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Navigating The Storm: Unveiling the Multifaceted Challenges of Elementary Educators in Contemporary Classrooms

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Abstract

Aim: Education serves as the foundation for societal progress, with elementary education playing a crucial role in shaping young learners' knowledge, skills, and values. However, elementary educators face multifaceted challenges that affect their teaching effectiveness, professional well-being, and overall job satisfaction. This study examined these challenges, the coping strategies employed by teachers, and the role of institutional support in mitigating these difficulties.

Methodology: This study employed qualitative research methods, adopting a transcendental phenomenological approach to explore and understand the lived experiences of elementary educators in contemporary classrooms. The study's respondents were ten teachers from Bagumbayan Central Elementary School.

Results: Thematic analysis identified six major challenges: diverse learning needs, student behavior and classroom management, resource constraints and technological challenges, workload and administrative responsibilities, the influence of educational policies and curriculum changes, and the evolving nature of teaching challenges over time. While some educators reported minimal disruption to their teaching, others experienced significant effects on lesson delivery, motivation, job satisfaction, and mental health. To address these challenges, teachers employ various coping strategies, including peer support and collaboration, self-care practices, institutional assistance, effective classroom management, and personal resilience. Mentorship, teamwork, and emotional support from colleagues play a crucial role in navigating teaching complexities. Additionally, mindfulness, meditation, and reflective practices help educators manage stress and sustain their passion for teaching. Institutional support through professional development programs, mentorship, and mental health initiatives further enhance teachers' capacity to overcome challenges and maintain instructional effectiveness.

Conclusion: Elementary educators face numerous challenges that affect their teaching effectiveness, emotional well-being, and job satisfaction. These include managing diverse student needs, behavioral issues, limited resources, heavy workloads, and constant changes in curriculum and policies. While some teachers adapt, many experience stress, burnout, and reduced motivation. To cope, educators rely on peer support, self-care, classroom management strategies, and institutional assistance. However, these measures offer only temporary relief. The study highlights the need for stronger, long-term institutional support, improved policies, and better resources to help teachers thrive and sustain their professional effectiveness.

Keywords: *Challenges, Coping Strategies, Resilience, Mentorship.*

INTRODUCTION

Education is the cornerstone of societal progress, with elementary education playing a critical role in shaping foundational knowledge, skills, and values among young learners. However, elementary educators worldwide grapple with multifaceted challenges that impact teaching effectiveness, student learning outcomes, and overall job satisfaction. The increasing complexity of classroom environments marked by diverse student needs, evolving pedagogical demands, and the integration of technology has intensified the pressures on educators, necessitating an in-depth examination of their struggles.



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Globally, elementary educators face mounting expectations to deliver high-quality instruction while managing an array of socio-emotional and behavioral challenges among students (OECD, 2021). The rapid shift to digital learning, exacerbated by the pandemic, has further complicated their responsibilities, as teachers must navigate technological literacy gaps and maintain student engagement in hybrid and online settings (UNESCO, 2022). Additionally, the persistent issues of teacher shortages, excessive workload, and inadequate professional development opportunities have been widely documented across various educational systems (Carvajal, et al., 2025; Sanchez, et al., 2024).

The Philippines continues to confront systemic challenges in elementary education. The Department of Education (DepEd) has acknowledged the burden of large class sizes, inadequate instructional materials, and insufficient support for teachers, which hinder effective learning delivery (DepEd, 2023). The transition to the MATATAG Curriculum aims to address some of these issues; however, many educators still struggle with adapting to new teaching strategies while managing the diverse learning needs of students. Moreover, salary concerns, job instability, and mental health stressors contribute to high attrition rates among elementary teachers, raising concerns about the sustainability of quality education (Inocian et al., 2021).

