

When the Nation Shakes, Do Teachers Break? Exploring Teaching Experiences During Periods of Unrest

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DECLARATION OF ORIGINALITY

I, Aljean C. Figura, declare that this thesis is original to To the best of my knowledge. I declare further that this activity was undertaken by me.

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ABSTRACT

Periods of social and political unrest present significant challenges to the teaching profession, particularly for early-grade educators who serve as both instructional leaders and emotional anchors in the classroom. This study explored the experiences of KS1 public elementary school teachers during periods of unrest, focusing on the challenges they encountered, the coping mechanisms they employed, and the insights they gained. Using a qualitative phenomenological research design, data were collected through in-depth interviews and focus group discussions with selected public elementary school teachers. Thematic analysis, guided by Braun and Clarke's six-step framework, was used to analyze the data. Findings revealed that teachers experienced emotional strain, classroom instability, divided community opinions, and tension between professional responsibilities and personal safety concerns. Despite these challenges, teachers coped through emotional regulation, collegial support, structured classroom routines, and sustained professional commitment. The insights derived from their experiences highlighted the development of professional resilience, reaffirmation of teaching purpose, heightened emotional awareness, and appreciation of collective solidarity. The study concludes that teaching sustainability during periods of unrest is shaped by both internal resilience and external support systems. Strengthening institutional support, leadership responsiveness, and teacher well-being initiatives is essential to sustain instructional continuity during crises.

Keywords: *Teaching Sustainability, Social and Political Unrest, Key Stage 1 Teachers, Teacher Resilience, Crisis Coping, Classroom Stability.*

APPROVAL SHEET

The thesis attached hereto entitled, “WHEN THE NATION SHAKES, DO TEACHERS BREAK? EXPLORING TEACHING EXPERIENCES DURING PERIODS OF UNREST” prepared and submitted by ALJEAN C. FIGURA, in partial fulfillment of the requirements for the degree Master of Arts in Educational Management, of the Graduate School, Rizal Memorial Colleges, Inc., is hereby recommended for approval and acceptance.

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DEDICATION

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CHAPTER ONE INTRODUCTION

➤ *The Problem and its Settings*

The teaching profession is inherently demanding, requiring educators to manage multiple academic, emotional, and social responsibilities to ensure quality learning outcomes. These demands become even more complex during periods of national unrest such as political tensions, economic instability, environmental disruptions, or public health emergencies. In such situations, teachers are not only expected to sustain instruction but also to provide emotional stability and continuity of learning for their students, often while also dealing with their own personal and professional struggles.

Globally, research shows that crises significantly disrupt education systems and place teachers in highly stressful working conditions. The COVID-19 pandemic, for example, forced schools across the world to quickly shift to remote learning. Many teachers had to adjust their instructional practices with little preparation and limited resources. This sudden change increased workloads, heightened emotional stress, and exposed inequalities in access to education. Studies also found that teachers experienced higher levels of stress and burnout compared to many other professions during this period (Kush, Badillo-Goicoechea, Musci, & Stuart, 2021).

In conflict-affected and politically unstable regions, teachers often work under conditions of uncertainty and insecurity. In some cases, schools are disrupted or temporarily closed, while in others, teachers must continue teaching despite threats to safety and limited access to learning resources (Akbari, 2021). These experiences highlight how crises do not only affect learning outcomes but also the psychological and professional stability of educators.

In the Philippine context, the education system faces additional structural and contextual challenges that intensify during crises. Issues such as insufficient funding, overcrowded classrooms, and teacher shortages have long been documented. During the pandemic, these challenges became more visible as schools transitioned to distance and blended learning modalities. Policies such as DepEd Order No. 21, s. 2019 and DepEd Order No. 12, s. 2020 were implemented to ensure learning continuity, yet gaps in access to technology and digital resources remained a major concern among both teachers and learners (Philippine Institute for Development Studies, 2021).

In Davao City, particularly in the Division of Davao City, teachers experienced direct implementation of shifting instructional modalities through DepEd Order No. 34, s. 2022 and DepEd Order No. 24, s. 2022. These policy transitions required teachers to quickly adapt their teaching strategies while simultaneously addressing learners' academic gaps and socio-emotional needs. A local study by Haguyahay (2024) revealed that teachers' crisis self-efficacy significantly influenced their ability to cope with disruptions, work commitment, and overall well-being. It was also found that teachers faced behavioral challenges among learners during the return to face-to-face classes, reflecting the lingering effects of prolonged disruptions in schooling.

In the specific context of Key Stage 1 (KS1) teachers in Talomo West District, Davao City, these challenges become even more pronounced. KS1 teachers handle young learners who require high levels of guidance, structure, and emotional support. During periods of unrest, these teachers are often confronted with difficulties such as maintaining classroom focus, addressing learners' emotional instability, adjusting instructional delivery, and managing their own stress while meeting curriculum demands. Despite these realities, there remains limited localized research that directly explores how KS1 teachers in this district experience, interpret, and respond to such crises in their everyday teaching practice.

This gap is significant because existing literature tends to focus on general teacher experiences or large-scale national and global contexts, with limited attention given to specific grade-level experiences within localized school settings. Understanding the lived experiences of KS1 teachers in Talomo West District is therefore essential in identifying their coping mechanisms, support needs, and resilience strategies during periods of unrest.

Hence, this study aims to address this gap by exploring the experiences of KS1 teachers during periods of national unrest, particularly focusing on the challenges they face, how they cope with these challenges, and the insights they gain from these experiences. The findings of this study may contribute to strengthening teacher support systems and informing context-responsive interventions within the local education setting.

➤ *Statement of the Problem*

In times of national crises, whether social, political, environmental or economic, teachers are often placed in difficult situations that test their ability to remain effective and committed to their roles. These circumstances can disrupt not only their personal lives but also their teaching practices and sense of professional purpose. Understanding what challenges teachers face, how they cope, and what lessons they gain from these experiences is crucial in strengthening teaching experiences. With this in mind, the study aimed to answer the following research questions:

- What are the experiences of KS1 teachers during periods of unrest?
- How do KS1 teachers cope with the challenges during periods of unrest?
- What insights can be drawn for KS1 teachers during periods of unrest?

➤ *Objectives of the Study*

This study seeks to understand the lived experiences of Key Stage 1 (KS1) teachers during times of unrest, giving attention to how these situations shape both their work and personal well-being. It aims to:

- Describe what Key S1 teachers go through during periods of unrest;
- Explore how they cope with and navigate the challenges they encounter; and
- Draw meaningful insights and lessons that can help support and empower KS1 teachers in times of crisis.

➤ *Significance of the Study*

The study aims to understand the challenges teachers face, the coping strategies they employ, and the support systems that enable them to continue teaching amidst social and political tension. The findings will contribute to building a deeper understanding of teaching experiences and provide insights for school leaders in designing more responsive and supportive measures for educators during times of crisis.

- *Department of Education officials.* The findings can serve as a basis for crafting responsive policies and support systems that prioritize teacher welfare, especially in times of national unrest or emergencies.
- *Teachers.* They benefit by gaining awareness of common coping mechanisms and resilience strategies used by their peers, which may help them navigate similar challenges.
- *Learners.* They are the ultimate recipients of education, stand to benefit indirectly from improved teacher performance and well-being, leading to more consistent and effective teaching even during turbulent times.
- *For School Heads.* The study highlights the importance of providing both emotional and professional support to teachers to ensure the continuity of quality instruction.
- *Future Researchers.* may benefit from this study by using its findings as a foundation for further investigation on teaching experiences during periods of crisis. The themes identified in this research can guide the development of new studies that explore different contexts, grade levels, or types of unrest using qualitative, quantitative, or mixed-method approaches. This study may also help future researchers identify gaps in existing literature and design more context-sensitive inquiries that contribute to strengthening teacher support systems.

➤ *Scope and Limitation of the Study*

This study investigates the lived experiences of Key Stage 1 (KS1) teachers during periods of national unrest, encompassing social, political, environmental, or economic disruptions. It seeks to comprehend the influence of these conditions on teachers' well-being, professional efficacy, and motivation, alongside the challenges they encounter, the coping strategies they adopt, and the support systems that facilitate their continued teaching amid unfavorable circumstances. The participants are exclusively KS1 teachers, and the study utilizes qualitative methods that focus on their personal narratives and lived experiences within a particular context.

The research is confined to KS1 teachers; consequently, the results may not comprehensively reflect the experiences of educators from different grade levels or educational settings. It also depends on data that people give about themselves, which could be affected by how they see things, how well they remember things, or their own biases. Additionally, because the study is carried out in a specific environment, the results may not be fully applicable to other schools, areas, or situations facing various types of unrest. Lastly, the study only looks at what teachers think and doesn't include what students, parents, school leaders, or policymakers think, which could have given a more complete picture of the situation.

➤ *Definition of Terms*

The following terms are defined operationally to provide clarity and ensure a common understanding of key concepts used in this study. These definitions are contextualized based on how the terms are specifically applied within the scope of this research.

- *Teaching Experiences.* In this study, *teaching experiences* refer to the personal and professional accounts of public elementary school teachers as they carry out their instructional roles, manage classrooms, and interact with learners, colleagues, and school administrators. These experiences include day-to-day teaching practices, emotional responses, decision-making processes, and reflections, especially in the context of social and political challenges.
- *Periods of unrest.* Pertain to times marked by instability, tension, or disruption in society due to political events, civil disturbances, safety threats, or national controversies. In the context of this study, this includes events such as widespread protests, leadership conflicts, public safety threats (e.g., tsunami warnings), or high-profile political events such as the arrest of national figures, which may indirectly or directly affect the teaching environment and the psychological well-being of teachers.

➤ *Related Literature and Studies*

This section presents a review of significant literature related to teaching experiences during periods of crisis, focusing particularly on the experiences of public-school teachers.

- *Teaching and Learning during National Crises.* The impact of social and political crises on teaching and learning has garnered significant attention in recent years, particularly as educators navigate the complexities introduced by such upheavals. The COVID-19 pandemic, for instance, necessitated an abrupt shift to remote learning, profoundly affecting both teachers and students. According to a study by Kuhfeld et al. (2020), this sudden transition disrupted traditional educational practices, leading to challenges in student engagement and comprehension. Similarly, research by Kim and Asbury (2020) highlights those teachers experienced increased stress and workload during this period, underscoring the profound effects of global crises on educational stakeholders.

Political instability further complicates the educational landscape. In conflict-affected regions, teachers often face threats to their safety, inadequate resources, and disrupted school operations. A report by the Inter-agency Network for Education in Emergencies (INEE) (2021) indicates that in such contexts, teachers are frequently unprepared to address the complex needs of displaced learners, which hampers effective teaching and learning processes.

Moreover, the well-being of educators during crises is a critical concern. Research by Sokal et al. (2020) reveals that teachers' mental health deteriorated during the pandemic, with many reporting feelings of anxiety and burnout. This decline in well-being not only affects teachers' personal health but also their professional efficacy, ultimately impacting student outcomes.

Coping mechanisms employed by teachers during crises are diverse and context-dependent. A study by MacIntyre et al. (2020) found that educators utilized strategies such as seeking social support, engaging in professional development, and adopting flexible teaching methods to navigate the challenges posed by the pandemic. These adaptive strategies highlight the resilience and resourcefulness of teachers in maintaining educational continuity during turbulent times.

The role of technology in mitigating the effects of crises on education has been extensively explored. Hodges et al. (2020) discuss the concept of "emergency remote teaching," emphasizing that while technology can facilitate continued instruction, it also presents challenges related to digital equity and teacher preparedness. The rapid implementation of online learning platforms often exacerbated existing disparities, particularly among marginalized communities.

Educational policies and support systems play a pivotal role in addressing the challenges posed by social and political crises. A policy brief by the Global Partnership for Education (2021) underscores the necessity for comprehensive, data-driven policies that are adaptable to the unique contexts of crisis-affected environments. Such policies may focus on teacher recruitment, deployment, professional development, and well-being to enhance the resilience of education systems.

Additionally, the experiences of students during crises are equally significant. Research by Dorn et al. (2020) indicates that learning losses during the pandemic were substantial, with students from disadvantaged backgrounds being disproportionately affected. This exacerbation of existing educational inequities highlights the need for targeted interventions to support vulnerable student populations.

Teacher resilience has been a focal point in understanding how educators cope with crises. Gu and Day (2013) define resilience as the capacity to maintain commitment and effectiveness in the face of challenging circumstances. Developing resilience among teachers is essential for sustaining educational quality during periods of instability.

As, the intersection of race, politics, and education during crises has also been explored. Giroux (2021) reflects on how the pandemic and political climate have intensified existing social injustices, affecting both educators and learners. This perspective calls for a critical examination of the broader societal factors influencing education during crises.

- *Teaching Experiences amid Crises.* The concept of teaching experiences amid crises has become increasingly pertinent in recent years, as educators worldwide confront multifaceted challenges that threaten the continuity and quality of education. Crises, whether stemming from political instability, environmental disasters, or global pandemics, necessitate adaptive strategies to ensure that teaching and learning processes remain effective and resilient. Understanding how educators navigate these turbulent times is crucial for developing frameworks that support sustainable education practices.

The COVID-19 pandemic exemplified a global crisis that profoundly disrupted educational systems. Educational institutions worldwide implemented remote teaching and learning to ensure the sustainability of their academic programs and continuity of study. However, evidence from the literature revealed that remote teaching and learning posed challenges to resilience in maintaining educational standards during unforeseen disruptions. teaching and learning (Mhlanga & Moloi, 2023). This shift not only highlighted the need for technological integration but also underscored the importance of teacher adaptability and

Teacher resilience is a critical factor in sustaining education during crises. A study by Castro and Arslan (2023) emphasizes that teacher resilience is built through a complex interaction between personal, professional, and contextual factors. Among the most important factors are self-care, psychosocial support, and an institutional environment that facilitates teachers' emotional well-being. Relationships with students and their families also support this resilience, creating an atmosphere of trust and collaboration in the classroom. These findings suggest that fostering resilience requires a holistic approach that addresses both individual and systemic factors.

In response to the challenges posed by crises, comprehensive coping strategies have been developed to support educators. The SHIELD model, as formulated by Tan et al. (2024), incorporates Support, Health, Interaction, Empathy, Leadership, and Development strategies as a holistic approach to enhancing teachers' occupational well-being. This model underscores the necessity of multifaceted support systems that cater to the diverse needs of educators during challenging times.

Environmental crises, particularly those related to climate change, have also necessitated adaptations in teaching methodologies. UNESCO's Greening Curriculum Guidance (2024) advocates for integrating climate action into educational curricula to prepare learners to tackle the climate crisis effectively. This approach emphasizes the role of education in fostering environmental stewardship and resilience among students, thereby contributing to broader teaching experiences goals.

Further, the well-being of educators is intrinsically linked to the experiences of teaching during crises. A systematic review by Zhang et al. (2024) indicates that research on teacher well-being has significantly increased from 2020 to mid-February 2024, reflecting heightened awareness of the challenges faced by educators. Addressing teacher well-being is essential for maintaining the quality and continuity of education in crisis-affected contexts.

In line with this, educational leadership plays a pivotal role in navigating crises and ensuring the sustainability of teaching practices. According to Smith and Riley (2024), educational leaders must be swift-thinking and fast-acting in their approach to manage the complexities introduced by crises. Effective leadership can provide the necessary direction and support to educators, facilitating adaptive strategies that uphold educational standards

The integration of mental health considerations into climate change education has been proposed as a means to enhance resilience among learners. Berry et al. (2024) argue that promoting good mental health and well-being can help achieve climate change education outcomes, enabling students to cope with the psychological impacts of environmental crises. This integration highlights the interconnectedness of mental health and educational resilience.

Teacher shortages in crisis-affected contexts further complicate the sustainability of education. A report by the Teacher Task Force (2025) notes that teachers in such contexts regularly come under attack while carrying out their fundamental work, jeopardizing their sense of resilience, purpose, and well-being. Ensuring the safety and support of educators is paramount to sustaining teaching efforts during crises.

The role of technology in supporting teacher resilience has also been explored. Research by Wijaya et al. (2024) examines the predictive value of teacher self-efficacy and transformative teaching beliefs in merging ICTs and education for sustainability. Leveraging technology can provide innovative solutions to the challenges posed by crises, facilitating continued educational delivery.

In higher education, the COVID-19 pandemic prompted a reevaluation of teaching practices to ensure sustainability. An editorial by Leal Filho et al. (2023) synthesizes diverse scholarly contributions exploring the intersectionality of COVID-19, sustainability, and higher education, highlighting the need for adaptive strategies that address the evolving educational landscape.

- *Teachers' well-being during national crises.* Teaching during periods national crises presents unique challenges that significantly impact educators' professional practices and personal well-being. Recent studies have highlighted how such unrest affects classroom dynamics, curriculum content, and the overall educational environment. For instance, a study by The School Leader (2023) indicates that political conflicts have led to a decline in support for teaching about race, racism, and diversity, with nearly half of all principals reporting community challenges to such curricula.

Educators often find themselves navigating the complexities of self-censorship in response to external pressures. According to a report by the National Education Association (2024), many teachers are proactively limiting discussions on political and social issues, even in the absence of explicit state mandates, to avoid potential conflicts. This self-imposed restriction can hinder the development of critical thinking skills among students and compromise the integrity of education.

The well-being of teachers is profoundly affected during times of political tension. A study published in *Frontiers in Psychology* (2023) found that teachers' resilience is negatively impacted by increased stress and anxiety, which are prevalent during periods of social unrest. This decline in resilience can lead to higher rates of burnout and attrition within the profession.

The role of teacher resilience has been extensively studied in the context of social and political unrest. A bibliometric review by SAGE Journals (2023) analyzed 692 publications over 26 years, revealing a growing interest in understanding how resilience supports teachers' health and effectiveness during challenging times. Developing resilience is crucial for educators to maintain their commitment and effectiveness amidst adversity.

Educational leaders also face significant challenges in managing schools during politically charged periods. The RAND Corporation (2023) reported that nearly one-third of district leaders experienced threats related to politically controversial topics, highlighting the pervasive nature of political tensions in educational settings. These challenges necessitate strategic leadership approaches to navigate the complexities introduced by social and political unrest.

Moreover, the impact of political polarization on schooling has been documented in recent surveys. The Center on Reinventing Public Education (2023) found that political polarization around issues such as LGBTQ+ rights and critical race theory has disrupted educational processes, with 51% of district leaders reporting interference in their ability to educate students effectively. This polarization complicates the implementation of inclusive curricula and affects school operations.

Teachers' beliefs about social justice education are influenced by their experiences during social unrest. A study in *Education Inquiry* (2024) explored how South Korean teachers' beliefs about teaching for social justice intersect with their intergroup contact experiences, emphasizing the need for professional development that addresses these complex dynamics. Such development is essential for equipping teachers to handle sensitive topics effectively.

The broader educational community is also affected by political conflicts. An article in *The Guardian* (2025) detailed how teachers in Burkina Faso face threats and violence, with some schools being burned down, illustrating the extreme challenges educators can encounter during political unrest. These situations underscore the need for comprehensive support systems for teachers operating in conflict zones.

In response to these challenges, innovative pedagogical practices have been developed to build resilience against hate and promote inclusivity. A study in *Multicultural Perspectives* (2024) highlighted the importance of integrating social justice education to foster a more inclusive and supportive learning environment during times of social unrest. Such practices are vital for creating safe and supportive educational spaces.

The cumulative effect of these factors underscores the need for systemic support and policy interventions to assist educators during periods of social and political unrest. Addressing these challenges is essential to ensure the sustainability of quality education and the well-being of teachers and students alike.

➤ *Synthesis*

The review of significant literature reveals that teaching during social and political unrest poses serious challenges that impact educators' professional roles, emotional well-being, and classroom practices. Teachers often face pressure to self-censor, avoid sensitive topics, and adjust their curriculum to avoid conflict, which can compromise educational integrity and student learning. The literature also highlights the psychological toll on teachers, including increased stress, anxiety, and burnout, especially in politically charged environments. Despite these difficulties, many educators show resilience and adopt innovative strategies to maintain inclusive and supportive learning environments. School leaders, policy makers, and the broader educational system play a critical role in providing the support and resources needed to sustain teaching and protect teachers during times of social and political tension.

➤ *Theoretical and Conceptual Lens*

One theory that the researcher finds applicable to the study is Bronfenbrenner's Ecological Systems Theory. This theory explains how different environmental systems influence an individual's development, including their behavior and decisions. In the context of the study, Bronfenbrenner's framework helps the researcher understand how teachers are affected by layers of social and political crises, from the immediate school environment (microsystem), to the wider societal influences such as government policies or political unrest (macrosystem). These interconnected systems create the context in which teachers operate, and when national issues occur, each layer can either support or challenge a teacher's ability to sustain their work. According to Rosa and Tudge (2013), this theory is useful in analyzing human development within complex environments, which is relevant in examining how external tensions affect teaching experiences.

Another theory that the researcher using is Resilience Theory, which focuses on an individual's ability to adapt and recover from adversity. This theory is particularly relevant in exploring how teachers cope with the pressures and disruptions caused by social and political unrest. It helps frame the study in a way that does not only focus on the negative impact of crises but also on the strengths, coping mechanisms, and support systems that allow teachers to continue their work. Masten (2021) describes resilience as the capacity for positive adaptation in the context of significant adversity, which aligns well with my study's goal of understanding how teachers sustain their roles and maintain teaching performance despite the difficulties they face.

➤ *Conceptual Framework*

Figure 1 illustrates the interconnection of the experiences, coping mechanisms, and insights of Key Stage 1 teachers during periods of unrest. The framework demonstrates that these three elements are closely linked and continuously influence one another. Teachers’ experiences during challenging situations shape the coping strategies they employ, while these coping mechanisms influence the insights and realizations they develop from those experiences.

The framework further emphasizes that understanding teachers’ realities during periods of unrest requires examining these aspects as a whole rather than as separate components. Their experiences, ways of coping, and personal insights collectively provide a clearer understanding of how teachers manage difficulties, adapt to unstable situations, and continue fulfilling their roles despite challenges.

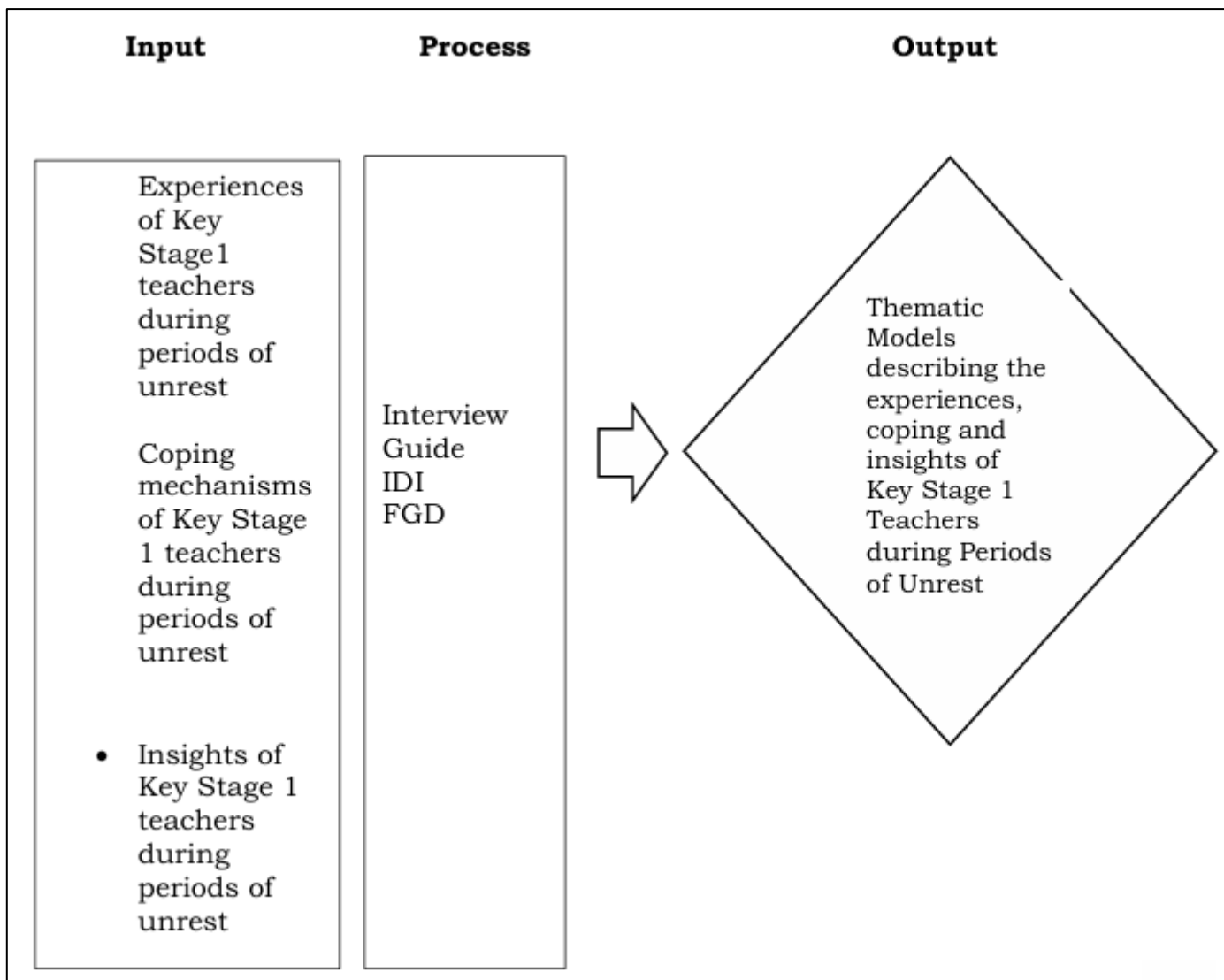


Fig 1 The Study’s Conceptual Paradigm

CHAPTER TWO METHODOLOGY

This chapter presents the method to be used in conducting this study focusing on teaching experiences of public-school teachers during national unrest.

➤ *Philosophical Assumption*

This section presents the four philosophical assumptions that will guide the conduct of researcher's study on how public-school teachers sustain their teaching roles during periods of social and political unrest. These assumptions, ontology, epistemology, axiology, and rhetoric, shaped the way the researcher view reality, gather knowledge, engage with participants, and present findings.

Ontology. The researcher assumed that there are multiple realities shaped by the unique experiences of each public-school teacher. Researcher believe that teachers may experience and respond to crises in different ways, depending on their personal contexts, values, and support systems. As Creswell and Poth (2018) explain, qualitative researchers often embrace a relativist position, acknowledging diverse realities and truths among individuals.

Epistemology. The researcher stayed closely engage to the participants to better understand their perspectives and meanings. The researcher gathered knowledge through personal interaction, open-ended interviews, and dialogue which allow the researcher to interpret how public-school teachers make sense of their teaching experiences during social and political unrest. This aligned with the constructivist view that knowledge is co-constructed through shared understanding (Lincoln, Lynham, & Guba, 2011).

- **Axiology.** the researcher recognized and openly declare the values that bring into the research process, such as researcher's respect for the teaching profession and belief in the importance of education during crises. The researcher also valued the perspectives of the participants by listening with empathy and representing their voices truthfully. According to Mertens (2015), acknowledging the value-laden nature of qualitative research enhances its credibility and ethical foundation.
- **Rhetorically.** the researcher uses a third-person scholarly tone throughout the study to reflect an active role in the research process. The writing maintains a qualitative and formal style while allowing the voices of public-school teachers to be heard clearly and authentically. This approach emphasizes rich, descriptive language that captures the essence of the phenomenon while upholding academic objectivity, clarity, and coherence. It is consistent with the rhetorical assumption in qualitative research, which values flexibility and participant-centered storytelling (Creswell & Poth, 2018).

