

# LET YOUR VOICE BE HEARD: A PHENOMENOLOGICAL INQUIRY INTO THE EXPERIENCES AND EXPECTATIONS OF SUBJECT COORDINATORS

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## ABSTRACT

*The goal of this research was to describe the experiences gained by the subject coordinators in dealing with challenges in schools at Montevista District, Montevista, Davao de Oro. Employing phenomenological approach among eight (8) participants, in-depth interview was conducted which answered the four fundamental questions. Essential themes were generated out from their responses to the research questions. The results uncovered the participants' lived experiences, and from it four (4) themes emerged: various tasks as subject coordinator, teaching and attendance to trainings, opportunity to showcase knowledge and abilities, and result was continuous learning. The participants also shared the challenges they encountered, from which emerged five (5) themes: time constraint, doing multiple tasks, balance administrative responsibilities with teaching duties, designing appropriate activities for learners, and increased workload and responsibilities. Further, for the coping mechanisms they revealed four (4) essential themes: proper time management, setting priorities, superiors and colleagues, and mentorship from experienced coordinators. Lastly, for the insights they cited six (6) themes which emerged: share effective strategies, acknowledge the importance of collaboration, craft activities and trainings for coordinators, have a positive mindset, love for the subject and contributing to professional growth. In view of the above, these results will undoubtedly guide future educational practices and research efforts, resulting in a more supportive and collaborative educational environment for the benefit of students, subject coordinators, and administrators alike.*

**Keywords:** *Subject Coordinators, Experiences, Challenges, Coping Mechanisms, Insights, Phenomenological approach*

## 1. INTRODUCTION

In educational institutions, the role of subject coordinators is critical in ensuring effective communication, collaboration, and the delivery of quality education. These coordinators bridge the gap between teachers, students, and school administration. For instance, subject coordinators often find themselves in the position of mediating conflicts between teachers with differing teaching styles, ensuring that curriculum objectives are met, and addressing the unique needs of individual students. Despite the crucial nature of their work, limited research has probed into the diverse experiences, challenges, and expectations that shape their daily tasks and professional development.

A study by Smith (2018) in the United Kingdom sheds light on the experiences of subject coordinators in the context of an evolving curriculum framework. The research revealed that subject coordinators often grapple with the challenges of balancing their administrative duties with the need for curriculum innovation, creating a dynamic educational environment. This highlights the critical role of subject coordinators in shaping the educational landscape and underscores the need for adequate support and professional development opportunities to meet their expectations.

Further, A study by Santos (2019) examined the experiences of subject coordinators in Batangas, Philippines. This research highlighted the challenges subject coordinators face in balancing their administrative responsibilities with the need to provide effective leadership and guidance to teachers. Subject coordinators often act as mentors and instructional leaders, supporting teachers in implementing curriculum changes and innovative teaching methods.

In Montevista District, subject coordinators face a unique set of challenges and expectations within the context of the Philippine education system. One pressing issue is the need for effective curriculum adaptation and alignment with national standards. These coordinators must ensure that the curriculum is not only compliant but also engaging and relevant to the diverse student body at the school. Furthermore, as subject coordinators, they are expected to provide guidance and support to teachers in implementing curriculum changes, which can be a demanding task, especially in the face of varying teaching approaches and methods.

However, the researcher has not read any local study specifically on the lived experiences of subject coordinators. With this in mind, it is significant to conduct a study related to the strategies implemented through the lens of the subject coordinators as this will give valuable glimpse not just on the program, but including the challenges and coping mechanisms employed by the teachers. This study highlighted understanding of the issues and expectations faced by subject coordinators at Montevista District which is essential for improving the quality of education provided to students and ensuring that subject coordinators receive the necessary support, training, and resources to excel in their multifaceted roles.

### 1.1 Research Questions

The study explored the experiences of Subject Coordinators in the Department of Education as well as the challenges they experienced and the ways they utilized to cope with the difficulties. It was be guided by the following questions;

1. What are the experiences of the subject coordinators in the Department of Education?
2. What challenges did the participants experience as subject coordinators?
3. How do subject coordinators cope with the challenges faced in their role as a subject coordinator?
4. What insights the participants gained from their experiences as subject coordinators?

## 2. LITERATURE REVIEW

This section presents topics and literature related to the present concept under study; this is with the hope of giving the readers a clear view of the concept of the problems and challenges encountered by the subject coordinators. The findings of the different researches similar to this study were presented to provide us a better understanding and a clear view on what was being emphasized in this qualitative study. These were taken from various sources like manuals, journals, websites, and other reading materials.

**Subject Coordinators.** The intricate balance between administrative responsibilities and academic leadership for subject coordinators has been a recurring theme in recent literature. According to Wang and Johnson (2019), subject coordinators often find themselves straddling the worlds of curriculum development, student assessment, and faculty coordination. The study underscores the importance of recognizing and addressing the dual nature of subject coordination roles to ensure effective program management.

**Experiences of Subject Coordinators.** Subject coordinators hold a unique position in educational institutions as they play multifaceted roles. Smith (2017) emphasizes that subject coordinators act as instructional leaders, facilitating collaboration among teachers, aligning curriculum with educational standards, and ensuring instructional quality. They bridge the gap between administrative responsibilities and the academic needs of the school, making them crucial to curriculum implementation. This leadership aspect of their role underscores the significance of their experiences in influencing the teaching and learning environment.

**Challenges of Subject Coordinators.** Subject coordinators, as highlighted by Smith (2017), are often expected to be instructional leaders in their respective schools. Their role extends beyond administrative tasks and includes providing guidance and support to teachers. They are challenged with the responsibility of ensuring the alignment of the curriculum with educational standards and facilitating professional development. These multifaceted expectations present subject coordinators with a challenging balancing act.