On a local scale, educators in various school districts, particularly in underprivileged and remote areas, encounter unique adversities that further complicate their roles. Limited access to teaching resources, overcrowded classrooms, and infrastructural deficiencies created an environment where teachers must rely heavily on adaptive strategies to meet educational goals (Amihan & Sanchez, 2023). Moreover, the lack of specialized training and support mechanisms for handling learners with diverse learning needs—including those with disabilities and from marginalized communities—adds another layer of complexity to their responsibilities (Santos & Ramirez, 2022).

Despite the wealth of literature on teacher challenges, research gaps remain in understanding how these issues evolve in contemporary classrooms, particularly in the post-pandemic educational landscape. Studies often focus on isolated aspects of teaching difficulties, such as burnout or technological adaptation, but fail to provide a holistic analysis of the interconnected challenges faced by elementary educators (Gregory et al., 2023). Furthermore, while policies and programs have been introduced to support teachers, there is limited empirical evidence on their effectiveness in addressing the real-world difficulties encountered in classrooms.

Given these pressing concerns, this study aimed to unveil the multifaceted challenges of elementary educators in contemporary classrooms, providing a comprehensive analysis of their experiences, coping mechanisms, and professional needs.

Objectives

This study examined the multifaceted challenges faced by elementary educators in contemporary classrooms, exploring their impact on teaching effectiveness, professional well-being, and overall job satisfaction. It sought to identify the specific difficulties encountered by teachers, the coping strategies they employed, and the role of institutional support in addressing these challenges.

Specifically, it sought to answer the following questions:

- 1.) What are the primary challenges faced by elementary educators in contemporary classrooms?
- 2.) How do these challenges affect teaching effectiveness and teacher well-being?
- 3.) What coping strategies and support mechanisms do elementary educators utilize to navigate the multifaceted challenges in the contemporary classroom?

METHODS

Research Design

This study adopted a transcendental phenomenological approach to explore and understand the lived experiences of elementary educators in contemporary classrooms. Rooted in Husserlian phenomenology, transcendental phenomenology emphasizes the essence of human experiences by setting aside preconceived notions through epoché or bracketing (Sanchez, et al., 2022; Thomas & Sohn, 2023).



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Population and Sampling

The participants in this study consisted of elementary educators from Bagumbayan Central Elementary School (CES) in Bagumbayan District I, who taught in contemporary classroom settings. A purposive sampling technique was utilized to select ten (10) participants with relevant experiences and insights into the challenges faced by elementary educators.

Instrument

This study utilized a researcher-made semi-structured interview questionnaire. Structured interviews provided a balance between flexibility and systematic inquiry, enabling the researcher to explore diverse perspectives while ensuring that key topics related to the research objectives were consistently addressed (Ruslin et al., 2022). The semi-structured questionnaire underwent a content validity process to ensure its relevance and accuracy. The researcher's adviser first reviewed the initial draft before being validated by a panel of experts on qualitative research.

Data Collection

Data collection followed systematic phases to ensure reliability and validity. Data were collected through semi-structured interviews conducted from February to March 2025 in quiet classrooms within the participants' schools. Appointments were scheduled at their convenience to encourage open discussions. Each 50-minute interview was audio-recorded with permission and supplemented with field notes. A flexible structure allowed participants to elaborate while covering key study areas. Data collection concluded after all interviews, with recordings securely stored for analysis.

Data Analysis

This study used thematic analysis to identify and present recurring patterns in the data (Javadi & Zarea, 2016). The process began with the researcher thoroughly reading and rereading responses to recognize emerging patterns. Next, coding was done by labeling key data segments, which were then grouped into broader themes. To ensure credibility, themes were reviewed for accuracy and alignment with participants' experiences and the study's framework. Final themes were clearly defined and named, ensuring relevance to the research objectives. The analysis concluded with a report highlighting key themes and insights.

Ethical Considerations

This study upheld strict ethical standards, ensuring participants' rights, dignity, and well-being. Guided by principles of integrity, confidentiality, informed consent, and respect, participation was voluntary, with the right to withdraw at any time. Informed consent forms detailed the study's purpose, procedures, risks, and benefits. Data were anonymized using codes, securely stored, and free from incentives or coercion. Beneficence and non-maleficence were observed by fostering a safe, respectful environment. Objectivity was maintained through unbiased methods and reflexivity. Ethical clearance was obtained, ensuring compliance with institutional and legal guidelines.

