

The Case of Probationary Teachers in Teaching Senior High School Students



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ABSTRACT: One of the challenges that new teachers face in the Philippines is the probationary period. Probationary teachers are those who are newly hired and are subject to a probationary period of usually one to two years. During this time, they are expected to demonstrate their competence and effectiveness as teachers, and their performance is closely monitored by school administrators.

This study strived to determine the experiences of Probationary Teacher in teaching senior high school students, how they overcome their obstacles and their coping mechanisms. This qualitative study employed case study research to determine experiences of Probationary Teacher in teaching senior high school students, how they overcome their challenges and their coping mechanisms, involving ten Probationary senior high school teachers of the Schools Division of Ilocos Sur who participated voluntarily. The data was gathered through each informant's voice-recorded narrative and analyzed thematically.

Findings showed that Probationary teachers experienced most with Academic and Behavioral Dynamics, Age-related challenges in handling behavior, Student attitudes and lack of respect, Challenges in adjusting to higher-order thinking skills, Sensitivity to student feelings and compliance issues, Transition and Adjustment Period of adjustment from elementary to SHS teaching, Challenges in adapting teaching methods from elementary to SHS, Emotional challenges and feelings of uncertainty, Pedagogical Challenges - Teaching loads and complexities of SHS curriculum, Perception of spoon feeding and need for adaptation in lesson delivery, Challenges in delivering unfamiliar subjects or lessons, Student attitudes towards learning and compliance, Disruption caused by students' lack of focus and disrespect, Student reliance on gadgets and games for engagement. Despite the experiences encountered by these Probationary teachers, they describe how they overcome the obstacles in teaching senior high school learners by Creating an Inclusive and Supportive Environment, Engaging Teaching Methods, Engaging Teaching Methods, Effective Classroom Management, Adapting Instruction to Individual Needs, Utilizing Technology and Trends, Continuous Assessment and Feedback, they also describe their coping mechanisms as Challenges in Teaching Senior High School Learners, Maintaining Professionalism and Positivity., Stress Management and Self-care, Passion for Teaching and Professional Development, Emotional Regulation and Self-Reflection

Probationary teachers' resiliency and determination is evident during these difficulties. Hence, administrators are encouraged to provide adequate support for Probationary teachers to keep their effectiveness in teaching senior high school learners.

KEYWORDS: Challenges, Coping Mechanisms, Probationary Teachers, Senior High School Students

INTRODUCTION

The teaching profession in the Philippines is highly regarded for its role in shaping the country's future. The quality of education is highly dependent on the competence and dedication of its teachers. However, public school teachers in the Philippines are faced with numerous challenges that affect their effectiveness and job satisfaction. One of the major issues is the low salary scale, which makes it difficult for many teachers to make ends meet. This has led to a high turnover rate, with many teachers leaving the profession in search of better-paying jobs. The research gap for the teaching effectiveness of senior high school teachers classified as probationary teachers in public schools is significant. While there is some research on the experiences of probationary teachers in general, there is a lack of specific research on the experiences of senior high school teachers in public schools (Braun & Stegmann, 2018).

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Most of the existing research on probationary teachers has focused on elementary or middle school teachers, with little attention paid to the experiences of senior high school teachers. This gap is significant because the experiences of senior high school teachers may differ from those of teachers in other grade levels due to differences in curriculum, student needs, and teaching strategies (Crotty & Chen, 2019).

Overall, the study on the case of senior high school teachers classified as probationary teachers in public schools would be valuable for informing the development of effective policies and programs to support their professional development, job satisfaction, and retention rates. The study could also contribute to a broader understanding of the challenges and opportunities facing the teaching profession in public schools, and the ways in which these challenges can be addressed to improve the quality of education for all students.

METHODOLOGY

This study made use of qualitative research method which utilized a case study as its research design. Case study is a design of inquiry in many fields, especially evaluation, in which the researcher developed an in-depth analysis of a case, often a program, event, or activity, and researchers collected detailed information using a variety of data collection procedures over a sustained period of time (Creswell & Creswell, 2018). The participants of the study were senior high school teachers who are on probationary status in public schools in the Schools Division of Ilocos Sur. This study was employed non-probability sampling specifically purposive sampling in selecting the participants using inclusion criteria. Purposeful sampling is widely used in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest (Gould et al., 2023). The instrument which was used in the study is an interview guide which contains a list of questions which was developed by the researcher. An interview guide is a list of questions that the interviewer hopes to cover during the course of an interview (Mauldin, 2020). This was subjected to evaluation by five (5) experts to ascertain the trustworthiness of the questionnaire to be used before the interview. Prior to the conduct of the study, the researcher sent a letter to the Ilocos Sur Schools Division Superintendent to seek permission for the conduct of the study in the identified senior high schools with the endorsement of the Ilocos Sur Polytechnic College-Graduate School. After which, the researcher convened the identified participants for a Focus Group Discussion (FGD). FGD is a form of data collection whereby the researcher convened a small group of people having similar attributes, experiences, or "focus" and led the group in a nondirective manner (Yin, 2017). Data analysis done through thematic analysis. Thematic analysis is a widely used qualitative research method that involves identifying, analyzing, and reporting patterns or themes within data. It is a flexible approach that can be applied to various types of qualitative data, including interviews, focus groups, surveys, observations, and written texts. Thematic analysis aims to uncover the underlying meaning and essence of the data, providing insights into participants' perspectives, experiences, and beliefs. Braun, V., & Clarke, V. (2006)

RESULTS AND DISCUSSION

Theme1: Navigating the Challenges of Teaching Senior High School Learners Academic and Behavioral Dynamics

This study explores the complicated landscape of teaching Senior High School (SHS) students and examines challenges experienced by teachers, especially those who are employed on probation. Teachers navigate a complicated landscape through a variety of sub-themes, such as Academic and Behavioral Dynamics, Pedagogical Challenges, Support and Coping Mechanisms, and Personal Reflections and Career Aspirations. Teachers face many challenges, ranging from dealing with the conflict between academic competitiveness and etiquette rudeness to managing the emotional strain of instructing SHS students. Furthermore, teachers strive to achieve a balance between academic rigor and student involvement as they modify their teaching strategies from elementary to secondary school. Teachers share their journeys and goals while attempting to progress professionally despite the obstacles of teaching in a secondary school.

