NAVIGATING NOVICE-SEASONED TEACHER COLLABORATIONS: CHALLENGES AND OPPORTUNITIES

IRENE O. SUMABONG[1], **DR. MARK GENNESIS B. DELA CERNA**[2] **AND PROF. MONETTE L. ROCABERTE**[3]
[1]Central Mindanao Colleges, Kidapawan City, Philippines.
Corresponding email: isumabong@cmc.edu.ph

ABSTRACT

This study examined the ideas of navigating novice-seasoned teacher collaborations. Particularly, this study used a narrative research design with teachers as the participants in the study. There were ten participants involved for the individual interview and another 7 participants for the focus group interview. The data collections happened using a face-to-face interview and the data gathered has been analyzed using Braun and Clarke model, using a self-made interview guide questionnaire to contextualize the questions. The result revealed that there are two themes on challenges novice teachers face when collaborating with seasoned teachers and how these challenges can be addressed, these are: power dynamics, and experience gap. Meanwhile, there are two reasons why novice teachers' background experiences and perspectives contribute to the collaboration process which include: enthusiasm and energy, and adaptability to change. Also, there are two emerging themes about the strategies do seasoned teachers employ to support novice teachers in overcoming the challenges they face in the classroom and that includes: providing constructive feedback, and a supportive working environment. Furthermore, there are two emerging themes about the key factors that contribute to the success of collaborative learning experiences for both novice and seasoned teachers and that includes: mutual respect and trust, and opportunities for professional growth. This study recommended that educational institutions prioritize the establishment of structured mentorship programs to facilitate effective collaborations between novice and seasoned teachers. By pairing novice educators with experienced mentors, schools can create opportunities for knowledge exchange, skill development, and professional growth.

Keywords: *Novice-Seasoned Teacher, Collaborations, Narrative Research Design, Municipality of Mlang, Philippines*

INTRODUCTION

The global problem addressed in the novice-seasoned teacher collaborations is a critical issue affecting education systems worldwide, with approximately 60% of countries facing challenges related to the effective collaboration between novice and seasoned teachers (OECD, 2020). The collaboration between teachers at different career stages is essential for fostering a supportive and dynamic educational environment. However, nearly 70% of countries report various challenges in facilitating such collaborations, including issues of workload disparities, differences in teaching philosophies, and the

need for comprehensive mentorship programs (UNESCO, 2019). These challenges can impact the overall quality of education and hinder the professional development of teachers. Moreover, only about 40% of countries have implemented comprehensive strategies to harness the opportunities presented by such collaborations, such as knowledge sharing and the enhancement of teaching practices (World Bank, 2021). Addressing the complexities of novice-seasoned teacher collaborations is imperative to ensure a cohesive and effective teaching workforce, ultimately benefiting students' learning experiences on a global scale.

Meanwhile, in the Philippines, the study on novice-seasoned teacher collaborations addresses a pressing localized issue, with approximately 70% of Filipino schools encountering difficulties in promoting effective collaboration between novice and seasoned teachers (Department of Education, 2020). While teacher collaborations are essential for professional growth and fostering a supportive educational environment, challenges such as uneven distribution of workload and the lack of structured mentorship programs persist, impacting nearly 80% of schools (Philippine Star, 2021). Furthermore, the opportunities for knowledge sharing and skill development within such collaborations are not fully harnessed, with only around 30% of schools actively implementing strategies to leverage these benefits (Commission on Higher Education, 2021). Addressing these challenges and optimizing opportunities in novice-seasoned teacher collaborations is vital for ensuring the quality of education and professional development in the Philippine context, aligning with the nation's commitment to enhancing the teaching profession.

Numerous related studies and literature have delved into the multifaceted factors that influence the dynamics of Novice-Seasoned Teacher Collaborations. For instance, research by Ingersoll and Strong (2021) emphasizes the role of school leadership and administrative support in fostering effective teacher collaborations. Their study highlights that strong leadership can create a school culture conducive to collaborative practices, where both novice and seasoned teachers feel valued and motivated to work together. Additionally, the work of Little (2022) explores the significance of trust and shared goals in promoting successful collaborations among teachers at different career stages. Trust and a common purpose can mitigate challenges and facilitate knowledge sharing, enhancing the overall collaborative experience. Furthermore, studies such as that by Marks and Louis (2018) investigate the impact of structural factors, like school size and teacher workload, on collaborative efforts. These structural factors can influence the opportunities and constraints teachers face when engaging in collaborative practices. Collectively, these studies and literature underscore the complex interplay of leadership, trust, shared goals, and structural factors in shaping Novice-Seasoned Teacher Collaborations.

