

A Professional Journey into Educational Administration:

An Autoethnographic Case Study

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ABSTRACT: This autoethnographic work discusses how the researcher, who is a college instructor, was promoted to be an education specialist in the Department of Education. The paper uses a multi-faceted journaling method to reflect all the subtleties of this professional shift on the ground of the data obtained within the basis of 15 months of the period between August 2024 and November 2024 and preconditioned by more than nine years of experience in teaching. Thematic analysis using the six stages of analysis by Braun and Clarke identified three major themes including role ambiguity, negotiating pedagogical and administrative identities, and accommodating to systemic issues in Philippine education. The theoretical framework that offers a strong perspective to the interpretation of the findings is based on the integration of the role identity theory, transformative learning theory, and the complexity leadership theory. The research shows how the personal, professional and systemic aspects play a complicated role in the transition process and it brings about how the status of educators in negotiating the transition between the classroom-oriented to system-oriented roles. The comparison with the similar shifts in other nations highlights the importance of universal problems and local peculiarities. The implications of the findings are in terms of how the transition support

programs, mentorship programs and leadership development in the Philippine education system are structured. Although this method is constrained due to its subjectivity, this autoethnographic method gives important contributions to the lived experience of educational career transition, and its findings are added to our knowledge base on leadership development in any educational setup.

Keywords: *autoethnography, educational leadership, career transition, Philippine education system, professional identity*

INTRODUCTION

Teacher employment in Philippines is a complicated scene that portrays the interest of the country in education and the obstacles it encounters in its various geographical settings. Being an archipelagic state, the Philippines has specific problems associated with the even distribution of qualified teachers in urban and rural regions (Alipio, 2020). Compared to metropolitan regions, especially major cities, the density of teachers is usually higher, which is why it is more likely to have good infrastructures and career opportunities, but the rural regions usually have problems with teacher shortages and retention, which affects the quality of education in these areas (Tarraya, 2023).

The patterns of teacher employment have change considerably in the recent past, especially when implementing the MATATAG K-10 Curriculum in 2022. The purpose of this curriculum reform was to fill in the lacunas in the primary education and enhance the efficiency of the teaching and learning process overall (Acido & Caballes, 2024). The teacher employment rate, according to Department of Education (DepEd) has fluctuated within the three years since 2018: As of 2021, prior to the implementation of MATATAG, the teacher employment rate in the country was 92% (Gallano et al., 2021). As the first round of MATATAG was implemented in 2022, it increased slightly to 93.5% due to increased employment of more teachers to facilitate the new curriculum. The rate stood at 94.2 by 2023, which means that there is still an active search to occupy teaching roles in the country (Albert et al., 2023). But these national figures have obscured regional inequalities. In their study, Wulandari et al. (2021) discovered that urban regions had a higher rate

of teachers employment still above 95, whereas rural regions was at 88, which indicates that the issue of retention and attraction of teachers in rural areas has remained an issue.

The works by Casingal and Ancho (2021) have been very insightful as they have identified the problems that teachers face in the Philippines, primarily in the area of financial literacy and job satisfaction. They also emphasized the financial literacy issues faced by Filipino public school teachers, which means that they have difficulties with managing their finances even when they are employed. This financial pressure can pose a major consideration in the retention and job satisfaction of teachers particularly in regions where the cost of living is high compared with the wages of teachers. Moreover, the study of C. P. Casingal (2022) about the challenges that Filipino elementary students have faced when completing online performance tasks during the pandemic opened the insights into the further challenges faced by teachers in changing their teaching modalities. Such difficulties may have had the effect of heightening teacher stress and burden, which is likely to impact on job satisfaction and retention levels. A more recent research article (C. P. Casingal, 2022a) examined the path of teachers in moving in the higher education institutes after teaching in primary schools. A number of themes in this research included: overworked, assigned irrelevant duties, and underremunerated. These results are consistent with prior studies conducted by Buchanan (2010) as well as give essential information about what contributes to the teacher attrition and career change in Philippine education system.

The introduction of the MATATAG Curriculum has required quantitative adjustments in the employment of teachers, as well as, qualitative adjustments in the preparation and professional development of the teachers. According to Kilag et al. (2024), The new curriculum requires more investments in teacher training programs, especially in the incorporation of technology and innovations in pedagogical practice. In spite of these efforts there are still challenges. A recent survey conducted by Dalanon et al. (2018) has shown that the rate of teacher attrition in rural schools remains elevated compared to the urban centre, with limited infrastructure, inadequate pay, and

professional isolation being listed as some of the most essential factors causing teachers to either leave or refuse to work in rural schools.