Sub-theme: Academic and Behavioral Dynamics

Competitiveness in academics vs. rudeness in manners.

The study revealed a notable tension between the academic competitiveness of senior high school (SHS) learners and their sometimes perceived rudeness in manners. As what participant 1 stated "Mas mahirap silang turuan at mas complicated. Sa kanilang mga ugali, bastos sila pero in academic, competitive sila" (They are more difficult to teach and more complicated. In their manners, they are rude but in academics, they are competitive). Teachers expressed challenges in managing a classroom environment where intellectual competition coexists with behavioral disruptions.

In exploring the relationship between academic competitiveness and behavioral issues in senior high school students, the research presents various perspectives on managing classroom environments where intellectual competition and behavioral disruptions coexist. For instance, Alperin et al. (2023) noted the need for research-based approaches to classroom management, suggesting that environments with disruptive behaviors can risk the development of more serious issues while also impeding

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academic outcomes. Dörrenbächer-Ulrich (2023) investigated how perceived changes in the school environment, such as increased competitiveness, could significantly impact student academic and interpersonal functioning, especially during transitional periods. Additionally, Becker and Luthar found that creating a sense of community within schools could positively influence academic attitudes even amidst competitiveness, especially for disadvantaged students (Tam et al., 2024). Moreover, Alvarez-Rivero et al. (2023) emphasized that the negative in-class behaviors of teachers could extinguish students' interest in classroom learning, leading to long-term detrimental effects like absenteeism and school dropouts.

Age-related challenges in handling behavior

Reading through the statements shared by the teacher-participants, teachers reported facing unique age-related challenges in behavior management. Participant 2 and 3 stated “madali lang silang turuan” (they are easy to teach) “very difficult to handle, especially with their age”. Teachers' reports of age-related difficulties in managing students' conduct emphasize how critical it is to recognize and meet the developmental requirements of senior high school students. Given the substantial cognitive and emotional changes that adolescents experience, teachers need to modify their methods in order to effectively engage and support students.

The transition from dealing with younger students to Senior High School learners necessitates a different approach due to adolescents' evolving cognitive and emotional development. Beatson et al. (2023) discussed how the transition to middle school is associated with changes in self-concept, which implies that teachers need to adapt their approaches as students age and go through school transitions.

Student attitudes and lack of respect

A prevalent concern among teachers was the perceived lack of respect and indifferent attitudes exhibited by some Senior High School learners. Participant 4 uttered the statement “lokwelokwen daka dagiti dadduma ken dida ka ammo irespeto” (others cheat on you and don't know how to respect you). This dynamic poses significant obstacles to effective teaching and learning.

According to Naufal and Maksum (2024), disrespectful behavior and indifferent attitudes in high school students are increasingly recognized challenges that hinder effective teaching and learning. Similarly, Priadi et al. (2023) emphasize the detrimental effects of student indifference on classroom dynamics, teacher morale, and academic outcomes. Furthermore, Mahfud and Riniati (2020) highlight that addressing student attitudes is crucial for creating a positive learning environment conducive to academic success. These studies collectively support the notion that disrespectful and indifferent behaviors among Senior High School learners pose significant obstacles to educational effectiveness. By referencing such literature, teachers can better understand and address these challenges within the classroom.

Challenges in adjusting to higher-order thinking skills

The shift towards cultivating higher-order thinking skills presented a substantial pedagogical challenge. Teachers struggled to bridge the gap between rote learning and fostering critical thinking. The transition from emphasizing rote learning to promoting higher-order thinking skills has been recognized as a significant pedagogical hurdle in educational settings (Afzal et al., 2023). Participant 6 stated in the interview “higher order thinking skills sila”. In contrary to the statement of Participant 6, Participant 5 stated “kahit na senior high na sila umaasta pa rin sila na parang bata”. (even though they are senior high they still act like children)

Ho et al. (2023) noted that teachers encounter difficulties when attempting to foster critical thinking abilities among students, especially when moving away from traditional methods centered on memorization and recall. This shift necessitates innovative instructional strategies that encourage analytical thinking and problem-solving skills (Abendan et al., 2023; Andrin et al., 2024). Consequently, teachers are challenged to implement teaching approaches that effectively bridge the gap between rote learning and the cultivation of higher-order cognitive skills.

Sensitivity to student feelings and compliance issues

Teachers highlighted the delicate balance required in addressing students' emotional needs while upholding academic standards. Issues of compliance and engagement were recurrent themes in this context.

Transition and Adjustment Period of adjustment from elementary to SHS teaching.

Most of the probationary teachers are elementary education graduates. The transition from elementary to SHS teaching was noted as a significant adjustment period. Participant 6 highlighted the one of challenges she encountered in her statement “period of adjustment since I am an elementary education from teaching colors and shape to teaching philosophy and research”. Probationary teachers who move from teaching elementary school to teaching SHS go through a considerable adjustment period, which emphasizes the importance of focused assistance and professional development programs. Given the challenging nature of implementing new teaching methodologies, schools must provide resources and mentorship programs to ease the transition. To close the achievement gap between elementary and SHS education, it is also important to provide teachers with the pedagogical and content knowledge they need to teach at a higher education level.

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Teachers often face significant challenges when transitioning between teaching at different education levels. This experience is particularly pronounced for elementary education graduates who move into teaching at the senior high school level, as they may encounter steep learning curves in adapting their instructional strategies. The shift from teaching foundational subjects such as colors and shapes to more complex topics such as philosophy and research demands not only a different set of pedagogical skills but also a broadened content knowledge (Diavati, 2023).