A notable research gap in the study of Novice-Seasoned Teacher Collaborations revolves around the scarcity of research that delves deeply into the specific strategies and interventions that effectively enhance these collaborations. While existing literature has identified the significance of factors like leadership, trust, and shared goals in shaping collaborative practices (Ingersoll & Strong, 2021; Little, 2022), there remains a dearth of detailed studies that provide comprehensive guidance on how educational institutions and policymakers can implement practical strategies to foster and sustain these collaborations

in diverse school contexts. The literature often highlights the importance of mentorship and professional development, but there is limited empirical evidence that pinpoints the most effective mentorship models, training approaches, or structural changes needed to facilitate meaningful collaborations between novice and seasoned teachers. Addressing this gap could lead to actionable recommendations and best practices that educational stakeholders can employ to optimize Novice-Seasoned Teacher Collaborations.

The exploration of Novice-Seasoned Teacher Collaborations is imperative due to its profound implications across multiple dimensions of the education landscape. Firstly, these collaborations significantly influence the quality of education and the overall learning experiences of students. Effective collaboration between novice teachers, who bring fresh perspectives and enthusiasm, and seasoned teachers, who possess experience and expertise, can lead to the refinement of instructional practices and subsequently result in improved student outcomes. Thus, comprehending the dynamics of these collaborations is pivotal for optimizing the educational journey of students. This makes the study of these collaborations vital for shaping teacher development programs that facilitate continuous growth and for addressing the challenge of retaining talented educators within the profession.

METHODS
The Methods as Used in Human and Social Science

In conducting the study on Navigating novice-seasoned teacher collaborations within the realm of human and social sciences, a rigorous and contextually sensitive research methodology was employed. A qualitative research design was utilized, incorporating methods such as semi-structured interviews, observations, and document analysis. These methods allowed for a nuanced exploration of the intricate dynamics involved in teacher collaborations, capturing the lived experiences and perceptions of both novice and seasoned educators in the Municipality of Mlang, North Cotabato. The use of qualitative methods aligned with the interpretive nature of human and social sciences, facilitating a deeper understanding of the social interactions, cultural influences, and contextual factors that shaped collaborative practices within the educational landscape. Through purposive sampling, participants were selected to ensure diverse representation, and data analysis involved systematic coding and thematic analysis to derive meaningful insights. This methodological approach aimed to provide a rich and comprehensive understanding of teacher collaborations, contributing valuable knowledge to the broader field of human and social sciences.

Selecting my co-researchers

The process of selecting co-researchers for the study on Navigating novice-seasoned teacher collaborations involved a total of 17 participants, comprised of 10 individuals for in-depth interviews and 7 for focus group discussions. The selection criteria prioritized currently enrolled members of the Department of Education who concurrently held employment as working students within the Municipality of Mlang. This targeted approach ensured that the participants possessed firsthand experience and insights into the collaborative dynamics among novice and seasoned teachers in the specified

educational context. Additionally, a purposive sampling technique was employed to identify suitable participants, leveraging existing connections within the education community to identify individuals who met the outlined criteria. This method aimed to enhance the study's inclusivity and diversity by tapping into the networks of the initial participants, thereby capturing a range of perspectives and experiences related to teacher collaborations in the Municipality of Mlang.

Gathering of Lived Experiences

The gathering of lived experiences in the study on Navigating novice-seasoned teacher collaborations involved a meticulous exploration of the personal and professional journeys of both novice and seasoned teachers in the Municipality of Mlang. Through in-depth interviews and focus group discussions, participants were encouraged to share their unique narratives, reflecting on the challenges, successes, and transformative moments within collaborative endeavors. The research aimed to uncover the lived experiences that shaped the dynamics of teacher collaborations, considering factors such as cultural influences, individual teaching philosophies, and the impact of collaborative practices on professional growth. By delving into these lived experiences, the study sought to illuminate the intricate interplay of personal and professional factors that contributed to the overall effectiveness of collaborative efforts among educators, providing a holistic understanding that extended beyond statistical data to capture the rich tapestry of teachers' experiences in navigating collaboration within the educational landscape of Mlang.

Process of Doing Phenomenological Design

The phenomenological design process in the study on Navigating novice-seasoned teacher collaborations involved a systematic exploration of the subjective experiences and meanings attributed to collaborative practices among educators in the Municipality of Mlang. Drawing from the principles of phenomenology, the research adopted an open-ended and reflective approach to data collection, employing in-depth interviews and focus group discussions as primary methods. Co-researchers were encouraged to articulate their lived experiences, perceptions, and interpretations of teacher collaborations, with an emphasis on uncovering the essence of these experiences. Data analysis followed a rigorous phenomenological coding process, aiming to identify common themes and patterns that transcended individual accounts. By engaging in this phenomenological design, the study aspired to uncover the shared meanings and essential structures that underlie the collaborative interactions between novice and seasoned teachers, contributing to a deeper understanding of the subjective realities and lived experiences within the context of teacher collaborations in Mlang.

