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Teaching in Transition: A Qualitative Inquiry on the Challenges and Coping Mechanisms of Teachers in the New Generation

Daryl Mae L. Valdez^{1*}

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ABSTRACT

The purpose of this study is to explore the challenges that teachers face in adapting to the new generation of students. It also aims to understand how teachers cope with these challenges in their teaching environment at Naguilian Central School, Naguilian, Isabela. This study utilized a hermeneutic phenomenological approach following the framework of Max van Manen. The research was conducted at Naguilian Central School in Naguilian, Isabela. The participants of the study were 13 public school teachers from Naguilian Central School. They were chosen using purposive sampling based on their willingness to participate and their years of experience handling new-generation learners. The study employed semi-structured interview guide. This study used Thematic Analysis following the six-phase process of Braun and Clarke. Results revealed that teachers find it hard to manage students who are distracted, unmotivated, and disrespectful. They feel limited by child protection rules and lack of parental support. Teachers use fun, flexible methods and teamwork to deal with student needs. They stay motivated by focusing on student success. Moreover, teachers remain strong and committed, even under stress. They set boundaries and focus on their well-being. Future studies can explore how school support affects teacher stress. It is also helpful to compare teacher experiences in rural and urban schools. Researchers can include student and parent views for a complete picture.

INTRODUCTION

In the 21st century, education continues to undergo significant transformation due to technological advancements, generational shifts, and global crises. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2021), over 1.6 billion students worldwide were affected by school closures at the height of the COVID-19 pandemic, accelerating the shift to remote learning and highlighting the critical role of digital tools in education. As digital natives, students from Generation Z have shaped a new learning landscape with their preference for technology-driven, fast-paced, and interactive learning environments (Montiel *et al.*, 2020; Seibert, 2021). However, this transformation also brought challenges. Teachers worldwide, particularly in developing countries, have faced challenges in adapting their instructional practices to meet the needs of this new generation of learners (Huang, 2020; Dias & Victor, 2022).

In the Philippines, the shift to modular, online, and blended learning modalities during the pandemic placed heavy demands on teachers. Filipino educators encountered problems such as poor internet access, inconsistent module distribution, health risks, and communication difficulties with learners (Agayon *et al.*, 2022). While efforts were made to sustain educational delivery, many teachers reported emotional exhaustion and difficulty coping with the rapidly changing teaching environment. These problems persisted even as schools began to transition back to face-to-face and hybrid

settings, calling for greater examination of teacher readiness and adaptability.

The educational context in public schools, especially in rural and under-resourced areas, remains complex. Teachers are expected to shift from traditional, teacher-centered instruction to technology-integrated, student-centered approaches, particularly as the Department of Education pushes for future-ready schools aligned with the goals of Education 4.0 (Rachmadtullah *et al.*, 2020). In response, some schools have adopted open learning spaces and collaborative strategies, similar to models seen in Finland. However, such changes often leave teachers with minimal involvement in planning, resulting in discomfort and resistance (Niemi, 2021). Moreover, adapting to new school designs and instructional technologies without adequate preparation has limited the effectiveness of these reforms.

In local contexts, such as selected public schools in the Philippines, many teachers express concerns about managing Generation Z learners who are highly dependent on technology, easily distracted, and less resilient when faced with academic challenges. These behavioral pattern, marked by short attention spans and low tolerance for difficulty, require educators to rethink their strategies (Seibert, 2021; Schlee *et al.*, 2020). Despite their digital competence, students often struggle with deeper learning, while teachers are burdened with the dual task of adjusting pedagogy and handling emerging student needs.

Given this backdrop, the research gap becomes clear.

¹ Isabela Colleges, Inc., Philippines

* Corresponding author's e-mail: valdezdzarylmac@gmail.com

While existing studies have explored the impact of technology integration (Montiel *et al.*, 2020), school design changes (Niemi, 2021), and pandemic-related challenges (Agayon *et al.*, 2022; Huang, 2020), few have focused specifically on how teachers in Philippine public schools are coping with the instructional demands brought by the behavioral and learning styles of Generation Z students. Even fewer have examined this in relation to their day-to-day classroom realities and the supports or strategies they find effective.

Therefore, this study seeks to explore the challenges that teachers face in adapting to the new generation of students. It also aims to understand how teachers cope with these challenges in their teaching environment at Naguilian Central School, Naguilian, Isabela. The study will find out what problems teachers experience when dealing with modern students. It also looked into the strategies they use to adjust to classroom changes and student needs. The study also examined how these challenges affect their teaching and their personal well-being.

Research Questions

This study explored the challenges faced by teachers in adapting to the new generation of students and to understand the coping mechanisms they employ to effectively manage these challenges in their teaching environment at Naguilian Central School, Naguilian, Isabela.

Specifically, it seeks answers to the following questions:

1. What are the main challenges teachers face in adapting to the new generation of students?
2. How do teachers cope with the changes in their teaching environment and student needs?
3. In what ways do teachers perceive the impact of these challenges on their teaching effectiveness and personal well-being?

LITERATURE REVIEW

New Generation of Students

Today's students, especially those from Generation Z, are changing how learning takes place. They are digital natives who are comfortable with technology and expect it to be part of their education. Many students learn better when lessons include videos, animations, and interactive tools. Instead of just reading from books, they understand lessons more deeply when technology is used effectively. This was observed in a study where students performed better with multimedia content than with traditional reading alone (Hilčenko, 2020).

One way students learn visually is through mind-mapping. This technique helps them organize their thoughts and remember new vocabulary. In language learning, it also builds confidence and encourages creativity. Those who are already skilled in using digital tools make more detailed and useful mind maps. As a result, learning becomes enjoyable and easier to manage (Odaryuk, 2021).

As technology becomes a larger part of education, schools must also change. Students today need to learn skills that go beyond memorization. They must be ready for future

jobs that do not yet exist. To meet this need, universities are improving their teaching methods and using more educational technology. These tools support not only learning but also the development of creativity, problem-solving, and adaptability (Hernandez-de-Menendez *et al.*, 2020).

In healthcare education, Generation Z students prefer visual and digital learning experiences. They also value emotional support and well-being. Creating a safe and flexible learning space helps them succeed. Teachers are encouraged to use digital stories, campus resources, and personalized teaching strategies to respond to these needs (Shorey *et al.*, 2021).

This generation also shows a growing interest in artificial intelligence. Many students believe that using AI tools helps improve productivity, gives faster results, and allows personalized learning. Still, older teachers are cautious. They worry about overuse and its effects on critical thinking. There is now a need for clear policies to guide the safe and responsible use of AI in education (Chan & Lee, 2023).

Online learning tools such as mobile apps and video content are also popular. Students enjoy learning on their phones and watching short lessons. They are also influenced by teachers who use technology well. In many cases, students copy these teachers' habits and continue learning even outside of class (Szymkowiak *et al.*, 2021). Despite these strengths, Gen Z students can also feel anxious. Group projects, for example, often cause stress. Some students worry that others will not contribute equally. Compared to past generations, Gen Z places more value on fairness and shared responsibility in group work (Schlee *et al.*, 2020).

First-generation college students from Gen Z face additional challenges. They may not have the same support systems as their classmates. However, when teachers connect lessons to their life experiences, these students become more engaged. This approach helps them grow both academically and personally (Ives & Castillo-Montoya, 2020).

With more first-generation students entering college, schools must offer strong support. Involvement in school programs, mentoring, and guidance can make a big difference. These efforts help students feel more confident and prepared (Goedereis & Sasso, 2020).

