

Post-Pandemic Educational Transformations, Resilience, and Continuing Professional Development: A Meta-synthesis

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ABSTRACT

The Philippine education system has faced a profound transformation during the COVID-19 pandemic. Educators were at the center of this sudden change, had to rapidly learn how to navigate new digital tools, rethink their teaching approaches, and manage the mental strain of being separated from work. This study synthesized the teachers' post-pandemic experiences between 2023 and 2025 across the country at different school levels. The PRISMA flow diagram was used to identify the qualitative studies being meta-synthesized. The eleven studies were screened and selected using the Critical Appraisal Skills Programme (CASP) checklist for systematic review. Continuing education sustainability in the post-pandemic was identified as the meta-theme employing Braun and Clarke's thematic analysis. Three themes emerged, namely, post-pandemic educational transformation and pedagogical adaptation; teacher-students' resilience; and teachers' professional development and its stakeholders' shared efforts. Subsequently, eight sub-themes emerged from the themes mentioned, namely: integration of technology and availability of devices, emergence of new learning modality, instructional innovation through creative lesson planning and redesigning, teachers' effectiveness in ensuring students' well-being, teachers' way of managing emotional labor, institutional support for teachers' training, webinars, seminars, and further studies, stakeholders' support to teachers, and teachers' struggles on their duties, resources, and timeliness. This study highlights teachers' pedagogical adaptations, resilience, and continuing professional development in the post-pandemic educational landscape in the Philippines.

Keywords: Continuing Professional Development, Educational Transformations, Meta-synthesis, Post pandemic, Resilience

INTRODUCTION

The COVID-19 pandemic caused a major disruption to education, with worldwide school systems having to adjust their educational approaches to transition from in-class teaching to distance and technology-based education. Educators were at the center of this sudden change; they had to rapidly learn how to navigate new digital tools, rethink their teaching approaches, and manage the mental strain of being separated from their work. This unprecedented reality undoubtedly triggered alarm bells about the great inadequacies of education systems worldwide and highlighted the pivotal role of teachers as flexible and creative continuity of learning agents [1].

Several academic studies have documented the divergent realities of teaching in the pandemic. Amidst the surge of stress and weak tech support, compounded by the melding of work and home, some teachers found unlikely sources of inspiration and opportunity for growth. [2] examined how digital literacy, emotional stability, and institutional support predicted the success of educators in online teaching. Likewise, researchers in [3] underscore the importance of ensuring that educators are prepared for emergency remote teaching, as this preparation is essential for their instructional efficacy and mental health.

In the Philippines, the transition to remote learning through printed modules, digital platforms, and distance modalities raised complex logistical and emotional challenges. The teachers were struggling: spotty internet, limited access to technology, and the additional work of creating and distributing self-learner packets. [4] noted that teachers often struggled to balance teaching and domestic duties when students lacked digital access. For all its ills, many Filipino educators proved to be incredibly flexible — adaptive in terms of pedagogy, involved in collegial professional development, and resourceful in networking to keep the education going. In a nationwide survey conducted by SEAMEO INNOTECH, indicated in [5], teachers commonly had to depend on self-initiative and informal support networks to cope with the rigors of pandemic teaching. These are complex, layered experiences that should be dissected and studied as lessons for the future of education reforms.

However, current studies remain fragmented, with focus limited to isolated cases or on a different case-by-case basis. This leads to a noticeable gap in the literature reviews that systematically consolidate and analyze qualitative studies on the teachers' post-pandemic experiences and how they vary across different regions—what challenges did they face with the new set-up in education, how they managed to adjust their teaching strategies, which worked and did not, and what new opportunities opened with the setback. Thus, there is a need for a comprehensive meta-synthesis to gather a wider range of qualitative findings and present a holistic view of post-pandemic teaching realities in the Philippines.

This study aims to fill this gap by conducting a meta-synthesis of existing qualitative research to provide a broad view of common and shared experiences of teachers in the post-pandemic era across different contexts. According to [6], meta-synthesis is a technique that can help establish qualitative research as a viable source of evidence. Using this approach, results from multiple qualitative research studies on the same topic are combined and synthesized to reveal the best evidence. By analyzing these teaching realities, recurring themes uncovered from this study will potentially inform the stakeholders and the educational system of the need to build a more equitable, resilient, responsive, and sustainable education system.

A. Research Objective

This meta-synthesis explored teachers' pedagogical adaptations, resilience, and continuing professional development during the post-pandemic in the Philippines.

REVIEW OF RELATED LITERATURE

The global teaching situation experienced an enormous change due to COVID-19 pandemic, which brought about both innovations and changes. This meta-synthesis organized existing literature into four key themes: pedagogical transformation, professional identity and well-being, technological adaptation and challenges, and coping strategies and support systems.

