

A Single Case Study on Teachers' Challenges, Coping Strategies, and Pedagogical Insights in Performance Task Design for Philippine Politics and Governance

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ABSTRACT

Inability to design performance task is a problem in education. Exploring the perceptions of teachers in designing performance tasks in the Philippine Politics and Governance course. I utilized single case study, interviewed six teachers, six students and three curriculum heads selected through purposive sampling, and applied thematic analysis. The results found that lack of materials and insufficient support systems hinder teachers in designing effective performance tasks; however, teachers respond through cognitive reframing and behavioral adaptation that cope these challenges, fostering reflective teaching practices grounded in student context. Teachers facing limited materials and support may adapt performance tasks through simplified and alternative formats. Future studies may use regression, mediation analysis, and EFA to examine how resource limitations influence adaptive strategies and reflective teaching.

Keywords: Single case study, teacher challenges, coping strategies, pedagogical insights, performance task design, Philippine politics and governance

INTRODUCTION

In this section, I presented the problem and its setting, the significance of my study, the research questions, the theory, the theoretical lens, and my assumptions.

The Problem and its Scope

Globally, teachers' inability to construct tasks that align with intended learning outcomes and authentic assessment standards is a problem. Teachers are expected to engage learners in higher-order thinking and real-world application, but often fall short in design quality and alignment with competencies. Recent international studies have highlighted that teachers frequently encounter difficulties in conceptualizing and developing performance-based assessments that are both valid and meaningful for diverse learners, thereby framing this challenge as a pervasive educational issue rather than an isolated concern (Andrade, 2024; OECD, 2023).

Further research revealed that studies in various countries have also documented teachers' inability to design effective performance tasks. In the United States, research indicates ongoing concerns about the coherence and rigour of performance assessments in K–12 settings, particularly regarding alignment with standards-based frameworks (Darling-Hammond et al. 2023). In Italy, studies revealed inconsistencies in teachers' construction of authentic assessment tasks, particularly in integrating competencies with real-world applications (Giovannini and Raffaghelli 2024). Meanwhile, in Indonesia, teachers have been reported to encounter difficulties in designing performance tasks that reflect higher-order thinking skills and competency-based curriculum expectations (Suryani et al. 2023).

Here in my country, the Philippines, teachers' inability to design performance tasks remains a notable issue, particularly in implementing the K to 12 curriculum, which includes performance-based assessment as a core component. Recent local studies indicate that teachers face challenges in ensuring that performance tasks align with the Most Essential Learning Competencies (MELCs) and reflect authentic assessment practices (DepEd

2023; Santos and Bautista 2024).

The persistence of teachers' inability to design effective performance tasks has significant consequences for teaching and learning. Poorly designed tasks can lead to misalignment between instruction and assessment, limiting the accurate measurement of student learning and competencies. Over time, this can affect the overall quality of educational outcomes, as assessment practices play a crucial role in shaping both teaching strategies and student learning experiences (Brookhart 2023; Pellegrino 2024). These consequences of teachers' inability to design performance tasks are the reason I have conducted this study.

Significance of the Study

This study plays a significant role by directly advancing understanding of United Nations Sustainable Development Goal 4 (Quality Education), which advocates inclusive, equitable, and high-quality learning experiences for all. By addressing teachers' inability to design effective, aligned performance tasks, the study seeks to enhance assessment practices that foster higher-order thinking and authentic learning. In the Philippine context, the findings of this study align with the national educational goals set by the Department of Education, particularly in advancing learner-centered instruction, strengthening competency-based assessment, and fostering holistic development of learners within the framework of the K to 12 Basic Education Program. Furthermore, this study has institutional relevance for Holy Cross of Davao College, as it may provide insights to strengthen the implementation of its vision and mission, centered on academic excellence, transformative education, and the formation of socially responsible individuals.

Statement of the Problem

In this study, I explored teachers' perceptions of designing performance tasks in the Philippine Politics and Governance (PPG) subject. Specifically, I sought answers to the following questions:

Research Questions

1. What are the **challenges** encountered by teachers in designing the performance task for learners?
2. What are the **coping mechanisms** undertaken by the teachers in surmounting the challenges encountered in designing the performance task intended for learners?
3. What are the **insights** of the teachers in designing the performance task for learners?

