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Role Of Teachers Experiences In Adaptation Of Instructional Strategies At Primary Level

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ABSTRACT

This study was conducted to find out role of teachers experiences in adaptation of instructional strategies at primary level. The objectives of the study were: i) To identify the teaching experience of teachers at the primary level, ii) To find out the instructional strategies adapted by teacher at primary level & iii) To examine the role of teaching experiences in adaptation of instructional strategies at primary level. The population of the study consisted of (180) secondary school Students of tehsil Kotli. The simple random sampling technique was used for the selection of the sample of students (123). The study was descriptive in nature and survey method used to collect the data from the respondents. The researcher developed a five-point Likert scale questionnaire for the students to collect data from the respondents. The findings of the study are expected to highlight the significant role of teachers' experience in shaping effective instructional practices at the primary level and provide insights for improving teaching methodologies.

Keywords: Primary Teachers, Experiences, Adaptation, Instructional Strategies

INTRODUCTION

The teaching profession is widely acknowledged as both profoundly impactful and uniquely demanding, shaped by a complex interplay of personal, professional, and systemic factors. Teachers' experiences form the core narrative of educational systems, directly influencing instructional quality, school climate, and, ultimately, student outcomes. These experiences encompass a broad spectrum, from the intrinsic rewards of fostering student growth to the significant challenges of workload, policy changes, and emotional labor. Understanding the nuanced realities of these experiences is therefore not merely an academic exercise but a critical imperative for improving educational practice and supporting the workforce upon which society depends (Castañer & Oliveira, 2020).

The teachers' experiences are inherently multidimensional, comprising several key domains. These include, but are not limited to, professional satisfaction and burnout, efficacy and autonomy in the classroom, relationships with students and colleagues, and engagement with continual professional development. Each domain interacts dynamically, where a negative experience in one area, such as excessive administrative



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burden, can erode positive experiences in another, such as the joy of teaching. Consequently, studying this variable requires a holistic framework that acknowledges these interconnected facets rather than isolating single elements (Bodunde, et al., 2024).

Investigating these experiences is particularly urgent in the contemporary educational landscape, characterized by rapid technological integration, increasing societal expectations, and ongoing recovery from global disruptions. Teachers are navigating unprecedented challenges, from adapting to digital tools to addressing widening learning gaps and student well-being needs. Documenting their experiences during this pivotal time provides crucial insights into the sustainability of the profession, the effectiveness of new initiatives, and the support systems required to foster resilience and retention among educators (Stahl, 2023).

The quality and efficacy of any educational system are inextricably linked to the individuals who enact it within the classroom. Teachers stand as the central conduit through which policy, curriculum, and pedagogical theory are translated into student learning. Consequently, their professional experiences the daily realities, perceptions, and emotional contours of their work form a critical area of inquiry. This study seeks to illuminate the multifaceted nature of teachers' experiences, recognizing them not merely as employees, but as active interpreters of their professional environment whose insights are fundamental to understanding educational dynamics (Vembye, et al., 2024).

Exploring teachers' experiences provides a vital window into the operational health of schools and the implementation of reform initiatives. These experiences encompass a complex interplay of satisfactions and challenges, from the profound reward of facilitating student growth to the significant pressures of administrative demands and societal expectations. By systematically investigating these lived realities, the research moves beyond abstract policy analysis to ground truth, capturing the on-the-ground factors that truly enable or hinder effective teaching and professional fulfillment in contemporary educational settings (Hargreaves, 2021).

Instructional Strategies specific techniques used by teachers to help students become independent, intentional learners may include, but are not limited to, modeling, blended learning, explicit and implicit instruction, independent study, experiential learning, peer coaching, portfolio, collaborative learning, and brainstorming. Teacher adaptive expertise is a multifaceted concept that encompasses the ability of educators to transcend routine procedures and effectively tailor their teaching strategies to address novel and complex challenges that arise in the classroom (Nilson & Zimmerman, 2023).