In some countries, school reforms aim to raise the quality of education. For example, Cambodia's New Generation Schools focus on better teaching, stronger student performance, and fairness. But even with these reforms, many students still turn to private tutoring. They do this to catch up, prepare for exams, or deal with poor teaching quality. This shows that deeper efforts are needed to reduce inequality in education (Nhem & Kobakhidze, 2025).

Challenges Faced by Teachers in Adapting to the New Generation of Students

Teaching in today's world presents new and complex

challenges. The rapid growth of technology has changed the expectations placed on educators. In the context of Industry 4.0, teachers must shift from traditional, teacher-centered methods to student-centered approaches using digital tools. This transition is not easy, especially for those in elementary schools who are expected to help students master technology while also developing literacy and global readiness (Rachmadtullah *et al.*, 2020).

During the COVID-19 pandemic, these challenges became even more intense. Many Filipino teachers struggled with module delivery, poor internet connections, unclear student instructions, and health risks. They were forced to adapt quickly without enough support or training. Yet, they found ways to cope, showing great resilience and flexibility in the face of constant pressure (Agayon *et al.*, 2022).

In Finland, educational reforms added more layers of difficulty. New open-school designs changed how classrooms function. Teachers found it hard to adjust to flexible spaces and new teaching practices like team teaching. Some felt uncomfortable with the changes because they were not part of the planning process. Still, others appreciated the stronger collaboration and improved relationships with fellow teachers. A shared vision and open communication helped some of them adapt better (Niemi, 2021).

At the higher education level, the push to integrate mobile apps and Web 2.0 tools continues to grow. This is because students today, especially from Generation Z, are digital natives. They often search for content through their devices and prefer fast, interactive learning. For teachers, this means they must develop lessons that are more engaging and digitally rich. It also requires new skills and a mindset shift to meet the needs of a generation that learns differently (Montiel *et al.*, 2020).

Teachers also struggle with the learning behaviors of Generation Z. This group tends to avoid challenges quickly and may lack higher-order thinking skills. While they bring strong digital abilities and inclusive values, educators find it difficult to encourage perseverance and deep thinking. To address this, teaching strategies like problem-based learning are suggested. These aim to build critical thinking and help students manage complex problems (Seibert, 2021).

Online teaching created further barriers. In China, chemistry professors faced problems such as weak student engagement, reduced interaction, and technical difficulties. Teachers had to learn new tools fast and change their lesson plans for online delivery. The sudden shift made many realize the importance of face-to-face teaching. Still, most adjusted and found ways to keep students interested with help from technology (Huang, 2020).

Even with mobile learning devices, problems remain. Although teachers and students find them useful for motivation and communication, there are still barriers. These include lack of training, device management, and proper support. Without enough guidance, teachers find it hard to make the best use of technology in the

classroom (Dias & Victor, 2022).

For teachers in medical education, the pandemic brought major disruptions. Clinical placements were canceled, and lessons moved online. Many students missed important learning experiences. Some were even graduated early to help hospitals cope. Educators had to adjust quickly, often without proper tools or time, losing valuable opportunities to train future doctors in real settings (Gill *et al.*, 2020).

MATERIALS AND METHODS

Research Design

This study utilized a hermeneutic phenomenological approach following the framework of Max van Manen. This method aims to explore and understand the lived experiences of teachers as they adapt to the challenges brought by the new generation of students. Van Manen's approach combines elements of phenomenology, which studies the essence of experiences, and hermeneutics, which focuses on interpreting those experiences through reflective writing and analysis.

In this study, the researcher sought to uncover how teachers experience and make sense of modern classroom demands, changing student behaviors, and evolving teaching contexts. Data were gathered through in-depth interviews.

Research Locale

The research was conducted at Naguilian Central School in Naguilian, Isabela.

Participants of the Study

The participants of the study were 13 public school teachers from Naguilian Central School. They were chosen using purposive sampling based on their willingness to participate and their years of experience handling new-generation learners. The group consisted of both male and female teachers, most of whom had encountered behavioral, emotional, or academic challenges brought by digital exposure, shifting attitudes, and family dynamics among their students.

These teachers represented various grade levels and subject areas. Most of them have served for more than a decade and are actively involved in both academic and co-curricular programs at school.

Ethical Considerations

The study adhered to ethical standards to ensure the protection, confidentiality, and well-being of all participants. Prior to data collection, approval was secured from the school principal and relevant division officials. Participants were informed about the purpose of the research, their role in the study, and their rights to confidentiality and voluntary participation. Informed consent forms were distributed and signed. These forms clarified that participants could withdraw from the study at any point without any consequence. The study complied with the Data Privacy Act of 2012 (RA 10173),

ensuring that all information collected would be used solely for academic purposes and that identities would remain anonymous in the final report.

Interviews were conducted at schedules convenient for the participants. Each session began with a review of the study's purpose and a restatement of consent. As a token of appreciation, each participant received a small non-monetary gift after the session.

Research Instruments

The study employed semi-structured interview guides to explore three key areas based on the research questions the challenges teachers face in adapting to the new generation of students; the coping strategies and classroom adjustments they employ; and the impact of these challenges on their teaching effectiveness and personal well-being. Interview questions were open-ended to allow participants to express their thoughts freely.

Data Gathering Procedure

Data collection began after securing all necessary approvals. The researcher coordinated with the school head to identify and schedule willing participants. Individual interviews were conducted in a quiet, private area within the school to ensure confidentiality and minimize distractions.

Each interview lasted between 45 minutes to one hour. The researcher used a digital audio recorder, with permission, and also took field notes to capture important observations. All responses were transcribed verbatim. The researcher ensured that all data collected were securely stored and only accessed for academic analysis.

Data Analysis

This study used Thematic Analysis following the six-phase process of Braun and Clarke. First, the researcher familiarized themselves with the data by reading and re-reading the transcripts. Initial codes were then generated from significant statements. These codes reflected patterns in how teachers described their challenges, coping mechanisms, and reflections on well-being. Next, related codes were grouped into potential themes, which were refined and reviewed to ensure they captured the true essence of the data. Each theme was named and defined based on the narratives provided by the participants.

RESULTS AND DISCUSSION

Challenges Faced by Teachers in Adapting to the New Generation of Students

Behavioral and Attitudinal Challenges

Many students today show poor behavior in school. They often lack discipline and respect for teachers. Teachers also face problems with students who are aggressive or do not follow rules.

Discipline continues to be a pressing concern in today's classrooms. One teacher observed that "discipline of the students" is difficult to maintain, especially when

their "attention [has] very short span" and they are often "playful." This teacher also expressed frustration with students' "lack of respect" and shared that enforcing order has become more complicated because of "child rights" policies that limit corrective actions.

Attitude was another commonly raised issue. A Mathematics teacher emphasized that in the past, students felt it was their duty to learn basic skills like reading and counting. But now, "it's up to them if they want to learn." He explained that when students "don't listen during class lectures," the learning process breaks down, especially when there are language barriers. He added that starting with the basics is now necessary because students come to class unprepared to handle more complex lessons.

Another teacher described how students today are mentally disengaged due to excessive exposure to online content. Their minds are often "preoccupied with things they watched on the internet," which makes it difficult to "reconnect them with lessons." Adding to this, she shared that students use "new languages that adults can't understand," which contributes to the generation gap. The resulting "poor study habits" and curriculum shifts make teaching more challenging.

