

Beyond Compliance: Teachers' Lived Experiences of Classroom Observation and Feedback from School Leaders

Zumera K. Paguita¹ 

¹ Teacher 1, Sirawan National High School - Davao City, Davao Del Sur, Philippines

Abstract

Introduction: Classroom observation is a core instructional leadership tool used to enhance teaching through feedback and dialogue. In the Philippine public school system, it serves as a mechanism for professional development and accountability. However, cultural dynamics like *Amor Propio* (self-esteem) and *Hiya* (shame) often create a gap between policy intent and classroom reality, transforming formative support into a performative, compliance-driven hurdle.

Objectives: This qualitative phenomenological study explored teachers' lived experiences of classroom observation and feedback from school leaders. It aimed to understand how these processes influence professional confidence and instructional growth. Furthermore, the study sought to identify practices that shift observation from a bureaucratic requirement into meaningful mentorship.

Methods: The study utilized a hermeneutic phenomenological design to interpret the deeper meanings within teachers' narratives. Eight public school teachers from the DepEd Davao City Division were selected through purposive sampling. Data were gathered using semi-structured interviews, reflective narrative prompts, and document reviews, then analyzed through the hermeneutic circle to identify shared thematic essences.

Results: Findings revealed an "Emotional Trajectory" moving from high anxiety to relief once the observation ended. Teachers often present a "Curated Performance"—a polished, "filtered" version of teaching—to meet administrative expectations. Notably, a divergence in leadership roles emerged: principals are seen as formal evaluators, while Master Teachers are viewed as approachable, coaching-oriented "pedagogical anchors".

Conclusion: Observation moves "Beyond Compliance" when the focus shifts from surveillance to collaborative growth. Authenticity in teaching requires a trust-based environment where observers act as mentors rather than judges. Recommendations include providing "protected time" for Master Teachers to conduct coaching cycles and transitioning leadership practices toward sustained, technical assistance over checklist-based evaluation.

Keywords: *Classroom Observation; Teacher Lived Experiences; Instructional Leadership*

Cite as: Paguita, Z. K. (2026). Beyond compliance: Teachers' lived experiences of classroom observation and feedback from school leaders. International Research Conference on Educational Leadership, Counseling, and Social Sciences. <https://doi.org/10.70847/738456>



Indigenous women's leadership practices in Philippine public schools: A multiple case study in DepEd Davao City Division

Fe Dahlia A. Reoma¹ 

¹ Teacher, Cabantian Stand Alone Senior High School, Davao City, Philippines

Abstract

Introduction: The underrepresentation of Indigenous Peoples (IP) women in educational leadership positions in the Philippines underscores the need to understand their unique experiences, challenges, and contributions within culturally diverse public school settings. Transformative leadership theory, which emphasizes inclusivity, empowerment, and social justice, provided a lens to examine how these leaders navigate professional and community expectations.

Objectives: This study aimed to explore the leadership practices of IP women educational leaders in the Davao City Division, focusing on how they attain leadership roles, exercise influence, and cope with systemic barriers.

Methods: A qualitative multiple case study approach was employed, involving in-depth interviews with three purposively selected IP women leaders, complemented by document analysis and reflective observations to gain a comprehensive understanding of their lived experiences.

Results: Findings reveal that participants practice leadership through collaboration, cultural sensitivity, and advocacy for community-centered education. Their leadership journeys were shaped by mentorship, personal resilience, and navigating challenges such as gender and ethnic marginalization. They employed adaptive coping strategies, drawing strength from support networks, cultural identity and professional commitment to sustain their roles effectively.

Conclusion: The study highlights the critical contributions of Indigenous women in public school leadership, emphasizing the importance of cultural context. Equitable policies, and support mechanisms to foster inclusive and effective educational governance in diverse communities.

Keywords: *Indigenous women educational leaders; Leadership Practices; Philippine public schools; Transformative Leadership; Cultural Sensitivity; Gender and Ethnic Marginalization; Educational Equity*

Cite as: Reoma, F. D. A. (2026). Indigenous women's leadership practices in Philippine public schools: A multiple case study in DepEd Davao City Division. International Research Conference on Educational Leadership, Counseling, and Social Sciences. <https://doi.org/10.70847/738456>



Teaching with Artificial Intelligence: A Comparative Phenomenological Inquiry into Teachers' Classroom Practices in Thailand and the Philippines

Brandon Nacua Obenza ^{1*}  | Vineza Canon Solidanio ² 

¹ Associate Professor, Mindanao State University-General Santos, General Santos City, Philippines

¹ Teacher, Thai-Singapore International School, Samut Prakan, Thailand

Abstract

Introduction: Artificial intelligence (AI) is now making a drastic influence in the teachers' pedagogy. From the lesson planning, classroom instructions, and assessment, AI can provide assistance to these practices and other facets of education. However, there is still a lack of research directing on teachers' actual experiences of utilizing AI in different contexts like in Thailand and the Philippines.

