learning environment that fosters active involvement, creativity, and critical thinking. Students who actively participate in their study are more likely to retain knowledge, have a deeper comprehension of the subject matter, and achieve superior academic results. As emphasized by Linewize (2020), the Internet has come with important advantages; unprecedented access to information, new ways of connecting and communicating, and creative opportunities when it comes to teaching and learning.

In the classroom, learning technology may enhance inclusion and accessibility. Jarrett (2023) indicated that technology is constantly changing. So is education, especially now that the two things are increasingly merging. Students with special learning requirements, such as students with impairments or English language students, might benefit from technological accommodations. Text-to-speech software, closed captioning, and screen readers, for example, can help students who are blind or deaf. Learning management systems can provide differentiated training and individualized learning pathways to fit each student's specific requirements and pace. Furthermore, technology may bridge the gap between classroom and remote learning, allowing students to learn whenever, wherever, and at their own speed.

➤ *Behavior and Classroom Management*

One of the difficulties that teachers encounter is the wide diversity of student actions and attitudes. There will be students with various personalities, histories, and developmental stages in any classroom, which can result in a broad range of behaviors. Some students may be disruptive, rude, or engage in difficult behaviors that disrupt the learning environment and impede other students' progress. Managing such behaviors needs patience, competence, and understanding since teachers must address them while also taking into account the underlying causes, such as personal challenges, learning difficulties, or emotional concerns. As

supported by Belsha (2021), the behavior issues are a reflection of the stress the pandemic placed on children, experts say, upending their education, schedules, and social lives. For students dealing with grief, mental health issues, or the layered effects of poverty and racism, big transitions can be even more challenging.

External impacts on student behavior include socioeconomic position, family environment, and community influences. Some students may come from difficult backgrounds, such as poverty, trauma, or other adversity, which might influence their conduct in the classroom. To establish a pleasant and inclusive learning environment, teachers may need to devote more time and effort to creating connections, helping, and addressing the special needs of these students. As emphasized by the School of Education Online Programs (2019), childhood stress can lead to mood swings, declines in attentiveness, and impulsive behavior, all of which can be disruptive to the classroom. Managing student conduct may be emotionally draining for teachers. Dealing with difficult behaviors and disciplinary concerns on a regular basis can cause stress, exhaustion, and burnout. When dealing with student conduct, teachers may receive criticism or blame from parents, administrators, or other stakeholders, which can damage their confidence and work satisfaction.

Classroom management and behavior among students are two important aspects of effective teaching. As stated by Davenport (2022), In the best of times, disruptive student behaviors are challenging to effectively act on. Teachers, on the other hand, confront various problems when it comes to creating a pleasant learning environment that promotes student engagement, motivation, and academic accomplishment. Teachers have considerable problems in maintaining good classroom control and regulating student conduct. Teachers face a variety of obstacles, including students' different behaviors, uneven punishment procedures, external variables impacting conduct, technology diversions, time limits, and emotional effects. Schools, administrators, and stakeholders must identify and support teachers in handling these problems by implementing consistent punishment rules, giving professional development on classroom management tactics, and providing emotional support. Teachers, on the other hand, confront several hurdles in accomplishing these objectives, such as different student needs, disruptive conduct, and personal emotional responses.

➤ *Creating Engaging Lesson Plans for Students*

Lesson plans that are engaging improve student motivation and interest in learning. As asserted by Milkova (2021), A lesson plan is the teacher's road map of what students need to learn and how it will be done effectively during class time. Students are more likely to engage in the subject and remember the knowledge when they are engaged in what they are studying. Teachers may make learning entertaining and exciting for their students by including engaging activities, projects, and debates in class plans. Engaging lesson ideas encourages students to participate actively in their learning. Students are encouraged to participate in the topic through activities and conversations rather than simply listening to lectures or reading materials. This encourages deeper learning and critical thinking abilities. Teachers may create a more interesting and dynamic classroom atmosphere by introducing hands-on learning activities.

Creating interesting lesson plans that are curriculum-based assists teachers in meeting learning objectives and academic aims. Teachers can guarantee that they are covering all of the essential information and preparing their students for tests when their lesson plans are linked with the curriculum. Teachers may help students acquire the skills they need to thrive academically by introducing interesting activities and projects into their classes. As supported by the Primary Planning Tool (2022), Having a lesson plan with a clear trajectory of different stages will help to keep the lesson focused and on track. Engaging curriculum-based lesson plans may help teachers in meeting the different demands and learning styles of their students. Teachers are crucial in developing interesting lesson plans that align with the curriculum. They can improve student motivation and engagement, encourage active learning, accomplish academic goals, and serve their students' different needs by doing so.

A well-designed lesson plan may make or break a student's academic path and help set them up for future success. Creating interesting lesson plans that successfully teach the students is one of the most critical tasks of teachers. Technology is a great way to keep your lessons interesting. Children love electronics, so try incorporating them into the overall teaching strategy (Cox, 2019).

As emphasized by Ullman (2011), an effective lesson gets students thinking and allows them to interact and ask questions, tap into their background knowledge, and build new skills. Teachers must understand the learning objectives, standards, and assessments for each unit they teach. This enables them to create lesson plans that are aligned with the curriculum and give their students the required skills and knowledge to succeed. Teachers can begin crafting compelling lesson plans that attract their students' attention after they have a basic knowledge of the subject. Incorporating a range of instructional modalities, such as lectures, debates, group activities, and multimedia presentations, is one effective way. Teachers may accommodate different learning types and keep students interested throughout the course by employing a variety of teaching strategies.

➤ *Lack of effective communication with students*

Communication between teachers and students is essential for a successful and enjoyable learning experience. However, there is sometimes a breakdown in communication between teachers and students. This can harm students' academic performance as well as their motivation and involvement in the classroom. According to Sword (2020), communication is key in the classroom, successful teaching is generally considered to require only 50% knowledge to 50% communication skills.

Effective communication with students is essential for building positive relationships, fostering trust, and promoting a healthy learning environment. Communication can take many forms, including verbal, written, and nonverbal, and it is important to consider the context and audience when selecting the appropriate mode of communication. As stated by Aparajeya (2016), communication barriers in the classroom certainly make it difficult for students to get the most out of their education. Many times, some experiences of teachers fail to create engaging lessons and struggle to connect with their students on a one-to-one basis. Students also have unaddressed language or speech difficulties which lead to poor communication.

Personality differences and peer pressure add to the mix, making some classroom interactions feel awkward or forced. As reported by Psych Central (2023), learning to communicate clearly and consistently with others is an essential tool for developing healthy relationships. Additionally, clear and precise language is another crucial part of good communication with students. Teachers should attempt to utilize language that is age and developmental-level suitable for their students, avoiding jargon or too-sophisticated terminology that may be confusing or frightening. Additionally, teachers should avoid employing demotivating or unhelpful language or criticism. Instead, they should concentrate on giving positive criticism and emphasizing students' talents. Furthermore, teachers should express their expectations for student conduct, engagement, and academic performance in a clear and consistent way, as well as provide chances for students to raise questions and seek clarification. Furthermore, teachers should set clear limits for proper speech and conduct and ensure that students understand the repercussions of crossing those boundaries.

As emphasized by Hanifan (2022), creating a dialogue between your students can be a challenging yet fundamental part of teaching. Effective communication can help to build and foster a safe learning environment where students can thrive, prosper, and learn. Moreover, being attentive to students and displaying empathy and compassion when listening to their concerns or inquiries is what constructive listening entails. This is being totally present and involved in the dialogue, avoiding distractions like technology or other chores, and attempting to comprehend the student's point of view. Active listening allows teachers to acquire insight into their students' needs and viewpoints, allowing them to better customize their education and assistance. Additionally, good communication with students is required for good teaching. Its efficacy is enhanced by clear and simple language, active listening, positive reinforcement and constructive criticism, and flexibility and adaptation.

D. Synthesis

The above-mentioned review of significant literature and studies discussed the relevance of the challenges of teachers in Carmen National High School Davao Del Norte. The teaching profession presents its own set of challenges. Teachers encounter a variety of difficulties, including managing student conduct, adapting to diverse learning styles, a lack of resources, performance pressure, and personal and professional development issues. Despite these obstacles, teachers continue to play an important role in shaping society's future by educating and preparing students for the challenges they will face in their personal and professional lives. In this path, significant literature proposed by various authors through literature review was customized to describe the challenges of teachers.

E. Research Instrument

To get a deeper understanding of the challenges faced by teachers in Carmen National High School in Davao Del Norte, the planning, tactics, and stories of teachers chosen as research participants will be documented. A semi-organized meeting will be utilized in the examination as a gathering of data. Semi-organized meeting as said by Crabtree (2006), is best utilized when you won't get more than one opportunity to talk with somebody and when you send a few questioners out into the field to gather information.

The probing questions posed to the selected participants will be aligned with the research's key objectives, and the probing questions will be provided ahead of time for the participants to prepare for during the free flow of conversation during the FGD. However, before this question is provided, it will be subjected to surface validation by professionals in education. The questions are ultimately the basis and direction for the interviewer and interviewee in order to have a smooth discussion and prevent debates and prejudices that are not related to the issue.

F. Theoretical and Conceptual Framework

This study is anchored on the theory of Experiential Theory in 1984 by David Kolb. It is predicated on the notion that learning is a continual process including the acquisition and application of information via experiences. This theory is relevant to the challenges that teachers encounter in a variety of ways. Individuals, according to Kolb, have distinct learning styles that may be classified into four stages: tangible experience, reflective observation, abstract conceptualization, and active experimentation. Teachers who understand their students' diverse learning styles may tailor experiences to their specific requirements, increasing the learning process.

Figure 1 depicts the conceptual framework of the investigation. There are three interrelated variables, as shown in the diagram. The challenges of teachers at Carmen National High School lead to action research in qualitative inquiry, which allows researchers and teachers to be resilient, acquire fresh abilities, information, and concentrate on participating in meaningful inquiry, and contribute to progress and growth in the field of education. Teachers must recognize the need to continue to learn new things, whether casually or in a more structured environment, and that they must do always so. The first circle, which connects to the second, shows that a challenge is already in place. Nonetheless, because the center of the two circles specifies the coping mechanisms, this action research is critical for improving the teaching and learning process.