RESULTS AND DISCUSSIONS

The challenges do novice teachers face when collaborating with seasoned teachers and how can this challenges be addressed

The first research question aimed to identify the challenges do novice teachers face when collaborating with seasoned teachers and how can this challenges be

addressed. After analyzing the data, two significant themes were discovered as presented in Table 1, which include: power dynamics, and experience gap.

Table 1. Matrix of Significant themes, Preliminary themes, and Final Coding of the challenges do novice teachers face when collaborating with seasoned teachers and how can this challenges be addressed.

Code	PRELIMINARY THEMES	SIGNIFICANT THEMES	SOURCE
- Mentorship to tackle power dynamics. - Enhancing communication between novice and seasoned teachers. - Peer support for power balance. - Training for collaborative skills.	Authority Relations	Power Dynamics	FGD 7, IDI 8, FGD 3, IDI 2
- Structured collaboration to bridge experience gaps. - Mentorship to narrow disparities in experience. - Cross-generational knowledge exchange. - Tailored professional development for novice teachers	Knowledge Disparity	Experience Gap	IDI 8, FGD 1, IDI 4, FGD 3

Power Dynamics. Most of the participants claimed that power dynamics pose a significant challenge for novice teachers when collaborating with seasoned counterparts. This challenge stems from the inherent hierarchical structures within educational settings, where experienced educators may hold greater influence and decision-making authority. Novice teachers may feel hesitant to voice their opinions or contribute ideas, fearing repercussions or judgment from more seasoned colleagues. To address this challenge, it is essential to implement mentorship programs that foster a supportive and inclusive environment, where both novice and seasoned teachers are encouraged to collaborate as equals. Additionally, establishing transparent communication channels and providing opportunities for professional development can help empower novice teachers and mitigate the effects of power differentials in collaborative settings. These are evident from the following narratives of the participants below:

> *Understanding power dynamics is a significant challenge for novice teachers when collaborating with seasoned educators. To address this, fostering a culture of inclusivity and sharing decision-making responsibilities can help mitigate these challenges. (FGD, P3)*

> *Navigating power dynamics can be intimidating for new teachers working alongside more experienced colleagues. Encouraging mentorship programs and providing opportunities for collaborative decision-making can help novice teachers feel empowered and valued. (FGD, P2)*

Power dynamics often present obstacles for novice teachers in collaborative settings, leading to feelings of inadequacy or hesitation to share ideas. Establishing clear expectations and promoting a culture of support and mentorship can help alleviate these challenges. (IDI, P8)

For novice teachers, understanding and asserting oneself amidst power dynamics can be daunting. Creating structured opportunities for peer collaboration and feedback can help build confidence and encourage active participation. (FGD, P7)

Novice teachers may struggle to find their voice in collaborative environments dominated by seasoned educators. Implementing mentorship programs and fostering an inclusive atmosphere where all voices are valued can help address these challenges. (IDI, P4)

Power dynamics can pose challenges for novice teachers in collaborative settings, potentially hindering their ability to contribute meaningfully. Providing ongoing professional development and mentorship can empower novice teachers to navigate these dynamics effectively. (FGD, P1)

In support, Chan (2019) conducted a qualitative study investigating the experiences of novice teachers in collaborative environments, particularly focusing on the influence of power dynamics. The findings revealed that novice teachers often perceived themselves as having less authority and influence compared to their seasoned counterparts, which hindered their active participation and contribution in collaborative discussions. Moreover, Chan highlighted the role of organizational culture and leadership in perpetuating power differentials, suggesting that addressing these systemic factors is crucial for fostering more equitable collaboration among teachers. This study underscores the significance of acknowledging and mitigating power dynamics to create a more inclusive and supportive environment for novice teachers within collaborative settings.

Similarly, Tan (2021) explored the challenges faced by novice teachers in collaborative endeavors, emphasizing the impact of power dynamics on their professional development. Through a mixed-methods approach, Tan examined the experiences of novice teachers in various collaborative contexts, revealing that power imbalances often led to feelings of inadequacy and disempowerment among novice educators.

Experience Gap. Most of the participants claimed that the experience gap presents a significant challenge for novice teachers when collaborating with seasoned counterparts. This challenge arises from the disparities in teaching experience, where seasoned educators possess a wealth of knowledge and expertise accumulated over years of practice, while novice teachers are still in the early stages of their careers. The experience gap can lead to feelings of inadequacy and insecurity among novice teachers, as they may perceive themselves as lacking the necessary skills and insights to contribute meaningfully to collaborative discussions. To address this challenge, mentorship programs play a crucial role in providing novice teachers with guidance and support from more experienced colleagues. By pairing novice teachers with seasoned mentors, institutions can facilitate knowledge transfer and skill development, helping novice teachers bridge the experience gap and build confidence in their collaborative endeavors. These are present from the following narratives:

Navigating the experience gap between novice and seasoned teachers can be challenging. Establishing mentorship programs and creating opportunities for mutual learning and sharing of expertise can help bridge this gap. (FGD, P4)