➤ *Qualitative Assumption*

One key qualitative assumption that researcher adopted in this study is the meaning that constructed by individuals based on their lived experiences. The researcher believe that public school teachers create their own understanding of how they sustain their teaching roles during times of social and political unrest, shaped by their personal, institutional, and social contexts. This aligned with the constructivist view that reality is subjective and can only be understood by exploring the perspectives of those who experience it directly (Creswell & Poth, 2018).

➤ *Research Design*

A qualitative phenomenological research design was used in this study to explore in depth the lived experiences of public-school teachers who continue to teach amid social and political unrest. This design is best suited for understanding how individuals make sense of a particular phenomenon that they have personally experienced (Neubauer, Witkop, & Varpio, 2020). Through phenomenology, the study focuses on the essence of what teachers' experience, the challenges they face, and how they sustain their roles amid national issues that disrupt both their professional and personal lives.

➤ *Research Methods*

Data were collected through In-Depth Interviews (IDIs) using an interview guide designed specifically for public elementary school teachers. In-depth interviews are a qualitative data collection method that allows the researcher to explore participants' personal experiences, thoughts, and feelings in detail (Adams, 2020). Each teacher was interviewed one-on-one in a private and convenient setting, either face-to-face or online, depending on their preference and availability. With participants' consent, the interviews were audio-recorded and supplemented with field notes to ensure the accuracy and completeness of the data. This approach provided a deeper understanding of how each teacher sustains their teaching role amid social and political unrest within their specific context.

To enhance the credibility and depth of the findings, methodological triangulation was employed using multiple qualitative data sources. In this study, triangulation was achieved by combining data from In-Depth Interviews (IDIs) and Focus Group Discussions (FGDs), allowing the researcher to compare, validate, and enrich the emerging findings from different perspectives.

In addition to the IDIs, a Focus Group Discussion (FGD) was conducted with a separate group of public elementary school teachers to promote interaction and shared reflection. Focus group discussions allow participants to build on each other's ideas,

providing deeper insight into common experiences and group dynamics. Through this process, the study captured not only individual narratives but also collective meanings, shared challenges, and similarities in coping strategies among teachers.

Overall, the use of methodological triangulation strengthened the trustworthiness, consistency, and richness of the data by enabling cross-validation of themes across individual interviews and group discussions.

➤ *Participants*

The study involved nine (9) Key Stage 1 (KS1) teachers from public elementary schools in Talomo West District, Davao City, particularly those handling Kindergarten to Grade 3 learners. Of the nine participants, five (5) took part in the In-Depth Interviews (IDI), while four (4) joined the Focus Group Discussion (FGD). These teachers play an important role in providing foundational learning such as early literacy, numeracy, and socio-emotional development. Because of this, they are among those most affected when social and political unrest disrupts the normal teaching and learning process.

The participants came from different public elementary schools and had varying years of teaching experience, teaching assignments, and classroom situations. This allowed the study to gather a wider range of perspectives and experiences about teaching during difficult and uncertain times.

➤ *Research Instrument*

This study used an interview guide as the primary research instrument in gathering data from selected public elementary school teachers. The interview guide consisted of open-ended questions designed to explore the participants lived experiences in a structured yet flexible manner. It helped ensure that all important topics related to teaching during periods of social and political unrest were discussed, while also giving participants the opportunity to freely share their thoughts, feelings, and insights in detail.

The use of open-ended questions allowed the participants to express their experiences more naturally and provided the researcher with opportunities to ask follow-up questions whenever clarification or deeper explanation was needed. This approach helped create meaningful conversations and encouraged participants to openly discuss their experiences.

According to Adams (2020), interview guides are valuable tools in qualitative research because they help maintain consistency across interviews while still allowing flexibility for probing and clarification.

➤ *Sampling Technique*

This study applied a purposive sampling to select participants who are most suitable for the objectives of the research. Purposive sampling was used because the study specifically required information-rich participants who have direct experience in teaching during periods of social and political unrest.

The participants consisted of nine (9) Key Stage 1 (KS1) public elementary school educators from the Department of Education (DepEd). They were chosen because they are currently public-school teachers, have at least three years of teaching experience, and have taught during times of unrest. This sampling strategy ensured that the participants were capable of providing rich, detailed, and relevant information related to the phenomenon under investigation.

➤ *Role of the Researcher*

The researcher played an active and reflective role in exploring how public elementary school teachers sustain their teaching during periods of national unrest. As the primary instrument for data collection, the researcher carefully listened to, observed, and interpreted the experiences shared by the participants. This role required close engagement with the teachers while remaining attentive to the meaning behind their stories and responses.

In qualitative research, the researcher's presence, sensitivity, and interaction with participants are considered important in producing rich and meaningful data. As noted by Merriam & Tisdell (2016), the researcher is an integral part of the research process and plays a key role in understanding participants' experiences.

Throughout the study, the researcher remained mindful of personal biases and made a conscious effort to ensure that interpretations were grounded in the actual voices and lived experiences of the teachers. By practicing reflexivity and maintaining ethical awareness, the researcher was able to build trust with the participants and ensure that their insights were represented as accurately and authentically as possible. According to Berger (2020), reflexivity helps researchers remain aware of their influence on the research process and supports more honest and credible interpretations of qualitative data.

➤ *Data Gathering Procedure*

For this study, the researcher gathered data through In-Depth Interviews (IDI) using an interview guide designed specifically for public elementary school teachers. In-depth interviews are a qualitative data collection method that allows me to explore participants' personal experiences, thoughts, and feelings in detail (Adams, 2020). Each teacher was interviewed one-on-one in a private and convenient setting, either face-to-face or online, depending on what is most comfortable for them. The researcher

recorded the interviews with their permission and take notes to ensure accuracy. This approach helped me understand how each teacher sustains their teaching despite the social and political unrest they face in their context.

In addition to IDIs, researcher also conducted a Focus Group Discussion (FGD) with a separate group of public elementary school teachers to promote interaction and shared reflection. FGDs allow participants to build on each other's ideas, providing deeper insight into common experiences and group dynamics (Nyumba et al., 2018).

➤ *Data Analysis*

For this study exploring how public elementary school teachers sustain their teaching amid social and political unrest, Researcher applied Braun and Clarke's (2006) six-phase approach to thematic analysis. To begin, researcher engaged deeply with the data by repeatedly reading the transcripts from both in-depth interviews and focus group discussions, while making preliminary notes. This process allowed me to fully absorb and understand the teachers' lived experiences. Next, researcher began coding by highlighting significant portions of the text that relate to the difficulties, coping methods, and realizations described by the participants. Researcher then identified patterns across these codes to begin forming potential themes that capture common elements in the data. After that, researcher examined and refine the themes to make sure they accurately represent the data and are clearly distinguishable from one another. Once refined, researcher labelled each theme, describing its core meaning and how it connects to the broader narrative of teacher resilience during times of crisis. Finally, researcher compiled the findings into a detailed report, integrating direct quotes from public school teachers to ensure their voices are faithfully and meaningfully presented.

Fig 2 Illustrates the Six-Step Process of Thematic Analysis Used in the Study.

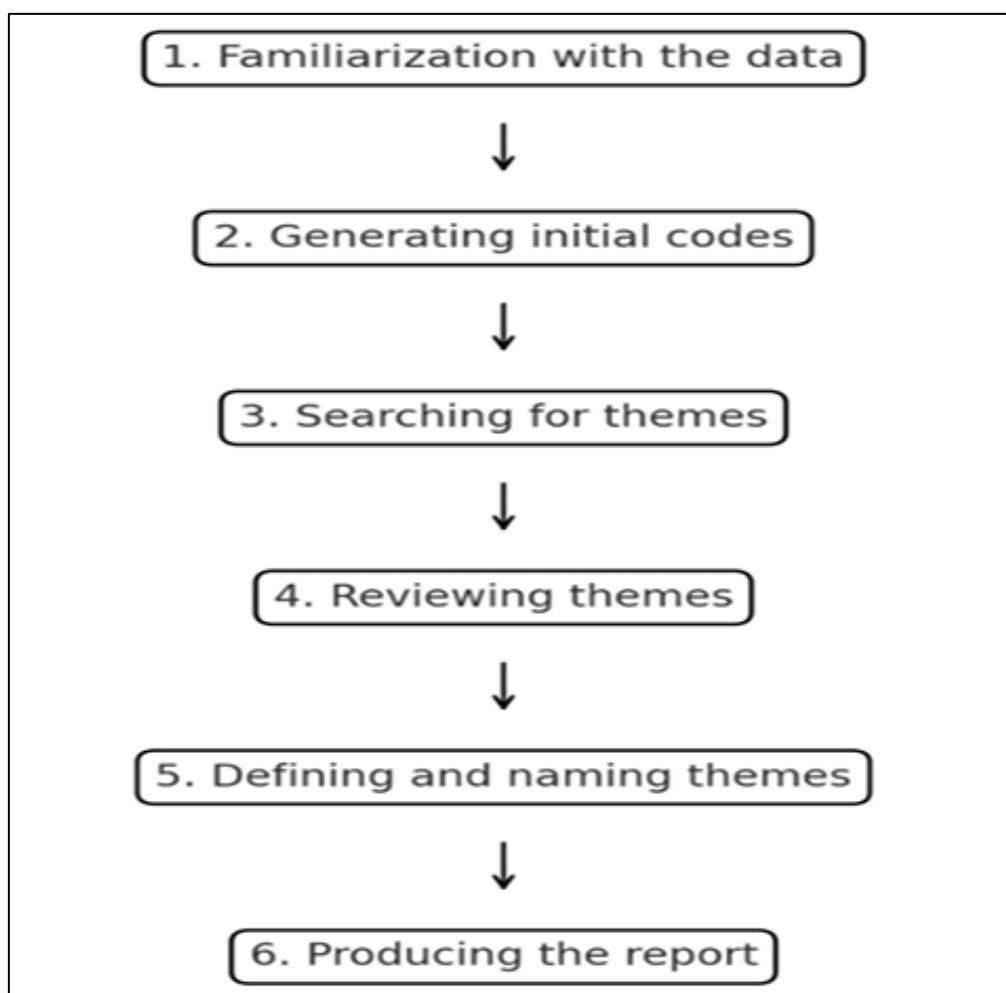


Fig 2 Analytical Framework of the Study

➤ *Trustworthiness of the Study*

To ensure the quality and integrity of the study on how public elementary school teachers sustain their teaching during periods of national unrest, the researcher adhered to the four components of trustworthiness identified by Lincoln and Guba (1985): credibility, dependability, confirmability, and transferability.

- *Credibility.* The researcher used multiple data sources such as in-depth interviews and a focus group discussion to triangulate the findings and gain a fuller understanding of the teachers lived experiences. The researcher employed member checking by asking the participating teachers to review and validate the accuracy of my interpretations, ensuring that their voices are accurately represented (Creswell & Poth, 2018).
- *Dependability.* The researcher maintained a comprehensive audit trail throughout the entire research process, documenting the procedures for data collection, coding, and analysis. All methodological decisions, revisions, and changes made during the course of the study were systematically recorded to promote transparency and procedural accountability. This detailed documentation enabled the research process to be traceable and open to external review. Consistent with the recommendations of Nowell et al. (2017), maintaining a clearly documented and systematic research process enhances the reliability of the study by allowing others to examine, assess, and potentially replicate the procedures undertaken.
- *Confirmability.* The researcher kept a reflexive journal throughout the study where personal reflections, assumptions, and key decisions were recorded. This helped the researcher stay mindful of possible biases and regularly check how personal views might affect the way the study was conducted. Through this ongoing self-reflection, the researcher made sure that the findings truly came from the experiences shared by public school teachers and were not influenced by personal opinions or assumptions (Lincoln & Guba, 1985).
- *Transferability.* The researcher provided rich and detailed descriptions of the research context, participant characteristics, and study findings to help readers determine whether the results may apply to other settings. Specific accounts of the conditions, experiences, and educational realities of public elementary school teachers in the Philippine context were presented to provide contextual depth. Through these detailed descriptions, readers and future researchers may assess the relevance and applicability of the findings to similar educational environments or related contexts (Creswell)

➤ *Ethical Considerations*

As the researcher, upheld ethical principles throughout the conduct of this study involving public elementary school teachers. This section outlines how the core elements of research ethics as required by the National Ethical Guidelines for Health and Health-Related Research (NEGHR, 2017) as well as the RMC Ethics Committee.

- *Social Value.* This study generated socially relevant knowledge by examining how public elementary school teachers sustain their teaching roles during periods of social and political unrest. The study addressed an urgent national concern and is grounded in a solid review of literature that supports the need for this inquiry. The research questions are aligned with SMART objectives and the phenomenological design is appropriate for capturing lived experiences. The findings will be shared with schools, teacher organizations, and local education leaders who can use them to support teacher well-being and performance.
- *Informed Consent.* An informed consent form was prepared in both English and Filipino to ensure clarity and cultural appropriateness for all participants. All participating public elementary school teachers were informed that their participation is voluntary, and they may withdraw at any time without consequences. The consent process emphasized that participants are of legal age, mentally sound, and capable of making informed decisions.
- *Risks, Benefits, and Safety.* No significant physical risks were expected in the study, but participants may have experienced emotional discomfort when recalling stressful teaching experiences during periods of unrest. To minimize this, a safe and respectful interview environment was maintained, and participants were allowed to take breaks or withdraw at any time.
- The study provided benefits by giving teachers a platform to share their lived experiences, which may help improve understanding of their situation and support the development of more responsive educational policies and practices.
- *Privacy and confidentiality of information.* The researcher strictly respected the privacy of all participating teachers. Interview transcripts were anonymized using codes, and all digital files were stored in a password-protected folder accessible only to me. No identifying information of the public-school teacher appeared in the final report or any shared results.
- *Justice.* The study included 9 public elementary school KS1 teachers selected through purposive sampling. This sample size is consistent with Creswell and Poth (2018), who recommend 5 to 25 participants for phenomenological research. The selection process is fair, ensuring all participants have relevant experience. Data were analyzed using thematic analysis to uncover common patterns across their experiences. As part of ethical consideration, I also recognize the importance of my qualification and familiarity with the context of Key Stage 1 (KS1) teaching. Having background knowledge and professional exposure to early-grade education allows me to better understand the developmental, instructional, and emotional demands faced by KS1 teachers, especially during periods of social and political unrest. This contextual awareness strengthens my ability to engage with participants meaningfully, interpret their responses accurately, and represent their lived experiences with sensitivity and authenticity. At the same time, I remain conscious of my potential biases and practice reflexivity to ensure that the findings are grounded in the participants' perspectives rather than my own assumptions.
- *Transparency.* If any conflict of interest arises, the researcher disclosed to the participants and relevant authorities. The public-school teachers were informed about the research purpose, their rights, and the intended use of results. Once the study is completed, researcher shared a summary of the findings with interested participants and stakeholders.
- *Qualification of Researcher.* The researcher is currently pursuing a master's degree in education and has been trained in conducting research that focuses on people's experiences and perspectives. The researcher also has experience working with teachers, which provides a better understanding of the school environment and the education system being studied.

As a Key Stage 1 (KS1) teacher, the researcher has firsthand experience of the challenges faced by elementary school teachers in their daily work. This background supports the researcher's suitability to conduct the study. Throughout the research process, the researcher was guided by a thesis adviser to ensure that proper procedures were followed and that the study was conducted in a responsible and ethical.

- *Adequacy of Facilities.* The interviews were conducted in safe and quiet spaces, such as designated rooms in the school or via secure online platforms, depending on the preference of the participants. These facilities are suitable for ensuring a confidential and comfortable data collection process.
- *Community Involvement.* The researcher respected the culture and values of the school communities involved in the study. Coordination with school heads was undertaken to inform them of the research, ensure minimal disruption to class schedules, and acknowledge the valuable contributions of public-school teachers during and after the research process.

CHAPTER THREE RESULTS AND DISCUSSION

This chapter presents the findings of the study on the teaching experiences of KS1 teachers during periods of unrest. It discusses the themes that emerged from the in-depth interviews and focus group discussions, highlighting the challenges faced by teachers, the coping strategies they employed, and the insights they gained from their experiences. The results are organized according to the research questions and are supported by selected verbatim responses to reflect the authentic voices of the participating teachers.

This study presents the themes that emerged from the lived experiences of KS1 teachers during periods of social and political unrest. The findings revealed four major challenges: Dealing with Emotional Strain Amid Community Anxiety, Managing Classroom Stability During External Disruptions, Enduring Divided Opinions and Sensitive Conversations, and Balancing Professional Responsibilities with Personal Safety Concerns. These themes reflect the multifaceted pressures teachers face as they continue fulfilling their roles in the midst of uncertainty and instability. Together, they highlight the emotional, instructional, relational, and personal dimensions of teaching during times of crisis.

Table 1 Experiences of KS1 Teachers During Periods of Unrest

Emergent Themes	Core Ideas	Significant Narratives
Dealing with Emotional Strain Amid of Community Anxiety	<ul style="list-style-type: none"> • Heightened emotional tension within communities • Teachers are not exempt from pressures • The dual weight of personal emotional anguish and professional obligation 	<p><i>“Honestly, ma’am, lisod kaayo mag-focus sa lesson kung ang whole community naga-worry. Pag naa’y news about earthquake or political issue, murag mabati gyud nimo ang tension sa parents ug even sa bata. Ako mismo, naga-overthink pud ko pero kinahanglan magpaka-strong ko sa classroom.”</i> (Honestly, ma’am, it’s really hard to focus on the lesson when the whole community is worried.” When there’s news about a tsunami threat or a political issue, you can really feel the tension from the parents and even the children. I myself, I also overthink but I need to be strong in the classroom). – [IDI-I1]</p>
Managing Classroom Stability During External Disruptions	<p>Maintaining Stability and routine</p> <ul style="list-style-type: none"> • Emergencies or public tensions heighten students’ anxiety • Being able to stay strong at work even when things are hard at home or outside of work 	<p><i>“Lisod kaayo mag-maintain sa routine kung ang environment sa gawas chaotic. Naa’y time nga kinahanglan nako usbon ang lesson plan kay dili gyud sila makafocus.”</i> (It’s very difficult to maintain a routine when the outside environment is chaotic. There were times when I had to change the lesson plan because they couldn’t focus). (Participant 4 -FGD)</p>
Enduring Divided Opinions and Sensitive Conversations	<ul style="list-style-type: none"> • Handling different views with Respect and Care • The Emotional Burden of Remaining Neutral <p>Responsibility in Maintaining Trust and a Secure Learning Environment</p>	<p><i>“Pag naa’y political issue, makabantay ko nga lahi-lahi gyud ang opinions sa parents. Naa’y supportive, naa pud’y very vocal. As a teacher, kailangan neutral gyud ko bisan naa koy personal thoughts.”</i> (When there is a political issue, I can see that parents have very different opinions. Some are supportive, some are very vocal. As a teacher, I have to be really neutral even though I have my personal thoughts). – Participant 2-IDI</p>
Balancing Professional	<p>Uncertainty not only in the public sphere but also in the personal lives of teachers.</p> <p>Increases Teachers stress levels and emotion exhaustion</p> <ul style="list-style-type: none"> • Internal struggle of fulfilling professional obligations while facing personal safety concerns. 	<p><i>“Sa panahon nga naay linog, naglibog ko kung mo-duty ba ko or mag-stay sa balay with my family. Pero as a teacher, naa man pud koy responsibility sa mga bata.”</i> (During the earthquake, I was confused about whether to go on duty or stay home with my family. But as a teacher, I also have a responsibility to the children). – Participant 7 FGD</p>

Responsibilities with Personal Safety Concerns		
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➤ *Dealing with Emotional Strain Amid Community Anxiety*

Periods of social and political unrest often create heightened emotional tension within communities, and teachers are not exempt from these pressures. Research shows that crises significantly affect teachers' psychological well-being, increasing stress, anxiety, and emotional exhaustion (Sokal, Trudel, & Babb, 2020). Similarly, Kim and Asbury (2020) found that uncertainty during national disruptions intensifies teachers' emotional burden as they struggle to maintain instructional quality while managing personal concerns. In the context of this study, KS1 teachers are particularly vulnerable because they teach young learners who are highly sensitive to emotional cues. As such, emotional strain becomes both a personal and professional challenge for teachers navigating unrest.

The following are the responses from the teachers highlight the theme of *Dealing with Emotional Strain Amid Community Anxiety*. A teacher talked about how worried the community is, and that's making it hard for them to focus on teaching. The teacher said that the emotional tension is really strong in the classroom.

“Honestly, ma’am, lisod kaayo mag-focus sa lesson kung ang whole community naga-worry. Pag naa’y news about earthquake threat or political issue, murag mabati gyud nimo ang tension sa parents ug even sa bata. Ako mismo, naga-overthink pud ko pero kinahanglan magpaka-strong ko sa classroom.” (Honestly, ma'am, it's really hard to focus on the lesson when the whole community is worried. When there's news about a tsunami threat or a political issue, you can really feel the tension from the parents and even the children. I myself, I also overthink but I need to be strong in the classroom). [IDI-I1].

This response shows how emotional strain often enters the classroom indirectly through the concerns of the community, yet teachers are expected to remain composed despite their own internal worries.

In a similar experience, another participant highlighted how constant updates and messages from parents, especially through social media, contribute to anxiety. Despite this, the teacher still feels the need to appear calm and reassuring in front of learners:

“Naay times nga anxious ko kay daghan kaayog chika sa social media. Ang mga parents’ mag-message dayon, asking kung safe ba ang school. As a teacher, kinahanglan kalma ko sa atubangan sa mga bata bisan inside, worried pud ko.” (There are times when I'm anxious because there's so much gossip on social media. The parents immediately message, asking if the school is safe. As a teacher, I need to stay calm in front of the children even though inside, I am also worried.) [IDI-I3].

This illustrates the quiet emotional struggle teachers experience—balancing internal fear with the responsibility of providing a sense of safety and stability for their students.

Adding to this, another teacher emphasized how emotionally intense community events can become overwhelming, especially when strong opinions arise. Still, the teacher recognizes the need to separate personal emotions from professional duties:

“Makastress gyud siya. Especially when the arrest issue happened, daghan kaayo opinions sa community. Naa’y parents nga emotional kaayo. As KS1 teacher, dili pwede magdala ko sa akong emotions inside the classroom.”

(It's really stressful. Especially when the arrest issue happened, there were so many opinions in the community. There were parents who were very emotional. As a KS1 teacher, I couldn't bring my emotions inside the classroom). [IDI-I5]

This shows how teachers need to be in control of their emotions, especially when things are tough in the community and feelings are running high. From a teacher's point of view, it's clear that learners are really sensitive to how others are feeling, and they can pick up on it right away if something's off. This means that teachers often have to put their own fears aside so they don't accidentally pass them on to their students.

“Dili lang siya about teaching the lesson. Murag emotional sponge ka sa classroom. Ang mga bata, makafeel sila kung uneasy ka. So bisan naa koy fear or kabalaka, ginatago nako para dili sila maapektuhan.” (It's not just about teaching the lesson. You're like an emotional sponge in the classroom. The kids, they can sense when you're uneasy. So even if I have fears or worries, I hide them so they don't get affected) [FGD-P6].

This highlights the emotional sensitivity of young learners and the hidden emotional labor teachers perform to maintain a calm and supportive classroom environment.

In the end, one participant taking part in the study summed it up as a constant battle between outside forces and feeling completely drained, all while still having to get their job done.

“*Challenging kaayo kay murag two battles imong gi-atubang—ang external situation ug ang responsibility nimo as teacher. Naa’y times nga mentally drained na gyud ko pero kailangan gihapon mag-function.*” (It’s very challenging because it’s like you’re fighting two battles—the external situation and your responsibility as a teacher. There are times when I’m really mentally drained but I still have to function) [FGD-P7].

The responses of the KS1 teachers illustrate how emotional strain is deeply intertwined with community anxiety during unrest. Their narratives reveal internal conflicts between personal fear and professional composure. This aligns with findings by Sokal et al. (2020), who reported increased burnout and emotional fatigue among teachers during periods of crisis. Moreover, Kim and Asbury (2020) emphasized that teachers often feel compelled to present emotional stability despite experiencing uncertainty themselves. In this study, the teachers’ accounts suggest that sustaining teaching during unrest requires not only instructional competence but also emotional regulation and resilience. Their experiences demonstrate how community-level tension permeates the classroom, placing an additional emotional demand on educators beyond academic responsibilities.

➤ *Managing Classroom Stability During External Disruptions*

Periods of social and political unrest often disrupt not only communities but also the daily routines of schools. Stability and routine are particularly important in the early grades, as young learners depend heavily on predictable structures to feel secure and ready to learn. Research suggests that crises can interrupt instructional continuity and weaken student engagement, especially when external events create uncertainty (Kuhfeld et al., 2020). Moreover, disruptions caused by emergencies or public tensions may heighten students’ anxiety, requiring teachers to invest additional effort in restoring classroom order and emotional safety (Dorn et al., 2020). In the context of this study, KS1 teachers face the challenge of maintaining classroom stability while navigating external disturbances that affect both learners and their families.

The following responses from the teachers highlight the theme of *Managing Classroom Stability During External Disruptions*. These accounts illustrate how external events directly influence classroom engagement, behavior, and instructional decisions.

“*Pag naa’y balita about earthquake threat, daghan kaayong absences. Ang mga bata nga present, dili pud kaayo attentive. Murag naa gihapon sa ilang mind ang kahadlok. So kinahanglan ko mag-adjust sa pacing sa lesson.*” (When there is news about a tsunami threat, there are a lot of absences. The children who are present, are not very attentive either. It seems like the fear is still on their minds. So, I have to adjust the pacing of the lesson) [IDI-I2]

In a similar situation where anxiety affects both students and parents, another teacher shared how emotional readiness becomes a priority before instruction can begin:

“*Usahay, before pa magsugod ang klase, ang parents’ mag-chat na kung safe ba. Pag-abot sa bata sa classroom, makit-an nimo nga uneasy sila. Instead of diving into academics, mag-start ko sa calming activity.*” (Sometimes, before class even starts, parents will chat about whether it’s safe. When the child arrives in the classroom, you’ll see that they’re uneasy. Instead of diving into academics, I’ll start with a calming activity) [IDI, P3].

Alongside emotional concerns, teachers also described how external chaos directly affects their ability to maintain routines and lesson plans:

“*Lisod kaayo mag-maintain sa routine kung ang environment sa gawas chaotic. Naa’y time nga kinahanglan nako usbon ang lesson plan kay dili gyud sila makafocus.*” (It’s very difficult to maintain a routine when the outside environment is chaotic. There were times when I had to change the lesson plan because they couldn’t focus) [IDI-I4].

Teachers also pointed out that having a routine is crucial, but being flexible is just as important when things get unpredictable.

“*As a KS1 teacher, routine is very important. Pero during unrest, murag kinahanglan flexible ka. I try to make the classroom feel safe and normal bisan dili normal ang outside situation.*” (As a KS1 teacher, routine is very important. In times of unrest I need to be flexible. I try to make the classroom feel safe and normal even if the situation outside it is not normal) [FGD-P8].

Another participant pointed out that when the environment is tense, it can really affect the learners’ energy levels. They need more organized and calming activities to help them focus.

“*External issues affect classroom energy. Naa’y tension nga ma-feel gyud nimo. So I focus on simple, structured tasks para ma-ground ang mga bata and ma-balik ang sense of control.*” (External issues affect classroom energy. There is tension that you can really feel. So, I focus on simple, structured tasks to ground the children and restore their sense of control) [FGD-P9].

Teaching is more than just giving lessons; it’s about creating a classroom where learners feel safe and supported. When big things happen outside of school, like crises or unrest, it can affect how learners behave and learn. Teachers need to be able to adjust their plans to help learners deal with their emotions and stay focused. This is especially important for younger learners, who can get

easily distracted and fall behind when they're feeling unsure. Research has shown that when things are disrupted, it can be harder for learners to learn and stay engaged. But teachers do more than just teach, they also help learners feel better when they're scared or upset. By being flexible and understanding, teachers can help learners calm down and get back to learning, even when things are tough outside of school. Teachers play a big role in helping learners feel safe and supported, and that's just as important as teaching them new things. This might mean taking a break from regular lessons to talk about what's going on and how students are feeling. It might mean finding ways to help learners relax and calm down, like deep breathing or meditation.