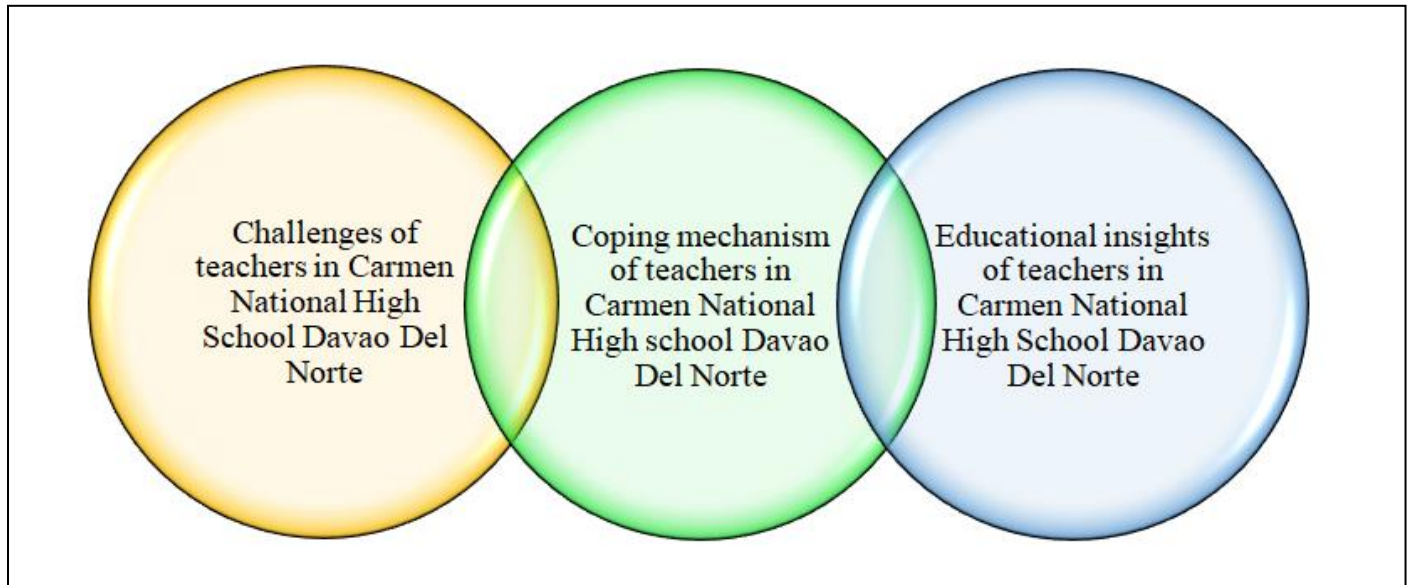


Fig 1: Conceptual Framework of Study

CHAPTER TWO METHOD

This part introduced the approach integrated into the research. It covers the underlying philosophical and qualitative beliefs, the structure of the study, the setting and individuals involved, ethical concerns, the researcher's role, gathering and scrutinizing information, as well as the reliability of the gathered data.

A. *Philosophical Assumptions*

This study used the three (3) basic assumptions that qualitative research undertakes as Creswell (2012) pointed out. The methodologies that the researcher developed were influenced by these four assumptions namely: ontology, epistemology, rhetoric, and axiology.

- *Ontology.* Reality is multifaceted and subjective. It implies that everyone's perception and interpretation of it differs. According to Creswell (2012), the reality that people face is an ontological issue that must be researched or investigated in order to be addressed.

Drawing on my experience as a teacher within the Department of Education, I possess the necessary expertise to share my firsthand encounters and observations regarding the difficulties faced by teachers at Carmen National High School. I have witnessed strategies becoming ineffective and have assessed their current relevance. Leveraging this proficiency, I engaged with the information unveiled during the conversations with the participants in the study.

- *Epistemology.* In view of epistemological assumption, as a researcher, I attempted to lessen the distance between opinion and a researcher as mentioned by Creswell (2012).

In addition to my role as a researcher, it was essential for me to actively engage in the entire conversation due to my personal understanding of the challenges faced by teachers. Rest assured that whatever unfolded during the complete research journey did not influence my perception of the participants. This also signifies that, as a researcher, I collaborated with the participants, immersed myself in their environment, and became intimately familiar with their perspectives. Establishing a connection with my participants from Carmen national high school Davao Del Norte was a pivotal aspect of my study. This background led me to closely observe the statements made by the participants during the discussion based on my familiarity with their experiences.

- *Rhetoric.* In rhetoric assumptions, it suggests that no matter what type of research you are doing, the overall rhetorical assumption in qualitative research is that you are not "truth-seeking" or omniscient but instead reporting what reality is through the eyes of your research participants (O'Neil, 2018).

I listed the materials for this study informally rather than utilizing internal and external validity, using my voice and qualifying terms like credibility, transferability, dependability, and confirmability. In my capacity as a researcher, I dedicated thorough consideration to the participants' gestures and subtle cues, particularly regarding their perspectives on the subject matter.

- *Axiology.* Creswell (2012) emphasized the importance of values in a study when it comes to axiological assumptions. It implies that the researcher freely articulated the values that create the story and included his own perspective alongside participant interpretation.

In my investigation of the challenges of teachers at Carmen National High School in Davao Del Norte, participants' insights were highly valuable. These insights served as a foundation to better support and enhance the school's teachers. Following this perspective, I employed a first-person narrative with qualifying phrases like credibility, transferability, dependability, and confirmability, aligning with the use of personal and literary elements in the study as suggested by Creswell (2012).

In my role as a researcher, I meticulously observe the participants' gestures and subtleties during the interview, particularly focusing on their individual perspectives regarding the matter at hand.

B. *Qualitative Assumption of the Study*

The utilization of qualitative methodology aimed to elucidate, clarify, and delve into the importance of various aspects of human existence. Researchers, driven by their engagement in human affairs, scrutinized individuals' encounters. Researchers adhered to the principle of avoiding harm to participants and remained attentive to potential adverse effects that the study might impose on the subjects. Obviously, there may be occasions when the right to know and the right to privacy (advocated on the basis of individual rights) clash (Bloor & Wood, 2006).

Secure data storage techniques, elimination of identifying components, biographical facts updates, and pseudonyms (applied to names of persons, places, and organizations) were all useful ways to protect personal information (Bloor & Wood, 2006). It is the duty of researchers to ensure the protection of all participants involved in the research against potential negative consequences that might arise due to their participation. Nowadays, it's increasingly common for research ethics boards to require documented, signed, and preferably witnessed consent as a means of verification.

C. Research Design

This research employed a qualitative methodology that integrated phenomenological research. It collected and engaged with non-numeric data that unveiled the meaning within, aiding our comprehension of social existence by studying specific groups or locations in depth. (Crossman, 2017). A subjective outline depicted an approach to investigating and understanding the importance of people or gatherings credited to a social or human issue (Creswell, 2013). The research process involved formulating inquiries and methodologies, collecting data typically obtained within the participants' environment, conducting inductive analysis that progressed from specific details to broader themes, and the researcher provided interpretations to unveil the significance of the gathered data.

Within the scope of investigating the challenges faced by teachers at Carmen National High School, this study employs the phenomenological method, which highlights and directs the chosen teachers from Carmen National High School as participants within their own environment. The aim of this subjective phenomenological approach was to explore and portray the challenges experienced by teachers at Carmen National High School.

D. Research Participants

Five (5) participants of this investigation came from the teachers of Carmen National High School in the Department of Education. Individuals who had accumulated over three years of teaching experience were eligible for inclusion as participants in the study. The selection of participants was carried out through purposive sampling, as the study primarily honed in on specific individuals who had directly encountered the challenges faced by teachers at Carmen National High School. The study's participants were exclusively comprised of teachers affiliated with the high school level. The members engaged in the discussions were chosen due to their active involvement and coordination in the school's activities. They proved to be a reliable and abundant source of information for this investigative endeavor.

As compared to quantitative analysis, qualitative requires a smaller sample size only which is enough to obtain enough data to sufficiently describe the challenges of teachers in Carmen National High School that further address the research questions.

This is supported by Creswell (1998), who suggested that a phenomenological study recommended 5 – 25 participants. These reviews allowed me to how many participants were included. In this study, a sum of 5 members from the mentioned groups were recognized and incorporated into the investigation of the examination. These numbers were also depending on the saturation when reached. Saturation occurred when adding more participants to the study may not result in additional perspectives or information. Glaser & Strauss (1967) recommended the concept of saturation for achieving an appropriate sample size in qualitative studies. Other guidelines were also recommended.

In this study, a non-probability sampling method was used when characteristics to be possessed by samples were rare and difficult to find research methodology.

To illustrate, within the study's framework, I took into account recommendations and references provided by previously identified participants. These individuals could draw from their own experiences aligning with the challenges faced by teachers at Carmen National High School. These referrals from initial participants aimed to identify additional subjects, essentially utilizing a chain referral approach. The sampling technique was implemented among members of the sample group, who were brought in through a chain referral process.

A total of five teachers were enlisted as participants in this investigation. Each individual received a distinct code to protect their identities, allowing them to openly share their viewpoints and insights about the challenges encountered by teachers at Carmen National High School in Davao Del Norte. The cohort was composed of individuals from diverse subject disciplines within Carmen National High School. Each participant was tasked with providing their perspectives on the challenges faced by teachers at the school, utilizing platforms such as Google Meet or other accessible online mediums.

E. Ethical Considerations

Comprehending and guiding the focus of this study, along with recognizing the components of ethical research, played a vital role in the study's preparation. The study strictly adhered to ethical principles in its execution to prevent any infringement upon the rights of participants. The foundation of this chapter rested on the principles of ethical research. Throughout the process, the researcher ensured that participants willingly engaged in discussions, were shielded from harm, and received assurance regarding the confidentiality of their identities.

The research was carried out in a setting where participants could communicate in both English and their native language. Ethical factors encompassing cultural differences, difficulties in translation, and dynamics of power and authority were all taken into account during the research process. As the researcher, I underscored the fact that a significant portion of English as a Second Language (ESL) research is conducted by educators in countries where ethical concerns aren't explicitly addressed. This chapter delved into the ethical contemplations that English as an Additional Language (EAL) researchers pondered over and situated within their contexts. Certain key principles related to this matter are further elaborated upon below.

First is the process of obtaining informed consent. Through informed consent, participants were able to engage in the study with a clear understanding of their responsibilities. The purpose of seeking informed consent was to establish a foundation of trust between the researcher and the participants, ensuring that they comprehended their roles fully. The study's participants were invited to partake on a voluntary basis, with a strong emphasis on their right to participate or withdraw, all while guaranteeing the confidentiality of their records. Informed consent forms were administered prior to data collection. Participants were required to submit the informed consent forms before being allowed to take part in the study, indicating their willingness to participate. The process of obtaining informed consent was conducted through face-to-face interactions. To ensure the participants' safety, the researcher adhered to safety protocols mandated by the country.