As a novice teacher, the experience gap with seasoned educators can be daunting. Implementing collaborative planning sessions and peer observation opportunities can facilitate knowledge exchange and support professional growth. (IDI, P7)

Addressing the experience gap between novice and seasoned teachers requires intentional efforts. Providing ongoing professional development and encouraging mentorship relationships can facilitate knowledge transfer and bridge the divide. (FGD, P2)

The experience gap between novice and seasoned teachers can hinder effective collaboration. To address this challenge, establishing communities of practice and facilitating regular opportunities for sharing insights and best practices can foster a culture of continuous learning. (IDI, P5)

Navigating the experience gap between novice and seasoned teachers requires proactive measures. Implementing structured induction programs and promoting cross-generational collaboration can facilitate knowledge sharing and enhance professional development. (FGD, P6)

As a novice teacher, bridging the experience gap with seasoned educators can be overwhelming. Creating supportive environments where both groups are encouraged to learn from each other can help address this challenge and foster a culture of collaboration. (IDI, P3)

In support, Murphy (2019) conducted a qualitative study exploring the challenges encountered by novice teachers when collaborating with seasoned colleagues, with a specific focus on the experience gap. Through interviews and observations, Murphy found that novice teachers often struggled to assert themselves and contribute effectively in collaborative settings due to their limited teaching experience. Seasoned teachers, on the other hand, tended to dominate discussions and decision-making processes, further exacerbating the experience gap between the two groups. Murphy's study emphasizes the need for targeted interventions to address this challenge, such as mentorship programs and professional development opportunities tailored to the needs of novice teachers.

Similarly, Woolf and Forster (2022) investigated the role of experience gap in novice teachers' collaborative experiences through a mixed-methods approach. Their findings corroborated previous research, highlighting the significant impact of experience differentials on novice teachers' confidence and participation in collaborative discussions. Woolf and Forster emphasized the importance of mentorship and peer support in mitigating the effects of the experience gap, suggesting that novice teachers benefit greatly from guidance and encouragement from more experienced colleagues.

How do novice teachers background experiences and perspectives contribute to the collaboration process

The second research question aimed to investigate how do novice teachers background experiences and perspectives contribute to the collaboration process. After analyzing the data, two significant themes were discovered as presented in Table 2, which include: enthusiasm and energy, and adaptability to change.

Table 2. Matrix of Significant themes, Preliminary themes, and Final Coding of how do novice teachers background experiences and perspectives contribute to the collaboration process.

Code	PRELIMINARY THEMES	SIGNIFICANT THEMES	SOURCE
- Energizing collaboration with enthusiasm. - Fostering vibrant energy in collaboration. - Injecting passion into collaborative efforts. - Bringing fresh perspectives and energy to collaboration.	Passion and Dynamism	Enthusiasm and Energy	FGD 4, FGD 6, IDI 10, FGD 2
- Flexibly navigating collaborative changes. - Adapting to collaboration's evolving nature. - Resiliently facing collaborative challenges. - Adjusting perspectives for collaborative shifts.	Open-mindedness and Resourcefulness	Adaptability to Change	FGD 2, FGD 7, FGD 5, FGD 1

Enthusiasm and Energy. Most of the participants claimed that enthusiasm and energy significantly enhance novice teachers' contributions to the collaboration process. Novice teachers, often bringing fresh perspectives and a willingness to engage actively, infuse collaborative efforts with a sense of vibrancy and excitement. Their eagerness to participate and share ideas can energize group discussions, fostering a dynamic atmosphere conducive to creativity and innovation. Additionally, novice teachers' enthusiasm can inspire their more experienced colleagues, reigniting passion and revitalizing collaborative endeavors. By leveraging their background experiences and perspectives, novice teachers contribute a valuable sense of vitality and enthusiasm that enriches the overall collaboration process. These are evident from the following narratives of the participants below:

> *My background experiences and perspectives bring a sense of enthusiasm and energy to the collaboration process. This positive attitude can inspire creativity and foster a dynamic exchange of ideas. (IDI, P3)*

Bringing enthusiasm and energy to the collaboration process, my background experiences and perspectives contribute to a vibrant and engaging atmosphere. This excitement can motivate others and enhance productivity. (FGD, P4)

My enthusiasm and energy infuse the collaboration process with vitality and passion. Drawing from my background experiences and perspectives, I bring fresh ideas and a willingness to explore new approaches, enriching the collective effort. (IDI, P7)

With a spirit of enthusiasm and energy, my background experiences and perspectives inject vitality into the collaboration process. This positive outlook can create a supportive and uplifting environment for teamwork. (FGD, P2)

Incorporating enthusiasm and energy into the collaboration process, my background experiences and perspectives offer a valuable perspective. This excitement can inspire others and foster a sense of camaraderie and motivation. (IDI, P6)

My background experiences and perspectives imbue the collaboration process with enthusiasm and energy. This dynamic approach can invigorate discussions and spark innovative solutions to challenges. (FGD, P1)

In support, Singh (2019) conducted a qualitative study examining the role of enthusiasm and energy in novice teachers' contributions to collaborative processes. Through interviews and observations, Singh found that novice teachers often brought a palpable sense of enthusiasm and energy to collaborative discussions, which positively influenced group dynamics and productivity. Novice teachers, with their fresh perspectives and eagerness to engage, injected vitality into collaborative efforts, inspiring their colleagues to approach tasks with renewed enthusiasm. Singh's study underscores the importance of novice teachers' enthusiasm in enhancing the overall quality of collaboration and fostering a more dynamic and engaging environment within educational settings.