By taking the time to support learners emotionally, teachers can help them get back to a place where they can focus and learn. And that's not just good for learners, it's also good for teachers, who can feel more confident and supported in their own work.

Teaching is about more than just delivering lessons, it's about creating a supportive and caring community where learners can thrive, even in tough times. By being flexible, understanding, and supportive, teachers can make a big difference in the lives of their learners, and help them succeed not just in school, but in life.

The experiences shared by the Key Stage 1 teachers show that external disruptions have a clear impact on classroom interaction and the flow of instruction. Their response highlights the continuous need to adjust lesson pacing, routines, and teaching strategies in order to re-establish stability within the classroom. This aligns with the findings of Kuhfeld et al. (2020), who emphasized that crises disrupt learning continuity and necessitate instructional adjustments. Likewise, Dorn et al. (2020) pointed out that such disruptions often contribute to lower engagement levels and learning gaps, especially among younger students. In this study, the teachers' narratives suggest that maintaining effective teaching during periods of unrest involves not only delivering content but also intentionally rebuilding a classroom environment that supports safety, structure, and emotional security.

➤ *Enduring Divided Opinions and Sensitive Conversations*

Social and political unrest often creates divided opinions within communities, and these divisions can enter the school environment. Teachers may encounter differing views from parents, colleagues, and even learners' families, which can create tension in daily interactions. Studies have shown that political polarization can disrupt school operations and create pressure for educators when handling controversial or sensitive issues (RAND Corporation, 2023). Furthermore, teachers sometimes engage in self-censorship to avoid conflict, even when discussions are relevant to students' social understanding (National Education Association, 2024). In the context of this study, KS1 teachers face the delicate task of maintaining professionalism while navigating emotionally charged conversations influenced by broader community unrest.

The following responses from the teachers highlight the theme of *Enduring Divided Opinions and Sensitive Conversations*, which reflects how they navigate differing views and delicate discussions in and around the school environment during periods of unrest.

This reflects the pressure they experience not only from their teaching responsibilities but also from the social and political context surrounding the school. A teacher talked about how politics can cause parents to have different opinions, and this puts teachers in a tough spot. They have to stay neutral, even if they have their own thoughts on the matter. The teacher said:

“Pag naa’y political issue, makabantay ko nga lahi-lahi gyud ang opinions sa parents. Naa’y supportive, naa pud’y very vocal. As a teacher, kailangan neutral gyud ko bisan naa koy personal thoughts.” (When there is a political issue, I can see that parents have very different opinions. Some are supportive, some are very vocal. As a teacher, I have to be really neutral even though I have my personal thoughts) [IDI-I2]

This response shows that teachers are aware of the diversity of opinions within the school community. Despite having their own beliefs, they intentionally suppress personal views to avoid conflict and maintain professionalism.

In a related experience, another participant described situations where parents indirectly expect teachers to take a side on current issues. However, the teacher emphasized that their priority remains the learners:

“Naay time nga naay parent nag-comment about current events, unya murag gusto nila nga mag-take side ko. Lisod kaayo kay as KS1 teacher, ang focus nako dapat sa bata, dili sa politics.” (There are times when a parent comments about current events, then it seems like they want me to take sides. It's really difficult because as a KS1 teacher, my focus should be on the child, not on politics) [IDI-I4].

This highlights the challenge of managing external expectations while staying focused on instructional responsibilities. Teachers often have to carefully redirect conversations back to their primary role of supporting learners.

When teachers have different opinions, it can cause tension at work. So, they need to be careful about how they talk to each other to avoid misunderstandings. This means they have to think about how their words might affect others and try to find ways to

communicate that won't lead to confusion or conflict. By doing this, they can create a more positive and respectful work environment, even when they don't all agree on everything.

“Makafeel ko sa tension sa faculty room. Even among teachers, lahi-lahi mi ug stand. So kinahanglan careful ko sa akong words para dili magka-misunderstanding.” (I can feel the tension in the faculty room. Even among our teachers, we have different stances. So, I have to be careful with my words to avoid misunderstandings) [IDI-I5].

This suggests that sensitivity is not only required in interactions with parents and students but also within the teaching community itself. Teachers often have to self-regulate their speech to maintain harmony in the workplace.

From the classroom perspective, participants also noted that learners sometimes bring outside information into school discussions. In such cases, teachers must respond in a way that is simple, age-appropriate, and non-alarming:

“Usahay, ang mga bata makadungog sa balita sa balay, then mangutana sila. Dili man pwede i-ignore, pero kinahanglan simple ug safe ra ang explanation.” (Sometimes, children hear the news at home, then they ask questions. It can't be ignored, but the explanation needs to be simple and safe) [FGD-P7].

This reflects the teachers' responsibility to protect children's emotional well-being while still acknowledging their curiosity about real-world events.

Finally, one participant emphasized the importance of maintaining balance at all times, as any perceived bias could affect relationships within the school and community:

“Challenging gyud kay kinahanglan balanced ka pirmi. Dili pwede magpakita og bias, kay maka-affect sa trust sa parents ug sa school community.” (It's really challenging because you have to be balanced all the time. You can't show bias, because it can affect the trust of parents and the school community) [FGD-P9].

The narratives of the KS1 teachers illustrate the emotional and professional strain of enduring divided opinions during unrest. Their experiences show the constant effort to remain neutral and cautious in conversations shaped by political tensions. This reflects findings from the RAND Corporation (2023), which reported that political conflicts increasingly affect school climates and place educators under scrutiny. Likewise, the National Education Association (2024) observed that teachers often limit discussions to avoid potential backlash, highlighting the complex balance between professional responsibility and community sensitivity. In this study, the teachers' responses reveal that sustaining teaching during unrest requires careful communication, emotional restraint, and a strong commitment to maintaining trust within the school community.

➤ *Balancing Professional Responsibilities with Personal Safety Concerns*

Periods of social and political unrest often create uncertainty not only in the public sphere but also in the personal lives of teachers. When safety threats such as natural disaster warnings or politically charged events arise, educators must continue fulfilling their professional duties while managing their own fears and responsibilities at home. Research shows that crises increase teachers' stress levels and emotional exhaustion, especially when they feel personally vulnerable (Sokal, Trudel, & Babb, 2020). Similarly, Kim and Asbury (2020) noted that during times of disruption, teachers experience tension between maintaining instructional continuity and addressing personal concerns. In the context of this study, KS1 teachers navigate the dual responsibility of ensuring classroom stability while safeguarding their own well-being and that of their families.

In relation to this dual responsibility, the following accounts from the teachers illustrate how they experience and negotiate the tension between Professional Responsibilities and Personal Safety Concerns.

“Sa panahon nga naay linog, naglibog ko kung mo-duty ba ko or mag-stay sa balay with my family. Pero as a teacher, naa man pud koy responsibility sa mga bata.” (During the earthquake, I was confused about whether to go on duty or stay home with my family. But as a teacher, I also have a responsibility to the children) [FGD-P7].

This feeling of being torn between different things is also seen in situations where politics is uncertain, and it affects not just what we talk about in class, but also what we discuss with our families.

“Pag naay political issue nga medyo intense, murag dili lang ang community ang affected. Even kami sa pamilya naga-discuss ug safety. Lisod kaayo kay kinahanglan mag-report gihapon ko sa school.” (When there is a political issue that is quite intense, it seems like it's not just the community that is affected. Even my family and I discuss safety. It's really hard because I still have to report to school.) [IDI-I3].

Alongside external concerns, teachers also described how their personal worries often continue even while they are actively teaching:

“*Naa’y times nga nag-worry ko sa akong mga anak while teaching. Murag naa kay split mind, naa ka sa classroom pero naa pud sa balay imong hunahuna.*” (There are times when I worry about my children while teaching. It's like you have a split mind, you're in the classroom but your mind is also at home) [IDI-I4].

Teachers feel like they need to stay calm and professional when they're teaching, even when they're dealing with tough issues inside. They know they have to keep it together in front of their learners.

“*As teachers, expected nga calm ug present ta sa klase. Pero inside, naa gyud kahadlok. Bisan ana, kinahanglan gihapon mag-function professionally.*” (As teachers, we are expected to be calm and present in class. But inside, there is a lot of fear. Even so, we still have to function professionally) [FGD-P6].

Another person taking part in the discussion described their experience as being like having two jobs at the same time, where they have to balance both roles, especially when things get tough.

“*Murag duha ka role imong ginadala, teacher ug parent. Kung naay unrest, magduha-duha ka kung unsa ang unahon, pero sa huli, ginabalanse ra gyud nimo.*” (It's like you're playing two roles, teacher and parent. When there's unrest, you hesitate about which to prioritize, but in the end, you just balance it out) [FGD-P8].

The combined experiences of the KS1 teachers speak to the internal conflict between fulfilling professional responsibility and concern for personal safety. Their answers show the emotional tension between duty and self-preservation. This confirms the findings of Sokal et al. (2020) that the crises increase the stress and emotional fatigue in teachers. Additionally, Kim and Asbury (2020) reported that during times of personal uncertainty, teachers often feel compelled to maintain professional stability. The study underscores the dilemma faced by teachers in balancing professional duties and personal safety concerns, highlighting the emotional work teachers must undertake to perform their roles amid unrest.

➤ *Coping Strategies of KS1 Teachers During Periods of Unrest*

This section presents the themes that emerged regarding the coping strategies of KS1 teachers during periods of social and political unrest. The findings identified four primary coping mechanisms: Practicing Emotional Regulation and Self-Care Strategies, Seeking Support from Colleagues and School Leaders, Maintaining Structured Routines to Preserve Classroom Stability, and Focusing on Professional Commitment and Learner Well-Being. These themes illustrate the deliberate and adaptive actions teachers employ to sustain their teaching roles despite external instability. Collectively, they demonstrate how coping is both a personal and collaborative process grounded in emotional management, professional dedication, and shared support.

Table 2 Coping Strategies of KS1 Teachers During Periods of Unrest

Emergent Themes	Core Ideas	Significant Narratives
Practicing Emotional Regulation and Self-Care Strategies	<ul style="list-style-type: none"> • Self-care and emotional awareness • Staying calm in amidst of unrest • Sustaining professional effectiveness 	<p>“<i>Self-care is important gyud. Bisan simple lang like taking short breaks or talking to a co-teacher about what I feel, makatabang kaayo para ma-reset ko emotionally.</i>” (Self-care is really important. Even something as simple as taking short breaks or talking to a co-teacher about how I feel can really help me reset emotionally). –[FGD-P9]</p>
Seeking Support from Colleagues and School Leaders	<ul style="list-style-type: none"> • Finding strength in a supportive school environment • Emotional reassurance and collaborative planning • Seeking support from colleagues and school 	<p>“<i>Ang among school head, naga-remind gyud nga safety first and naga-check in sa amo emotionally. Makagaan siya sa feeling kay kabalo ka nga naa kay support system.</i>” (Our school head really reminds us that safety comes first and checks in with us emotionally. He can make you feel better because you know you have a support system). –[IDI-I3]</p>
Maintaining Structured Routines to Preserve Classroom Stability	<ul style="list-style-type: none"> • Structured routines • Reinforcing predictable patterns • Maintaining instructional continuity 	<p>“<i>As a KS1 teacher, kabalo ko nga routines are comforting. So during crises, mas ginaprioritize nako ang clear instructions ug simple transitions para dili sila ma-overwhelm.</i>” (As a KS1 teacher, I know that routines are comforting. So, during crises, I prioritize clear instructions and simple transitions so they don't get overwhelmed). –</p>

<p style="text-align: center;">Focusing on Professional Commitment and Learner Well-Being</p>	<ul style="list-style-type: none"> • Commitment to learners • Maintain a strong sense of professional identity <p>Prioritizing the learners' well-being</p>	<p style="text-align: right;">[FGD-P7]</p> <p><i>“Ang ako mindset kay responsibility gyud nako sila. Kung ako mag-give up emotionally, ma-feel pud nila. So I stay committed sa akong role as their teacher.”</i> (My mindset is that they are my responsibility. If I give up emotionally, they will feel it too. So I stay committed to my role as their teacher). –[IDI-I3]</p>
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➤ *Practicing Emotional Regulation and Self-Care Strategies*

During periods of social and political unrest, teachers are not only instructional facilitators but also emotional anchors within the classroom. Managing one’s emotions becomes essential in sustaining professional effectiveness. Research indicated that teachers who actively practice emotional regulation are better able to cope with stress and maintain classroom stability during crises (Sokal, Trudel, & Babb, 2020). Moreover, resilience literature highlights that adaptive coping strategies, including self-care and emotional awareness, are protective factors against burnout (Masten, 2021). In the context of this study, KS1 teachers demonstrate deliberate efforts to regulate their emotions and engage in self-care to remain functional and supportive for their learners.

In this regard, participants’ responses reveal a general pattern of using personal coping strategies to deal with emotional pressure prior to and during classroom engagement.

“Kung mabati nako nga overwhelmed ko, mag-pause gyud ko before entering the classroom. Magsilent prayer ko or deep breathing para dili nako madala akong stress sa mga bata.” (If I feel overwhelmed, I will pause before entering the classroom. I do silent prayer or deep breathing so that I don't bring stress to the children) [IDI-I1].

Another participant elaborated on this notion of how to cope with emotional strain by emphasizing the need to release the accumulated stress outside the classroom environment:

“Dili gyud malikayan nga ma-stress, especially kung daghan kaayog balita. So, after school, I make time for myself—mag-walk ko or mag-spend time with my family para ma-release ang tension.” (It's inevitable to get stressed, especially when there's a lot of news. (So, after school, I make time for myself—I go for a walk or spend time with my family to release tension) [IDI-I2].

In the same vein, some teachers pointed to the role of emotional discipline in real-time classroom interaction, where managing observable reactions is part of professional accountability:

“Ang ako strategy kay conscious gyud ko sa akong reactions. Kung naa koy kahadlok or anxiety, dili nako ipakita sa klase. I try to stay composed para dili sila maapektuhan.” (My strategy is to be very conscious of my reactions. If I have any fear or anxiety, I don't show it in class. I try to stay composed so they don't get affected) [IDI-I5].

Other participants described reflective practices extending beyond real-time regulation, which helped them to process emotions after teaching:

“Nakatabang gyud ang journaling ug reflection. After class, mag-write ko unsa akong na-feel that day. It helps me process everything nga nahitabo.” (Journaling and reflection really helped. After class, I write down how I felt that day. It helps me process everything that happened) [FGD-P8].

Teachers also noted that taking care of their emotions can be helped by simple things they do for themselves and support from their colleagues. What they said shows that dealing with the emotional stress of teaching, especially during tough times, doesn't always need big solutions - small, thoughtful actions can make a big difference in feeling better and staying professional.

“Self-care is important gyud. Bisan simple lang like taking short breaks or talking to a co-teacher about what I feel, makatabang kaayo para ma-reset ko emotionally.” (Self-care is really important. Even something as simple as taking short breaks or talking to a co-teacher about how I feel can really help me reset emotionally) [FGD-P9].

Teachers know they need to take a step back and calm down when they're feeling overwhelmed. They understand that taking care of their emotions is crucial to doing their job well in the classroom. One teacher talked about "resetting emotionally", which shows how important it is to manage stress on purpose, so they can stay calm, focused, and supportive of their learners. The teachers also said that talking to their colleagues is really helpful, especially when things are uncertain. Sharing their experiences and feelings with other teachers who get what they're going through makes them feel better, reduces their emotional stress, and creates a sense of unity at school. These supportive conversations help teachers feel more grounded and prepared to handle the challenges of their job. By taking care of their emotions and supporting each other, teachers can be their best selves for their students.

Teachers in the KS1 level have shown that they can deal with tough situations in a way that helps them cope. This is similar to what other researchers, like Masten in 2021, have said about being able to adapt to difficult circumstances. Another study by Sokal and colleagues in 2020 found that teachers who take charge of their own stress are better at managing it and less likely to feel emotionally drained, even in crisis situations. In this study, being able to control emotions is not just a personal thing, but also a necessary part of being a teacher. It helps teachers stay calm, be there for their students emotionally, and create a safe and secure learning environment, even when things are uncertain. What's interesting is that teachers are always managing their own emotions while trying to make their learners feel safe and supported, which is a big part of their job that people might not always see.

➤ *Seeking Support from Colleagues and School Leaders*

During times of social and political unrest, teachers do not cope in isolation. Collegial support and strong leadership play an important role in helping educators navigate uncertainty. Research suggests that supportive school environments contribute significantly to teacher resilience and well-being, especially during crises (Castro & Arslan, 2023). Likewise, educational leadership that fosters open communication and trust can reduce stress and promote collective problem-solving (Smith & Riley, 2024). In the context of this study, KS1 teachers describe how collaboration with colleagues and reassurance from school leaders help them remain grounded and professionally stable during periods of unrest.

The participants' answers reveal that instructors seek communication, emotional comfort, and collaborative relations within the school community during times of disturbance to assist them manage with uncertainty and stress. Rather of trying to struggle alone, the instructors discussed how the support of colleagues and school administrators fostered feelings of connection, understanding and stability in emotionally tough situations. The support systems seem to be more than information providers; they seem to be places where teachers find emotional validation and reassurance.

“Nakatabang gyud kaayo ang among faculty group chat. Kung naay issue or kahadlok sa community, mag-share mi ug updates ug mag-encourage sa usag usa”. (Our faculty group chat has been really helpful. If there are issues or concerns in the community, we share updates and encourage each other) [IDI-I2].

This response emphasizes how ongoing communication can help instructors feel informed and connected while also lowering anxiety. While mutual encouragement increases emotional support among coworkers, giving updates seems to offer clarity and reassurance in uncertain situations. According to the participant's perspective, even basic communication methods can strengthen a sense of unity and group functioning in the educational setting.

Beyond peer communication, some teachers emphasized the important role of school leaders in promoting emotional reassurance and psychological safety. One participant explained that their school head consistently prioritized teachers' well-being and checked on them emotionally during difficult periods:

“Ang among school head, naga-remind gyud nga safety first and naga-check in sa amo emotionally. Makagaan siya sa feeling kay kabalo ka nga naa kay support system.” (Our school head really reminds us that safety comes first and checks in with us emotionally. He can make you feel better because you know you have a support system) [IDI-I3].

This narrative suggests that leadership support extends beyond administrative responsibilities and includes emotional care and concern for teachers' welfare. The participant's statement reflects how empathetic leadership can lessen feelings of fear and uncertainty by reminding teachers that their well-being is valued. Knowing that school leaders are emotionally present and supportive appears to help teachers feel safer, more reassured, and more capable of continuing their professional responsibilities.

Similarly, other participants described how conversations with trusted colleagues helped them manage stress and emotional burden during periods of unrest:

“Kung stressed ko, mag-storya ko sa akong ka-grade level teacher. Dili man mawala ang problema, pero makafeel ka nga dili ka nag-inusara.” (When I'm stressed, I talk to my grade level teacher. It won't make the problem go away, but it will make you feel like you're not alone). [IDI-I4].

Talking to colleagues can really help teachers feel less alone when they're dealing with tough situations. Even if they don't find a solution right away, just sharing their concerns with someone who gets what they're going through can be a big comfort. It's like having someone to validate their feelings and offer emotional support, which can make a big difference in how they cope with stress. This shows just how important it is for teachers to have good relationships with their colleagues, it's not just about getting help with problems, but also about getting the emotional support they need to keep doing their job well. When teachers feel supported, they can keep functioning professionally, even when things get tough.

In addition to emotional reassurance, the participants also highlighted how teamwork and collaboration strengthened their ability to respond effectively to students' emotional and academic needs during unrest:

“During unrest, mas nagkahiya sa school. We share strategies on how to handle anxious learners. That sense of teamwork really helped.” (During unrest, we were more united in school. We share strategies on how to handle anxious learners. That sense of teamwork really helped) [FGD-P9].

The participants’ experiences suggest that collaboration within the school environment not only supports teachers’ emotional well-being but also strengthens their capacity to respond effectively to students’ needs during periods of unrest. Through sharing strategies, experiences, and emotional support, teachers develop a stronger sense of confidence, unity, and collective responsibility in addressing the challenges brought about by uncertainty. These collaborative relationships help reduce feelings of isolation and contribute to a more supportive and stable school environment for both teachers and learners.

This aligns with Castro and Arslan (2023), who emphasized that teacher resilience is strengthened through supportive interpersonal relationships and collaborative school environments. Furthermore, Smith and Riley (2024) noted that effective leadership during crises fosters psychological safety, trust, and stability within schools. In this study, seeking support from colleagues and school leaders emerges as an important collective coping mechanism that reinforces teachers’ emotional well-being, professional confidence, and commitment amid community uncertainty.

➤ *Maintaining Structured Routines to Preserve Classroom Stability*

During periods of social and political unrest, maintaining classroom structure becomes an intentional coping strategy rather than a routine practice. Young learners, especially in KS1, rely heavily on predictable schedules and consistent procedures to feel secure. Research shows that disruptions in routine during crises can negatively affect student engagement and learning continuity (Kuhfeld et al., 2020). Similarly, Dorn et al. (2020) emphasized that instructional interruptions during unstable periods require deliberate efforts to restore structure and minimize learning loss. In this study, KS1 teachers describe how preserving routines helps both them and their learners regain a sense of control amid external uncertainty.

In light of this, the participants frequently discussed how upholding established classroom procedures aids learners in feeling emotionally and intellectually grounded in turbulent circumstances.

“Bisan daghan kaayog balita sa gawas, I make sure nga same gihapon ang morning routine namo—greeting, prayer, simple check-in. It gives the children a sense nga normal ra ang klase.” (Even though there is a lot of news outside, I make sure that our morning routine is still the same—greeting, prayer, simple check-in. It gives the children a sense that the class is normal) [IDI-I1].

This response demonstrates how even something as basic as a morning routine may have a significant emotional impact on young learners. By maintaining consistency, the teacher helps students feel that school is still a secure and predictable place in addition to managing time or instruction.

Similarly, another educator emphasized that improving daily scheduling structure aids in rerouting students’ focus from outside concerns to academic assignments:

“Kung naa’y tension sa community, mas ginaplastar nako ang schedule. Structured activities help the learners focus and forget gamay ang outside issues.” (If there is tension in the community, I plaster the schedule more. Structured activities help the learners focus and forget a little about outside issues.) [IDI-I4].

Building on this, some educators stressed that they make an effort to avoid making needless changes to routines because consistency in and of itself makes kids feel emotionally secure.

“Dili ko mag-change dayon sa routine unless necessary. Ang consistency sa classroom makes the children feel safe bisan naa’y unrest outside.” (I will not change the routine immediately unless necessary. The consistency of the classroom makes the children feel safe even though there is unrest outside) [IDI-I5].

This demonstrates an understanding that even minor adjustments can have an impact on children’s emotions, therefore preserving stability turns into a kind of protection and care. However, other participants noted that they streamline classroom procedures to help pupils feel less overwhelmed by learning at challenging times.

“As a KS1 teacher, kabalo ko nga routines are comforting. So during crises, mas ginaprioritize nako ang clear instructions ug simple transitions para dili sila ma-overwhelm.” (As a KS1 teacher, I know that routines are comforting. So, during crises, I prioritize clear instructions and simple transitions so they don’t get overwhelmed). – [FGD-P7].

This demonstrates that teachers are sensitive to both intellectual and emotional demands; they modify their methods so that pupils may manage even when they are already experiencing external stress. In a similar, organized activities were said to aid in reestablishing equilibrium and serenity within the classroom.

“Structured tasks like reading time and quiet work sessions help stabilize the energy sa classroom. Murag makabalik ang normal flow bisan unstable ang situation sa gawas.”(Structured tasks like reading time and quiet work sessions help stabilize the energy in the classroom. It seems that the normal flow will return even though the situation outside is unstable) [FGD-P8].

The responses reveal that structured routines serve as an adaptive coping mechanism for KS1 teachers during unrest. By reinforcing predictable patterns, teachers attempt to shield learners from the instability outside the classroom. This aligns with Kuhfeld et al. (2020), who highlighted the importance of maintaining instructional continuity during disruptions to prevent academic setbacks. Dorn et al. (2020) likewise emphasized that structured instructional responses can mitigate the negative effects of crisis-related interruptions. In this study, maintaining routines is not merely a pedagogical strategy but a stabilizing tool that supports both teacher composure and student well-being during uncertain times.

➤ *Focusing on Professional Commitment and Learner Well-Being*

In times of social and political unrest, teachers often cope by anchoring themselves to their professional purpose. Commitment to learners becomes a stabilizing force that helps educators persist despite emotional and environmental pressures. Research indicated that teachers who maintain a strong sense of professional identity and purpose are more likely to sustain engagement during crises (Berkovich & Eyal, 2021). Moreover, resilience literature emphasizes that commitment to meaningful goals supports positive adaptation in adversity (Masten, 2021). Within this study, KS1 teachers describe how prioritizing their learners' well-being enables them to continue functioning effectively despite external instability.

One participant emphasized that their main concern was the children's innocence and susceptibility, even in light of the disturbance occurring outside of the school setting.

“Bisan naa'y unrest sa gawas, ako pirmi ginahunahuna nga ang mga bata wala'y sala ana. So, I focus gyud sa ilang needs para dili sila maapektuhan.”(Even if there is unrest outside, I always think that the children are innocent. So, I really focus on their needs so that they are not affected) [IDI-I2].

This response demonstrates how the instructor purposefully protects students from the emotional strain of societal conflicts and has a strong sense of empathy and protectiveness.

Similarly, Participant 3 expressed that their professional obligations inspire them to maintain their emotional fortitude for their learners. The participant clarified,

“Ang ako mindset kay responsibility gyud nako sila. Kung ako mag-give up emotionally, ma-feel pud nila. So, I stay committed sa akong role as their teacher.”(My mindset is that they are my responsibility. If I give up emotionally, they will feel it too. So, I stay committed to my role as their teacher) [IDI-I3].

The statement demonstrates the emotional intelligence of educators, acknowledging that the classroom environment and learners' sense of security may be directly impacted by their own emotional states.

In the same way, Participant 4 highlighted how taking care of learners turned into a source of personal fortitude in politically challenging circumstances. The participant stated,

“During political issues, instead of stressing too much, ginahimo nako nga mas intentional ko sa pag-care sa mga bata. Murag sila akong inspiration to stay strong.” [IDI-I4]

This illustrates how educators use their relationships with students as a source of emotional motivation to turn stress into meaningful action.

Additionally, Participant 6 mentioned that happy and engaged learning moments remind learners of their career goals. The participant said,

“Usahay kapoy na gyud, pero when I see the children learning and smiling, ma-remind ko nganong nag-teacher ko in the first place.”(Sometimes it's really tiring, but when I see the children learning and smiling, I'm reminded why I became a teacher in the first place) [FGD-P6].

This response reveals the human side of teaching, where teachers' enthusiasm and tenacity are rekindled despite weariness by brief moments of learners' development and happiness.

Lastly, Participant 7 describe coping by purposefully shifting focus from outside turmoil to important classroom objectives. As stated,

“*Ang ako coping kay i-shift ang focus gikan sa external issues ngadto sa classroom goals. Kung productive ang klase, murag mawala gamay ang tension sa gawas.*”(My coping is to shift the focus from external issues to classroom goals. If the class is productive, the tension outside seems to disappear a little.) [FGD-P7].

This illustrates how teachers can restore control and emotional equilibrium in the face of uncertainty by upholding a positive and productive learning environment.