Objectives: The objective of this study is to explore and compare the lived experiences of the teachers in Thailand and the teachers in the Philippines on their utilization of AI in their teaching practices. Their insights in terms of use, benefits, challenges, and ethical considerations will be the focus of this study.

Methods: In order to meet the objective of the study, it employed a comparative phenomenological design. Participants were interviewed through a semi-structured interview and the collected data were analyzed with the use of thematic analysis.

Results: The teachers from both Thailand and the Philippines had a common denominator and that is they find AI as a support tool when it comes to their teaching practices. Yet, the difference is on how they apply AI in their teaching practices. The results stated that the teachers in Thailand use it for instructional design and for content development. The disparities were shaped by the support given by their institutions, availability of resources and policy context.

Conclusion: The study validates that while teachers across both countries share similar perceptions of AI as a supportive tool, their teaching practices are formed by contextual factors such as institutional support, infrastructure, and policy guidance. These findings emphasize the need for context-sensitive policies, targeted professional development, and ethical frameworks to support effective AI integration in education.

Keywords: *Artificial Intelligence; AI Integration in Teaching; Comparative Phenomenology; Teachers' Classroom Practices*

Cite as: Obenza, B. N., & Solidanio, V. C. (2026). Teaching with artificial intelligence: A comparative phenomenological inquiry into teachers' classroom practices in Thailand and the Philippines. *International Research Conference on Educational Leadership, Counseling, and Social Sciences*. <https://doi.org/10.70847/738456>



Pedagogical Disruption among Master Teachers Reassigned to Key Stage 1 in The Municipality of Monkayo

Glenn I. Gogo^{1*} 

¹ Master Teacher I, Department of Education, Philippines

Abstract

Introduction: Education in the Philippines is in a constant state of evolution. Teachers are tasked with the adoption of new roles and the integration of new lessons. Such modifications present challenges with respect to teaching processes and self-perception. In Monkayo, several master teachers transitioned to Key Stage 1. Teaching methods and classroom routines were new challenges. Their teaching and confidence suffered as a result. This paper examines the changes teachers experience, and the attempts to embrace such alterations. The modify DepEd orders and memoranda, this paper seeks to examine how teachers grow and adapt.

Objectives: The objective of this descriptive-phenomenological study is to explore the experiences of master teachers from Monkayo who transition to teaching Lower Key Stage 1 pupils. It attempts to investigate changes in teachers' self-perceptions, how they rationalize the changes, and to analyze the coping mechanisms and teaching adaptations employed by the teachers. The study aims to provide a framework to understand the processes of adjusting and developing professional identities of educators in relation to a transformed teaching landscape.

Methods: Semi-structured interview data collection, both face-to-face and online, were used with teachers shifted to Key Stage 1, and were then analyzed, through thematic analysis, to show both the captured patterns and the analyzed structures from a contextual perspective.

Results: The transition to Key Stage 1 is a significant change for experienced teachers. It requires them to fundamentally shift the way they think about themselves and their teaching. Instead of teaching more sophisticated ideas, the emphasis had to shift to helping students develop more rudimentary skills, which meant using more rigid and incremental teaching strategies. In addition to this, there were the challenges posed by students being under- prepared and having short attention spans. These initial changes were very challenging, yet teachers found a way. They reflected, used what they had, collaborated, and over time, they began to view the transition as a positive opportunity for professional growth. The research also indicates that the Department of Education has more work to do to plan, train, and support the teaching workforce to make this transition easier.

Conclusion: The research identifies that the transition to Key Stage 1 is one of the most significant transitions teachers make. It fundamentally alters their teaching and their professional identity. The transition is rough, but worthwhile for teachers to develop themselves. The research indicates that schools, and the wider systems surrounding schools, must provide adequate training, resources, and well conceived structures to help teachers navigate this transition and positive changes.