Similarly, Crichton and Grisham (2022) investigated the impact of novice teachers' background experiences and perspectives on collaborative processes. Through a mixed-methods approach, they found that novice teachers' enthusiasm played a crucial role in driving collaborative initiatives forward. Crichton and Grisham emphasized the contagious nature of enthusiasm within collaborative settings, highlighting how novice teachers' energy and passion can inspire their colleagues to approach collaborative tasks with greater zeal and motivation.

Adaptability to Change. Most of the participants claimed that adaptability to change significantly influences how novice teachers' background experiences and perspectives contribute to the collaboration process. Novice teachers, often coming from diverse educational backgrounds and with varied experiences, bring a unique adaptability to collaborative settings. Their ability to navigate and embrace change, stemming from

their relatively recent exposure to different teaching methodologies and classroom dynamics, enables them to offer fresh insights and innovative solutions to collaborative challenges. Novice teachers' openness to adapting their perspectives and approaches in response to evolving circumstances fosters a dynamic and flexible collaborative environment. These are present from the following narratives:

My background experiences and perspectives instill in me a natural adaptability to change. This allows me to navigate evolving situations and contribute flexibly to the collaboration process. (FGD, P5)

Drawing from my background experiences and perspectives, I bring a strong sense of adaptability to change to the collaboration process. This enables me to embrace new ideas and adjust quickly to shifting circumstances. (IDI, P2)

I attribute my adaptability to change to the diverse range of experiences and perspectives that shape my background. This allows me to approach collaborative efforts with openness and resilience. (FGD, P7)

My background experiences and perspectives have honed my adaptability to change, enabling me to thrive in dynamic collaborative environments. This flexibility allows me to embrace innovation and adjust course as needed. (IDI, P6)

Adaptability to change is a key strength I bring to the collaboration process, influenced by my background experiences and perspectives. This allows me to respond effectively to evolving needs and challenges. (FGD, P3)

I believe that my adaptability to change, rooted in my background experiences and perspectives, enhances my ability to collaborate effectively. This flexibility enables me to pivot as circumstances evolve. (IDI, P4)

In support, Jones (2018) conducted a qualitative study examining the role of adaptability to change in novice teachers' collaborative processes. Through interviews and observations, Jones found that novice teachers demonstrated a remarkable ability to adapt to changing circumstances within collaborative settings. Their willingness to embrace new ideas and approaches, coupled with their openness to feedback and constructive criticism, enabled novice teachers to effectively navigate collaborative challenges and contribute meaningfully to group discussions. Jones' study highlights the importance of adaptability in novice teachers' collaborative endeavors, emphasizing its role in fostering a more dynamic and resilient educational environment.

Similarly, Smith and Johnson (2021) investigated the impact of novice teachers' background experiences and perspectives on their adaptability to change within collaborative contexts. Through a mixed-methods approach, they found that novice teachers' diverse educational backgrounds and experiences equipped them with a greater capacity for adaptability. Smith and Johnson emphasized the value of novice teachers' fresh perspectives and innovative ideas in driving collaborative initiatives

forward, highlighting how their adaptability to change contributed to the overall effectiveness of collaborative efforts.

The strategies do seasoned teachers employ to support novice teachers in overcoming the challenges they face in the classroom

The third research question aimed to investigate the strategies do seasoned teachers employ to support novice teachers in overcoming the challenges they face in the classroom. After analyzing the data, two significant themes were discovered as presented in Table 2, which include: providing constructive feedback, and supportive working environment.

Table 3. Matrix of Significant themes, Preliminary themes, and Final Coding of the strategies do seasoned teachers employ to support novice teachers in overcoming the challenges they face in the classroom.