The experiences of the KS1 teachers demonstrate that professional commitment and concern for learner well-being function as internal sources of resilience. Their statements show how purpose-driven teaching mitigates the emotional strain brought by unrest. This finding aligns with Berkovich and Eyal (2021), who noted that strong professional identification enhances teachers’ commitment and stability in challenging contexts. Similarly, Masten (2021) highlighted that resilience is strengthened when individuals anchor themselves to meaningful roles and responsibilities. Focusing on professional commitment and learner well-being emerges as a powerful coping mechanism that enables teachers to sustain their practice despite the pressures and political instability.

➤ *Insights of KS1 Teachers During Periods of Unrest*

This section presents the insights gained by KS1 teachers from their experiences of teaching during periods of social and political unrest. Four key insights emerged from the data: Recognizing the Strength of Professional Resilience, Reaffirming the Purpose and Meaning of Teaching, Understanding the Importance of Emotional Awareness in the Classroom, and Valuing Collective Support and Solidarity in Times of Crisis. These themes reflect the deeper realizations teachers developed as they navigated uncertainty and adversity. Together, they show how challenging circumstances not only tested teachers’ capacities but also strengthened their professional identity and perspective.

Table 3 Insights of KS1 Teachers During Periods of Unrest

Emergent Themes	Core Ideas	Significant Narratives
Recognizing the strength of Professional Resilience	<ul style="list-style-type: none"> Capacity to endure and adapt Professional Resilience Cultivated through real-life challenges 	<p>“<i>Ang unrest taught me nga dili lang academic skills ang importante, but emotional strength pud. Murag na-enhance gyud akong capacity to endure.</i>”(The unrest taught me that not only academic skills are important, but also emotional strength. It seems that my capacity to endure has really been enhanced. – [FGD-P8]</p>
Reaffirming the Purpose and Meaning of Teaching	<ul style="list-style-type: none"> Intensify awareness Purpose-driven engagement Strengthens resilience in adversity 	<p>“<i>Mas na-appreciate nako ang pagka-teacher nako. Bisan lisod ang panahon, makita nako nga naa koy purpose nga mas dako pa sa problema.</i>”(I appreciate being a teacher more. Even though times are difficult, I can see that I have a purpose that is bigger than the problem). – [FGD-P7]</p>
Understanding the Importance of Emotional Awareness in the Classroom	<p>Emotional Awareness and well-being</p> <ul style="list-style-type: none"> Emotional Stability and Management <p>Maintaining Supportive Learning Environment</p>	<p>“<i>Nakat-on ko nga teaching is not only intellectual work. Emotional presence is equally important, especially when the outside world feels unstable.</i>” (I learned that teaching is not only intellectual work. Emotional presence is equally important, especially when the outside world feels unstable).– [FGD-P8]</p>
Valuing Collective Support and Solidarity in Times of Crisis	<ul style="list-style-type: none"> Effective Leadership and Collaborative Environment <p>Valuing Collective Support and Solidarity</p> <p>Capacity to Endure Periods of Unrest</p>	<p>“<i>Sa panahon sa unrest, mas nag-practice ko og empathy. Dili lang sa bata, pati sa parents kay kabalo ko nga tanan naapektuhan.</i>”(In times of unrest, I practice more empathy. Not only the child, but also the parents because I know that everyone is affected). – [IDI-I5]</p>

➤ *Recognizing the Strength of Professional Resilience*

Experiencing social and political unrest has led KS1 teachers to reflect on their inner capacity to endure and adapt. Resilience is often described as the ability to maintain or regain well-being in the face of adversity (Masten, 2021). In educational settings, teacher resilience is strengthened through personal coping skills and supportive professional environments (Castro & Arslan, 2023). Within this study, the teachers' narratives reveal a growing awareness of their own strength and adaptability as they continue teaching despite instability in the community.

One participant expressed amazement at their capacity to endure challenging circumstances. According to Participant 1,

“Wala gyud ko kabalo nga kaya diay nako mag-handle ana nga situation. Pag tan-aw nako karon, murag mas strong ko compared before.” (I really don't know if I can handle that situation. When I look at it now, it seems that I am stronger compared to before.) [IDI-I1].

This response captures a moment of self-discovery in which the teacher used adversity as a chance to acknowledge inner strength and personal development that had previously gone unnoticed.

Similarly, Participant 3 considered how overcoming obstacles over time lead to a more profound feeling of resilience. The participant explained,

“Sa una, dali ko ma-overwhelm. Pero through these challenges, naka-realize ko nga naa diay koy resilience nga wala nako na-notice before.” (At first, I was easily overwhelmed. But through these challenges, I realized that I have resilience that I didn't notice before) [IDI-I3].

This claim illustrates how hardship can be a life-changing event that makes educators more emotionally conscious and self-assured in their capacity to handle stress.

In the same way, Participant 4 noted that their sense of professional identity was reinforced by continuing to teach throughout trying situations. As the individual disclosed,

“Makita gyud nako nga bisan stressful ang panahon, nagpadayon gihapon ko. That made me realize nga strong diay ang foundation sa akong pagka-teacher.” (I can definitely see that even when times are stressful, I keep going. That made me realize that the foundation of my being a teacher is strong) [IDI-I4].

The response demonstrates how teachers' perseverance in the face of difficulty strengthens their faith in their calling and dedication to their work.

Additionally, Participant 8 noted that the experience of unrest broadened their perspective on what it really meant to be a teacher. The participant stated,

“Ang unrest taught me nga dili lang academic skills ang importante, but emotional strength pud. Murag na-enhance gyud akong capacity to endure.” (The unrest taught me that not only academic skills are important, but also emotional strength. It seems that my capacity to endure has really been enhanced.) [FGD-P8].

The reflection displays a compassionate understanding that teaching entails more than just imparting knowledge; it also entails patience, emotional fortitude, and the capacity to support learners through trying circumstances.

Participant 9 stated that conquering crises boosted their self-assurance in managing obstacles in the future and stated,

“After everything nga nahitabo, maingon nako nga mas confident ko karon sa akong ability to manage crises. Murag gi-test gyud akong pagiging teacher.” (After everything that happened, I can say that I am now more confident in my ability to manage crises. It's like I'm being tested as a teacher) [FGD-P9].

This response implies that despite being emotionally draining, adversity also developed into a worthwhile experience that enhanced the participant's self-assurance and professional development.

The reflections of the KS1 teachers indicate that enduring periods of unrest allowed them to recognize their professional resilience. Their statements highlight growth in confidence, emotional endurance, and adaptive capacity. This is consistent with Masten's (2021) view that resilience develops through navigating adversity rather than avoiding it. Furthermore, Castro and Arslan (2023) emphasize that resilience in teachers is cultivated through real-life challenges that reinforce coping competence. In this study, recognizing the strength of professional resilience emerges as a key insight, as teachers begin to view crises not only as stressors but also as experiences that reveal their capacity to persist and grow.

➤ *Reaffirming the Purpose and Meaning of Teaching*

Periods of social and political unrest often compel teachers to reflect deeply on the meaning of their profession. In times of instability, educators may reconnect with the core values that led them to choose teaching as a career. Research suggests that a strong sense of professional identity and purpose strengthens commitment and job engagement, especially during challenging situations (Berkovich & Eyal, 2021). Furthermore, resilience literature emphasizes that individuals who anchor themselves to meaningful goals are better able to sustain motivation during adversity (Masten, 2021).

In this study, the narratives of Key Stage 1 (KS1) teachers reveal that periods of unrest became moments of reflection that reaffirmed the value and meaning of their profession. Their experiences demonstrate how teaching extends beyond academic instruction and becomes a source of stability, emotional support, and hope for young learners. One participant shared:

“Sa tinuod lang, sa panahon sa unrest, mas naka-realize ko nganong importante akong trabaho. Ang mga bata nanginahanglan og stability, ug kita ilang first support outside home.” (Honestly, during the unrest, I realized more why my work is important. Children need stability, and we are their first support outside home.) [IDI-I1].

This shows how teachers see the classroom as more than just a place to learn. When things are tough, kids often look to their teachers for comfort and stability. Teachers become like a second family to them, providing emotional support. The teacher's thoughts here show how hard times can actually make teachers more aware of how important their role is in taking care of their learners, not just teaching them. It makes them want to support their learners in every way possible.

Another participant taking part in the discussion also highlighted how important it is for the classroom to be a safe space, away from all the chaos that's happening outside.

“Kung chaotic ang outside world, mas makita nako ang value sa classroom as a safe space. Didto nako na-feel nga meaningful gyud ang akong role.” (If the outside world is chaotic, I can see the value of the classroom as a safe space. That's when I felt that my role was really meaningful) [IDI-I2].

This response explain that schools and classrooms can be a safe haven for the learners, where they feel comfortable and secure, even when things are uncertain. A teacher's role is not just about teaching, but also about providing a sense of calm and reassurance. This is especially true during difficult times, when teachers can really make a difference in their learners' lives. By being there for their learners, teachers can help them feel more at ease and provide a sense of order in a chaotic world. This is what makes teaching so rewarding, as teachers get to see the positive impact they have on their learners' well-being. It's a reminder that teaching is not just about passing on knowledge, but about being a source of comfort and support for young people. Also, another participant thought about how the experience helped them understand what it means to be a teacher.

“Ang experience nag-remind nako nga dili lang about teaching lessons ang trabaho. It's about guiding young minds even in uncertain times.” (The experience reminded me that work is not just about teaching lessons. It's about guiding young minds even in uncertain times) [IDI-I3].

This statement suggests that teaching is more than just giving lessons and doing school work. Teachers are also like mentors, role models, and guides who help learners deal with tough situations and feelings. As teachers go through these experiences, they start to realize how much they can influence the kind of person a child becomes, like how resilient they are and how they feel about themselves. This means teachers have a big role in shaping who their learners are and how they turn out. They help learner learn to handle difficult emotions and social situations, which is just as important as learning math or reading. By being a good role model and mentor, teachers can make a real difference in a child's life and help them become a happy, healthy, and well-rounded person.

Other participants, taking part in the discussion shared how facing tough times actually made them appreciate their job even more.

“Mas na-appreciate nako ang pagka-teacher nako. Bisan lisod ang panahon, makita nako nga naa koy purpose nga mas dako pa sa problema.” (I appreciate being a teacher more. Even though times are difficult, I can see that I have a purpose that is bigger than the problem) [FGD-P7].

The statement shows that having a purpose can really help teachers get through tough times. Even when things are chaotic, the teacher found motivation in knowing that teaching is about more than just doing a job, it's about making a difference in the world. When teachers realize this, they become more resilient because they're not just teaching for the sake of teaching, but because they truly believe in what they're doing. It's like they have a personal mission that drives them to keep going, even when things get tough. This sense of purpose can help them stay motivated and focused, and that's what gets them through the difficult times.

Another participant taking part in the discussion also pointed out that teachers have a big role to play, especially when things are not going as planned.

“Sa unrest, murag mas klaro gyud sa ako ang mission sa teaching. It’s not just a job, but a responsibility to nurture and protect the learners emotionally and academically.” (In the unrest, it seems that the mission of teaching is clearer to me. It's not just a job, but a responsibility to nurture and protect the learners emotionally and academically) [FGD-P9].

The reflections of the Key Stage 1 teachers reveal that unrest served as a catalyst for reaffirming their professional purpose. Their narratives show that crisis contexts can intensify awareness of the meaningful nature of teaching. This aligns with Berkovich and Eyal (2021), who found that strong professional identification enhances teacher commitment during challenging periods. Similarly, Masten (2021) emphasized that purpose-driven engagement strengthens resilience in adversity. In this study, reaffirming the purpose and meaning of teaching emerges as a powerful insight, demonstrating how instability can deepen teachers’ sense of vocation rather than diminish it.

➤ *Understanding the Importance of Emotional Awareness in the Classroom*

Periods of social and political unrest highlight the emotional dimensions of teaching, particularly in the early grades where learners are highly sensitive to environmental stress. Emotional awareness in the classroom refers to the teacher’s ability to recognize, regulate, and respond to both their own emotions and those of their learners. Research indicated that teachers’ emotional well-being directly influences classroom climate and student adjustment during crises (Sokal, Trudel, & Babb, 2020). Moreover, Kim and Asbury (2020) emphasized that during uncertain times, teachers must intentionally manage their emotional expressions to maintain a supportive learning environment. In this study, KS1 teachers recognized that emotional awareness became a crucial professional skill during periods of unrest.

Participant realized that a teacher’s emotional state can easily influence young learners. Participant 2 shared,

“Naka-realize ko nga kung dili ko emotionally aware sa akong kaugalingon, dali ra gyud maapektuhan ang mga bata. So kinahanglan conscious ko sa akong tone ug reactions.” (I realized that if I am not emotionally aware of myself, the children are easily affected. So I have to be conscious of my tone and reactions) [IDI-I2].

This reaction demonstrates the close emotional bond between educators and learners, particularly among KS1 learners who are acutely aware of the actions and feelings of adults. It also illustrates the participant's developing sense of accountability for fostering a peaceful and comforting learning environment.

In the same way, Participant 4 highlighted how easily young learners can perceive their professors' uneasiness or worry. The participant clarified,

“Ang mga KS1 learners dali makasense kung uneasy ang teacher. Mao nga mas attentive ko sa akong emotions para dili sila ma-alarm.” (KS1 learners can easily sense when the teacher is uneasy. That’s why I’m more attentive to my emotions so they don’t get alarmed) [IDI-I4].

The claim highlights the significance of emotional self-regulation since educators actively check their own responses to shield learners from more anxiety or tension in unpredictable circumstances.

Similarly, Participant 5 considered how the unrest experience increased their empathy for both parents and learners. As mentioned,

“Sa panahon sa unrest, mas nag-practice ko og empathy. Dili lang sa bata, 4263ay4263ta4263 parents kay kabalo ko nga tanan naapektuhan.” (In times of unrest, I practice more empathy. Not only the child, but also the parents because I know that everyone is affected) [IDI-I5].

The response demonstrates a compassionate comprehension of the common emotional challenges faced by educators and families in times of crisis. It also demonstrates how educators become more empathetic and perceptive when they understand that discontent has an impact outside of the classroom.

Additionally, Participant 7 reported that the difficulties caused by unrest caused them to prioritize emotional connection over academic learning. The participant said,

“Before, focused lang ko sa lesson delivery. Pero karon, mas kabalo ko nga importante diay ang emotional check-in before academics.” (Before, I only focused on lesson delivery. But now, I know better that emotional check-in before academics is important). [FGD-P7].

The statement implies that educators are now more conscious of the fact that learning cannot occur in its whole when students are experiencing emotional hardship. Emotional support thus emerged as a crucial precondition for intellectual commitment. Finally, Participant 8 acknowledged that teaching requires both intellectual and emotional presence. As participant stated,

“Nakat-on ko nga teaching is not only intellectual work. Emotional presence is equally important, especially when the outside world feels unstable.” (I learned that teaching is not only intellectual work. Emotional presence is equally important, especially when the outside world feels unstable) [FGD-P8].

This highlights the evolving understanding of teaching as a deeply human profession that requires compassion, emotional stability, and genuine presence, particularly during challenging times. Teachers in the early years of education are starting to realize just how important it is to be able to control their emotions. This is not just about dealing with their own feelings, but also about creating a calm and safe environment for their learners. When teachers are more aware of their emotions, they can help their students feel more secure and supported. It's interesting to see how much of an impact teachers can have on their learners, especially in the early grades. Learners at this age are very sensitive to the emotions and behaviors of their teachers, and they can pick up on even the smallest cues. By being more mindful of their emotions, teachers can create a positive and supportive classroom environment that helps their learners learn and grow. This is a big responsibility, but it's also a great opportunity for teachers to make a real difference in the lives of their learners. As teachers become more aware of their own emotions, they can start to use this awareness as a tool to help their learners develop their own emotional regulation skills. This can have a big impact on the overall well-being and success of their learners, and it's an important part of being an effective and supportive teacher. This discovery is in line with what Sokal and his team found out in (2020) that teachers need to be emotionally stable to keep their classrooms running smoothly, even when things get tough. Similarly, Kim and Asbury discovered in (2020) that how well teachers manage their emotions has a big impact on how secure their learners feel when things are uncertain. Our study showed that being aware of emotions is really important, and that to teach well during difficult times, teachers need to be intentional about how they show up emotionally, and not just focus on the academic stuff. This means that teachers should try to be more mindful of their emotions and how they affect their learners, so they can create a sense of safety and security in the classroom, even when things are chaotic outside. By doing so, they can help their learners feel more grounded and focused, which can lead to better learning outcomes.

➤ *Valuing Collective Support and Solidarity in Times of Crisis*

Periods of social and political unrest highlight that teaching extends beyond individual effort and is better understood as a shared professional responsibility. During crises, solidarity within the school community emerges as a vital source of stability and support for educators. Studies have shown that strong professional relationships contribute significantly to teachers' resilience and their ability to manage stress (Castro & Arslan, 2023). In addition, supportive leadership and collaborative school environments play an important role in sustaining morale and helping schools adapt to uncertainty (Smith & Riley, 2024). In this study, Key Stage 1 (KS1) teachers described how collegial unity and mutual understanding strengthened their capacity to continue teaching despite external instability. This suggests that working within a supportive professional community helped them remain grounded, cope more effectively with challenges, and maintain motivation during difficult periods. This sense of shared responsibility fostered emotional reassurance and reinforced their ability to adapt in times of pressure. One participant reflected on how relationships among teachers became stronger during these challenging circumstances:

“Naka-realize ko nga dili gyud diay mi nag-inusara. During the unrest, mas nagkahiusa ang teachers. Murag mas strong among bond.” (I realized that we are not alone. During the unrest, the teachers were more united. It seems that our bond is stronger) [IDI-I1].

This statement highlights when teachers go through tough times, they often come together and support each other more. Instead of dealing with problems on their own, they feel like they're part of a team. This sense of belonging gives them emotional comfort and reminds them that they can count on their colleagues when things get uncertain. It's like having a safety net, where they can rely on each other for help and encouragement. By working together and having each other's backs, teachers can build a stronger and more supportive community, which is really important for their well-being and success.

Another participant taking part in the discussion also talked about how sharing experiences with other teachers made them feel more at ease emotionally.

“Ang solidarity sa among school helped me stay grounded. Kung mag-share mi sa among experiences, makagaan gyud sa feeling.” (The solidarity of our school helped me stay grounded. If we share our experiences, it will really lighten the feeling) [IDI-I2].

This means that when teachers talk openly about their struggles, it really helps them cope with the tough times. Sharing their experiences with colleagues allows them to let go of some of that emotional weight and feel like they're not alone. This sense of solidarity at school becomes a powerful tool, not just for getting the job done, but also for keeping everyone's emotions in check. By supporting each other, teachers can find the stability they need to navigate difficult situations. Participant 3, also pointed out that working together as a team is really important when things get tough.

“Sa crisis, 4264ay4264ta nako ang value sa teamwork. Kung 4264ay problem, dili na individual burden, but shared responsibility.” (In the crisis, I saw the value of teamwork. If there is a problem, it is no longer an individual burden, but a shared responsibility) [IDI-I3].

The idea that collaborative methods lessen the stress that individual teachers face is reflected in this phrase. Teachers collaborated to solve problems and help one another rather than taking on tasks alone. By working together, the participants strengthened their sense of shared accountability, which made challenging circumstances easier to handle. Additionally, another participant emphasized the value of support from coworkers and school administration:

“Mas na-appreciate nako ang support sa akong co-teachers ug school head. That sense of unity made the situation manageable.” (I appreciate the support of my co-teachers and school head more. That sense of unity made the situation manageable) [IDI-I4].

This response shows that teachers' capacity to handle unrest was greatly aided by encouraging leadership and good working relationships. According to the participant's experience, instructors are better able to adjust to difficulties and keep their sense of purpose when they feel supported by administrators and colleagues. Similarly, another participant stressed the value of collaboration in uncertain times:

“Nakat-on ko nga in times of unrest, kinahanglan gyud magtinabangay. Ang collective strength sa faculty gives confidence to move forward.” (I learned that in times of unrest, we must work together. The collective strength of the faculty gives confidence to move forward.) [IDI-I5].

This statement illustrates how the collective strength of the school community fosters optimism and self-confidence among teachers. The participant 5, recognized that mutual support and cooperation are especially vital during crises, as they provide encouragement and reinforce the motivation to persist despite challenges. The insights from the KS1 teachers highlight collective support as a protective factor in times of unrest. Their experiences suggest that solidarity helps reduce feelings of isolation while strengthening professional confidence. This aligns with Castro and Arslan's (2023) finding that relational support enhances teacher resilience in difficult contexts. Likewise, Smith and Riley (2024) emphasize that collaborative leadership and shared responsibility are essential in maintaining school stability during periods of uncertainty. In this study, valuing collective support and solidarity emerges as a key insight, showing how unity within the school community strengthens teachers' ability to endure and adapt during unrest.

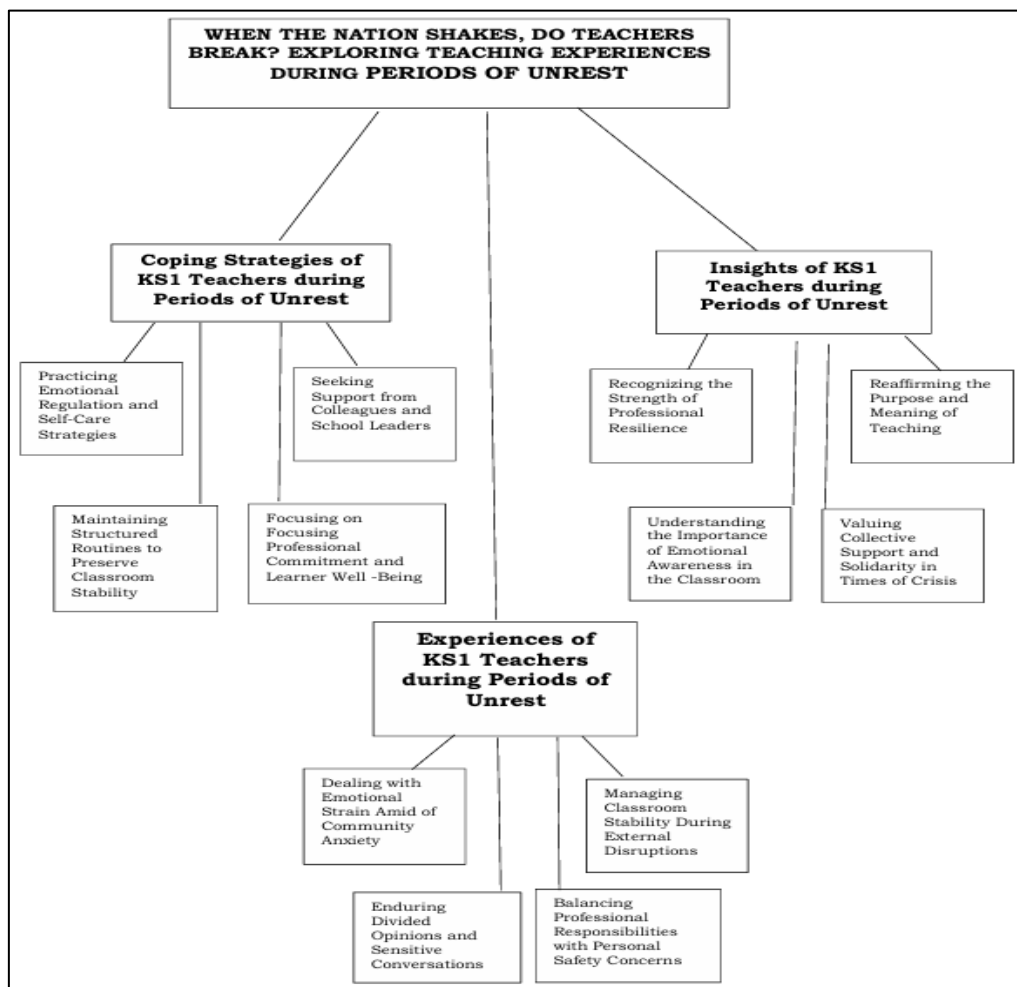


Fig 3 Thematic Map of Key Stage 1 Teachers' Experiences, Coping Strategies and Insights during Periods of Unrest

CHAPTER FOUR

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the main findings, discusses their implications, and offers recommendations.

A. Summary of Findings

This chapter discusses the implications of the findings and offers recommendations for future research and practice. It highlights how the insights gained from the experiences of Key Stage 1 teachers during periods of social and political unrest can inform educational policies, school leadership practices, and teacher support systems.

As a brief recall, this study aimed to explore the experiences of KS1 teachers during periods of social and political unrest, focusing on the challenges they encountered, the coping mechanisms they employed, and the insights they developed from these experiences. Using a qualitative phenomenological research design, data were gathered through in-depth interviews and a focus group discussion with selected public elementary school teachers. The data were analyzed using Braun and Clarke's (2006) six-step thematic analysis, allowing key themes to emerge from the lived experiences of the participants.

➤ Results of the Thematic Analysis are as Follows:

- The findings revealed that Key Stage 1 teachers experienced multifaceted challenges during periods of social and political unrest. These included Dealing with Emotional Strain Amid Community Anxiety, where teachers struggled with internal stress while maintaining composure in the classroom; Managing Classroom Stability During External Disruptions, as they worked to preserve routines and instructional flow despite uncertainty; Enduring Divided Opinions and Sensitive Conversations, which required careful communication and neutrality; and Balancing Professional Responsibilities with Personal Safety Concerns, where teachers navigated the tension between duty and personal well-being. Together, these themes illustrate the emotional, relational, and professional complexities teachers faced during unstable times.
- The study also found that Key Stage 1 teachers employed intentional and adaptive coping strategies to sustain their teaching roles. These included Practicing Emotional Regulation and Self-Care Strategies, such as reflection, prayer, and emotional awareness; Seeking Support from Colleagues and School Leaders, highlighting the importance of collaborative reassurance; Maintaining Structured Routines to Preserve Classroom Stability, which helped restore predictability for young learners; and Focusing on Professional Commitment and Learner Well-Being, where teachers anchored themselves in their sense of purpose. These coping mechanisms demonstrate both individual resilience and collective support systems at work.
- Lastly, from their experiences, Key Stage 1 teachers developed meaningful professional insights. They recognized their inner strength through Recognizing the Strength of Professional Resilience, deepened their vocational clarity in Reaffirming the Purpose and Meaning of Teaching, heightened their sensitivity to classroom dynamics in Understanding the Importance of Emotional Awareness in the Classroom, and appreciated the value of unity through Valuing Collective Support and Solidarity in Times of Crisis. These insights reflect growth not only in coping capacity but also in professional identity and perspective shaped by adversity.

B. Implications

The findings of the study have the following implications:

- The findings reveal that KS1 teachers experience significant emotional, instructional, and relational challenges during periods of social and political unrest. This implies that schools may implement concrete support mechanisms such as regular mental health check-ins, access to counseling services, and the establishment of clear crisis communication protocols (e.g., official group chats, advisories, and emergency guidelines). School heads may also schedule structured debriefing sessions after major disruptive events to allow teachers to process experiences and share concerns. These actions can help ensure that crisis-related stress is addressed systematically rather than left to individual coping.
- The coping strategies identified in the study highlight the importance of both personal resilience and collective support systems. This suggests that teacher development programs may include specific training sessions on emotional regulation techniques (e.g., stress management, mindfulness), crisis-responsive teaching strategies, and collaborative problem-solving. Schools may institutionalize peer-support groups or mentoring systems where teachers can regularly share experiences and strategies. Additionally, school leaders can assign coordinators or focal persons to monitor teacher well-being and facilitate support initiatives, ensuring that these practices are sustained beyond crisis periods.
- The insights gained by teachers indicate that crises can foster professional growth, deeper commitment, and heightened emotional awareness. This implies that schools can create structured opportunities for reflection such as post-crisis reflection workshops, learning action cells (LAC sessions) focused on crisis experiences, and documentation of best practices. Policymakers and school leaders may also integrate these reflections into professional development plans and leadership training programs. By doing so, schools can transform challenging experiences into learning opportunities that strengthen teachers' professional identity and long-term resilience.