RESULTS and DISCUSSION

This section presents the analyses and interpretation of data obtained from the participants of the study. The information is presented in themes with interpretation and implication. The presentation is organized based on the order of the problems in the statement of the problem.

1. Challenges in Contemporary Classrooms

Themes

Diverse Learning Needs, Student Behavior and Classroom Management, Resource Constraints and Technological Challenges, Workload and Administrative Responsibilities, Impact of Educational Policies and Curriculum Changes, Evolution of Teaching Challenges Over Time

This qualitative analysis examined the responses of elementary teachers regarding the biggest challenges they currently face. Thematic analysis revealed six major themes.



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1.1 Diverse Learning Needs

One of the recurring challenges faced by elementary educators is the need to address the diverse learning needs of students. Participants highlighted the complexity of catering to various learning styles, abilities, and backgrounds, making instruction differentiation a crucial yet demanding aspect of teaching.

Participant 4: The biggest challenges as an elementary educator is by facing and meeting the diverse learning needs of students, while also differentiating instruction to cater various abilities and learning styles. Those issues require patience and creativity, making each teaching day unique. I'd focus on creating a self-learning environment, setting clear expectations, and developing strategies to support students with diverse needs.

Participant 5: As a classroom teacher, the biggest challenges I currently face is meeting diverse learning needs because nowadays, pupils have varying learning styles, abilities, and backgrounds, making it difficult to cater to each individual need.

Participant 6: As an Elementary educator, I face significant challenges, including meeting the diverse needs of students, maintaining engagement in a digital era, and addressing student mental health while balancing their workload and personal life.

The results align with Sultana (2023), Dizon and Sanchez (2020), and Muñoz and Sanchez (2023), highlighting the challenges educators face in addressing learner diversity. Classrooms often consist of students with varying abilities and learning styles, making it difficult for one teaching method to meet everyone's needs. Participants stressed that differentiating instruction to accommodate these diverse needs is both crucial and demanding. This challenge is compounded by behavioral issues and socio-emotional needs, as educators are increasingly expected to serve as emotional support figures, beyond traditional teaching roles.

1.2 Student Behavior and Classroom Management

Managing student behavior and maintaining an orderly classroom environment emerged as a significant challenge among elementary educators. Participants expressed concerns about disruptive behavior, lack of self-regulation, and the increasing complexity of classroom management in contemporary educational settings. The following are the samples of transcription:

Participant 3: succinctly identified "pupil's behavior as a core challenge."

Participant 7: Student behavior and classroom management, diverse learning needs, and lack of parental involvement.

Participant 9: The biggest challenges I currently face as an elementary teacher are classroom management, managing stress, and self-care.

Participant 10: As an elementary teacher, I am facing various challenges in contemporary classrooms, but the biggest challenge comes from student-centered challenges such as pupils' behavior. For example, pupils with lazy behavior, bully pupils, lack of focus in class, and pupils who lack support from parents.

Participant 2: Learners nowadays are different from previous ones, most especially in their behavior because of the child-friendly school.

This study highlights the diverse nature of behavioral issues, from lack of engagement to more serious concerns like bullying and inadequate parental involvement. Ispas and Ispas (2023) emphasized that reduced attention spans, frequent disruptions, and noncompliance with classroom norms significantly contribute to disciplinary challenges, which continue to place a heavy burden on teachers.

1.3 Resource Constraints and Technological Challenges

Limited resources and technological barriers were identified as major obstacles impacting the quality of education in elementary schools. Participants raised concerns about inadequate funding, a lack of instructional



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materials, outdated technology, and unreliable internet connectivity, all of which impede effective teaching and learning. Below are some data from the investigation:

Participant 1: Funds from the Central Office.

Participant 8: Educational Funds, especially the modernization funds.