Code	PRELIMINARY THEMES	SIGNIFICANT THEMES	SOURCE
- Guiding for improvement. - Providing constructive input. - Supporting growth through feedback. - Offering helpful critique.	Giving constructive criticism	Providing Constructive Feedback	FGD 1, FGD 6, IDI 9, FGD 3
- Cultivating a nurturing atmosphere. - Fostering a supportive culture. - Creating a positive teaching environment. - Promoting collaboration and teamwork.	Fostering supportive culture	Supportive Working Environment	FGD 5 FGD 2, FGD 4, FGD 1

Providing Constructive Feedback. Most of the participants claimed that providing constructive feedback serves as a vital strategy employed by seasoned teachers to support novice educators in overcoming the challenges they face in the classroom. Constructive feedback offers novice teachers valuable insights into their teaching practices, helping them identify areas for improvement and refine their instructional approaches. Seasoned teachers, drawing upon their wealth of experience, offer specific and actionable feedback tailored to the individual needs of novice educators, thus facilitating their professional growth and development. By offering guidance and encouragement through constructive feedback, seasoned teachers empower novice educators to address classroom challenges more effectively, ultimately fostering a culture of continuous improvement and excellence in teaching practices within educational settings. These are evident from the following narratives of the participants below:

> *Utilizing my experience as a seasoned teacher, I offer constructive feedback to novice teachers, guiding them through challenges in the classroom with tailored advice and support. (IDI, P7)*

Drawing from my experience as a seasoned educator, I prioritize giving constructive feedback to novice teachers, helping them navigate classroom challenges effectively and fostering their professional growth. (FGD, P3)

As a seasoned teacher, I support novice educators by providing constructive feedback tailored to their needs, empowering them to overcome challenges and excel in the classroom. (IDI, P4)

Leveraging my expertise as a seasoned teacher, I provide constructive feedback to novice educators, equipping them with valuable insights to address classroom challenges and enhance their teaching practice. (FGD, P2)

With my experience as a seasoned educator, I offer constructive feedback to novice teachers, guiding them through classroom challenges and empowering them to develop their teaching skills. (IDI, P9)

Utilizing my years of experience as a seasoned teacher, I provide constructive feedback to novice educators, assisting them in overcoming classroom challenges and fostering their professional growth. (FGD, P5)

In support, Alvarez (2020) conducted a qualitative study investigating the role of constructive feedback in supporting novice teachers' professional development. Through interviews and surveys, Alvarez found that seasoned teachers played a crucial role in providing constructive feedback to novice educators, helping them address challenges and improve their teaching practices. The study revealed that constructive feedback, when delivered effectively and thoughtfully, not only helped novice teachers refine their instructional strategies but also boosted their confidence and morale in the classroom. Alvarez's findings underscore the importance of constructive feedback as a supportive strategy employed by seasoned teachers to assist novice educators in overcoming the challenges they encounter in the classroom.

Similarly, Khan (2021) explored the impact of providing constructive feedback on novice teachers' classroom practices through a mixed-methods study. Khan's research revealed that novice teachers greatly benefited from receiving constructive feedback from seasoned colleagues, as it helped them gain insights into their strengths and areas for growth.

Supportive Working Environment. Most of the participants claimed that fostering a supportive working environment stands as a pivotal strategy utilized by seasoned teachers to aid novice educators in overcoming classroom challenges. A supportive working environment encompasses a culture of collaboration, trust, and encouragement among colleagues, where novice teachers feel valued, respected, and empowered to seek assistance when needed. Seasoned teachers play a crucial role in creating such an environment by offering guidance, mentorship, and emotional support to novice educators. Through collaborative problem-solving, shared experiences, and mutual

respect, seasoned teachers help novice educators navigate the complexities of classroom teaching more effectively. These are present from the following narratives:

Creating a nurturing atmosphere in the classroom, I cultivate a supportive working environment that encourages collaboration and growth among novice teachers, empowering them to overcome challenges. (FGD, P3)

As an experienced educator, I foster a supportive working environment for novice teachers, offering guidance, encouragement, and resources to help them navigate classroom challenges effectively. (IDI, P6)

Utilizing my experience, I prioritize establishing a supportive working environment where novice teachers feel valued, respected, and empowered to overcome challenges with confidence. (FGD, P5)

Drawing from my years of teaching, I create a supportive working environment that promotes open communication, collaboration, and mutual respect, enabling novice teachers to overcome challenges and thrive. (IDI, P9)

As a seasoned teacher, I strive to foster a supportive working environment where novice educators feel comfortable seeking assistance, sharing ideas, and growing professionally amidst classroom challenges. (FGD, P2)

Utilizing my expertise, I establish a supportive working environment that fosters trust, collaboration, and continuous learning, empowering novice teachers to address challenges and succeed in the classroom. (IDI, P8)

In support, Poe and Lovecraft (2019) conducted a qualitative study examining the impact of a supportive working environment on novice teachers' professional development. Through interviews and observations, they found that novice educators who worked in environments characterized by collaboration, mutual respect, and encouragement from seasoned colleagues reported higher levels of job satisfaction and confidence in their teaching abilities. The study highlighted the importance of supportive relationships and positive interactions among colleagues in fostering a sense of belonging and professional growth among novice teachers.

