

Challenges of Teachers in Instructional Practices and Job Performance

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ABSTRACT

This study aimed to explore the challenges of teachers in instructional practices and their job performance. The results of the study are as follows: there were three (6) major themes identified regarding the challenges encountered by teachers in performing their job-related tasks in schools, (a) recognizing the challenge, (b) experiencing challenges of instructional practice, (c) encountering the most challenging experience, (d) categorizing the nature of instructional practices challenges, (e) mitigation strategies to address challenges, and (f) recognizing the challenges. Based on the findings, it is recommended that teachers may devote more time and give ample assessment recommendations to locate the least learning competencies of the learners, basis for remediation and intervention. Furthermore, their full and strict implementation of the department's call to concentrate and focus on the pedagogical approaches of teaching specified in the instructional design of curriculum and to continue contextualize the curriculum based on the needs and locality of the learner.

INTRODUCTION

Teachers navigate a complex educational landscape marked by diverse professional backgrounds and the imperative for high instructional competence to effectively deliver Department of Education (DepEd) learning standards (Gumandam & Mangila, 2021). During the time of pandemic, teachers have suffered a lot especially in the implementation of alternative delivery mode (Asio & Jimenez, 2021a; Jimenez, 2021a; Paguio et al., 2021) which affected them physically, psychologically, socially, and emotionally (Asio & Jimenez, 2021b; Jimenez, 2021b). Job performance—gauged through teacher commitment, job challenge, and meaningfulness—serves as a critical driver of satisfaction and instructional quality, enabling proficient delivery of curriculum content when adequately supported (Cheng, 2019; Asio & Jimenez, 2020a). This will lead to a good impression in the community due to their work ethics, values and productivity that it will entail and satisfaction for teachers (Asio et al., 2019; Asio, 2021; Mondejar & Asio, 2022; Sardina et al., 2024). Current trends reveal school administrators overwhelmed by escalating managerial workloads and instructional demands, often delegating non-teaching responsibilities such as Office Performance Commitment Review Form (OPCRF) preparation, school head research, and School-Based Management (SBM) reports to teachers (Pasubillo & Asio, 2023).

Despite these developments, persistent gaps undermine instructional excellence and genuine job performance. Teachers' core competencies are increasingly compromised by clerical overloads, tight deadlines, unfair administrative practices, job mismatches, and feelings of underappreciation, resulting in inflated performance ratings, chronic stress, hidden overwork, and diminished focus on innovative teaching strategies essential for 21st-century skills development (Lagawid, 2024; Asio, 2020; Dibbon, 2014).

This study addresses these critical gaps by empirically exploring the challenges of teachers as regards to instructional practices and their job performance in secondary schools, providing robust, localized evidence to mitigate overloads and realign priorities.

Key contributions include: (1) an evidence-based leadership framework that integrates best practices to promote effective instructional strategies and authentic performance metrics; (2) baseline data for DepEd policy reforms, specifically targeting non-teaching task delegation and workload redistribution; (3) actionable recommendations for administrators to balance emotional/professional support with productivity incentives, enhancing teacher morale; and (4) systemic enhancements to reduce stress, elevate instructional quality, and position Malolos as a replicable model for CHED-aligned, leadership-driven educational excellence fostering 21st-century competencies.

LITERATURE REVIEW

The provided literature reveals that despite the central role of instructional practices in student achievement, teachers face significant challenges in their effective implementation. These challenges span from the macro-level of policy implementation to the micro-level of specific classroom strategies.

A foundational challenge is the persistent gap between research, policy, and classroom practice. For instance, while the K-12 curriculum in the Philippines was implemented to improve academic standing, Bibon (2022) found that science teachers were not proficient enough in applying its intended instructional practices, leading to student academic achievement below national standards. This suggests that policy changes alone are insufficient without ensuring teachers' deep understanding and proficiency in new methods. Similarly, Grossman et al. (2013) highlight a core issue in educational research: while it is known that "teachers matter," there is less certainty about which specific attributes and instructional practices make the most difference. Their study, however, provides evidence that high-impact teachers do employ a distinct profile of practices, particularly explicit strategy instruction, pointing to a need for more targeted professional development (Asio & Jimenez, 2020; Asio et al., 2019).