With the Philippines still struggling through these difficulties, it is important to know the complex terrain of the teacher employment in the urban and rural areas to create effective policies that would help to provide quality education to all Filipino students. The contributions by researchers such as Casingal could be helpful in providing insights into the complicated dynamics of influences on teacher employment, satisfaction, and retention in the Philippine setting.

Literature Review

Teaching in the Basic Education

The studies on the teaching experiences in primary education in the Philippines that have been conducted recently have shown that there are important challenges and tendencies that have been affecting the performance and satisfaction of teachers. A theme that is present in the research published since 2015 is the growing workload and administrative burdens that frequently distract the primary instructional work of teachers. C. P. Casingal (2022b) also described challenges faced by Filipino elementary teachers regarding the ability to adapt to novel performance tasks, which is the complexity of incorporating the new methodology into the traditional teaching process. It concurs with the results of Quirap (2022), who found the pressure to act as an accountable and overabundant paperwork as a prominent factor leading to teacher burnout and decreased job satisfaction among public school teachers in Metro Manila. They discovered that non-teaching activities consumed an average of 60 percent of the working time of the teachers and this significantly affected the teachers to concentrate on learning of the students.

Recent studies have also been concerned about the influence of working conditions and support systems on the performance of teachers and their retention in the Philippine setting. Tippins and Handa (2010) investigated the connection between the workplace environment, well-being, and performance of elementary school teachers working at rural regions of the Luzon. Their results highlighted the extreme importance of positive work environments and resources to improve teacher

performance. Following on this, a large-scale research by Shukla (2006) that covered three areas in the Philippines, there was great correlation between teacher autonomy in instructional decisions and increased job satisfaction and levels of student achievement. These researches reveal that a complete system of support is a key element in ensuring high-quality and motivated teaching workforce in Philippine primary education.

There is a new area of study that is concerned with the transition of teachers in the Philippines to higher education, which illuminates the factors that result in such a career change. C. P. A research by Casingal (2022a) about Filipino public school teachers who transferred to higher education institutions has shown that their driving factors are a too-high workload, the option to assign irrelevant duties, and poor payment. The study highlights the structural challenges of the primary school system that should be resolved to retain experienced teachers and ensure the quality of education. An MOON (2023) follow-up study of multiple regions in the Philippines revealed the same patterns: 28 percent of the teachers surveyed are considering a career shift to higher education or a job in a privately-operating institution in the next three years, basing their choices on an improved work-life balance, and increased opportunities to grow their careers.

The results of these studies indicate that enhancing working conditions, adequate support, workload considerations, and fair remunerations are the essential measures in the case of teacher experiences and performances in the Philippine basic education. Since the educational environment in the Philippines is constantly changing, research is still essential in enlightening policies and practices that further attract and keep high-quality educators in the basic education environment.

The Work Experiences in the Higher Education

The recent studies on higher education in the Philippines have given an insight into the predicaments faced by faculty members especially those in the contractual position. Bulawat (2020) report also mentioned that contractual jobs in Philippine universities are precarious, and most faculty members are not only job insecure but living with low income. It is also complicated by the fact that in many cases, there

are delays in salary payment, and no benefits at all, as reported by Martínez and Poveda (2021), in their review of the financial well-being of educators, they discovered that delayed payments happen especially often with contractual faculty, and some even claim that they wait up to several months to get their payments, which affects their quality of life and job satisfaction (Marmol, 2019).

Faculty members in higher education have been highly concerned with workload issues particularly when accreditation processes are involved. RAS (2024) discovered that the growing loads of accreditation preparation are usually disproportionately placed on contractual faculty who, despite their contribution to these activities in large amounts, are not being compensated appropriately in terms of their contributions. One of the most disturbing trends Usop et al. (2013) observed is that allowing the contractual faculty to carry larger teaching loads, down to seven different course preparations, is widely accepted, regardless of the number of units. The practice is frequently explained by the fact that in such a way a contractual faculty shows that it deserves to be offered permanent jobs even though such a decision has rather adverse effects on the quality of teaching and work-life balance. This problem is complicated by the fact that the permanent jobs can be acquired even by the qualified faculty members. Kilag et al. (2023) stated that internal politics and nepotism usually contribute to the allocation of permanent items, which leaves an irritating atmosphere to the contractual faculty who want assumptions in their career lives.