Many teachers shared their concern about students' lack of concern for academics. One commented that students are "slack" and "not bothered even if they have low scores." Their focus has shifted almost entirely to gadgets, and this overuse of technology affects their ability to concentrate. A related issue was students' "lack of enthusiasm in studying" and "lack of interest in doing their activities and assignments."

Student aggression and disinterest also stood out. One participant noted that students today are "more aggressive than students in the past." He cited "inattentiveness, lack of participation, and inability to comprehend" as common problems, especially when students show "lack of interest." For him, these behaviors reflect a decline in student motivation and discipline.

Technology has deepened this challenge, as explained by another teacher. He pointed out that "short attention spans and digital distractions" from smartphones and social media have changed how students behave. According to him, when students are constantly distracted or disruptive, "meaningful communication becomes nearly impossible." He added that many students "seem disengaged or indifferent about school," making it difficult for teachers to keep them involved. The need to negotiate behavior more carefully today is also driven by changes in how discipline is perceived, and he noted, "we teachers do not have protection nowadays."

Sometimes, the issue is as simple, but difficult, as students "not listening" or being "too noisy," as one teacher put it. She missed the attentiveness students showed in earlier years. Similarly, another shared that the "character or attitudes" of students today have changed significantly. She remarked, ("Students before were disciplined. Now, they are hard-headed.") and that "they do not listen to what the teacher says" because they are too

focused on gadgets. The same teacher described them as (“complaining and disrespectful.”)

A different perspective came from a teacher who mentioned poor reading comprehension and said that even parental support has waned. She felt that “parents must focus more with their children,” but they often “ignore messages from teachers” or do not have phones at all. Without home reinforcement, issues of attitude and discipline in school are harder to manage.

Other teachers echoed this feeling of helplessness. One noted that students “do not focus on their studies” and show “lack of interest and attention.” He expressed frustration that “because of the child protection policy, the teacher doesn’t have the arm to discipline the pupils.” Another explained that students are “hard to teach, undisciplined,” and often “get into arguments or fights with classmates.” According to him, rules now “forbid teachers to get mad at students,” even when necessary.

In another account, a teacher simply said, (“They don’t listen while you are teaching.”) She recalled how students in the past “feared their teachers,” but now many are “bullies and lazy to study.” There was also a teacher who spoke about “the attitude of the students and their respect,” adding that their “focus in studying is different” compared to before. Since he only sees students during class and not beyond, he has fewer opportunities to guide their behavior consistently.

Declining Student Engagement and Motivation

Students today are less interested in learning. They do not focus well and often lose attention during class. Many of them do not try hard or participate in activities.

One teacher shared how discipline problems make teaching difficult because students now have “very short attention spans” and are “playful”. These behaviors show that students easily lose focus during lessons and have little concern for classroom expectations. The teacher expressed that it is becoming harder to keep learners engaged, especially with limited authority because of “child rights”. This lack of control adds to the challenge of motivating students who already show low interest.

Another participant reflected on a shift in responsibility among learners. In the past, students “were obliged to read, write, and count”, but now, “it’s up to them if they want to learn.” The teacher observed that students do not listen during lectures and are uninterested, especially in a subject like Mathematics where comprehension is essential. Because of this, teachers struggle to connect when students are unwilling to participate or engage.

The responses of one teacher revealed how modern distractions, especially the internet, compete with classroom learning. They said that pupils are “preoccupied with what they have watched on the internet” and that “they now rely on the internet, not on books anymore.” The teacher noted poor study habits, making it difficult to reengage students with traditional lessons. The shift in learning preferences has made it hard to sustain student motivation.

Another teacher explained that students today are not bothered by low exam scores. They observed that “students focus on gadgets mostly by playing” and show “lack of enthusiasm in studying.” They added that students also have “no interest in doing activities and assignments.” These comments show how disengaged learners have become, even when their academic performance suffers. The teacher’s frustration reflects how this generation responds passively to learning tasks.

A different participant pointed out that the “biggest problem is inattentiveness, lack of participation, and inability to comprehend the lessons.” They added that it is hard to communicate with students who “lack interest”. Although they did not mention a specific behavior that causes difficulty, they noted that online access may have “decreased appreciation for structured classroom learning.” This teacher emphasized how modern influences challenge the traditional learning environment, resulting in students who no longer value classroom instruction.

One teacher highlighted how “short attention spans and digital distractions” from smartphones and social media make teaching more difficult. They said that students today “have grown up with instant access to information,” unlike past learners who relied on textbooks. They also shared that learners show “lack of motivation or effort” and seem “disengaged or indifferent about school.” These behaviors make it hard for teachers who try to make lessons engaging. The teacher also explained that managing such students requires more emotional effort because “discipline systems that worked 10–20 years ago may now backfire.”

Another teacher observed that students do not listen and are often “too noisy.” They compared today’s students to the past, saying pupils used to be more attentive. This indicates that learners now are less focused and less interested, making classroom discussions more difficult and less productive.

One teacher described students today as “stubborn and rarely disciplined” and noted that “they don’t listen to the teacher’s lessons.” They also said that students are “complaining and disrespectful.” These behaviors show that students are not only disengaged but are resistant to academic guidance. The teacher mentioned that “activities are being contested”, which shows lack of cooperation from learners.

Another participant pointed out that students today are more focused on gadgets and less on learning. The teacher said that in the past, “they were willing to learn even if books were not enough.” Now, students prefer gadgets. They also noted that some parents “ignore messages” and that “parents must focus more on their children.” This lack of motivation, both from students and at home, affects learning progress, especially in areas like reading comprehension.

One teacher explained that students “lack interest and attention” and “do not focus on their studies.” They said that because of the child protection policy, teachers “do

not have the arm to discipline pupils.” This restriction on enforcing rules adds to the difficulty of managing disengaged students who do not respond well to academic demands.

Another educator shared how students have “no focus in lessons and struggle in reading and counting.” The teacher emphasized that students are “always disobedient” and “fight with classmates.” They added that it is now “prohibited to get angry at them.” These remarks point to the frustration of dealing with unmotivated learners without the tools to guide them effectively.

One teacher shared a short but clear response, saying “they do not listen when you are teaching”. The teacher compared the past, saying “students before were afraid of teachers.” They observed that today's learners are “lazy and tend to bully others.” These behaviors reflect the weakening of academic discipline and the rise of passive or even aggressive attitudes in class.

Finally, one teacher pointed out issues with “student attitude and respect.” They said that students today “have different levels of attention and focus.” The teacher also noted that as a subject teacher, they do not interact with students beyond class, making it even harder to motivate and connect with them. The limited engagement hinders deeper understanding and support for learners who already show declining interest.

Impact of Technology and Internet Culture

Students use gadgets and the internet more than books. They often get distracted by social media or online games. This makes it harder for them to concentrate in class.

One teacher shared that most pupils' minds are preoccupied with things they have watched on the internet, which makes it hard for her to bring their attention back to the lesson. She explained that “pupils now rely on internet, not on books anymore.” This shift in how students access information creates a challenge for her as a teacher. She also mentioned a generation gap, saying that students use new words and online terms that are hard for adults to understand.

Another participant emphasized the strong influence of smartphones and social media on students. He described the problem as “short attention spans and digital distraction because of smartphones, social media, and endless online content.” According to him, today's learners are used to instant access to information, unlike students in the past who relied on books and face-to-face learning. He added that managing behavior has become more difficult because of this shift. “We are challenged with increased individual expression and lower tolerance for rigid rules,” he said, pointing out that the discipline strategies that worked before are no longer effective. Teachers, he explained, are now expected to negotiate more and show greater empathy.