A. Pedagogical Transformation

There was a remarkable transformation in pedagogy in many places, with hybrid and digital teaching becoming institutionalized. In New Zealand, [7] reported that hybrid learning in professional development was a structural factor that influenced collaborative attitudes and instructional design. Similarly, researchers in [8] noted they began developing teacher education communities of practice and virtual mentoring in the United States. Other foreign situations echoed these changes. In Ukraine, [9] developed the “Smart Kids” model for remote learning, which improved engagement but revealed drawbacks in terms of equipment. [10] claimed that in the Balkans, synchronous digitized teaching necessitated new pedagogies well beyond the release of content to the virtual space. Moreover, [11] emphasized the agility of Romanian teachers who creatively adapted digital platforms despite limited training.

Furthermore, similar advances were observed in Asia. In their synthesis of Turkish instructors' experiences, [12] discovered that while difficulties remained, many of them improved their approaches' flexibility and adaptability. According to [13], instructors' adoption of digital technologies was closely related to their pedagogical and technological proficiency levels. [14] described how English language teachers in the Philippines implemented blended learning and alternative feedback techniques to promote pedagogical innovation and classroom resilience.

The pandemic deeply impacted teachers' professional identities and emotional well-being. In Germany, [15] reported that returning to face-to-face instruction did not alleviate stress, as teachers continued to face reduced classroom engagement and management difficulties. In the United States, Black, Indigenous, and People of Color (BIPOC) educators, in particular, experienced elevated stress and were more likely to consider leaving the profession due to inadequate institutional support [16], [17]. Multiple Ghanaian teachers experienced fear of infection and psychological strain, yet some used active coping strategies to mitigate distress [18]. Similarly, [19] noted how smart-working arrangements in Italy blurred personal and professional boundaries, further compounding emotional exhaustion. [20] mentioned a global rise in teacher burnout, citing prolonged uncertainty and inconsistent policy responses.

[21] observed that teachers in low-income schools in India experienced high stress levels and emotional burden due to insufficient infrastructure and a lack of institutional support. Similarly, Filipino teachers had to respond to students' wide-ranging academic and emotional needs, compounding their psychological stress during the transition to in-person learning [14].

B. Technological Adaptation and Challenges

The use of digital instruments in education brought about opportunities and challenges. While digital tools made instruction more flexible, many teachers in Turkey faced challenges due to inadequate infrastructure and disengaged students [12]. Authors of [13] argued that new platforms were only adopted by people with adequate technological training. As per [21], teachers in underprivileged areas of India faced connectivity, training, and access challenges, all contributing to increased workload and worry. According to an Australian case study [22], the number of instructors who lacked the resources to use technology appropriately is greater than that of those who did not. Hence, STEM instructors in the US encountered numerous obstacles when trying to replicate hands-on learning online, according to [23].

C. Coping Strategies and Support Systems

Amid these difficulties, teachers used a range of coping strategies. [24] discovered that English teachers in Turkey employed cognitive and functional tactics to keep students interested in synchronous classrooms. On the other hand, Indian teachers used mobile apps to create unofficial support networks where they could exchange resources and offer emotional support to one another [21]. According to [25], secondary instructors in the Philippines used various teaching techniques and relied on peer cooperation to transition back to in-person instruction. Private school teachers used avoidance and wellness-oriented coping mechanisms to deal with the stress of teaching online, as per [26].

In Central Philippines, [27] noted that public school teachers exhibited high coping resilience and suggested that stress management training be included in professional development initiatives. Due to systematic neglect, teachers in isolated parts of Bukidnon had to rely on personal networks and cultural adaptability [28]. [29] also discovered that TLE and TVL instructors combined technical innovation with social support through context-sensitive adaptation techniques in hybrid environments.

This synthesis demonstrates the complexity of post-pandemic teaching realities. Teachers faced significant difficulties adjusting to new modalities and managing mental stress on a local, regional, and worldwide scale. However, they also showed endurance, creativity, and agency, using various coping mechanisms to survive and prosper. These results shed important light on how practice and policy might promote a more adaptable and sustainable teaching profession in the wake of the epidemic.

METHODOLOGY

This study synthesized qualitative research findings on teachers' pedagogical adaptations, resilience, and continuing professional development during the post-pandemic. Interpretive synthesis of themes, concepts, and theories obtained from qualitative studies is the main concern of meta-synthesis [30]. By going beyond traditional data collection, this method enables a profound comprehension of complex phenomena to create new insights and theoretical understanding.

A. Research Design

This study employed a meta-synthesis design in which qualitative research studies and their findings are reconceptualized and interpreted to create new insights, beyond those attained from individual studies [31] as stated in [32]. This research method aims to provide evidence on the current state of knowledge [33]. Meta-synthesis allows researchers to explore, understand, and describe the complexity and multifaceted dimensions of the existing research studies.