Specific pedagogical skills also present considerable challenges. The development of students' higher-order thinking skills, such as problem-solving, is a key area of concern. Veerasamy et al. (2019) demonstrate that students with poor problem-solving skills (PSS) perform significantly worse on summative assessments, viewing complex tasks as threats. This implies that instructors must develop interventions to assess and improve PSS, a task that requires specialized knowledge and instructional design. In the realm of language teaching, Abad (2023) found that English as a Foreign Language (EFL) teachers' practice focused on task completion and product over process, lacking crucial decoding instruction. Asio et al., (2023) also shared the valuable contribution of Tiktok in improving the English-speaking skills of learners. For reading aspects, Obispo et al., (2026), shared some unique experiences of pre-service teachers in the community. This indicates a challenge in moving beyond surface-level teaching to foster deeper, process-oriented learning. Hence, extra activities or teacher remediation programs are implemented (Asio & Jimenez, 2020).

Beyond pedagogy, teachers must navigate complex social and systemic issues. The shift to online learning introduced new challenges in inclusivity (Obispo et al., 2023; Paguio et al., 2021, Mendoza et al., 2022). Dion et al. (2023) found that while world language teachers attempted to incorporate racial and ethnic diversity, many expressed uncertainties about how to integrate diverse gender and sexual identities into their online practices. This highlights a challenge in adapting inclusive teaching to new modalities and content areas. Furthermore, the literature underscores the critical role of school leadership in instructional improvement (Asio & Bayucca, 2021). Caingcoy (2023) notes that while school administrators are mandated to take on instructional leadership roles – providing technical assistance and conducting clinical supervision – they still face significant challenges in executing these duties effectively. This suggests that the support system for teachers is itself under strain.

Finally, the connection between beliefs, practices, and student outcomes is not always straightforward. While Gumandam and Mangila (2021) found a positive correlation between teachers' epistemological beliefs (their views on knowledge and learning) and their instructional practices, they discovered no

significant relationship between these factors and students' actual academic achievement. This finding is crucial as it challenges the assumption that changing beliefs and practices will automatically lead to higher test scores, pointing to other mediating variables that require further exploration. Collectively, these studies paint a picture of an instructional landscape fraught with challenges, from policy implementation and skill deficits to inclusivity and the nuanced link between teaching and learning.

The literature on teachers' job performance shifts the focus from how teachers teach to the broader context of their role as employees within an organization. Job performance is conceptualized not merely as classroom effectiveness, but as a multi-dimensional outcome influenced by the work environment, leadership, and personal attitudes.

A significant body of research emphasizes the powerful impact of the work environment on job performance (Asio, 2021b; Sardina et al., 2024). Meanwhile, Raziqa and Maulabakhsh (2020) argue that job performance is intrinsically linked to employee satisfaction, which is fostered by a supportive environment where employees feel valued, safe, and respected. Their findings, supported by a study in Pakistan, indicate a positive relationship between a good working environment and enhanced job performance. This is echoed by Bakotić (2021), who, in a study of Croatian companies, established a clear link between employee job performance and overall organizational performance. This suggests that for schools to perform well, they must first cultivate a positive and supportive workplace for their teachers.

Job performance is also shaped by how teachers perceive the tangible and intangible rewards of their work. Valaei and Rezaei (2021) provide a granular view, demonstrating that facets like payment, promotion, fringe benefits, coworker relationships, and the nature of the work itself are positively associated with teachers' affective and normative commitment to their organization. Their study also notes that an employee's years of experience can moderate these relationships, suggesting that the factors driving performance may change throughout a teacher's career. In essence, the literature on job performance moves beyond the classroom door to consider the teacher as a whole person, whose effectiveness is deeply intertwined with the support, leadership, and rewards they experience within their school organization.

