

**NAVIGATING THE UNKNOWN: A QUALITATIVE EXPLORATION OF
TEACHERS' EXPERIENCES ON LEADERSHIP
ROTATION IN PUBLIC SCHOOLS**

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ABSTRACT

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This study investigated the lived experiences and perceptions of elementary school teachers regarding leadership rotation in public schools. Utilizing a qualitative phenomenological research design, the study engaged ten elementary school teachers from the Division of Digos City. Data gathered through in-depth interviews revealed three essential themes on teachers' experiences on leadership rotation: instructional and policy changes, professional and emotional responses, and job stability and growth. In terms of coping mechanisms to ensure professional competencies under changing leadership, the themes identified were ensuring teaching stability, adapting to leadership transitions, and building peer support systems. Furthermore, teachers' insights regarding the effects of leadership rotation on school management highlighted three key themes: strengthening school culture through leadership stability, mitigating

negative effects of leadership rotation, and adapting teaching practices to leadership changes. The findings emphasize the complexities and adaptive strategies teachers employ in response to leadership transitions. It is recommended that education stakeholders develop structured support programs to help teachers maintain professional stability and instructional quality during leadership rotations.

Keywords: Leadership Rotation, Teachers' Lived Experiences, School Management, Coping Mechanisms, and Professional Competency

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