Keywords: *Master Teacher; Pedagogical Disruption; Key Stage 1; Reassignment; Professional growth; Transformative experience*

Cite as: Gogo, G. I. (2026). Pedagogical disruption among master teachers reassigned to Key Stage 1 in the Municipality of Monkayo. International Research Conference on Educational Leadership, Counseling, and Social Sciences. <https://doi.org/10.70847/738456>



From Guided Practice to Responsibility: A Descriptive Phenomenological Study of Clinical Learning and Supervision Across Philippine Optometry Internship Rotations

Cadillac Alcaraz^{1*}  | Brandon Nacua Obenza² 

¹ Optometrist, University of the Immaculate Conception, Davao City, Philippines

² Associate Professor V, Mindanao State University-General Santos, General Santos City, Philippines

Abstract

Introduction: Clinical internship is the culminating phase of the Doctor of Optometry program, yet cross-site evidence on how Philippine optometry interns learn in real patient-care settings remains limited.

Objectives: This study explored optometry interns' lived experiences of clinical learning, the challenges that hindered development, and the supervision practices that shaped learning across final-year internship rotations in the Philippines.

Methods: A descriptive phenomenological approach was used to examine the shared meaning of interns' lived clinical learning experiences while bracketing, as far as possible, the researcher's prior professional assumptions. Thirty participants, including current final-year optometry interns and recent internship completers, completed a brief contextual profile checklist and joined three online focus group discussions via Google Meet using a semi-structured guide. De-identified transcripts were analyzed in MAXQDA 2024 using a Colaizzi-informed process supported by reflexive bracketing, analytic memoing, and member checking.

Results: Clinical learning was lived as progressive participation in patient care, where repeated practice, constructive feedback, and guided autonomy helped interns bridge theory to practice, build confidence, and assume growing professional responsibility. Learning was constrained by unfamiliar or complex cases, time pressure, documentation demands, uneven resources, and adjustment burdens across rotations. Supervision most strongly supported learning when supervisors were accessible, feedback was timely and specific, coaching and scaffolding were consistent, and interactions were psychologically safe enough to allow questioning, correction, and growth.

Conclusion: Internship was experienced as a gradual transition from guided participation to accountable clinical practice, shaped by supervision quality, feedback, emotional safety, and learning conditions across sites. The findings underscore the need for clearer supervision expectations, stronger feedback routines, and more supportive learning environments across internship settings.

Keywords: *Optometry internship; clinical learning; clinical supervision; descriptive phenomenology; Philippines*

Cite as: Alcaraz, C., & Obenza, B. N. (2026). From guided practice to responsibility: A descriptive phenomenological study of clinical learning and supervision across Philippine optometry internship rotations. International Research Conference on Educational Leadership, Counseling, and Social Sciences. <https://doi.org/10.70847/738456>



Exploring the Experiences of Teachers Navigating Inconsistent Instructional Guidance in Elementary Public Schools

Maria Delmar A. Acebes^{1*} 

¹ Teacher III, Department of Education, Davao City, Philippines

Abstract

Introduction: Teachers in the elementary level often receive instructional guidance that does not stay the same from one memo to the next. School heads might say one thing, the division office another, and DepEd central yet another. The confusion this causes has a genuine effect on how teachers carry out their lessons and, by extension, on what pupils really learn in the classroom.

Objectives: The researcher accomplished this phenomenological qualitative study to examine what elementary public-school teachers in the Philippines truly go through while the instructional guidance they receive keeps shifting.

Methods: The participants' information were gathered through semi-structured interviews. The teachers' shared information were then interpreted using thematic analysis, which looked for recurring themes in the various narratives.

Results: Teachers expressed anxiety about their career choices since the guidelines and rules they were provided were occasionally unclear or inconsistent. The main reasons for the miscommunication were unclear memos, poor office coordination, and a general incapacity to communicate expectations consistently. Planning lessons and delivering them became harder than it should have been.

Conclusion: The negative consequences of inconsistent guidance may be lessened by professional development that teaches educators how to deal with ambiguity and improved channels of communication between educators and administrators.