B. Search Strategy

The scholarly electronic databases were explored to identify the published research papers in English language journals related to teachers' pedagogical adaptations, continuing professional development, and students' resilience during the post-pandemic through Harzing's Publish or Perish software via Google Scholar, OpenAlex, and Crossref databases [34]. All research studies relevant to teachers' post-pandemic teaching experiences published from 2023 to 2025, post-pandemic era, were downloaded and analyzed. Keywords used were the same across the different databases in Harzing's Publish or Perish software, as follows: qualitative synthesis; post-pandemic education; teachers; teaching challenges; educational opportunities; teachers' resilience; and Philippines. These keywords were deliberately assigned among the researchers to select research studies needed for the meta-synthesis rigorously. The Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISMA) 2020 flow diagram was used to show how the research articles were extracted. At the same time, the researchers utilized the Critical Appraisal Skills Programme (CASP) checklist for a systematic review to thoroughly screen the remaining research studies.

C. Inclusion/Exclusion Criteria

In this research review, only those retrieved research studies were included after optimizing Harzing's Publish or Perish Version 8 software [34]. Then, these research studies underwent thorough selection using the following criteria: distinct studies (meaning no duplicate studies); with at least 1 citation; with identified author/s; with a presented abstract; with sources; accessible studies where there is no need to log in or pay; and must qualify using the CASP checklist for quality assessment.

The PRISMA flow diagram is used to visually show the filtering of research articles as displayed in Figure 1.

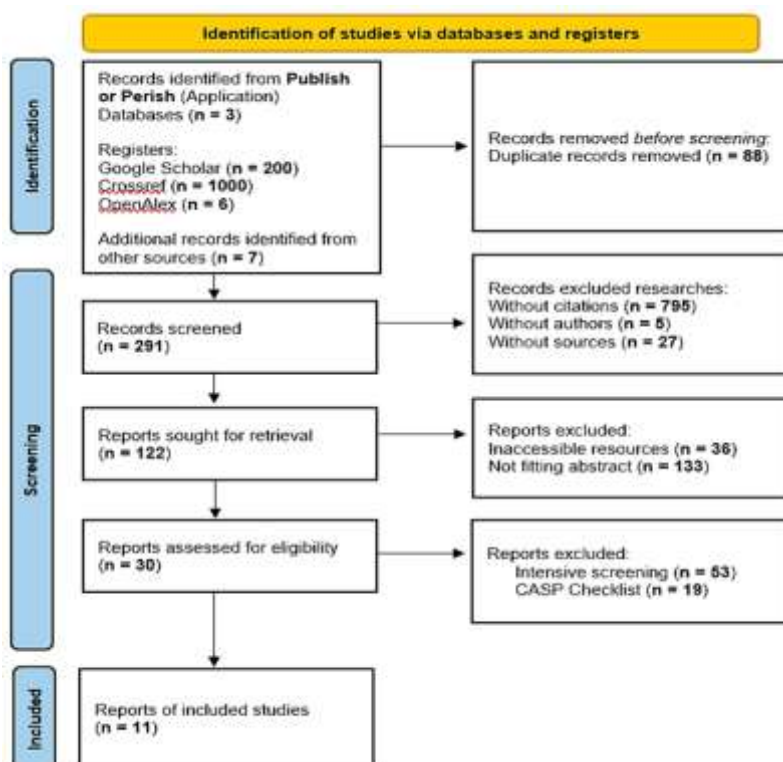


Figure 1. PRISMA search strategy to screen the studies

Figure 1 indicates the search result when examining studies to be included in the meta-synthesis. The selection of research papers involved three (3) stages using the PRISMA 2020 Flow Diagram, namely, identification, screening, and inclusion. The first stage, identification, gives a total of one thousand two hundred six (1,206) studies from the Publish and Perish Version 8 software. Particularly, two hundred (200) of the studies are from Google Scholar, one thousand (1,000) from Crossref, and six (6) from OpenAlex databases. Eighty-eight (88) studies were removed due to duplication with studies from Google Scholar and Crossref databases, which yields one thousand one hundred eighteen (1,118) remaining studies in the identification stage.

Subsequently, the screening stage was divided into three (3) sub-stages. The first sub-stage indicates twenty-seven (27) studies removed due to the unavailability of sources, seven hundred ninety-five (795) for the lack of citations, and another five (5) for the lack of authors, resulting in a difference of two hundred ninety-one (291) remaining studies. The second sub-stage indicates one hundred twenty-two (122) records sought for eligibility after removing thirty-six (36) inaccessible resources and one hundred thirty-three (133) with unfit abstracts. The final sub-stage displays the exclusion of fifty-three (53) resources after intensive screening, and another nineteen (19) that do not meet the requirements using the CASP checklist. The intensive screening phase involved full-text screening and data extraction to ensure the relevance and fitness of studies with the set inclusion/exclusion criteria. Hence, the remaining eligible records for the screening stage were thirty (30).