Participant 6: Resource constraints in schools hinder their ability to provide effective and quality education.

Participant 3: As a MATATAG Curriculum teacher, I have a hard time finding instructional materials or ready-made PowerPoint presentations, DLLs, and other materials to be used in our class.

Participant 4: Limited resources, outdated technologies, and insufficient instructional materials can hinder effective teaching

Participants 1: Lack of learning materials and low internet connection.

Participant 5: Limited budget for education resources and technology, internet connectivity issues, lack of textbooks and learning materials.

Limited resources and technological barriers have emerged as significant obstacles affecting the quality of education in elementary schools. Participants expressed concerns over inadequate funding, insufficient instructional materials, outdated technologies, and poor internet connectivity, all of which hinder effective teaching and learning.

The challenges teachers face with resources and technology in this study align with Johnson et al. (2016), who identified access, training, and support as key constraints. Limited computers and slow internet hinder technology integration, while inadequate training prevents effective use. A lack of technical, administrative, and peer support further complicates implementation. Similarly, Tibane et al. (2024) highlighted resource shortages in schools, reliance on outdated materials, and financial strains on teachers, all of which negatively impact teaching quality.

1.4 Workload and Administrative Responsibilities

The increasing workload and administrative demands placed on elementary educators have significantly affected their capacity to prioritize instruction and student support. Participants shared concerns about balancing professional and personal responsibilities, addressing time-sensitive administrative duties, and managing their time efficiently to uphold instructional quality.

Participant 5: Yes! Administrative tasks can distract my primary focus on teaching, potentially leading to decreased instructional effectiveness.

Participant 6: Administrative responsibilities and workload significantly impact a teacher's instructional effectiveness by consuming valuable time that could be spent on lesson planning and individualized student support.

Participant 9: Excessive administrative tasks such as grading, reporting, and paperwork take away from the time and energy I can devote to planning lessons and providing individualized support to my pupils.

Participant 10: Administrative responsibilities and workload can consume time, distract teachers from their primary focus on instruction and student learning, and contribute to stress and burnout.

The increasing workload and administrative duties significantly affect elementary educators' ability to focus on teaching and student support. Teachers expressed concerns about balancing professional and personal responsibilities, with administrative tasks taking time away from lesson preparation and student support. Despite DepEd Order No. 2 s. 2024 aiming to rationalize teachers' workloads, there is a gap between policy and implementation, with minimal change at the school level (Agcaoili & Ocampo, 2023). Many educators highlighted the need for stronger enforcement and clearer task delegation to reduce the impact on teaching. The findings suggest that reducing administrative burdens is crucial to maintaining instructional quality, as excessive tasks hinder teachers' effectiveness (Tarraya, 2023).

1.5 Impact of Educational Policies and Curriculum Changes

Participants expressed concerns about the implementation of the MATATAG Curriculum, emphasizing its far-reaching impact on teaching practices.



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Participant 7: MATATAG Curriculum is the recent educational policy and curriculum that has significantly impacted teachers in various ways, affecting lesson planning, assessment methods, instructional flexibility, and overall workload.

Participant 8: Educational policies or curriculum changes really affect my teaching because we have to adopt new changes and undergo another training, which sometimes has a low budget.

Participant 9: The recent changes in curriculum have significantly impacted teaching practices. Implementing new curriculum means new adjustments in teaching standards, managing time allotments, and developing innovative lessons.

Participant 10: Recent educational policies have impacted and affected my teaching because of curriculum revisions that require teachers to adapt lesson plans and instructional methods.

Teachers also pointed out the challenges of adapting to new policies, particularly in terms of training and professional development. This aligns with study by Bala (2017), which emphasized that curriculum shifts often require extensive teacher retraining to ensure content mastery and effective pedagogy.