Keywords: *Coping Mechanisms, Uncertainty, Teachers' Experiences, and Inconsistent Instructional Guidance, Elementary Education*

Cite as: Acebes, M. D. A. (2026). Exploring the experiences of teachers navigating inconsistent instructional guidance in elementary public schools. International Research Conference on Educational Leadership, Counseling, and Social Sciences. <https://doi.org/10.70847/738456>



Digital Leadership in the Public School System: A Phenomenological Study of School Principals' Experiences in Davao del Norte

Noime Abulag^{1*} 

¹ Teacher II, Mesaoy National High School, Davao Del Norte, Philippines

Abstract

Introduction: Digital leadership has become an important dimension of school leadership as public school principals are increasingly expected to integrate technology into administration, instruction, communication, and decision-making. Guided by E-Leadership Theory, Transformational Leadership Theory, and Distributed Leadership Theory, this phenomenological research explored the lived experiences, coping mechanisms, and insights of public-school principals' digital leadership experience.

Objectives:

Methods: Semi-structured interviews were conducted and eight participants were chosen using purposive random sampling to collect data. The data were analyzed using thematic analysis which revealed nine generated themes namely Adaptive Leadership and Continuous Learning, Building Collaborative Support Networks, Strategic Delegation and Distributed Leadership, Importance of Vision and Strategic Planning, Digital Leadership as a Catalyst for School Transformation, Professional Development as a Continuous Process, The Importance of Vision and Strategic Planning, Digital Leadership as a Catalyst for School Transformation and Professional Development as a Continuous Process.

Results: The findings showed that principals experienced digital transition, administrative and technological balancing, and teacher capacity building. The participants addressed challenges through continuous learning, collaboration, and shared leadership.

Conclusion: This suggests that digital leadership in public schools is a context-bound and developmental practice that supports school improvement in digitally changing environments, while emphasizing vision, school transformation, and ongoing professional development.

Keywords: *Digital Leadership; Public School Principals; Phenomenological Study; School Transformation; Davao del Norte, Philippines*

Cite as: Abulag, N. (2026). Digital leadership in the public school system: A phenomenological study of school principals' experiences in Davao del Norte. International Research Conference on Educational Leadership, Counseling, and Social Sciences. <https://doi.org/10.70847/738456>



A Collaborative Approach to Literacy Development: The ARAL Program and Stakeholder-Supported Reading Intervention for Learners Under Frustration Level

Airiza Polinar Zulita^{1*}  | Brandon Nacua Obenza² 

¹ Master Teacher I, Bongabong National High School, Davao De Oro, Philippines

² Associate Professor V, Mindanao State University-General Santos, General Santos City, Philippines

Abstract

Introduction: Reading at frustration level significantly hamper literacy growth and affects academic performance of Grade 7 learners across subject areas at Bongabong National High School. The framework of the study was anchored on Ecological System Theory by Urie Bronfenbrenner in 1980 which explained how support from the immediate environment – including family, teachers, parent-teacher relationship and other external factors greatly impacts the outcome of a reading intervention program.

Objectives: This examined how stakeholders collaboration contributes to the success of Aral Program in Reading in developing learners' literacy skills.

Methods: The study makes use of a qualitative single case study design focusing the extend of stakeholders' collaborative efforts supporting the Aral Program in Reading. The participants of the study were selected through purposive sampling, this includes the school head, class advisers, reading coordinator, reading tutors, parents, School Parent- Teacher Association representatives in addressing the reading difficulties. In-depth interview data were gathered and analyzed through thematic analysis to recognize key program features, stakeholders' roles and collaborative practices.

Results: Finding shows that shared commitment, effective communication, strong community involvement intensifies program management lead to improvement of learners' literacy skills by employing coordinated intervention

Conclusion: The ARAL Program depicts a joint school-community procedure to reinforce literacy support and render a concrete structure of upholding stakeholder-driven reading initiatives.

Keywords: *ARAL Program in Reading, frustration level, remedial program, stakeholder's collaboration, reading tutors.*

Cite as: Zulita, A. P., & Obenza, B. N. (2026). A collaborative approach to literacy development: The ARAL program and stakeholder-supported reading intervention for learners under frustration level. International Research Conference on Educational Leadership, Counseling, and Social Sciences. <https://doi.org/10.70847/738456>



Leading Amid Uncertainty: A Qualitative Study of Leadership Practice in Continuously Disrupted School Contexts

Joan Marie Sol Tripoli^{1*} 

¹ Master Teacher II, Malabog National High School, Davao City, Philippines;

Abstract

Introduction: In educational settings that are susceptible to disasters, leadership increasingly involves continuous disruptions rather than isolated crisis events, requiring strategies that emphasize adaptability, unpredictability, and interconnected systems. However, there remains limited research on how school administrators operate in environments characterized by constant interruptions.