Finally, eleven (11) studies were left in the Inclusion stage after intensive rescreening and reusing of the CASP checklist, which were the basis for the final removal of ten (10) sources. Authors claimed that a meta-synthesis should include at least ten (10) or twelve (12) primary studies (Willig, 2018). However, bigger sample sizes ensure the saturation and transferability of results. Therefore, the small sample size of this meta-synthesis implies that findings may not be generalizable to all teachers across the country.

D. Characteristics of the Included Studies

The characteristics of the eleven studies are shown in Table 1.

Table 1. Studies Included in the Meta-synthesis

No.	Authors	Year	Publication Type	Design	Participants	Teachers' Post-Pandemic Experiences
S1	Eslit, E. R., Lector, M. A., & Enad, J. A.	2024	Article	Qualitative	SHS English Teachers (n=20)	<ul style="list-style-type: none"> Teacher technology training and the digital divide English language barriers for teachers Collaborative resource sharing Integrating digital tools and blended learning Adaptive teaching & clear communication Continuous professional development and training Enhancing digital competence and utilization of resources Promoting blended learning and flexible pedagogy

						<ul style="list-style-type: none"> Fostering self-reflection and teaching efficacy Allocating resources for digital equity
S2	Saga, E. S.	2023	Article	Qualitative	<p>Secondary school Math Teachers (n=3)</p> <p>Students as virtual participants (n=19)</p>	<ul style="list-style-type: none"> Resource and access limitations Time and workload constraints Disrupted interactive and collaborative learning Environmental and professional development gaps Differentiated and flexible pedagogical approaches Adaptive and contextualized instruction Enhanced professional development for new teaching modalities Leveraging advanced education and research Strategic instructional planning and pedagogy Holistic support for the learning environment Adapting to the modular learning modality
S3	Aleria, K. D. & Villocino, R. P.	2023	Article	Qualitative	Secondary school teachers (n=10)	<ul style="list-style-type: none"> Instructional and learning quality issues Large class sizes and limited space Adaptive instructional methods Structured peer and collaborative learning Flexible and foundational instructional models Collaborative parents and community engagement
S4	Angus, C. O. & Angus, L. J. L.	2023	Article	Quantitative	Secondary school teaching and non-teaching	<ul style="list-style-type: none"> Teacher burnout and risk on well-being Vulnerability of novice teachers

					personnel (n=121)	<ul style="list-style-type: none"> Proactive wellness and burnout management Adaptive teaching and behavioral modification Leveraging resilience for program development
S5	Magallanes, C. L.	2024	Article	Qualitative	Secondary school PE teachers (n=6)	<ul style="list-style-type: none"> Resource and time constraints in assessments Pedagogical and inclusivity challenges in fitness testing Collaborative professional growth Adaptive educational planning and technology integration Continuous improvement through feedback and development Holistic development and educational alignment through fitness testing Fostering collaboration and community in PE
S6	Agayon, A. J. D., Agayon, A. K. R., & Pentang, J. T.	2022	Article	Qualitative	Secondary School Teachers (n=10)	<ul style="list-style-type: none"> Difficulty in monitoring and evaluating students' performance Students' outputs done by parents Late output submissions and missing entries on response sheets Lack of resources for module distribution and retrieval Student difficulty with following instructions Intermittent power interruption and unstable internet connection Health risks Self-provision of financial resources Modify activities to meet learners' needs

						<ul style="list-style-type: none"> • Securing a place with good internet connectivity • Communicate with care to students and their families • Monitor and track students' performance with answer sheets, retrieve modules, and feedback forms • Consistency in setting schedules for module distribution and retrieval
S7	Amigo, N. A., Damaso, T. C., Diego, S. A., Laciste, J. R., Lagura, R. T., Tagata, R. B., Taguicana, N. L. C., & Tapia, E. K. R.	2023	Article	Mixed	JHS Science Teachers (n=30)	<ul style="list-style-type: none"> • Students' poor study habits and academic performance • Student misbehavior and lack of discipline • Reteaching basic science concepts due to learning gaps • Limited internet and digital access hindered teaching • Administrative workload and multiple roles disrupted teaching focus • Teachers struggled to re-engage students • ICT integration and digital innovation supported learning recovery • Teachers became more creative, resilient, and adaptive • Use of hands-on, inquiry-based, and gamified strategies. • Upskilling and differentiated instruction supported learning.
S8	Paz, C.	2024	Article	Qualitative	Kindergarten Teacher (n=1) Elementary Teacher (n=6)	<ul style="list-style-type: none"> • Adapting to new learning modes and instructional shifts • Utilizing new technologies and digital platforms in teaching • Struggling with internet connectivity and limited device access