This skill is crucial for balancing efficiency with innovation, enabling teachers to meet the diverse needs of their students, which include not only academic requirements but also social, linguistic, cultural, and instructional needs. Educators who display adaptive expertise are adept at recognizing when standard teaching methods fall short of addressing specific student needs (Isabirye, et al., 2025).

The traditional classroom, often considered as a model of teacher education, has evolved into the modern educational system. It represented an effective approach based on adaptive learning principles. It involves adapting curriculum, materials, assessments and learning environments to meet the unique needs and achievements of each student. I have moved from providing general information to a transformative approach that recognizes a simple truth: students differ in their personalities, abilities, aspirations and learning preferences. So, the goal of good teaching is not to have the perfect method, but to have the tools and know when and how to use them (Yokubjonova, 2025).

Changing teaching methods is not only about technical skills, but also a commitment to standards and quality of education. It is a statement of belief that all students can achieve



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greatness when supported and challenged. It is the process of reflection and reflection sometimes in the classroom, sometimes in lesson planning that moves learning from scripted to responsive design. By embracing change, educators empower themselves to create meaningful, engaging and effective learning environments where all students succeed and achieve their full potential (Maki, 2023).

Objectives

Following were the objectives of the study:

To identify the teaching experience of teachers at the primary level

To find out the instructional strategies adapted by teacher at primary level

To examine the role of teaching experiences in adaptation of instructional strategies at primary level

LITERATURE REVIEW

A teacher, also called a school teacher or formally an educator, is a person who helps students to acquire knowledge, competence, or virtue, via the practice of teaching. Informally the role of teacher may be taken on by anyone (e.g. when showing a colleague how to perform a specific task). In some countries, teaching young people of school age may be carried out in an informal setting, such as within the family (homeschooling), rather than in a formal setting such as a school or college. Some other professions may involve a significant amount of teaching e.g. youth worker, pastor (Mukhin, 2021).

In most countries, formal teaching of students is usually carried out by paid professional teachers. This article focuses on those who are employed, as their main role, to teach others in a formal education context, such as at a school or other place of initial formal education or training. A teacher's role may vary among cultures. Teachers may provide instruction in literacy and numeracy, craftsmanship or vocational training, the arts, religion, civics, community roles, or life skills. Formal teaching tasks include preparing lessons according to agreed curricula, giving lessons, and assessing pupil progress (Biesta, 2015).

A teacher's professional duties may extend beyond formal teaching. Outside of the classroom teachers may accompany students on field trips, supervise study halls, help with the organization of school functions, and serve as supervisors for extracurricular activities. They also have the legal duty to protect students from harm, such as that which may result from bullying, sexual harassment, racism or abuse. In some education systems, teachers may be responsible for student discipline. A teacher is anyone who teaches things. Schools hire people to be teachers, but you don't have to work in a school to be a teacher. You can be a teacher to your children. If you're really good at making pizza, you can be a teacher to an aspiring pizza chef. If you're really passionate about methods of education, then you can become a teacher who teaches teachers how to teach better (Dirsa, *et al.*, 2022).

The quality of an education system is inextricably linked to the quality of its teachers. Beyond qualifications and pedagogical techniques, it is the lived, daily experiences of teachers that fundamentally shape classroom dynamics, student outcomes, and systemic efficacy. This literature review posits that "Teacher Experiences" is not a mere background variable, but a critical, multifaceted construct that serves as the nexus where policy, practice, and personal professional identity converge. Understanding these experiences is paramount to addressing global challenges in education, from equity and inclusion to teacher retention and burnout (Vangrieken, *et al.*, 2015).

"Teacher Experiences" is defined as the subjective, holistic interplay of a teacher's perceptions, emotions, cognitions, and enactments within their professional ecosystem. It



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encompasses both internal states (e.g., efficacy, satisfaction, stress) and external interactions (e.g., with students, administrators, curriculum, and policy mandates). This construct moves beyond mere job satisfaction to include dimensions of professional growth, autonomy, belonging, and the emotional labor inherent in teaching (Hargreaves, 2021).