Objectives: This study looked into how school leaders maintain learning continuity in settings that experience repeated disruptions, and identified the leadership practices they develop as they respond to ongoing uncertainty.

Methods: A qualitative approach was used, involving in-depth semi-structured interviews with eight school leaders working in disaster-affected contexts. The data were analyzed using thematic analysis, guided by Sensemaking Theory, Adaptive Leadership, and Complexity Leadership Theory.

Results: Five interconnected themes emerged: principle-centered protective leadership, system orchestration under constraint, iterative sensemaking and consultative adaptation, relational and developmental resilience, and layered uncertainty. School leaders prioritized student welfare, engaged in collaborative decision-making, and coordinated distributed networks to manage resource limitations and respond to evolving demands.

Conclusion: Leadership was found to be iterative, relational, and guided by core values within complex adaptive systems. This study contributes to the literature by framing disruption as an ongoing structural condition and presenting leadership as continuous adaptive orchestration rather than a series of isolated crisis responses.

Keywords: *Educational Leadership; Disaster Contexts; Sensemaking; Adaptive Leadership; Complexity Leadership; Learning Continuity*

Cite as: Tripoli, J. M. S. (2026). Leading amid uncertainty: A qualitative study of leadership practice in continuously disrupted school contexts. International Research Conference on Educational Leadership, Counseling, and Social Sciences. <https://doi.org/10.70847/738456>



Experiencing Teaching Across Three Countries: A Qualitative Multiple Case Study of Filipino Teachers in the Philippines, Thailand, and Uzbekistan

Mitchelle Maramara Candalia^{1*}  | Brandon Nacua Obenza² 

¹ Teacher I, Mogbongcogon Elementary School, Banaybanay, Davao Oriental, Philippines

² Associate Professor V, Mindanao State University-General Santos, General Santos City, Philippines

Abstract

Introduction: Filipino teachers have been positioned in various educational systems due to increasing international mobility. Previous studies have focused on professional development and adaptation; however, there is a limited study on how teachers construct meaning across multiple contexts.

Objectives: This study aims to investigate how Filipino teachers make meaning of their experiences in teaching across the Philippines, Thailand and Uzbekistan, focusing on challenges, motivation, adaptation and professional identity reconstruction.

Methods: A qualitative multiple case study was employed, involving two participants who were selected through criterion sampling based on the specific and pre-determined criteria. Data were collected through online interviews conducted via Zoom and Google Meet, with each interview lasting approximately 90 minutes. Data were analyzed using Clarke and Braun (2006) thematic analysis combining deductive coding guided by Albert Bandura's Social Learning Theory (1977) and inductive coding by Lev Vygotsky's Socio- Cultural Theory (1978) derived from participants narrative. Transcripts were imported into Taguette to highlight relevant text and organize excerpts for easy reference; however, coding, theme development and interpretation were done manually by the researcher. The analysis involved both within-case and cross-case analysis to identify similarities and differences (Yin, 2018; Stake, 1995).

Results: International teaching is a dynamic, iterative and cumulative process. Teacher's experiences across different countries highlight the importance of providing teachers a pre- departure training, ongoing professional development and structured institutional support to make them globally competent individuals.

Conclusion: Leadership was found to be iterative, relational, and guided by core values within complex adaptive systems. This study contributes to the literature by framing disruption as an ongoing structural condition and presenting leadership as continuous adaptive orchestration rather than a series of isolated crisis responses.

Keywords: *Filipino teachers; international teaching; teacher mobility; cross-cultural teaching; professional identity; qualitative multiple case study*

Cite as: Candalia, M. M., & Obenza, B. N. (2026). Experiencing teaching across three countries: A qualitative multiple case study of Filipino teachers in the Philippines, Thailand, and Uzbekistan. International Research Conference on Educational Leadership, Counseling, and Social Sciences. <https://doi.org/10.70847/738456>



Teaching Peace Beyond the Textbook: Lived Experiences of Teachers Implementing Peace Education in Philippine Classrooms

Rustom Esquibel Palermo^{1*}  | Brandon Nacua Obenza² 

¹ School Head, Langub National High School, Davao City, Philippines

² Associate Professor V, Mindanao State University-General Santos, General Santos City, Philippines

Abstract

Introduction: In response to the increasing need for the sustainable peace building in the educational sector, this study explored the lived experiences of teachers teaching peace education in the Philippine classroom context. The research focused on the teaching approaches that moved beyond the traditional textbook-based instruction to promote a culture of nonviolence and social accountability.