One teacher simply noted that students now only focus on gadgets, mostly by playing, and this makes it hard to get their attention. This shows how games and online distractions pull students away from their studies. The

same teacher also mentioned that students today lack enthusiasm when studying and show little interest in doing school activities or homework.

Similarly, another respondent shared that “more on gadgets sila, di nakikinig sa mga sinasabi o tinuturo ng guro” (they focus more on gadgets and do not listen to what the teacher says or teaches). She also described how some students have become “reklamador at pasaway na bata, walang respeto” (complaining and disobedient children with no respect). For this teacher, gadgets not only affect attention but also seem to worsen students' behavior and discipline.

The rise of digital distractions was also evident in one teacher's experience. She pointed out that students are becoming more aggressive and harder to engage. While she did not directly blame technology, she admitted that when students lack interest, “it's hard to connect or communicate.” She observed that the easy access to information has led to a “decreased appreciation for the structured learning environment of the classroom.”

Another teacher echoed this concern, stating that “because of technology, they are more now on gadget.” In the past, she said, students were eager to learn even without enough books. Now, gadgets take their attention away. This shift also makes it harder for parents to support their children's education, as some parents do not even respond to messages from teachers.

Communication Barriers and Generation Gap

There is a gap between teachers and students in how they talk and understand each other. Some students use new terms that teachers do not understand. This makes communication more difficult.

One teacher shared that teaching has become more difficult because students now have a “very short attention span” and are often “playful”. This makes it hard for the teacher to communicate and connect with them. In the past, the teacher could expect a certain level of focus and respect, but today, those expectations are often unmet. The teacher also pointed out that “child rights” limit how they can discipline or guide students, which affects communication and control in the classroom.

Another participant explained that students today choose whether they want to learn or not. Unlike before, when students were “obliged to read, write, and count,” now it's entirely up to them. As a Mathematics teacher, they face a serious problem when students lack understanding of basic concepts. They said, “If a student can't understand the basic mathematical ideas then there's no connection between the teacher and student.” Because the medium of instruction is English, this language gap creates more difficulty in getting the message across and sustaining engagement.

One teacher described how internet use has widened the gap between generations. Students now rely more on gadgets and social media instead of books. The teacher observed that “most pupils' minds are preoccupied with so much curiosity of the things they have watched on the

internet." Because of this, it becomes hard to bring their attention back to the lesson. They also noted that students "have new languages that an adult sometimes can't get along with anymore," describing a clear generation gap. This language and interest difference weakens the teacher-student connection.

In another case, the teacher noted that students are now more focused on gadgets. This has made it difficult for the teacher to gain their attention during class. Because students "only focus on gadgets mostly by playing," the teacher finds it hard to keep them engaged in academic discussions. This lack of attention combined with a shift in behavior and priorities makes it harder for teachers to relate with their students.

A teacher shared that their main problem in connecting with students is when "they are lacking in interest." When students show no enthusiasm, it affects the flow of communication. The teacher mentioned that today's students "are more aggressive than students in the past," and this behavior shift limits open communication, especially when students are no longer responsive to typical classroom cues.

Another educator shared a more detailed reflection on the influence of digital culture. They said that today's learners "have grown up with smartphones, the internet, and instant access to information." Because of this, students expect quick answers and lose patience when learning takes time. The teacher explained that some students have "behavioral or attention issues," which block meaningful communication. They added that "some behaviors stem from unmet needs or deeper issues," which teachers are not always trained to handle. These gaps in expectations and needs between teachers and students make communication less effective.

One teacher shared a straightforward observation. They said, "They are not listening." Compared to the past, the students now are not as attentive, which leads to a breakdown in communication. The teacher expressed concern that the classroom has become too noisy, with students talking over instructions. This hinders the teacher's ability to guide or connect with them.

Another teacher expressed that students are now "more on gadgets" and do not listen to what teachers are saying or teaching. They said the children have "character and attitude problems," which make communication harder. Because students are "reklamador at pasaway na bata walang respeto" ("complaining and disobedient, with no respect"), the teacher struggles to be heard or understood in the classroom. The gap is not only in words but also in values and behavior.

One participant pointed out how difficult it is to reach out to students, especially when parents are also unresponsive. They said, "Some parents ignore your text, some do not have cell phones." This lack of communication with the home adds to the gap between teachers and learners. The teacher added that parents must "focus more on their children," because without their support, the teacher's message does not reach the students either at school or

at home.

Another teacher noted how discipline is harder to enforce now. They said, "Because of the child protection policy the teacher doesn't have the arm to discipline the pupils." With limited authority and changing norms, students do not listen or show interest. This weakens communication and the teacher's influence. The shift in policy, though meant to protect children, has left many teachers unsure of how to reach or manage them.

A teacher described their experience simply. They said, "Laging nagpapasaway" ("Always being unruly") and "nakikipagsagutan sa mga kaklase" ("arguing with classmates"). These behaviors not only disrupt class but also reduce meaningful communication. Teachers can no longer correct students in the way they used to because "pagbabawal magalit sa kanila" ("it is forbidden to show anger at them"). The generation gap is seen not only in how students behave but also in how teachers are expected to respond.

Another participant stated that students now do not listen while the teacher is speaking. They said, "D sila nakikinig pag kasalukuyan kang nagtuturo" ("They are not listening while you're currently teaching"). Compared to the past when "students had fear or respect for teachers," students now talk back, act lazy, and even bully others. This shift in behavior makes the classroom harder to manage and the teacher's message harder to deliver.

Lastly, a teacher observed that today's students have a different way of focusing. They mentioned that "their attention and focus in studying is different." The teacher also said, "I'm just a subject teacher and I don't have much interaction with the students after class," which further limits chances to build meaningful relationships. This lack of connection and limited interaction widen the communication gap between teacher and student.

Eroding Respect and Authority of Teachers

Some students no longer respect their teachers. Teachers are also limited in how they can discipline students. School rules about child protection affect the teacher's authority in class.

In the classroom today, many teachers feel that their authority is no longer the same. One teacher shared how student discipline has become a serious issue. According to Participant 1, the biggest problem is the "discipline of the students." She added that some students show a "lack of respect," and she feels limited because of "child rights." This means that when students misbehave, teachers are afraid to take action due to existing laws that protect students, sometimes leaving them powerless in their own classrooms.

Meanwhile, Participant 10 expressed the same concern. She pointed out that students are no longer focused and interested in studying. Their "lack of interest and attention" makes learning difficult. What makes it worse, she added, is that "because of the child protection policy, the teacher doesn't have the arm to discipline the pupils." This clearly shows that the new policies meant to protect

children have made teachers cautious, sometimes too cautious to manage their class effectively. Likewise, Participant 11 talked about how discipline is becoming harder to implement. He said that students often "argue with their classmates and get into fights." However, he cannot correct them the way teachers used to. He mentioned, ("It is now forbidden to get angry at them.") Teachers like him feel that they have lost the power to correct bad behavior because of strict school rules. In another case, Participant 13 explained that "attitude of the students, respect also" are ongoing issues. Although she is only a subject teacher and doesn't spend long hours with the students, she still notices how different the level of respect is now compared to before. The students' attitude often reflects their view of teachers as equals, not authority figures, making classroom management more difficult. Participant 12 also observed how much has changed. She shared that students today do not listen during discussions. Back then, students had fear and respect for their teachers. She said, ("Students in the past feared their teachers.") Now, they are "bully and lazy to study," and even when they do not behave properly, the teacher is expected to stay calm and patient. This shows how teachers are forced to control their emotions even in the face of continuous disrespect. Moreover, Participant 8 pointed out that the main issue with students now is their "character and attitude." She explained that ("In the past, students were disciplined. Now, many are stubborn and lack discipline.") When teachers try to guide them, students often argue or complain. This kind of behavior makes it hard for teachers to build a positive classroom environment. She added that students "do not listen to what the teacher says or teaches," showing how students now often reject authority.