Teacher experience is not static; it evolves across a career trajectory. The literature distinguishes the "reality shock" and survival focus of novice teachers from the consolidated expertise and potential stagnation or renewal of veteran teachers. Understanding this arc including pivotal experiences of induction, mentorship, mid-career reflection, and pre-retirement engagement is essential for targeted support and career-long professional development. Historically, educational research often objectified teachers, focusing on observable behaviors and instructional techniques the *what* and *how* of teaching. The "teacher as technician" model dominated, relegating personal experience to the periphery. The late 20th century saw a paradigm shift, influenced by Deweyan pragmatism and the rise of reflective practice, which recognized the teacher as a "person" and a "professional." This established the intellectual foundation for taking teacher subjectivity and lived experience seriously as a domain of scholarly inquiry (Ronfeldt, *et al.*, 2015).

In increasingly pluralistic societies, teacher experiences are deeply shaped by efforts to achieve equity and inclusion. This includes experiences with culturally responsive pedagogy, differentiated instruction, and managing heterogeneous classrooms. Literature reveals a spectrum from experiences of empowerment and growth in meeting diverse needs to those of overwhelm, unpreparedness, and implicit bias, positioning this domain as critical for both teacher development and student justice. A persistent theme in educational literature is the gap between reform policy and classroom reality. Teacher experiences are the primary mediator of this chasm. Mandated curricula, standardized testing regimes, and accountability measures are filtered through teachers' beliefs, capacities, and contextual realities. Studies consistently show that top-down reforms which ignore or contradict teacher experiences often lead to superficial compliance, resistance, or outright failure, highlighting experience as the critical implementation filter (Schleifer, *et al.*, 2017).

Teachers' experiences, including socially constructed learning processes, constitutes an important part of their professional learning. These processes bring together a network of activities in which teachers provide and receive support from colleagues, collaborate and share best instructional practices, and take the initiative to improve their practice. A substantial body of research underscores teaching as a profoundly emotional profession. The concept of "emotional labor" the management of feeling to create a publicly observable display is central. Teacher experiences are saturated with emotions: from joy and fulfillment in student connection to frustration, anxiety, and grief. Chronic negative emotional experiences, driven by high-stakes accountability, student behavioral challenges, and lack of support, are directly linked to burnout, attrition, and a deterioration of mental health, making this dimension a crisis point in many education systems (Bektaş, *et al.*, 2022)

Teacher experiences are fundamentally social, constructed within a web of relationships. Positive, collaborative interactions with colleagues (communities of practice) and supportive, instructional leadership from administrators are consistently correlated with higher efficacy, retention, and positive experience. Conversely, experiences of isolation, micromanagement, or conflict within the school social ecosystem are key drivers of dissatisfaction and exit from the profession. Teacher autonomy the perceived capacity to



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make instructional and curricular decisions is a core component of professional experience linked to efficacy and commitment. Contemporary literature explores the erosion of autonomy under standardized regimes, contrasting it with models like professional learning communities that can foster collective agency. The experience of being a trusted professional versus a script-following implementer has profound implications for innovation, job satisfaction, and sustainable career development (Saks, *et al.*, 2025). Vangrieken *et al.* (2015) distinguish six types of factors, which can either facilitate or hinder teacher collaboration, including personal, group, process, guidance, organizational, and structural factors.

Personal factors refer to individual group members' attitudes, personalities or capacities. For example, teachers' curiosity and non-judgmental attitude can help colleagues to engage in conversations in respectful ways. The personal aspect of teacher collaboration involves building positive interpersonal relationships, respecting colleagues' individual differences and opinions, and maintaining open communication. It requires teachers to be prepared, show genuine interest in one another, and contribute their own ideas to foster trust and a sense of community. This personal foundation is critical for a collaborative environment where teachers can learn from each other, share experiences, and work together effectively towards common goals (Ciampa & Gallagher, 2016).