Objectives: This study aims to investigate how Filipino teachers make meaning of their experiences in teaching across the Philippines, Thailand and Uzbekistan, focusing on challenges, motivation, adaptation and professional identity reconstruction.

Methods: A qualitative design was adopted to investigate the lived-experiences of teacher teaching peace education beyond the textbook in Philippine context. The data were collected through semi-structured interviews with ten (10) elementary and secondary school teachers. The data analysis followed Colaizzi's method: (a) Familiarization, (b) Identifying significant statements (c) Formulating meanings, (d) Clustering themes, (e) Developing an exhaustive description, (f) Producing the fundamental structure, and (g) Seeking verification of the fundamental structure, guided with in constructivist learning theory, transformative pedagogy, and critical theory.

Results: The findings revealed that teachers perceived peace education as multifaceted involving values formation, daily moral practice, and conflict resolution. These concepts were transformed into teaching through experiential learning, teacher modeling, and contextualized pedagogical strategies. Despite the study showed positive student outcomes, comprising the improved relationship among peers and behavioral changed, it provided emphasis on the significant challenges such as curriculum constraints, students differences, and lack of institutional support.

Conclusion: The study concluded that peace education is active and teacher-directed practice which leads to positive learner improvement. Nonetheless, its sustainable effectiveness relies on the adaptive educational policies, sufficient support from the institution, and intensified professional development programs. Significantly, educators play a crucial role in linking the gap between classroom realities and national peace education directives.

Keywords: *Peace Education, Phenomenological Study, Philippine Education, Teacher Agency, Transformative Learning, Contextualized Instruction, Conflict Resolution, Educational Policy*

Cite as: Palermo, R. E., & Obenza, B. N. (2026). Teaching peace beyond the textbook: Lived experiences of teachers implementing peace education in Philippine classrooms. International Research Conference on Educational Leadership, Counseling, and Social Sciences. <https://doi.org/10.70847/738456>



“Disconnected Minds”: A Multiple Case Study of Rural Learners as Frustrated Readers and Their Struggles with Memory and School Engagement

Edelyn Lu N. Astorga^{1*} 

¹ School Head, Ipil National High School, Davao City, Philippines

Abstract

Introduction: Rural learners often experience persistent difficulties in reading, learning, and remembering lessons, which gradually lead to disengagement from school. Grounded in Self-Determination Theory and Krashen’s Input Hypothesis and Affective Filter Hypothesis.

Objectives: This study explored how reading difficulties influence rural learners’ memory, motivation, and engagement in school.

Methods: Using a qualitative multiple case study design, three rural learners from Grades 7, 8, and 9 were purposely selected based on observed reading challenges and declining classroom engagement. The participants also included five teachers from a small public secondary school and three parents of the selected learners, providing multiple perspectives on the learners’ experiences. Data were gathered through in-depth semi-structured interviews, classroom observations, and document review. Thematic analysis was used to identify patterns within and across cases. Each participant was coded to T1-T5 for teachers, P1 -P3 for teachers and L1 - L3 for frustrated learners. As well as the interview questions was coded to Q1 – Q20.

Results: Findings revealed several interconnected themes that shape the experiences of frustrated readers in rural classrooms. From the teacher participants, the themes included reading frustration and literacy challenges, emotional fatigue and anxiety, memory and comprehension difficulties, learner engagement and disengagement, teacher support strategies, and the influence of family and socioeconomic factors. From the parent participants, the themes included learner motivation and interest in school, pronunciation difficulty as a reading barrier, emotional responses to reading difficulty, reading difficulty and memory challenges, low confidence and peer comparison, household responsibilities and fatigue, limited parental academic support, value of education for future stability, and the need for a supportive school environment.

Conclusion: Across cases, the findings show that reading difficulties are not only cognitive barriers but also emotional and contextual experiences that influence learners’ confidence, persistence, and participation in school. The study contributes to rural education research by providing a deeper understanding of the complex realities of frustrated readers and by emphasizing the importance of empathetic instruction, collaborative family-school support, and context-responsive literacy interventions to sustain engagement and learning among rural learners.