Changing Educational Norms and Curriculum Issues

The way students learn today is very different. Students do not always want to follow the usual lessons. Some teachers also find the new curriculum harder to teach. One teacher shared that most of the pupils today are preoccupied with things they see online. As a result, she finds it difficult to keep them interested in classroom lessons. She said, "Most pupils' minds are preoccupied with so much curiosity of the things they want to know further of the things they have watched on internet that resulted difficulty on my part as their teacher to reconnect them with our lessons." Because of this, they rely more on the internet than books. She observed that "Pupils now rely on internet not on books anymore," and this shift in learning habits makes it hard to apply traditional classroom strategies. She also mentioned that the changes in curriculum have made it more challenging for teachers to keep up with how students learn today. Meanwhile, another teacher expressed concern about the loss of structured learning. She noticed that although information is now more accessible, it has not always helped students appreciate formal education. She explained that "The increased accessibility of information

online can sometimes lead to a decreased appreciation for the structured learning environment of the classroom." This shows how today's learners are more independent but less engaged with school settings.

A different participant emphasized that learners today are very different from those in the past. She said, "Today's learners have grown up with smartphones, the internet, and instant access to information which impacts how they learn, what they expect, attention spans." In contrast, she added, "Past generations relied on textbooks, libraries, and face-to-face instruction, often requiring more patience and memorization." Because of this, she finds classroom management more difficult. According to her, "Managing behavior requires more negotiation, empathy, and emotional intelligence which impact that discipline systems that worked 10–20 years ago may now backfire." These changes have forced teachers to adjust their methods, even if they are not always prepared to do so. Another teacher said that one of the biggest changes is how students treat learning. She explained, "In the past the students are obliged to read, write and count. Today, it's up to them if they want to learn." She noticed that the shift in student motivation makes it harder for her to engage them with lessons. She now feels the need to go back to basics just to get their attention. "Start your class with the basic lessons," she suggested, as a way of connecting with students who seem disconnected from standard learning expectations.

One participant also brought up the issue of curriculum change. She mentioned, "The change of curriculum" as a reason why students may not be as focused or interested. For her, the way students learn has changed, and this does not always align with the current structure of school activities.

For some teachers, the shift in educational norms includes challenges with how pupils behave in response to these changes. A teacher pointed out that students today are "not focused on their studies" and seem to have "lack of interest and attention." She related this behavior to the "child protection policy" that, in her words, "doesn't give the teacher the arm to discipline the pupils." This is not just a change in curriculum, but also in the environment where learning takes place, one where teachers feel restricted in guiding student behavior.

Parental and Home Environment Factors

Some parents do not guide or support their children well. They do not respond to teachers or help with school work. This affects the students' learning and behavior. Some teachers shared that one of their biggest challenges in the classroom starts not in school, but at home. A participant explained how communication with parents has become more difficult over time. "Some parents ignore your text, some do not have cp (Some parents ignore your messages, and some do not have cell phones)," the teacher said. This lack of connection makes it hard for teachers to get the support they need to help their students, especially in improving basic skills

like reading. According to this participant, there is a clear need for parents to “focus more with their children” and help them to read. Without this, students fall behind, and teachers are left with more work to catch them up.

Similarly, another teacher pointed out that the increased access to information online has affected how students value classroom learning. This teacher observed that students are now more drawn to online sources rather than the structured lessons provided in school. They said, “The increased accessibility of information online can sometimes lead to a decreased appreciation for the structured learning environment of the classroom.” This shift is not only due to technology but also reflects the level of guidance—or the lack of it—that students receive at home. When parents do not actively encourage the value of learning in school, students tend to ignore it altogether. In another case, a teacher noticed how the home environment shapes a student’s behavior and discipline. The participant shared how students have changed over time, and now, “because of the child protection policy the teacher doesn’t have the arm to discipline the pupils.” This limitation becomes more difficult when parents do not step in to support discipline at home. As a result, students become harder to manage in the classroom, and teachers are left with fewer options to correct disruptive behavior.

Moreover, another teacher stressed the importance of parental involvement in supporting academic growth. They observed how pupils today struggle with focus and basic academic skills. The participant expressed concern, saying that “it is hard to teach because there is no discipline,” and teachers are no longer allowed to show anger. They added, “bawal magalit sa kanila (we are not allowed to get angry with them),” which highlights how home and school boundaries blur when discipline is only expected from teachers while parents stay silent.

Finally, a teacher reflected on how students today no longer fear or respect their teachers the way students in the past did. The participant explained, “Ang istudyante noon ay may takot sa guro (Students in the past respected or feared their teachers),” which implied that this shift in attitude is partly due to how children are now raised at home. Without strong parental guidance and respect for authority being modeled at home, students carry that same behavior into the classroom.

Coping Mechanisms of Teachers in Response to Changes in the Teaching Environment and Student Needs

Strengthening Communication and Collaboration

Teachers shared that talking to students and parents helps solve problems in the classroom. They often ask for help from co-teachers, parents, and school leaders. These strong connections make it easier to manage changes and support student learning.

Many teachers emphasized the importance of open and respectful communication with both students and parents. One teacher shared that they “talk to the student

personally and give feedback to the parents”. This approach allows them to directly understand the root of the problem and involve the family in addressing it. In addition, they rely on “feedback from the administrator” to guide their classroom strategies, showing the value of school leadership in building a supportive learning environment.

Similarly, another teacher mentioned using a “collaborative approach” to respond to student needs. They pointed out that with the help of their high-performing students, they manage challenges more effectively. They believe their goal is clear: “my work is to teach, and 80% must learn Mathematics.” This strong commitment to student success is coupled with collaboration among peers and learners.

Another participant highlighted the need to “go down to their level” when students struggle. They also shared that pupils “enjoy interactive learning”, which strengthens teacher-student relationships. By using different methods and listening to students’ “sentiments”, the teacher ensures communication remains two-way, allowing students to express themselves freely.

Meanwhile, a teacher emphasized the power of “asking what the problem is” when students act out. They involve class officers and keep communication natural, saying, “talking is still the best if you want to have smooth communication with students.” Despite facing bullying behavior, they believe in calm, open dialogue rather than shouting, and their love for children helps them maintain patience.

Another participant uses parent meetings as a tool for solving issues. They shared, “I conduct a meeting with parents and discuss with them the issue.” This strategy is supported by collaboration with colleagues, whom they see as a source of shared experience and strength. They mentioned that “managing the changes in the classroom is a collaborative effort,” and this sense of teamwork extends to their motivation, saying their family and co-teachers help them stay inspired.

One teacher provided a detailed account of their efforts, stating they use “positive reinforcement” and communicate with families through calls and conferences. They believe that “family involvement can reinforce expectations and help get to the root of problems.” This proactive communication builds stronger connections with both students and their support systems.

In another case, a teacher chose to give more activities to maintain classroom focus. They shared that they offer “activities that catch their attention,” showing that engaging students through meaningful tasks is one way to communicate and connect.