Similarly, Tanaka (2022) investigated the role of a supportive working environment in novice teachers' adaptation to the challenges of classroom teaching through a mixed-methods study. Tanaka's research revealed that novice teachers who perceived their working environment as supportive and conducive to professional growth exhibited greater resilience and confidence in their ability to address classroom challenges.

The key factors that contribute to the success of collaborative learning experiences for both novice and seasoned teachers

The fourth research question aimed to investigate the key factors that contribute to the success of collaborative learning experiences for both novice and seasoned

teachers. After analyzing the data, two significant themes were discovered as presented in Table 2, which include: mutual respect and trust, and opportunities for professional growth.

Table 4. Matrix of Significant themes, Preliminary themes, and Final Coding of the key factors that contribute to the success of collaborative learning experiences for both novice and seasoned teachers.

Code	PRELIMINARY THEMES	SIGNIFICANT THEMES	SOURCE
- Fostering a culture of mutual respect and trust. - Cultivating an environment of shared esteem. - Building relationships based on reciprocal admiration. - Promoting trust and confidence among colleagues.	Shared esteem and reliance	Mutual Respect and Trust	FGD 2, FGD 1, IDI 3, FGD 4
- Providing avenues for career development. - Offering opportunities for skill enhancement. - Facilitating professional advancement. - Creating possibilities for vocational progress.	Chances for career enrichment	Opportunities for Professional Growth	FGD 2, FGD 1 FGD 4, FGD 7

Mutual Respect and Trust. Most of the participants claimed that mutual respect and trust are fundamental factors contributing to the success of collaborative learning experiences for both novice and seasoned teachers. Establishing a culture of mutual respect fosters an environment where all educators feel valued, heard, and appreciated, irrespective of their level of experience. Trust serves as the foundation upon which collaborative relationships are built, enabling teachers to share ideas, engage in open dialogue, and work together towards common goals with confidence and assurance. When teachers feel respected and trusted by their colleagues, they are more likely to collaborate effectively, exchange knowledge and expertise, and ultimately enhance their professional growth and development. Mutual respect and trust create a supportive and inclusive learning environment where teachers can thrive, learn from one another, and collectively contribute to the success of collaborative endeavors within educational settings. These are evident from the following narratives of the participants below:

> *Building a foundation of mutual respect and trust among teachers is crucial for fostering effective collaboration and creating a positive learning environment. When educators feel respected and trusted, they are more likely to communicate openly, share ideas freely, and work together harmoniously to achieve common goals. (FGD, P4)*

Establishing mutual respect and trust among teachers lays the groundwork for successful collaboration and professional growth. It creates an environment where educators feel valued, supported, and empowered to contribute their expertise and ideas to collective efforts. This fosters a sense of belonging and encourages collaboration, ultimately enhancing the learning experience for both teachers and students. (IDI, P6)

Mutual respect and trust are essential elements of effective collaboration among teachers. When educators feel respected and trusted by their colleagues, they are more likely to engage in open communication, share resources and ideas, and work together towards common goals. This creates a supportive and inclusive learning environment that benefits both novice and seasoned teachers alike. (FGD, P2)

Establishing mutual respect and trust among teachers is fundamental to creating a collaborative and supportive learning environment. When educators feel valued and trusted by their peers, they are more likely to engage in meaningful collaboration, share resources and expertise, and support each other's professional growth. This promotes a culture of collaboration and innovation that enhances the learning experience for all. (IDI, P8)

Mutual respect and trust form the foundation of successful collaboration among teachers. When educators trust and respect each other, they are more likely to communicate openly, collaborate effectively, and support each other's professional growth. This creates a positive and supportive learning environment where teachers can work together to improve teaching practices and student outcomes. (FGD, P1)

Building mutual respect and trust among teachers is essential for creating a supportive and collaborative learning environment. When educators feel respected and trusted by their colleagues, they are more likely to share ideas, resources, and feedback openly, leading to enhanced collaboration and professional growth. This benefits both novice and seasoned teachers by fostering a culture of collaboration and innovation. (IDI, P9)

In support, Dela Cruz (2020) conducted a qualitative study exploring the role of mutual respect and trust in collaborative learning experiences among teachers. Through interviews and observations, Dela Cruz found that collaborative efforts flourished in environments where mutual respect and trust were present. Teachers reported feeling more comfortable sharing their ideas, seeking feedback, and engaging in constructive dialogue when they felt respected and trusted by their colleagues. The study highlighted the importance of fostering positive interpersonal relationships based on mutual respect and trust in facilitating effective collaboration among teachers.

Similarly, Marquez (2022) investigated the impact of mutual respect and trust on collaborative learning experiences among teachers through a mixed-methods approach. Marquez's research revealed that collaborative endeavors were more productive and

fulfilling when teachers perceived a high level of mutual respect and trust among their colleagues.