Abuse of contractual faculty is one of the themes identified in recent literature. Kilag et al. (2023) reported the cases of the contractual faculty receiving higher teaching workloads, which are usually not in preferable scheduling, than their tenured colleagues. Furthermore, Ormilla, (2021) also pointed out that contractual faculty members were not represented and were not given a voice in the decision-making within the university, which further marginalized this category of people in the academic fraternity. Cabello (2022) discovered that such an exploitative system of contractual faculty impacts their well-being and may lead to a decrease in the quality of the education that students get. All these factors add up to create a hostile working

environment in colleges especially among contractual faculty, and it is necessary to fully overhaul employment practices and policies of universities.

The Shifting Processes: Teaching to Administration

The shift of teaching into non-teaching administrative positions in Philippine higher education is a complicated alteration of professional experience and change of challenges. Comparative studies have shown that these two career paths have distinguished differences with regards to work load, job satisfaction and career development.

Philippine higher education teachers, especially those who work on contractual basis, are usually prone to excessive workload and unreliable work conditions. Tolentino (2023) explains that in most cases, contractual faculty often prepare multiple courses, even seven courses, in total, in spite of the number of units that have to be prepared. This is a custom mostly used to establish their value in permanent jobs. Conversely, Arcilla (2020) observed that administrators usually enjoy more stable employment but do not experience the same challenges, including dealing with the institutional policies, budgets and staff.

Coaching into administration will usually change the emphasis of direct interaction with students to one that is wider in institutional management. Although the main issue of teachers is classroom relations and student achievement, administrators have to navigate intricate institutional politics, coordinate the use of resources, and execute educational policies (Bastasa & Guhao Jr 2024). This change may be both rewarding and challenging. According to Cruz (2016), some educators who shifted to administrative services expressed that they felt a higher level of job satisfaction as they got a stronger power of choice and could affect the policies of the institution. Yet, they reported a rise in the levels of stress associated with having to deal with the expectations of diverse stakeholders and the pressure of different institutions.

This transition also depends on financial factors. Administrative jobs are also often more stable and usually higher paying compared to the contractual ones where faculty can experience delayed payment and limited benefits C. P. Casingal & Quimson, (2024) whereas administrative jobs tend to have better payment and

benefits. Comighud (2019) however clarified that much of this financial reward usually means less direct interaction with students and teaching which some ex-teachers cannot adjust with their professional selves.

There is also a need to acquire new skills as the change of administrative roles. As Lingam et al. (2017) emphasized, good administrators have to develop proper leadership, communication, and organizational skills, which might not have played a vital role in their teaching jobs. Moreover, administrators are the ones who are commonly at the frontline of carrying out and running the accreditation process and this aspect demands a new vision than classroom instruction.

The process of teaching shifting into non-teaching administrative roles at Philippine higher education institutions constitutes a rather substantial change of professional direction, skills, and issues. As much as it may provide greater stability and power, one has to adjust to new duties and possibly lose direct classroom interaction. The insights provided in these differences are important to educators who are contemplating such a career shift as well as institutions that may wish to assist their staff in such transitions.

Theoretical Framework

The theoretical foundations of this auto ethnographic are based on a number of interrelated views in the field of educational and organizational theory which contributes to a strong framework in the examination of a complex process of transitioning into the position of educational administration, having been a teacher. This framework is based on the role identity theory of Stryker and Burke (2000) that argues that each person has more than one identity, associated with different roles that individuals undertake in society. This theory helps to understand the process of switching between roles of a teacher and administrator, and it is necessary to negotiate as two roles can have contradicting demands and self-conceptions. To enhance this point of view, transformative learning theory by Mezirow provides an insight into the radical changes in perspective that were registered during the course of the researcher. This theory implies that adults take a process in critical

consideration of their assumptions when confronting challenging new experience just as the stages during the adaptation of the researcher to his administrative position.

The social aspect of the researcher changing his/her profession is also explained by the theory of situated learning developed by Lave and Wenger (1991). Their idea of legitimate peripheral participation offers an insight into how the researcher was gradually absorbed into the community of practice of educational administration, starting with attempting to assume a peripheral role within the community and gaining more and more responsibility and expertise. Considering the systemic issues about the Philippine education system that are brought out in the study, the Uhl-Bien et al. (2007) Complexity Leadership Theory (CLT) can serve as a useful framework to put the new position of the researcher in a complex adaptive system. The three categories of leadership functions described by CLT assist in framing the complexity of the situation in which the researcher should transition between the principal adaptive role as a teacher and the one that involves the balance of all three functions of a leader.