In a more community-based response, a teacher shared the importance of working with families and school leaders. They stated, “I talk to them properly and coordinate with parents” and acknowledged that “school heads, parents, child, and community” all help in addressing classroom changes. They find meaning in their job despite the challenges, saying, “the more problems with the student, the more life becomes challenging—but I will continue

teaching.”

Another participant mentioned the use of technology and printed materials to support students. They encourage reading and seek support by “asking the help of their parents.” They stay motivated by encouraging students and being “friendly to them”, showing that kindness and support are vital parts of their communication style.

In a similar manner, another teacher shared that they “talk to them in a nice way” and work closely with parents to help students. This kind of gentle communication builds trust and promotes cooperation, especially in difficult situations.

One teacher noted that they “give them activities to stay busy” and “talk to them properly so they will behave.” They also update parents regularly and coordinate with co-workers, saying, “co-workers and parents help me.” These strong support systems make classroom management more effective.

Likewise, another teacher said they “talk to them calmly and kindly”. They rely on parents to help solve issues and try to always “think of the positive side”, which keeps their mindset strong. This shows that a calm and hopeful attitude paired with open communication encourages better outcomes.

One participant revealed how their mother, a former teacher, serves as a mentor. They said, “I always ask advice from my mother”, and this guidance supports their patience and love for teaching. They shared that students enjoy games and activities, and by using “games and PowerPoint presentations,” they create an engaging classroom while maintaining strong connections with learners.

Adaptive and Engaging Teaching Approaches

Teachers use different methods to match the needs of their students. They give fun activities, adjust lessons, and use tools like videos or games. These strategies help students enjoy learning and stay interested.

One teacher uses videos and PowerPoint presentations. These tools help explain lessons clearly. They also keep students interested. This teacher believes that talking to students personally helps a lot. They also give feedback to parents to involve them in solving problems.

Another teacher gives students more time to answer questions. They use a collaborative approach to let students work together. They want most of their students to understand the lesson, especially in Math. Their goal is that “80% must learn Mathematics.” They start with simple topics and move to harder ones later. This way, no student gets left behind.

A teacher shared that sometimes they need to lower their level to match the students. They said, “Sometimes I need to go down to their level.” They use interactive learning because pupils enjoy it. They try many teaching methods to keep the students engaged. Listening to students also helps them understand their needs.

Another teacher uses activity sheets during lessons. These help students focus on the topic. When students misbehave, they do not shout. Instead, they talk to them

calmly. They believe that good communication is the best way to reach students. They said, “Talking is still the best if you want to have smooth communication with students.”

One teacher adjusts the assignments depending on how fast or slow students learn. They also change the assessments based on each student’s ability. They believe that managing the class is a team effort. They ask help from their colleagues and share ideas. They also build strong relationships with their students to create a better learning space.

Another teacher uses positive reinforcement. They give rewards and praise students who behave well. They believe this encourages students to do better. They also use differentiated instruction. This means they change lessons depending on the learning styles and skill levels of the students. They also use technology like learning apps to help students. These tools make learning fun and easier to follow.

One teacher gives students more activities. This keeps the class busy and focused. They create tasks that are interesting to the students. This helps catch the students’ attention and keeps them from getting bored.

Another teacher uses videos, pictures, and presentations to teach. They also talk kindly to students and work closely with parents. They believe that if teachers and parents work together, students will do better. They said, “Talk to them nicely and cooperate with parents” (“Kausapin ng maayos at makipagtulungan sa mga magulang”).

Some teachers use gadgets and books to teach. One teacher encourages students to read more. They said they just keep going and never stop encouraging students. They also try to be friendly so that students feel safe and supported.

One teacher uses the discovery method. This means letting students find answers by themselves. They believe this helps students learn better. They also think about their students’ future and make lessons that are useful for them.

Another teacher gives students a lot of activities every day. This keeps the students busy and helps prevent bad behavior. They give extra tasks to weak readers to help them catch up. They also use movies as rewards. If students behave, they get to watch their favorite films.

There is also a teacher who talks to students in a calm way. They believe in handling problems by staying patient. They do not use many tools but focus on treating students kindly. They said, “Talk to them nicely and calmly” (“Kausapin sila ng mabuti at mahinahon”).

One teacher plays games in class. They said the games help set a good mood. Students enjoy them and learn better. They also use activities that make students think. Presentations and fun tasks help them keep the students involved. This teacher said they love their job and want the children to learn.

In all these stories, the teachers show how they adjust their teaching. They use tools, activities, and calm communication. They try new ways to match how students learn. Their goal is to help every student enjoy learning and do their best.

Personal Commitment and Professional Motivation

Many teachers said they stay strong because they love their job and care for their students. They set goals and find joy when students learn. This helps them face challenges and keep teaching with passion.

Many teachers shared how their deep sense of purpose fuels their work, even when challenges arise in the classroom. One participant expressed that their motivation comes from the “desire to make a difference for future generations.” This strong personal mission drives them to keep calm and composed during tough situations with students. Despite the difficulties, they remain focused on their greater goal to shape young lives.

Another teacher revealed that their goal in teaching is clear: “My goal in teaching is that 80% must learn Mathematics. I am a teacher and my work is to teach.” This clarity of purpose helps them stay determined. By aiming for specific learning outcomes, they maintain high expectations while using effective methods, such as moving from basic to complex lessons, to ensure student success.

For some, positive feedback is a key source of encouragement. A participant said that “good feedback from every assessment I gave” boosts their morale. Knowing that their efforts are recognized through student performance helps them stay motivated. They also value the act of listening to their students’ concerns, saying, “by hearing out their sentiments sometimes,” they understand their learners better and feel more connected to their role as a guide.

One teacher emphasized the joy they feel in working with children. They shared that “I always love kids even if they are naughty,” and added that mingling with them comes naturally. Even when dealing with student misbehavior, this teacher chooses to talk things through. They firmly believe in calm communication, stating, “Students are bullies but I always talk to them... talking is still the best if you want to have smooth communication with students.” This love for children and their belief in respectful dialogue keeps their spirit grounded.

Another participant shared that their motivation is greatly supported by their personal and professional network. “I keep myself motivated with the help of my family and colleagues,” they said. They find strength in the shared experiences of other teachers, and they learn from each other. This collaborative spirit lightens the burden and reminds them that they are not alone in the journey.

Similarly, a teacher who values both recognition and results explained, “setting personal and professional goals provides me direction and a sense of accomplishment.” This participant also uses family communication as a tool for resolving issues. They believe that consistent connection with families can help “get to the root of problems.” Even when difficulties arise, their goals anchor them and remind them of their purpose.

In some cases, motivation springs from seeing student engagement. One teacher keeps going by giving learners more activities that catch their attention. They don’t elaborate much, but their approach reveals an effort to

keep students involved—an action rooted in the desire to teach meaningfully.

Another participant pointed out that “more problems about students make life more challenging,” but this is not a discouragement for them. Instead, they said, (“just continue teaching and shaping children’s knowledge”). This optimism reflects a deep commitment to their vocation, despite the struggles they encounter.

Some find motivation in a simple but sincere belief in progress. One teacher said they “just go on, encourage them non-stop,” knowing that constant encouragement can keep students engaged. They also make an effort to be “friendly to them,” which creates a more positive classroom environment for both learners and the teacher. Another teacher keeps focused by imagining the students’ future. They said, “I think of the pupils’ future,” as a way to stay committed. This long-term vision gives meaning to their daily tasks, no matter how tough they may be.