The second is peer debriefing. To enhance the research's validity, peer debriefing involved discussing the research with one or more colleagues who were not directly involved in the study. This practice grants an informed and impartial peer the opportunity to review and evaluate transcripts, research methodologies, and findings. Qualitative researchers employ this technique to enhance the credibility of their research, allowing an unbiased, independent assessment of their process. This practice was adopted due to the exposure of the researcher to disinterested peers during the focus group discussions (FGD).

Third, data collection during the interviews and focus group discussions (FGD) was treated as confidential. This study adhered to the provisions of the Data Privacy Act of 2002, ensuring that the data couldn't be linked back to its original sources to safeguard the participants' identities. Therefore, meticulous efforts were made to ensure the data sources remained anonymous, and any personal information shared or referred to was de-identified. All responses provided by the teachers, who acted as respondents, were treated with the utmost confidentiality. These measures were driven by the understanding that revealing any information about those involved in the study would constitute a serious breach of ethical standards.

Fourth, intrusiveness was addressed. The participants' time and convenience were not disrupted, and data collection was arranged at their most secure and available intervals. A communication letter was dispatched in advance to tackle this concern, enabling them to arrange their schedules accordingly. The focus group discussions were conducted face-to-face. It's worth noting that unethical research can make both participants and researchers feel exposed and vulnerable. Therefore, unethical actions on the part of the researcher can potentially compromise the validity and reliability of the data obtained.

F. Role of Researcher

In subjective research, the researcher acted as the main source of information, utilizing a semi-structured focus group discussion (FGD) as the data-gathering technique. The FGD involved recording participants' remarks verbatim for precise documentation, while the researcher also played the role of a participant observer, noting behaviors, conducting interviews, and transcribing.

Similar to quantitative approaches, this undertaking demanded the proficient application of specialized skills to carry out the tasks. Competence in these skills was necessary to ensure that the study was conducted impartially and that potential participants were engaged appropriately. This encompassed conducting interviews as per the study's design, making pertinent field observations, selecting suitable artifacts, capturing journal entries, and so forth. Additionally, it involved handling, analyzing, and interpreting the data in accordance with the study's intended approach.

G. Data Collection

The following were the actions that were followed in the data collection process. First, the dean of the Graduate School endorsed a written communication to the Davao City Schools Division Superintendent (SDS) requesting permission to conduct the study.

Following approval, a letter was distributed to the selected teachers at Carmen National High School who were tapped as study participants based on referrals. A questionnaire created by the researcher was designed and face-validated. During the FGD, the guide questions were asked. The data was acquired through online focus group discussions. Furthermore, all interviews were audio-recorded and verbatim transcribed. This is to assure safety and safeguards, and therefore in the new routine data collection, taking into account the health regulations established by health authorities. As a result, no physical contact was strongly advised during the data-gathering procedure. Thematic content analysis was used to analyze the replies of the participants.

Whatever philosophical stance the researcher took and whatever data collection method was used, the process involved in the generation of large amounts of data, as stated by Sutton (2015), required the researcher to make an audio recording of what was discussed and done during the interview or focus group discussion using current technology. The researcher employed audio-recording data collecting to the greatest extent possible, and the recordings were transcribed verbatim before data analysis began. A skilled researcher/transcriber needed more than 8 hours to transcribe an audio-recorded interview. "Field notes" were used by the researcher to supplement audio-taped interviews. Field notes allowed the researcher to keep track of and remark on perceptions, contextual circumstances, actions, and nonverbal indicators that the audio recording may not have fully captured. The researcher also jot down notes during the FGD based on his or her observations.

H. Data Analysis

In the process of analyzing the data, a range of tools were introduced and subsequently elaborated upon in the subsequent discussion.

Textual data gathered from the focus group discussion was analyzed through thematic analysis. In doing so, I incorporated the use of thematic analysis. Qualitative data analysis is an inductive and iterative process that transforms data into findings (Patton, 2020). While there were several approaches to analyzing phenomenological data and adopted Moustaka's modification of the StevickCollaizzi-Keen method as explained by Creswell (2007). Applying this method, the first step was to take the bracket of my own experiences. While this was way impossible because a qualitative inquiry is not free from biases, the researcher stuck to the notion of Moustakas (1994) who opines that the researcher must be completely receptive to the informants' responses.

This study follows the triangulation techniques of data gathering, which is a very useful means of capturing more details, but also, no matter how big or small the study may be (Holland, 2009). Moreover, Nightingale (2020) mentioned that this technique was to analyze the results of the same study using different methods of data collection. It was used for three main purposes: to enhance validity, to create a more in-depth picture of a research problem, and to interrogate different ways of understanding a research problem. Triangulation of sources, methods, and results to check the validity of data gathered from participants, deciphering patterns, highlighting the insights of teachers in the traits of master teachers in the provision of technical assistance, and crystallization of findings or the creation of themes were the main things to consider when analyzing the data being gathered.

The next step is to develop a list of significant statements from the interviews and other data. These were statements concerning how the participants were experiencing their teaching and addressing the challenges. Every statement was considered to have significant value; however, irrelevant, or repetitive statements were omitted, leaving only the most relevant and valuable information needed in line with the purpose of the study.

Clustering the remaining statements into themes or units with meaning were be undertaken next. The researcher examined the participants' responses to intellectualize statements that expressed and those implied meanings and noted a description of the experiences that the teachers in the study had. This description explained what happened and included direct quotations from the teachers' statements. Creswell (2007) terms it as a textural description of the experiences.

Triangulation. Noble and Heale (2019) stated that Triangulation was used to increase the credibility and validity of research findings. Credibility refers to the trustworthiness and how believable a study is; validity is concerned with the extent to which a study accurately reflects or evaluates the concept or ideas being investigated. Triangulation, by combining theories, methods, or observers in a research study, can help ensure that fundamental biases arising from the use of a single method, or a single observer are overcome. Triangulation is also an effort to help explore and explain complex human behavior using a variety of methods to offer a more balanced explanation to readers.

I. Framework of Analysis

The researcher gathered important information that benefited the study once the interview and focus group discussion with the identified participants was over. The processes outlined in the framework below (Figure 2), which were adapted from Giorgi's four-phase phenomenological technique, were followed: Ojala (2018). A probing question was thrown to the selected participants which was based on the following objectives of this study: What are the challenges of teachers in Carmen National High School Davao Del Norte? What are the coping mechanisms for the challenges of teachers in Carmen National High School Davao Del Norte? and also, what educational insights can be drawn from the challenges of teachers in Carmen National High School Davao Del Norte?

The question matrix in the appendices contained these probing questions. The group interview lasted 45 to 60 minutes, and the interviews were transcribed using the audio recorder as a guide. The data was investigated using a phenomenological approach, as shown in the diagram above. In the first step, as a researcher, I read each interview numerous times and created a detailed description of each participant's experience on their respective journey.

In the second phase of data collection, I used the participants' own words or expressions to discriminate meaning units of their experiences journey from each participant's transcription and even allowed them to use their own language to find subjective meaning units for the state of reading programs on slow readers in the primary education. The experiences were described, and data was also collected to conduct a thematic content analysis.

The emerged themes were organized in a manner that prioritized their significance, arranging them in a sequence that illustrated their interconnections. The participants who shared their experiences were utilized to articulate and showcase the significance of each theme. These concepts were substantiated by substantial literature from relevant domains. This method of structuring created a subjective network of meanings from the organized collection of meaning frameworks. Furthermore, a relevant perspective was developed to narrate the comprehensive experiences and journeys of each participant.

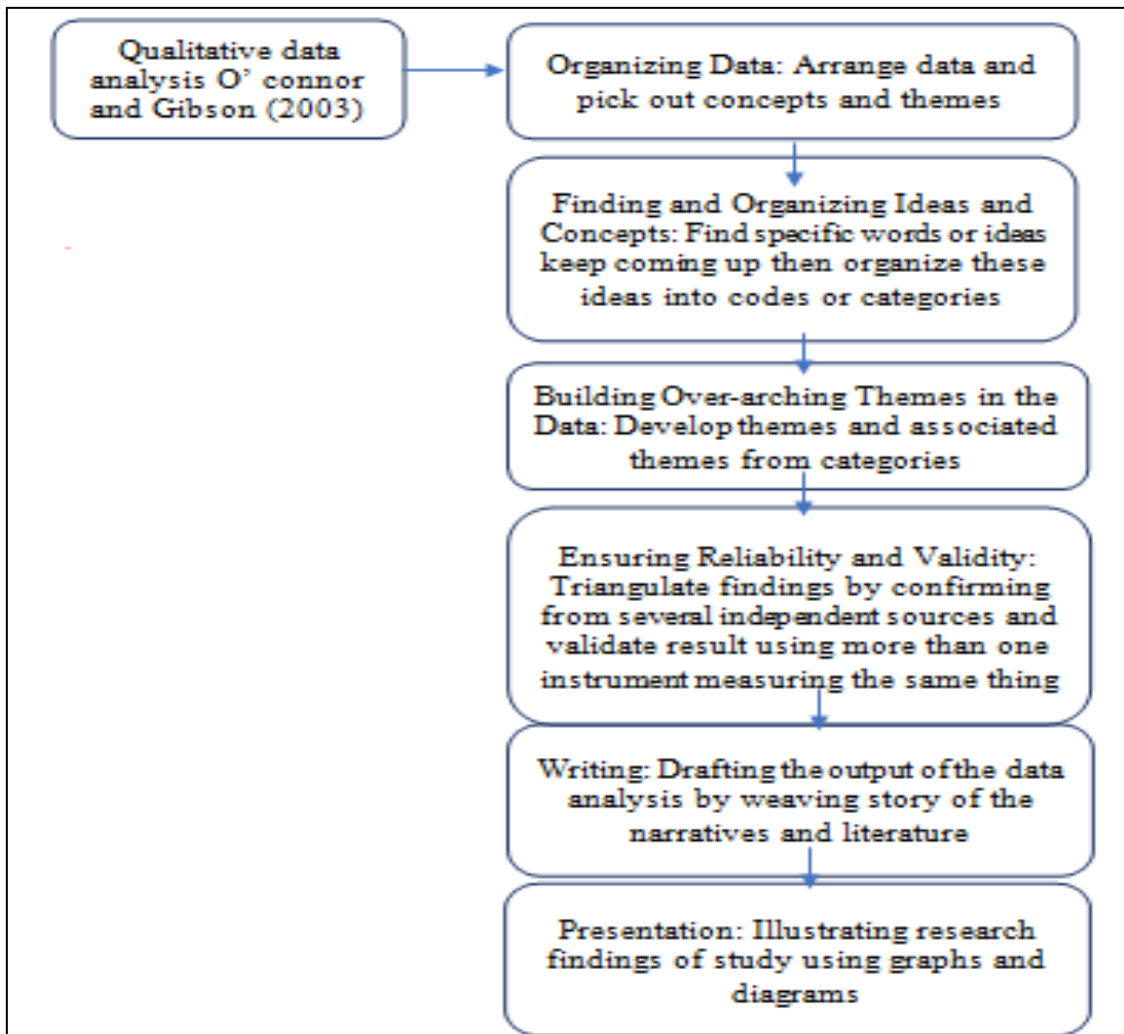


Fig 2: Analytical Framework of the Study

➤ *Trustworthiness of the Data*

Trustworthiness or rigor of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study (Pilot & Beck, 2014). In this study, the researcher established the protocols and procedures necessary for a study to be considered worthy of consideration by readers. This included credibility, transferability, dependability, and confirmability.