**Coping Mechanisms of Subject Coordinators.** Brown's research (2016) highlights the coping mechanisms employed by subject coordinators who are expected to fulfill leadership roles within schools. Coping with these responsibilities often entails time management strategies, task prioritization, and interpersonal communication skills. These coordinators adapt to their instructional leadership duties while ensuring efficient handling of administrative tasks, demonstrating their ability to balance diverse responsibilities.

**Insights of Subject Coordinators.** Johnson's research (2018) provides valuable insights into subject coordinators' experiences in leadership roles within educational institutions. Subject coordinators often share insights into their multifaceted responsibilities, such as curriculum alignment, teacher support, and the facilitation of professional development. Understanding their insights into these leadership roles is essential for improving educational quality and their overall professional development.

**Leadership Roles.** Smith (2017) delves into the pivotal leadership role played by subject coordinators. Subject coordinators serve as instructional leaders within educational institutions, working as a bridge between administrative responsibilities and academic needs. They are tasked with aligning the curriculum with educational standards, facilitating professional development, and ensuring instructional quality. This leadership aspect of their role underscores the significance of their experiences in shaping the teaching and learning environment.

**Curriculum Development.** Curriculum development is the systematic process of planning, designing, implementing, and evaluating the learning experiences that students will have in a course or program (Jones, 2019). Smith's research (2017) highlights the central role of subject coordinators in curriculum development. These coordinators play a vital part in aligning the curriculum with educational standards. Their insights provide an understanding of the challenges and successes in shaping the curriculum to meet the changing demands of the educational landscape.

**Professional Development.** Smith's research (2017) highlights the crucial role of professional development for subject coordinators. The experiences of subject coordinators in professional development programs offer insights into how these programs enhance their capacity to fulfill their leadership roles. Their participation in workshops, training, and mentorship contributes to their growth as educational leaders.

**Communication and Collaboration.** Johnson's research (2018) emphasizes the significance of effective communication in the experiences of subject coordinators. Subject coordinators serve as educational leaders, and their ability to communicate efficiently with teachers, school administrators, and students is vital. Their experiences in improving communication strategies offer insights into their roles as communicators in the educational landscape.

**Conflict Resolution.** This is the process of finding a peaceful solution to a disagreement between two or more parties. It involves a range of methods and approaches aimed at reaching an agreement that satisfies everyone involved (Chen, 2019). Johnson's research (2018) sheds light on the theme of conflict resolution among subject coordinators. Subject coordinators often find themselves in situations where conflicts arise, be it among teachers, students, or with school administrators. Their experiences reveal a range of strategies for resolving conflicts, such as open communication, mediation, and negotiation. These strategies are essential for maintaining a harmonious educational environment. However, moving forward, it is crucial to explore how subject coordinators adapt these strategies in diverse educational settings.

**District-Level Contributions.** Walker's research (2018) illuminates the critical role of district-level support in curriculum alignment efforts. Subject coordinators often rely on the resources and guidance provided by their school districts to align the curriculum with educational standards. Their experiences underscore the impact of district-level contributions in shaping the curriculum and their expectations of continued support.

### 3. METHODOLOGY

#### 3.1 Research Design

In the pursuit to explore the experiences of subject coordinators in the Department of Education, this study used a qualitative phenomenological research design. Essentially, it will facilitate a deeper understanding of a certain phenomenon being lived through as described by the participants (Creswell, 2014).

#### 3.2 Research Locale

The study was conducted at Camansi National National High School, Canidkid Integrated School, and San Vicente Integrated School, Montevista District, Division of Davao de Oro.

In the Philippines, province of Davao de Oro, Montevista is a 3rd class municipality. It consists of the province's extensive plains. From Tagum City, one must travel through the national highways of Mawab, Nabunturan, to reach this settlement.

Moreover, Camansi National High School was formerly named Montevista National High School-Annex (Camansi Campus) was a carved out Secondary Program from Davao National Agricultural School-Technical Education and Skills Development Authority (DNAS-TESDA) on the year 2003. In the year 2002, TESDA law was implemented. TESDA administration assumes power over all secondary schools in the country with special vocational offerings in which DNAS was included. DNAS faculty and staff was divided, some remains in the Secondary Program which was catered by the Department of Education and others are DNAS itself offering two years vocational courses administered by TESDA.

Further, Canidkid Integrated School is a fast-growing school with 15 faculty members and an increasing population of more than 300 learners from Kinder to Grade 10. The School is located at Purok 2, Canidkid, Montevista, Davao de Oro. Canidkid is a developing barangay with an estimated population of 1,400. It is a home of the native tribes, Dibabawon and Mangguangan, as well as home of the Visayans and Davawenos whose combined rich culture contributes to its progress and advancement.

On the other hand, San Vicente Integrated School is located at Purok 3, San Vicente, Montevista, Davao de Oro. It is 9 kilometers from the district office and can be reached by riding a motorcycle. For many years, the stakeholders sent their children to Nabunturan Comprehensive High School, Magsaysay Annex High School, Montevista NHS-Annex and Montevista NHS-Main Campus. The children and parents sacrificed money, time and great effort just to be able to finish their studies and goals in life. This conversion was envisioned and realized, to further offer a more accessible and quality education for the learners in the barangay and its neighbors. As of date, there are 15 teaching personnel in the school and has produced two batches of Junior High School graduates. At present, the school has 12 classrooms, 11 is used as instructional rooms and one is used as non-instructional that serves as the administrator's office.

#### 3.3 Research Participants

There were eight participants in this study, enough to saturate information gathered from the studied group. Purposive sampling method was used to select participants for this qualitative study.

Furthermore, the inclusion criteria for the selection of participants were the following: (a) the participants must be public-secondary school subject coordinator in the School Year 2023-2024 at Montevista District, Davao de Oro (b) with a position/designation from Teacher I-IV to Master Teacher I-IV, and (c) and at least three years in service as subject coordinator.

#### 3.4 Procedure

Qualitative researcher was involved in a series of undertakings in the process of data collection. The researcher made rigorous steps in the data collection procedure and engaged in a series of activities in the process of collecting data before arriving after the research study.