C. Recommendations

Based on the results, the following are the recommended:




- The Department of Education may develop and pilot a standardized crisis-response framework that can be implemented at the school level. This may include issuing a specific Department Order that outlines step-by-step protocols such as (1) activation of school crisis teams, (2) weekly well-being monitoring of teachers during unrest, and (3) provision of accessible mental health services through partnerships with local health units. DepEd may also design and roll out short-term training modules on emotional resilience and crisis-responsive teaching, to be integrated into In-Service Training (INSET) and Learning Action Cell (LAC) sessions.
- School heads are encouraged to institutionalize regular support systems rather than applying them only during crises. For example, they may schedule monthly emotional check-ins, create a designated teacher support committee, and establish clear communication channels (e.g., official Viber/Messenger groups for verified updates). They may also implement post-crisis debriefing sessions and include teacher well-being as a standing agenda in faculty meetings. These practices can help normalize support and ensure readiness during future disruptions.
- Teachers are encouraged to adopt structured personal and professional coping routines, such as setting weekly reflection logs, engaging in peer-sharing sessions, and applying simple emotional regulation strategies (e.g., breathing exercises before class). They may also develop ready-to-use flexible lesson plans that can be adjusted during disruptions. Actively participating in LAC sessions focused on crisis experiences can further help teachers build a shared pool of strategies that can be applied in similar situations.
- Schools may design and implement classroom-based emotional support programs for learners, such as weekly “kumustahan” sessions, short guided activities on expressing feelings, and the use of safe spaces or calming corners in the classroom. Teachers may also integrate simple socio-emotional learning (SEL) activities into daily routines to help learners process anxiety during unrest. These structured interventions can help maintain both emotional stability and academic engagement among KS1 learners.
- Parents may be engaged through scheduled communication strategies, such as monthly parent briefings, crisis-specific advisories, and the use of official communication platforms to avoid misinformation. Schools can also provide simple parent guides on how to talk to children about crises in age-appropriate ways. Strengthening this partnership can reduce anxiety at home, which in turn stabilizes the classroom environment.
- Future researchers are encouraged to conduct replication studies in different contexts, such as other grade levels, rural or urban settings, or specific types of crises (e.g., natural disasters vs. political unrest). They may also design mixed-method or quantitative studies that measure variables such as teacher resilience, stress levels, and student outcomes. Additionally, researchers may consider conducting longitudinal studies to track how teachers’ coping strategies and resilience evolve over time. Developing validated tools or intervention programs based on this study can further contribute to evidence-based practices in supporting teachers during crises.

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APPENDIX A
PERMISSION FROM THE DEAN TO CONDUCT STUDY

 <div style="text-align: center;">RIZAL MEMORIAL COLLEGES, INC. GRADUATE SCHOOL RMC Buildings, 7-A, Lopez Jaena & F. Torres Sts., Marfori Heights, Davao City 8000</div> 
OFFICE OF THE DEAN GRADUATE SCHOOL
January 17, 2026
REYNANTE A. SOLITARIO, CESO V Schools Division Superintendent Division of Davao City
Sir:
This is to respectfully endorse the request for permission of MS. ALJEAN C. FIGURA a candidate for Master's degree to conduct a study entitled "WHENTHE NATION SHAKES, DO TEACHERS BREAK? EXPLORING TEACHING EXPERIENCES DURING PERIODS OF UNREST" in partial fulfillment for the course leading to the degree of Master of Arts in Educational Management (MA-EM).
Ms. Figura will coordinate with the school heads to avoid disruption of classes endeavor.
Your support and concern for the educational growth of Ms. Figura is greatly appreciated.
Very truly yours,
 NELIA BALAGTAS-AGA, PhD Dean, Graduate School

APPENDIX B APPROVED LETTER TO CONDUCT STUDY FROM THE SDS



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DAVAO CITY


January 19, 2026

ALJEAN C. FIGURA
Proponent
Rizal Memorial Colleges, Inc.
Marfori Heights, Davao City

Dear Ms. Figura:

This refers to your request to conduct a research study titled **“When the Nation Shakes, Do Teachers Break? Exploring Teaching Experiences During Periods of Unrest”** to be administered among selected teachers of Davao City Division. While the Division recognizes the importance of research in strengthening educational policy and practice, the conduct of such study shall be subject to strict compliance with the following **pre-conditions**, in accordance with existing laws, policies, and issuances of the Department of Education.

1. Researchers shall secure prior written permission from the School Head before conducting any collection activity within the school.
2. Data collection activities shall not interfere with teaching and learning activities. They must be scheduled outside class hours and class activities.
3. All expenses related to data collection, including but not limited to internet/data connectivity for online surveys, printing of materials, and logistical requirements, shall be solely shouldered by the researchers. No cost shall be charged to the learners, parents, teachers, or schools.
4. Researchers must secure written informed consent from parents/guardians and assent from the learners themselves prior to any participation.
5. Participants must be informed of voluntary participation, that answer to specific questions may be withheld without penalty and that they may withdraw from the research at any time.
6. Participants shall receive a full disclosure of the nature of the study, the risks, benefits, and alternatives, with an extended opportunity to ask questions.
7. Participants who may experience anxiety, discomfort, or distress during or after the research activity shall receive appropriate assistance and referral support, in coordination with the School Head.
8. Name of participants—even if optional—along with section, address, contact details, or any data that may directly or indirectly identify participants, should not be reflected in the questionnaire. Such information is strictly prohibited. Only non-identifiable demographic data such as age, sex, and grade level may be collected. Data shall be presented and reported in aggregate form only to maintain confidentiality and protect learner identity.

**Address:** Elpidio Quirino Avenue, Davao City
Telephone No: (082)224-3274, (082)222-1672, (082)227-4726
E-mail: davaocity@deped.gov.ph
Website: <https://davaocitydeped.ph>



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DAVAO CITY

- 9. Unauthorized recordings, whether audio, video, or photo documentation, are strictly prohibited unless explicit written parental consent and prior Division approval are obtained.
- 10. All raw data (questionnaires, recordings, transcripts) must be treated as strictly confidential and securely stored. Public disclosure of raw data is strictly prohibited.
- 11. In recognition of the approval granted to conduct the study, researchers are requested to submit a final copy of the research report, including findings and recommendations, to the Schools Division Office at **research.davaocity@deped.gov.ph** in PDF format. This will support documentation efforts and may serve as a reference for policy and program development, while fully respecting the researchers' ownership of the study.

Please be advised that no data collection shall commence until all the above-mentioned pre-conditions have been fully complied with. Non-compliance shall be sufficient ground for the immediate suspension or termination of any request to conduct research activity within the Division.

We trust that you will adhere to these conditions diligently to ensure the ethical conduct of your research. Your cooperation in this matter is greatly appreciated.

Thank you for your cooperation and understanding.

Very truly yours,





REYNANTE A. SOLITARIO, CESO V
Schools Division Superintendent

DepEd-Davao City Division	
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D	By: _____
S	Date/Time: _____
	Control No.: _____







Address: Elpidio Quirino Avenue, Davao City
Telephone No.: (082)224-3274, (082)222-1672, (082)227-4726
E-mail: davao.city@deped.gov.ph
Website: <https://davaocitydeped.ph>


APPENDIX C
APPROVED LETTER TO CONDUCT STUDY FROM THE PRINCIPAL

	RIZAL MEMORIAL COLLEGES, INC. GRADUATE SCHOOL RMC Buildings, 7-A, Lopez Jaena & F. Torres Sts , Marfori Heights, Davao City 8000	
<p>MARIA H. LATIADA, EdD. Principal IV Jose Bastida Elementary School Davao City</p>		
<p>Madam:</p> <p>Greetings!</p>		
<p>The undersigned is currently working on her Master’s Degree Thesis entitled “WHEN THE NATION SHAKES, DO TEACHERS BREAK? EXPLORING TEACHING EXPERIENCES DURING PERIODS OF UNREST” as partial fulfillment for the Degree of Master of Arts in Education major in Educational Management (MA-EM).</p>		
<p>In line with this, the undersigned would like to ask permission from your good office allowing her to administer the research interview to the selected students. The responses will provide necessary data needed for the realization of the said study. Rest assured that the data gathered will be treated with utmost confidentiality.</p>		
<p>Attached herewith is the endorsement letter signed by the Schools Division Superintendent. Giving her the permission to administer the research interview.</p>		
<p>Thank you very much.</p>		
<p>Very truly yours,</p> <p style="text-align: center;"></p>		
<p>ALJEAN C. FIGURA Researcher</p>		
<p>Approved by:</p> <p style="text-align: center;"></p>		
<p>MARIA H. LATIADA, EdD. Principal IV</p>		


APPENDIX D ETHICS CERTIFICATE

	<p>Rizal Memorial Colleges, Inc. RESEARCH ETHICS COMMITTEE RMC Buildings, Poblacion 8-A, Lopez Jaena & F. Torres Streets, Marfori Heights, Davao City</p>	
<h3>ETHICS COMPLIANCE CERTIFICATE</h3>		
<p>This is to certify that the study entitled "WHEN THE NATION SHAKES, DO TEACHERS BREAK? EXPLORING TEACHING EXPERIENCES DURING PERIODS OF UNREST" prepared and submitted by: ALJEAN C. FIGURA a candidate for the degree of MASTER OF ARTS IN EDUCATIONAL MANAGEMENT, has been examined and evaluated by the RMC Research Ethics Committee (RMC-REC) to comply adequately with the requirements for research ethics protocol and is therefore cleared for implementation following the scientific procedures and internationally accepted guidelines.</p>		
<p>Given this 5th day of January 2026 at the Rizal Memorial Colleges, Graduate School, Davao City, Philippines.</p>		
	<p> DR. RONALDO L. SERAS RMC-REC Chairman</p>	
<p>GS-RMC – Research Ethics Committee (REC FORM 2) REVISION 2 AUGUST 2024</p>		

APPENDIX E VALIDATION SHEETS



RIZAL MEMORIAL COLLEGES, INC.
 GRADUATE SCHOOL
 Lopez-Jaena & Torres Sts. Davao City
 Tel. No. 300-71-73



Validation Sheet for Qualitative Design

Name of Researcher: ALJEAN C. FIGURA Degree Enrolled: MAEM
 Title of Research: WHEN THE NATION SHAKES, DO TEACHERS BREAK?
EXPLORING TEACHERS' EXPERIENCES DURING PERIODS OF UNREST
 Name of Evaluator: MARIA H. LATIBADA Dated: 1/19/2026
 Degree of Evaluator: Doctor of Education Signature of Evaluator: *[Signature]*

() 4 Very Good () 2 May be upgraded if revised
 () 3 Good () 1 For revalidation

To the Evaluator: Kindly check the column that fits your evaluation for the item.

Items	4	3	2	1
Ethics				
1. Introduction (purpose, confidentiality, duration and way of conduct and closing components (additional comments) are provided.	✓			
2. Informed consent is included.	✓			
Artistry				
3. Script included/built in, so interview can introduce, guide and conclude the interview in a consistent manner.	✓			
4. Questions are appropriate to the study enhancing the possibility of storytelling and narratives.	✓			
Rigor				
5. Questions are open-ended to encourage in depth responses; avoiding close-ended questions which are answered by "Yes" or "No".	✓			
6. Questions are stated in the affirmative manner.	✓			
7. Probing questions are provided.	✓			
8. Questions are logically ordered asking the highest priority first. Opinion questions follow information questions.	✓			
9. Questions are stated in clear and simple terms.	✓			
10. Number of questions can be covered within 60-90 minutes, not exceeding 15 open-ended items (probes excluded) for every research question, except special cases.	✓			

REMARKS: *This study is very vital considering that it entails the well-being of every teacher, giving attention and its contribution in their performance, being motivated to excel in their field of expertise and ready to address gaps in times of challenges bc it non-made ACSCU-ACI accredited: Master of Arts in Education Program or natural catastrophe.*

Approved:
NELIA BALAGTAS-AGA, PhD
 Dean, Graduate School



RIZAL MEMORIAL COLLEGES, INC.

GRADUATE SCHOOL
Lopez-Jaena & Torres Sts. Davao City
Tel. No. 300-71-73



Validation Sheet for Qualitative Design

Name of Researcher: ALJEAN C. FIGURA Degree Enrolled: MAEM
 Title of Research: WHEN THE NATION SHAKES, DO TEACHERS BREAK?
EXPLORING TEACHERS' EXPERIENCES DURING PERIODS OF UNREST
 Name of Evaluator: RANDY B. ALONZO Dated: Evaluated: _____
 Degree of Evaluator: DOCTOR OF EDUCATION Signature of Evaluator: *[Signature]*

- () 4 Very Good
- () 3 Good
- () 2 May be upgraded if revised
- () 1 For revalidation

To the Evaluator: Kindly check the column that fits your evaluation for the item.

Items	4	3	2	1
Ethics				
1. Introduction (purpose, confidentiality, duration and way of conduct and closing components (additional comments) are provided.	/			
2. Informed consent is included.	/			
Artistry				
3. Script included/built in, so interview can introduce, guide and conclude the interview in a consistent manner.	/			
4. Questions are appropriate to the study enhancing the possibility of storytelling and narratives.	/			
Rigor				
5. Questions are open-ended to encourage in depth responses; avoiding close-ended questions which are answered by "Yes" or "No".	/			
6. Questions are stated in the affirmative manner.	/			
7. Probing questions are provided.	/			
8. Questions are logically ordered asking the highest priority first. Opinion questions follow information questions.	/			
9. Questions are stated in clear and simple terms.	/			
10. Number of questions can be covered within 60-90 minutes, not exceeding 15 open-ended items (probes excluded) for every research question, except special cases.	/			

REMARKS: Please follow research protocol in conducting and gathering of data.

ACSCU-ACI accredited: Master of Arts in Education Program

Approved:

NELIA BALAGTAS-AGA, PhD
Dean, Graduate School



RIZAL MEMORIAL COLLEGES, INC.
 GRADUATE SCHOOL
 Lopez-Jaena & Torres Sts. Davao City
 Tel. No. 300-71-73



Validation Sheet for Qualitative Design

Name of Researcher: ALJEAN C. FIGURA Degree Enrolled: MAEM
 Title of Research: WHEN THE NATION SHAKES, DO TEACHERS BREAK?
EXPLORING TEACHERS' EXPERIENCES DURING PERIODS OF UNREST
 Name of Evaluator: _____ Dated: Evaluated: 1/17/2026
 Degree of Evaluator: RENE P. SULTAN, EdD, DPA Signature of Evaluator: _____

- () 4 Very Good () 2 May be upgraded if revised
 () 3 Good () 1 For revalidation

To the Evaluator: Kindly check the column that fits your evaluation for the item.

Items	4	3	2	1
Ethics				
1. Introduction (purpose, confidentiality, duration and way of conduct and closing components (additional comments) are provided.	✓			
2. Informed consent is included.		✓		
Artistry				
3. Script included/built in, so interview can introduce, guide and conclude the interview in a consistent manner.	✓			
4. Questions are appropriate to the study enhancing the possibility of storytelling and narratives.		✓		
Rigor				
5. Questions are open-ended to encourage in depth responses; avoiding close-ended questions which are answered by "Yes" or "No".	✓			
6. Questions are stated in the affirmative manner.	✓			
7. Probing questions are provided.	✓			
8. Questions are logically ordered asking the highest priority first. Opinion questions follow information questions.	✓			
9. Questions are stated in clear and simple terms.	✓			
10. Number of questions can be covered within 60-90 minutes, not exceeding 15 open-ended items (probes excluded) for every research question, except special cases.	✓			

REMARKS: This study is timely, framed on teachers' experience.

- Pks consider the correction.

ACSCU-ACI accredited: Master of Arts in Education Program

Approved:

NELIA BALAGTAS-AGA, PhD
 Dean, Graduate School

APPENDIX F INTERVIEW GUIDE

Research Question	Interview Question	Probing Questions
1. What are the experiences of KS1 teachers during periods of unrest?	<ol style="list-style-type: none"> 1. How would you describe your experiences as a public-school teacher during times of national or political crisis? 2. What difficulties have you faced in continuing your teaching duties during such events? 	<ol style="list-style-type: none"> 1. How did these challenges affect your teaching performance? 2. Were there any specific incidents that made teaching especially difficult? 3. Did these challenges come from within the school, the community, or broader national issues?
2. How do KS1 teachers cope with the challenges during periods of unrest?	<ol style="list-style-type: none"> 1. How do you manage or overcome the challenges you experience during times of national or social unrest? 2. What actions or support systems help you continue teaching despite the crisis? 	<ol style="list-style-type: none"> 1. Are there specific people or groups who helped you cope? How did they help you? 2. Have you changed any teaching strategies to manage stress or pressure? 3. What do you do personally to stay motivated and focused during difficult times?
3. What insights can be drawn for KS1 teachers during periods of unrest?	<ol style="list-style-type: none"> 1. What have you learned about yourself or your profession from teaching during a crisis? 2. What realizations or lessons have stayed with you after going through these difficult periods? 	<ol style="list-style-type: none"> 1. Has your perspective on teaching changed because of your experiences? 2. Did these experiences make you stronger or change your teaching style? 3. What advice would you give to other teachers who might face similar challenges in the future?

**APPENDIX G
INTERVIEW TRANSCRIPTIONS**

When the Nation Shakes, Do Teachers Break? Exploring Teaching Experiences During Periods of Unrest	
IDI-P1 Transcriptions	
Aljean C. Figura January 2026	
Research Question	Participants Responses
1. What are the experiences of KS1 teachers during periods of unrest?	1.1. How would you describe your experiences as a public-school teacher during times of national or political crisis? <i>Honestly, sir/ma'am, lisod kaayo mag-focus sa lesson kung ang whole community naga-worry. Pag naa'y news about linog or political issue, murag mabati gyud nimo ang tension sa parents ug even sa bata. Ako mismo, naga-overthink pud ko pero kinahanglan magpaka-strong ko sa classroom.(It's very hard to focus on the lesson when the entire community is anxious, honestly sir/ma'am. You can feel the tension of the parents and even of the child when there's news about earthquake or political issue. I think too much of myself, but I need to be strong in the classroom.)</i>
	What difficulties have you faced in continuing your teaching duties during such events? <i>Pag naa'y political issue, makabantay ko nga lahi-lahi gyud ang opinions sa parents. Naa'y supportive, naa pud'y very vocal. As a teacher, kailangan neutral gyud ko bisan naa koy personal thoughts.(When there's a political issue, I notice that parents really have different opinions. There are those who are supportive, and there are those who are very vocal. As a teacher, I need to be neutral even if I have personal thoughts.)</i>
	1.2. How did these challenges affect your teaching performance? <i>Usahay ma-adjust gyud nako ang pacing sa lesson. Dili ko dayon makafocus sa heavy academic tasks kay mas priority nako ang emotional condition sa mga bata.(Sometimes I really have to adjust the pacing of the lesson. I can't immediately focus on heavy academic tasks because the emotional condition of the children is my priority.)</i>
	1.2.1. Were there any specific incidents that made teaching especially difficult? <i>Yes, especially during the earthquake nga nahitabo sa eskwelahan nahadlok kaayo ang tanan ilabi na sa safety sa mga bata. Daghan parents nga nagpakuha dayon sa ilang mga anak. Ang mga nabilin, anxious kaayo. So instead of normal lesson, nag-focus ko sa calming activities.(Yes, especially during the earthquake that happened at the school, everyone was very scared, especially about the safety of the children. Many parents immediately picked up their children. The ones who stayed were very anxious. So instead of the normal lesson, I focused on calming activities.)</i>
	1.2.2. Did these challenges come from within the school, the community, or broader national issues? <i>Mostly gikan sa broader national issues ug community tension. Within the school supportive man, pero ang anxiety sa gawas gyud ang pinaka-impactful.(Mostly from broader national issues and community tension. Within the school, they are supportive, but the anxiety outside is really the most impactful.)</i>
2. How do KS1 teachers cope with the challenges during periods of unrest?	2.1. How do you manage or overcome the challenges you experience during times of national or social unrest? <i>Kung mabati nako nga overwhelmed ko, mag-pause gyud ko before entering the classroom. Magsilent prayer ko or deep breathing para dili nako madala akong stress sa mga bata.(If I feel overwhelmed, I will really pause before entering the classroom. I will say a silent prayer or do deep breathing so I won't bring my stress to the children.)</i>
	2.1.1. Are there specific people or groups who helped you cope? How did they help you? <i>Nakatabang pud ang among co-teachers ug school head. Naka-realize ko nga dili gyud diay mi nag-inusara. During the unrest, mas nagkahiusa ang teachers. Murag mas strong among bond.Usahay magtabi-tabu mi nga lisod kayo mahimong teacher gyud kay miskin unsay</i>

	<i>mahitabo maestra gyud ta.</i> (Our co-teachers and school head also helped. I realized that we were not really alone. During the unrest, the teachers became more united. It seems like our bond has become stronger. Sometimes we talk about how difficult it is to be a teacher because no matter what happens, we are still teachers.)
	2.2. Have you changed any teaching strategies to manage stress or pressure? <i>Bisan daghan kaayog balita sa gawas, I make sure nga same gihapon ang morning routine namo—greeting, prayer, simple check-in. It gives the children a sense nga normal ra ang klase.</i> (Even tho there are a lot of news outside, I make sure that our morning routine remains the same—greeting, prayer, simple check-in. It gives the children a sense that the class is normal.)
	2.2.1. What actions or support systems help you continue teaching despite the crisis? <i>Ahm ,dako kayo ug tabang akong pamilya , mga friends kauban sa trabaho kay feel nko stress na kaau ko magjogging ,mag-meditate dayon ko .Naa sad akong ban ana all out support kaau despite nga stress pud siya.Naging vocal jud ko sa akong feelings para atleast dili nko mafeel na pasan nko ang mundo.</i> (Ahm, my family, friends, and coworkers have been a great help because I feel very stressed. I go jogging and then meditate. My husband is also very supportive despite being stressed himself. I have been very vocal about my feelings so that at least I don't feel like I'm carrying the weight of the world.)
	2.2.2 What do you do personally to stay motivated and focused during difficult times? <i>Resiliency and Emotional Growth jud kay ug wala ko ani ambot nalang nagbreakdown na siguro ko sa kadaghan pa naman ug stress labi na ani nga profession ,dili gyud lalim .</i> (Resiliency and Emotional Growth, really, because without it, I might just break down with all the stress, especially in this profession, it's really not easy.)
3. What insights can be drawn for KS1 teachers during periods of unrest?	3.1. What have you learned about yourself or your profession from teaching during a crisis? <i>Wala gyud ko kabalo nga kaya diay nako mag-handle ana nga situation. Pag tan-aw nako karon, murag mas strong ko compared before.</i> (I really didn't know that I could handle that situation. When I look at myself now, I feel like I'm stronger compared to before.)
	3.1.1. Has your perspective on teaching changed because of your experiences? <i>Nakasabot ko nga ang pagtudlo dili lang bahin sa paghatag og mga leksyon apan usab bahin sa paghatag og emosyonal nga suporta, kalig-on, ug pagdasig sa mga estudyante sa panahon sa mga lisud nga sitwasyon. Pinaagi niining mga kasinatian, nakakaplag ang partisipante og mas dako nga personal nga kusog ug paglahutay. Ang partisipante usab nakasabot sa importante nga papel nga gipatuman sa mga magtutudlo isip tinubdan sa suporta ug kahupayan alang sa mga bata gawas sa ilang mga panimalay, labi na sa mga panahon sa kagubot.</i> (I realized that teaching is not only about delivering lessons but also about providing emotional support, stability, and reassurance to students during difficult situations. Through these experiences, the participant discovered greater personal strength and resilience. The participant also came to understand the important role teachers play as a source of support and comfort for children outside their homes, especially during periods of unrest.)
	3.2. What realizations or lessons have stayed with you after going through these difficult periods? <i>Sa tinuod lang, sa panahon sa unrest, mas naka-realize ko nganong importante akong trabaho. Ang mga bata nanginahanglan og stability, ug kita ilang first support outside home.</i> (To be honest, during the time of unrest, I realized even more why my job is important. Children need stability, and we are their first support outside the home.)
	3.2.1. Did these experiences make you stronger or change your teaching style? <i>Yes jud! Hmmm.nakalearn ko na dili tanan constant sa world labi na sa mga panahon na kapoy kaayo pero dili dapat macompromise ang learning sa mga bata maong mas naggung interactive ko especially naningkamot ko mu.engage ug mga digital activities para malingaw ang mga bata as well as ako pud satisfied.</i> (Yes, indeed! Hmmm.. I've learned that not everything is constant in the world, especially during times when it's very tiring, but the learning of the children should not be compromised, so I've become more interactive, especially making an effort to engage in digital activities so that the children enjoy and I am also satisfied.)
	3.2.3. What advice would you give to other teachers who might face similar challenges in the future? <i>Ipinapayo ko sa ibang guro na manatiling kalmado, matiisin, at emosyonal na matatag sa panahon ng krisis dahil maddalas na tumitingin ang mga estudyante sa kanilang mga guro para sa katiyakan at katatagan. Binibigyang-diin ng kalahok ang kahalagahan ng hindi</i>

	<p><i>pagdadala ng personal na stress sa silid-aralan at hinihikayat ang mga guro na humingi ng suporta mula sa mga kapwa guro at mga lider ng paaralan tuwing sila ay nakakaramdam ng labis na pagkapagod. Ibinahagi din ng kalahok na ang pagpapanatili ng simpleng mga gawain sa silid-aralan at pagpapakita ng empatiya sa mga mag-aaral ay makakatulong sa paglikha ng isang ligtas at nakakaaliw na kapaligiran sa kabila ng mga mahihirap na sitwasyon. (I advice to other teachers to remain calm, patient, and emotionally strong during times of crisis because students often look to their teachers for reassurance and stability. The participant emphasized the importance of not carrying personal stress into the classroom and encouraged teachers to seek support from co-teachers and school leaders whenever they feel overwhelmed. The participant also shared that maintaining simple classroom routines and showing empathy toward learners can help create a safe and comforting environment despite difficult circumstances.)</i></p>
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<p>When the Nation Shakes, Do Teachers Break? Exploring Teaching Experiences During Periods of Unrest</p> <p>IDI-P2 Transcriptions</p> <p>Aljean C. Figura January 2026</p>	
Research Question	Participants Responses
<p>1. What are the experiences of KS1 teachers during periods of unrest?</p>	<p>1.1. How would you describe your experiences as a public-school teacher during times of national or political crisis?</p> <p><i>Pag naa'y balita about earthquake, daghan kaayong absences. Ang mga bata nga present, dili pud kaayo attentive. Murag naa gihapon sa ilang mind ang kahadlok. So kinahanglan ko mag-adjust sa pacing sa lesson. As a Key Stage 1 teacher, makita gyud nimo nga sensitive kaayo sila sa situation. (When there's news about an earthquake, there are a lot of absences. The children who are present are not very attentive either. It seems like the fear is still on their minds. So I need to adjust the pacing of the lesson. As a Key Stage 1 teacher, you can really see that they are very sensitive to the situation.)</i></p>
	<p>What difficulties have you faced in continuing your teaching duties during such events?</p> <p><i>Sa panahon nga naay earthquake, naglibog ko kung mo-duty ba ko or mag-stay sa balay with my family. Pero as a teacher, naa man pud koy responsibility sa mga bata. So naa gyud internal conflict between personal safety and professional duty. (During an earthquake, I was confused whether to go to duty or stay at home with my family. But as a teacher, I also have a responsibility to the children. So there is really an internal conflict between personal safety and professional duty.)</i></p>
	<p>1.2. How did these challenges affect your teaching performance?</p> <p><i>Usahay dili kaayo ko maka-follow sa original lesson plan. Instead of pushing through the academic target, mag-adjust ko depende sa mood sa klase. Mas mindful ko sa ilang emotional state kaysa sa content coverage. (Sometimes I can't really follow the original lesson plan. Instead of pushing thru the academic target, I adjust depending on the mood of the class. I'm more mindful of their emotional state than the content coverage.)</i></p>
	<p>1.2.1. Were there any specific incidents that made teaching especially difficult?</p> <p><i>Yes, especially when social media was full of alarming posts. Pag-abot sa school, ang parents' mag-ask dayon kung safe ba. That pressure makes teaching more stressful because you are not only teaching, you are also reassuring. (Yes, especially when social media was full of alarming posts. When they arrive at school, the parents immediately ask if it's safe. That pressure makes teaching more stressful because you are not only teaching, you are also comforting.)</i></p>
	<p>1.2.2. Did these challenges come from within the school, the community, or broader national issues?</p>