					High School Teacher (n=5)	<ul style="list-style-type: none"> • Coping with stress while building resilience and maintaining well-being • Promoting normalcy, mental health, and meaningful learning experiences • Lack of access to teaching tools, gadgets, and learning materials • Facing student disengagement, distractions, and limited social interaction • Difficulty using and accessing learning management systems (LMS) • Need for continuous professional development and peer collaboration • Growth in digital literacy, adaptability, and innovative teaching strategies • Support through training, seminars, and the provision of teaching resources • Creating fun, interactive, and motivational lessons to boost engagement
S9	Ondras, L. B. & Alvero, J.	2023	Article	Qualitative	Elementary school Teachers (n=12) Secondary school Teachers (n=13)	<ul style="list-style-type: none"> • Low student attention, motivation, and engagement in learning • Overlapping academic, behavioral, and emotional student needs • Lack of parental involvement and support at home • Administrative burden and limited teacher support • Logistical issues in tracking students and retrieving outputs • Learning delays and student dropouts post-pandemic • Need for stronger teacher-parent-student collaboration

						<ul style="list-style-type: none"> Flexible policies for personalized interventions and assessments Adjusted schedules and reduced non-teaching workload for teachers Emphasis on emotional support and relationship-building in education
S10	Garcia, J. A. S. & Escote, M. J. V.	2024	Article	Qualitative	Elementary school Teachers (n=6)	<ul style="list-style-type: none"> Challenges in transitioning from modular to in-person and blended learning Behavioral issues, poor discipline, and social skill gaps among students Low motivation, attention problems, and academic learning gaps Heavy workload, overlapping roles, and time management struggles Limited tech skills and difficulty adapting to digital platforms Lack of parental support and frequent absenteeism Teachers showed increased adaptability, resilience, and leadership Emphasis on student mental health, self-care, and psychosocial support Improved teaching strategies through training, collaboration, and diagnostics Focus on relationship-building, positive discipline, and values formation
S11	Anero, J. A. & Tamayo, E. S.	2023	Article	Qualitative	JHS Teachers (n=40)	<ul style="list-style-type: none"> Poor classroom infrastructure and lack of materials Learning gaps and low student engagement from modular learning

						<ul style="list-style-type: none"> • Student behavioral and health-related concerns • Heavy teacher workload and limited professional development • Lack of inclusive and gender-responsive policies • Improved teacher-student interaction and classroom engagement • Stronger communication with parents and stakeholders • Return to student-centered, differentiated, and creative teaching • Better assessment practices and tailored student interventions • Enhanced collaboration, peer support, and teacher resilience • Focus on health, well-being, and restored teaching motivation.
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Table 1 provides an overview of the final selection of eleven (11) studies included in the meta-synthesis. All eleven (11) studies included are journal articles. Data were collected from Filipino teacher participants across different school levels: elementary (3), secondary (9), and tertiary (1). Then, all the data were analyzed using the qualitative method. Out of eleven (11) publications, one (1) meta-theme, three (3) themes, and eight (8) sub-themes emerged.

E. Data Analysis

This study utilized thematic data analysis to identify essential or recurrent themes. Findings are then organized in thematic categories. Braun and Clarke's thematic analysis method is employed to analyze the selected data, which includes the following processes: (1) familiarizing the data, (2) generating initial codes, (3) identifying themes, (4) reviewing themes, (5) describing themes, and (6) writing a report [35].

RESULTS AND DISCUSSIONS

The findings were analyzed and interpreted according to the objective outlined in this study, based on the meta-synthesis of selected studies. As a result, three themes emerged from the meta-theme: post-pandemic educational transformation and pedagogical adaptation, teacher-students' resilience, and teachers' professional development and its stakeholders' shared efforts. Consequently, eight sub-themes emerged from the aforementioned themes, namely: integration of technology and availability of devices, emergence of new learning modality, instructional innovation through creative lesson planning and redesigning, teachers' successes in ensuring students' well-being, teachers' way of managing emotional labor, institutional support for teachers' training, webinars, seminars, and further studies, stakeholders' support to teachers, and teachers' struggles on their duties, resources, and timeliness. Continuing education sustainability is identified as the meta-theme.

Theme 1: Post-Pandemic Educational Transformation and Pedagogical Adaptation

The COVID-19 pandemic has reshaped the education systems in the Philippines and worldwide. It forced the schools to shift from traditional teaching and learning practices to remote and blended learning, allowing teachers and students to explore new modalities and different educational technologies and digital tools. These changes continue to influence the academic landscape as schools recover from the crisis. According to [36], technological innovations and digital transformation have played an important role in pedagogical shifts and teaching strategies in post-pandemic education. Furthermore, [37] also highlighted how the pandemic accelerated the integration of technology in education. These pedagogical adaptations and technological innovations have promoted a more flexible, student-centered approach, personalized learning, and the development of essential 21st-century skills.