First, the researcher ensured that the study adhered to proper research protocols, thus would submit the research, and underwent review and was checked by the thesis adviser and the panel.

Second, the researcher asked the permission and consent of the Schools Division Superintendent of the Division Office of Davao de Oro, then before conducting the study, the paper underwent in the ethics review process in which the ethical aspect of this paper was examined. After attaining the protocol's ethical approval, the researcher ensured that the steps were properly followed and hold the accountability of all the procedures and activities associated with the protocol.

Third, participants were identified with the use of the purposive sampling method. Some of the participants were recruited and contact through the help of gatekeepers. The gatekeepers were therefore asked to read and signed a confidentiality and non-disclosure agreement form. The researcher ensured that the selected participants met the criteria and had experienced as subject coordinator. The research objectives and the entire methodology were explained to the selected participants. Also, the participants were sent with informed consent forms through e-mails and were asked to provide their e-signatures if they agree to the condition stipulated that their participation was voluntary and without coercion, in which they were willing to impart their knowledge as needed in the study.

Fourth, the individual in-depth interview was held in-person at a specified time agreed upon by the participants after having read and signed the consent letters. The guide questions for the interview were validated before the conduct of this study. To meet the needs of this study, the researcher established a series of scheduled meetings with the participants following dates that were most convenient for them through. Their role and rights were thoroughly explained before the interview and compensation was provided for their inconvenience. All the proceedings were recorded to ensure validity and reliability significant in the conduct of the study.

Also, the researcher asked permission from the participants to have the interview recorded. Throughout the interview, their responses were noted down while at the same time being assisted by an audio recorder to compensate for any mishearing and was used as an aid for transcription and coding later.

Fifth, the recorded interviews were stored in a flash drive, secured with a password, to be ready for transcription. The drive was stored in a secure and locked storage place that will be accessible to only the authorized person of the study, who would be the researcher. It was also uploaded to Google Drive, which was not viewable to the public, for additional security and backup. All the responses were transcribed verbatim to ensure a greater degree of accuracy during the data analysis. After the study was conducted, all the data was only be stored and kept for three years after which all would be destroyed and disposed to prevent unauthorized people from using and accessing the files.

Lastly, a thematic analysis was done. The responses of the participants were analyzed thoroughly based on the core ideas. The researcher was assisted by an analyst to ensure the correct analysis of the data.

### **3.5 Ethical Consideration**

The measures that were undertaken in ensuring ethical considerations in this study were based on the principles of the Belmont Report in 1979. The researcher adhered to the fundamental principles of ethical consideration where respect for persons, beneficence, and justice were identified (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979).

The researcher ensured that all the principles were addressed to protect the rights of participants and made sure that the information gathered from the participants were kept private as well as the names of the informants.

## **4. RESULTS AND DISCUSSION**

This chapter presents the findings to the research questions that explored the experiences, challenges, coping mechanisms, and the insights used by the subject coordinators. The primary focus of the investigation was to explore and understand the accounts of subject coordinators in dealing with challenges in schools from Montevista District, Montevista, Davao de Oro.

### **4.1 What are the experiences of the subject coordinators in the Department of Education?**

This section presents the results to the first major research question; **‘What are the experiences of the subject coordinators in the Department of Education?’** Three specific research questions were used to gather data and information for this major research question. The questions were intended to gather information on the understanding of the research participants regarding the experiences of subject coordinators in dealing with challenges in schools.

#### 4.1.1 Specific Tasks and Responsibilities Encountered as Subject Coordinator.

The themes in this section were coming from the specific research question 1.1 ‘What specific tasks and responsibilities have you encountered in your role as a subject coordinator?’ The responses generated three themes: various tasks as subject coordinator, tasks and responsibilities and teaching and attendance to trainings.

**Various Task as Subject Coordinator.** This theme emerges as a central aspect of the role, encompassing a wide array of responsibilities and duties. Subject coordinators navigate a complex landscape of curriculum development, administrative duties, and mentorship, serving as pivotal figures in fostering academic excellence within their departments. Despite facing challenges such as resource constraints and conflicting priorities, subject coordinators demonstrate resilience and dedication as they strive to enhance teaching and learning experiences for both faculty and students.

Informant 3 pointed out:

*As a subject coordinator, the specific tasks and responsibilities I encountered include monitoring student progress, coordinating teachers with school activities, organizing assessments and develop curriculum materials.*

This was supported by informant 4, who also shared the experiences and contended;

*As a school subject coordinator, there are many tasks that I have to deal with. Many of these; submitting reports to the district office, joining trainings, seminars, competitions etc., drafting activity plan for school activities and provide evaluation and reports.*

Also, informant 5 added;

*Making urgent reports and meetings, consolidation of reports and making action plan with accomplishment report.*

**Tasks and Responsibilities.** This theme highlights the multifaceted and often evolving nature of the duties undertaken by subject coordinators, underscoring their role in both administrative and academic capacities. This theme reveals the coordinators' need to navigate and balance diverse responsibilities, from curriculum development and teacher support to student assessment and resource management.

Informant 1 emphasized:

*As an English teacher, I am also an English subject coordinator and Reading Coordinator. Sometimes a Filipino coordinator. Everything about language is our responsibility. Sometimes or most of the time narrative reports, programs and being master of ceremony are our tasks. Our most priority is the development of “Language Literacy” of our student.*

Further, informant 2 expressed;

*Tasks and Responsibilities as MAPEH Coordinator in Junior High School oversee the activities in all MAPEH activities in JHS in every quarter and consolidate the least and mastered learning competencies in MAPEH.*

Similarly, informant 6 implied;

Consolidation of least and mastered skills and develop localized and contextualized interventions programs.

**Teaching and Attendance to Trainings.** This theme highlights as a crucial aspect of the subject coordinator role. Subject coordinators are deeply engaged in both teaching their assigned courses and actively participating in professional development trainings to enhance their skills and knowledge. This duality of responsibilities highlights their commitment to continuous learning and growth, ultimately benefiting both faculty members and students within their academic departments.

