



BEYOND THE CLASSROOM: TEACHERS ENGAGING IN DIGITAL CONTENT CREATION

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ABSTRACT

This study examines the experiences of teachers who engage in digital content creation beyond their classroom responsibilities, highlighting its increasing importance in modern education. It focuses on teachers in the Philippines who use digital platforms to extend learning and provide accessible educational resources beyond the traditional classroom setting. Despite the growing involvement of teachers in content creation, there remains limited research exploring how they manage this role alongside their teaching responsibilities. This study aims to explore teachers' motivations, challenges, coping strategies, and advice regarding content creation. Using an interpretive phenomenological approach, qualitative data were collected from fifteen (15) teachers through open-ended questionnaires. Findings reveal that teachers are motivated by the desire to extend learning, share knowledge, and enhance professional growth; however, they face challenges related to time management, workload balance, technological demands, and maintaining creativity. To address these challenges, teachers employ strategies such as structured scheduling, prioritization, and aligning content creation with instructional materials. The study highlights the importance of institutional support, including training, clear guidelines, and workload management, to help teachers sustain content creation while maintaining effective teaching practices.

Keywords: *content creation, teachers, time management, workload balance, digital learning, educational technology, professional development*

INTRODUCTION

The teaching profession continues to evolve as educational practices adapt to rapid technological advancements and the increasing influence of digital media. In contemporary education, teachers are no longer limited to classroom-based instruction but are increasingly utilizing digital platforms to enhance teaching and learning processes. The integration of technology has enabled educators to create and share instructional materials such as videos, online lessons, and interactive learning content. As a result, digital content creation has emerged as a significant extension of teaching practices in the modern educational landscape. Despite these developments, teachers face increasing demands as they balance traditional teaching responsibilities with the additional task of content creation. Teaching duties such as lesson planning, classroom instruction, assessment, and administrative work already require substantial time and effort. Engaging in content creation introduces additional responsibilities, including researching, scripting, recording, and editing educational materials. While this practice offers opportunities for innovation and professional growth, there is limited research that explores how teachers manage these dual roles, particularly within the Philippine context. The relationship between content creation and teaching responsibilities highlights the need to understand teachers' motivations, challenges, and coping strategies. Teachers may be motivated by the desire to extend learning beyond the classroom, share knowledge with a wider audience, and improve their professional skills. However, challenges such as time management, workload balance, technological demands, and maintaining creativity may affect their ability to sustain content creation. Understanding how teachers navigate these factors is essential in supporting their roles as both educators and digital content creators.

Existing literature emphasizes the growing role of teachers as content creators in the digital age. Paskevicius (2021) described educators as active contributors to digital knowledge-sharing communities, while Antón-Sancho et al. (2021) highlighted the role of digital content creation in enhancing student engagement and innovative teaching practices. Furthermore, Rollo (2023) noted that Filipino teachers engage in content creation to expand learning opportunities and provide accessible resources for students. These studies suggest that while content creation offers significant benefits, it also requires proper support and management to ensure its effectiveness.

In light of these considerations, this study aims to explore the experiences of teachers who engage in content creation beyond their classroom responsibilities. Specifically, it seeks to identify the motivations that drive teachers to create content, examine the challenges they encounter, determine the strategies they use to manage these challenges, and gather insights and advice for other educators interested in content creation.

This study was conducted among fifteen (15) teachers in the Philippines who actively engage in digital content creation using various online platforms. The data were collected during the academic year through qualitative methods, providing in-depth insights into teachers' lived experiences as both educators and content creators.

Research Objectives

This study aimed to explore the experiences of teachers who engage in content creation beyond their classroom responsibilities and examine how they manage their roles as educators and digital content creators. Specifically, this study sought to address the following questions:

1. What motivates teachers to engage in content creation beyond their classroom responsibilities?
2. What struggles do teachers encounter in balancing content creation with their teaching responsibilities?
3. How do teachers address the struggles they experience in managing both content creation and teaching responsibilities?
4. What advice can teachers provide to other educator who are interested in engaging in content creation?

METHODOLOGY

A. Research Design

This study employed an interpretive phenomenological analysis (IPA) design to explore teachers lived experiences of content creation beyond classroom responsibilities. IPA, as outlined by Smith et al. (2009), focuses on how participants make sense of their personal experiences, allowing rich descriptions of motivations, challenges, and strategies without preconceived theories. This idiographic approach enabled deeper insights into participants' stories, prioritizing their meanings and interpretations.