There are also those who ground their work in practicality and discipline. One teacher shared that “it is my job to teach these students,” and that it is their responsibility to ensure that students “will learn from me.” This sense of duty pushes them to keep going. They also mentioned using simple rewards like movie viewing as a motivation strategy, saying they “give in to students’ request to watch their favorite movie if they behave well.” This shows their willingness to adapt, rooted in their strong belief in responsibility.

Another teacher offered a similar sentiment. (“Of course, you always think of the positive side”), they said, referring to the importance of staying optimistic. Their approach to problems is calm and respectful, believing that being kind and patient in dealing with students is more effective than harshness.

A teacher expressed a humorous yet heartfelt reason for staying motivated. They shared, “My love for the children. I want them to learn. And it’s my job, I get a pay from it. Lol.” This honest statement reflects a blend of passion and practicality. Their joy in teaching is further supported by their mother, a former teacher who gives them advice. They also use fun and interactive methods like games and mind-challenging activities to keep the classroom energized.

Teachers’ Perceptions on the Impact of Challenges to Their Teaching Effectiveness and Personal Well-Being

Professional Resilience and Positive Reframing

This theme shows how teachers stay strong even when teaching becomes hard. They do not let challenges stop them. Instead, they use problems as a way to grow and become better teachers. They enjoy their work and feel happy when students learn. They see teaching as a meaningful and rewarding job.

Even in the face of classroom struggles, many teachers choose to rise above the pressure and continue their work with dedication. One teacher shared that instead of letting difficulties hold them back, they “should fill the gap to

connect with the learners.” They do not let challenges lower their confidence. To manage stress, they take short breaks like a two-day vacation and practice meditation. Their mindset is grounded in acceptance, saying they “always accept the changes” that come with the job.

Another participant views challenges as opportunities. They said, “It does not affect my teaching but rather it challenges me to do more.” This teacher makes sure not to bring work home to avoid stress, keeping their teaching life separate from their personal life. Although they admitted having “less interaction with colleagues,” they balance this by enjoying teaching as a hobby, saying “it’s like playing a game where all players are champions.” This playful and positive view keeps their spirit high.

A third teacher stated that difficulties make them “more careful and ready at all times.” While they feel tired, they still find satisfaction in their work. Like others, they believe that “problems at school should not be brought at home.” They set clear boundaries to protect their well-being, refusing to let classroom issues affect their peace outside work.

Meanwhile, another teacher shared a quiet yet strong approach. They rely on patience, explaining, “Patience is a virtue... I don’t really talk that much.” Although they sometimes feel affected, they manage it by “talking it out with others.” They take responsibility for classroom needs and supplies, saying (“When it comes to the things needed in the classroom, I do it myself instead of asking others”). This sense of accountability shows their quiet strength and sense of purpose.

Some teachers become even more motivated when problems arise. One explained, “It keeps me motivated to work more and provide my students the best education they need.” Though they experience emotional strain, especially from difficult student behaviors, they manage to live a “normal life and just do your work with love despite these challenges.” Their smiley face at the end reflects a positive spirit.

Another participant acknowledged the weight of adjusting to different student needs. They said they need to “modify lessons to reach learners at different ability levels,” but time and lack of support often make it hard. Still, they push forward, despite feeling “physically and emotionally drained.” To manage this, they set boundaries, sharing, “I started setting clear boundaries between work and home life.” This includes reserving weekends for personal time and rest.

Although one teacher gave a short response, it was clear that they take their role seriously. Despite not elaborating much, they shared that they simply “perform their duties as a teacher,” reflecting quiet resilience in carrying out their role without complaint.

In contrast, a participant who spoke in Filipino said, (“For me, I strive to teach better and model good behavior for the children.”) They admitted that the challenges sometimes lead to stress-related illness. Miscommunication between parents and teachers also adds to their burden, but they advise that (“personal problems should not be involved

in teaching the students”). This separation of personal life from teaching shows their effort to stay balanced and professional.

Another participant sees the act of teaching as a form of kindness. They said, “Just be kind to them,” even if it’s not easy. They find joy in helping children, especially with reading, and they remind themselves to “love what you are doing, don’t make it a burden.”

One teacher reflected honestly that challenges sometimes both “inspire and disappoint.” Still, they have a habit of leaving work behind once they exit the school gates. Even when their thoughts dwell on school issues, they focus on “the situation for the teachers’ protection,” showing a sense of responsibility to their fellow educators.

For some, the weight of their job is more visible. A teacher confessed, “It tires me out but I’m happy if they do well.” The stress can reduce their time with family, but they continue their duties despite exhaustion. They said, (“I still try to do my responsibilities at home even when tired and stressed”). This persistence demonstrates quiet courage.

Another participant simply said they choose to “think positive.” Though they admitted feeling the pressure, they continue to manage. They stay relaxed and keep a hopeful mindset despite what they face each day.

One teacher shared moments of self-doubt, saying, “Sometimes, I ask myself if I’m really fit for the job.” Still, they’ve learned not to take things too seriously. They emphasized the importance of managing emotions and making space for rest. “I make sure to rest and have a good sleep on weekends and holidays,” they added, showing that their way of coping lies in maintaining a healthy rhythm between work and personal life.

Emotional Regulation and Boundary-Setting

This theme explains how teachers manage their feelings to stay calm and focused. They try not to bring school stress into their personal life. Some take short breaks, meditate, or rest during weekends. They set clear rules for themselves to keep work and home life separate. This helps them protect their mental health.

Teachers face different stressors inside the classroom, but many have learned how to regulate their emotions and maintain balance. One teacher shared that when things get overwhelming, they “leave for a 2-day vacation and meditate.” This shows how intentional rest is part of their emotional coping. Although they experience challenges, they emphasized the importance of “always accepting the changes” and finding peace through calmness and reflection. Another participant sees classroom difficulties as a challenge rather than a burden. They said, “my work is inside the school. I’m not bringing any work at home to avoid stress.” This practice helps them prevent burnout and maintain a clear boundary between their professional and personal life. Although they interact less with colleagues due to the demands of work, they turn teaching into something enjoyable, saying, “make teaching a hobby; it’s like playing a game where all players are champions.” This playful mindset keeps their energy up.

One teacher mentioned that though the job is tiring, there is “always a feeling of satisfaction at the end of the day.” They believe that school issues should “not be brought home,” showing a clear separation of roles. According to them, “leave all school matters at school,” because protecting personal time is essential in staying emotionally stable and ready for the next day.

Another participant expressed that they cope by talking things out with others, saying, “I only have to talk it out with others, then I’m good again.” However, they also shared a tendency to take on too much, saying, (“when it comes to classroom needs, I’d rather do it myself than ask someone else. It’s the same with supplies”). Despite the pressure, they prioritize their family, saying, “I don’t have to balance it... Family comes first.”

A different teacher approaches their work with calm determination. Though they admitted facing “conflict or emotional distress” due to challenging behaviors, they continue to “live a normal life and just do your work with love despite these challenges.” This perspective allows them to manage their stress without letting it take over their personal well-being.

One teacher shared a more detailed strategy. They described how pressure affects them physically and emotionally, especially when balancing lessons, grading, and classroom management. They admitted feeling drained and that personal time becomes “catching up” rather than restful. To combat this, they started “setting clear boundaries between work and home life.” They avoid grading or planning during weekends and commit to “keeping specific days as off days.” This structured routine protects their well-being and allows for genuine rest.