For her part, informant 7 shared;

*Well, my specific tasks and responsibilities are teaching the MAPEH subject, attend trainings/program related to MAPEH since I am a MAPEH Coordinator. Also, I am LIS coordinator, I need to update the status of enrollment every month.*

Informant 8 also added;

*As a Subject coordinator, my tasks are to provide appropriate action, program or intervention to address the need of the learner in the field of reading.*

#### 4.1.2 Perception of Advantages of Role as Subject Coordinators.

This section presents the results to the specific research question 1.2 ‘In what ways do subject coordinators perceive their role as advantageous within the academic institution?’ under the 1<sup>st</sup> major research question ‘What are the experiences of the subject coordinators in the Department of Education?’ The theme generated was opportunity to showcase knowledge and abilities.

**Opportunity to Showcase Knowledge and Abilities.** The results revealed illuminates the platform subject coordinators have to demonstrate their expertise. Through curriculum development, mentorship, and leadership roles, subject coordinators are able to showcase their knowledge and abilities to both their peers and higher administration. This opportunity not only validates their proficiency within their field but also empowers them to contribute meaningfully to the academic community. The recognition garnered from these showcases of expertise fosters a sense of fulfillment and professional growth among subject coordinators.

Informant 4 stated;

*I can say that, being a subject coordinator, it is a great avenue for me to showcase my knowledge and abilities. Some may perceive this as a burden to their job, but for me, I treat this as an opportunity to grow more in terms with my profession. Through my efforts in all of my responsibility, I can definitely ensure the success of my institution.*

Informant 5 also added;

*Through giving additional knowledge, leadership opportunities and in influence on Curriculum Development as well as Professional development.*

Likewise, informant 1 substantiated by saying;

*Of course, language teachers are an advantage of the institution because we help in the development of learners reading ability.*

Nevertheless, informant 2 supported;

*As a MAPEH coordinator, it contributes significantly to the learner’s holistic development by designing activities that encompasses physical, artistic, cultural and health-related dimensions.*

**Monitoring Students and Teachers’ Performance.** emphasizes the critical role of subject coordinators in overseeing and assessing both student outcomes and teacher effectiveness. This theme illustrates the coordinators’ efforts to ensure educational standards are met through continuous evaluation, feedback, and support mechanisms for both students and teachers.

Informant 3 revealed;

*As a Subject Coordinator, I perceive the role as advantageous within the academic institution through monitoring student performance, providing guidance and support to teachers and have the opportunity to shape curriculum development.*

Meanwhile, informant 6 also added;

*It gives us first hand data to make our quality of teaching better and help us evaluate our ways.*

Moreover, informant 7 conveyed;

*Subject coordinator contributes good to the academic institution because they are the one who manage and guide academic activities and relay those activities to the whole school.*

Finally, informant 8 supported;

You know..... It may become advantage to us as coordinator if we gained or learned how this program being implemented.

#### **4.1.3 Significant Contribution to Professional Growth.**

This section presents the results to the specific research question 1.3 'From your perspective, what aspects of being a subject coordinator contribute most significantly to professional growth?' under the first major research question 'What are the experiences of the subject coordinators in the Department of Education?' The theme which served as result was continuous learning.

**Continuous Learning.** This underscores the ongoing pursuit of knowledge and skill development among subject coordinators. Engaged in a dynamic academic environment, subject coordinators actively seek out opportunities for professional growth through workshops, seminars, and further education. This commitment to continuous learning enables subject coordinators to stay abreast of emerging trends, pedagogical approaches, and disciplinary advancements, ultimately enriching their contributions to their academic departments. Embracing a culture of lifelong learning, subject coordinators embody resilience, adaptability, and a dedication to excellence in their roles.

Informant 2 expressed;

*The aspects of being a subject coordinator that contribute most significantly to professional growth are leadership, continuous learning and collaboration among teachers and learners.*

This was supported by Informant 3 who uttered;

*Subject coordinators gain experience in curriculum design, program management, and collaboration which are important aspects when one wants to continually development not just professionally but also personally.*

Also, informant 1 shared;

*For me, as a subject coordinator, it can be contributed most significantly to professional growth when the department conducts workshops and seminars relative to the coordinator we had.*

On the same vein, informant 4 expressed

*Being able to exercise responsibilities as a subject coordinator, it harnessed my potentials as a teacher in the sense that, it offers many opportunities for me to grow professionally. As a subject coordinator, one must possess the virtue of accountability and hard work, since you are entrusted with a task that is essential to the whole school community.*

**Helping Improve One's Craft.** This highlights the pivotal role subject coordinators play in facilitating professional growth and development among teachers, fostering a culture of continuous improvement within the



educational community. This theme underscores the coordinators' dedication to providing mentorship, resources, and opportunities for skill enhancement, ultimately enhancing the quality of teaching and learning experiences.

Informant 6 expressed;

*It helps us improve our craft. It gives us the drive to become better since we are the one to see first the assessment results in our subject area.*

This was supported by Informant 5 who uttered;

*As a subject coordinator, it provides numerous avenues for professional growth, including curriculum development, professional development initiatives, collaboration and adaptability.*

On the other hand, informant 7 unfolded;

*Aspects are the improvement of collaboration, communication and building rapport with others.*

Likewise, informant 8 expressed

*For me, it is your willingness to fulfill the task assigned to you. Your principles which pushed you to visualized or conceptualized new insights and able to foresee what specific program to be implemented.*

#### **4.2 What challenges did the participants experience as subject coordinators?**

This section presents the results to the second major research question ‘What challenges did the participants experience as subject coordinators?’ Three specific research questions were used to collect data for this question highlighting the challenges that the participants experienced as subject coordinators.

##### **4.2.1 Specific Challenges Faced as Subject Coordinator.**

The themes derived from the responses of the research informants to the specific research question 2.1 ‘What specific challenges have you faced in your role as a subject coordinator?’ are presented in this section. The themes were: time constraint and doing multiple tasks.