B. Locale of the Study

The study was conducted among teachers in the Philippines who actively engage in content creation beyond their classroom responsibilities. These teachers use various digital platforms such as social media, video-sharing platforms, and other online learning tools to make and share educational or informative content. The participants came from different schools and types of teaching, allowing the researcher to gather different views regarding their experiences in creating content while fulfilling their teaching jobs. This variety provided a better understanding of how teachers combine content creation into their teaching work and how they handle problems associated with balancing content creation and teaching duties.

C. Participants of the Study

The participants of this study consisted of fifteen (15) teachers in the Philippines who actively engage in content creation beyond their classroom responsibilities. Purposive sampling was used in selecting the participants to ensure that they possessed relevant experiences related to the phenomenon being studied. The selected teachers were individuals who produce educational or informative content through digital platforms

such as social media, instructional videos, or other online educational resources. The number of participants was considered sufficient to gather rich qualitative data and achieve data saturation, allowing the researcher to identify recurring themes and patterns in the participants' responses.

D. Research Instrument

The primary survey tool used in this study was a researcher-developed open-ended questionnaire consisting of open questions. The questionnaire aimed to gather in-depth responses regarding the experiences of teachers engaging in content creation beyond their classroom responsibilities. The questions focused on teachers' reasons, struggles in balancing content creation with teaching duties, ways they fixed to address these challenges, and advice for other teachers interested in content creation. The questionnaire was sent online using Google Forms, so participants could answer easily. The use of free-answer questions let participants share their experiences and fully and in their own words.

E. Data Gathering Procedure

Data collection was conducted through the sending of the open questions survey to the selected participants. The participants were given enough time to answer the questions and think about on their experiences as teachers engaged in content creation. The researcher made sure participants understood the what the study was about and that their responses would be kept private. The finished surveys were then gathered and organized for analysis. This procedure allowed the researcher to obtain detailed stories of the participants' experiences in their own words.

F. Data Analysis

The data gathered from the participants were analyzed using theme finding. This method involved carefully reading through the participants' responses, marking important parts, and putting similar ideas together to identify main ideas. Thematic analysis enabled the researcher to recognize repeated ideas and common experiences among teachers who engage in content creation. Through this process, themes related to teachers' motivations, challenges, ways to handle problems, and advice were identified and interpreted. To ensure the trustworthiness of the findings, participant review was also conducted by allowing participants to review and confirm the themes derived from their responses.

RESULTS AND DISCUSSION

Motivations of Teachers in Engaging in Content Creation

Emerging Theme: Extending Learning Beyond the Classroom and Sharing Knowledge

Teachers create content mainly because they want to take learning outside the classroom and share what they know with more people. They love reaching extra students, making lessons easy to access, and helping kids learn even when school's out. Digital tools let them do this for a bigger crowd. Many teachers said content creation helps stretch their teaching further. They make videos, posts, and other online stuff to back up class lessons and help students who need more practice. Here's what some said:

"I chose the teaching profession because I have a deep passion for sharing knowledge and shaping the future of students... I also find fulfillment in guiding students to discover their potential." (Participant 4)

"I create content beyond my classes because I want learning to reach more students and be easier to understand, even outside class time." (P1)

"What motivates me to engage in content creation beyond classroom responsibilities is my desire to express creativity and share knowledge with a wider audience." (P2)

"I am motivated to create content beyond my classroom to extend learning in English subjects to a wider audience and support diverse student needs through accessible resources." (P3)

"What motivates me is the desire to extend learning beyond the four walls of the classroom." (P4)

"I am motivated by the desire to extend my impact beyond the four walls of my classroom and provide accessible learning materials for students anytime and anywhere." (P5)

These responses show teachers see content creation as part of their job. Online, they share extra materials, explain tough ideas, and help not just their own students but other teachers and folks in the community too. Some even talk about swapping teaching tips with colleagues. On top of that, making content helps teachers grow. It boosts their skills in talking clearly, using tech, and planning lessons better. One said it sharpens their grasp of the subject and makes teaching clearer, while helping the whole education world. Others mentioned it sparks their creativity, entertains them, eases stress, or just records their stories and good times. So, feeling good and expressing themselves matters too.

In short, this theme shows teachers' dedication to helping students via online tools. It lets them reach more people, join bigger learning groups, and make education better outside the classroom. They also build their own skills along the way.

Further supporting this theme, Paskevicius (2021) says teachers now make and share digital stuff to open up education and build learning teams. Antón-Sancho et al. (2021) point out it sparks new teaching ways and gets students more involved with fun multimedia. In the Philippines, Rollo (2023) found teachers do this to share knowledge, motivate kids, and grow their teaching reach. All this means schools should back teachers with training and tech to make content creation part of everyday teaching. These findings

are supported by recent studies indicating that teachers engage in digital content creation to extend learning opportunities and connect with wider audiences beyond the classroom. Research shows that educators use social media and digital platforms not only to share knowledge but also to enhance professional growth and instructional practices Carpenter et al., (2020).