Keywords: *Educational Leadership; Disaster Contexts; Sensemaking; Adaptive Leadership; Complexity Leadership; Learning Continuity*

Cite as: Astorga, E. L. N. (2026). “Disconnected minds”: A multiple case study of rural learners as frustrated readers and their struggles with memory and school engagement. International Research Conference on Educational Leadership, Counseling, and Social Sciences. <https://doi.org/10.70847/738456>



The Lived Experiences of Public-School Teachers in Implementing Gender- Responsive Teaching

Al Rey Pelongco^{1*}  | Brandon Nacua Obenza² 

¹ Teacher II, Bambad National High School, Sultan Kudarat, Philippines

² Associate Professor V, Mindanao State University-General Santos, General Santos City, Philippines

Abstract

Introduction: This study explored the lived experiences of 15 public school teachers in Bambad National High School implementing gender responsive teaching in their classrooms.

Objectives: The research aimed to understand how teachers integrate gender equality principles into their teaching, the challenges they encounter, and the strategies they use to create inclusive learning environments.

Methods: A qualitative phenomenological research design was used to capture the personal experiences and perspectives of teachers. Data were collected through in- depth interviews with selected public-school teachers who have experience in applying gender- responsive practices in their schools. The gathered data were analyzed using thematic analysis to identify common themes and patterns from the participants' responses.

Results: The findings revealed that teachers actively promote gender responsiveness by using gender-fair language, encouraging equal participation among students, and integrating gender- sensitive perspectives in lesson delivery and classroom management. However, several challenges were identified, including limited training on gender and development, lack of instructional resources, time constraints, and occasional resistance influenced by cultural beliefs and stereotypes. Despite these difficulties, teachers demonstrated resilience by seeking additional learning opportunities, collaborating with colleagues, and adapting teaching strategies to ensure gender inclusivity.

Conclusion: The study concludes that continuous professional development, institutional support, and adequate resources are essential to strengthen the effective implementation of gender-responsive practices in public schools.

Keywords: *gender quality, gender-fair language, personal experience, classroom management, thematic analysis, gender responsiveness, gender development, gender inclusivity*

Cite as: Pelongco, A. R., & Obenza, B. N. (2026). The lived experiences of public-school teachers in implementing gender-responsive teaching. International Research Conference on Educational Leadership, Counseling, and Social Sciences. <https://doi.org/10.70847/738456>



Exploring Students' Lived Experiences of Peace Education in a Multicultural Classroom

Dolly May Y. Santos^{1*} 

¹ Teacher III, Department of Education, Kidapawan City, Philippines

Abstract

Introduction: Peace education is both a philosophy and lived practice that equips learners to resolve conflicts peacefully, embrace diversity, and promote justice. In multicultural classrooms, it serves as a transformative bridge for dialogue, empathy, and respect across differences.

Objectives: This study aimed to explore the lived experience of students in multicultural classrooms with peace education, that shapes their relationships, identities and sense of belonging.

Methods: Semi-structured interviews were used to collect data, which was then analyzed thematically to identify recurring patterns and further explain certain results.

Results: The study findings reveal that peace education in multicultural classrooms is both empowering and challenging, shaped by themes of inclusion, belonging, empathy, and conflict resolution. Students emphasized the importance of supportive teachers, open-minded peers, and culturally responsive practices in fostering belonging and transformation, while stereotypes, language barriers, and judgmental attitudes hindered equitable participation. Overall, peace education was envisioned as a dynamic, participatory, and continuous process that promotes respect, cultural understanding, and student agency, aligning both critical multicultural education and transformative learning theory.

Conclusion: Peace education in multicultural classrooms emerges as both a transformative opportunity and a complex challenge. Students highlighted the importance of inclusion and belonging, cultural validation, and respect for diverse voices, while also recognizing barriers such as stereotypes, language gaps, and trauma-sensitive issues. Experiential strategies like role plays, storytelling, and cultural sharing foster empathy and perspective shifts, supported by teacher facilitation, peer openness, and student agency. Overall, peace education is most effective when it is inclusive, participatory, culturally responsive, and sustained, enabling both collective belonging and individual transformation.

Keywords: *Peace education; multicultural classroom; phenomenology; student narratives; inclusion; experiential learning; cultural diversity; empathy; recognition; challenges and enablers; participatory pedagogy*

Cite as: Santos, D. M. Y. (2026). Exploring students' lived experiences of peace education in a multicultural classroom. International Research Conference on Educational Leadership, Counseling, and Social Sciences. <https://doi.org/10.70847/738456>