Theoretical Lens

I anchored this study on the Transactional Model of Stress and Coping. According to the transactional theory, coping involves continually adjusting cognitive and behavioural efforts to manage external or internal demands that they appraise as exceeding a person's resources. This theory specifically defines stress as a dynamic interaction between the person and the environment, emphasising how people appraise teaching situations and choose coping strategies in response (Lazarus and Folkman 1984).

Conceptual Lens

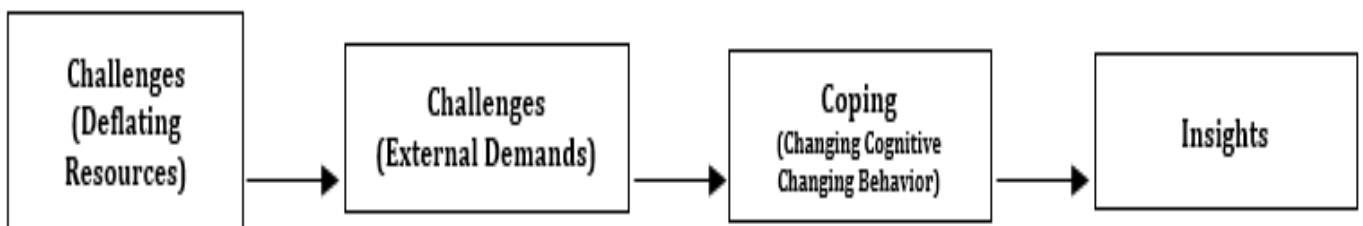


Figure 1: Transactional Model of Stress and Coping

Assumptions

This study assumed that the teachers' experiences as my study participants align with the theory's assertion. Apart from what the author explained in the theory, It also assumed there were emerging themes in the case. I assumed that the teachers who participated in the study were duly qualified and possessed sufficient knowledge and experience in Philippine Politics and Governance, enabling them to accurately identify and articulate the challenges, coping mechanisms, and insights relevant to the study. It also assumes that the teachers will provide honest and accurate responses to the interviews that the research will conduct. It will truly reflect the experiences regarding the student performance task.

METHODOLOGY

This part of the study presents the research design, the locale of the study, the sample and sampling technique, the data-gathering technique, the data-gathering procedures, the data analysis, and the trustworthiness.

Research Design

I used a qualitative single-case study design. It is a research approach that involves an in-depth, holistic examination of a single bounded system, such as an individual, group, institution, or program, within its real-life context (Simons 2023). Using a single-case research design, it gains an in-depth understanding of how teachers face the challenges, cope with them, and discern insights in designing performance tasks. I applied this design to explore "how" and "why" questions in unique cases (Yin 2023). As further research, the advantages of a single case study include its capacity to provide rich, contextually grounded insights and to capture the complexity and dynamics of real-life situations (Crowe et al. 2023).

A single case study is a strategy of inquiry in which the researcher explores in depth a program, event, activity, or process for one or more individuals (Creswell, 2009).

Locale of the Study

This study was conducted at one of the public schools in the Cluster 13 district of Davao City, under the 2nd Congressional District. This school is considered the 5th-largest school in Davao City, with a large number of enrollees in both Junior and Senior High School. I chose this location for its accessibility.

Sample and Sampling Technique

This study involved six teacher-participants who are currently teaching full-time in public Senior High Schools, specifically handling the Philippine Politics and Governance subject. To enrich the data and capture multiple perspectives related to the case. This study also included six students who were enrolled in Academic Year 2025-2026 and three curriculum heads or master teachers who had direct supervision of the case. In total, the study comprised fifteen participants. I understand that this study only had fifteen key informants but confident enough to reach the saturation data.

In this study, I employed a purposive sampling technique to gather data. It is a non-probability approach in which participants are deliberately selected based on specific characteristics or experiences relevant to the research problem (Patton, 2023; Merriam & Tisdell, 2024). This method enabled the researcher to focus on information-rich cases that could provide deep and meaningful insights into the phenomenon under investigation (Patton, 2023). Moreover, purposive sampling offers flexibility in selecting participants and facilitates the development of detailed, context-specific understanding. As such, it is particularly valuable in case study and exploratory research where depth of insight is prioritized over generalization (Campbell et al., 2023).