Conceptual Framework

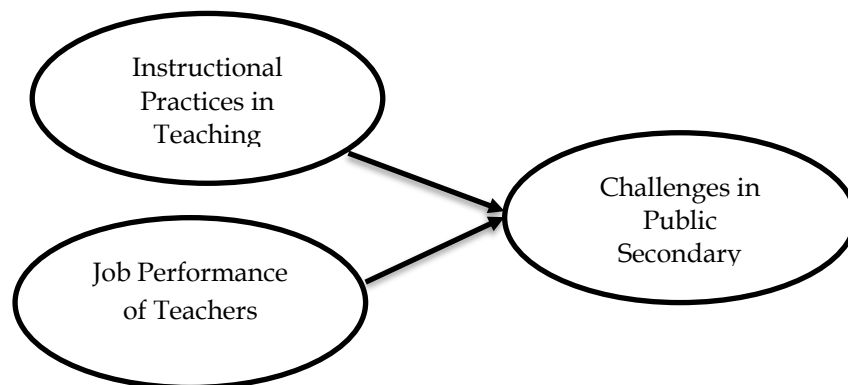


Figure 1. Conceptual Framework

METHODOLOGY

This study employed a phenomenological research design to deeply explore and interpret the lived experiences, views, beliefs, motivations, and challenges of public secondary teachers concerning their instructional practices and job performance (Hajar, 2021; Asio, 2021c; Creswell & Creswell, 2017). Phenomenology was strategically selected as it prioritizes understanding the essence of participants' subjective realities—capturing how teachers perceive leadership influences, workload overloads, and performance pressures—providing rich, contextual insights into the phenomenon that quantitative approaches alone cannot reveal. This design aligns perfectly with the study's aim to uncover nuanced barriers compromising instructional competence, such as clerical task delegation and inconsistent leadership styles.

RESULT AND DISCUSSION

Theme 1: Recognizing the Challenge

The informants unanimously acknowledge the pervasive nature of challenges in instructional practices. A significant finding is that this recognition is the foundational step toward improvement. They do not merely identify problems but also pinpoint a key focus area: instructional supervision. As one informant (DVN-P2) stated, the focus is on "providing our teachers technical assistance and supervising instructional practices... for better learning outcomes." This proactive stance aligns with the instructional leadership roles mandated for school administrators. However, this ideal is challenged by Caingcoy (2023), who notes a contradictory reality where some administrators neglect instructional supervision, becoming preoccupied with paperwork and school beautification projects. This contrast highlights a critical gap between the informants' stated focus and the actual practices observed in some schools, underscoring that recognition of a challenge does not always translate into effective action.

Table 1. Recognizing the Challenge

Major Theme 1	Informants' Responses
Subtheme 1: Instructional Practice Issues and Concerns	<i>"Yes, when it comes in instructional practices there's a lot of challenges, we're actually met and we have a lot of concerns of instructional practices." - ATM-P3</i>
Subtheme 2: Instructional Practice Focus	<i>"Yes, focus on instruction, wherein we have to provide our teachers technical assistance and supervising instructional practices and supervision if needed to make a good delivery instruction among our learners for better learning outcomes." - DVN-P2</i>

Theme 2: Experiencing Challenges of Instructional Practice

This theme reveals the dual nature of challenges faced, which are both student-centered and teacher/administrator centered.

A significant student-centered challenge identified is learner discipline. Informants like JRC-P4 describe how incidents like student fights disrupt school

activities and necessitate involvement from parents. This finding is strongly supported by Nese et al. (2020), who confirm that ineffective discipline practices lead to poor social, behavioral, and academic outcomes for students. This connection validates the informants' concern that managing student behavior is not just an administrative task but a core instructional issue.