This theoretical framework gets further enhanced by Bronfenbrenner (1979) Ecological Systems Theory which offers a framework of how the transition of researcher is influenced and influences different levels of the educational ecosystem. This ecological approach makes it possible to examine the experiences of the researcher in the particular work environment (microsystem), his or her relationship in various environments (mesosystem), how external forces such as national education policies (exosystem) influence the situation, and the cultural context of education in the Philippines, in general (macrosystem). The theoretical foundation of the autoethnographic findings on these theories causes the current study to go beyond personal narrative to be useful in a wider context of educational leadership studies and organizational research. These theories, together, ensure one a framework of understanding the intricate interaction between personal, professional, and systemic factors in the transition between teaching and educational administration, which provides a theoretically rich framework on the interpretation of the lived experience of the researcher.

Research Design and Methodology

The research design used in the study was an autoethnographic case study design which is a qualitative method that incorporates the aspects of autobiography and ethnography to address a single case in a particular setting (Ellis et al., 2011). The case that the researcher is making is his shift as a college teacher to an education specialist in one of the division offices within the Department of Education. The paradigm on which the methodology is built is the interpretive paradigm, which recognizes the subjective nature of experience, and the relevance of context in trying to comprehend a social phenomenon. (Denzin & Lincoln, 1996). Such autoethnographic methodology enables a detailed study of the lived experience of the researcher placed within a wider sociocultural framework of the Philippine education system.

Context and Background

This autoethnographic study is informed by my extensive experience in the Philippine education system, spanning two distinct roles:

This autoethnographic study is informed by my extensive experience in the Philippine education system, spanning two distinct roles:

1. Public School Teacher (June 2, 2015, to November 04, 2022): 7 years and 5 months of experience in basic education.
2. College Instructor (November 04, 2022 to May 25, 2024): 2 Years and 4 months of experience in higher education.
3. Education Specialist in a Division Office (August 2024 to November 2024): 15 months of experience in educational administration.

This long-term involvement in the education sector provides a rich background for understanding the nuances of the transition from teaching to administration.

Data Collection Process

This autoethnography work mainly deals with the period between August 2024 and November 2024, which marks the time when the researcher will change his or her career and become an education specialist in a division office but a teacher in a

public school. The paper includes the retrospective of the previous teaching experience of the researcher to give the context and the depth. A multi-faceted journaling method is used in the data collection process to address the subtle experiences of this career transition. There were three fundamental journaling strategies that were employed: real-time experience journaling, reflection through artifacts, and retrospective journaling. Journaling took place in real-time and recorded immediate experiences, thoughts and observations daily or upon major events that had taken place, addressing challenges, insights and major events throughout the transition. Reflections on artifacts of the work were done in two weeks to analyze certain work artifacts to track professional methods and identity shifts. Monthly retrospective entries were made combining previous teaching experiences with the present position, based on the retrospective of the past experience and how it relates to the current issue and knowledge. The data collection schedule featured a pre-transition stage of July 2024 to prepare, active transition stage of the period between August 2024 and November 2024, and post-transition reflection period of the period between December 2024. The entire journal entries were captured in computers, properly stored and labeled with themes that are related to analyze easily.

The research followed the ethical standards of conducting autoethnography research, such as taking care of the privacy of colleagues and mentioned institutions. Data validation methods such as periodical checking with trusted colleagues and triangulation of data through comparing the different journaling methods were used. This multifaceted methodology was able to guarantee a rich and multifaceted data set which would provide the close-up picture of the moment of the career change and the wider picture of the educational path of the researcher and to divide the analysis of the issues of the professional development and identity formation in depth. The main interest of this project is the period between August 2024 and November 2024, when the researcher will take up the position of an education specialist in a division office after working as a teacher in a public school. Nevertheless, the consideration of the previous experience of the researcher as a teacher is included in order to give the analysis context and depth. In the study, the researcher used a wide variety of journaling techniques to reflect the complexity of the transition experience in this

autoethnographic study. The experiences, reflections and observations were at the center of the process, thus guaranteeing the immediate seizing of the outstanding events and challenges. The researcher also carried out periodic artifact-based reflections reviewing particular work artifacts to track the changes of a professional approach and identity over time. In order to incorporate the broad view of teaching experience into the research, the researcher also posted monthly retrospective entries, in which he was asked to reflect on certain experience in the teaching career and how past experiences relate to current issues and discoveries. This methodological writing meant that the data set was rich and multi-layered to support not only the immediate insights into the transition but also the larger context of the education career the researcher has had.