Data Gathering Techniques

In the data gathering technique, I employed in-depth interviews and focus group discussions. An in-depth interview is a qualitative data collection method that involves intensive, one-on-one engagement between the researcher and participant to explore personal experiences typically using open-ended question (Kvale &

Brinkmann, 2023; Seidman, 2024). During in-depth interview I recorded all the answers by the participants. It is best applied when the research aims to gain deep understanding of complex issues, capture participants' lived experiences, or explore sensitive topics (Kvale & Brinkmann, 2023).

A Focus Group Discussion (FGD) is a qualitative data collection method that involves a small group of participants engaging in a guided discussion (Morgan, 2023; Barbour, 2023). In focus group discussion, I also took down notes and record the answers of the group. I am convinced that it is best applied when it seeks to understand shared meanings (Morgan, 2023). In a case study, in-depth interviews (IDI) and focus group discussions (FGD) are applicable because they enable the collection of comprehensive, context-rich data from both individual experiences and group interactions within the bounded case.

Data Analysis Technique

I used thematic analysis to examine the data. It is a method of qualitative research that identifies, organises, and interprets patterns or themes within the dataset. I am convinced that thematic analysis is a widely used qualitative analytic method for identifying, analysing, and reporting patterns (themes) within data through a systematic yet flexible process that includes familiarisation, coding, theme development, review, definition, and reporting. The advantages of this approach include its flexibility across different research paradigms, its accessibility for novice researchers, and its capacity to produce rich, detailed, and nuanced interpretations of qualitative data (Braun & Clarke, 2023).

The analysis will begin with Transcription and Organisation, verbatim scripts will be checked for accuracy and organised according to the participant group (Teachers, Coordinators, and learners). The next stage will involve the initial coding. In this stage, we will read through the data to identify the initial concepts, recurring ideas, and significant statements that are related to the research questions, which are the challenges, coping mechanisms, and insights. Generating themes is the next stage in analysing the data. Codes will be grouped into broader themes and sub-themes that will describe the core experiences of the teachers in dealing with the performance task of the learners in the Philippine Politics subject. Themes will be reviewed against the original data to ensure the accuracy of the participants' meanings and experiences. Lastly, final themes will be clearly defined and labelled, with the descriptive examples and quotes from the transcripts used as the evidence to support the findings.

Trustworthiness of the Study

The four elements of trustworthiness in qualitative research are credibility, dependability, confirmability, and transferability. Credibility refers to the accuracy of presenting the actual narrative in vernacular and truthfulness of findings, characterised by prolonged engagement, triangulation, and member checking, for example, returning interview transcripts to participants to verify interpretations. Dependability refers to the consistency and stability of the research process, characterised by audit trails and clear documentation, such as detailed records of coding procedures and methodological decisions (Nowell et al. 2023). Researchers ensure confirmability by basing findings on participants rather than on researcher bias, and they apply reflexivity and data auditing by maintaining reflective journals and linking interpretations directly to participant quotes. Lastly, transferability pertains to the applicability of findings to other contexts defined by thick description, such as detailed accounts of participants and settings, which enables readers to assess their relevance to their own contexts (Braun and Clarke 2023).

RESULTS

In this section, it presents the results of my study. I organised the discussion to address the research questions and to reflect on the interview experiences. These narratives served as the basis for my analysis and for identifying the implications and possible directions for future researchers.

Facing Layers of Educational Challenges

The themes that emerged from the participants' experiences uncover a cluster of interrelated challenges in

designing performance tasks in Philippine Politics and Governance, particularly in the areas of Insufficient Content and Pedagogical Preparation, Curriculum Alignment and Assessment Design Complexity, Severe Time Constraints and Workload Overload, Lack of Resources and Institutional Support, and Student Motivation and Engagement Challenges.

On Insufficient Content and Pedagogical Preparation. Watching my co-teachers at work, I saw how challenging the subject could be, even for the experienced teachers. As I went through my interview, one teacher said, “I am not a Phil. Gov major... I am a Tech Voc... I find it hard to relate” (IDI – TR1). It is evident from teachers' expressions and attitudes that designing performance tasks outside their subject expertise presents a significant challenge. This statement highlights the difficulty of designing the Philippine Politics and Governance subject outside one's field of specialisation, which will greatly affect and limit both confidence and depth of knowledge.

On Curriculum Alignment and Assessment Design Complexity. Similarly, the teacher reported limited familiarity with competency-based questioning. As shared by TR 2, “Teachers no longer get back to the basic competencies, not aware of PISA-like questions.” It clearly suggests gaps in assessment literacy, particularly in designing assessments aligned with global standards for higher-order thinking skills.