On the other hand, school head and teacher-centered challenges are dominated by the overwhelming nature of administrative functions. Informants describe the difficulty of balancing classroom observations, conferences, and the management of school programs and projects. This lived experience is echoed by Marshall et al. (2020), who note that teachers find all aspects of teaching challenging, especially in difficult circumstances, and by Agayon et al. (2022), who affirm that teaching can be challenging and frustrating. The convergence of these sources confirms that the administrative burden is a universally recognized barrier to effective instructional practice. Furthermore, the difficulty in accommodating teachers' diverse learning styles, as mentioned by MGP-HT2, reinforces the complexity of the instructional leader's role, a complexity that Kilag et al. (2023) note is often delimited by resistance to change and limited resources.

Table 2. Experiencing Challenges of Instructional Practice

Major Theme 2	Informants' Responses
Subtheme 1: Student-Centered Challenges	<p><i>"For me the biggest challenge is the discipline of learners whenever quarrel /fighting of learners in our classes. The school activities were disrupted because of the fighting of the learners. We need to address or we need to talk to the learners and parents to settle the issues. It is always the matter of safety and security of the learners and some challenges for me are budget restrictions, human resources restrictions" – JRC-P4</i></p>
Subtheme 2: School Head and Teacher-Centered Challenges	<p><i>"One of the concern or challenges that I have encountered is the nature of reporting, when it comes of the documentation, program and project of the school." – ATM-P3</i></p> <p><i>"There are challenges in delivery instructional practices accommodate the number of functions of school head but also in operation and management. We need to attend in the number of functions. Equally important engagement that we need to attend to such observe classes, talk to teachers in instructional practices and supervision, attends conferences and engagements." – DVN-P2</i></p> <p><i>"Challenges in our instructional practices cannot be inhibited. It is always a part of our</i></p>

	<p><i>growth as school leaders or instructional leaders. There are challenges in terms of curriculum, resources, management or even in the community linkages. – AAC-HT3</i></p> <p><i>“Recognizing and accommodating diverse learning styles of my teachers is one of my challenges that I have encountered.” – MGP-HT2</i></p>
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Theme 3: Encountering the Most Challenging Experience

When asked about their most challenging experiences, the informants pinpointed specific, deeply entrenched issues.

The most frequently cited challenge was the voluminous paperwork. JRC-P4 explicitly states that despite teachers' diligence and competence, "paper requirements... hinder their passion and skills." This significant finding is strongly corroborated by Hundani and Toquero (2021), whose research revealed that teachers experience a "very great extent" of teaching-related paperwork, confirming that this administrative load is a primary impediment to effective instruction.

A second critical challenge is the resistance to change and professional development, particularly among veteran teachers. Informants describe the difficulty of providing technical assistance to "veterans or traditional teachers" who believe they already know what to do (DVN-P2) or who "are avoiding professional development they think that they are good enough" (MGP-HT2). This mindset is identified as a significant barrier. This finding directly engages with the demands of 21st-century learning, which, as Mutohhari et al. (2021) and Rachmadtullah et al. (2020) argue, requires a transformation of technology-based learning and global competencies. The resistance described by informants represents a direct obstacle to this necessary evolution, making the challenge of fostering a growth mindset among all teachers a critical point of intervention.

Table 3. Encountering the Most Challenging Experience

Major Theme 3	Informants' Responses
1) Encountering the Most Challenging Experience	<p><i>“In terms of instructional practices, the most challenging is to comply with the voluminous paper requirements in a service because despite of diligence and competence of our teachers in doing their best deliver the lesson. There are certain paper requirements that hinder their passion and skills of delivering the lesson. For me is the voluminous paper works.” – JRC-P4</i></p> <p><i>“The teachers' way of delivery of the lesson, we are talking about the pedagogy and strategies of the teachers. most important concern of education is supervising and monitor the quality and effective of the lesson.” – ATM-P3</i></p>