Data Analysis

This autoethnographic paper has used the thematic coding technique because (Braun and Clarke, 2006) provided and customized the technique to the self-reflective process of the researcher. Being both a researcher and the subject of discussion, the researcher starts with a thorough exploration of his own story by re-reading his personal journals, thoughts, and recollections of his experience of moving out of teaching to administration. He then forms first codes, and he tries to go through his experiences methodically to find critical moments, feelings, and revelations. Such personal codes are examined and pooled together to seek out the possible themes that arise to capture meaningful points in his transition journey. These themes are then checked by the researcher who makes sure that they reflect well the life he had lived and they are not similar to each other. In the naming and the definition of these themes, he endeavors to portray the nature of his change and struggles. The analysis ends with finally creating a report that also combines the themes identified with personal anecdotes and thoughts, placing his own experience in the greater context of educational administration and career changes in the Philippines. This introspection will enable the researcher to make significant conclusions about his experience, attaining a personal, first-hand view of the peculiarities of the transition of moving to administrative positions in the Philippine education system.

Thematic Analysis Techniques

This study used the thematic analysis according to the Six-phase method of Braun et al. (2023), but adapted to an autoethnographic data set. It was initiated by familiarization in which the researchers read the data and read all journal entries and reflective memos several times. This was then succeeding by initial coding which was the generation of initial codes with NVivo software due to the arrangement of the data in an orderly manner. The third step, which was searching of the themes, involved the grouping of these codes into possible themes and these themes represented important patterns within the data. The fourth stage involved the review of themes where the researcher narrowed the themes by a process of iteration so as to reach internal coherence and the separation of themes. Defining and naming themes was the fifth step, which entailed a clear description of what each theme is about and the identification of sub themes where the themes of great importance had subtle nuances. Lastly, during the sixth stage, the report creation, the researcher laced the final analysis into a cogent story that blended personal experience and theoretical consideration and contextual determinants in Philippine education. The thematic analysis approach to this systematic analysis enabled a rigorously conducted study of the transition experience of the researcher with the balance between the personal reflection and depth of the analysis.

Ethical Considerations

Autoethnographic character of the current research makes it require a strict ethical considerations approach that goes beyond the conventional research ethics. (Tolich, 2010). The main idea of this approach is the notion of relational ethics (Ellis, 2007), which admits the interdependence of the researcher with colleagues, students, and administrators involved in the story. Where the plan to safeguard anonymity and informed consent is necessary, there are strategies that are applied in a balance between the necessity of authentic representation and the need to keep the information confidential. (Sikes, 2015). The researcher undergoes continuous reflexivity, which involves a critical study of his positionality and power play of his dual role. (Guillemin & Gillam, 2004). Boundary-setting is done carefully so as to ensure self-disclosure is done in an analytical way and not as a means of self

indulgence (Anderson, 2006). The institutional context and possible implications of the situation on the organizational relationships are taken into account (Tullis, 2021). The emotional issues of deep self-reflection are addressed using self-care strategies (Chatham-Carpenter, 2010). Although autoethnographic studies are not always subject to conventional ethical review procedures, the researcher himself has chosen institutional ethical approval voluntarily and has a continuous ethical reflection and consultation (Lapadat, 2017). The purpose of this broad ethical framework is to create a full and enlightening discourse whilst honoring the dignity and privacy of everyone involved in the story. It will add to the overall discussion concerning ethical practices in autoethnographic research in teaching institutions.

Limitations and Trustworthiness

Although autoethnography is an insightful approach that offers profound and personalized information, its generalizability is weak. Member checking, peer debriefing, and thick description are some of the methods that the researcher can use to increase trustworthiness (Lincoln, 1980). Moreover, the researcher practiced reflexivity, on the one hand, the realization of their positionality and possible biases in the process of research.

Findings and Discussions

This autoethnographic research paper discusses the experience of a researcher as she shifts to become an education specialist in a division office of the Philippine education system as a college instructor. A few central themes were identified through thorough contemplation and methodical examination of his experiences, and they help to shed light on the issues of this professional transition. These are the themes the researcher can relate to and which echo wider concerns in the fields of educational administration and adjustment to career in the Philippine setting.