On Severe Time Constraints and Workload Overload and Lack of Resources and Institutional Support. A recurring pattern emerged during the discussions: three teacher-respondents consistently identified time constraints as a major challenge in designing effective performance tasks for the PPG subject. They need to rush everything because many activities are happening at the school. It was revealed by one of the participants, saying:

“Um, the root cause of the challenges. The root cause is the time-consuming, you know, because, um, I, as far as I remembered, they are, they were grade 12 students, and we need to rush everything because, um, the last, the last quarter was approaching and, um, I adjust, and like I choose, dito ako nag struggle, ginatimbang ko na mas madali na performance na ipagawa ko sa kanila para mahabol ko din ang Grade 12.” (IDI – TR3)

Grade 12 adviser din ako that time, So, um, must make it simply, simple an na lang and achievable, sa timeline, so, time constraint, talaga yon, so, mas gipa dali na, ano pa sabi ko wag na masyadong daghan papel so para lang conduct of interview, pwede e video so pwd mag bigay ng hard copy medyo mag struggle din sila sa printing so sabi ko, soft copy nalang, ako nalang mag print, that's all, at least ma conduct nila ang performance task, mag interview mag compare and contrast sa past na mga barangay sa society, changes, dynamics, no, na nangyayari sa society, and then compare it to the present”. (The main challenge was time constraints. Because the Grade 12 students neared the end of the year, teachers rushed everything. I struggled to balance this, so I simplified the performance tasks to make them more achievable within the limited timeline. As their adviser, I also reduced paperwork by allowing video-recorded interviews and soft copy submissions, since printing was a challenge for them. The goal was to ensure they could still complete the task, conduct interviews, and compare past and present barangay practices, with a focus on societal changes and dynamics.) (IDI – TR3).

As I listened to the participant's response during my interview, the teacher's urgent and pressured approach to managing both instructional demands and time constraints stood out to me. This response made me reflect as a teacher, particularly on how we will constantly make adjustments and compromises to ensure that learning continues despite constraints.

On Student Motivation and Engagement Challenges. I also listened to the students' voices, and their voices echoed the challenges teachers face. One student admitted that the teacher is struggling to master the content. It means there are knowledge gaps in the teacher who cannot effectively deliver instruction on how to perform the performance task. As a teacher, it is disheartening that the student also observed these difficulties. One of the participants said:

“Ang one of the challenges na Nakita nako sa PPG teachers with regard sa mga performance task na ginahatag sir, ang pag instruct, sometimes man gud malibog ang mga students sa mga instructions para sa mga performance task and then kuan pud sir kulang sa knowledge ana siguro sir, kulang siguro sila sa kana na PT, naa man gud uban teachers na kanang dili pajud kaayo kasabot sa lessons or like kanang ano lahi ilang pagsabot, pag abot sa Performance Task sir malahi siya, ing ana sir.” (One challenge I observed among PPG teachers regarding

performance tasks is unclear instruction, which sometimes confuses students. Another issue is limited teacher understanding—some teachers may not fully grasp the lesson, leading to inconsistencies when designing or implementing the performance task (SR1 – FGD).

I was concerned upon hearing that students often become confused by the instructions for performance tasks, suggesting gaps in clarity and alignment in task design. It made me realise the importance of clear communication, strong content mastery, and intentional scaffolding in teaching.

Balancing Tasks within Demands and Constraints

I highlighted the adaptive and innovative practices employed by teachers in response to instructional challenges, particularly in Research-Driven and Curriculum-Aligned Task Design, Technology- and AI-Augmented Instructional Design, Professional Collaboration and Peer Consultation, Learner-Centred Adaptation and Responsiveness, and Authentic and Individualised Assessment Practices.

On Research-Driven and Curriculum-Aligned Task Design. Despite the difficulties teachers are facing, I witnessed them finding remarkable ways to cope. One teacher described letting her students research on YouTube, Government Websites, and current events to help them understand the topic, since most of the topics in the PPG subject reflect today's events. She said:

"So I have done some research first, and also some of the articles and historical photos, you know? And then I integrated it into, for example, a comic strip. So that students may relate or inculcate their knowledge, you know, in their own and have also their own research, because you cannot create a comic strip without your own small research" (IDI – TR1).