Credibility in research is equal to internal validity and concerns the aspect of truth (Korstjens & Moser, 2018). The researcher utilized the so-called member checking where the researcher asked the participants to review the data collected during the interview and the interpretation of the data. Through this, the participants were able to verify their statements.

Transferability is where “the researcher generalizes study findings and attempts to apply them to other situations and contexts” (Devault, 2019). Since the teachers coming from Carmen National High School were the only participants of the study and who personally know, for further research, the researcher can recommend covering all elementary schools in the Panabo City Division.

Confirmability requires that the procedures and results should be free from bias and (Lincoln and Guba, 1985) stressed on the neutrality of the data as being more important than that of the investigator. In this study, the researcher made sure that all the data and findings came from the participants' answers.

Finally, dependability refers to reliability. In qualitative research, reliability is achieved if the work is repeated, in the same context, with the same methods, and with the same participants, similar results would be obtained (Shenton, 2014). It is to the extent that the study could be repeated by other researchers and that the findings would be consistent. This means that if a future researcher wants to have the same study, he must first investigate this research report to come up with the same findings. To do so, the researcher kept a personal journal throughout the study describing how data were gathered, how the analysis was conducted, and how the findings were analyzed (Merriam, 2002).

In this phase, the language can be changed to reflect a third-person perspective. In the synthesis, determining the essential theme of their journey was extracted from the meaning structures of all participants.

CHAPTER THREE RESULTS AND DISCUSSION

This chapter will present the results that were drawn after the interview data analysis. The analysis's findings are given as topics. The subjects are accompanied by thorough discussions that address the study's goals, in order to communicate the quotations based on the study participants' responses. I want to first accurately establish the symbols I used. I used codes to distinguish research participants from other interviewees in the transcripts of the actual interviews. P1 through P5 represent participants.

A. Challenges of Teachers in Carmen National High School

Figure 3 shows the challenges of teachers in Carmen National High School. The challenges of these teachers were geared towards three major themes namely: understanding the different learning styles of students, staying up to date with learning technology, and the lack of effective communication with students. In order to properly direct the readers, the participant's responses were professionally marked with codes to retain confidentiality as per the study ethics and focus on their responses to the questions, which are far more significant. Participants 1–5 are represented by the codes P1–P5. The codes are clearly visible in the interview transcription that was provided and are available in the appendices.

As a teacher with sufficient service experience, I heard anecdotes, thoughts, feelings, and emotions about the challenges of teachers at Carmen National High School. Three themes arose from the findings of the study.

➤ *Understanding the different learning styles of students*

This is the first main theme under the challenges of teachers at Carmen National High School. In today's diversified educational landscape, students come from a variety of backgrounds, each with their own set of talents, interests, and learning styles. To develop inclusive and successful learning environments, teachers must acknowledge and adapt these variances. Congruent to Boender (2022), The first step in your role as an educator is to gain knowledge and awareness of the various learning styles. The next step is to offer your learners a variety of learning opportunities to suit their unique needs. The claims offered in support of the teachers' challenges were as follows:

Ah ok, it is difficult to incorporate various teaching styles in a wide range of learners because students absorb and learn information in a variety of ways. So as a teacher, I always provide classroom strategies that incorporate different learning styles that would best address the learning needs and interest of the students, which is an important part of creating meaningful classroom experiences and help student achieve their full potential. (P1, L16-20)

In today's diversified educational landscape, students come from a variety of backgrounds, each with their own set of talents, interests, and learning styles. To develop inclusive and successful learning environments, teachers must acknowledge and adapt these variances. Congruent to Avado (2023), most people benefit from a range of teaching techniques, and utilizing different learning methods can improve learners' adaptability. The prevalence of many learning styles is an important feature of student diversity. Individuals' chosen ways or approaches to acquiring, processing, and retaining knowledge are referred to as their learning styles. It is well acknowledged that students have a variety of learning styles, and knowing and accommodating different types may considerably improve their learning outcomes.

This means that the teachers are challenged by the widespread of various learning styles among students underscoring the significant diversity in how individuals process and retain information. This diversity presents both opportunities and challenges for teachers. On one hand, catering to different learning styles can enhance student engagement and comprehension. On the other hand, managing a classroom with diverse learning preferences can be complex, requiring teachers to adapt their instructional methods and materials. Striking a balance between addressing varied learning styles while maintaining effective teaching strategies can demand additional planning and resources from educators. Ultimately, acknowledging and accommodating these learning styles can foster a more inclusive and effective learning environment.

So, as a teacher, you need to be versatile in order to deliver to the students appropriate knowledge using various styles in teaching. Exactly! (P3, L73-74)

It is crucial to note, however, that not all students fall neatly into a single learning style, and that people may have a blend of several learning styles or may modify their learning style depending on the environment or subject matter. As a result, it is critical to give a range of teaching styles and chances for students to connect with knowledge in various ways, allowing them to discover what works best for them. Creating a flexible and inclusive learning environment that supports various learning styles helps build a good and inclusive classroom culture in which all students feel appreciated and encouraged. As stated by TEACH (2023), Identifying your students as visual, auditory, reading/writing, and kinesthetic students, and aligning your overall curriculum with these learning styles, may prove to be beneficial for your entire classroom.

While tailoring instruction to different learning styles can offer benefits, such as increased engagement and understanding, it also presents challenges for teachers. Identifying students' specific learning styles accurately can be difficult, as individuals often exhibit a combination of preferences rather than fitting neatly into one category. Adapting the curriculum to cater to all learning styles may lead to a fragmented or oversimplified curriculum, potentially compromising the depth of understanding. Additionally, dedicating resources and time to cater to individual learning preferences can strain teachers' workload, making it challenging to balance the diverse needs of the entire classroom. A more balanced approach that integrates various instructional methods while prioritizing overarching learning objectives might be necessary to navigate these challenges effectively.

Everyday ahm Sir is a big challenge for the teachers. Preparing different strategies or expertise in teaching, making lesson plan, and mentoring the students are the huge obligations of the teachers. (P4, L88-90)

It is critical for teachers to recognize and comprehend students' various learning styles to provide a more effective and inclusive learning environment. Learning styles are the various ways in which people receive and retain knowledge. There are several theories of learning styles, but most agree on three major categories: visual, auditory, and kinesthetic. As reported by Grand Canyon University (2020), an important idea in education is that individual students have different learning styles that are associated with the way that a student prefers to learn. Images, graphs, charts, and other visual aids are preferred by students who learn visually. They frequently have great spatial thinking abilities and can quickly envision topics.

Recognizing and understanding students' diverse learning styles holds great significance for educators, as it enables them to create a more effective and inclusive learning environment. However, the diverse range of learning styles among students can also present challenges for teachers. Tailoring teaching methods to cater to various learning preferences requires additional effort and flexibility. Teachers must strike a balance between accommodating different learning styles while ensuring that all students receive a comprehensive and equitable education. Addressing these challenges positively contributes to fostering a learning atmosphere that caters to the needs of every student, promoting better engagement, understanding, and overall educational outcomes.

➤ *Staying up to date with learning technology*

This poses a significant challenge for teachers. As technology rapidly evolves, teachers must continually adapt to new tools, software, and teaching platforms to effectively integrate them into their teaching methods. This requires investing time in learning and training, which can be demanding given their existing workload. Moreover, the constant influx of new technologies can create a sense of uncertainty and overwhelm among teachers, potentially hindering their ability to incorporate these tools confidently and seamlessly into their lessons. Despite these challenges, embracing learning technology is crucial for providing students with relevant skills and preparing them for a tech-driven world, emphasizing the importance of continuous professional development and support for educators.

Aah It's really difficult to communicate my students if he/she's gone without asking permission from me. In this case technology is highly applicable on this matter. Through chat, facebook, call or text I can reach them together with their parents. (P4, L104-106)

Learning technology is continuously changing in today's fast-paced digital environment, and it is critical for teachers to keep up with these innovations in order to properly educate students. Congruent to the Best Master's in Education (2023), Teachers can't afford to fall behind the most modern classroom trends if they want to reach their students in a relevant way. Teachers must embrace and incorporate technology into their teaching techniques as it continues to alter and transform the area of education in order to prepare students for the demands of the contemporary world. In this essay, we will look at how important it is for teachers to keep current on learning technology and the benefits it may offer to the classroom. Teachers may improve their teaching methods and strategies by remaining current with learning technologies. Technology has the potential to give teachers a plethora of tools and resources that may considerably facilitate and enhance the teaching and learning process.

Staying up to date with learning technology presents a noteworthy challenge for teachers, given the perpetual evolution of educational tools within today's swiftly changing digital landscape. The rapid advancements in learning technology demand that teachers invest considerable time and effort to stay informed about the latest innovations. This necessitates continuous learning, and adapting to new platforms, applications, and strategies, which can strain an already demanding teaching schedule. The pressure to effectively integrate these technologies into pedagogical approaches while ensuring they align with educational objectives further compounds the challenge. Nonetheless, addressing this challenge is essential, as equipping students with relevant technological skills and fostering their digital literacy is integral to preparing them for the modern world. This underscores the importance of providing teachers with the necessary resources, training, and support to navigate these complexities successfully.