Sub-theme 1. Integration of Technology and Devices' Availability

The pandemic has profoundly transformed education, exposing the opportunities of widespread adoption of digital tools and integration of technology in making teaching-learning experience flexible and engaging, as well as the challenges regarding accessibility and limited tech skills of teachers [38], [39]. Even after the resumption of face-to-face classes, technology integration remained integral to teaching strategies and routines. Teachers continue to incorporate technology in crafting lesson plans and lesson delivery to cater to diverse student needs and improve student engagement. A longitudinal study by [40] highlighted the importance of technology integration in promoting more effective teaching strategies. The study also emphasized the need for teacher training to equip teachers with the necessary tech skills and maximize the use of technology in education.

However, this rapid integration also exposed several challenges. One of the concerns is the digital divide—the gap between those who have access to technology and those who do not, as not all schools have enough resources, such as smart TVs and access to a stable internet connection, particularly in public schools and rural areas [41], [42]. The universal access remains a pressing challenge to effective digital learning, as found by [43] and [44] in their respective studies. This inequality has posed difficulties in ensuring inclusive education and high-quality lesson instruction, especially in developing countries with inadequate devices and infrastructural limitations.

Sub-theme 2. Emergence of New Learning Modality

New learning modalities emerged as a key factor influencing how teachers adjusted to change in the context of post-pandemic educational transformations. The transition to flexible, hybrid, and online learning environments demonstrated the necessity for continued professional development (CPD) and the determination of educators. Teachers were forced to investigate and use digital tools, asynchronous techniques, and blended instruction as a result of these changes, which required quick pedagogical modifications frequently without prior training. Flexible learning in Philippine higher education, according to [45], maintained academic advancement but presented difficulties with digital access and pedagogical preparedness. Similarly, [46] highlighted that online and modular distant learning revealed gaps in student access and teacher preparedness in basic education, requiring continuous professional development.

[47] claim that these changes highlighted the need for effective instructional design and digital literacy. Similarly, [48] Wang et al. (2024) emphasized the value of CPD in assisting educators in successfully navigating and maintaining hybrid models. The continuous difficulty of modality transitions is further reflected in a number of studies that reflect similar worldwide trends, as cited in [42] and [49], “The Role of Teachers in the Transition from Pandemic to In-Person Learning” and “Teachers in The New Normal: Challenges and Coping Mechanisms in Secondary Schools,” which observed that teachers “struggled with transition from modular to in-person learning.” As educators integrate traditional and modern pedagogical approaches, this is highly compatible with the meta-theme of continuing educational sustainability.

Additionally, [42] documented how educators handled the shift to online and hybrid learning modalities, demonstrating their flexibility and resilience. The difficulties of switching to a virtual modality and sustaining student performance were also noted by [39], [41], [42], and [50], who emphasized the necessity of ongoing training and institutional support to maintain high-quality instruction. These studies affirm that the change in

learning modalities was not just a practical one but rather a significant one that called for teachers to invest in their professional development, become lifelong learners, and be able to deal with uncertainty in order to successfully serve students.

Sub-theme 3. Instructional Innovation Through Creative Lesson Planning and Redesign

Teachers have shown incredible resiliency and pedagogical innovation in adapting to post-pandemic demands by rethinking education and developing innovative lesson plans. As a result of the abrupt change in learning environments, teachers needed to reconsider their teaching methods with technology, differentiated instructions, and student-centered design. Recognizing that it demonstrates how professional growth drove adaptive instruction, this sub-theme directly supports the meta-theme of continued educational sustainability. Although they still need to exercise critical evaluation and adaptation, tools such as ChatGPT have enabled teachers to swiftly generate ideas and create context-relevant lessons [51]. [52] stated that AI-powered tools like Lesson Planner facilitate instructional design while improving creative action.

The matter is further supported by [38], “Physical Education Teachers’ Experiences in Flexible Teaching,” which describes how teachers used innovative time management and activity design to modify PE classes while demonstrating pedagogical creativity under pressure. Its emphasis on inquiry-based lesson redesign [39], [50], [53], [54] also directly supports this subtheme, illustrating how CPD initiatives allowed teachers to experiment with new approaches. Likewise, this section highlighted how “lesson delivery was strengthened by integrating multimedia and learner collaboration capabilities,” which clearly indicates instructional redesign driven by innovation and necessity [42], [54]. These studies show teachers not only as implementers but also as creators of learning experiences, dedicated to continuous professional growth and teaching improvement in the face of changing educational realities.

Theme 2: Teacher-Students’ Resilience

Following extensive educational disruptions, the resilience of students and educators was crucial for survival in the post-pandemic landscape. In particular, this theme explores the significant effects of the COVID-19 (Coronavirus Disease of 2019) pandemic on the school community’s emotional and mental well-being, highlighting the vital role educators play in creating a safe and encouraging learning environment amidst unknown stress. Despite the frequent struggle of their anxieties and doubts, teachers showed incredible commitment to their students’ welfare by providing academic and significant emotional assistance at a time of massive disturbance [55].