Group factors are specific to a particular group and include for example skills on the group level and group leadership. An atmosphere of trust among participants is considered a group factor that supports teachers' engagement in collaboration. Group is an aspect of teacher collaboration that refers to the structure of educators working together, such as in a professional learning community, a team, or a learning group. This collaborative approach involves teachers working in organized groups to brainstorm ideas, improve teaching methodologies, and develop professionally through shared learning and mutual support (Owen, 2016).

Most facilitating factors of teacher collaboration relate to the process of working together such as task emphasis and interdependence. Examples of process factors that catalyze teacher collaboration mentioned in previous research include goal clarity, engagement in effective learning activities such as experimentation and conflict processes that question one's beliefs (Owen, 2016) and the availability of specific and complete representations of teachers' practice. Process factors differ from group factors because the latter are features concerning the group as such, while process factors occur in the collaborative process and thus are more dynamic in nature. The process aspect of teacher collaboration refers to the structured and sustained activities, interactions, and procedures that educators use to work together effectively toward shared goals. It goes beyond informal conversations to involve a systematic approach to planning, implementing, and reflecting on shared teaching practices to improve student outcomes and professional growth (Levine & Marcus, 2010).

Guidance factors include training, feedback, and support. Research shows that external facilitators can contribute to teachers' professional growth in collaboration by providing the necessary resources, supporting professional relationships among colleagues, and stimulating critical reflection. Guidance as an aspect of teacher collaboration refers to the process of experienced teachers sharing their expertise to advise and support colleagues in improving their teaching practices and achieving shared goals, such as enhancing student outcomes. This can involve sharing best practices, providing feedback on lessons, or jointly developing curriculum and resources. It is a key part of developing a professional community where teachers can learn from one another (Furtak & Heredia, 2014).



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Teaching is a dynamic and rewarding profession, and when educators come together as collaborative teaching teams, magic happens. The power of synergy, collective wisdom, and shared passion for student success creates an extraordinary learning environment. Here are the achievements of collaborative teaching teams and explore the many benefits they bring to students, educators, and the entire school community. Teacher collaboration can open up doors for personal and professional development and can benefit students and teachers alike. Here we discuss further how collaborating with other teachers impacts the students (Bouchrika, 2025).

Collaborative teaching teams bring together educators with diverse expertise and experiences. This diversity enhances the learning opportunities provided to students. By combining subject knowledge, pedagogical approaches, and creative ideas, these teams create a well-rounded curriculum that caters to the needs of all learners. When educators collaborate, they gain deeper insights into their students' strengths, weaknesses, and learning styles. This understanding enables them to tailor their teaching methods to suit individual needs, fostering a personalized and effective learning experience for each student (Mukhin, 2021).

Working in collaborative teaching teams encourages continuous professional growth. Educators learn from each other, share best practices, and gain new perspectives. This collaborative environment provides opportunities for reflection, feedback, and growth as educators strive to improve their instructional strategies. Collaborative teaching teams often encounter challenges, such as student behavior issues or curriculum adjustments. Through teamwork and collective brainstorming, they develop innovative solutions to tackle these challenges effectively, benefiting both the students and the team members (Cajkler, *et al.*, 2014).

When educators collaborate and support one another, a positive and encouraging school culture is fostered. The sense of camaraderie and shared purpose among team members creates a welcoming and inspiring atmosphere for students and staff alike. Collaborative teaching teams have the ability to design engaging and interactive learning experiences for their students. By leveraging their combined expertise, they can create diverse activities, projects, and assessments that captivate students' interest and spark a love for learning. Collaborative strategies in addressing student challenges often result in increased engagement and academic achievement. This team approach is vital for improving student test scores and graduation rates (Bakkenes, *et al.*, 2010).