The teacher's affirmation of the belief that students must conduct their own research to complete the task promotes ownership of learning and deeper cognitive engagement.

On Technology and AI-Augmented Instructional Design. It caught my attention that one of the teachers answered the question about the coping mechanism that she deployed. She responded that she allows her students to use AI (Artificial Intelligence). We all know that when you use AI tools here in the Philippines, you are subject to discrimination, but the teacher confidently answered that she employs AI in her teaching. It is a strong pattern that utilising AI as a multimedia support can create an effective strategy. As one of the participants said:

"Oh, I usually use AIs. I usually use PowerPoints, pero, uh, sometimes, um, coping nako ana kay akong mga PowerPoint, a, especially PowerPoint, usually PowerPoints. I usually do printed material in a pwede nila madala, og I usually send links and ano, I send also GC, para maapas pa nako ang mga lessons, pati ang tasking, kaya lang fear lang pud nako didto nako ipabanat sa ilaha ang tasking mo gamit napud sila og AI didto to answer me" (I usually use AI and PowerPoint presentations.) I also provide printed materials for students to take home, and I send links and updates via group chats to keep them up to date on lessons and tasks. However, when I assign tasks, students might rely on AI to complete them.) (IDI – TR2).

I found this response both insightful and reflective of the evolving nature of instructional practices. I felt a sense of interest as the teacher openly shared how she used AI and digital tools alongside traditional materials such as PowerPoint presentations and printed resources.

On Professional Collaboration and Peer Consultation. Collaboration among colleagues emerged as a powerful coping mechanism for our teachers. It also reflected that collaboration with one's co-workers is the most essential resource. It will provide strong validation for the performance tasks we will deploy to our students. It will create a collective instructional plan once shared with our colleagues. It will employ an interdisciplinary design among teachers. Two curriculum heads stated this during the interview. They said:

"I inform my teachers to ask for assistance from the colleagues who have expertise on this subject. Research about the subject using the digital tools" (H2 – FGD).

"Collaboration with colleagues, sharing ideas, and tasks are more engaging and achievable for learners. Digital

and online resources, Instructional materials, and professional development are necessary to implement this mechanism" (H3 – FGD).

It has seen a strong sense of affirmation and encouragement on the teachers' faces as I reflect on these responses, as they highlight the value of collaboration within the teaching community.

On Learner-Centered Adaptation and Responsiveness. This theme emphasises teachers' efforts to adjust instructional practices to students' needs, capacities, and learning contexts. As one participant said, "Consulting students about workload... integrate other subjects" (TR4).

By seeking students' input, teachers demonstrate responsiveness to learners' cognitive and emotional needs, a key principle of learner-centred pedagogy. At the same time, integrating other subjects suggests an attempt to create more meaningful and interconnected learning experiences, allowing students to see relevance across disciplines rather than engaging in isolated tasks.

On Authentic and Individualized Assessment Practices. During interview, one teacher shared that she prefers to assess students individually because it allows her to probe more deeply into their understanding, rather than relying solely on written outputs.

She said, "I do one-on-one performance... interview portion... flash cards" (TR2). She explained that incorporating an interview component enables her to clarify her students' responses and examine their reasoning. At the same time, the use of flash cards serves as a supportive strategy for recall and engagement, particularly for learners who require additional scaffolding.

Turning Challenges into Insights

This study examines transformative practices among teachers, emphasising growth and innovation through Collaborative Innovation and Resource Development; Interdisciplinary and Real-Life Integration of PPG; Learner-Centred Refinement and Motivational Alignment; Strategic Planning, Feedback, and Resilient Instructional Adjustment; and Continuous Professional Learning and Reflective Practice.

On Collaborative Innovation and Resource Development. Through interviews and conversations, I saw that teachers draw on their experiences and challenges. They recognised the importance of experiences. They gained skills in connecting with others, reflecting in real-life situations, innovating with available resources, accepting constructive criticism, and planning and managing their time effectively. As one of the participants said:

"The insights that I gained are strong problem-solving skills and resiliency when coping with those challenges. The important lesson I have learned is that effective time and resource management matter. In preparing the PT, it requires strategic planning, efficient use of available materials, and mastering the lessons for me to create effective PTs. The suggested changes would benefit the learners' understanding by giving constructive feedback after every performance task, which will give opportunities for revision and improvement, and also give a deeper understanding of the materials provided" (TR6 – IDI).