This perspective underscores the multifaceted effects of curriculum reforms, which necessitate adjustments in both pedagogical strategies and administrative responsibilities. The need for flexibility in assessment and instructional approaches adds another layer of complexity to teachers' daily routines. These findings are supported by Dizon et al. (2019), who highlighted the need for structured and well-defined curricular content to ensure teaching efficiency. Marmoah et al. (2023) showed that the biggest challenge for teachers in curriculum change lies in management, experience, and references in implementing the new curriculum, even though their readiness is high.

1.6 Evolution of Teaching Challenges Over Time

Teaching as a profession has undergone significant transformations over the years, with educators facing an evolving set of challenges.

Participant 2: Difficult to find learning resources.

Participant 3: During my early years in the Department of Education, I got nervous every time there would be a classroom observation, but over the years, I overcame it.

Participant 5: This challenge evolved my teaching, and the changes I notice are the growing importance of technology integration, such as the increase of digital tools and online resources to support the teaching and learning process.

Participant 6: The challenges in education have evolved significantly, with increased emphasis on standardized testing, technological advancements, and a focus on 21st-century skills and social-emotional learning reshaping teaching practices.

Participant 10: These challenges significantly impacted teaching practices and require teachers/educators to be adaptable and responsive to evolving educational landscapes.

Teaching has evolved significantly, with educators facing new challenges requiring adaptability, resilience, and continuous learning. Participants noted shifts in resource availability, technology use, curriculum expectations, and student behavior, all reshaping instructional practices. Srivastava (2023) emphasized the need for educators to adapt to emerging challenges, which aligns with the study's findings. Modern teachers must constantly update their practices to stay relevant. These shifts underscore the importance of continuous professional development, resource accessibility, and institutional support to maintain high-quality education.

2. Impact of the Challenges on Teaching Effectiveness and Well-being of Teachers

A thematic analysis of participants' responses revealed the profound influence of various challenges on teaching effectiveness and teacher well-being.

Themes

Lesson Delivery, Motivation and Job Satisfaction, and Overall Mental and Emotional Health



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2.1 Lesson Delivery

Teachers had mixed experiences regarding the impact of challenges on their ability to deliver lessons effectively. Some participants stated that these difficulties did not affect their teaching, with Participant 1 and Participant 8 simply stating, "No." However, many teachers acknowledged that these obstacles hindered their ability to teach efficiently.

Participant 2: I can't deliver the lessons well because of those challenges.

Participant 4: These challenges can impact lesson delivery by making it harder to engage all students, maintain classroom momentum, and meet diverse learning needs, which might compromise instructional effectiveness.

Participant 9: Workload and increased administrative tasks reduce time for lesson planning. A diverse range of pupils' needs makes it challenging to create lessons catering to individual needs.

Participant 3: These helped me to be adaptive and resilient.

Participant 6: Educational challenges, such as time constraints, a focus on standardized testing, technology integration issues, and stress, significantly hinder teachers' ability to deliver effective lessons by limiting personalized instruction and fostering a less engaging learning environment.

Teachers had mixed views on how challenges affected their teaching effectiveness. While some felt these difficulties didn't hinder their lessons, many acknowledged they did. This aligns with He et al. (2024), who found that classroom behavioral issues reduce instructional time, leading to fragmented lessons, increased stress, and lower student achievement. Klassen and Chiu (2011) highlighted that heavy workloads also contribute to stress, reducing focus on teaching, while Shen et al. (2015) found that administrative duties take time away from lesson planning and student engagement, harming educational quality.

2.2 Motivation and Job Satisfaction

The gathered data indicated that while challenges often led to frustration, stress, and burnout, some teachers found motivation in their students' progress. The following statements support the claim:

Participant 3: These challenges allow me to go beyond what I expected of myself and give me a feeling of fulfillment when I see that my pupils are doing well and actively participating during classes.

Participant 7: Making a difference, seeing student progress and growth can navigate motivation, despite all challenges.

Participant 6: The challenges faced by teachers, including feelings of being overwhelmed, loss of control over instruction, lack of support, burnout, and questioning their career choice, significantly diminish their motivation and job satisfaction.