	<p><i>“With cope to the veterans or traditional teachers, giving technical assistance becomes more difficult because they have the notion that they know what to do.” – DVN-P2</i></p> <p><i>“Technical assistance gives to the teachers for better instruction and effective lesson” – AAC-HT3</i></p> <p><i>“Having teachers who are avoiding professional development they think that they are good enough, they don't need any changes. Mindset is the most challenging experiences.” – MGP-HT2</i></p>
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Theme 4: Categorizing the Nature of Instructional Practices Challenges

This theme provides a taxonomy of the challenges, moving beyond simple identification to categorize their fundamental nature. The informants' responses reveal four distinct categories: namely; Administrative Burden, the "nature of paper works" (JRC-P4) and being "bombarded with managerial workloads" (MGP-HT2); Pedagogical Quality, the "strategies and pedagogy of the teachers" and their "readiness... in terms of teaching" (ATM-P3); Teacher Demographics, the "demographic profile of teachers" (DVN-P2), which necessitates differentiated approaches to support; and Systemic Support, the nature of "technical assistance to the teachers" (AAC-HT3) itself.

This categorization is significant because it moves beyond simple listing to a deeper understanding of the problem's roots. The literature provides a mixed picture here. While Magalong and Torreon (2021) found no association between teachers' profiles and their workload, the informants in this study clearly state that a teacher's demographic profile (age, experience) presents a distinct type of challenge in how to address their concerns. This suggests that while a profile may not directly correlate with the **amount** of work, it significantly influences the **nature** of the support and interaction required. Furthermore, Fan (2022) supports the concerns around pedagogy and strategy, noting that teachers' major concerns include too much autonomy and a lack of supervision in assessment.

Table 4. Categorizing the Nature of Instructional Practices Challenges

Major Theme 4	Informants' Responses
<p>1) Categorizing the Nature of Instructional Practices</p>	<p><i>“The nature of that challenge in instructional practices is on nature of paper works.” – JRC-P4</i></p> <p><i>“The strategies and pedagogy of the teachers, the readiness of the teachers in terms of teaching. If we are lacking this. It can affect the delivery and quality of the lesson.” – ATM-P3</i></p> <p><i>“The nature of that challenge in instructional practices is on demographic profile of teachers,</i></p>

	<p><i>gives me a big challenge on how to address the concerns while performing my job.” – DVN-P2</i></p> <p><i>“The nature of that challenge in instructional practices is on technical assistance to the teachers.” – AAC-HT3</i></p> <p><i>“The nature of that challenge in instructional practices is on bombarded with managerial workloads and instructional demands.” – MGP-HT2</i></p>
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Theme 5: Mitigation Strategies to Address Challenges

In response to these challenges, informants employ a range of proactive mitigation strategies. A significant cluster of strategies revolves around professional development and personal growth. Informants describe sending teachers to division and even international training (ATM-P3) and emphasize the need to be "library ahead of my teachers" by equipping themselves with the latest trends in education (DVN-P2). This proactive approach is supported by Olimov (2021), who states that managing pedagogical activities in an innovative workplace requires consideration of specific aspects, and by Kilag et al. (2024), who confirm that professional development opportunities are key to developing teacher competence.

Another key strategy is ****delegation and collaboration****. One informant (JRC-P4) delegates work to willing teachers to manage the workload. This practical, on-the-ground strategy, however, stands in contrast to findings by DeMatthews et al. (2021), who note that teacher turnover spikes in schools experiencing leadership turnover. This suggests that while delegation can be an effective short-term mitigation, it may become a strain if not managed within a stable and supportive leadership structure. The informants' strategies, from seeking personal competence to distributing tasks, illustrate a multi-faceted approach to navigating instructional challenges.