I feel admiration and respect as I reflect on this response, as it reveals both growth and intentionality in the teacher's practice. It made me realise the importance of being a reflective practitioner who continuously improves through experience.

On Interdisciplinary and Real-Life Integration of PPG. I also noticed a deep understanding of learners. The teachers adapted tasks to learners' strengths, weaknesses, and interests. By observing this, I felt the significance of reflective practice that is achievable and meaningful.

It also realised that, as teachers teaching the Philippine Politics and Governance subject, we are not just about delivering content; we are about shaping young Filipino citizens who can understand, question, and engage critically with our society. As I reflected on the response of a teacher in reference to the insights, she said:

"I learned that students fully appreciate and understand Philippine Politics and Governance (PPG) when teachers align instruction with their interests. I have also learned that effective preparation means consistently refining my plans to meet the unique needs of every student. I recommend that teachers carefully design pre-activities that clearly connect with the main activity. Achieving effective alignment requires patience and a willingness to refine one's approach through ongoing trial and error.

Through this, learners will learn to appreciate the value and importance of learning Philippine Politics and Governance. With enough motivation, learners can even assist in developing the activity, which would also help them navigate through the PTs, without compromising any standards and competencies" (TR5 – IDI).

Teachers should meticulously design pre-activities that explicitly align with the primary learning objectives. This process demands patience and a commitment to iterative refinement.

On Learner-Centered Refinement and Motivational Alignment. During interview with the teachers, one of them shared a reflection stating that she values aligning her performance tasks with her students' interests while continuously improving her strategies through patience and trial and error. She shared that she carefully considers what engages her students, as aligning tasks with their interests helps increase their motivation and participation.

On Strategic Planning, Feedback, and Resilient Instructional Adjustment. When handling sensitive topics in Philippine Politics and Governance, one of the teachers said, "Sensitive topic... careful of expressing... guide them to the right governance" (TR3).

The teacher emphasised that she intentionally plans her instruction to provide clear direction, helping students navigate complex political issues while guiding them toward informed and responsible perspectives on governance.

On Continuous Professional Learning and Reflective Practice. Finally, it shows a personal and professional growth emerge through these challenges. Teachers developed creativity, flexibility, and resiliency, and these qualities fill the gaps within pedagogy.

Even in moments of struggle, teachers will always feel the essence of fulfilment and purpose. Students, curriculum heads, and teachers affirmed that if teachers embrace those coping strategies, lessons will become alive, political concepts will become accessible, relevant, and inspiring. Some of my participants expressed:

"One of the insights is, you yourself should be... a learner himself. Meaning, uh, you need to relearn and learn, relearn, because you need to update all your examples, connecting to the present, contrasting with the past. Moreover, aligning to the future, which is, that is how you will facilitate discussion in every session" (IDI – TR2).

"Mag initiate ka og research og mag study pud ka og kaugalingon nimo dili lang ka mag salig sa uban tao kay dili lang man jud sila ang dapat mo tabang sa imong kaugalingon para mo kat on ka kay imong sarili lang jud sir na makabalo ka kung unsaon na siya pag himo" (You need to take initiative to research and study on your own, not rely on others, because real learning depends on your own effort and understanding.) (FGD – SR6).

It is an inspiration, as it reflects a commitment to growth and adaptability, qualities that are essential in a dynamic educational environment.