Honestly, nowadays technology is rampant with the students at their age, So aah I don't think communication was difficult at all. (P3, L84-85)

Keeping up with learning technologies allows teachers to increase their efficiency and production. Administrative duties including grading, lesson preparation, and contact with students and parents may be streamlined using technology. Routine chores may be automated using digital technologies, freeing up teachers' time to focus on planning interesting classes, delivering personalized feedback, and developing meaningful relationships with their students. Furthermore, technology may connect teachers to a variety of online resources, research, and professional development opportunities, allowing them to constantly improve their knowledge and abilities as teachers. As pointed out by ED BLOG (2015), Technology now is everywhere; tablets for all pupils, the use sites such as Facebook for social learning, and textbooks replaced by interactive learning software. For teachers who have limited knowledge of current technology, it can be daunting to be presented with new hardware to use or be expected to teach class skills that barely understand themselves.

Getting students ready for the digital age is another essential aspect of staying updated on learning technologies. Today's students are growing up in a technology-focused society, and they need to develop digital literacy skills to succeed in their studies and future careers. Teachers can help students acquire important abilities like critical thinking, teamwork, problem-solving, and responsible online behavior by integrating learning technology into their teaching methods. These skills are crucial for students to thrive in the modern world, where technology is deeply integrated into every aspect of life.

➤ *Lack of Effective Communication with Students.*

The lack of effective communication between teachers and students presents a significant challenge within the educational context. Inadequate communication can hinder the transfer of knowledge and understanding, potentially leading to misunderstandings, disengagement, and diminished learning outcomes. When teachers fail to convey ideas clearly, answer questions, or provide timely feedback, students might struggle to grasp concepts and feel discouraged. Moreover, effective communication is pivotal for building a positive and supportive classroom environment, fostering trust, rapport, and an atmosphere conducive to learning. Addressing this challenge requires educators to refine their communication skills, actively listen to student concerns, and employ varied approaches to ensure that information is transmitted comprehensively and effectively.

Sir, communication between students and teachers becomes difficult because of barriers. These barriers arise from various factors such as language, culture, technology, personal biases, and learning disability. (P1, L36-38)

Communication between teachers and students is essential for a successful and enjoyable learning experience. However, there is sometimes a breakdown in communication between teachers and students. This can harm students' academic performance as well as their motivation and involvement in the classroom. According to Sword (2020), communication is key in the classroom, successful teaching is generally considered to require only 50% knowledge to 50% communication skills.

The absence of effective communication between teachers and students poses a notable challenge within the educational landscape. Recognizing that communication serves as a foundation for a productive and enjoyable learning journey highlights the significance of this issue. Inadequate communication can hinder the transmission of knowledge, impede the clarity of instructions, and erode the overall learning experience. When teachers struggle to establish clear lines of communication, students may find it difficult to seek help, clarify doubts, or engage fully with the material. The resulting breakdown in understanding and engagement can lead to frustration, disinterest, and diminished academic outcomes. Consequently, addressing this challenge requires educators to prioritize and refine their communication strategies, fostering an environment where questions are encouraged, information is conveyed effectively, and students feel valued and supported in their learning pursuits.

Ok Sir, nakasabotjudkosaimungrabaho sir no, nagging researcher pud ko saakong masters. Then in connection to your question sir is unsaakong mga challenges ngana encounter? Ahm one of the challenges that I encounter that I never forget was kanangpahilumon or e contained gani ang mga students nga super badlungonna kayo during class ,maogyudna sir akongnaobserbaran. (P1, L42-45)

Effective communication with students is essential for building positive relationships, fostering trust, and promoting a healthy learning environment. Communication can take many forms, including verbal, written, and nonverbal, and it is important to consider the context and audience when selecting the appropriate mode of communication. As stated by Aparajeya (2016), communication barriers in the classroom certainly make it difficult for students to get the most out of their education. Many times, some experiences of teachers fail to create engaging lessons and struggle to connect with their students on a one-to-one basis. Students also have unaddressed language or speech difficulties which lead to poor communication.

Inadequate communication between students and teachers significantly impacts a positive classroom atmosphere. Effective communication is crucial for forming connections and trust. When communication breaks down, establishing relationships, addressing concerns, and promoting inclusivity suffer. This can diminish students' sense of belonging, emotional well-being, and overall engagement. Addressing this requires educators to collaborate, encourage student input, and maintain open communication channels, fostering an environment of value, respect, and active participation in education.

Due to language barriers (e.g., different mother tongues, generation gaps, etiquette) And most of the time, communication barrier like noisy environment. (This refers to the full face classes). And during the blended learning, lack of technological gadgets or equipment and internet connectivity are the main barriers of communication. (P5, L144-147)

As emphasized by Hanifan (2022), creating a dialogue between your students can be a challenging yet fundamental part of teaching. Effective communication can help to build and foster a safe learning environment where students can thrive, prosper, and learn. Moreover, being attentive to students and displaying empathy and compassion when listening to their concerns or inquiries is what constructive listening entails. This is being totally present and involved in the dialogue, avoiding distractions like technology or other chores, and attempting to comprehend the student's point of view. Active listening allows teachers to acquire insight into their students' needs and viewpoints, allowing them to better customize their education and assistance.

When communication between students and teachers is lacking, it becomes noticeable as they fail to listen to each other effectively. This has a significant impact on learning. Actively listening to students, showing care, and understanding their questions or concerns is essential. If teachers neglect this, students might feel disregarded, hampering the development of a positive teacher-student relationship. This negatively affects communication, ultimately leading to a less engaging classroom environment, diminishing students' enthusiasm for learning and their overall school experience.

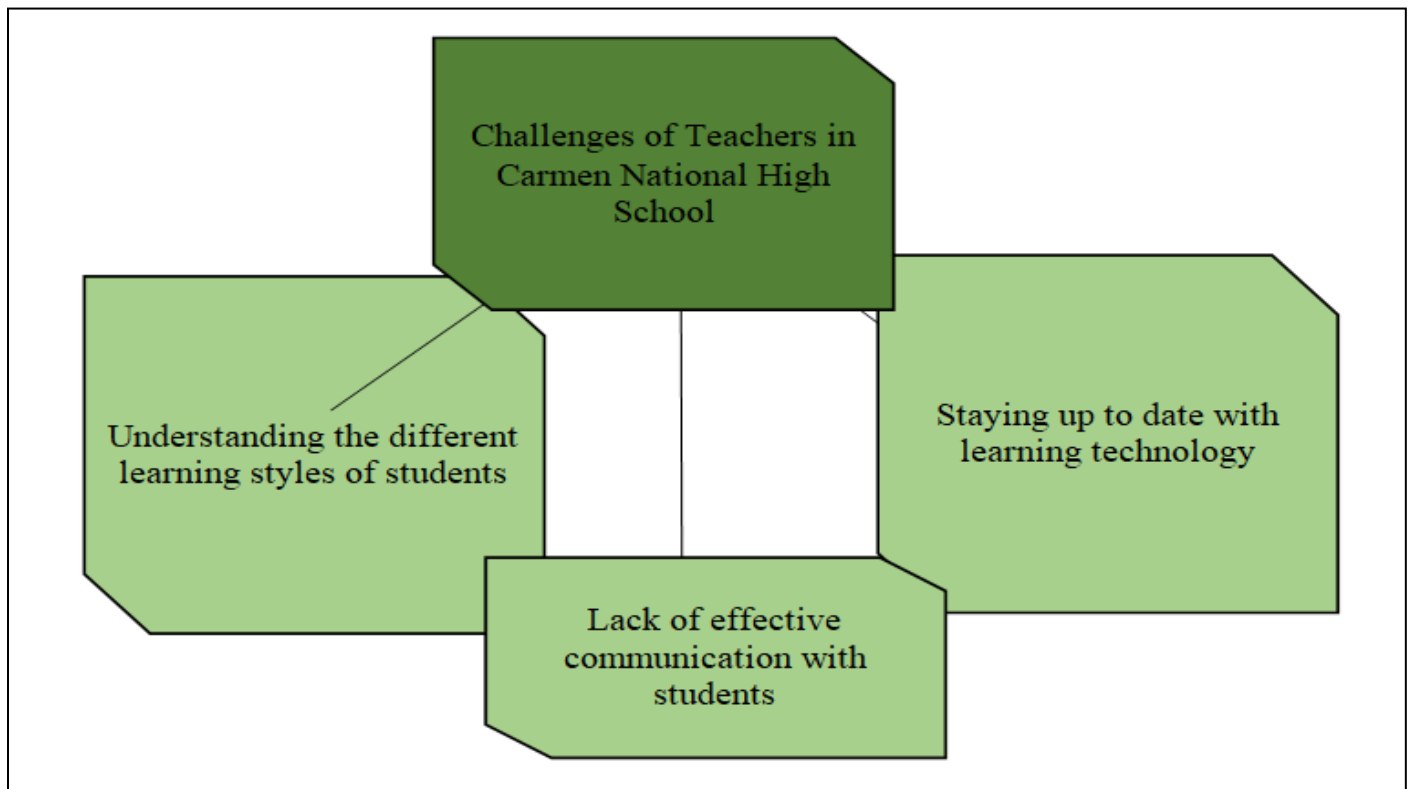


Fig 3: Emerging Themes on the Challenges of Teachers in Carmen National High School

➤ *Coping Mechanisms Drawn from the Challenges of Teachers in Carmen National High School*

Figure 3 showed the coping mechanisms that were drawn from the challenges of teachers in Carmen National High School. The insights of these teachers were geared towards two themes namely: creating engaging lesson plans for students, and behavior and classroom management.

In the conversation, as a teacher with a lot of experience, I paid attention to stories, thoughts, emotions, and experiences that other teachers shared about how they've grown professionally.

➤ *Creating Engaging Lesson Plans for Students*

This involves designing educational activities that capture their interest and make learning enjoyable. Effective lesson planning considers students' diverse learning styles, interests, and developmental levels to ensure the content is both relevant and stimulating. By incorporating interactive elements, real-world applications, and varied teaching methods, teachers can encourage active participation and foster a positive learning experience. Engaging lesson plans promote critical thinking, problem-solving, and creativity, empowering students to take ownership of their learning journey and increasing the likelihood of knowledge retention and academic success.