**Time Constraint.** The theme emerges as a significant challenge faced by subject coordinators in fulfilling their responsibilities. Juggling multiple tasks such as curriculum development, administrative duties, and faculty support within limited time frames can create immense pressure. Subject coordinators often find themselves stretched thin, struggling to allocate sufficient time to each aspect of their role. Despite their dedication and passion, the constraint of time can impede their ability to fully realize their vision for academic excellence within their departments.

Informant 6 had this to say;

*Time constraint and bulk of reports that hinder us to focus on problems about the subject areas being handled.*

This was also affirmed by informant 7 who stated;

*Challenges are the availability of time and paper works.*

Informant 3 also revealed:

*The workloads and time constraints, limited resources and teachers' cooperation are some of my concerns as a subject coordinator. The role often involves balancing multiple responsibilities. We also have limited resources and as their coordinator I have to find ways to lessen their burdens but as much as I try, many would not recognize it hence we lack cooperation and collaboration.*

**Doing Multiple Tasks.** As the result showed, discussions were highlighted as the multifaceted nature of the subject coordinator role. Subject coordinators are frequently engaged in a diverse array of responsibilities, including

curriculum development, faculty support, administrative tasks, and leadership roles. This constant juggling of tasks requires exceptional organizational skills, time management, and adaptability to navigate the complexities of academic administration effectively. Despite the challenges inherent in balancing these multiple responsibilities, subject coordinators demonstrate resilience and dedication as they strive to fulfill their roles and contribute to the academic success of their departments.

Informant 5 cited;

*A lot of challenges like balancing administrative duties and teaching time management and multi-tasking.*

Informant 4 also revealed:

*As a subject coordinator, we faced many challenges performing this role. Firstly, we must balance our teaching responsibilities with the additional administrative tasks in coordinating a subject. Secondly, we need to effectively communicate and collaborate with other teachers to ensure consistency and alignment within the subject. Additionally, managing diverse student needs and addressing individual learning gaps can be demanding. Finally, subject coordinators often encounter time constraints and the need for ongoing professional development.*

Moreover, informant 8 said:

*Specific challenge of a subject coordinator is that implementation of the program or intervention because it has less support or supply or even budget is not provided.*

#### **4.2.2 Aspects as Subject Coordinator Found Challenging.**

This section presents the results to the specific question 2.2 ‘From your experience, what aspects of being a subject coordinator do you find particularly challenging?’ After subjecting the responses to content analysis, the following themes were drawn, balance administrative responsibilities with teaching duties and designing appropriate activities for learners.

**Balance Administrative Responsibilities with Teaching Duties.** The theme underscores the delicate equilibrium subject coordinators must maintain. Juggling administrative tasks such as curriculum development, faculty coordination, and budget management alongside their teaching duties requires adept time management and prioritization skills. Despite the demands of administrative responsibilities, subject coordinators remain committed to delivering high-quality instruction to their students. Striking a balance between these dual roles is essential for subject coordinators to effectively contribute to both the administrative and educational aspects of their departments.

Moreover, informant 4 noted;

*One particularly challenging aspect of being a subject coordinator is the need to effectively balance administrative responsibilities with teaching duties. Subject coordinator must oversee curriculum development, assessment design, and coordination with other teachers, all while ensuring that their own classroom teaching remains effective and engaging. This juggling act requires strong organizational skills, time management, and the ability to prioritize tasks to meet both administrative and instructional demands successfully.*

Specifically pointed out by informant 5;

*Managing time effectively and maintaining work life balance.*

**Designing Appropriate Activities for Learners.** This emerges as a pivotal aspect of the subject coordinator role. Subject coordinators are deeply invested in crafting engaging and effective learning experiences tailored to the needs and abilities of their students. Through innovative pedagogical approaches, collaborative projects, and experiential learning opportunities, they strive to foster meaningful engagement and deep understanding among learners. This dedication to designing appropriate activities reflects subject coordinators' commitment to facilitating student-centered education and promoting academic excellence within their departments.

Informant 2 stressed:

*Designed appropriate activities for the learners.*

Likewise, informant 6 highlighted:

*The crafting of individualized remediation materials to help learners catch up with the rest of the learners.*

Further, informant 8 also said:

*As I noticed, Secondary teachers/coordinators experienced the same most especially in reading because we tend to actualized but too much difficult to a learner to read if she/he knows how to be ashamed in front of his/her partner in terms of reading.*

#### **4.2.3 Disadvantages Associated with Role as Subject Coordinator.**

This section presents the results to the specific question 2.3 ‘In your opinion, what are the primary disadvantages associated with the role of a subject coordinator?’ After subjecting the responses to content analysis, the theme drawn was increased workload and responsibilities.

**Increased Workload and Responsibilities.** This elucidates the growing challenges faced by subject coordinators in managing their roles. Subject coordinators find themselves grappling with mounting demands, including curriculum development, faculty supervision, administrative tasks, and student support. This heightened workload often results in heightened stress levels and feelings of overwhelm among subject coordinators as they strive to meet the evolving needs of their departments. Despite these challenges, subject coordinators demonstrate resilience and dedication as they navigate the complexities of their roles, prioritizing the academic success and well-being of their faculty and students. Addressing the issue of increased workload and responsibilities is crucial for fostering a supportive and sustainable academic environment conducive to professional growth and excellence. Informant 4 noted;

The primary disadvantage associated with the role of a subject coordinator include increased workload and responsibilities, potential for higher stress levels and limited time and resources for personal classroom instruction. Subject coordinators often have to manage administrative tasks that eventually the added responsibilities may also take away from the time and energy could be dedicated to direct teaching and interacting with students, which can be a disadvantage for educators who thrive on classroom instruction.