Others take a simpler approach. One participant said they “just perform their duties as a teacher,” while another said, (“for me, it made me work harder in teaching and show good behavior to the children”). Although some reported physical effects from stress, such as getting sick, they still believe personal problems should not be included in teaching, saying, (“personal problems should not be brought into teaching the children”).

Another teacher said that while it’s “not easy,” helping students—especially in reading—is not stressful to them. Their advice: “just love what you are doing, don’t make it a burden.” This love for teaching helps them stay emotionally strong, even when the job is hard.

Some teachers mentioned their disappointment, but they try not to dwell on it. One said, “it inspires me and sometimes disappoints me,” but they also make it a habit to “leave the school at school.” By keeping this boundary, they avoid letting work problems disturb their peace at home.

There are also teachers who shared how classroom demands impact their time and energy. One participant said, “It tires me out, but I’m happy if they do well,” while another admitted, (“I’m tired... there’s no more time to bond with family”). Still, they continue to fulfill family responsibilities, (“even if I’m tired and stressed”). Others rely on positivity as a shield. One teacher simply said, “just think positive,” and repeated, “I can manage.”

Another added, “just relax and think positive,” showing how a hopeful mindset helps them cope.

A teacher opened up about moments of frustration, saying, “I ask myself if I am really fit for the job.” Still, they learned “not to take things seriously” and to “manage emotions.” They make sure to rest, noting that weekends and holidays are reserved for “good sleep.” By separating work and personal life, they protect their mental and emotional health.

Coping through Support Systems and Self-Reliance

This explains how teachers deal with challenges by asking for help or doing things on their own. Some rely on their family, co-workers, or school leaders. Others take the lead and do the work themselves. They show patience and strength. They also choose to focus on what really matters, teaching and caring for students.

Teachers manage their challenges in different ways—some turn to others for help, while many rely on their own strength. One participant shared that when faced with classroom difficulties, they “leave for a two-day vacation and meditate.” They believe in accepting changes and finding time to rest and reflect. This shows how taking breaks and being mindful help them stay emotionally balanced.

Another teacher explained that the challenges at school do not affect their confidence. Instead, these push them to “do more.” They set clear boundaries, saying that they “do not bring any work at home to avoid stress.” While they experience less interaction with colleagues, they still manage by treating teaching like a hobby. For them, “it’s like playing a game where all players are champions.” This playful mindset keeps their spirit light despite daily struggles.

For one teacher, careful planning and readiness are their ways of coping. Although they admit it can be tiring, they find satisfaction at the end of each day. They firmly believe that “problems at school should not be brought at home.” They emphasize that personal well-being should not be shaken by classroom issues, and they deal with this by separating school life from home life.

Some teachers prefer quiet strength. One participant said that “patience is a virtue,” and they do not complain much. While they admit that challenges sometimes affect their confidence, they cope by simply “talking it out with others.” Interestingly, they take full responsibility for classroom needs, saying, (“When it comes to classroom needs, I just do it myself instead of assigning it to others.”) This shows how self-reliance is also a form of quiet resilience.

Another teacher said that difficulties inspire them to “work more to provide the best education” to their students. Although they face emotional challenges, they still try to live a normal life. They choose to “just do your work with love despite the challenges.” Their heart remains with their students, even when they face conflict or distress in the classroom.

Modifying lessons to suit diverse learning needs is not easy, and one participant shared that this task can cause

pressure. They often feel “physically and emotionally drained” and view weekends as a time to catch up rather than to rest. However, they started setting clear boundaries, saying they avoid grading or planning on weekends “unless absolutely necessary.” By doing so, they regain personal time and energy.

There are also teachers who simply move forward. One of them stated briefly, “Just perform your duties as a teacher,” while another said that their difficulties encourage them to do better. A teacher who experienced stress so intense that it affected their health expressed that misunderstandings between teachers and parents add to their burden. Yet, they remind themselves, (“Do not allow personal problems to affect your teaching.”) This effort to draw the line between personal and professional life is key to their coping.

Another participant shared a simple yet powerful insight: “Just love what you are doing, don’t make it a burden.” They stay kind to their students and view helping them—especially in reading—not as stress, but as service. For them, kindness softens the challenges they face.

One teacher shared that classroom issues “inspire and sometimes disappoint.” Still, they make it a point to “leave school at school.” Although worries may follow them home, they try to reflect rather than stress. Protecting teachers’ well-being is also one of their concerns, showing that they think not only of themselves but of others too.

Fatigue is real for many teachers. One participant admitted, “It tires me out but I’m happy if they do well.” They still strive to fulfill their family duties even when exhausted, saying, (“Even if I’m tired and stressed, I still try to do my responsibilities at home.”) This balance between personal sacrifice and commitment shows quiet courage.

Another teacher chooses optimism. They said, “Just think positive,” and despite challenges, they feel they can manage. For them, staying calm and thinking clearly is enough to cope with stress.

One teacher was honest about their frustrations. At times, they ask themselves, “Am I really fit for the job?” But they have learned not to take things too seriously. They make sure to rest on weekends and keep their emotions in check. “I separate work from personal life,” they explained, and this clear separation helps them preserve their peace.

CONCLUSIONS

Teachers face many challenges with student behavior, motivation, and respect. Students today are often distracted, uninterested, and hard to discipline. They focus more on gadgets than learning and do not listen well in class. The internet and digital tools affect their attention and study habits. Many teachers also find it hard to connect with students due to a generation gap. Communication is weaker because students use language and behaviors teachers cannot always understand. Teachers feel their authority is limited because of strict child protection rules. The changes in the curriculum and lack of parental support make the situation worse. Notably, teachers deal with problems by improving

communication and collaboration. They talk with students calmly, give feedback to parents, and seek help from co-teachers and school heads. Many teachers use engaging teaching methods like games, videos, and simple tasks to make learning fun. Some adjust lessons to meet the learning pace and style of each student. Teachers also rely on their love for teaching and their desire to help students succeed.

Further, teachers say their work is hard, but they stay strong. They take short breaks, talk to others, and set boundaries between work and home. Some rely on family or co-workers for support. Others stay motivated because they care deeply about their students. They focus on what they can control and keep a positive mindset. Many teachers choose not to let stress affect their personal life. They rest on weekends, stay calm, and continue teaching with love.

School heads should provide regular training on classroom management and digital-age behavior. Teachers must be given clear guidelines on how to handle misbehavior without violating child protection laws. Schools should also promote parent-teacher partnerships through regular meetings and home visits. Teachers need support systems to share challenges and create action plans together. It is also important to include mental health programs for students to help them focus and behave well in school.

Likewise, teachers should be encouraged to continue using varied teaching strategies like games, visuals, and group activities. Schools must support teachers by providing materials and internet access needed for these tools. Workshops on differentiated instruction should be conducted to help teachers adjust lessons for all learners. School heads should recognize and promote teamwork among teachers, parents, and students. Sharing best practices in teacher collaboration will help improve classroom outcomes.

Schools should provide wellness programs for teachers such as counseling, meditation sessions, or short mental health breaks. Teachers should be allowed to set clear work boundaries and be encouraged not to take work home unless needed. Simple rewards and recognition may help boost their morale. School leaders must listen to teachers and create an open space where concerns can be shared without judgment. Peer support groups can also help teachers feel less alone in their challenges.

Future researchers should study how specific teacher support programs affect teacher stress and motivation. They may also compare urban and rural schools to see if challenges and coping methods are different. It is also helpful to explore the role of school leadership and how it influences teacher well-being. Another possible area is how students respond to different teaching strategies used by teachers today. Researchers can also involve parents to better understand the connection between home support and student behavior.

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