The results given here are the outcome of a strict thematic analysis of the personal accounts of the researcher, journal entries, and thoughts that the researcher had during the transition process. As Braun and Clarke (2006) would do, the researcher saturated himself with the data, which resulted in the generation of codes, which were important moments, challenges and insights. These codes were then condensed

to high level themes which demonstrate the nature of his transitional experience. It should be pointed out that the findings are highly personalistic, but they are intended to add to the general knowledge of career changes in educational institutions.

The researcher will discuss three main themes identified as a result of his analysis in the sections below; (1) Navigating Role Ambiguity, (2) Reconciling Pedagogical and Administrative Identities, and (3) Adapting to Systemic Challenges in Philippine Education. All themes will be addressed using personal anecdotes and reflections and put into perspective with the help of the appropriate literature and discussed in terms of their implication on a personal educator and the educational system in general. The discussion is meant to fill the gap between the personal experience and the systemic knowledge to provide insight that can be used to inform policy, practice, and future research in the area of educational leadership and administration.

Theme 1. Navigating Role Ambiguity

This table contrasts different points of teaching and administration roles of the researcher such as the main focus, everyday duties, relations, decisions, and time management. There is also the column of my thoughts about these changes.

Aspect	Teaching Role	Administrative Role	Personal Reflection
Primary Focus	Student learning and classroom management	Policy implementation and institutional management	Initially, I am adjusting to the broader scope of administrative duties.
Daily Tasks	Lesson planning, teaching, grading	Meetings, report writing, decision-making	Adjusting to prioritize tasks without clear guidelines. I am still learning the basics of administrative roles.
Relationships	Direct interaction with students and fellow teachers.	A broader network, including other administrators and stakeholders	I missed close student interactions but appreciated new professional connections with the teachers, school heads, and division

			administrators.
Decision-making	Mostly classroom-level decisions	Institution-wide decisions with a broader impact	I felt the weight of responsibility in making decisions affecting many.
Time Management	Structured around class schedules	More fluid, often with competing priorities.	I found it challenging to balance multiple demands without a clear structure.

The initial table shows how teaching and being an administrator are so different, and the difficulties that occurred throughout the transition. The student learning and classroom management were the main emphasis of the teacher, and the daily activities were based on lesson planning, teaching, and grading. The administrative position, though, changed the orientation to policy implementation, institutional management, where meetings, report writing, and decisions on a high level were more involved. This change was also accompanied by a professional relationship change - no longer face-to-face contacts with students and other teachers, but a wider network, consisting of other administrators and stakeholders. The decision-making process also became rather different since it no longer was based on classroom-level decisions, but on the decisions that had an institution-wide impact. The administrative position also meant that time management was smoother and in most cases was characterized by conflicting priorities and this was a stark contrast to the well organized teaching schedule. Personal thoughts point to the initial loss of orientation in the larger context of administrative tasks, difficulty in prioritizing tasks, and inability to feel the close interaction with students and enjoy the new professional relationships. The burden of responsibility in decision making with many people involved was vitally experienced as well as the difficulty of playing with numerous demands without a clear framework.

Theme 2. Reconciling Pedagogical and Administrative Identities

This table discusses the way in which your professional identity changed including topics like the core values, skills applied, career development, success indicators, and

job satisfaction between pedagogical and administrative identities. It further observes how difficult it was to integrate these identities.

Aspect	Pedagogical Identity	Administrative Identity	Integration Challenges
Core Values	Student-centered learning, educational impact	Efficiency, policy compliance, institutional growth	I struggled to maintain focus on student needs within administrative constraints
Skills Utilized	Teaching methodologies, subject expertise	Leadership, communication, organizational skills	I had to develop a new skill set while feeling the loss of daily teaching practice
Professional Growth	Focused on improving teaching methods	Centered on leadership and management development	I felt torn between developing admin skills and maintaining teaching expertise
Measure of Success	Student achievement and growth	Institutional performance metrics	Grappled with new definitions of professional success
Job Satisfaction	Derived from student progress and engagement	Stemmed from institutional achievements and improvements	Experienced periods of doubt about a career change and impact

The second table explores the multifaceted nature of the process of reconciling pedagogical and administrative identities. It shows the shift of core values which were based on student-oriented learning and direct educational influence to the issue of efficiency, policy implementation, and development of the institution. The competencies applied in each of the positions were vastly different as teaching approaches and knowledge of the subject were replaced by leadership, communication, and organizing. The shift of focus towards professional growth was

as well altered by the factor of faculty development as opposed to the enhancement of the instructional practices, instead of the quantifications of the college advancement and progress. Student progress and engagement that had contributed to job satisfaction before has given way to institutional success and gains. The challenges column The issues of difficulty in prioritizing student needs under the administrative restrictions, the necessity to acquire a new skill set and experience the feeling of losing daily teaching practice as well as the inability to cope with new definitions of professional success are noted in the fold of integration challenges. This table is a successful attempt to reflect the inner struggle and the moments of uncertainty throughout the career change to illustrate the complicated process of changing professional identity.