	<i>Mostly gikan sa broader national issues ug community anxiety. Within the school supportive man, pero ang external environment gyud ang source sa tension. (Mostly from broader national issues and community anxiety. Within the school, they are supportive, but the external environment is really the source of tension.)</i>
2. How do KS1 teachers cope with the challenges during periods of unrest?	2.1. How do you manage or overcome the challenges you experience during times of national or social unrest? <i>Dili gyud malikayan nga ma-stress, especially kung daghan kaayog balita. So after school, I make time for myself—mag-walk ko or mag-spend time with my family para ma-release ang tension. (It’s really unavoidable to get stressed, especially when there is so many news. So, after school, I make time for myself—I go for a walk or spend time with my family to release the tension.)</i>
	2.1.1. Are there specific people or groups who helped you cope? How did they help you? <i>Ang pagpabilin nga motivated ug focused sa mga lisud nga panahon labina sa emosyonal ug pagpangita og mga maayong paagi sa pagdala sa stress. Pagkahuman sa mga stressful nga sitwasyon sa eskwelahan, akong oras ginagugol nako sa paglakaw o pag-bonding uban sa akong pamilya aron mapagawas ang tensyon ug makabawi sa emosyonal nga balanse. Nagpabilin akong motivated pinaagi sa pagtagad sa mga panginahanglan sa mga estudyante, nagtuo nga ang mga bata dili angay maapektuhan sa negatibo nga mga krisis nga nagapalibot kanila. Dugang pa, ang suporta ug pagdasig gikan sa mga kauban nga magtutudlo pinaagi sa ilang faculty group chat nakatabang kanako nga magpabilin lig-on ug emosyonal nga kusgan sa mga lisud nga panahon. (Staying motivated and focused during difficult times, especially emotionally, and finding good ways to manage stress. After stressful situations at school, I spend my time walking or bonding with my family to release tension and regain emotional balance. I remain motivated by attending to the needs of the students, believing that children should not be affected by the negative crises surrounding them. Furthermore, the support and encouragement from my fellow teachers thru their faculty group chat helped me stay strong and emotionally resilient during difficult times.)</i>
	2.2. Have you changed any teaching strategies to manage stress or pressure? <i>Bisan naa’y unrest sa gawas, ako pirmi ginahunahuna nga ang mga bata wala’y sala ana. So, I focus gyud sa ilang needs para dili sila maapektuhan. (Even tho there is unrest outside, I always think that the children are not to blame for that. So, I really focus on their needs so they won't be affected.)</i>
	2.2.1. What actions or support systems help you continue teaching despite the crisis? <i>Nakatabang gyud kaayo ang among faculty group chat. Kung naay issue or kahadlok sa community, mag-share mi ug updates ug mag-encourage sa usag usa. Ang solidarity sa among school helped me stay grounded. Kung mag-share mi sa among experiences, makagaan gyud sa feeling. (Our faculty group chat has been really helpful. If there is an issue or fear in the community, we share updates and encourage each other. The solidarity in our school helped me stay grounded. When we share our experiences, it really lightens the mood.)</i>
	2.2.2 What do you do personally to stay motivated and focused during difficult times? <i>Sa panahon sa mga lisud nga sitwasyon, ang personal nga motivation ug focus padayon pinaagi sa pagpraktis sa akong pag-atiman sa kaugalingon ug pagpabilin nga konektado sa mga tawo nga mosuporta. Pagkahuman sa mga stressful nga adlaw sa eskwelahan, ang pag-apil nako sa mga kalihokan sama sa paglakaw ug pag-uban sa pamilya makatabang sa pagwagtang sa stress ug pagbalik sa emosyonal nga balanse. (In times of difficult situations, personal motivation and focus continue thru practicing self-care and staying connected with supportive people. After stressful days at school, participating in activities like walking and spending time with family helps relieve stress and restore emotional balance.)</i>
3. What insights can be drawn for KS1 teachers during periods of unrest?	3.1. What have you learned about yourself or your profession from teaching during a crisis? <i>Kung chaotic ang outside world, mas makita nako ang value sa classroom as a safe space. Didto nako na-feel nga meaningful gyud ang akong role. (If the outside world is chaotic, I see the value of the classroom as a safe space even more. That’s where I really felt that my role was meaningful.)</i>
	3.1.1. Has your perspective on teaching changed because of your experiences?

	<p><i>Narealized nako nga ang classroom dili lang usa ka lugar para sa pagkat-on apan usa usab ka luwas ug komportable nga dapit para sa mga bata sa panahon sa mga dili sigurado nga sitwasyon. Pinaagi niining mga kasinatian, mas nakamatikod ko sa kahinungdanon sa emosyonal nga pagkamasinati, nga nakaila nga ang tono, reaksyon, ug emosyonal nga kahintang sa usa ka magtutudlo makahatag ug dako nga epekto sa mga estudyante. Nakuha usab nako ang mas lalom nga pagpasalamat sa akong pagtudlo, nga nakit-an nako ang papel isip magtutudlo sa kalig-on, pagdasig, ug pag-atiman sa panahon sa mga lisud nga sitwasyon. (I realized that the classroom is not just a place for learning but also a safe and comfortable space for children during uncertain situations. Thru these experiences, I became more aware of the importance of emotional sensitivity, realizing that a teacher's tone, reactions, and emotional state can have a significant impact on students. I also gained a deeper appreciation for my teaching, realizing the role of a teacher in providing stability, encouragement, and care during difficult situations.)</i></p>
	<p>3.2. What realizations or lessons have stayed with you after going through these difficult periods? <i>Pinaagi sa akong mga lisod na naagian, nasabtan nako nga ang pagtudlo dili lang bahin sa paghatag og mga leksyon kundi usab sa pagpakita og emosyonal nga kusog ug suporta alang sa mga estudyante. (Thru my difficult experiences, I have come to understand that teaching is not just about giving lessons but also about showing emotional strength and support for the students.)</i></p>
	<p>3.2.1. Did these experiences make you stronger or change your teaching style? <i>Yes, kadto nga mga kasinatian nakatabang kanako nga mahimong mas lig-on ug mas angay sa akong papel isip magtutudlo. Gihimo nila nga mas pasensyoso, mas sabtonon, ug mas sensitibo sa emosyonal nga panginahanglan sa akong mga estudyante ang akong estilo sa pagtudlo. Nakat-onan nako nga i-adjust ang akong mga leksyon depende sa sitwasyon ug magpokus dili lang sa akademiko kundi usab sa paghimog usa ka luwas ug suportadong palibot sa klase. Tungod niining mga kasinatian, nahimong mas flexible, resilient, ug mas nakasabot sa kahinungdanon sa emosyonal nga koneksyon ug pagdasig sa pagtudlo. (Yes, those experiences helped me become stronger and more adaptable as a teacher. They changed my teaching style by making me more patient, understanding, and sensitive to the emotional needs of my students. I learned to adjust my lessons depending on the situation and to focus not only on academics but also on creating a safe and supportive classroom environment. Because of these experiences, I became more flexible, resilient, and aware of the importance of emotional connection and encouragement in teaching.)</i></p>
	<p>3.2.3. What advice would you give to other teachers who might face similar challenges in the future? <i>Ang ma-advice nako ang ubang mga magtutudlo nga magpabiling mapailubon, flexible, ug emosyonal nga lig-on sa mga lisud nga panahon. Importante nga magpabiling kalmado ug suportado kay ang mga estudyante usab nagtan-aw sa mga magtutudlo alang sa kahupayan ug giya. Dili angay magduha-duha ang mga magtutudlo sa pagpangayo og tabang gikan sa mga kauban, mga punoan sa eskwelahan, o sa komunidad kung ang mga hagit mahimong labaw na sa ilang makaya. (My advice to other teachers is to remain patient, flexible, and emotionally resilient during difficult times. It is important to remain calm and supportive because students also look to teachers for comfort and guidance. Teachers should not hesitate to ask for help from colleagues, school administrators, or the community if the challenges become more than they can handle.)</i></p>

**When the Nation Shakes, Do Teachers Break?
 Exploring Teaching Experiences
 During Periods of Unrest**

IDI-P3 Transcriptions

Aljean C. Figura
 January 2026

Research Question	Participants Responses
1. What are the experiences of KS1 teachers during periods of unrest?	1.1. How would you describe your experiences as a public-school teacher during times of national or political crisis?

	<p><i>Naay times nga anxious ko kay daghan kaayog chika sa social media. Ang mga parents mag-message dayon, asking kung safe ba ang school. As a teacher, kinahanglan kalma ko sa atubangan sa mga bata bisan inside, worried pud ko. (There are times when I'm anxious because there's so much gossip on social media. The parents immediately message, asking if the school is safe. As a teacher, I need to stay calm in front of the children even though inside, I'm also worried.)</i></p>
	<p>What difficulties have you faced in continuing your teaching duties during such events?</p> <p><i>Pag naay political issue nga medyo intense, murag dili lang ang community ang affected. Even kami sa pamilya naga-discuss ug safety. Lisod kaayo kay kinahanglan mag-report gihapon ko sa school. (When there is a political issue that is somewhat intense, it seems that not just the community is affected. Even we in the family discuss safety. It's really difficult because I still have to report to school.)</i></p>
	<p>1.2. How did these challenges affect your teaching performance?</p> <p><i>Usahay, before pa magsugod ang klase, ang parents mag-chat na kung safe ba. Pag-abot sa bata sa classroom, makit-an nimo nga uneasy sila. Instead of diving into academics, mag-start ko sa calming activity. (Sometimes, before the class even starts, the parents will chat to see if it's safe. When the child arrives in the classroom, you can see that they are uneasy. Instead of diving into academics, I will start with a calming activity.)</i></p>
	<p>1.2.1. Were there any specific incidents that made teaching especially difficult?</p> <p><i>Yes, especially kung intense ang political discussions sa community. Makafeel gyud ko nga naa'y pressure nga kinahanglan magpabiling neutral ug composed bisan emotionally affected pud ko. (Yes, especially when the political discussions in the community are intense. I really feel that there is pressure to remain neutral and composed even though I am emotionally affected.)</i></p>
	<p>1.2.2. Did these challenges come from within the school, the community, or broader national issues?</p> <p><i>Mostly gikan sa broader national issues ug community environment. Within the school supportive man, pero ang outside tension gyud ang pinaka-impactful. (Mostly from broader national issues and the community environment. Within the school, it's supportive, but the outside tension is really the most impactful.)</i></p>
2. How do KS1 teachers cope with the challenges during periods of unrest?	<p>2.1. How do you manage or overcome the challenges you experience during times of national or social unrest?</p> <p><i>Ang ako mindset kay responsibility gyud nako sila. Kung ako mag-give up emotionally, ma-feel pud nila. So I stay committed sa akong role as their teacher. (My mindset is that I am truly responsible for them. If I give up emotionally, they will feel it too. So, I stay committed to my role as their teacher.)</i></p>
	<p>2.1.1. Are there specific people or groups who helped you cope? How did they help you?</p> <p><i>Sa crisis, nakita nako ang value sa teamwork. Kung naay problem, dili na individual burden, but shared responsibility. Ang support sa co-teachers ug school head very helpful gyud. (In a crisis, I saw the value of teamwork. If there's a problem, it's no longer an individual burden, but a shared responsibility. The support from co-teachers and the school head is really very helpful.)</i></p>
	<p>2.2. Have you changed any teaching strategies to manage stress or pressure?</p> <p><i>Yes, imbis nga magpokus dayon ko sa akademiks, nagsugod ko og hatag ug dugang pagtagad sa emosyonal nga kahimtang sa akong mga estudyante. Kung akong makita nga ang mga bata nagpakita og kalibog o kabalaka tungod sa mga problema sa komunidad, magsugod ko sa klase gamit ang mga kalma nga kalihokan o yano nga mga panag-istoryahan aron mahatagan og kasiguroan ug kahupayan ang mga bata una. (Yes, instead of immediately focusing on academics, I started to give more attention to the emotional state of my students. If I see that the children are showing confusion or worry due to community problems, I start the class with calming activities or simple conversations to provide reassurance and comfort to the children first.)</i></p>
	<p>2.2.1. What actions or support systems help you continue teaching despite the crisis?</p> <p><i>Ang among school head, naga-remind gyud nga safety first and naga-check in sa amo emotionally. Makagaan siya sa feeling kay kabalo ka nga naa kay support system. (Our</i></p>

	<p>school head always reminds us that safety comes first and checks in on us emotionally. It lightens the feeling because you know you have a support system.)</p>
	<p>2.2.2 What do you do personally to stay motivated and focused during difficult times? <i>Sa panahon nga lisod ug stressful, akong gina-remind akong kaugalingon nga dako akong responsibilidad isip teacher ug naa 'y mga bata nga nagsalig nako. Mao na nga bisan usahay kabati pud ko ug kabalaka, ginapaningkamotan gihapon nako nga magpabiling kalmado ug focused para sa akong mga estudyante. Dakong tabang pud ang support sa akong co-teachers ug school head kay makafeel ko nga dili nako ako lang ang naga-atubang sa problema. Ginadasig pud nako akong kaugalingon pinaagi sa pagtan-aw nga ang akong role dili lang pagtudlo sa lessons, kundi paggiya usab sa mga bata bisan sa mga panahon nga puno sa uncertainty. (In times that are difficult and stressful, I remind myself that I have a great responsibility as a teacher and that there are children who depend on me. That's why even tho I sometimes feel worried and anxious, I still strive to remain calm and focused for my students. The support from my co-teachers and school head is also a great help because I feel that I am not the only one facing the problem. I also encourage myself by seeing that my role is not just to teach lessons, but also to guide the children even in times full of uncertainty.)</i></p>
<p>3. What insights can be drawn for KSI teachers during periods of unrest?</p>	<p>3.1. What have you learned about yourself or your profession from teaching during a crisis? <i>Sa una, dali ko ma-overwhelm. Pero through these challenges, naka-realize ko nga naa diay koy resilience nga wala nako na-notice before. (Our school head always reminds us that safety comes first and checks in on us emotionally. It lightens the feeling because you know you have a support system.)</i></p>
	<p>3.1.1. Has your perspective on teaching changed because of your experiences? <i>Oo, dako gyud ang nabag-o sa akong perspective sa pagtudlo tungod sa akong mga experiences. Sauna, mas nakafocus ko sa paghuman sa lessons ug academic performance sa mga bata. Pero tungod sa mga challenges ug crises nga akong na-experience, naka-realize ko nga ang role sa teacher dili lang kutob sa pagtudlo sa subjects. Importante pud diay nga mahimong source of comfort, guidance, ug emotional support sa mga estudyante, labi na kung naa'y mga problema o kalisod nga ilang ginabati. Nakat-on pud ko nga kinahanglan mahimong flexible, patient, ug emotionally strong aron mas matabangan ang mga bata bisan sa lisod nga sitwasyon. (Yes, my perspective on teaching has really changed a lot because of my experiences. Before, I was more focused on completing lessons and the academic performance of the children. But because of the challenges and crises I have experienced, I realized that the role of a teacher is not just limited to teaching subjects. It is also important to be a source of comfort, guidance, and emotional support for the students, especially when they are facing problems or difficulties. I also learned that it is necessary to be flexible, patient, and emotionally strong in order to better help the children even in difficult situations.)</i></p>
	<p>3.2. What realizations or lessons have stayed with you after going through these difficult periods? <i>Ang experience nag-remind nako nga dili lang about teaching lessons ang trabaho. It's about guiding young minds even in uncertain times. (The experience reminded me that the job is not just about teaching lessons. It's about guiding young minds even in uncertain times.)</i></p>
	<p>3.2.1. Did these experiences make you stronger or change your teaching style? <i>Oo, dako gyud nga epekto ang akong mga experiences sa ako both personally ug sa akong teaching style. Mas naging strong ug resilient ko tungod kay nakat-on ko unsaon pagpabiling composed bisan naa'y pressure ug kabalaka. Sa pagtudlo pud, mas naging understanding ug patient ko sa akong mga estudyante. Imbis nga diretso dayon sa academics, ginahatagan na nako ug importance ang ilang emotional condition ug overall well-being. Nakat-on pud ko nga mahimong mas flexible sa akong strategies aron maka-adjust depende sa sitwasyon ug sa needs sa mga bata, labi na during difficult times. (Yes, my experiences have had a significant impact on me both personally and on my teaching style. I became stronger and more resilient because I learned how to stay composed even under pressure and worry. In teaching, I also became more understanding and patient with my students. Instead of going straight to academics, I now give importance to their emotional condition and overall well-being. I also learned to be more flexible with my strategies to adjust depending on the situation and the needs of the children, especially during difficult times.)</i></p>

	<p>3.2.3. What advice would you give to other teachers who might face similar challenges in the future?</p> <p><i>Ang akong mahatag nga advice sa ubang teachers nga maka-experience ug parehas nga challenges kay importante gyud nga magpabiling kalma ug lig-on bisan lisod ang sitwasyon. Dili malikayan nga ma-anxious o mahadlok usahay, labi na kung daghan ug tension sa community ug social media, pero kinahanglan gihapon nato ipakita sa mga bata nga safe sila ug naa tay control sa classroom. Importante pud nga dili ninyo pas-anon tanan nga problema nga kamo ra isa. Ayaw kaulaw mangayo ug support sa co-teachers, school heads, ug pamilya kay dako gyud na 'g tabang emotionally. Ug labaw sa tanan, hinumdumi nga ang role sa teacher dili lang pagtudlo ug lessons, kundi paggiya pud sa mga bata during uncertain times. Through these experiences, mas makita nato ang atong resilience ug dedication sa profession.(My advice to other teachers who might experience similar challenges is that it is really important to stay calm and strong even when the situation is difficult. It's unavoidable to feel anxious or scared sometimes, especially when there's a lot of tension in the community and on social media, but we still need to show the children that they are safe and that we have control in the classroom. It's also important that you don't carry all the problems by yourselves. Don't be ashamed to ask for support from co-teachers, school heads, and family because it really helps emotionally. And above all, remember that the role of a teacher is not just to teach lessons, but also to guide children during uncertain times. Thru these experiences, we can see our resilience and dedication to the profession more clearly.)</i></p>
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**When the Nation Shakes, Do Teachers Break?
Exploring Teaching Experiences
During Periods of Unrest**

IDI-P4 Transcriptions

Aljean C. Figura
January 2026

Research Question	Participants Responses
1. What are the experiences of KS1 teachers during periods of unrest?	<p>1.1. How would you describe your experiences as a public-school teacher during times of national or political crisis?</p> <p><i>Lisod kaayo mag-maintain sa routine kung ang environment sa gawas chaotic. Naa'y time nga kinahanglan nako usbon ang lesson plan kay dili gyud sila makafocus.(It's very difficult to maintain a routine when the outside environment is chaotic. There are times when I need to change the lesson plan because they just can't focus.)</i></p>
	<p>What difficulties have you faced in continuing your teaching duties during such events?</p> <p><i>Naay time nga naay parent nag-comment about current events, unya murag gusto nila nga mag-take side ko. Lisod kaayo kay as KS1 teacher, ang focus nako dapat sa bata, dili sa politics.(There are times when a parent comments about current events, and it seems like they want me to take a side. It's really difficult because as a KS1 teacher, my focus should be on the child, not on politics.)</i></p>
	<p>1.2. How did these challenges affect your teaching performance?</p> <p><i>Naa'y times nga nag-worry ko sa akong mga anak while teaching. Murag naa kay split mind, naa ka sa classroom pero naa pud sa balay imong hunahuna.Dili lalim jud ang bation na ako mismo nastress ,nagworry kamusta kaha pud akong mga anak nga dili nko kauban.(There are times when I worry about my children while teaching. It feels like you have a split mind, you're in the classroom but your thoughts are also at home. It's really not easy, I myself get stressed and worry about how my children are doing since I'm not with them.)</i></p>
	<p>1.2.1. Were there any specific incidents that made teaching especially difficult?</p> <p><i>Yes, especially kung naa'y tension sa community. Dili gyud kaayo maka-concentrate ang mga bata, so kinahanglan gyud ko mag-adjust sa lesson delivery.(Yes, especially if there is tension in the community. The children really can't concentrate, so I really need to adjust my lesson delivery.)</i></p>
	<p>1.2.2. Did these challenges come from within the school, the community, or broader national issues?</p>

	<i>Mostly gikan sa broader national issues ug community tension. Within the school supportive man, pero ang external environment gyud ang source sa stress. (Mostly from broader national issues and community tension. Within the school, they are supportive, but the external environment is really the source of stress.)</i>
2. How do KS1 teachers cope with the challenges during periods of unrest?	2.1. How do you manage or overcome the challenges you experience during times of national or social unrest? <i>Kung stressed ko, mag-storya ko sa akong ka-grade level teacher. Dili man mawala ang problema, pero makafeel ka nga dili ka nag-inusara. (When I'm stressed, I talk to my grade-level teacher. The problem may not go away, but you will feel that you are not alone.)</i>
	2.1.1. Are there specific people or groups who helped you cope? How did they help you? <i>Oo, dako gyud nga tabang ang akong mga co-teachers ug school head during those difficult times. Kung feeling nako overwhelmed na ko, makig-storya ko sa akong ka-grade level teachers kay sila pud nakasabot sa among situation. Bisag simple nga pagpaminaw ug paghatag ug encouragement, makatabang na para mubaan gamay ang stress ug ma-feel nako nga dili ko nag-inusara. Ang among school head supportive pud kaayo kay naga-understand siya sa challenges nga among giatubang ug naga-remind nga unahon gihapon ang well-being sa teachers ug learners. Tungod sa ilang support ug teamwork, mas nakaya nako ang pressure ug nakapadayon gihapon sa pagtudlo. (Yes, my co-teachers and school head were really a big help during those difficult times. When I feel overwhelmed, I talk to my grade-level teachers because they also understand our situation. Even just simple listening and giving encouragement can help reduce stress a bit and make me feel that I'm not alone. Our school head is also very supportive because he understands the challenges we face and reminds us to prioritize the well-being of teachers and learners. Because of their support and teamwork, I was able to handle the pressure better and continue teaching.)</i>
	2.2. Have you changed any teaching strategies to manage stress or pressure? <i>Kung naa'y tension sa community, mas ginaplastar nako ang schedule. Structured activities help the learners focus and forget gamay ang outside issues. (If there is tension in the community, I arrange the schedule more carefully. Structured activities help the learners focus and forget a bit about outside issues.)</i>
	2.2.1. What actions or support systems help you continue teaching despite the crisis? <i>Mas na-appreciate nako ang support sa akong co-teachers ug school head. That sense of unity made the situation manageable. (I appreciate the support of my co-teachers and school head even more. Ang pagbati sa pagkakaisa nakapahimo sa sitwasyon nga mas madali.)</i>
	2.2.2 What do you do personally to stay motivated and focused during difficult times? <i>During political issues, instead of stressing too much, ginahimo nako nga mas intentional ko sa pag-care sa mga bata. Murag sila akong inspiration to stay strong. (During political issues, instead of stressing too much, I make it a point to be more intentional in caring for the children. They seem to be my inspiration to stay strong.)</i>
3. What insights can be drawn for KS1 teachers during periods of unrest?	3.1. What have you learned about yourself or your profession from teaching during a crisis? <i>Makita gyud nako nga bisan stressful ang panahon, nagpadayon gihapon ko. That made me realize nga strong diay ang foundation sa akong pagka-teacher. (I can really see that even tho the times are stressful, I still keep going. That made me realize that the foundation of my teaching is actually strong.)</i>
	3.1.1. Has your perspective on teaching changed because of your experiences? <i>Ang mga Key Stage 1 learners dali makasense kung uneasy ang teacher. Mao nga mas attentive ko sa akong emotions para dili sila ma-alarm. Ang ilang focus dali ra kaayo madistruct maong careful and attentive kaayo ko sa ilang mga feelings. (Key Stage 1 learners can easily sense if the teacher is uneasy. That's why I am more attentive to my emotions so they won't be alarmed. Their focus is easily distracted, so I am very careful and attentive to their feelings.)</i>
	3.2. What realizations or lessons have stayed with you after going through these difficult periods? <i>Narealize nako nga ang pagka-teacher dili lang diay about pagtudlo ug lessons, kundi about pud sa paghatag ug stability ug comfort sa mga bata bisan lisod ang sitwasyon sa gawas. Nakakat-on pud ko nga importante gyud ang pagiging calm ug emotionally strong kay dali ra kaayo makafeel ang mga learners kung uneasy ang teacher. Usab, nasabtan nako nga dili kinahanglan nga perpekto pirmi; okay ra mangayo ug support sa uban teachers ug mag-adjust kung kinahanglan. Sa tanan nga challenges, nakita nako nga mas ni-strong gyud akong patience, resilience, ug dedication isip usa ka teacher. (I realized that being a teacher</i>

	<p>is not just about teaching lessons, but also about providing stability and comfort to the children even when the situation outside is difficult. I also learned that being calm and emotionally strong is really important because learners can easily sense it when the teacher is uneasy. Also, I understood that it doesn't have to be perfect all the time; it's okay to ask for support from other teachers and to adjust when necessary. In all the challenges, I saw that my patience, resilience, and dedication as a teacher really became stronger.)</p>
	<p>3.2.1. Did these experiences make you stronger or change your teaching style? <i>Oo, dako gyud nga impact ang mga experiences sa akong pagka-teacher. Mas ni-strong ko emotionally ug mas nakat-on ko unsaon pagpabiling kalmado bisan stressful ang situation. Nausab pud akong teaching style kay mas naging flexible ug attentive ko sa emotions ug needs sa mga bata. Imbis mag-focus lang sa lesson, ginatan-aw pud nako kung okay ba sila emotionally ug kung unsa nga strategies ang makatabang para mas maka-focus sila. Mas naging intentional pud ko sa pag-create ug structured ug supportive nga classroom environment aron makafeel sila ug safety ug comfort bisan naa'y tension sa gawas.</i> (Yes, the experiences as a teacher have had a significant impact. I became stronger emotionally and learned how to stay calm even in stressful situations. My teaching style has also changed because I have become more flexible and attentive to the emotions and needs of the children. Instead of just focusing on the lesson, I also check if they are okay emotionally and what strategies can help them focus better. I also became more intentional in creating a structured and supportive classroom environment so they can feel safe and comfortable even when there is tension outside.)</p>
	<p>3.2.3. What advice would you give to other teachers who might face similar challenges in the future? <i>Ang akong mahatag nga advice sa ubang teachers kay ayaw gyud ninyo pasagdi inyong kaugalingon while naga-atiman mo sa inyong learners. Normal ra gyud nga makafeel ug kakapoy, stress, ug kabalaka during difficult times. Importante nga naa kay trusted nga co-teacher o support system nga pwede nimo maistoryahan. Dili kinahanglan nga ikaw lang tanan ang magdala sa pressure. Again, be patient sa inyong mga learners kay sila pud naapektuhan sa mga nahitabo sa palibot. Usahay dili lang lesson ang ilang kailangan, kundi understanding, calmness, ug reassurance gikan sa teacher. Flexible pud dapat ta kay dili tanan adlaw parehas ang sitwasyon inside the classroom. Labaw sa tanan, remind yourself nganong nagpili ka mahimong teacher. Bisan lisod ang panahon, dako gihapon kaayo ug impact ang presence ug care sa usa ka teacher sa mga bata. Gamay man nga encouragement o simple nga pagpakita nga calm ka, dakong tabang na para sa ila.</i> (My advice to other teachers is to never neglect yourselves while taking care of your learners. It's completely normal to feel tired, stressed, and worried during difficult times. It's important to have a trusted co-teacher or support system that you can talk to. You don't have to bear all the pressure alone. Again, be patient with your learners because they are also affected by what is happening around them. Sometimes, they don't just need a lesson, but understanding, calmness, and reassurance from the teacher. We should also be flexible because not every day is the same inside the classroom. Above all, remind yourself why you chose to become a teacher. Even tho times are tough, the presence and care of a teacher still have a huge impact on the children. Even a little encouragement or simply showing that you are calm can be a big help for them.)</p>