Modified Paradigm

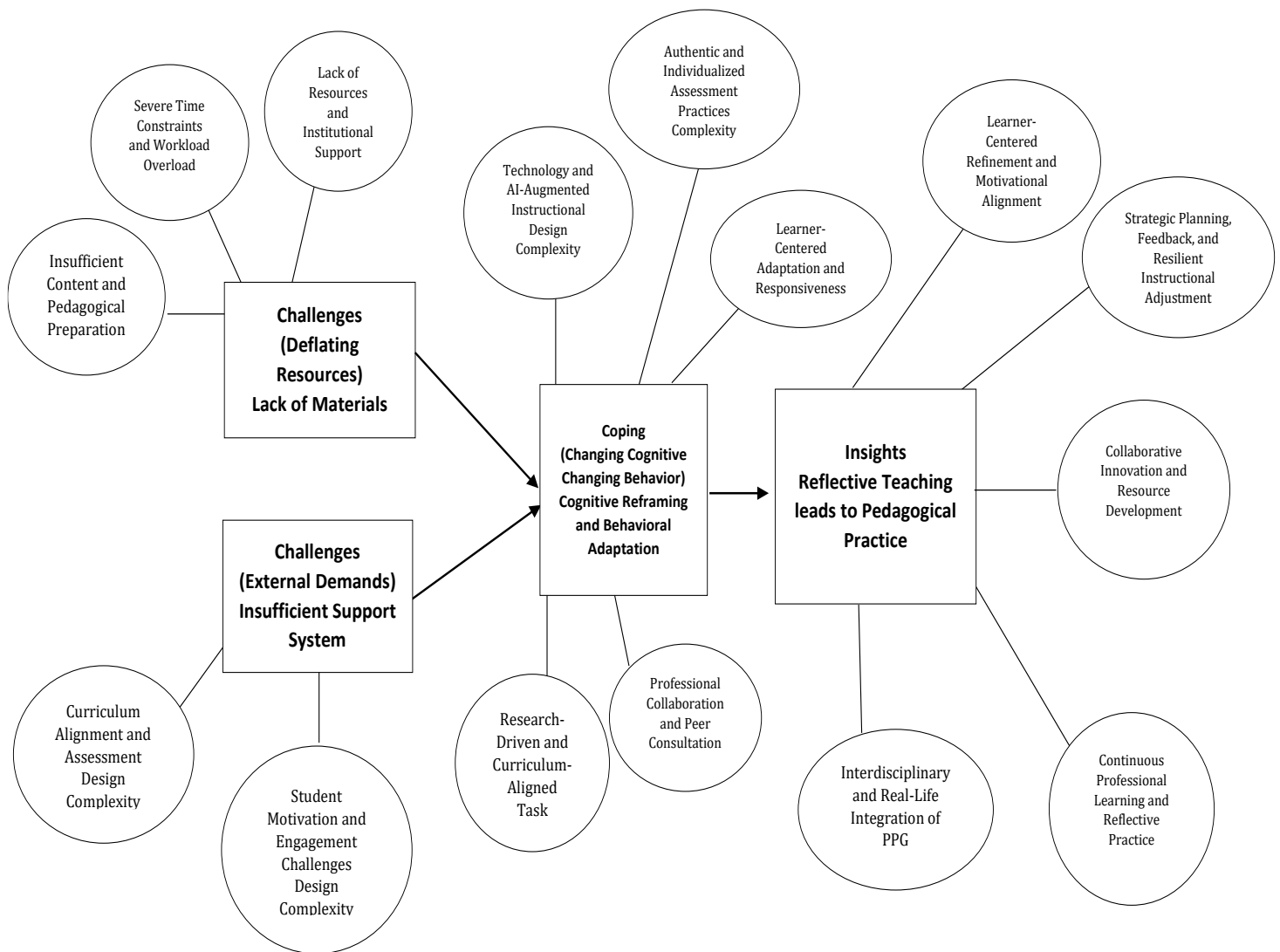


Figure 2. Modified Paradigm of Transactional Model

SUMMARY OF FINDINGS

- 1. Lack of materials and insufficient support systems hinder teachers in designing performance tasks.** Teachers experience significant challenges in "deflating" or effectively utilising available resources due to both material scarcity and limited institutional support. Teachers highlighted the lack of learning materials and insufficient support systems as key barriers that limit their ability to design meaningful, contextually relevant performance tasks. Teachers make these constraints worse when they independently source, adapt, or simplify instructional materials, often without adequate guidance.
- 2. Cognitive reframing and behavioural adaptation address the lack of materials and a support system.** Teachers cope with instructional challenges by engaging in both cognitive and behavioural adjustments that reinforce adaptive teaching practices. Cognitively, teachers reframe their roles as continuous learners by reflecting on their practices, aligning tasks with curriculum standards, and critically evaluating resources through research and peer consultation. Behaviorally, these cognitive changes translate into concrete actions such as integrating technology and AI tools and redesigning performance tasks.
- 3. Reflective teaching leads to pedagogical practice grounded in student reality.** Teachers develop transformative insights that reshape their understanding of effective instruction as reflective, collaborative, and deeply connected to real- life contexts. Teachers recognise the importance of integrating lessons across

disciplines and linking content to learners' lived experiences, fostering more meaningful and authentic learning.