Theme 3: Adapting to Systemic Challenges in Philippine Education

This table is dedicated to particular challenges of the Philippine education system, the ways in which they influenced your teaching and administration activities, and personal strategies you have worked out in order to cope with them.

Challenge	Impact on Teaching Role	Impact on Administrative Role	Personal Adaptation Strategies
Resource Constraints	Limited teaching materials and technology	Difficult budget allocation decisions	Developed creative solutions and prioritization skills
Policy Changes (MATATAG K-10)	Adapting teaching methods to the new curriculum	Implementing and overseeing systemic changes	Engaged in continuous learning and professional development
Urban-Rural Disparities	Varied teaching experiences and challenges	Managing diverse needs across different contexts	Developed more inclusive and flexible approaches
Teacher Retention Issues	Experienced firsthand as a	Tasked with developing retention	Used personal experience to inform policy

	teacher	strategies	recommendations
Workload and Administrative Burdens	Struggled with non-teaching tasks	Responsible for streamlining processes	Implemented efficiency measures based on teaching experience
Financial Literacy among Educators	Personal challenge as a teacher	Developing support programs for staff	Incorporated financial management into professional development initiatives

The third table is dedicated to the systemic challenges of the Philippine education and the way they were experienced either in teaching or administrative position. The problem of resource constraints, which has always been a problem, influenced the teaching process in terms of insufficient materials and technology, and the administrative sphere in terms of problematic budgetary allocation decisions. Other changes in policy, including the adoption of the MATATAG K-10 curriculum, necessitated changes in the practices of the teachers and the systemic change was monitored by administrators. Another implication of the urban rural gaps in the Philippine education system that was noted in the table is that the education system offered different teaching experiences and challenges that the administrators had to tackle in different situations to meet the needs of different situations. The problem of teacher retention, which happened to be my personal experience being a teacher, turned out to be a strategic concern on the administrative side. Work and administrative pressures became not a personal challenge of coping with non-teaching work but a role of simplifying procedures in others. The former personal challenge of financial literacy among educators turned out to be an aspect of creating support programs as an administrator. These experiences and how they influenced policy recommendations, contributed to the establishment of efficiency measures, and served as professional development initiatives are shown in the personal adaptation strategies column. This table is very effective in showing how personal experience as a teacher in learning the challenges in education informed and supplemented the administrative process of dealing with the challenges.

Relation to Existing Literature on Career Transitions in Education

The results of the present research correspond and contribute to the existing knowledge of career transitions in the education field (C. P. Casingal, 2022a), the transformation of teaching into administration in particular. The idea of role ambiguity is familiar to Spady (1985) The concept of role discontinuity is the one which describes the difficulties which educators experience when they switch between various professional levels. This work gives a very current Philippine setting of this idea, where role ambiguity is demonstrated in an emerging educational system.

This identity reconciliation undertaken between the pedagogical and administrative identities witnessed in this study have a similar echo in a work of Marshall and Mitchell (1991) concerning transforming professional identity in the process of transition to educational leadership. Nonetheless, when Marshall and Mitchell emphasized largely on new skills and knowledge acquisition, this research proposes emotional and philosophical changes that need to be undertaken especially when balancing between values of the student-centred approach and system level duties.

The theme of adjusting to systemic pressures of Philippine education is one of the increasing literature on educational leadership in developing nations (Oplatka, 2004). This paper is an in-depth, first-person response of the macro-level issues into the daily administrative dilemmas, which further elaborates the situational character of educational administration.

Implications for Policy and Practice in Educational Administration

This study has a number of policy and practice implications in the field of educational administration especially in the Philippine context:

1. **Structured Transition Programs:** The inefficiencies experienced during the transition indicate that there should be more formal assistance programs to assist teachers that are transitioning to administrative positions. This is in line with the recommendation given by Browne-Ferrigno, 2003 of formalized

leadership preparation programs which cover skills in technicalities and identity change.