<p>When the Nation Shakes, Do Teachers Break? Exploring Teaching Experiences During Periods of Unrest</p> <p>IDI-P5 Transcriptions</p> <p>Aljean C. Figura January 2026</p>	
<p>Research Question</p>	<p>Participants Responses</p>
<p>1. What are the experiences of KSI teachers during periods of unrest?</p>	<p>1.1. How would you describe your experiences as a public-school teacher during times of national or political crisis? <i>Makastress gyud siya. Especially when the arrest issue happened, daghan kaayo opinions sa community. Naa'y parents nga emotional kaayo. As KSI teacher, dili pwede magdala ko</i></p>

	<i>sa akong emotions inside the classroom. (It really is stressful. Especially when the arrest issue happened, there were a lot of opinions in the community. There are parents who are very emotional. As a Key Stage 1 teacher, I can't bring my emotions inside the classroom.)</i>
	<p>What difficulties have you faced in continuing your teaching duties during such events?</p> <p><i>Makafeel ko sa tension sa faculty room. Even among teachers, lahi-lahi mi ug stand. So kinahanglan careful ko sa akong words para dili magka-misunderstanding. (I can feel the tension in the faculty room. Even among teachers, we have different stands. So, I need to be careful with my words to avoid misunderstandings.)</i></p>
	<p>How did these challenges affect your teaching performance?</p> <p><i>Usahay mas kinahanglan nako kontrolon akong sarili kaysa mag-focus sa content. Kung naa koy anxiety, kinahanglan dili gyud makita sa mga bata.(Sometimes I need to control myself more than focus on the content. If I have anxiety, the kids must not see it at all.)</i></p>
	<p>1.2.1. Were there any specific incidents that made teaching especially difficult?</p> <p><i>During intense political discussions sa community, makit-an gyud nimo nga naapektuhan ang parents ug learners. So kinahanglan extra effort para ma-maintain ang calm environment sa classroom.</i> (During intense political discussions in the community, you can really see that the parents and learners are affected. So extra effort is needed to maintain a calm environment in the classroom.)</p>
	<p>1.2.2. Did these challenges come from within the school, the community, or broader national issues?</p> <p><i>Combination siya, pero mostly gikan sa broader national issues ug community reactions. Within the school, naa man support, pero ang tension sa gawas gyud ang pinaka-source. (It's a combination, but mostly from broader national issues and community reactions. Within the school, there is support, but the tension outside is really the main source.)</i></p>
2. How do KS1 teachers cope with the challenges during periods of unrest?	<p>2.1. How do you manage or overcome the challenges you experience during times of national or social unrest?</p> <p><i>Ang ako strategy kay conscious gyud ko sa akong reactions. Kung naa koy kahadlok or anxiety, dili nako ipakita sa klase. I try to stay composed para dili sila maapektuhan.(My strategy is that I am very conscious of my reactions. If I have fear or anxiety, I don't show it in class. I try to stay composed so they won't be affected.)</i></p>
	<p>2.1.1. Are there specific people or groups who helped you cope? How did they help you?</p> <p><i>Oo, dako gyud og tabang ang akong mga kauban nga teachers ug ang among school head. Bisan lahi-lahi mig opinion usahay, naa gihapon among respeto sa usag usa ug willingness nga mag-support. Kung ma-stress ko o mabug-atan sa sitwasyon, naa koy mga co-teachers nga maminaw lang ug mohatag og encouragement. Ang school head pud pirmi naga-remind nga unahon ang welfare sa mga bata ug sa among kaugalingon. Dako pud og tabang ang parents nga cooperative ug kasabot nga lisod ang sitwasyon. Tungod ana, mas nabati nako nga dili ko nag-inusara sa pag-atubang sa mga challenges. (Yes, my fellow teachers and our school head have really been a great help. Even tho we sometimes have different opinions, we still have respect for each other and a willingness to support one another. If I get stressed or burdened by the situation, I have co-teachers who listen and offer encouragement. The school head also always reminds us to prioritize the welfare of the children and ourselves. The parents who are cooperative and understand the difficult situation are also a great help. Because of that, I felt more that I wasn't alone in facing the challenges.)</i></p>
	<p>2.2. Have you changed any teaching strategies to manage stress or pressure?</p> <p><i>Dili ko mag-change dayon sa routine unless necessary. Ang consistency sa classroom makes the children feel safe bisan naa'y unrest outside.(I won't change the routine unless necessary. The consistency in the classroom makes the children feel safe even when there is unrest outside.)</i></p>
	<p>2.2.1. What actions or support systems help you continue teaching despite the crisis?</p>

	<p><i>Ang pinaka-nakatabang gyud nako kay ang support sa akong mga kauban sa trabaho ug ang maayong communication sulod sa school. Kung naa'y lisod nga sitwasyon, magtinabangay gyud mi ug mag-remind sa usag usa nga magpabiling kalmado para sa mga bata. Nakatabang pud ang pag-maintain sa regular classroom routine kay makahatag siya og sense of safety ug stability sa learners. Personally, naga-focus ko sa empathy ug self-control aron dili madala sa classroom ang stress ug tension gikan sa gawas. Ang cooperation sa parents ug pagsinabtanay sa faculty dako pud kaayo og tabang para makapadayon gihapon ko sa pagtudlo bisan lisod ang panahon.</i>(The most helpful thing for me has been the support from my colleagues at work and the good communication within the school. If there is a difficult situation, we really help each other and remind one another to stay calm for the children. Maintaining a regular classroom routine also helps because it provides a sense of safety and stability for the learners. Personally, I focus on empathy and self-control so that stress and tension from outside do not carry over into the classroom. The cooperation of the parents and the understanding of the faculty have also been a great help in allowing me to continue teaching even during difficult times.)</p>
	<p>2.2.2 What do you do personally to stay motivated and focused during difficult times? <i>Sa panahon sa unrest, mas nag-practice ko og empathy. Dili lang sa bata, pati sa parents kay kabalo ko nga tanan naapektuhan.</i>(During the time of unrest, I practiced empathy more. Not just the children, but also the parents because I know that everyone is affected.)</p>
<p>3. What insights can be drawn for KS1 teachers during periods of unrest?</p>	<p>3.1. What have you learned about yourself or your profession from teaching during a crisis? <i>Nakat-on ko nga in times of unrest, kinahanglan gyud magtinabangay. Ang collective strength sa faculty gives confidence to move forward. (I learned that in times of unrest, we really need to help each other. The collective strength of the faculty gives confidence to move forward.)</i></p>
	<p>3.1.1. Has your perspective on teaching changed because of your experiences? <i>Oo, dako gyud ug kausaban sa akong panan-aw sa pagtudlo tungod sa akong mga na-experience. Sauna, mas naka-focus ko sa lessons ug academic performance sa mga bata. Pero karon, mas nasabtan nako nga importante pud diay ang emotional safety ug calm environment sulod sa classroom. Narealize nako nga dili lang diay teacher ang role namo, kundi mahimong source pud sa comfort, stability, ug understanding para sa mga bata labi na kung naa'y crisis o tension sa gawas. Tungod ani nga experiences, mas nahimo kong patient, empathetic, ug mas conscious sa epekto sa akong actions ug words sa learners.</i>(Yes, my perspective on teaching has really changed because of my experiences. Before, I was more focused on the lessons and the academic performance of the children. But now, I understand more that emotional safety and a calm environment inside the classroom are also important. I realized that our role as teachers is not just to teach, but also to be a source of comfort, stability, and understanding for the children, especially during times of crisis or tension outside. Because of these experiences, I have become more patient, empathetic, and more conscious of the impact of my actions and words on the learners.)</p>
	<p>3.2. What realizations or lessons have stayed with you after going through these difficult periods? <i>Ang pinaka-dako nako nga realization kay bisan lisod ang sitwasyon sa gawas, importante gihapon nga mahimong stable ug kalmado ang teacher para sa mga bata. Nakat-on ko nga dili tanan panahon kontrolado nato ang mga panghitabo, pero makontrol nato kung unsaon nato pag-atubang niini. Narealize pud nako nga ang empathy, patience, ug teamwork importante kaayo during difficult times. Mas nasabtan nako nga ang pagtudlo dili lang about academics, kundi paghatag pud og safe ug supportive nga environment para sa learners ug ilang pamilya.</i>(My biggest realization is that even though the situation outside is difficult, it is still important for the teacher to remain stable and calm for the children. I learned that not all events are under our control, but we can control how we face them. I also realized that empathy, patience, and teamwork are very important during difficult times. I have come to understand that teaching is not just about academics, but also about providing a safe and supportive environment for learners and their families.)</p>
	<p>3.2.1. Did these experiences make you stronger or change your teaching style? <i>Oo, nakapalig-on gyud ni nako isip teacher ug isip tao. Tungod sa akong mga naagian, mas nahimo kong patient, understanding, ug mas mindful sa emotions sa mga bata ug parents. Nausab pud akong teaching style kay mas naga-focus nako sa pag-create og calm, safe, ug supportive nga classroom environment, dili lang puro academics. Mas conscious nako karon sa akong words, reactions, ug sa overall atmosphere sa klase kay kabalo ko nga dako siya 'g epekto sa learners, labi na during stressful situations. (Yes, this has really strengthened me as a teacher and as a person. Because of my experiences, I have become more patient,</i></p>

	<p>understanding, and more mindful of the emotions of the children and parents. My teaching style has also changed because I now focus more on creating a calm, safe, and supportive classroom environment, not just purely academics. I'm more conscious now of my words, reactions, and the overall atmosphere in the classroom because I know it has a big impact on the learners, especially during stressful situations.)</p>
	<p>3.2.3. What advice would you give to other teachers who might face similar challenges in the future? <i>Ang akong advice sa ubang teacher's kay ayaw gyud ninyo kalimti nga importante pud ang inyong emotional well-being. Lisod magtudlo kung puno na kaayo sa stress ug kabalaka, mao nga kinahanglan pud mangayo ug support sa mga kauban ug dili akuon tanan problema. Importante nga magpabiling kalmado ug professional bisan naa'y tension sa palibot kay ang mga bata naga-look up gyud sa ilang teacher. Mas maayo pud nga magtinabangay ang faculty ug magpakita og empathy sa usag usa ug sa mga parents. Ug labaw sa tanan, hinumdumi nga bisan gamay ra usahay atong mabuhat, dako gihapon ug impact ang paghatag nato og safe ug caring nga environment para sa mga bata. (My advice to other teachers is to never forget that your emotional well-being is also important. It's hard to teach when you're overwhelmed with stress and worry, so it's also important to seek support from colleagues and not take on all the problems yourself. It is important to remain calm and professional even when there is tension around because the children really look up to their teacher. It is also better for the faculty to help each other and show empathy toward one another and the parents. And above all, remember that even if we can only do a little sometimes, providing a safe and caring environment for the children still has a big impact.)</i></p>
<p>When the Nation Shakes, Do Teachers Break? Exploring Teaching Experiences During Periods of Unrest</p> <p>FGD-P6 Transcriptions</p> <p>Aljean C. Figura January 2026</p>	
<p>Research Question</p>	<p>Participants Responses</p>
<p>1. What are the experiences of KS1 teachers during periods of unrest?</p>	<p>1.1. How would you describe your experiences as a public-school teacher during times of national or political crisis? <i>Dili lang siya about teaching the lesson. Murag emotional sponge ka sa classroom. Ang mga bata, makafeel sila kung uneasy ka. So bisan naa koy fear or kabalaka, ginatago nako para dili sila maapektuhan. (It's not just about teaching the lesson. It's like you're an emotional sponge in the classroom. The children can sense if you are uneasy. So even if I have fear or worry, I hide it so they won't be affected.)</i></p>
	<p>What difficulties have you faced in continuing your teaching duties during such events? <i>As teachers, expected nga calm ug present ta sa klase. Pero inside, naa gyud kahadlok. Bisana, kinahanglan gihapon mag-function professionally. (As teachers, we are expected to be calm and present in class. But inside, there is really fear. Even so, we still need to function professionally.)</i></p>
	<p>1.2. How did these challenges affect your teaching performance? <i>Usahay mentally draining gyud siya. Kailangan doble ang effort para ma-maintain ang focus sa lesson ug sa emotional stability sa classroom. (Sometimes it can be really mentally draining. It requires double the effort to maintain focus on the lesson and emotional stability in the classroom.)</i></p>
	<p>1.2.1. Were there any specific incidents that made teaching especially difficult? <i>During intense community discussions about political issues, makafeel ka nga naa'y tension nga mosulod sa classroom. Kailangan gyud ka magpabiling composed bisan affected pud ka.</i></p>

	(During intense community discussions about political issues, you can feel that tension entering the classroom. You really need to stay composed even if you are affected.)
	<p>1.2.2. Did these challenges come from within the school, the community, or broader national issues?</p> <p><i>Ang mga challenges nga akong na-experience kay combination gyud siya, pero mas dako ang impact sa broader national issues ug sa reaksyon sa community. Kung naay mga balita o political issues sa national level, dali kaayo siya moabot sa among community, ug mao pud na ang makahatag og tension sa mga ginikanan ug mga bata. Within the school, supportive man kaayo ang environment, kay ang mga teachers ug school head magtinabangay ug mag-uban gyud mi sa pag-handle sa sitwasyon. Pero bisan pa ana, dili gihapon malikayan nga mosulod ang epekto sa gawas ngadto sa classroom, mao nga mas mabati gyud ang pressure gikan sa broader context ug sa community reactions.(The challenges I experienced were really a combination, but the impact of broader national issues and the community's reaction was greater. If there are news or political issues at the national level, they quickly reach our community, and that also creates tension among parents and children. Within the school, the environment is very supportive, as the teachers and school head collaborate and we really come together to handle the situation. But despite that, it is still unavoidable that the external effects seep into the classroom, making the pressure from the broader context and community reactions more palpable.)</i></p>
2. How do KS1 teachers cope with the challenges during periods of unrest?	<p>2.1. How do you manage or overcome the challenges you experience during times of national or social unrest?</p> <p><i>During unrest, mas nagkahiusa mi sa school. We share strategies on how to handle anxious learners. That sense of teamwork really helped.(uring unrest, mas nagkahiusa mi sa school. We share strategies on how to handle anxious learners. That sense of teamwork really helped.)</i></p>
	<p>2.1.1. Are there specific people or groups who helped you cope? How did they help you?</p> <p><i>Ang akong co-teachers ug school head very supportive. Mag-share mi ug ideas ug reassurance nga kaya ra gyud nato ni as a team.(My co-teachers and school head are very supportive. We share ideas and reassurance that we can really do this as a team.)</i></p>
	<p>2.2. Have you changed any teaching strategies to manage stress or pressure?</p> <p><i>Mas ginaprioritize nako ang emotional check-ins before academics. I make sure nga comfortable ang learners before proceeding sa lesson.(I prioritize emotional check-ins before academics. I make sure that the learners are comfortable before proceeding with the lesson.)</i></p>
	<p>2.2.1. What actions or support systems help you continue teaching despite the crisis?</p> <p><i>Ang pinaka-nakatabang gyud nako kay ang support system sulod sa school, labi na ang akong co-teachers ug school head. During lisod nga panahon, magtinabangay mi ug mag-share og strategies unsaon pag-handle sa anxious learners ug sa among kaugalingong stress. Dako kaayo og tabang nga kabalo ka nga naa kay kauban nga makasabot sa imong gibati. Nakatabang pud ang open communication ug reassurance sa usag usa nga kaya ra gyud namo ni as a team. Personally, naga-focus ko sa paghatag og calm ug safe nga atmosphere sa classroom aron dili kaayo ma-feel sa mga bata ang tension sa gawas. Ug sa tinuod lang, ang makita nako nga nag-smile ug padayon gihapon og learn ang mga bata mao gyud ang usa sa pinakadako nga motivation nga makapadayon ko sa pagtudlo bisan naa'y crisis.(The most helpful for me has been the support system within the school, especially my co-teachers and school head. During difficult times, we help each other and share strategies on how to handle anxious learners and our own stress. It is a great help to know that you have someone who understands how you feel. Open communication and reassurance to each other that we can really handle this as a team also helped. Personally, I focus on providing a calm and safe atmosphere in the classroom so that the children don't feel the tension from outside too much. And to be honest, seeing the children smile and continue learning is one of the biggest motivations for me to keep teaching even during a crisis.)</i></p>
	<p>2.2.2 What do you do personally to stay motivated and focused during difficult times?</p> <p><i>Usahay kapoy na gyud, pero when I see the children learning and smiling, ma-remind ko nganong nag-teacher ko in the first place.(Usahay kapoy na gyud, pero when I see the children learning and smiling, ma-remind ko nganong nag-teacher ko in the first place.)</i></p>

3. What insights can be drawn for KS1 teachers during periods of unrest?	3.1. What have you learned about yourself or your profession from teaching during a crisis? <i>Naka-realize ko nga stronger diay ko kaysa sa akong pagtuo. Teaching during crisis taught me emotional resilience and deeper commitment. (I realized that I am stronger than I thought. Teaching during crisis taught me emotional resilience and deeper commitment.)</i>
	3.1.1. Has your perspective on teaching changed because of your experiences? <i>Ayaw gyud mag-inusara. Seek support and always remember your purpose. Kung grounded ka sa imong mission, mas kaya nimo ang bisan unsang crisis. (Don't ever be alone. Seek support and always remember your purpose. If you are grounded in your mission, you can handle any crisis.)</i>
	3.2. What realizations or lessons have stayed with you after going through these difficult periods? <i>Sa akong mga naagian nga lisod nga panahon, ang pinaka-nakatak sa akong hunahuna nga leksyon kay ang kahimtang sa gawas sa eskwelahan makaapekto gyud sa mga bata, mao nga dako kaayo ang responsibilidad sa teacher nga mahimong kalmado ug stable nga presensya para nila. Narealize nako nga dili lang diay teaching of lessons ang trabaho sa teacher, kundi pag-alalay pud sa emotional well-being sa learners. Nakat-on pud ko nga dili nimo kinahanglan dal-on tanan nga kabalaka sulod sa classroom, kay kung ma-overwhelm ka, maapektuhan pud ang imong pagtudlo ug ang mga bata. Importante gyud ang teamwork ug pagtinabangay sa mga kauban kay mas mabug-atan nimo kung ikaw ra usa. Ug labaw sa tanan, ning mga kasinatian nakapahinundom nako nga ang pag-teach dili lang trabaho, kundi commitment nga mahimong lig-on nga suporta para sa mga bata bisan pa sa panahon sa kalisod. (In my experiences during difficult times, the most striking lesson that stuck in my mind is that the situation outside of school really affects the children, so the teacher has a huge responsibility to be a calm and stable presence for them. I realized that the teacher's job is not just about teaching lessons, but also about supporting the emotional well-being of the learners. I also learned that you don't need to bring all your worries into the classroom, because if you get overwhelmed, it will also affect your teaching and the children. Teamwork and cooperation with colleagues are really important because it becomes heavier if you are alone. And above all, these experiences have reminded me that teaching is not just a job, but a commitment to being a strong support for the children even in times of hardship.)</i>
	3.2.1. Did these experiences make you stronger or change your teaching style? <i>Oo, nakapalig-on gyud ni nako isip teacher ug isip tao. Sa tinuod lang, mas nakaila ko sa akong kaugalingon nga mas kaya diay nako ang mga lisod nga sitwasyon kaysa sa akong gihunahuna sauna. Tungod sa mga naagian, mas ni-develop akong emotional resilience ug kahibalo nga magpabiling kalmado bisan naay tension sa palibot. Nausab pud akong teaching style kay karon mas ginauna nako ang emotional readiness sa mga bata kaysa sa lesson mismo. Ginahatagan nako sila og panahon nga makalma ug makafeel og safety sa classroom before magpadayon sa academic tasks. Mas conscious pud ko sa akong mga words ug reactions kay kabalo ko nga dako kaayo og epekto sa ilang kahimtang. Sa katapusan, mas nahimo kong mas empathetic ug mas mindful nga teacher. (Yes, this has really strengthened me as a teacher and as a person. To be honest, I got to know myself better and realized that I can handle difficult situations more than I used to think. Because of the experiences I've had, my emotional resilience has developed more, and I've learned to remain calm even when there's tension around. My teaching style has also changed because now I prioritize the emotional readiness of the children over the lesson itself. I give them time to calm down and feel safe in the classroom before continuing with academic tasks. I am also more conscious of my words and reactions because I know they have a significant impact on their situation. In the end, I became a more empathetic and mindful teacher.)</i>
	3.2.3. What advice would you give to other teachers who might face similar challenges in the future? <i>Ang akong mahatag nga advice sa ubang teachers kay ayaw gyud ninyo isolong ang burden. Kung lisod na ang sitwasyon, mangayo gyud ug tabang ug support sa inyong co-teachers ug school head kay dako kaayo og epekto ang teamwork. Importante pud nga ipahinundom ninyo sa inyong kaugalingon nga dili ninyo kinahanglan i-handle tanan mag-inusara. Magpabiling grounded sa inyong purpose isip teacher, labi na nga naa mo para sa mga bata. Kung klaro ninyo ang inyong tuyo ug hinundoman ninyo nganong nag-teacher mo, mas makaya ninyo ang pressure ug kahadlok sa palibot. Ug labaw sa tanan, ayaw kalimti nga una pud ninyo ampingan ang inyong kaugalingong emosyon ug kahimsog kay dili nimo mahatag ang best nimo kung kapoy ug drained ka na kaayo. (My advice to other teachers is not to shoulder the burden alone. If the situation becomes difficult, really ask for help and support from your co-teachers and school head because</i>

	teamwork has a huge impact. It is also important to remind yourselves that you do not have to handle everything alone. Stay grounded in your purpose as a teacher, especially since you are there for the children. If you are clear about your purpose and remember why you became a teacher, you will be better able to handle the pressure and fear around you. And above all, don't forget to prioritize your own emotions and well-being because you can't give your best if you are too tired and drained.)
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When the Nation Shakes, Do Teachers Break? Exploring Teaching Experiences During Periods of Unrest FGD-P7 Transcriptions Aljean C. Figura January 2026	
Research Question	Participants Responses
1. What are the experiences of KS1 teachers during periods of unrest?	1.1. How would you describe your experiences as a public-school teacher during times of national or political crisis? <i>Challenging kaayo kay murag two battles imong gi-atubang ,ang external situation ug ang responsibility nimo as teacher. Naa 'y times nga mentally drained na gyud ko pero kailangan gihapon mag-function.(It's very challenging because it feels like you're facing two battles: the external situation and your responsibility as a teacher. There are times when I'm really mentally drained, but I still have to function.)</i>
	What difficulties have you faced in continuing your teaching duties during such events? <i>Usahay, ang mga bata makadungog sa balita sa balay, then mangutana sila. Dili man pwede i-ignore, pero kinahanglan simple ug safe ra ang explanation.(Sometimes, the children hear the news at home, and then they ask questions. It can't be ignored, but the explanation needs to be simple and safe.)</i>
	1.2. How did these challenges affect your teaching performance? <i>Usahay mas mag-adjust ko sa pacing sa lesson. Instead of deep academic discussion, mag-focus ko sa reassuring tone ug simple activities para dili sila ma-overwhelm.(Sometimes I adjust the pacing of the lesson more. Instead of deep academic discussion, I focus on a reassuring tone and simple activities so they won't be overwhelmed.)</i>
	1.2.1. Were there any specific incidents that made teaching especially difficult? <i>Yes, especially kung intense ang balita sa social media. Makita gyud nimo nga naapektuhan ang classroom atmosphere ug kinahanglan gyud ka magpabiling composed.(Sometimes I adjust the pacing of the lesson more. Instead of deep academic discussion, I focus on a reassuring tone and simple activities so they won't be overwhelmed.)</i>
	1.2.2. Did these challenges come from within the school, the community, or broader national issues? <i>Mostly gikan sa broader national issues ug sa community discussions. Within the school supportive man, pero ang tension gikan sa gawas ang pinaka-source sa stress.(Mostly from broader national issues and community discussions. Within the school, it's supportive, but the tension from outside is the main source of stress.)</i>
2. How do KS1 teachers cope with the challenges during periods of unrest?	2.1. How do you manage or overcome the challenges you experience during times of national or social unrest? <i>Ang ako coping kay i-shift ang focus gikan sa external issues ngadto sa classroom goals. Kung productive ang klase, murag mawala gamay ang tension sa gawas.(My coping mechanism is to shift the focus from external issues to classroom goals. If the class is productive, the tension outside seems to lessen a bit.)</i>
	2.1.1. Are there specific people or groups who helped you cope? How did they help you? <i>Oo, dako gyud og tabang ang mga people ug groups sulod ug gawas sa eskwelahan nga nakatabang nako makacope. Una, ang akong co-teachers ug school head kay supportive kaayomagtinabangay mi, mag-share og strategies unsaon pag-handle sa mga bata nga affected sa balita, ug mag-remind pud sa usag usa nga magpabiling kalmado ug focused. Tungod ani, mas mabati nako nga dili ko nag-inusara sa pag-atubang sa lisod nga sitwasyon.Nakatabang pud ang among school environment kay naa gyuy sense of teamwork</i>