On the same vein, informant 5 also revealed:

*Increase work load, balancing priorities and pressure to perform.*

Further, informant 8 shared:

*It adds risk to a teacher from his or her career. It is a responsibility which you have to love in some ways. It delays the duty for it has urgent submission or reports to be consolidated as notify today submit today.*

Also, informant 1 unveiled:

*It can destruct my time in class because I need to give extra time to learners with language problems.*

Corollary, informant 3 explained:

*There's no easy work therefore having the role of a subject coordinator comes with great responsibilities. With great responsibility comes with pressures. Many would demand something from you and will keep pressuring you.*

#### **4.3 How do subject coordinators cope with the challenges faced in their role as a subject coordinator?**

This section presents the results on the viewpoints of the research participants of their coping mechanisms as subject coordinators in dealing with challenges in schools. This was the gist of the third major research question, ‘How

do subject coordinators cope with the challenges faced in their role as a subject coordinator?' Three specific research questions were utilized to gather data and information.

#### 4.3.1 Strategies Used with Challenges Encountered.

In this section, the themes created were from the responses to specific research question 3.1, 'What strategies did you use in dealing with challenges as subject coordinator?' The following were the themes: proper time management and setting priorities.

**Proper Time Management.** This theme emphasized as a critical factor influencing the effectiveness and well-being of subject coordinators. Subject coordinators navigate a myriad of responsibilities, including curriculum development, faculty support, administrative tasks, and teaching duties, necessitating careful allocation of time and resources. Effective time management strategies, such as prioritization, delegation, and setting realistic goals, are essential for subject coordinators to successfully fulfill their roles while maintaining a healthy work-life balance. Challenges in time management can lead to increased stress, burnout, and difficulty in meeting deadlines, highlighting the importance of implementing efficient time management practices. By fostering a culture of effective time management, subject coordinators can enhance productivity, minimize stress, and optimize their contributions to their academic departments.

Informant 3 narrated;

*I do time management in order to prioritize what requires immediate attention.*

Informant 5 mentioned about strategy. She unveiled;

*Take a deep breath and time management.*

Moreover, informant 6 also added;

*Practicing proper time management such as assigning tasks to be done for the day.*

Further, informant 7 also said;

*I develop time tracking through journal in order to manage my time and cope with the challenges*

**Setting Priorities.** This underscores the crucial role of strategic decision-making in managing the diverse responsibilities of subject coordinators. Subject coordinators must adeptly assess the urgency and importance of various tasks, ensuring that they allocate their time and resources effectively. This involves identifying key objectives, aligning them with departmental goals, and making informed choices about where to allocate their efforts. By setting clear priorities, subject coordinators can streamline their workflow, optimize productivity, and achieve meaningful outcomes in their academic endeavors. However, navigating competing demands and conflicting priorities may pose challenges, necessitating flexibility and adaptability in decision-making processes. Ultimately, the ability to set priorities enables subject coordinators to maintain focus, balance responsibilities, and drive success within their academic departments. Informant 4 narrated;

I make sure that, I prioritize tasks by setting clear goals and timelines, that essential administrative responsibilities are addressed while maintaining focus on classroom instruction. I always observe and promote open communication and collaboration with fellow teachers, fostering a supportive network to share ideas and resources.

Informant 2 unveiled;

*Setting Priorities and Time management.*

#### 4.3.2 People Helping Informants Cope with Challenges.

Presented in this section are the themes drawn from the responses to the specific question 3.2, 'Who helped you in coping with challenges as subject coordinator?' The themes were created: superiors and colleagues.

**Superiors and Colleagues.** This theme highlights the significance of interpersonal relationships within the academic environment. Subject coordinators interact closely with their superiors, such as department heads or administrators, who play a pivotal role in providing guidance, support, and resources. Additionally, subject coordinators collaborate with colleagues, fostering a sense of camaraderie and teamwork as they work towards common goals of educational excellence. Effective communication, mutual respect, and collaboration with both superiors and colleagues are essential for subject coordinators to navigate the complexities of their roles and contribute positively to their academic departments.

Informant 3 mentioned about superiors. She cited;

*My superiors often help me at times when I am lost on what to do. I also seek help from my co-teachers because I cannot do my role on my own.*

Further, Informant 4 explained;

*As a subject coordinator, I always seek assistance and guidance to my school head and our master teacher who have the expertise with all the aspect of education. I also communicate and work together with my co-teachers as we share the same experiences in terms with the responsibilities of a subject coordinator.*

Moreover, informant 8 pointed out;

*My colleagues. English teachers helped me to do the task.*

Also, informant 5 cited;

*School head, Master teacher and co-teachers.*

Similarly, informant 7 explained;

*The co-teachers and School heads.*

In addition, informant 6 pointed out;

*School heads, Master teacher, co-teachers and learners. Learners sometimes help us with tasks at hand.*

#### 4.3.3 Assistance Sought for Challenges Encountered as Subject Coordinator.

Presented in this section are the themes drawn from the responses to the specific question 3.3, 'What assistance did you seek to help you with the challenges as subject coordinator?' the theme generated was: mentorship from experienced coordinators.

**Mentorship from Experienced Coordinators.** This theme underscores the invaluable role of experienced colleagues in guiding and supporting subject coordinators. Seasoned coordinators provide mentorship by sharing their insights, knowledge, and best practices, helping newer coordinators navigate the complexities of their roles with confidence. This mentorship fosters professional development, enhances leadership skills, and promotes a sense of belonging within the academic community. By benefiting from the wisdom and expertise of experienced coordinators, subject coordinators are better equipped to fulfill their responsibilities and contribute effectively to their academic departments.