Learning curve in transitioning to higher level teaching

Participants shared personal experiences of navigating the learning curve associated with transitioning to SHS education. Challenges ranged from curriculum complexities to managing student expectations. Similar statements stated by Participants 6, 7, 8, and 9 “from teachings colors and shape to teaching philosophy and research”, “sobra diay adjustment, siyempre nagisuro ka ti elementary tapos biglang switch ka sigod ti higher level” (Too much adjustment, of course you taught elementary then suddenly switch already to higher level), “mahirap sa akin walang basis na ibinigay sa akin, hindi ko alam kung saan ako magsisimula. In my part, idi damo ket agsangitak pay ta diak met ammo daytoy sinerrekko sabali ti nature of job ko idi compared diay job ko tatta”(it's hard for me no basis has been given to me, I don't know where to start. In my part, at first I was even crying because I didn't know this I was entering it was different in the nature of my job compared to my job today), “napanak ditoy senior high school ket nagadjust ka nga permi, talaga nga basaen pay lang diay lesson kasi haanko nga ammo diay lesson”(I went to senior high school and you adjusted so much, I really just read the lesson because I didn't know the lesson).

Research and literature on educational transitions suggest that teachers often face challenges when moving to higher levels of teaching, due to differences in pedagogical approaches, subject matter complexity, and student needs (Yuan & Liao, 2023). Support systems such as professional development and mentorship can be vital in helping teachers acclimate to new roles and facilitate successful transitions, as noted in the provided scenario. Teachers themselves overcoming these challenges through creativity and passion, developing their skills, and serving as instructional leaders are also important strategies for successful adaptation (Mansor et al, 2022). These findings align with the experiences shared by participants in the discussion, emphasizing the multifaceted nature of challenges associated with transitioning to SHS education, from curriculum adaptation to the management of student expectations.

Challenges in adapting teaching methods from elementary to SHS

Adapting teaching methods to suit SHS learners proved to be a formidable task. Teachers expressed a need for professional development and mentorship to effectively modify their pedagogical approaches. Participant 7 uttered the statement “to continue professional development, agbasa kasla kanyami mangal-ala kami ti units” (to continue professional development, continue your studies just like us we are taking units)

Adapting teaching methods to meet the needs of senior high school (SHS) learners can indeed present significant challenges for teachers. In a study by Opoku-Afriyie et al. (2024), it was noted that teachers often encounter difficulties when trying to adjust their instructional strategies to align with the unique characteristics and learning styles of SHS students. Pinnock and Jones highlighted the importance of ongoing professional development and mentorship for teachers in order to enhance their ability to modify pedagogical approaches effectively.

Emotional challenges and feelings of uncertainty

Emotional challenges, including feelings of uncertainty and self-doubt, were prevalent among teachers adjusting to teaching SHS learners. As stated by participant 8 she uttered “mahirap sa akin walang basis na ibinigay sa akin, hindi ko alam kung saan ako magsisimula. In my part, idi damo ket agsangitak pay ta diak met ammo daytoy sinerrekko sabali ti nature of job ko idi compared diay job ko tatta”(it's hard for me no basis has been given to me, I don't know where to start. In my part, at first I was even crying because I didn't know this I was entering it was different in the nature of my job compared to my job today)

Li (2023) emphasizes the powerful role that emotions and relationships play in teaching and learning, underscoring the necessity for teacher education to support emotional self-regulation and nurturing of classroom relationships. In their study, Nori and Vanttaja (2023) noted that teachers commonly experience feelings of uncertainty and self-doubt when adapting to new teaching environments, particularly when engaging with older adolescent students. This emotional turbulence can stem from the need to adjust instructional methods, curriculum expectations, and student interactions to better suit the developmental and academic needs of SHS learners (Asamoah-Gyawu et al., 2023; Shek & Israelashvili, 2023).

Pedagogical Challenges - Teaching loads and complexities of SHS curriculum

Teachers highlighted the demanding teaching loads and intricate SHS curriculum as significant pedagogical challenges. Participant 9 uttered the statements “talaga nga basaen pay lang diay lesson kasi haanko nga ammo diay lesson”(really just read the lesson because i don't know the lesson), “dagiti loads a maiteted ket nakaadado tapos adda pay dagiti maited da nga never been heard”. (the loads that are being given are so many then they are giving away some that have never been heard)

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Balancing the depth of content with student comprehension posed ongoing dilemmas. In agreement with the challenges highlighted by teachers regarding teaching loads and complex curriculum in senior high school (SHS), previous research underscores similar pedagogical concerns. Diomampo and Quines (2023) observed that teachers often face daunting teaching responsibilities due to rigorous curriculum demands in SHS settings. This sentiment aligns with the findings of Abrantes and Bargamento (202), who emphasized the intricate nature of SHS curriculum, which frequently requires teachers to strike a delicate balance between providing in-depth content and ensuring student comprehension. The perpetual dilemma described by teachers regarding content depth versus student understanding is further corroborated by the work of Abulibdeh et al. (2024), who noted persistent challenges in navigating the complexities of modern educational frameworks. Therefore, the literature converges to support the notion that managing teaching loads and addressing the depth of SHS curriculum are indeed formidable pedagogical challenges faced by teachers.

Differences in teaching methodologies between elementary and SHS

Differences in teaching methodologies between elementary and SHS settings emerged as a focal point. The need for instructional flexibility and innovative approaches was emphasized. As stated by Participant 7, 8 and 9 “learning by doing dan eh” (They are learning by doing), “haan lang nga skills ti ad-adalenda, adda academics”(they don't just learn skills, they learn academics), “they are the one to discover the lesson”

Kilag et al. (2023) highlighted that while elementary education often relies on structured and foundational teaching methods due to developmental needs, high school settings require more adaptable and inventive approaches to cater to diverse learners and changing curriculum demands.

Furthermore, another relevant work by Alkhawaldeh et al. (2023) delved into the significance of instructional flexibility in secondary education. Their research underscored the role of innovative strategies such as project-based learning and technology integration in enhancing student engagement and learning outcomes at the high school level.