To make teaching effective despite the challenges, I create a teaching-learning process that provides varied teaching styles, methods, and strategies that best match their learning needs and interests. I also promote student engagement through active learning and motivate students to behave appropriately and communicate with them despite the barriers. (P1, L159-1

Understanding how to create a lesson plan that you can carry out in the classroom is essential for any teacher. However, actually writing your own lesson plan can feel quite distinct when you are the primary teacher in the classroom compared to your experiences during student teaching (Sager, 2023). Comprehending the art of crafting a well-structured and effective lesson plan is undoubtedly a cornerstone of effective teaching practice. It's the blueprint that guides educators through the process of conveying subject matter, engaging students, and achieving learning objectives. Yet, the transition from understanding the theory of lesson planning to executing your own plans as the primary classroom teacher can introduce a host of nuanced challenges that distinguish it from the experiences you encountered during your student teaching days. While student teaching provides valuable insights into teaching dynamics and strategies, it often takes place under the guidance and supervision of a mentor teacher.

In this supportive environment, there's a safety net that allows you to participate, observe, and gradually immerse yourself in the lesson-planning process. However, when you step into the role of the primary classroom teacher, the dynamic changes significantly. The responsibility for crafting lesson plans tailored to your specific students, considering their diverse needs, abilities, and interests, rests squarely on your shoulders. This transition demands not only a comprehensive understanding of educational theory but also the ability to adapt, improvise, and address unexpected classroom scenarios with confidence. As you create your own lesson plans, you must now navigate the practicalities of classroom management, time allocation, and student engagement, striving to strike a delicate balance between adhering to your plan and being responsive to the evolving needs of your students. While this shift may initially feel daunting, it ultimately empowers you to fully immerse yourself in the transformative journey of becoming an independent and impactful educator, learning to harmonize theoretical knowledge with the intricacies of real-world classroom dynamics.

Ok since na identify naman nkusila sir no, since I identify them slow learners and the frustrated learners during discussion no I called them for oral recitation or pabasahonnakusilasaakongmga presentation ana kay para maka ko an lang gyudsilamakabasa or para after nilaogbasanaasilayilahangmga ka ugalingong insights. Also I assigned ah their sit saatubanganmaonaakongsagadginabuhatatongmga ana ko na Identify naman nakungmga learner so didtosilagipaaturangnakusila Sir so I can easily notice them. Kay kung salikod man gud mas magpabadlongsila kung salikod whereas kung ibutangnimusilasaaturangan. (P2, L172-178)

Lesson plans that are engaging improve student motivation and interest in learning. As asserted by Milkova (2021), A lesson plan is the teacher's road map of what students need to learn and how it will be done effectively during class time. Students are more likely to engage in the subject and remember the knowledge when they are engaged in what they are studying. Teachers may make learning entertaining and exciting for their students by including engaging activities, projects, and debates in class plans. Engaging lesson ideas encourages students to participate actively in their learning. Students are encouraged to participate in the topic through activities and conversations rather than simply listening to lectures or reading materials. This encourages deeper learning and critical thinking abilities. Teachers may create a more interesting and dynamic classroom atmosphere by introducing hands-on learning activities.

Creating engaging lesson plans can serve as a valuable coping mechanism for teachers facing various challenges. When teachers encounter difficulties such as classroom disruptions, disinterest, or even personal stress, crafting lessons that captivate students' attention and curiosity can offer a renewed sense of purpose and accomplishment. Engaging activities, interactive elements, and innovative teaching approaches not only invigorate the learning environment but also provide teachers with a proactive means of addressing challenges. By focusing on creating dynamic and captivating lessons, teachers can shift their attention away from the obstacles they face and channel their energy into fostering a positive and participatory classroom atmosphere. This creative process not only renews their enthusiasm for teaching but also reinforces their role as facilitators of knowledge, motivating students and rekindling a passion for learning amidst adversity.

So to be effective Sir, ani lang jud Sir no. Ahm proper organization is the key. From lesson plan to classroom management, thigs should be organize in order to attain smooth and effective teaching-learning process. (P3, L189-191)

Creating interesting lesson plans that are curriculum-based assists teachers in meeting learning objectives and academic aims. Teachers can guarantee that they are covering all of the essential information and preparing their students for tests when their lesson plans are linked with the curriculum. Teachers may help students acquire the skills they need to thrive academically by introducing interesting activities and projects into their classes. As supported by the Primary Planning Tool (2022), Having a lesson plan with a clear trajectory of different stages will help to keep the lesson focused and on track.

Creating engaging lesson plans tied to the curriculum benefits teachers in achieving learning goals. By aligning lessons with the curriculum, teachers ensure students receive the necessary content and skills for progress. Yet, this balance between curriculum and engagement is also a challenge. Teachers need to creatively present material while adhering to curriculum guidelines, necessitating innovative strategies to maintain student interest and meet educational objectives. This demands pedagogical flexibility and effective balance, ultimately enhancing the learning experience and equipping students with the required knowledge and skills.

➤ *Behavior and Classroom Management.*

Referring to the strategies teachers use to create a positive learning environment. This involves setting clear expectations, and routines, and addressing behaviors. Effective management fosters respect, cooperation, and understanding, reducing disruptions and enhancing learning time. A supportive atmosphere with fair rules and clear consequences cultivates engagement and academic growth. Recognizing student needs and offering support contributes to a harmonious classroom, where students feel valued, motivated, and empowered in their learning journey.

So always maintain my patience towards the students, especially to those students with unbecoming attitude. (P3, L70-71)

As supported by Belsha (2021), the behavior issues are a reflection of the stress the pandemic placed on children, experts say, upending their education, schedules, and social lives. For students dealing with grief, mental health issues, or the layered effects of poverty and racism, big transitions can be even more challenging. Another issue is the absence of consistent and effective school punishment rules and practices. Due to conflicting disciplinary procedures or a lack of assistance from school officials, teachers may have difficulty implementing punishments for misconduct or enforcing classroom rules.

The pandemic-induced stressors on children have led to behavior issues, posing significant challenges for teachers in behavior and classroom management. These challenges stem from disruptions in education, schedules, and social lives caused by the pandemic. As educators address academic gaps, they must also address students' emotional toll, which can result in challenging behaviors. Achieving effective classroom management entails adopting strategies that not only maintain order and learning but also promote emotional well-being, restore routines, and foster engagement in the learning environment.

Ahm first akonggebuhat I identify those ko an kanang frustrated or and slow learners then I talk to them personally and then second, I will give them a task relative to our topic will be discuss. Then, third I let them perform the task I gave them. Sir maogyudnaakonginabuhat sir sagadnabalik, e identifygyudnimu ang learners. (P2, 167- 170)

Classroom management and behavior among students are two important aspects of effective teaching. As stated by Davenport (2022), In the best of times, disruptive student behaviors are challenging to effectively act on. Teachers, on the other hand, confront various problems when it comes to creating a pleasant learning environment that promotes student engagement, motivation, and academic accomplishment. Teachers have considerable problems in maintaining good classroom control and regulating student conduct.

Classroom management and how students behave are really important parts of good teaching, and they show that teachers have a tough job in making sure the classroom is a great place to learn. It's not easy to make sure that the class runs smoothly while keeping everyone interested. Handling different personalities, needs, and behaviors while teaching interesting lessons needs a lot of skill. Dealing with behavior issues from different backgrounds and emotions every day is a big challenge. Teachers have to be flexible and adjust to how things change in the class, considering each student's differences. This challenge shows how teaching isn't just about lessons but also about helping students learn well and act positively.

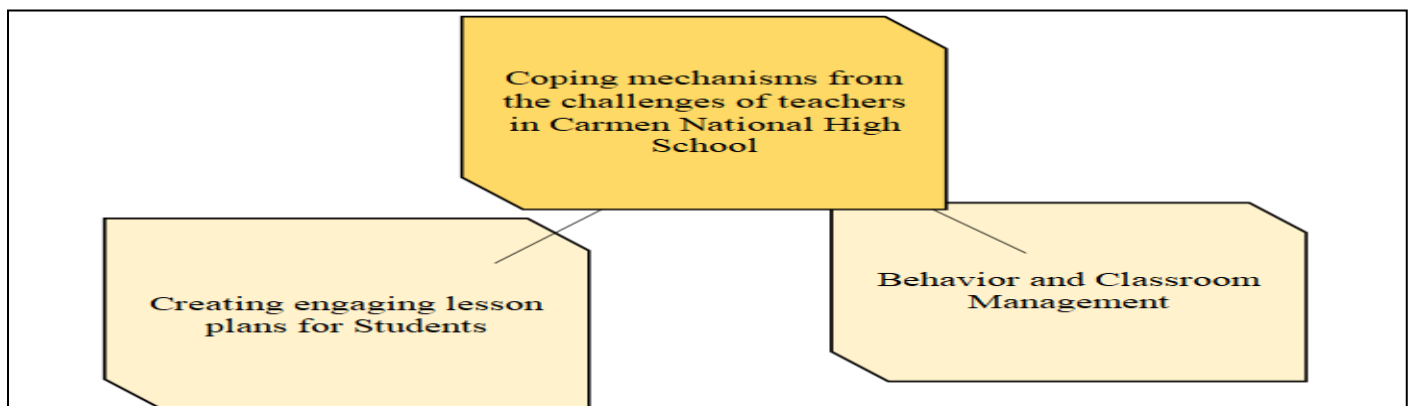


Fig 4: Emerging Themes on the Coping Mechanisms from the Challenges of Teachers in Carmen National High School

➤ *Educational insights that were Drawn from the Challenges of Teachers in Carmen National High School Davao del Norte*

Figure 4 showed the educational insights that were drawn from the challenges of teachers in Carmen National High School. The insights of these teachers were geared toward three themes namely: having the right attitude in teaching, professional development, and, acknowledging student's characteristics.

During our conversation, as an experienced educator, I attentively listened to fellow teachers' stories, reflections, and emotions about their professional growth. These anecdotes highlighted their achievements and learning paths. This exchange offered insights into their experiences, teaching evolution, and diverse perspectives, contributing to our shared growth as educators.

➤ *Having the Right Attitude in Teaching*

A fundamental cornerstone of effective education. It encompasses a positive and open-minded approach towards students, subject matter, and the learning process. An optimistic attitude creates an encouraging classroom environment where students feel valued and motivated. Moreover, being adaptable and patient in the face of challenges fosters resilience and problem-solving skills. A growth mindset, which believes in the potential for both teachers and students to continuously improve, enhances the overall educational experience. By demonstrating enthusiasm, empathy, and a willingness to learn alongside students, educators not only create a conducive atmosphere for knowledge acquisition but also inspire a lifelong love for learning.