Participant 4: They can be demotivating at times, but knowing that I'm making a positive impact on my students' lives helps me stay motivated and focused on finding solutions.

Kaden and Patterson (2021) reported that resource gaps force teachers to use personal time and funds, heightening stress and draining enthusiasm, which weakens lesson quality and job fulfillment. Teachers who see their work as meaningful and witness student progress show higher motivation and job satisfaction, supporting participants' claims that impacting students' lives offsets professional challenges. However, some admitted that difficulties, such as heavy workloads and persistent behavioral issues, lowered their motivation, echoing linked high workload is linked with burnout. Frequent disruptions—like defiance and inattentiveness—cause emotional exhaustion and reduce morale, shifting focus from teaching to discipline. Skaalvik and Skaalvik (2017) noted that ongoing misbehavior fuels stress, burnout, and reduced accomplishment, lowering satisfaction. Additionally, lacking resources like materials and technology undermines motivation.



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2.3 Impact on Mental, Emotional, and Physical Well-Being

Many participants reported experiencing stress, anxiety, and emotional exhaustion due to their professional challenges.

Participant 4: *Honestly, it's taken a toll on my emotional well-being at times, especially when dealing with heavy workloads and classroom challenges.*

Participant 5: *Yes! Like urgent submission of reports or on-the-spot submission of reports. It can cause burnout, stress, and anxiety.*

Participant 9: *These challenges increased stress and anxiety, emotional exhaustion, sleep disturbances, fatigue, and burnout.*

Participant 10: *These difficulties and challenges can lead to stress, burnout, and frustration—the feeling of being undervalued and unrecognized.*

Participant 2: *Before, the lesson was mastered by the teacher, but now, with the new curriculum, there are new adjustments and adaptations.*

Participant 3: *"quiet quitting."*

Many participants reported experiencing stress, anxiety, and emotional exhaustion due to their professional challenges. Some teachers described specific symptoms resulting from these challenges, such as fatigue, sleep disturbances, and emotional exhaustion. Others pointed to systemic factors that made it difficult to adapt.

Teachers frequently express their distress over these disruptive behaviors, citing increased stress levels (Cascales & Prieto, 2019). Difficulty in managing classroom misbehavior not only leads to stress and burnout among teachers but also drives many to leave the profession. Additionally, the disruptive behavior of students can directly impact the mental, physical, and emotional well-being of teachers, thereby impeding their ability to effectively educate students (Shakespeare et al., 2018).

Overlapping workloads created additional stress for some teachers. Agrawal (2023) highlighted that the demands of lesson planning and preparation often consume teachers, causing them to overlook their mental well-being. Many educators tend to disregard their stress and anxiety, prioritizing their dedication to teaching over their own health. This finding aligns with the study's results, which illustrate how the challenges of contemporary classrooms significantly impact teachers' mental, emotional, and physical well-being.

3. Coping Strategies

Teaching is a demanding profession that requires resilience, adaptability, and effective coping mechanisms to navigate various challenges. Teachers face stressors such as workload demands, diverse student needs, administrative responsibilities, and evolving educational policies. To maintain their effectiveness and well-being, teachers employ a range of coping strategies that help them manage stress, sustain motivation, and enhance job satisfaction. The following sections explore key coping mechanisms utilized by teachers:

Themes

Peer Support and Collaboration, Self-Care Practices, Institutional Support, Effective Classroom Management, and Role of Personal Qualities in Overcoming Challenges

3.1 Peer Support and Collaboration

Teachers experienced challenges of the contemporary classroom by relying on peer support and collaboration as a vital coping mechanism. Participants emphasized the role of mentorship, teamwork, resource-sharing, and emotional support in overcoming the complexities of teaching. A key strategy highlighted by educators is peer teaching and establishing a supportive learning environment among colleagues.

Participant 1: *Peer teaching and adopting a 'brother and sister' strategy.*

Participant 2: *Mentors and colleagues are essential to professional growth.*

Participant 4: *Collaboration, resource-sharing, and emotional support from colleagues help in overcoming teaching challenges.*

Participant 6: *Collaborative sessions where teachers assess teaching challenges and strategies.*



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Participant 9: Peer support helps with stress reduction, provides innovative solutions, and fosters a sense of teamwork.