Perception of spoon feeding and need for adaptation in lesson delivery

Participant 9 highlighted on her statement about spoonfeeding and she uttered “kayat da spoonfeeding kada agpapaanawa” (they want spoonfeeding every time they leave). The perception of "spoon feeding" and its implications on lesson delivery prompted discussions on the necessity of adapting instructional methods to foster independent learning among SHS learners. The topic of adapting instructional methods to promote independent learning among senior high school (SHS) learners is a critical area of educational research. Several studies have examined the implications of different teaching approaches on student autonomy and self-directed learning.

One relevant piece of literature is the study by Wang (2023), which delves into the concept of student-centered learning and its impact on fostering independence in learners. The study underscores the importance of moving away from traditional "spoon-feeding" methods toward student-centered approaches that empower learners to take ownership of their education. They found that students who experienced more student-centered learning environments demonstrated higher levels of academic achievement and enhanced social-emotional skills compared to those in more traditional, teacher-centered classrooms.

Challenges in delivering unfamiliar subjects or lessons

Teachers expressed struggles in delivering unfamiliar subjects or lessons within the SHS framework. As verbalized by the participant “In my part, idi damo ket agsangitak pay ta jak met ammo daytoy sinerserrekko”, “sabali ti nature of job ko idi compared diay job ko tatta” (In my part, at first I was crying because I didn't know what I was entering”, the nature of my job was different compared to my job today). Resource constraints and lack of specialized training exacerbated these challenges.

The introduction of unfamiliar subjects in the curriculum can lead to increased stress and difficulties for teachers, particularly when coupled with inadequate resources and limited specialized training (Kolesnyk & Biseth., 2024). These challenges often hinder effective instructional delivery and impact student learning outcomes.

Furthermore, Mbonambi et al. (2023) found that insufficient teaching materials and technological resources significantly impede teachers' ability to deliver comprehensive lessons, particularly in subjects requiring specialized knowledge. Thus, it highlights the urgent need for increased investment in educational resources to support teachers in adapting to new curriculum demands.

Student attitudes towards learning and compliance

Teachers lamented student attitudes towards learning and compliance, citing pervasive disinterest and apathy as barriers to meaningful engagement. Smith and Johnson (2019) conducted a qualitative study examining student motivation in high school classrooms. They found that many students exhibited signs of disinterest and apathy, often due to perceived lack of relevance in the curriculum and disconnect with their personal interests. This finding aligns with the teachers' concerns about student attitudes impacting engagement.

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As similar statements stated by participants 5, 6, and 7 and they verbalized “nagsulpeng, han nga managcomply” (hard headed, not compliant), “some of our students hindi nakafocus sa kanilang study, para tungpal bilin” (some of our students are not focused on their studies. for fulfillment order) , “sa acad maraming mga basta lang mkapasa okay na, wlang effort sa behave some are disrespectful, not listening” (in acad, there are many who just pass, it's okay, there is no effort to behave, some are disrespectful, not listening)

Similarly, in a longitudinal study by Brown et al. (2020), researchers investigated factors contributing to student disengagement in higher education settings. They identified a pattern of apathy stemming from feelings of academic overload and pressure, leading students to adopt a passive approach to learning. These findings underscore the complex interplay between student attitudes, institutional factors, and pedagogical strategies.

Disruption caused by students' lack of focus and disrespect

Classroom disruptions arising from students' lack of focus and disrespect were identified as critical issues impacting instructional efficacy. As stated by participant 6 “some of our students hindi nakafocus sa kanilang study, para tungpal bilin” (some of our students are not focused on their studies, they are just only for compliance) Classroom disruptions due to students' lack of focus and disrespect have been highlighted as significant challenges affecting teaching effectiveness (Smith & Johnson, 2019). In their study, Smith and Johnson conducted observations and interviews with teachers and found that these disruptions not only hindered instructional delivery but also contributed to a negative classroom environment (2019).

Furthermore, research by Syahzindah and Qossam (2023) supported these findings, emphasizing that disruptions caused by student inattention and disrespectful behavior impede the learning process and create difficulties in maintaining a productive classroom atmosphere. Hence, the study underscored the importance of addressing these issues through proactive classroom management strategies.

Student reliance on gadgets and games for engagement

Participant 8 verbalized “dagiti dadduma haan da unay gadgets ngem nu games kunam kayatan da” (others don't have much gadgets but when you say games they like them). The prevalence of student reliance on gadgets and games for engagement raised concerns about attention spans and digital distractions in the learning environment. The impact of student reliance on electronic devices and digital media within educational settings has been a subject of growing concern due to its potential effects on attention and engagement.

For instance, For instance, Patil (2023) and Bhat et al. (2023) noted that the prevalence of gadgets and video games among students has led to heightened worries about attention spans and distractions in learning environments. Their study emphasized the need for teachers to understand and address these digital influences to optimize student engagement and learning outcomes.

Student-driven discovery of lessons

Participants acknowledged the potential benefits of student-driven discovery in lesson delivery but highlighted the need for proactive guidance to ensure academic rigor.

Similar statements verbalized by the Participant 7 and 9 “learning by doing dan eh”, “they are the one to discover the lesson”. One relevant study that corroborates this discussion is by Vygotsky (1978), who emphasized the concept of the "zone of proximal development" (ZPD). Vygotsky argued that learners can achieve more with the guidance of a knowledgeable other, such as a teacher, who provides scaffolding and support. This aligns with the notion that while student-driven discovery is valuable, it requires proactive guidance to maintain academic standards and ensure that learning objectives are met effectively.

Emotional toll of teaching SHS learners

The emotional toll of teaching SHS learners was a recurring theme. Teachers expressed the need for emotional resilience training and mental health support to cope with the demands of the profession. A desire for collegial support and understanding from school administration featured prominently in teachers' reflections. The importance of a nurturing work environment was underscored. Based on the discussion on the emotional challenges faced by teachers in teaching Senior High School (SHS) learners, it aligns with existing literature emphasizing the necessity of emotional resilience training and mental health support for teachers. According to Ma et al. (2023), teachers often encounter high levels of emotional labor and stress due to various factors including student behavior and workload demands. They highlight the significance of interventions such as emotional resilience training and support systems within schools to enhance teacher well-being and job satisfaction.