Informant 3 cited;

*I seek mentorship from experienced subject coordinators because they can be of great help as they can impart valuable knowledge that no book can provide. This knowledge is based from their experiences.*

Further, informant 4 explained;

*We should reach out to other experienced subject coordinators within the school or district for guidance and mentorship, leveraging their expertise and insights. We should also seek for professional development opportunities,*

*attending workshops or conferences focused on curriculum development, instructional strategies, and effective coordination.*

In addition, informant 6 said;

*Since they are seasoned and experienced teachers, I ask them on ways to better understand the learners and my role as teachers.*

Also, informant 1 unveiled;

*Assistance from the teachers specially in implementing programs given from DepEd.*

Similarly, informant 2 said;

*They help me craft action plan and activity designs for the proposed activities in MAPEH.*

On the other hand, informant 7 shared;

*Assistance in the field of collaboration, and sharing of ideas regarding on the task given.*

Lastly, informant 8 said;

*It is the financial support or material supply for the program or intervention created.*

#### **4.4 What insights the participants gained from their experiences as subject coordinators?**

This section presents the results on the viewpoints of the research participants of their insights with the challenges dealing as subject coordinators in schools. This was the gist of the fourth major research question, 'What insights the participants gained from their experiences as subject coordinators?' Five specific research questions were utilized to gather data and information.

##### **4.4.1 Thoughts Informants Wanted to Share to other Subject Coordinators.**

In this section, the themes created were from the responses to specific research question 4.1, 'What can you share to other subject coordinators in dealing with the challenges as subject coordinator?' The generated theme was to share effective strategies.

**Share Effective Strategies.** This theme encapsulates the core essence of collaboration and knowledge dissemination within the context of subject coordination. At its heart lies the profound recognition that individual experiences and insights hold immense value when shared among peers. Within the realms of subject coordination, this theme manifests as a rallying call for educators to transcend the boundaries of isolation and actively engage in a collective exchange of strategies that have proven effective in navigating the complexities of their roles.

Informant 4 stated;

*Subject coordinators must share effective strategies for dealing with challenges by emphasizing clear communication channels to maintain strong collaboration among team members, providing comprehensive guidelines and resources to ensure consistent implementation of the task, and fostering a supportive and inclusive environment that encourages open-dialogue and problem-solving.*

Meanwhile, informant 3 said;

*Our educational system is constantly evolving therefore subject coordinators must develop strong adaptability skills to keep pace with the changes in our educational system. These includes the changes in our learners as well as the perceptions of other stakeholders. We could not please everyone but we must try to do our best.*

Further, informant 2 added;

*Navigate their roles more effectively by communicating effective and collaborative planning.*

Moreover, informant 1 unfolded;

*Never stress yourself. Focus on teaching (this is our job). Coordinatorship is just an extra load.*

Similarly, informant 5 highlighted;

*Do first what is important... know your priorities.*

On the other hand, informant 6 raised;

*Solve the problems at hand. Do things that you can at your level and do not look for someone else to blame why the problem exists.*

This was also supported by informant 7;

*They need to improve their knowledge, skills and experience related to the subject handle.*

Finally, informant 8 revealed;

*I can say that as a subject coordinator, you have to have your long patience, sacrifice and effort most importantly you will create more effective intervention which caught the attention of the learner. Widen your linkages for you to be able to provide sustainable program.*

#### **4.4.2 Pieces of Advice to other Subject Coordinators.**

The theme created in this section was from the responses to the specific research question 4.2, ‘What pieces of advice will you give to other subject coordinators who experienced challenges in schools?’ The theme was: acknowledge the importance of collaboration.

**Acknowledge the Importance of Collaboration.** The result showed a fundamental pillar within the study's exploration of subject coordination experiences. Through introspective narratives and shared reflections, subject coordinators underscore the pivotal role that collaboration plays in shaping their professional journey. This theme unveils a profound recognition of the interconnectedness between individuals within educational ecosystems, emphasizing the symbiotic relationship between collaboration and success. As subject coordinators navigate the complexities of their roles, they embrace collaboration not merely as a pragmatic necessity but as a transformative force that fosters innovation, collective growth, and the realization of shared educational aspirations.

Informant 3 narrated her view about asking for support, she said;

*We should acknowledge the importance of collaboration. Effective communication and teamwork between teachers and other stakeholders are important so that we do our job well.*

Moreover, informant 4 added;

*To other subject coordinators facing challenges in schools, my advice would be, to build positive relationships with teachers and administrators, as strong alliances can help navigate obstacles more effectively.*

Further, informant 8 testified;

*In the same manner it is important to connect with stakeholders or any other institutions just to provide the need of the learner. Take more patience and efforts dealing with the learners as well.*

#### **4.4.3 Recommendations for DepEd Authorities.**

The results in this section were taken from the responses to the specific research question 4.3, ‘What recommendations will you give to the DepEd authorities regarding the challenges encountered by the subject coordinators?’ This was the theme drawn from the responses: craft activities and trainings for coordinators.

**Craft Activities and Trainings for Coordinators.** emerges as a focal point in the study's exploration of subject coordination dynamics. Within this theme, subject coordinators articulate the significance of tailored activities and targeted trainings in honing their professional competencies. Through reflective narratives, educators delve into the intricacies of designing activities and trainings that cater to the diverse needs and challenges encountered in their roles. This theme underscores the proactive stance adopted by subject coordinators in their pursuit of continuous improvement, as they harness structured activities and trainings to enhance their capacity for effective leadership and pedagogical innovation.

Informant 2 mentioned;

*The DepEd will craft activities and trainings for coordinators the play their role effectively.*

Similarly, informant 1 said;

*Seminars and trainings regarding teaching should be given to teachers not to school heads because teachers are the one to implement.*

Also, informant 4 added:

*DepEd authorities must provide a system for ongoing professional development and support to teachers, offering opportunities for us to enhance our skills to be able to address specific challenges we may encounter.*

In addition, informant 7 implied:

*DepEd authorities must add additional benefits to subject coordinators, like allowing them to have a service credit.*

Finally, informant 3 supported:

*Do not turn a blind eye on the injustices the subject coordinators faced. Allocate financial resources so that it would be easier for subject coordinators to implement other roles like keeping up-to-date of the trends in education. Subject Coordinators would have to undergo trainings and workshops which will be useful in their job and in doing so they needed financial support.*

#### **4.4.4 Suggestions to Help Subject Coordinators.**

The themes in this section were from the responses to specific question 4.4, 'What suggestions can you give to help subject coordinators in the schools?' The theme was: have a positive mindset.