Moreover, this section examines the frequently unnoticed emotional workloads that teachers carefully manage while juggling their personal and professional obligations and addressing the multiple demands of students [38], [39], [42], [49], [50], [53], [56]. The experiences shared in this section emphasize educators’ vast emotional resilience and compassionate commitment, striving to maintain their students’ lives as normal and consistent in a highly unusual era [39], [49], [53], [57], [58].

Sub-theme 4. Teachers’ Effectiveness in Ensuring Students’ Well-being

Addressing students’ diverse and frequently elevated social, emotional, and mental health needs presented significant challenges to teachers. Students often experienced fewer social connections due to the sudden switch to remote learning, making them anxious and lonely [39], [41], [42], [50], [58]. Teachers also had to deal with concerns like the digital divide, since technology and internet access do not apply to all students, affecting their capacity to engage and fully participate [39], [41], [42], [49], [54]. Moreover, teachers themselves suffered from high stress levels and emotional exhaustion, potentially affecting their ability to improve their students’ well-being adequately [38], [39], [50], [53], [54], [57], [58].

By cultivating relationships among students and encouraging the feeling of community, teachers highly prioritized developing inclusive and supportive learning environments, especially in distant or hybrid settings [38], [41], [42], [49], [53], [56]. To teach critical skills in goal setting, empathy, emotional control, and

responsible decision-making, educators incorporated explicit social-emotional learning (SEL) education in the curriculum [38], [39], [42], [50], [58]. They also devised innovative strategies to stay in touch with students and their families, frequently asking about their emotional statuses and referring them to mental health resources if necessary [38], [41], [49], [53], [58].

Teachers' professional growth significantly benefited from the increased emphasis on students' well-being. Hence, receiving seminars and workshops in social-emotional competence, emotional management, and mental health first aid became more vital [38], [41], [50], [57]. Teachers have had the opportunity to improve their interpersonal skills, learn more about child and adult psychology, and investigate cutting-edge teaching strategies that incorporate practices on well-being [38], [42], [58]. Having witnessed directly the significant impact of their care and support on students' lives, many educators felt more connected and resolved in the post-pandemic, reinforcing their dedication to holistic education and professional identity.

Sub-theme 5. Teachers' Way of Managing Emotional Labor

Teachers experienced intensified emotional and psychological demands, causing emotional exhaustion, stress, and burnout during the post-pandemic period [38], [41], [50], [57]. Emotional exhaustion has emerged as a dominant theme in teachers' post-pandemic experiences [59], [60]. Teacher exhaustion is primarily caused by the increased workload associated with the transition of modalities, additional requirements, health protocols, and individualized learner support [61]. The overload led to chronic stress, impairing teachers' decision-making abilities, causing indecisiveness, and contributing to a sense of professional inefficacy [62].

Teachers were reported to feel unsure about how to engage students best, assess learning, or address behavioral issues in radically altered classroom settings. These accumulating stressors contribute to an increase in burnout, which affects their mental health and instructional performance, leading to complications with interactions with students [41], [50], [57]. Teachers experiencing burnout often display less patience, reduced creativity, and diminished classroom presence, affecting student engagement and learning outcomes [63]. Hence, many teachers felt less effective, expressing doubts about their impact on student learning and well-being [57]. The mismatch between high job demands and low perceived efficacy can erode teachers' intrinsic motivation and lead to attrition [64].

Resilience played a central role in sustaining professional functioning and was evident in teachers' ability to retain positive behavior, build relational connections with students and colleagues, and demonstrate flexibility in instructional strategies [65]. In addition, many teachers employed positive thinking, accepted challenges as opportunities for growth, and maintained a forward-looking sense of optimism, contributing to emotional stamina and professional commitment [39], [42], [49], [58]. This mindset was often reinforced by a renewed connection to their teaching purpose, a motivational anchor during crisis recovery. These strategies, collectively, contributed to outstanding job performance and helped sustain teacher well-being and educational quality during an unusual period of disruption [57].

Theme 3: Teachers' Professional Development and its Stakeholders' Shared Efforts

This theme delves into the interplay between teacher development initiatives and the collaborative involvement of various stakeholders in education. In the post-pandemic context, teacher professional growth has become increasingly significant. It addresses gaps caused by disrupted education and equips educators with modern pedagogical strategies, technologies, and psychological preparedness. The theme is organized into three interrelated sub-themes: institutional support for training, stakeholder involvement, and teachers' lived challenges.

Sub-theme 6. Institutional Support for Teachers' Training, Webinar, Seminar, and Further Studies

Institutional support emerged as a primary enabler of teacher development. Various studies emphasized the role of schools, universities, and educational organizations in organizing and encouraging participation in training

programs, webinars, seminars, and higher studies. These initiatives aimed at capacitating teachers to cope with new educational demands, integrate digital tools, and adapt to evolving curriculum standards.