Furthermore, the desire for collegial support and understanding from both colleagues and school administration corresponds with findings by Khairy et al. (2023). They stress that a supportive work environment, characterized by positive relationships among staff members and empathetic leadership, contributes significantly to teachers' emotional health and job engagement. This sentiment underscores the importance of fostering a nurturing workplace environment to mitigate the emotional toll of teaching, particularly with the demands associated with teaching SHS learners.

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Personal Reflections and Career Aspirations

Teachers shared personal experiences and reflections on the rewards and challenges of teaching SHS learners. These reflections shaped their professional growth and aspirations. Teachers' personal experiences and reflections on teaching senior high school (SHS) learners play a crucial role in their professional development and career aspirations. As they navigate the challenges and enjoy the rewards associated with teaching this specific demographic, teachers often find themselves deeply influenced by these experiences.

According to Ardi et al. (2023), teachers' reflections on their teaching experiences are fundamental to enhancing their instructional practices and personal growth. Teachers who engage in reflective practices gain valuable insights into their teaching methodologies and student interactions, which ultimately contribute to their professional development (Machost & Stains, 2023; Zweeris et al., 2023). This assertion aligns with the notion that teachers' reflections, as observed in the context of teaching SHS learners, can significantly shape their professional growth trajectories.

Conflicting emotions and desires regarding teaching SHS

Conflicting emotions, including the desire for career fulfillment and the challenges encountered, revealed the nuanced motivations underlying teachers' commitment to SHS education.

Participants expressed a desire for career fulfillment balanced with the realities of teaching SHS learners. The importance of ongoing professional development and mentorship emerged as pivotal factors in sustaining motivation and resilience.

The findings highlighted the multifaceted nature of navigating the challenges associated with teaching SHS learners. Recommendations for targeted interventions, including enhanced professional development and holistic support systems, are imperative to optimize teaching effectiveness and promote teacher well-being in SHS settings.

Teaching senior high school learners can be a challenging task due to various academic and behavioral dynamics (Alta & bonyah, 2023). Teachers often find themselves dealing with a unique combination of academic competitiveness and rudeness in manners among these learners (Dela Rosa, 2023). To navigate these challenges, it is important for teachers to understand the age-related challenges they may face in handling behavior and create strategies that promote both academic excellence and positive social interactions. One effective strategy for managing academic competitiveness among senior high school learners is to foster a collaborative learning environment rather than a competitive one. Encouraging teamwork and peer support can help alleviate the pressure on individual students and promote a sense of community within the classroom.

Teaching senior high school learners requires a deep understanding of the unique challenges they face at this stage of their academic and personal development. One crucial aspect to consider is adolescent brain development, which can impact their behavior and academic performance. Understanding the cognitive changes that occur during this stage can help teachers approach teaching and managing behavior with empathy and insight.

Theme 2: Effective Strategies for Teaching Senior High School Learners

Creating an Inclusive and Supportive Environment

Creating an inclusive and supportive environment is crucial for effective teaching in senior high school. Our study found that treating students equally and with respect fosters a positive classroom atmosphere. By building rapport and treating students like friends or siblings, teachers can enhance trust and communication. Encouraging open communication and addressing problems promptly contribute to a supportive classroom culture.

One relevant study by Osterman (2023) emphasizes the significance of teacher-student relationships in shaping classroom dynamics and student outcomes. He found that when teachers treat all students equally and respectfully, it contributes to a positive classroom atmosphere, fostering student engagement and learning. He further argues that building rapport and adopting a supportive approach, such as treating students like friends or siblings, enhances trust and communication within the classroom.

Moreover, Larios and Zetlin (2030) mentioned that encouraging open communication and promptly addressing challenges or concerns can contribute significantly to creating a positive and inclusive classroom culture. They emphasize that when students feel valued and understood by their teachers, they are more likely to engage actively in learning and develop a sense of autonomy.

Engaging Teaching Methods

Similar statements mentioned by Participants 1 and 3 which they emphasized the importance of differentiated instructions in teaching the senior high school students and they stated "palagi akong nagbibigay ng activity na gusto nila, katulad ng role playing" (I always give them an activity they like, like role playing), "provide different activities tapno maawatanda" (provide different activities to understand). Effective strategies for engaging senior high school learners include providing activities like role-playing that align with their interests. Encouraging participation through incentives and rewards enhances motivation.

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Our findings emphasize the importance of learner-centered lesson plans that incorporate hands-on activities, demonstrations, humor, games, and multimedia to stimulate interest and deepen understanding.

Engaging senior high school learners is crucial for effective learning and academic success. It has been found that providing activities aligned with their interests, such as role-playing, can be an effective strategy to engage senior high school learners (Sayow, 2024; Stoeth & Carter, 2023). This is supported by research on student engagement, which emphasizes the importance of nonacademic activities in schools.

Personal Development and Preparation

Participants 4 stated “I always see to it na learners centered ang aking lesson plan, actual demonstration, hands on base on experience dapat kapag nagtuturo, mas naabsorb ng mga bata yung lesson” in support of the statement of Participant 4, Participant 6 also uttered the statements “dapat dagitay obervation class tool objectives nakaalign didiay lesson plan, always integration regardless the subject” (the obervation class tool objectives should be aligned with the lesson plan, always integration regardless of the subject). This study highlights the benefit of providing individualized assistance to struggling students, ensuring that each learner receives adequate support. Continuous personal development and thorough lesson preparation are essential for effective teaching (Oghly, 2023; Kager et al., 2023). Teachers must continually refine their skills, maintain professionalism, and approach lessons with readiness. Research supports the notion that continuous personal development and thorough lesson preparation are crucial for effective teaching (Pramesworo et al., 2023).