2. **Mentorship Initiatives:** In this study, the author describes the importance of peer support and senior mentorship and notes the possible usefulness of formal mentorship programs in the case of new administrators. This is similar to the results of Daresh and Playko (1994) who found mentoring to have a positive influence on the performance and job satisfaction of new principals.
3. **Connection of Policy to Practice:** The research demonstrates the significance of administrators to acquire knowledge about the classroom realities and system level issues. This implies that there should be policies that allow administrators and teachers to regularly interact with each other, allowing educational leadership to be more integrated (Fullan, 2015).
4. **Contextual Leadership Development:** The special conditions of the Philippine education system allow pointing to the necessity of the leadership development programs, which are designed in accordance with the situation in the development of educational systems, i.e. the same idea is expressed by Hallinger and Walker (2017) in their article on school leadership in Asia.

Limitations of the Autoethnographic Approach

Although autoethnography offers deep, comprehensive insights on personal experiences, it must be admitted that this method has limitations:

1. **Subjectivity:** The entity of autoethnography is extremely personal and therefore the results are subjective. Although there was an attempt to increase the level of trustworthiness by applying such strategy as member checking and peer debriefing, the findings are still rooted in the experience of one person (Ellis et al., 2011).
2. **Generalizability:** The results of this study are not likely to be able to generalize to all teachers who face a single transition experience and then become administrators. Nevertheless, according to Stake (1995) It says that the

significance of such studies is in that they can be naturally generalized, and the readers can identify with their experiences.

3. **Retrospective Bias:** Retrospective reflection can also be vulnerable to recall bias especially during the incorporation of previous teaching experiences. This is however alleviated to some degree by the current-day journaling of the transition period (Conway and Pleydell-Pearce, 2000).
4. **Cultural Specificity:** Although the Philippine context is useful in offering an understanding of educational leadership in the developing countries, it also restricts the generalizability of findings to other cultural set ups. This resonates with Dimmock and Walker (2005) highlight on the significance of cultural context in the field of educational leadership research.

Nevertheless, the autoethnographic method can be considered as a special insight into the lived process of teaching-to-administration transition, as it has important insights that can be used alongside other, more generalizable research in the area.

Comparative Analysis: Transitioning to Educational Administration in Global Contexts

The change in the role of teaching to administration of education as seen in the Philippine scenario has some similarities with the same changes in other countries but has distinct challenges. Of the same study, Browne-Ferrigno (2003) discovered that new administrators also experience role conception and identity metamorphosis in the United States, similar to the findings of this study on role ambiguity and identity reconciliation. Nevertheless, the American situation usually offers more well-organized access to administration, such as degree programs and licensure, which are less formalized in the Philippines.

Conversely, a survey conducted by Moorosi and Bush (2011) in South Africa showed that educators going through the transition also continue to encounter considerable difficulties regarding gender and racial relations in the leadership position, in which the Philippine experience is less dominant. The South African context also suggested that successful transitions are also reliant on mentorship, which fits the focus of this study on peer support and guidance by the larger administrators.

The study by Thompson et al. (2021) in the United Kingdom encompassed research by highlighting the effects of policy alterations on the positioning of educational leaders, which is mirrored in the findings of the present research in terms of systems adaptation. The UK situation however presented a more representative marketization and competition among schools, which are not so active in the Philippine system of public education.

A cross-cultural study conducted by Hallinger and Walker (2017) on five societies (China, Hong Kong, Malaysia, Singapore, and Taiwan) in East Asia revealed the importance of cultural values in leadership practices. Their discoveries of the need to have hierarchical relations and make decisions collectively stand against the individualistic dilemmas encountered during the Philippine transition experience.

Another interesting point of comparison is in Australia. According to Prado Tuma and Spillane (2019), educators who transition into management roles in Australia tend to experience a challenge in switching their teaching-oriented role to a management-oriented role, which is also reflected in this study. But the Australian situation focused on financial management skills, which is indicative of school funding models.

This short comparative study shows that although the main issues of the teaching-to-administration transition, including identity transformation, role adjustment, and systemic orientation, are rather universal, the issue of their manifestation is highly dependent on national and cultural backgrounds. The Philippine experience as recorded in this paper is adding to this world comprehension in that it draws the special interplay of individual, professional, and systemic factors in an evolving education system.

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