METHODOLOGY

The study was quantitative in nature and descriptive method was used to analyze the role of teachers experiences in adaptation of instructional strategies at primary level. In descriptive method, cross sectional survey technique was used for the collection of data. The population of the study were consisted on the primary level teachers of Kotli city AJ&K. Total one hundred and eighty (180) teachers of primary level were the population of the study. Simple random sampling was used to select the sample from the population. One hundred and twenty-three (123) teachers of primary level in city Kotli were selected as sample of the study. According to Gay (1970) table this sample size is adequate for the presented population. Self-developed questionnaire was used as research instrument of the study. The questionnaire was based on the role of teachers experiences in adaptation of instructional strategies at primary level. Questionnaire were consisted on two portions, and 30 items. Five-point Likert scale was used for gathering the responses from the respondents. For the pilot testing of research instruments, the researcher distributed the questionnaire were among thirty respondents. They were not being part of selected



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sample of the study. The Reliability of instrument was checked by Cronbach's alpha statistical technique by using Statistical package for social sciences (SPSS). The reliability of instrument is .861. The response rate was 100%. Data were analyzed through Statistical Package for Social Sciences (SPSS) by applying mean score.

RESULTS

Following are the results of the study on the basis of objectives and research questions.

Table 1: Instructional Strategies are used at Primary School Level

S. No	Statements	Mean
1	I encourage students to participate actively in classroom activities.	3.38
2	I adjust my teaching according to students' learning needs.	3.12
3	I allow students to ask questions freely during lessons.	3.53
4	I use group work to help students learn from each other.	2.34
5	I give students opportunities to share their ideas in class.	3.64
6	I use charts, pictures, or flashcards to explain lessons.	3.30
7	I use real-life examples to make concepts clear.	3.36
8	I include hands-on activities in my teaching.	3.35
9	I use stories or games to make learning interesting.	3.46
10	I use simple teaching materials to support understanding.	2.36
11	I check students' understanding during the lesson.	3.60
12	I give feedback to students on their classwork.	3.74
13	I change my teaching when students do not understand.	3.34
14	I use oral questions to assess student learning.	3.86
15	I revise the lesson when students face difficulties.	3.81
	<i>Overall Mean Score</i>	<i>3.35</i>

Table 1 presents the results of the descriptive statistical analysis conducted to examine the use of instructional strategies at the primary school level. The findings reveal that teachers expressed disagreement with the statements "I use group work to help students learn from each other" (Mean = 2.34) and "I use simple teaching materials to support understanding" (Mean = 2.36), indicating limited use of these particular strategies. In contrast, the mean scores for the remaining statements suggest that teachers generally agreed with the use of various instructional practices in their classrooms. This reflects a positive tendency toward employing diverse teaching strategies to facilitate student learning. Furthermore, the overall mean score (Mean = 3.35) indicates that teachers, on average, demonstrate a moderate to high level of agreement regarding the use of instructional strategies at the primary school level.

Table 2 Role of teaching experiences in adaptation of instructional strategies at the Primary School level

S. No	Statements	Mean
1	Teaching experience helps me choose suitable teaching methods for students.	3.60
2	I change my teaching strategies based on what I have learned from past teaching.	3.71
3	Teaching experiences help me understand students' learning needs better.	2.71
4	I use different teaching approaches because of my classroom	3.78



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	experience.	
5	My experience guides me in handling diverse learning abilities in class.	3.87
6	I adapt lesson plans based on previous classroom situations.	2.06
7	Teaching experience helps me decide when to change a teaching strategy.	3.76
8	I feel confident modifying instruction due to my teaching experience.	2.63
9	My past teaching challenges help me improve my instructional methods.	3.82
10	Experience enables me to select effective strategies for primary students.	3.79
	<i>Overall Mean Score</i>	<i>3.37</i>

Table 2 presents the results of descriptive statistics used to examine the role of teaching experience in the adaptation of instructional strategies at the primary school level. The findings reveal that teachers showed disagreement with a few statements, including: “Teaching experiences help me understand students’ learning needs better” (Mean = 2.71), “I adapt lesson plans based on previous classroom situations” (Mean = 2.06), and “I feel confident modifying instruction due to my teaching experience” (Mean = 2.63). However, the mean value of the rest of statements indicated that the teachers agreed with those statements. The overall mean score (Mean = 3.37) indicates that teachers generally agree that their teaching experience plays a significant role in adapting instructional strategies. This reflects the positive impact of teaching experience on instructional decision-making and classroom practices.