Teachers reported that institutions helped them participate in continuous professional development (CPD), often offering scheduling flexibility or free access to online learning platforms, as observed in [41]. [66] found that UDL-aligned webinars enhanced Filipino science teachers' self-efficacy during the pandemic, as reported in [41]. [67] further reported that educators in virtual professional learning communities perceived webinars as effective tools for ongoing growth, aligning with the statements in [39] and [54]. A systematic review by [68] also concluded that blended and micro-learning professional development models help teachers apply digital strategies effectively.

This sub-theme suggests that consistent access to CPD benefits instructional competence and boosts teacher morale and professional identity.

Sub-theme 7. Stakeholders' Support for Teachers

This subtheme recognizes that professional development relies not solely on formal institutions but also on collaborative and emotional support systems. Stakeholders, including parents, school administrators, peer educators, and local community organizations, serve as vital actors in this ecosystem.

Mentorship, peer collaboration, and communication between teachers and school leadership contributed significantly to reducing isolation, sharing resources, and co-developing teaching strategies as frequently cited by [41] and [49]. Studies emphasized that peer collaboration helped mitigate digital inequities [69] and that virtual professional development fostered intentional practice and self-efficacy [70], aligning with a teacher's description in [58]. Moreover, digital mentoring programs in 2025 improved professional growth and job satisfaction when aligned with institutional goals [71].

The findings indicate that effective teacher development requires systemic collaboration and the alignment of goals among various education stakeholders.

Sub-theme 8. Teachers' Struggle with Duties, Resources, and Timeliness

Despite evident efforts, teachers continuously experience significant challenges in managing their responsibilities. These include high workload, time constraints, insufficient access to professional development opportunities, and inadequate stakeholder support in some contexts. The studies highlighted the emotional and logistical burden placed on teachers, especially when institutional and stakeholder support was lacking.

A study in the Philippines [72] identified financial constraints, scheduling conflicts, and ICT limitations as barriers. South African educators similarly reported that inadequate training caused significant confusion during digital transitions [69], which was mentioned by teachers in [39], [56], and [58] as key issues. Also, better support was stressed by the respondents in [54] and [57]. Furthermore, literacy teachers pursuing micro-credentials in New Zealand identified workload and lack of release time as significant limitations [73].

These challenges underscore the need for sustained investment and policy reforms, prioritizing teacher support as an educational imperative and social responsibility.

Meta-theme: Continuing Education Sustainability in the Post-Pandemic

The COVID-19 pandemic permanently altered the educational landscape by forcing educators to face unprecedented challenges [38], [41], [42], [49], [53] and quickly transition to digital learning environments [39], [41], [42], [54]. The sustainability of continuing education depends heavily on how teachers adjust, show resilience, and participate in continuous professional development as the world navigates the post-pandemic era. This meta-theme investigates educators' diverse experiences, looking at the challenges they encountered,

creative coping mechanisms employed, and emerging opportunities for personal growth and advancement of education.

The schematic presentation of the themes is shown in a structured format in Figure 2.



Figure 2. Teachers' Post-Pandemic Experiences

Figure 2 summarizes the continuation of sustainable education in the post-pandemic era. The sustainability of continuing education depends heavily on how teachers adjust to educational transformations and pedagogical adaptations, show resilience amidst encountered challenges, and participate in continuous professional development while extending collaboration with educational stakeholders.

CONCLUSION AND RECOMMENDATIONS

Philippine studies have emphasized that integrating technology has been the major transformation in post-pandemic education. While technology has helped teachers in planning and redesigning the lesson, pressing issues like limited teacher training and inadequate resources, especially devices, should have been addressed and provided. On the other hand, the study's findings may not be relative to all teachers across the nation due to the limited number of synthesized studies as per the set criteria. Hence, future researchers must include larger and more diverse studies, expanding their search criteria beyond the Philippines to compare with global trends. Additionally, future research may include a balanced number of quantitative and qualitative studies for a richer and more detailed understanding of teachers' post-pandemic teaching experiences.

To extend support to teachers, it is recommended that the Department of Education (DepEd) and the Commission on Higher Education (CHED), through administrators of various schools and institutions, invest in comprehensive and continuing professional development focused on the integration of technology, digital pedagogy, and differentiated instruction. Academic efforts, through ensuring equitable access to devices and connectivity, should be taken into consideration. In addition, prioritizing teachers' well-being through SEL

training, manageable workloads through hiring enough teachers and staff, and strong support from stakeholders through contributing to school projects and participating in school programs and activities are all essential in reducing the piled responsibilities of the Filipino teachers. With all of these being attained, an inclusive, resilient, and supportive environment for all will be achieved.

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