This approach enables teachers to exchange expertise, develop innovative techniques, and enhance instructional growth and job satisfaction through collaboration (Richter et al., 2023). Experienced educators guide peers with insights and encouragement, fostering continuous learning and teaching effectiveness. Teachers also rely on each other for sharing materials, strategies, and emotional support, building a community that eases stress and promotes resilience. Structured collaborations, like peer discussions and learning communities, help refine practices and solve classroom challenges. White (2022) noted that such collaboration boosts belonging, growth, and well-being, while Sethi (2017) emphasized that supportive professional networks strengthen resilience and help teachers manage workload, student diversity, and curriculum shifts.

3.2 Self-Care and Personal Well-Being

Elementary teachers recognize the significance of self-care and personal well-being in maintaining their effectiveness and resilience in the classroom. By engaging in self-care activities, mindfulness, meditation, and reflection, teachers develop strategies to manage stress, enhance their emotional well-being, and sustain their passion for teaching.

Participant 4: I engage in self-care activities, reflect on teaching experiences, and commit to professional development.

Participant 5: I use self-care, a positive mindset, and collaboration as coping strategies.

Participant 9: I practice meditation and self-care while maintaining strong relationships with God and family.

Participant 10: I prioritize self-care, time management, and reflection.

Elementary teachers recognize that self-care and well-being are vital to sustaining their effectiveness and resilience. Through mindfulness, meditation, reflection, and nurturing personal and spiritual connections, they manage stress and maintain their passion for teaching. Juarez et al. (2020) noted that prioritizing self-care helps educators stay engaged and resilient amid classroom challenges. Teacher well-being is key to both personal fulfillment and professional success, especially as teachers adapt to evolving roles and complex student needs. Morris (2021) emphasized that proactive self-care is essential for resilience and burnout prevention, reinforcing that educators' holistic health underpins quality education and societal progress.

3.3 Institutional and Administrative Support

Elementary teachers rely on institutional and administrative support to traverse the complexities of contemporary classrooms. Support mechanisms such as mentorship, professional development, and mental health programs significantly enhance teachers' ability to manage classroom challenges effectively. School administrators play a pivotal role in providing resources, addressing concerns, and fostering an environment that supports both professional growth and well-being. The following are the transcripts:

Participant 1: Professional development and mentorship are key to effective teaching.

Participant 6: I receive professional development and mentorship, which enhances my teaching methodologies.

Participant 4: I benefited from SEAMEO sponsorship for professional growth.

Participant 7: Our school administrators address concerns and provide resources.

Participant 9: I attend mental health seminars provided by the institution.

The results highlight the crucial role of mentorship and professional development in empowering teachers. Ongoing learning and guidance from experienced peers equip educators with skills to meet evolving demands, fostering innovation and improving classroom management. Specialized training offers tailored growth beyond general programs. Administrative support also proves vital, providing materials, training, and clear guidance while addressing teachers' mental well-being through stress management and burnout prevention programs. Bostanci et al. (2019) emphasized that institutional support boosts teacher resilience and effectiveness, while leadership-driven initiatives like mentorship and learning communities help teachers manage stress and maintain quality instruction.

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These findings confirm that strong institutional and administrative backing is key to helping teachers overcome challenges and thrive.

3.4 Effective Classroom Management Strategies

Elementary educators employ structured classroom management strategies to foster a conducive learning environment and minimize disruptions. These strategies include clear rules, routines, positive reinforcement, cooperative learning, and mentoring, all of which contribute to maintaining classroom discipline while promoting student engagement.

Participant 7: I use clear rules, routines, and positive reinforcement to minimize disruptions.

Participant 8: I engage in cooperative and peer teaching.

Participant 10: I implement mentoring and coaching on classroom management to enhance classroom effectiveness.