	<p><i>ug understanding, labi na kung naay times nga mentally drained na mi. Sa community pud, bisan naa'y discussions nga usahay makastress, naa gihapon mga ginikanan nga cooperative ug kasabot nga importante ang kalmado ug safe nga learning space sa ilang mga anak. Tungod sa ilang support ug sa encouragement sa akong mga kauban sa trabaho, mas nakaya nako magpadayon ug magpabiling stable para sa akong mga learners bisan pa sa mga krisis.</i>(Yes, the people and groups inside and outside the school have really helped me cope. First, my co-teachers and school head are very supportive we help each other, share strategies on how to handle the children affected by the news, and remind each other to stay calm and focused. Because of this, I feel that I am not alone in facing the difficult situation. Our school environment also helps because there is a sense of teamwork and understanding, especially during times when we are mentally drained. In the community as well, even tho there are discussions that can sometimes be stressful, there are still parents who are cooperative and understand that a calm and safe learning space is important for their children. Because of their support and the encouragement from my colleagues at work, I have been able to continue and remain stable for my learners even amidst the crises.)</p>
	<p>2.2. Have you changed any teaching strategies to manage stress or pressure? <i>As a KS1 teacher, kabalo ko nga routines are comforting. So, during crises, mas ginaprioritize nako ang clear instructions ug simple transitions para dili sila ma-overwhelm.</i> (As a KS1 teacher, I know that routines are comforting. So, during crises, I prioritize clear instructions and simple transitions so they won't be overwhelmed.)</p>
	<p>2.2.1. What actions or support systems help you continue teaching despite the crisis? <i>Sa akong kasinatian isip magtutudlo, daghan kaayong butang jud ang nakatabang nako para makapadayon gihapon sa pagtudlo bisan pa sa krisis, bisag usahay kapoy na kaayo ko mentally ug emotionally.Ang akong pamilya jud ,mga co-workers ug si ang akong faith kay Lord jud nakatabang ug dako sa akoa.</i>(In my experience as a teacher, there have been many things that have truly helped me continue teaching even during crises, even tho sometimes I feel very mentally and emotionally exhausted. My family, my co-workers, and my faith in the Lord have greatly supported me.)</p>
	<p>2.2.2 What do you do personally to stay motivated and focused during difficult times? <i>Sa akong kaugalingon, para makapabilin ko nga motivated ug focused bisan lisod ang panahon, ginabalik-balik nako sa hunahuna ang nganong nagsugod ko isip magtutudlo. Mao na akong pangkuptot kung mabug-atan ko.Ginapili pud nako nga mag-focus lang sa kontrolado nako sa sulod sa klase, dili sa kagubot sa gawas. Sa mga bata ko ibutang ang akong attention kay didto man gyud ang tinuod nga trabaho.Kung kapoy na kaayo, mohinay ko gamay ug mo-reset, para makabalik ko nga kalmado ug ready mudala sa klase.Ug sa tinuod lang, ang gamay nga progress sa mga bata mao gyud ang kusog nako makahatag na dayon na siya og gana para magpadayon.</i>(For myself, to remain motivated and focused even during difficult times, I repeatedly remind myself why I started teaching. That's what I hold onto when I feel burdened. I also choose to focus only on what I can control inside the classroom, not on the chaos outside. I put my attention on the children because that's where the real work is. When I'm really tired, I slow down a bit and reset, so I can come back calm and ready to lead the class. And honestly, the small progress of the children is what truly energizes me and gives me the motivation to continue.)</p>
<p>3. What insights can be drawn for KS1 teachers during periods of unrest?</p>	<p>3.1. What have you learned about yourself or your profession from teaching during a crisis? <i>Mas na-appreciate nako ang pagka-teacher nako. Bisin lisod ang panahon, makita nako nga naa koy purpose nga mas dako pa sa problema.</i>(I appreciate my role as a teacher more. Even tho times are tough, I can see that I have a purpose greater than the problem.)</p>
	<p>3.1.1. Has your perspective on teaching changed because of your experiences? <i>Before, focused lang ko sa lesson delivery. Pero karon, mas kabalo ko nga importante diay ang emotional check-in before academics.</i>(Before, I was only focused on lesson delivery. But now, I realize that emotional check-ins before academics are actually important.)</p>
	<p>3.2. What realizations or lessons have stayed with you after going through these difficult periods? <i>I would say stay grounded sa imong purpose ug ayaw kalimti ang emotional needs sa learners. Teaching during crisis requires patience, empathy, and flexibility.</i>(I would say stay grounded in your purpose and don't forget the emotional needs of the learners. Teaching during crisis requires patience, empathy, and flexibility.)</p>
	<p>3.2.1. Did these experiences make you stronger or change your teaching style?</p>

	<p><i>Oo, nakapahimo gyud ni nako nga mas lig-on isip magtutudlo. Nakat-on ko nga dili lang diay puro lesson delivery ang importante, kundi apil pud ang pagbati ug kahintang sa mga bata. Nausab pud akong teaching style karon mas focus ko sa kalma nga approach, simple nga instructions, ug paghatag og oras para sa emotional check-in sa mga estudyante. Mas naging flexible ko ug mas masabtan nako ang ilang tinuod nga needs. (Yes, this has really made me a stronger teacher. I learned that it's not just about lesson delivery, but also about the feelings and situations of the children. My teaching style has also changed; now I focus more on a calm approach, simple instructions, and giving time for emotional check-ins with the students. I became more flexible and better understood their true needs.)</i></p>
	<p>3.2.3. What advice would you give to other teachers who might face similar challenges in the future?</p> <p><i>Ang akong mahatag nga tambag sa ubang magtutudlo kay pabilin lang nga grounded sa imong purpose ug ayaw kalimti ang kahintang sa mga bata. Sa panahon sa krisis, dili lang academics ang importante kundi ang ilang emosyon usab. Ayaw pud kahadlok mag-adjust sa imong teaching style, mas maayo ang simple, kalma, ug flexible nga approach kaysa pugson ang lisod nga lessons. Ug kung mabug-atan, mangayo ug suporta sa kauban kay dili man ta dapat mag-inusara. (My advice to other teachers is to stay grounded in your purpose and not forget the situation of the children. In times of crisis, not only academics are important but also their emotions. Don't be afraid to adjust your teaching style; a simple, calm, and flexible approach is better than forcing difficult lessons. And if you feel overwhelmed, seek support from your colleagues because we shouldn't have to go thru this alone.)</i></p>

**When the Nation Shakes, Do Teachers Break?
Exploring Teaching Experiences
During Periods of Unrest
FGD-P8 Transcriptions
Aljean C. Figura
January 2026**

Research Question	Participants Responses
<p>1. What are the experiences of KS1 teachers during periods of unrest?</p>	<p>1.1. How would you describe your experiences as a public-school teacher during times of national or political crisis?</p> <p><i>As a KS1 teacher, routine is very important. Pero during unrest, murag kinahanglan flexible ka. I try to make the classroom feel safe and normal bisan dili normal ang outside situation. (As a KS1 teacher, ut during unrest, it seems like you need to be flexible. I try to make the classroom feel safe and normal even tho the outside situation is not normal.)</i></p>
	<p>What difficulties have you faced in continuing your teaching duties during such events?</p> <p><i>Murag duha ka role imong ginadala, teacher ug parent. Kung naay unrest, magduha-duha ka kung unsa ang unahon, pero sa huli, ginabalanse ra gyud nimo. (It seems like you are juggling two roles, teacher and parent. If there is unrest, you hesitate about what to prioritize, but in the end, you really balance it out.)</i></p>
	<p>1.2. How did these challenges affect your teaching performance?</p> <p><i>Usahay maapektuhan gyud ang focus, pero ginaprioritize nako ang structured activities para mabalik ang calm atmosphere sa classroom. (Sometimes focus can really be affected, but I prioritize structured activities to restore a calm atmosphere in the classroom.)</i></p>
	<p>1.2.1. Were there any specific incidents that made teaching especially difficult?</p> <p><i>During intense community issues, makafeel gyud nimo nga naa'y instability sa environment. So kinahanglan mas flexible ug adaptive ko sa akong lesson plan. (During intense community issues, you can really feel that there is instability in the environment. So, I need to be more flexible and adaptive with my lesson plan.)</i></p>
	<p>1.2.2. Did these challenges come from within the school, the community, or broader national issues?</p> <p><i>Mostly gikan sa broader national issues ug community reaction. Within the school, supportive man, pero ang outside tension gyud ang naka-affect sa emotional climate. (</i></p>

	Mostly from broader national issues and community reaction. Within the school, they are supportive, but the outside tension really affects the emotional climate.)
2. How do KS1 teachers cope with the challenges during periods of unrest?	2.1. How do you manage or overcome the challenges you experience during times of national or social unrest? <i>Nakatabang gyud ang journaling ug reflection. After class, mag-write ko unsa akong na-feel that day. It helps me process everything nga nahitabo.</i> (Journaling and reflection have really helped. After class, I write about how I felt that day. It helps me process everything that happened.)
	2.1.1. Are there specific people or groups who helped you cope? How did they help you? <i>Usahay ang pinaka-importante kay reassurance lang nga okay ra ta. Hearing that from the principal or co-teachers gives strength to continue.</i> (Sometimes the most important thing is just reassurance that we are okay. Hearing that from the principal or co-teachers gives strength to continue.)
	2.2. Have you changed any teaching strategies to manage stress or pressure? <i>Structured tasks like reading time and quiet work sessions help stabilize the energy sa classroom. Murag makabalik ang normal flow bisan unstable ang situation sa gawas.</i> (Structured tasks like reading time and quiet work sessions help stabilize the energy in the classroom. It seems like the normal flow can return even if the situation outside is unstable.)
	2.2.1. What actions or support systems help you continue teaching despite the crisis? <i>Para nako, ang nakatabang gyud nako nga makapadayon sa pagtudlo bisan naa'y krisis kay ang pagpabilin sa routine pero flexible ko kung kinahanglan. Ginahimo nako nga kalmado ug normal ang classroom bisan dili normal ang palibot. Nakatabang pud ang structured nga activities sama sa reading ug quiet work para mabalik ang focus sa mga bata. Ug sa akong kaugalingon, ang journaling ug pag-reflect after klase dako kaayong tabang para ma-release nako ang stress. Labaw sa tanan, ang suporta ug reassurance sa akong principal ug kauban mao gyud ang kusog nako para magpadayon.</i> (For me, what really helped me continue teaching even during a crisis was maintaining a routine, but I am flexible when needed. I make the classroom calm and normal even when the surroundings are not normal. Structured activities like reading and quiet work also help bring back the children's focus. For myself, journaling and reflecting after class are very helpful in releasing my stress. Above all, the support and reassurance from my principal and colleagues are truly my strength to continue.)
	2.2.2 What do you do personally to stay motivated and focused during difficult times? <i>Ginapili pud nako nga magpuyo lang sa kung unsay kontrolado nako, labi na sa sulod sa classroom, para dili ko ma-overwhelm sa mga kalibog sa gawas. Usahay, kung kapoy na kaayo, mo-hinay ko gamay ug mo-reset, para makabalik ko nga kalmado. Ug ang pinaka-motivation gyud nako kay ang progress sa akong mga estudyante, bisan gamay lang, dako na kaayo na para nako.</i> (I also choose to focus on what I can control, especially inside the classroom, so I won't be overwhelmed by the chaos outside. Sometimes, when I'm really tired, I slow down a bit and reset, so I can return calm. And my biggest motivation is the progress of my students, even if it's just a little, it's already a lot for me.)
3. What insights can be drawn for KS1 teachers during periods of unrest?	3.1. What have you learned about yourself or your profession from teaching during a crisis? <i>Ang unrest taught me nga dili lang academic skills ang importante, but emotional strength pud. Murag na-enhance gyud akong capacity to endure.</i> (The unrest taught me that it's not just academic skills that are important, but emotional strength as well. It seems like my capacity to endure has really been enhanced.)
	3.1.1. Has your perspective on teaching changed because of your experiences? <i>Nakat-on ko nga teaching is not only intellectual work. Emotional presence is equally important, especially when the outside world feels unstable.</i> (I learned that teaching is not only intellectual work. Emotional presence is equally important, especially when the outside world feels unstable.)
	3.2. What realizations or lessons have stayed with you after going through these difficult periods? <i>Sa akong naagian isip magtutudlo, nakat-unan nako nga dili lang diay academics ang pinaka-importante, kundi apil gyud ang emosyon ug kahintang sa mga bata. Narealize pud</i>

	<i>nako nga kailangan flexible ug kalmado ka bisan lisod ang sitwasyon, kay kung ikaw ma-overwhelm, maapektuhan pud ang klase. Ug labaw sa tanan, nakat-unan nako nga ang pagka-magtutudlo adunay mas lawom nga purpose, dili lang pagtudlo, kundi paghatag pud og kahupayan ug paglaum sa mga bata sa lisod nga panahon.</i> (In my experience as a teacher, I have learned that academics are not the only important aspect, but also the emotions and well-being of the children. I also realized that you need to be flexible and calm even in difficult situations, because if you get overwhelmed, the class will be affected too. And above all, I have learned that being a teacher has a deeper purpose, not just teaching, but also providing comfort and hope to the children in difficult times.)
	3.2.1. Did these experiences make you stronger or change your teaching style? <i>Oo, nakapahimo gyud ni nako nga mas lig-on isip magtutudlo. Mas kabalo nako karon mo-handle sa pressure ug dili dali ma-overwhelm sa mga kalisod. Nausab pud akong teaching style, mas focus ko sa kalma nga approach, simple nga instructions, ug pagtan-aw sa emosyon sa mga bata. Dili na puro lesson, kundi apil na ang ilang kahintang ug kahupayan sa klase.</i> (Yes, this has really made me a stronger teacher. I am now better at handling pressure and not easily overwhelmed by difficulties. My teaching style has also changed; I now focus more on a calm approach, simple instructions, and observing the children's emotions. It's no longer just about the lesson, but also about their well-being and comfort in class.)
	3.2.3. What advice would you give to other teachers who might face similar challenges in the future? <i>Stay flexible and emotionally aware. Seek reassurance when needed and always maintain a stable environment for the learners.</i> (Maintain emotional awareness and flexibility. Seek assistance when needed and consistently maintain a steady environment for learning.)

<p>When the Nation Shakes, Do Teachers Break? Exploring Teaching Experiences During Periods of Unrest</p> <p>FGD-P9 Transcriptions</p> <p>Aljean C. Figura January 2026</p>	
Research Question	Participants Responses
1. What are the experiences of KS1 teachers during periods of unrest?	1.1. How would you describe your experiences as a public-school teacher during times of national or political crisis? <i>External issues affect classroom energy. Naa'y tension nga ma-feel gyud nimo. So I focus on simple, structured tasks para ma-ground ang mga bata and ma-balik ang sense of control.</i> (External issues affect classroom energy. There's a tension that you can really feel. So I focus on simple, structured tasks to ground the kids and restore their sense of control.)
	What difficulties have you faced in continuing your teaching duties during such events? <i>Challenging gyud kay kinahanglan balanced ka pirmi. Dili pwede magpakita og bias, kay maka-affect sa trust sa parents ug sa school community.</i> (It's really challenging because you always need to be balanced. You can't show bias, because it can affect the trust of the parents and the school community.)
	How did these challenges affect your teaching performance? <i>Usahay kinahanglan nako i-adjust ang tone ug pacing sa lesson. Dili pwede magdala og personal emotions inside the classroom kay sensitive ang mga bata.</i> (Sometimes I need to adjust the tone and pacing of the lesson. You can't bring personal emotions inside the classroom because the children are sensitive.)
	1.2.1. Were there any specific incidents that made teaching especially difficult? <i>During heightened political discussions sa community, makit-an gyud nimo nga tense ang parents ug learners. So extra effort gyud sa pag-maintain sa calm classroom atmosphere.</i> (During heightened political discussions in the community, you can really see that the parents and learners are tense. So extra effort really in maintaining a calm classroom atmosphere.)

	<p>1.2.2. Did these challenges come from within the school, the community, or broader national issues? <i>Mostly, ang mga challenges nagagikan gyud sa broader national issues ug sa reactions sa community. Makafeel gyud ka sa tension gikan sa mga balita ug discussions sa gawas, ug usahay madala pud na sa classroom atmosphere. Pero within the school, supportive man among environment. Ang pinaka-challenge gyud kay kung unsaon pagpabiling kalmado ug balanced bisan naa'y external stress nga makaapekto sa mga bata ug ginikanan. (Mostly, the challenges really stem from broader national issues and the reactions of the community. You can really feel the tension from the news and discussions outside, and sometimes it carries over into the classroom atmosphere. But within the school, our environment is supportive. The biggest challenge is how to remain calm and balanced even when there is external stress that can affect the children and parents.)</i></p>
<p>2. How do KS1 teachers cope with the challenges during periods of unrest?</p>	<p>2.1. How do you manage or overcome the challenges you experience during times of national or social unrest? <i>Self-care is important gyud. Bisn simple lang like taking short breaks or talking to a co-teacher about what I feel, makatabang kaayo para ma-reset ko emotionally.(Self-care is really important. Even something simple like taking short breaks or talking to a co-teacher about what I feel, it really helps me reset emotionally.)</i></p>
	<p>2.1.1. Are there specific people or groups who helped you cope? How did they help you? <i>Oo, dako gyud og tabang ang akong mga co-teachers ug school heads during lisod nga panahon. Usahay, ang simpleng pakigstorya lang sa akong kauban makatabang na para ma-release nako akong gibati ug ma-reset emotionally.Nakatabang pud ang supportive nga environment sa school kay makafeel ko nga dili ko nag-inusara sa pag-atubang sa pressure. Ang ilang reassurance ug pagsabot maoy nakahatag nako og kusog para magpadayon sa pagtudlo bisan stressful ang sitwasyon sa gawas.(Yes, my co-teachers and school heads were really a big help during difficult times. Sometimes, just talking to my colleagues helps me release my feelings and reset emotionally.The supportive environment at school also helps because I feel that I am not alone in facing the pressure. Their reassurance and understanding gave me the strength to continue teaching even when the situation outside was stressful.)</i></p>
	<p>2.2. Have you changed any teaching strategies to manage stress or pressure? <i>Mas ginaprioritize nako ang structured activities ug clear classroom goals para mabalik ang sense of stability sa learners. (I prioritize structured activities and clear classroom goals to restore a sense of stability for the learners.)</i></p>
	<p>2.2.1. What actions or support systems help you continue teaching despite the crisis? <i>Ang nakatabang gyud nako nga makapadayon sa pagtudlo bisan naa'y krisis kay ang pag-focus sa structured ug simple nga activities para mabalik ang kalma sa classroom. Ginapaningkamotan pud nako nga magpabiling balanced ug dili madala sa tension sa gawas.Dako pud og tabang ang suporta sa akong mga kauban ug school heads, kay pinaagi sa ilang encouragement ug pagsabot, mas mobati ko nga dili ko nag-inusara.Ug sa akong kaugalingon, ginapractice nako ang self-care, bisan simple lang nga pahulay o pakigstorya sa co-teacher, para ma-reset ko emotionally ug makapadayon sa akong trabaho.(What really helped me continue teaching even during a crisis was focusing on structured and simple activities to restore calm in the classroom. I also strive to remain balanced and not be affected by the external tension.The support from my colleagues and school heads has also been a great help, because thru their encouragement and understanding, I feel less alone.And for myself, I practice self-care, even simple things like resting or talking to a co-teacher, to reset emotionally and continue with my work.)</i></p>
	<p>2.2.2 What do you do personally to stay motivated and focused during difficult times? <i>Sa lisod nga panahon, ginapahinudoman nako ang akong purpose isip magtududlo ug ang responsibilidad nako sa akong mga estudyante. Mao gyud na ang makahatag nako og kusog ug motivation para magpadayon.Ginahatagan pud nako og oras ang akong kaugalingon nga magpahuway gamay ug makigstorya sa akong mga kauban kung mabug-atan ko, kay makatabang gyud na para makabalik ko nga kalmado ug focused.(In difficult times, I remind myself of my purpose as a teacher and my responsibility to my students. That's really what gives me strength and motivation to keep going.I also give myself time to rest a bit and talk to my colleagues when I feel overwhelmed, because it really helps me return calm and focused.)</i></p>

3. What insights can be drawn for KS1 teachers during periods of unrest?	3.1. What have you learned about yourself or your profession from teaching during a crisis? <i>After everything nga nahitabo, maingon nako nga mas confident ko karon sa akong ability to manage crises. Murag gi-test gyud akong pagiging teacher.</i> (After everything that happened, I can say that I am now more confident in my ability to manage crises. It really felt like my teaching skills were being tested.)
	3.1.1. Has your perspective on teaching changed because of your experiences? Oo, nausab gyud akong panan-aw sa pagtudlo tungod sa akong mga naagian. Narealize nako nga dili lang diay enough ang pag-focus sa academics, kundi importante pud ang emotional support ug safe nga environment para sa mga bata.Mas nakita nako karon nga ang pagtudlo dili lang trabaho, kundi responsibilidad pud sa pag-atiman ug paggiya sa learners labi na sa lisod nga panahon. (Yes, my perspective on teaching has really changed because of my experiences. I realized that it's not just enough to focus on academics, but emotional support and a safe environment for children are also important. I see now that teaching is not just a job, but also a responsibility to care for and guide learners, especially during difficult times.)
	3.2. What realizations or lessons have stayed with you after going through these difficult periods? <i>Sa akong mga naagian, narealize nako nga importante gyud ang pagpabiling kalmado ug flexible bisan lisod ang sitwasyon. Nakat-on pud ko nga dili lang academics ang kinahanglan tutokan sa teacher, kundi apil pud ang emotional well-being sa mga bata.Labaw sa tanan, nasabtan nako nga ang pagka-teacher dili lang trabaho, kundi dako gyud nga responsibilidad ilabi na sa panahon sa krisis.</i> (From my experiences, I realized that it is really important to stay calm and flexible even when the situation is difficult. I also learned that teachers should not only focus on academics but also on the emotional well-being of the children. Above all, I understood that being a teacher is not just a job, but a great responsibility, especially during times of crisis.)
	3.2.1. Did these experiences make you stronger or change your teaching style? <i>Oo, nakapahimo gyud ni nako nga mas lig-on ug mas pasensyoso isip magtutudlo. Mas kabalo nako karon mo-handle og pressure ug magpabiling kalmado bisan lisod ang sitwasyon.Nausab pud akong teaching style kay mas ginaprioritize nako ang structured activities, emotional support, ug paghimo og safe nga classroom environment para sa mga bata.</i> (Yes, this has really made me a stronger and more patient teacher. I am now better at handling pressure and staying calm even in difficult situations. My teaching style has also changed as I now prioritize structured activities, emotional support, and creating a safe classroom environment for the children.)
	3.2.3. What advice would you give to other teachers who might face similar challenges in the future? <i>Ang akong mahatag nga tambag sa ubang teacher's kay magpabilin lang gyud nga kalmado, flexible, ug emotionally aware. Ayaw kalimti nga ang mga bata dali pud maapektuhan sa mga nahitabo sa palibot, mao importante ang safe ug supportive nga classroom environment.Importante pud ang self-care ug pakigstorya sa mga kauban kung mabug-atan na, kay mas dali makapadayon kung naa kay support system.</i> (My advice to other teachers is to remain calm, flexible, and emotionally aware. Don't forget that children can easily be affected by what happens around them, so a safe and supportive classroom environment is important. Self-care and talking to colleagues when feeling overwhelmed are also important, as it's easier to continue when you have a support system.)

APPENDIX H CONSENT FORMS

Research Title: *When the Nation Shakes, Do Teachers Break? Exploring Teaching Experiences During Periods of Unrest*

Dear Participant,

Good day! I am conducting a research study as part of my graduate studies. The purpose of this study is to explore how public elementary school teachers continue teaching and cope with challenges during periods of social and political unrest. I would like to invite you to take part in this study.

If you agree, you will be asked to participate in an interview that will last around 30 to 45 minutes. The interview will include questions about your personal experiences in teaching during difficult national situations. Your participation is **voluntary**, and you may refuse to answer any question or stop the interview at any time without penalty.

Your responses will be **kept private and confidential**. I will not use your name or any identifying information in the research report. Audio recordings will only be used for the purpose of accurate transcription and will be deleted after the study is completed.

There are **no physical risks** involved in participating. However, some questions may remind you of stressful experiences. If you feel uncomfortable, you may skip the question or stop the interview at any time. You may also benefit from being able to reflect on your experiences and share your insights as a teacher.

If you have any questions about the study, please feel free to ask me before we begin.

If you are willing to take part, kindly sign below to indicate your consent.

Thank you very much for your time and support.

Participant's Statement:

I have read and understood the information above. I voluntarily agree to take part in this study.

Name of Participant: Participant 1
Signature: [Handwritten Signature]
Date: January 23, 2026

Research Title: When the Nation Shakes, Do Teachers Break? Exploring Teaching Experiences During Periods of Unrest

Dear Participant,

Good day! I am conducting a research study as part of my graduate studies. The purpose of this study is to explore how public elementary school teachers continue teaching and cope with challenges during periods of social and political unrest. I would like to invite you to take part in this study.

If you agree, you will be asked to participate in an interview that will last around 30 to 45 minutes. The interview will include questions about your personal experiences in teaching during difficult national situations. Your participation is **voluntary**, and you may refuse to answer any question or stop the interview at any time without penalty.

Your responses will be **kept private and confidential**. I will not use your name or any identifying information in the research report. Audio recordings will only be used for the purpose of accurate transcription and will be deleted after the study is completed.

There are **no physical risks** involved in participating. However, some questions may remind you of stressful experiences. If you feel uncomfortable, you may skip the question or stop the interview at any time. You may also benefit from being able to reflect on your experiences and share your insights as a teacher.

If you have any questions about the study, please feel free to ask me before we begin.


If you are willing to take part, kindly sign below to indicate your consent.

Thank you very much for your time and support.

Participant's Statement:

I have read and understood the information above. I voluntarily agree to take part in this study.

Name of Participant: Participant 2

Signature: 

Date: January 25, 2026

Research Title: When the Nation Shakes, Do Teachers Break? Exploring Teaching Experiences During Periods of Unrest

Dear Participant,

Good day! I am conducting a research study as part of my graduate studies. The purpose of this study is to explore how public elementary school teachers continue teaching and cope with challenges during periods of social and political unrest. I would like to invite you to take part in this study.

If you agree, you will be asked to participate in an interview that will last around 30 to 45 minutes. The interview will include questions about your personal experiences in teaching during difficult national situations. Your participation is **voluntary**, and you may refuse to answer any question or stop the interview at any time without penalty.

Your responses will be **kept private and confidential**. I will not use your name or any identifying information in the research report. Audio recordings will only be used for the purpose of accurate transcription and will be deleted after the study is completed.

There are **no physical risks** involved in participating. However, some questions may remind you of stressful experiences. If you feel uncomfortable, you may skip the question or stop the interview at any time. You may also benefit from being able to reflect on your experiences and share your insights as a teacher.

If you have any questions about the study, please feel free to ask me before we begin.

If you are willing to take part, kindly sign below to indicate your consent.

Thank you very much for your time and support.

Participant's Statement:

I have read and understood the information above. I voluntarily agree to take part in this study.

Name of Participant: Participant 3
Signature: [Handwritten Signature]
Date: January 23, 2026

Research Title: When the Nation Shakes, Do Teachers Break? Exploring Teaching Experiences During Periods of Unrest

Dear Participant,

Good day! I am conducting a research study as part of my graduate studies. The purpose of this study is to explore how public elementary school teachers continue teaching and cope with challenges during periods of social and political unrest. I would like to invite you to take part in this study.

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If you have any questions about the study, please feel free to ask me before we begin.

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Thank you very much for your time and support.

Participant's Statement:

I have read and understood the information above. I voluntarily agree to take part in this study.

Name of Participant: Participant 5
Signature: [Handwritten Signature]
Date: January 30, 2026

Research Title: When the Nation Shakes, Do Teachers Break? Exploring Teaching Experiences During Periods of Unrest

Dear Participant,

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If you have any questions about the study, please feel free to ask me before we begin.

If you are willing to take part, kindly sign below to indicate your consent.

Thank you very much for your time and support.

Participant's Statement:

I have read and understood the information above. I voluntarily agree to take part in this study.

Name of Participant: Participant 6
Signature: [Signature]
Date: January 25, 2026

Research Title: When the Nation Shakes, Do Teachers Break? Exploring Teaching Experiences During Periods of Unrest

Dear Participant,

Good day! I am conducting a research study as part of my graduate studies. The purpose of this study is to explore how public elementary school teachers continue teaching and cope with challenges during periods of social and political unrest. I would like to invite you to take part in this study.

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If you are willing to take part, kindly sign below to indicate your consent.

Thank you very much for your time and support.

Participant's Statement:

I have read and understood the information above. I voluntarily agree to take part in this study.

Name of Participant: Participant 7
Signature: [Handwritten Signature]
Date: January 23, 2026

Research Title: When the Nation Shakes, Do Teachers Break? Exploring Teaching Experiences During Periods of Unrest

Dear Participant,

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If you have any questions about the study, please feel free to ask me before we begin.

If you are willing to take part, kindly sign below to indicate your consent.

Thank you very much for your time and support.

Participant's Statement:

I have read and understood the information above. I voluntarily agree to take part in this study.

Name of Participant: Participant 8
Signature: [Handwritten Signature]
Date: January 23, 2026

Research Title: When the Nation Shakes, Do Teachers Break? Exploring Teaching Experiences During Periods of Unrest

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If you have any questions about the study, please feel free to ask me before we begin.

If you are willing to take part, kindly sign below to indicate your consent.

Thank you very much for your time and support.

Participant's Statement:

I have read and understood the information above. I voluntarily agree to take part in this study.

Name of Participant: Participant 9
Signature: [Handwritten Signature]
Date: January 20, 2026