Effective Classroom Management

Similar statement mentipned by participant 4 and 9 in the interview and they uttered the statements “rules and regulation sa akin” (for me, are rules and regulations), “I always impose respect and dsicipline. Strictly imply classroom rules”. Establishing and enforcing classroom rules with fairness and consistency is key to effective management. Our research indicates that observations and feedback inform adaptive teaching strategies. Fostering open communication and collaboration among students cultivates a harmonious classroom environment conducive to learning. As stated by the Participant 6 “I always make my classroom set up nga open communication”. Establishing and maintaining classroom rules with fairness and consistency is fundamental to effective classroom management (Clark et al., 2023). Research findings suggest that observing student behavior and providing constructive feedback are essential components in developing adaptive teaching strategies (Bellibas, 2023; Gomes et al., 2023). Moreover, fostering open communication and collaboration among students has been shown to create a positive classroom atmosphere that enhances the learning environment (Goagosos et al., 2023; Wang et al., 2023).

Adapting Instruction to Individual Needs

Recognizing and addressing differences in student abilities and backgrounds is fundamental. Our study emphasizes the integration of inclusive education principles and the importance of grouping students based on preferences and abilities.

Participants 1, 6, 7 and 9 gave their insights on valuing the inclusive education as well as the considering the strength and weaknessess of the students and they stated “nagfofocus ako sa kung saan sila magalin o mas natututo” (I focus on what they are good at or learning more about), “having an inclusive education which always includes their differences reagaind of their background and capabilities”, “Igroup isuda according to their preference nu anya ti kayatda” (Group them according to their preference of what they want), “igroup ko isuda, dapat ket adda ti kadwa da nga nalaing tapno adda ti mangisuro kanyada” (igroup them, they should have a good partner to have someone teach them).

Assessing strengths and weaknesses allows for tailored instruction that maximizes learning outcomes. Malbas et al. (2023) highlighted that accommodating differences in abilities and backgrounds positively impacts educational outcomes. This emphasizes the significance of tailoring instruction to individual needs to enhance learning experiences and achievements. Additionally, a work by Anis (2023) underscored that by leveraging students' strengths and addressing weaknesses through personalized instruction, teachers can create inclusive learning environments that promote academic success.

Moreover, the integration of inclusive education principles with personalized instruction aligns with the findings of Bulut et al. (2023). Their research emphasizes that assessing students' strengths and weaknesses is foundational to developing effective instructional strategies. By leveraging this assessment, teachers can implement tailored approaches that cater to diverse learner needs, ultimately leading to improved learning outcomes.

Utilizing Technology and Trends

Integrating multimedia, internet resources, and educational trends into lessons enriches the teaching-learning process. Our findings underscore the value of leveraging technology to create interactive and engaging learning experiences that resonate with senior high school learners. Technology integration in education has been widely studied and acknowledged for its positive impact on enhancing teaching and learning experiences, particularly in senior high school settings.

As Participant 7 shared her experiences on the importance of multimedia integration and had a big help in motivating the students to participate in the classroom discussion and she stated “games, dapat multimedia, ikwam dagita internet ken no

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anya dagiti trends dapat iyincorporate mo didiay ayan ti lesson mo". (games, you should incorporate multimedia, you know those internet and what trends you should incorporate on your lesson"

According to Saralar-Aras (2024), the effective integration of technology into education goes beyond mere use; it involves thoughtful design and pedagogical content knowledge. This aligns with the idea of creating interactive and engaging learning experiences through technology.

These insights from the literature corroborate the discussion's findings regarding the value of technology integration in education, particularly in the context of senior high school education. By leveraging multimedia, internet resources, and current educational trends, teachers can create more interactive, engaging, and effective learning experiences that resonate with and benefit senior high school learners.

Continuous Assessment and Feedback

In the statement shared by Participant 10, 6, 7 and they noted "kailangan da ti continuous nga pammagbaga" (they need continuous advice), "from time to time ket ipareviewk dagiti naisuro kanyada" (from time to time I will review what they have been taught), "No sino diay classmate da nga nalaing, mabalin da nga ihelp dagiti classmatesda" (If their classmate is good, they can help their classmates). Regular assessment and constructive feedback are integral to student development. Our study emphasizes ongoing support through regular reviews of lesson materials and encouraging peer collaboration.

In support of the emphasis on regular assessment and feedback for student development, research by Algahtani et al. (2023) argued that ongoing assessment practices, including constructive feedback, provide students with the necessary guidance to understand their strengths and areas for improvement. This aligns with the notion that regular reviews of lesson materials and peer collaboration can contribute significantly to student growth (Almusaed et al., 2023).

Moreover, Participant 3, 4, and 9 uttered the statements "I always make sure na kasla kabuteng daka, posture aura" (I always make sure it looks like they're scared, posture aura), "I always impose respect and discipline. Strictly imply classroom rules", "rules and regulation sa akin" (for me, rules and regulation). In creating a nurturing learning environment through consistent rules and caring for students' well-being is emphasized by studies such as that of Ramzan et al. (2023). They suggest that a supportive classroom atmosphere positively influences students' motivation and engagement, ultimately fostering their overall development.

Therefore, integrating regular assessment, constructive feedback, and peer collaboration, while maintaining a caring and consistent learning environment, is supported by existing literature as crucial components of effective student development (Kilag et al., 2023; Sato et al., 2023; Lin & Wang, 2024).

Theme 3: Resilience and Growth: Navigating Challenges in Teaching Senior High School Learners

Teaching senior high school learners presents unique challenges that require teachers to demonstrate resilience, maintain professionalism, and prioritize self-care. This study explores how teachers navigate these challenges and the strategies they employ to thrive in their roles. Participants of this study shared their insights on how they demonstrate resiliency, Participant 1 uttered the statement "gawin pa rin ang ating trabaho, set aside the problem" (still do our work, set aside the problem). Participant 2 also uttered the statement "Time management lang, kahit may problema sa mga bata hindi ko pinapakita na nagagalit ako" (It's just time management, even if there's a problem with the kids I don't show that I'm angry). Similar statement uttered by Participant 3 and 7 "stay calm do it one at a time para hindi ka mastress" (stay calm do it one at a time so you don't get stressed) "time management talaga, kasi sa sobrang damin ng ginagawa" (it's really time management, because there's so much to do).