CONCLUSIONS

Following were the conclusions of the study:

Most teachers support active student participation in the classroom. A majority of respondents encourage students to take part in activities, ask questions freely, and share their ideas, which reflects a positive and supportive learning environment. Teachers also show willingness to adjust their teaching according to students’ learning needs. However, the use of group work is less common, as many teachers do not favor this strategy. Generally, the results indicate strong teacher support for interaction, with a need to improve collaborative learning practices.

Most teachers use a variety of teaching strategies to support students’ learning. A large number of respondents agreed that they use charts, real-life examples, hands-on activities, and stories or games, which indicates a positive approach toward making lessons clear and interesting. These strategies reflect teachers’ efforts to improve understanding and student engagement in the classroom. However, the low mean scores for using simple teaching materials suggests that this practice is less favored and may need more attention. The findings indicate that teachers generally adopt interactive methods, but there is room to strengthen the use of simple supportive materials.

Teachers regularly check students’ understanding during lessons and provide feedback on their classwork. A large number of teachers also use oral questions to assess learning and revise lessons when students face difficulties. Although slightly fewer teachers change their teaching methods when students do not understand, the responses remain positive. Generally, the findings indicate that teachers actively monitor learning and make efforts to support students’ understanding in the classroom.

Teaching experience plays an important role in helping teachers choose suitable teaching methods and use different teaching approaches in the classroom. Most teachers agreed that their past experience helps them change and improve their teaching strategies and manage students with diverse learning abilities. However, a comparatively lower number of teachers felt that experience alone helps them fully understand students’ learning needs. The findings suggest that teaching experience supports effective instructional practices, but additional support may be needed to better understand individual learning needs of students.



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Most teachers believe their teaching experience helps them decide when to change strategies, learn from past challenges, and choose effective methods for primary students. However, many teachers do not regularly adapt lesson plans based on previous classroom situations and do not feel fully confident modifying instruction. This indicates that while experience supports strategic decision-making, it is not always translated into planned instructional adjustments. However, teaching experience plays a positive role, but teachers may need further support to confidently and consistently adapt their instruction.

RECOMMENDATIONS

Following were the recommendations of the study:

Teachers increase the use of group work in classrooms to promote peer learning. Because most teachers do not currently favor using group activities, even though such methods may improve understanding and social skills. School administrations and teacher trainers may focus on this area. It may do by providing simple training, examples, and classroom support on how to organize and manage effective group work activities.

Teachers receive training and guidance on using their teaching experience to better understand students' learning needs. Because recognizing students' needs helps them in improving their learning outcomes. It is recommended for elementary school teachers, so they may apply their experience more effectively in the classroom. It may achieve through workshops, mentoring, and reflective practice sessions that link experience with student-centered teaching strategies.

Teachers may regularly adapt their lesson plans based on previous classroom experiences. It may help them in improving teaching and better meet students' learning needs. School administrators and teacher trainers may provide guidance and workshops on lesson adaptation. By doing so, teachers may apply their experiences practically and make learning more meaningful for students.

Teachers receive regular training and workshops on instructional adaptation to increase their confidence in modifying lessons. It is important because many teachers do not feel fully capable of adjusting instruction based on their experience. The training may provide to all elementary school teachers to help them apply effective teaching strategies. By doing so, teachers may better equip to meet the diverse learning needs of their students.

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