Table 5. Mitigation Strategies to Address Challenges

Major Theme 5	Informants' Responses
1) Mitigation Strategies to Address Challenges to Instructional Performance	<p><i>“It is to delegate the work with the teachers who are willing to help or assist the school principal. I came on looking the right teachers to assist me on how to facilitate the preparation of the report or other activities.” – JRC-P4</i></p> <p><i>“We are doing a lot of intervention and innovation to improve these concerns. One of these is In-service training, sending our teachers outside of the school in division training, international training for them to improve their strategies in the delivery of the lesson.” – ATM-P3</i></p>

	<p><i>“I need to be at least library ahead of my teachers. I need to equip myself in trends, update in education particularly in instruction with competence, school need abreast in trends in education, convince with authority and keeping ourselves competence.” – DVN-P2</i></p> <p><i>“As school head, we are still doing actions in providing technical assistance, in curriculum instruction, deal with classroom observation and post conferences. building connections and different school operations.” – AAC-HT3</i></p> <p><i>“As school head, I'm competent and I have strong character to face those challenges.” – MGP-HT2</i></p>
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Theme 6: Recognizing the Challenge

The final theme presents the informants' recommended solutions, moving from personal mitigation to systemic, long-term fixes.

The most prominent solution proposed is the implementation of coaching and mentoring programs (ATM-P3, MGP-HT2). Informants view these programs as essential for equipping teachers with the support they need to use appropriate strategies. This finding directly addresses a concern raised by Fan (2022), who identified a lack of meaningful feedback as a major teacher concern. Mentoring programs are, by design, a structured way to provide that meaningful feedback and guidance.

Beyond mentoring, informants recommend other relevant strategies, including seeking assistance from colleagues and fellow school heads (JRC-P4) and maintaining a strong ethical approach (DVN-P2). The importance of such collegial support is echoed by Dion et al. (2023), who found that teachers found the support of colleagues' instrumental in adapting their practices. However, the feasibility of these solutions is challenged by Allen et al. (2022), as cited by Bond (2023), who found that novice teachers are often not allocated sufficient release time for mentoring activities. This significant contradiction highlights that while mentoring is a widely accepted and recommended solution, its successful implementation is often thwarted by the very systemic issue of time and resource allocation that the informants themselves identified as a core challenge.

Table 6. Recognizing the Challenge

Major Theme 6	Informants' Responses
Subtheme 1: Mentoring Strategy	<i>“Doing mentoring program or coaching program for them to be equip with support for them to use the appropriate strategies in their teaching.” – ATM-P3</i>

	<p><i>“Coaching and mentoring program and giving technical assistance.” – MGP-HT2</i></p>
<p>Subtheme 2: Other Relevant Strategies</p>	<p><i>“Of course, I seek assistance for my colleagues. I'm collecting feedback from my fellow school heads and confidant teachers so they could give me a piece of advice or suggestions on how I could go through with challenges that I encountered.” – JRC-P4</i></p> <p><i>“Ethics, certainly degree of respect and different adjustment in terms of approach.” – DVN-P2</i></p> <p><i>“Of course, not all action taken is positive but as school head we must continue, continues reminders and provisions of technical assistance until such time that this actions for betterment should be taking care of and will be done positively. By the teachers that will cater the quality education as we visualize the mandate of Department of Education.” – AAC-HT3</i></p>

The study provides valuable insights into the experiences of teachers and the challenges they encounter in their instructional practices. It highlights different themes and emergent themes that shed light on instructional practice issues, student-centered challenges, coping strategies, and solutions to enhance instructional performance. This article comprehensively discusses each theme and emergent theme, providing a deeper understanding of the complexities teachers face in their teaching profession.

The first theme cluster revolves around the disclosure of teachers' thoughts regarding instructional practices and the dilemmas they confront. Teachers openly share their concerns, raising awareness of the challenges inherent in instructional practices. This is reflected in the paper of Jimenez and Jimenez (2022). The theme reflects the constant evaluation and reflection teachers engage in to improve their teaching methodologies. By recognizing these challenges, educators can strive for growth and progress in their instructional practices.