DISCUSSIONS

In this section, it discussed the findings based on the participants' experiences. The findings show that teachers continued to teach despite the challenges they faced.

Lack of materials and insufficient support systems hinder teachers in designing performance tasks.

This study find out that teachers highlight a critical structural constraint that significantly affects their ability to deliver quality instruction and to design effective performance tasks. This finding supports the study by Cayabas and Sumeg-ang (2023), which reports that teachers face serious challenges due to insufficient instructional materials, limited policy support, and inadequate administrative backing, hindering effective teaching and task implementation. Likewise, the findings affirm Chen et al. (2026), finding that they often face a lack of materials, technology, and institutional support, which are considered first-order barriers that significantly affect teaching effectiveness and instructional delivery. Similarly, disaster-related studies highlight systemic barriers, as disaster resiliency programs for children and youth are described as a “bottleneck” in highly vulnerable communities, indicating gaps in implementation, access, and program effectiveness (Gutang, 2019).

On the other hand, this study contradicts the idea of Adams et al. (2020), which states that in some well-supported educational settings, teachers reported having adequate access to instructional resources and strong institutional support, enabling them to implement teaching strategies and performance tasks effectively. The number of participants was not disclosed in Adam's study, whereas my study fully disclosed the number.

Cognitive reframing and behavioural adaptation address the lack of materials and a support system.

This study found out that teachers actively address instructional challenges by reshaping both their thinking and their actions. My findings support the study by Han et al. (2023), which explains that cognitive reframing and coping strategies play a significant role in improving psychological well-being. It also shows that individuals actively reinterpret stressful situations and adjust their behaviours, thereby improving mental health outcomes and resilience. Similarly, the findings of this study align with those of Wambua et al. (2024), which revealed that individuals facing adversity employ both cognitive strategies and behavioural adaptations to build resilience and enhance mental health outcomes.

In contrast, the current finding contradicts the study by Shepherd et al. (2023), which found that some individuals facing stress or adversity do not engage in effective cognitive reframing or adaptive behavioural changes but instead exhibit avoidance. Shepherd's study did not clearly specify the locale, whereas my study is fully applicable in the Philippine context.

Reflective teaching leads to pedagogical practice grounded in student reality.

This study discovered that teachers develop deeper understandings of effective instruction as they navigate classroom challenges. This finding supports the study by Khan et al. (2023), which found that teachers who engage in reflective practice develop deeper instructional insights, allowing them to evaluate their teaching strategies and make meaningful, critical improvements. Likewise, my findings also affirm those of Hargreaves and O'Connor (2023), who found that collaborative teaching practices enhance teacher learning, promote shared understanding, and lead to transformative instructional insights.

Furthermore, this study contradicts Ikwuegbu's (2023) claim that some teachers do not actively engage in reflective and collaborative practices. The study by Ikwuegbu did not specify the context, whereas this study focuses on designing performance tasks for the Philippine Politics and Governance subject, intended for learners. Parallel to these insights, disaster resiliency literature emphasizes that resilience is conceptualized through strengthening participative governance and developing children's and youths' knowledge, skills, and attitudes toward building disaster-resilient communities, highlighting the importance of capacity-building and

empowerment as core instructional and developmental insights (Gutang, 2019).

Implications for Practice

The modified paradigm, which was highlighted as the lens through which the study illuminates its results, suggests that teachers may encounter challenges, such as a lack of materials and insufficient support, when designing performance tasks. To overcome these challenges, teachers may focus on adjusting task requirements, such as simplifying outputs without reducing the learning objectives. They can also use alternative assessment formats, such as video presentations and collaborative outputs, allowing learners to enjoy the process while actively engaging in learning.

Future Directions

Future studies may include multiple linear regression analyses examining the lack of materials and insufficient support systems as determinant variables, cognitive reframing and behavioural adaptation as the criterion variable. Researchers can conduct mediation analysis using cognitive reframing and behavioural adaptation as mediating variables to examine the correlation between a lack of materials and support systems and reflective teaching. Lastly, researchers may pursue Exploratory Factor Analysis (EFA) to develop instruments for the lack of materials and insufficient support, cognitive reframing and behavioural adaptation, and reflective teaching variables, using the emerging sub-themes as indicators of these variables.

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