Participant 6 also emphasized the importance of balance between work and personal life and she uttered "50/50 lang, 50 nga work 50 nga personal life" (Just 50/50, 50 work 50 personal life) Participant 2 also uttered the statement "hindi ko ginagawang buhay ang trabaho, this is just a work" (I don't make work life, this is just a work). Studies suggest that employees with better work-life balance report higher job satisfaction and are more committed to their organizations (Clark, 2000; Allen et al., 2013). Achieving balance is also linked to improved performance and productivity at work (Beauregard & Henry, 2009).

This corroborates the discussion that effective teaching at the senior high school level involves not only delivering curriculum content but also necessitates a holistic approach that includes resilience-building, professionalism, and self-care strategies. Teachers must develop and apply these strategies to thrive amidst the demands and challenges of the role.

Maintaining Professionalism and Positivity

Teachers described the importance of maintaining professionalism despite personal challenges. Setting aside personal problems allowed teachers to focus on their job duties effectively. Accommodating students with kindness and positivity was emphasized, fostering a supportive classroom environment. Effective time management was highlighted as crucial for preventing work-life imbalance. Teachers emphasized the need to maintain composure, avoiding outward displays of frustration or anger, and staying motivated to uphold a positive outlook.

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Participants uttered the following statements: “gawin pa rin ang ating trabaho, set aside the problem, always still accommodate them and treat them nicely” (still do our work, set aside the problem, always still accommodate them and treat them nicely), “kahit may problema sa mga bata hindi ko pinapakita na nagalit ako” (even if there is a problem with the children, I don't show that I am angry), “ipakita mo lang na everything is under control” (just show that everything is under control), “be optimistic lattan” (just be optimistic), “ako parati pa rin akong nakasmile kahit pagod na” (I always smile even when I'm tired), “kontrollem latta dagiti emotions mo all the time” (control your emotions all the time), “palagi po akong naggrigreet” (I always greet).

Research by De Neve et al. (2023) underscores the importance of teachers' emotional competence in managing personal challenges while maintaining professionalism. They emphasize that teachers' ability to regulate emotions positively influences classroom dynamics and student outcomes. Similarly, Ayeni et al. (2024) advocate for teachers' emotional intelligence in creating supportive classroom environments, promoting students' social-emotional growth alongside academic development.

Moreover, regarding the significance of time management in preventing work-life imbalance, studies by Pozo-Rico et al. (2023) highlighted strategies for teachers to optimize productivity and maintain well-being. Effective time management not only enhances teachers' job performance but also supports their emotional resilience in challenging situations.

The emphasis on projecting positivity and composure aligns with research by Li and Xue (2023) who discuss the impact of emotional contagion in educational settings. Teachers' ability to maintain a positive outlook influences student engagement and overall classroom atmosphere.

Stress Management and Self-care

Teachers emphasized the importance of stress management and self-care practices. Strategies included staying calm by addressing tasks one at a time to prevent feeling overwhelmed. Participant 3 uttered the statement “stay calm do it one at a time para hindi ka mastress” (stay calm do it one at a time so you're not a mattress). Participant 5 also mentioned the importance of being calm and he uttered the statement “kalma lang sir, I know na I have on the right hand, right place and decision” (calm down sir, I know I have on the right hand, right place and decision)

Engaging in activities outside of work provided opportunities for relaxation and rejuvenation. Projecting an image of control and confidence was essential for maintaining authority in the classroom. Taking regular breaks allowed teachers to reset during challenging situations, reinforcing their ability to manage stress effectively.

Balancing work and personal life emerged as a critical aspect of self-care

Teachers sought support from colleagues to share strategies and resources, highlighting the significance of community and collaboration in maintaining well-being. Participant 6 also emphasized the importance of balance between work and personal life and she uttered “50/50 lang, 50 nga work 50 nga personal life”. Participant 2 also uttered the statement “hindi ko ginagawang buhay ang trabaho, this is just a work”. Studies suggest that employees with better work-life balance report higher job satisfaction and are more committed to their organizations (Blastola, 2023; Maharani & Tamara, 2024). Achieving balance is also linked to improved performance and productivity at work (Popoola & Fagbola, 2023).

In support of the importance of stress management strategies, Klassen, Blaney et al. (2024) highlight the need for teachers to adopt effective coping mechanisms to mitigate job-related stressors. They emphasize the value of addressing tasks sequentially to prevent overwhelm, a point echoed in the current discussion.

Additionally, the emphasis on engaging in activities outside of work for relaxation resonates with research by Medina-Rebollo et al. (2023), who underscore the benefits of leisure activities in reducing stress among teachers.

The notion of projecting control and confidence for maintaining authority aligns with studies by Martin (2012), who discusses the importance of teacher self-efficacy and its impact on classroom management (Martin, 2012).

Regarding work-life balance and seeking support from colleagues, research by Yildirim et al. (2023) emphasizes the role of social support networks in enhancing teacher well-being and resilience.

Passion for Teaching and Professional Development

Despite the challenges, teachers demonstrated a strong passion for teaching. Finding fulfillment and enjoyment in their profession served as a source of motivation. Participant 4 highlighted on his statements the importance of having the passion in everything you do in your work and he uttered the statement “happy, challenging and motivating kasi kung passion mo ang teaching, mageenjoy ka sa ginagawa mo” (happy, challenging and motivating because if teaching is your passion, you will enjoy what you do).

Seeking support from colleagues and engaging in continuous self-learning were emphasized as strategies for professional growth. Participants emphasized in the interview the importance of support coming from their colleagues and Participant 5 and 8 uttered the statements “asking support and help to my co-teachers”, “proactive ka nga agseek ti feedback to your students, to

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your colleagues, to your supervisor to improve your teaching skills” (be proactive in seeking feedback from your students, from your colleagues, from your supervisor to improve your teaching skills).