**Have a Positive Mindset.** This emerges as a foundational theme in the study, highlighting the indispensable role of attitude and outlook in the experiences of subject coordinators. Through introspective narratives, educators reveal the transformative power of maintaining a positive mindset amidst the myriad challenges inherent in their roles. This theme underscores the resilience and adaptability of subject coordinators as they navigate complexities with optimism and determination, viewing obstacles as opportunities for growth rather than impediments to progress. Ultimately, "Have a Positive Mindset" serves as a guiding principle, empowering subject coordinators to cultivate a proactive and solution-oriented approach in their pursuit of educational excellence.

This was echoed by Informant 6:

*I encourage them to have a positive mindset as we can transfer it to our learners, thus it can promote resilience, adaptability and willingness to learn from setbacks in order to foster a culture of continuous improvement.*

To reinforce, Informant 4 said:

*Think positive. I suggest that they should also never stop learning, embrace obstacles, and learn from their superiors. Observed those who are longer in the service so that they could find wisdom and become better in their field.*



Besides, Informant 5 mentioned:

*Let us practice our mind to think positively and do not be shy to ask some help from your co-teachers.*

Also, informant 7 suggested:

*I suggest that they will never stop learning, embrace obstacles, and learn from their superiors. Observed those who are longer in the service so that they could find wisdom and become better in their field.*

Furthermore, informant 8 expressed:

*Think variation of activities or intervention to let learner be engaged to this program as implemented.*

#### 4.4.5 Hopes and Aspirations as Subject Coordinator.

The theme in this section was from the responses to specific question 4.5, 'What are your hopes and aspirations as a subject coordinator?' This was the last specific research question for the 4<sup>th</sup> main research question. The themes were: love for the subject and contributing to professional growth.

**Love for the Subject.** This serves as foundational theme within the study, reflecting the profound passion and commitment that subject coordinators hold for their areas of expertise. Through introspective narratives, educators articulate the deep-seated connection they feel towards their subjects, viewing them not merely as content to be taught but as living entities that inspire curiosity and engagement. This theme underscores the intrinsic motivation driving subject coordinators to cultivate enriching learning experiences, as they seek to instill a similar sense of enthusiasm and appreciation within their students. Ultimately, "Love for the Subject" serves as a driving force, fueling the dedication and creativity of subject coordinators in their pursuit of educational excellence.

Informant 2 stated;

*As a MAPEH Coordinator, I hope to love the subject and learners will love MAPEH too. I hope that my learners succeed academically, develop a passion for the subject area and achieve their full potential.*

Importantly, informant 4 uttered:

*I hope that I can continue to inspire a love for the subject among students, foster a positive and inclusive learning environment, and promote academic excellence. I aim to empower my co-teachers by providing them with the necessary resources and support to deliver high-quality instruction.*

Similarly, informant 3 revealed;

*I hope for proper recognition on our efforts. Let there be a time where we don't need to say or beg for our needs to be addressed. We hope for everyone's coordination so that we can give the utmost learning experience to our learners.*

Likewise, informant 5 shared:

*We hope that our learners will learn more and become more responsible in doing their daily task.*

**Contributing to Professional Growth.** This highlights the integral role subject coordinators play in fostering collective learning and development within their educational communities. Through reflective narratives, educators articulate their commitment to nurturing a culture of continuous improvement, wherein professional growth becomes a shared endeavor. This theme underscores the proactive stance adopted by subject coordinators in facilitating opportunities for peer collaboration, mentorship, and skill enhancement, thereby enriching the collective expertise of their colleagues. Ultimately, this embodies a transformative ethos, empowering subject coordinators to leverage their knowledge and experience for the betterment of their educational ecosystems.

Informant 1 said;

*Hoping that it can contribute more for my professional growth and I can also contribute more to my learner's growth specially in Language Literacy.*

Similarly, informant 7 shared:

*My hopes are to continue growing and learn more things as a subject coordinator.*

Further, Informant 8 supported this by saying;

*I only expect and do hope to have a productive outcome to whatever programs we imposed in different fields like reading, comprehension and creating one self of the learner.*

## 5. CONCLUSIONS

The findings of the study offer valuable insights into the multifaceted roles and experiences of subject coordinators within educational institutions. One key takeaway is the importance of effective time management strategies for balancing diverse responsibilities, including administrative tasks, teaching commitments, and professional development activities. By prioritizing tasks based on importance and urgency, subject coordinators can optimize their performance and contribute to the overall improvement of teaching and learning outcomes. Furthermore, fostering a culture of continuous learning and professional development among subject coordinators emerges as a critical theme. By actively engaging in training programs and staying updated with current trends, subject coordinators not only enhance their own effectiveness but also contribute to the advancement of education within their departments.

Another significant aspect highlighted by the study is the potential for subject coordinators to leverage their roles to showcase expertise and take on leadership responsibilities. By leading curriculum development initiatives, facilitating workshops, and mentoring colleagues, subject coordinators can promote educational excellence and innovation. Additionally, subject coordinators serve as role models for continuous learning and professional growth, inspiring their peers to pursue excellence in their own practices. Educational institutions should recognize and support subject coordinators in these endeavors, capitalizing on their potential to drive positive change and improve teaching and learning outcomes.

Lastly, the study underscores the importance of addressing challenges faced by subject coordinators, such as workload management and resource allocation. Providing adequate support, including administrative assistance and professional development opportunities, is crucial for empowering subject coordinators to fulfill their roles effectively while maintaining a healthy work-life balance. Collaborative approaches, mentorship programs, and fostering positive relationships within the academic community are essential for helping subject coordinators navigate challenges and thrive in their positions. Ultimately, by recognizing the contributions and needs of subject coordinators, educational institutions can create a supportive environment conducive to professional growth, collaboration, and excellence in education.

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