So ani lang jud no, work hard. Give your best as a teacher. Set limitations within yourself and towards students. (P3, L255-256)

Certainly, having the right attitude in teaching is a crucial aspect of effective education. Numerous studies and literature emphasize the significance of educators' attitudes in influencing students' learning experiences and outcomes. As stated by Krishna (2019), your attitude as an educator holds substantial significance, influencing the learning environment profoundly. Your words and demeanor possess the power to shape students' experiences. By fostering positivity, you create a nurturing atmosphere where learners can flourish, while negativity can hinder their growth. It's imperative to create an environment that allows students the freedom to express themselves, actively engage, and feel empowered to strive for their utmost potential, instilling in them the sense that their contributions are valued and appreciated. Ultimately, the students should perceive their significance within the educational context.

Understanding that having the right attitude when teaching is really important has a big effect on how we teach. It shows that teachers do more than just teach facts – they also shape how students feel about learning and what makes them want to learn. This idea makes teachers focus not only on what they teach but also on building good relationships with students. This means creating a classroom where everyone feels safe and excited to learn. When teachers show a positive attitude, it rubs off on students, making them more eager to learn and work together. This also reminds teachers to help students with their emotions and create a friendly class where everyone helps each other learn and feel good.

The advice, I can give to the rest of the teachers in coping with the challenges in teaching is to see the challenges as an opportunity to learn more and grow professionally. Despite the challenges faced, there are still ways to overcome them and stay on track. Set goals and track your progress, but allow yourself to breathe and relax from time to time. Most importantly, find more learning strategies that work for you. (P1, L226-230)

The classroom is a place where children flock to learn new things, and it can be a bit crazy sometimes. As a teacher, you must remain positive and strong-willed (Grand Canyon University, 2016). Attitude's impact on students extends beyond just the immediate emotional atmosphere. It influences their self-perception, shaping how they view themselves as learners. A teacher who believes in students' potential and showcases an attitude of respect and belief in their capabilities instills confidence and self-efficacy. On the other hand, a teacher with a dismissive or critical attitude can erode students' self-esteem and hinder their willingness to explore and learn.

It is really important to have the right attitude in teaching. Being positive and not giving up are key parts of good teaching. When teachers are positive, they create a happy environment that makes students excited and valued. This attitude encourages students to face challenges, enjoy learning, and become stronger. At the same time, being determined helps teachers keep going, even when things are tough. By being both positive and determined, teachers show the right attitude, which really affects how motivated and successful students become in their learning journey.

➤ *Professional Development*

Professional development is a continuous and purposeful process through which teachers enhance their skills, knowledge, and practices to meet the evolving demands of education. It encompasses workshops, courses, conferences, and other activities aimed at improving teaching techniques, staying updated with educational advancements, and refining classroom strategies. In the context of challenges faced by teachers, professional development plays a crucial role. As teachers navigate dynamic classrooms

with diverse learners, varying learning styles, and emerging pedagogical approaches, ongoing development equips them to address these challenges effectively. By engaging in professional development, teachers gain insights into new teaching methodologies, learn how to manage classroom diversity and stay informed about the latest educational technologies. This growth not only enhances their teaching effectiveness but also bolsters their resilience in managing the complexities of modern education, ultimately benefiting student learning outcomes.

Actually, I can share with my colleagues is the importance of teacher collaboration or the sharing of good practices in teaching and learning. Collaboration between teachers is a powerful professional development active that can help teachers improve their subject knowledge, teaching strategies, and learn new ideas to try in the classroom. I also believed that educational and teaching expertise is a powerful gift, especially when shared. (P1, L210-224)

Professional development training can help teachers to become better at planning their time and staying organized. This ultimately makes teachers more efficient and gives them extra time to focus on students rather than the paperwork. (Queens University of Charlotte, 2023). Learning is a continuous journey that extends beyond acquiring degrees and entering professions. Ongoing education enables ambitious teachers to consistently enhance their abilities and excel in their roles. In the realm of K-12 education administration, it is especially critical for school leaders to motivate teachers to engage in continuous professional growth. This not only guarantees optimal student learning outcomes but also enhances teachers' effectiveness and job satisfaction across multiple dimensions of their work.

Time management and organization are integral aspects of effective teaching, especially when addressing the diverse needs of students, adapting to varying instructional methods, and managing administrative responsibilities. As teachers navigate these challenges, professional development that hones their time management and organizational skills can offer invaluable support. Equipped with enhanced planning abilities, teachers can optimize classroom instruction, allocate time for individualized student attention, and streamline administrative tasks. By addressing this aspect through professional development, teachers are better equipped to navigate the multifaceted demands of their role, resulting in improved instructional quality and overall job satisfaction.

Ok, so to ahm, to my fellow educators no always fill in the needs of our learner judmaojudnasiya. Do not set too high standards just to measure their intelligence maogyudnasiya Sir but ah your but your put your selves in their shoes dapatibutangyudnimungkaugalingunsailahangsarilipudnaingun ana. Then, focus on nurturing their behavior first and then teach them life skills ana. Para in order to mag survive silakedila man lang tanansa academics lang. (P5, L276-278)

Teachers hold a pivotal role in shaping both students' academic growth and emotional well-being. Through consistent displays of compassion and acts of kindness, teachers establish a classroom atmosphere that nurtures and supports. This involves recognizing and celebrating students' achievements, bolstering their self-esteem, and reinforcing positive conduct. Furthermore, expressing genuine curiosity by inquiring about students' daily encounters or weekend plans fosters a sense of belonging and connection. Nucaro (2018) mentioned that it was evident to the teachers that a significant amount of support is necessary for many students due to the challenging situations they encounter daily.

Professional development plays a pivotal role in enabling teachers to foster a considerate and student-centered approach. Through continuous training and skill enhancement, teachers gain valuable insights into effective teaching strategies, diverse learning needs, and empathetic communication methods. This knowledge equips teachers to establish an inclusive classroom environment that caters to the unique strengths and challenges of individual students. Professional development encourages teachers to remain attuned to the evolving requirements of students, promoting flexibility in teaching methods and curriculum delivery. By refining their skills, teachers can customize their approaches to accommodate various learning styles, paces, and preferences, showcasing genuine consideration for each student's learning journey. Ultimately, professional development empowers teachers to become more perceptive, responsive, and thoughtful facilitators of student growth and achievement.

➤ *Acknowledging Student's Characteristics*

Recognizing and acknowledging the unique characteristics of each student is a fundamental aspect of effective teaching. As teachers, understanding that students are individuals with diverse backgrounds, abilities, learning styles, and needs allows for a more tailored and inclusive educational experience. By acknowledging these characteristics, educators can create a learning environment that fosters a sense of belonging and respect for each student. This involves being attuned to students' strengths, challenges, interests, and cultural backgrounds, as well as considering their preferred modes of learning and communication. This level of awareness empowers teachers to adapt their instructional approaches, assignments, and interactions to suit the diverse needs of their students.

So maojudneng pina ka basic sir no, know your learners jud sir learners behavior and their learning style and then be adoptive to their environment where they belong no kewamantakabalobayagunsasilaogunsailahangmga mannerism sagawasilang behavior so lahi baya ilang generation saatoakitasaunalahimanpud then silapudlahipudna so be adoptive jud. Di gyudnimupwedi da di judnimupwedinga e against nimu ang ilahangmga il I mean ilahang environment karungkesaatong environment sauna Sir. Lahi ragyudkaayu. So even teachers dibangalearners man gehapun ta kay we can also learn from them. (P2, L234-240)

Acknowledging students' characteristics demonstrates a commitment to equity and fairness in education, as it ensures that each student receives the support and opportunities they require to succeed. Ultimately, this approach not only enhances learning outcomes but also contributes to the overall development and well-being of students as they navigate their educational journeys. As expressed by National Academic Press (2023), Getting to know students and getting to know about them are important prerequisites for effective teaching, especially since it is becoming increasingly likely that today's students will differ more in their demographics, preparations, attitudes, and interests than when we were undergraduates.

By recognizing and understanding the diverse attributes and needs of each student, teachers establish an inclusive learning environment that values every individual. This commitment to equity not only fosters a sense of belonging but also ensures that tailored support is provided to address varied learning styles, strengths, and challenges. Such personalized attention promotes equal access to quality education, ultimately enhancing student success. In essence, the act of knowing and acknowledging students' characteristics reinforces the foundation of fairness and equity in education, ensuring that every learner is empowered to thrive regardless of their background or circumstances.

I can advise them to be patient in handling the 21st century students and we don't forget to filled discipline to them as a good citizen. Specially now a days that there are a lot of influencers that they've seen in social media that might be change their personality. (P4, L264-266)

As a teacher, your main goal is to help students learn and develop in a caring environment. Use different methods like explaining things clearly, asking thought-provoking questions, and listening carefully. Adapt your teaching to each student's way of learning. Besides teaching the subject, also encourage thinking, emotions, and a love for learning. You're like a guide, lighting up the path to knowledge and personal growth, influencing the minds and futures of your students. As mentioned by K. Patricia Cross Academy (2023), understanding these characteristics helps ensure a good fit between what you are trying to teach and what students are trying to learn.

Acting as a guide for students entails understanding and knowing your students on a deeper level. When you have a comprehensive grasp of their individual strengths, weaknesses, learning styles, and unique backgrounds, you can tailor your guidance and teaching approach to effectively meet their needs. This personalized connection enables you to provide relevant and engaging content, address challenges more empathetically, and create a supportive environment that fosters their holistic growth. By knowing your students, you can navigate them through their educational journey with greater precision, empowering them to achieve their potential while feeling valued and understood.