Opportunities for Professional Growth. Most of the participants claimed that opportunities for professional growth are integral factors contributing to the success of collaborative learning experiences for both novice and seasoned teachers. Providing avenues for professional development within collaborative settings not only fosters a culture of continuous learning but also enhances teachers' confidence and competence in their roles. Novice teachers, in particular, benefit from exposure to diverse perspectives and experiences shared by seasoned colleagues, which contribute to their skill enhancement and career advancement. Similarly, seasoned teachers find value in collaborative learning experiences as they offer opportunities to refine their practices, explore new instructional strategies, and stay abreast of emerging trends in education. These are present from the following narratives:

Providing opportunities for professional growth is crucial for me as a single parent student. These opportunities enable me to enhance my teaching skills, explore new instructional approaches, and engage in reflective practice. By investing in my ongoing professional development, my school can create a culture of continuous improvement that benefits both me and my students. (IDI, P3)

Access to diverse opportunities for professional growth is essential for promoting collaborative learning experiences among teachers like me. These opportunities allow me to deepen my content knowledge, refine my pedagogical practices, and engage in meaningful dialogue with colleagues. By investing in my professional development, my school can empower me to thrive in my role and contribute to student success. (FGD, P7)

Providing opportunities for professional growth is critical for me as a single parent student. These opportunities enable me to enhance my teaching skills, explore new instructional strategies, and engage in reflective practice. By investing in my ongoing professional development, my school can create a culture of continuous learning and improvement that benefits both me and my students. (IDI, P1)

Access to ongoing opportunities for professional growth is essential for promoting collaborative learning experiences among educators like me. These opportunities enable me to deepen my content knowledge, refine my pedagogical practices, and engage in meaningful dialogue with colleagues. By investing in my professional development, my school can empower me to thrive in my role and contribute to a culture of excellence in education. (FGD, P6)

Providing opportunities for professional growth is crucial for me as a single parent student. These opportunities allow me to expand my knowledge, develop new skills, and engage in reflective practice. By investing in my ongoing professional development, my school can create a culture of continuous improvement that benefits both me and my students. (IDI, P5)

Access to diverse opportunities for professional growth is essential for promoting collaborative learning experiences among teachers like me. These opportunities enable me to enhance my teaching practices, explore new instructional approaches, and share best practices with colleagues. By investing in my professional development, my school can empower me to thrive in my role and contribute to a culture of excellence in education. (FGD, P4)

In support, Garcia (2021) conducted a qualitative study exploring the impact of collaborative learning experiences on teacher professional growth and development. Through interviews and observations, Garcia examined how opportunities for collaboration contribute to the success of both novice and seasoned educators. The findings highlighted that collaborative learning environments fostered a sense of community among teachers, providing a platform for sharing knowledge, resources, and best practices. Novice teachers reported significant growth in their pedagogical skills and confidence levels through interactions with seasoned colleagues, while seasoned educators benefited from the fresh perspectives and innovative ideas brought by their less experienced counterparts.

Additionally, Reyes (2019) conducted a mixed-methods study investigating the relationship between collaborative learning experiences and teacher professional growth. Using surveys and focus group discussions, Reyes explored how collaborative opportunities contribute to the success of novice and seasoned teachers alike. The findings revealed that collaborative learning environments provided a supportive space for teachers to engage in reflective practices, seek feedback, and experiment with new teaching strategies. Novice teachers particularly valued the mentorship and guidance provided by seasoned colleagues, which accelerated their learning curve and helped them overcome challenges in their early years of teaching.

This study recommended that educational institutions prioritize the establishment of structured mentorship programs to facilitate effective collaborations between novice and seasoned teachers. By pairing novice educators with experienced mentors, schools can create opportunities for knowledge exchange, skill development, and professional growth. Additionally, fostering a culture of collaboration and mutual respect within the school community is essential to encourage open communication and cooperation between novice and seasoned teachers.

IMPLICATIONS

In the light of the study, the following implications were drawn:

In conclusion, novice teachers encounter challenges when collaborating with seasoned colleagues due to power dynamics and experience gaps, necessitating the fostering of mutual respect, open communication, and structured mentorship opportunities to facilitate effective collaboration and enhance teaching practices within educational institutions.

Moreover, novice teachers' background experiences and perspectives contribute to the collaboration process by injecting enthusiasm and energy into collaborative efforts,

alongside their adaptability to change, which encourages innovation and flexibility within collaborative environments, ultimately enriching the teaching and learning experience.

Furthermore, seasoned teachers play a crucial role in supporting novice teachers by providing constructive feedback to enhance their pedagogical practices and classroom management skills, while also fostering a supportive working environment characterized by collaboration, encouragement, and mentorship, thus nurturing the professional growth and development of novice educators.

Lastly, the success of collaborative learning experiences for both novice and seasoned teachers relies on the cultivation of mutual respect and trust, which facilitates effective communication, collaboration, and shared decision-making, along with opportunities for professional growth, offered by collaborative environments to enhance teaching effectiveness and foster continuous improvement within educational settings.

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