Effective classroom management relies on structure, collaboration, and individualized support. Clear rules, positive reinforcement, peer learning, and mentoring help minimize disruptions, boost engagement, and support academic success. Simonsen et al. (2022) highlight that proactive techniques—like teaching expectations, encouraging collaboration, and using positive behavior supports—improve outcomes and reduce issues. Yimer (2022) stressed that setting clear rules early creates structure and enhances engagement. Similarly, Huang and Liaw (2023) found that early behavioral norms and consistent reinforcement foster a positive climate and reduce misconduct. These findings affirm that proactive management is key to effective teaching and learning.

3.5 Personal Qualities and Internal Resources

Teachers rely on personal qualities and internal strengths to navigate the complexities of contemporary classrooms. Traits such as patience, resilience, adaptability, empathy, creativity, and problem-solving enable teachers to stay motivated, address diverse student needs, and overcome daily challenges.

Participant 3: I rely on patience as the key to overcoming challenges.

Participant 4: I use empathy, creativity, and self-awareness to adapt to different situations.

Participant 6: I emphasize resilience, problem-solving, humor, and a passion for teaching.

Participant 9: I highlight adaptability, patience, empathy, and creativity.

Patience helps teachers stay composed in handling misbehavior, learning difficulties, and classroom disruptions. Alongside patience, empathy and creativity are key in creating inclusive, engaging classrooms—empathy helps teachers understand students' challenges, while creativity aids in adapting strategies for diverse needs. Resilience and problem-solving skills also enable educators to overcome setbacks and stay dedicated. Flexibility is essential in adjusting to curriculum changes, student needs, and evolving educational demands. While institutional support matters, teachers' internal qualities—patience, resilience, empathy, adaptability, and creativity—are their main coping tools, helping them manage challenges and sustain passion (Pressley et al., 2021). This aligns with Money et al. (2022), who noted that intrinsic strengths enhance teachers' quality and well-being. Personal qualities like resilience, adaptability, and self-efficacy in managing stress and maintaining effectiveness. Similarly, He et al. (2024) found that resilience and a growth mindset help teachers overcome setbacks and stay committed.

Conclusions

Elementary educators face a multitude of challenges that significantly impact their teaching effectiveness, professional well-being, and job satisfaction. These challenges stem from diverse learning needs, student behavior and classroom management issues, resource constraints, technological limitations, administrative workload, evolving educational policies, and curriculum changes. While some teachers manage to adapt without significant disruptions, many experience stress and difficulties that affect their motivation, instructional delivery, and overall emotional well-being.

The impact of these challenges varies among educators, influencing not only their ability to teach effectively but also their mental and emotional health. The pressures of balancing instructional responsibilities with administrative tasks often lead to exhaustion, decreased job satisfaction, and heightened stress levels. Moreover, the



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constant evolution of teaching demands requires teachers to continuously adapt, which can further contribute to feelings of burnout and frustration.

To navigate these challenges, elementary educators employ various coping strategies, including peer support and collaboration, self-care practices, institutional and administrative assistance, structured classroom management techniques, and reliance on personal resilience. The support of colleagues through mentorship, teamwork, and resource-sharing plays a crucial role in alleviating the difficulties of teaching. Engaging in self-care activities, mindfulness, and reflection helps educators manage stress and maintain their passion for teaching. Additionally, institutional interventions such as professional development programs, mentorship, and mental health initiatives contribute to teachers' ability to cope with their responsibilities.

Recommendations

While these coping strategies provide temporary relief, the findings emphasize the need for stronger institutional support systems to ensure the long-term sustainability and effectiveness of elementary educators. Addressing these challenges through improved policies, adequate resources, and a supportive work environment is essential in fostering a more resilient and motivated teaching workforce.

Schools and educational institutions should strengthen support systems by providing adequate resources, reducing administrative workload, and ensuring the availability of teaching materials and technological tools. Policies should be implemented to promote teacher well-being, including workload management and stress reduction initiatives.

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