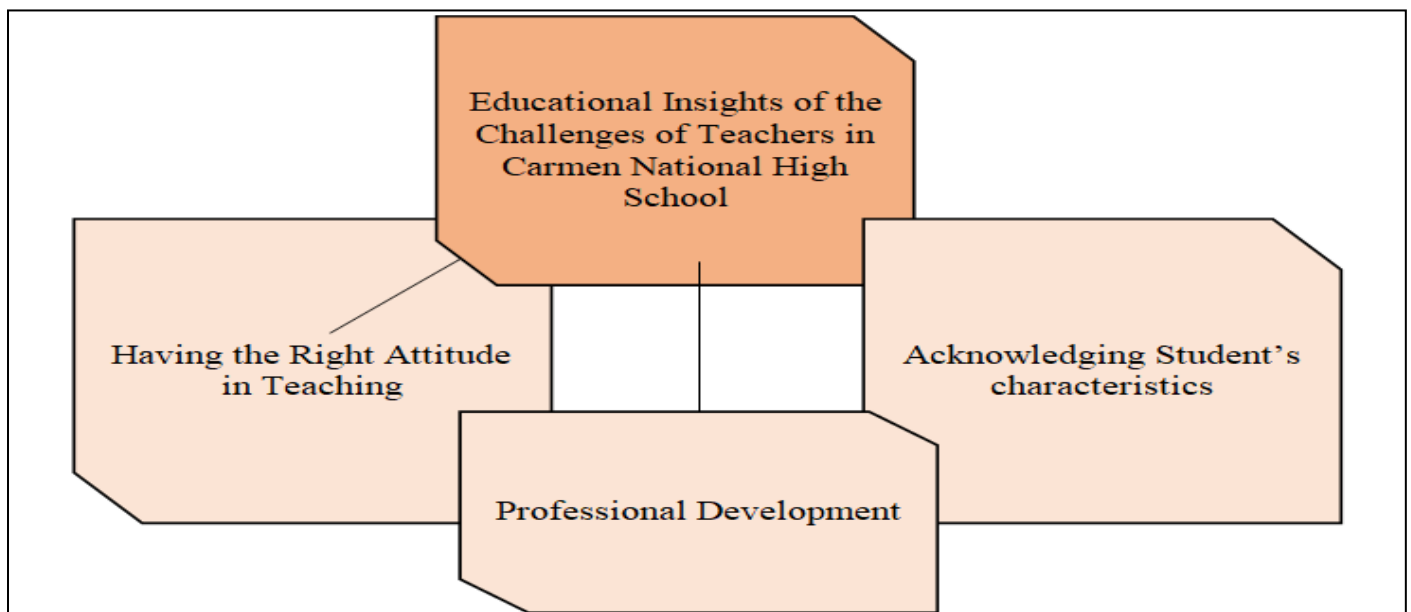


Fig 3: Educational Insights that were Drawn from the Challenges of Teachers in Carmen National High School

CHAPTER FOUR

IMPLICATIONS AND FUTURE DIRECTIONS

Contained within this chapter is a concise outline of the research, succeeded by challenges drawn from the study's discoveries. Additionally, this section delves into potential future pathways within the domain of addressing the challenges encountered by teachers at Carmen National High School.

This study aimed to clarify the challenges by teachers at Carmen National High School. It specifically endeavors to uncover and describe these challenges, explore strategies for addressing them, and derive educational insights from the experiences of teachers in the school.

This study is anchored on the theory of Experiential Theory in 1984 by David Kolb. It is predicated on the notion that learning is a continual process including the acquisition and application of information via experiences. This theory is relevant to the challenges that teachers encounter in a variety of ways. Teachers must recognize the need to continue to learn new things, whether casually or in a more structured environment, and that they must do always so. Furthermore, this research also employed phenomenology approach, a field that examines the organization of conscious experiences from a subjective standpoint on the challenges of teachers.

Based on the responses of the participants, my analysis revealed three emerging themes under the challenges of teachers, namely: understanding the different learning styles of students, staying up to date with learning technology, and the lack of effective communication with students. Teachers have come to recognize and grapple with a range of challenges. These encompass the intricate task of comprehending the various learning styles exhibited by the students, ensuring they are abreast of the rapidly evolving learning technologies to maintain relevance in the classroom, and navigating the hurdles posed by sometimes ineffective communication channels with the students. Each of these challenges presents an opportunity for growth and adaptation in their teaching approach, emphasizing the importance of fostering a dynamic and engaging learning environment that caters to the diverse needs of the students.

There were three emerging themes on the coping mechanisms for the challenges of teachers in Carmen National High School, namely: creating engaging lesson plans for students and behavior and classroom management. Teachers have found that effective coping mechanisms are essential to navigate the challenges they encounter. To address these challenges, teachers have focused on developing engaging lesson plans that cater to the diverse learning styles of the students, fostering an environment of active participation and learning. Additionally, teachers have honed their skills in behavior and classroom management, employing strategies that promote a positive and conducive learning atmosphere. By continuously refining these coping mechanisms, teachers have striven to create a balanced and productive teaching experience that benefits both them and the students.

Finally, on the educational insights for the challenges of teachers in Carmen National High School, there were three emerging themes which are: having the right attitude in teaching, professional development, and acknowledging students' characteristics. Teachers have gleaned valuable educational insights that prove instrumental in addressing the challenges they face. Cultivating the right attitude in teaching has proven transformative, allowing them to approach difficulties with resilience and a growth mindset. Engaging in consistent professional development has been indispensable, equipping teachers with the tools and strategies needed to adapt to evolving educational landscapes. Moreover, acknowledging the unique characteristics of each student has enabled teachers to tailor their approach, fostering a more inclusive and effective learning environment. These insights not only shape their teaching philosophy but also empower them to navigate challenges with a proactive and student-centered approach.

A. Implications

During the discussion, I heard similar situations to which I can connect as an experienced teacher with many years of experience. I heard anecdotes and emotional truths about the challenges of teachers. Some themes emerged from their comments. Because of the study's findings, the following conclusions were reached.

The challenges of teachers implies the diverse array of learning styles among students presents both opportunities and challenges for educators. Adapting instruction to cater to various learning preferences can enhance engagement and comprehension. However, accurately identifying individual learning styles can be complex, potentially leading to a fragmented curriculum and straining teachers' workload. Staying current with learning technology is a pressing concern, requiring continuous learning and integration of digital tools into teaching methods to equip students with essential skills. The absence of effective communication between teachers and students hampers knowledge transmission and engagement, underscoring the importance of clear and open channels for questions and information sharing. Addressing these challenges, while demanding, is essential for fostering a supportive, inclusive, and technology-enhanced learning environment.

Moreover, in a supportive learning environment, you can gradually become acquainted with lesson planning, but the dynamics shift significantly when you step into the role of the primary classroom teacher. The responsibility of crafting tailored lesson plans that consider diverse student needs falls on your shoulders. This transition requires a solid grasp of educational theory and the ability to adapt in real time. Creating your own lesson plans demands juggling classroom management, time allocation, and student engagement, striking a balance between planning and responsiveness. Although this shift can be daunting, it empowers you to become an independent educator, harmonizing theoretical knowledge with practical classroom dynamics. Engaging lesson plans serve as coping mechanisms for teachers. Crafting captivating lessons rejuvenates teaching enthusiasm and student engagement, offering a proactive approach to challenges. Balancing curriculum and engagement requires creative presentation while meeting educational goals. The pandemic-induced stressors on children have led to behavior issues, posing significant challenges for teachers in behavior and classroom management. Effective strategies must address emotional well-being, restore routines, and engage students amidst adversity. Balancing classroom management with effective teaching highlights the multifaceted role teachers play in ensuring a conducive learning environment that caters to diverse student needs.

And finally, the educational insights for the challenges implies recognizing the profound impact of the right teaching attitude, educators shape not only knowledge but also students' enthusiasm for learning. This mindset underscores the importance of positive relationships and a safe classroom environment. Positivity from teachers inspires students, fostering motivation and collaboration, while emotional support creates a friendly atmosphere conducive to mutual learning. Equally vital is effective time management and organization in managing diverse student needs and instructional methods. Professional development addressing these skills enables teachers to optimize instruction, allocate individualized time, and streamline tasks. Continuous training enhances teaching strategies, empathy, and flexibility, ultimately fostering inclusive classrooms that cater to diverse attributes and needs. Recognizing and acknowledging students' characteristics further reinforce equity, empowering every learner to thrive. Guiding students effectively involves understanding their strengths, weaknesses, learning styles, and backgrounds to provide personalized guidance that fosters holistic growth.

B. Future Directions

The experience encompassed both enthusiasm for gaining fresh skills and the effort expended in handling excessive work demands. The presence of a supportive network and a positive outlook towards the ongoing pandemic, along with resilience amid its challenges, constitute elements that could influence the challenges faced by teachers at Carmen National High School. These findings offer the following insights for potential implementation.

- *The DepEd Officials.* May consider implementing tailored professional development programs aimed at equipping teachers with effective strategies to address the diverse learning styles of students. Additionally, fostering a culture of continuous learning and technological adaptation can aid teachers in staying abreast of evolving learning technologies. Furthermore, establishing structured channels of communication and feedback between teachers and students can contribute to enhancing the overall learning experience and classroom management strategies.
- *The Teachers.* May benefit from customized professional development that addresses the specific challenges they face. Collaborative platforms and forums can provide spaces for teachers to share strategies and insights, fostering a sense of community and knowledge exchange. Additionally, proactive communication channels between teachers, students, and parents could enhance understanding and cooperation, ultimately leading to more effective solutions for the challenges encountered in the teaching process.
- *The Learners.* Addressing the challenges faced by teachers holds promising prospects for enhancing the learning experience. Future directions may involve fostering greater collaboration between teachers and students to co-create solutions that accommodate diverse learning styles. Embracing innovative technologies and personalized learning approaches can further empower students to take an active role in their education, thereby shaping a more effective and engaging learning environment.
- *Future Researchers.* Future researchers delving into the challenges faced by teachers could explore the long-term effects of various coping mechanisms on both teachers and students. Investigating the effectiveness of innovative technology integration and its impact on addressing classroom disruptions and student engagement could provide valuable insights. Additionally, examining the evolving role of teacher-student communication in virtual and hybrid learning environments could shed light on effective strategies for maintaining a strong teacher-student connection.

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GUIDE QUESTIONS

<i>Research Questions</i>	<i>Guide Questions</i>	<i>Probing Questions</i>
1. What are the challenges of teachers in Carmen National High School Davao Del Norte?	What are your challenges of teachers in Carmen National High School Davao Del Norte?	1.1 <i>what are the challenges that you cannot forget of being a teacher?</i> 1.2 <i>How hard was it to incorporate various styles in teaching?</i> 1.3 <i>How challenging was it in dealing with the behavior and management of your students inside the classroom?</i> 1.4 <i>How hard was it for you to engage your students in learning?</i> 1.5 <i>In what way does communication difficult between you and your students?</i>
2. What are the coping mechanisms for the challenges of teachers in Carmen National High School Davao Del Norte?	What are your coping mechanisms for the challenges of teachers in Carmen National High School Davao Del Norte?	2.1 <i>What were your strategies in coping up with those challenges as a teacher?</i> 2.2 <i>How did you manage these challenges to make your teaching effective?</i>
3. What educational insights can be drawn from the challenges of teachers in Carmen National High School Davao Del Norte?	What educational insights can you draw from the challenges of teachers in Carmen National High School Davao Del Norte?	3.1 <i>What can you share to your colleagues in terms of teaching?</i> 3.2 <i>What advice can you give to the rest of the teachers in coping up the challenges in teaching?</i>