The second theme cluster delves into the instructional challenges teachers experience with their students, fellow teachers, and school head. It highlights the multifaceted nature of teaching, where educators face difficulties in catering to the diverse needs and behaviors of their students (Asio & Bayucca, 2020; Asio & Jimenez, 2020b). Additionally, challenges arising from interactions with colleagues and administrative figures demonstrate the complexity of maintaining a harmonious teaching environment (Asio, 2021b). Acknowledging these student-centered challenges is crucial for teachers to develop effective strategies and create supportive learning environments.

Within the third theme cluster, an emergent theme emerges – encountering the most challenging experience. This theme emphasizes that teachers often face

particularly demanding situations in their instructional practices. Jimenez (2021b) discussed this matter intuitively particularly their adversity and emotional situations. It showcases the complexity and unpredictability of teaching, requiring educators to navigate through unique obstacles. By acknowledging and sharing these challenging experiences, teachers can learn from one another and develop effective strategies to overcome them.

The fourth theme cluster involves the description and categorization of the nature of challenges experienced in instructional practices. Teachers engage in sorting and classifying the different elements of instructional practices to gain a deeper understanding of the challenges they face. The challenges may affect their mental health and stress levels as manifested in the paper of Jimenez (2021c). The theme highlights the analytical and reflective skills teachers employ to identify common patterns and underlying factors influencing instructional challenges. Categorizing these challenges provides a foundation for targeted interventions and improvements.

The fifth theme cluster explores the strategies and actions teachers employ to manage instructional performance in the workplace. Teachers share different approaches and schemes to address challenges and enhance their teaching effectiveness. Asio and Riego de Dios (2019) shared what a well-qualified educator must be. The theme underscores the importance of proactive measures and continuous professional development. By leveraging mitigation strategies, teachers can navigate instructional challenges more effectively, leading to improved student outcomes.

The final theme cluster focuses on mentoring strategies and providing solutions to enhance teacher instructional performance. Teachers share their best practices, strategies, and relevant schemes/tactics in their instructional practices (Jimenez, 2021a). This theme highlights the significance of collaboration and knowledge-sharing among educators. By mentoring one another and providing practical solutions, teachers can collectively raise the quality of instructional practices and promote professional growth.

CONCLUSIONS AND RECOMMENDATIONS

The study concludes that there were six (6) major themes established during the thematic analysis. Three (3) of them has two (2) more subthemes identified. The major themes include a) Recognizing the Challenge; b) Experiencing the Challenges of Instructional Practice; c) Categorizing the Nature of Instructional Practices; d) Encountering the Most Challenging Experience; e) Mitigation Strategies to Address Challenges to Instructional Performance; and f) Providing Solutions to Teacher's Instructional Performance. The following subthemes were also developed for the first major theme, namely, a) Instructional Practice Issues and Concerns; and Instructional Practice Focus. For the second major theme, two subthemes were also developed, a) Student-centered Challenges; and b) School Head and Teacher-Centered Challenges. And for the Last major theme, the analysis also revealed two subthemes, a) Mentoring Strategy; and b) Other Relevant Strategies. These themes identified encourage the school administrators to attend and participate in different leadership trainings and workshop to further

enhance their stress tolerance, behavioral mechanisms, and risk management skills to face the different challenges brought by change to strengthen their capacity and be able to magnify the potential of every situation for opportunities. Moreover, teachers may devote more time to check the outputs of the learners and give ample assessment recommendations to locate the least learning competencies of the learners, basis for remediation and intervention. Furthermore, their full and strict implementation of the department's call to concentrate and focus on the pedagogical approaches of teaching specified in the instructional design of curriculum and to continue contextualize the curriculum based on the needs and locality of the learner. Through this, learners would have more experiential learning using the diversified teaching and learning strategies.

FURTHER STUDY

This research still has limitations so further research on this topic is still needed "Challenges of Teachers in Instructional Practices and Job Performance".

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