Pursuing further education and attending seminars to enhance teaching skills underscored teachers' commitment to ongoing improvement. Similar statements uttered by the participants 7, 8, and 9 “to continue professional development, agbasa kasla kanyami mangal-ala kami ti units dagiti dadduma itutuloyda mangal-ala ti mastersda” (to continue professional development, read like us we are taking units others continue taking their masters), “continue learning, with the help of co teachers”, “nag-aattend ako ng mga seminars, nagenrol ako ng masteral” (I attended seminars, I enrolled in a master's).

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This passion for teaching and commitment to professional development positively impacted the quality of education provided to senior high school learners, fostering an environment conducive to student growth and achievement.

The passion for teaching and dedication to professional development highlighted in your discussion resonates with findings in educational psychology and teacher motivation literature. Teachers' intrinsic motivation and commitment to ongoing growth have been widely studied. For instance, Deci and Zhang et al. (2023) emphasized the importance of intrinsic motivation in fostering sustained engagement and satisfaction in one's profession. They argue that individuals who find fulfillment and enjoyment in their work are more likely to demonstrate higher levels of commitment and perseverance, which aligns with the passion demonstrated by teachers in your discussion.

Emotional Regulation and Self-Reflection. Effective emotional regulation and self-reflection were identified as key competencies for successful teaching. Managing emotions and maintaining a positive demeanor were essential in promoting a healthy classroom atmosphere. Seeking feedback from students, colleagues, and supervisors was highlighted as a valuable tool for self-improvement and growth. The Participants uttered the following statements “always still accommodate them and treat them nicely”, “kahit may problema sa mga bata hindi ko pinapakita na nagagalit ako” (even if there is a problem with the children, I don't show that I am angry), “ipakita mo lang na everything is under control” (just show that everything is under control), “be optimistic lattan” (just be optimistic), “ako parati pa rin akong nakasmile kahit pagod na” (I always smile even when I'm tired), “kontrollem latta dagiti emotions mo all the time”(control your emotions most of the time), “palagi po akong naggrigreet” (I always greet). Research suggests that individuals who are better at regulating emotions have more positive and satisfying relationships (Todorov et al., 2023; Parsakia et al., 2023).

Effective emotional regulation and self-reflection are indeed recognized as crucial skills for teachers, contributing significantly to successful teaching outcomes (Salimi & Jajarpour, 2023). According to Aswathy et al. (2023), teachers who demonstrate adept emotional regulation skills are better equipped to manage classroom dynamics and foster a positive learning environment. This finding aligns with the notion that a teacher's ability to manage their emotions positively influences student engagement and overall classroom atmosphere (Hettinger et al., 2023).

Moreover, seeking feedback from various sources such as students, colleagues, and supervisors is advocated in educational research as a means of continuous professional development and growth (Alkaabi, 2023). Brown and Chaaban et al. (2024) emphasized the importance of feedback loops in fostering self-improvement among teachers. Richardson (2023) further noted that feedback from multiple stakeholders helps teachers identify blind spots and areas for improvement, thereby enhancing instructional effectiveness and professional development.

In conclusion, navigating the challenges of teaching senior high school learners requires resilience, positivity, and a commitment to self-care and professional development. Teachers' ability to maintain professionalism, manage stress effectively, and sustain their passion for teaching contributes significantly to student success and overall classroom dynamics. The findings highlight the importance of ongoing support, collaboration, and personal growth in empowering teachers to thrive in their roles amidst various challenges. Further research could explore additional strategies and interventions to support teachers in fostering resilience and navigating the complexities of teaching senior high school learners effectively.

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CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. Probationary teachers encounter a range of significant challenges as they adjust to their new roles, particularly when transitioning from elementary to senior high school teaching. These challenges encompass managing student behavior, adapting pedagogical strategies to higher-order thinking skills, dealing with emotional and compliance issues, and coping with the complexities of the SHS curriculum. Addressing these issues requires targeted support and professional development to help probationary teachers navigate this critical phase of their careers effectively.
2. These strategies enabled probationary teachers to navigate their challenges successfully and deliver high-quality education to their senior high school learners. Their dedication to creating a positive learning environment and their commitment to professional growth and adaptation highlight their ability to overcome initial difficulties and thrive in their teaching roles. Teaching senior high school learners is a complex and demanding profession that requires a holistic approach to personal and professional development. By fostering resilience, maintaining professionalism and positivity, effectively managing stress, nurturing a passion for teaching, and engaging in emotional regulation and self-reflection, educators can navigate challenges successfully and contribute significantly to their students' growth and learning.

RECOMMENDATIONS

1. To support probationary teachers in navigating the multifaceted challenges of transitioning to senior high school teaching, it is essential to implement a comprehensive mentorship and professional development program. This program should focus on equipping teachers with strategies for managing academic and behavioral dynamics, adapting to age-related challenges, fostering higher-order thinking skills, and enhancing sensitivity to student needs. Additionally, it should address emotional resilience, pedagogical adjustments, and effective classroom management techniques, ensuring teachers are well-prepared to handle the complexities of the SHS curriculum and diverse student attitudes.
2. To overcome obstacles in teaching senior high school learners, probationary teachers should focus on creating an inclusive and supportive environment that leverages engaging teaching methods, effective classroom management, and technology. By adapting instruction to meet individual student needs and incorporating continuous assessment and feedback, teachers can foster a dynamic and responsive learning atmosphere that promotes student engagement and success.
3. To navigate the challenges of teaching senior high school learners while maintaining professionalism and positivity, prioritize a holistic approach to personal and professional development that integrates stress management, emotional regulation, self-care, and a passion for teaching. By fostering resilience through continuous self-reflection and professional growth, teachers can better manage stress, stay positive, and effectively engage with students, thereby creating a supportive and dynamic learning environment.

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