Struggles in Balancing Content Creation and Teaching Responsibilities **Emerging Theme: Time Management and Workload Balance**

The emerging theme on the struggles encountered by teachers in balancing content creation and their teaching profession revolves around Time Management and Workload Balance. This theme reflects the difficulty experienced by teachers in managing their professional teaching responsibilities while producing educational or digital content. The responses reveal that teachers often struggle to allocate sufficient time and energy for content creation due to their existing teaching duties, which include lesson planning, grading, administrative work, and participation in school activities. Many participants emphasized that teaching responsibilities already demand significant time and effort, making it challenging to consistently create quality content. Teachers highlighted that after completing their classroom tasks, they often feel physically and mentally exhausted, which affects their ability to maintain productivity in content creation. The following responses illustrate these experiences:

“One of my main struggles is managing time. Balancing lesson planning, teaching tasks, and content creation can be exhausting, especially with tight deadlines.” (P1)

“One of my main struggles in balancing content creation and the teaching profession is time management. Teaching requires lesson planning, grading, and attending school-related responsibilities, which can be physically and mentally draining.” (P2)

“The primary struggle is time management, as lesson planning, grading, administrative duties, and student support already require significant commitment.” (P3)

“My biggest challenge is time management, particularly during busy grading periods or when there are school activities.” (P7)

These responses demonstrate that teachers often face difficulties in allocating time for content creation due to their demanding teaching responsibilities. Participants also highlighted that producing high-quality content requires additional tasks such as research, scripting, recording, editing, and reviewing materials, which further increase their workload. Another concern expressed by participants relates to burnout and maintaining energy levels. Some teachers reported that balancing both responsibilities can lead to mental and physical exhaustion. For example, one participant shared that maintaining creativity and energy while fulfilling classroom responsibilities can be challenging, particularly during busy academic periods. These experiences indicate that teachers must carefully manage their workload to avoid burnout while maintaining effectiveness in both teaching and content creation. Additionally, some participants mentioned technical and creative challenges associated with content creation, such as the time required for video editing and the pressure to remain creative and engaging. These tasks demand additional effort and technological skills, which further contribute to the time-consuming nature of

content production. A few participants also raised concerns regarding student perception and institutional policies. One participant expressed worry that students or parents might perceive content creation as a distraction from teaching responsibilities. Another participant mentioned concerns about possibly violating school regulations or policies related to content creation. These concerns highlight the need for teachers to balance professional responsibilities with ethical and institutional considerations when engaging in online content production.

Despite these challenges, a small number of participants indicated that they do not experience significant struggles because they manage their content creation activities in a way that does not interfere with their teaching responsibilities. Overall, the theme Time Management and Workload Balance highlight the complexity of managing dual roles as teachers and content creators. Teachers must allocate time effectively, maintain professional responsibilities, and manage personal energy while producing meaningful and engaging digital content. These findings align with previous research highlighting that educators often face workload challenges when integrating digital innovation into their professional practice. Antón-Sancho et al. (2021) noted that although digital content creation enhances innovative teaching practices, it also requires significant time, technological competence, and effort from educators. A recent systematic review of technostress among teachers further indicates that constant demands to use and adapt to digital technologies can lead to emotional exhaustion and reduced well-being if not adequately supported Gutiérrez & Gómez, (2025). The results suggest that educational institutions may support teachers engaging in content creation by providing professional development opportunities, clear institutional guidelines, and strategies for workload management. Such support can help teachers balance their responsibilities effectively while promoting innovative and creative teaching practices in the digital age. This result is consistent with previous research showing that the integration of digital practices increases teachers' workload and contributes to emotional exhaustion. Teachers who take on additional responsibilities such as content creation often experience stress and fatigue due to the demands of both instructional and technological tasks Collie, (2021).

Strategies Used by Teachers to Address the Challenges in Content Creation **Emerging Theme: Effective Time Management and Prioritization**

The emerging theme on how teachers address the struggles in balancing content creation and their teaching profession centers on Effective Time Management and Prioritization. This theme highlights the strategies teachers employ to manage their responsibilities as educators while maintaining their engagement in content creation. The responses indicate that teachers adopt structured schedules, set clear priorities, and establish personal boundaries to ensure that content creation does not interfere with their primary teaching duties. Many participants emphasized that improving their time management skills helped them balance both responsibilities effectively. Teachers reported creating structured schedules and allocating specific time for content creation outside of their regular teaching tasks. The following responses illustrate how participants addressed their challenges:

“I addressed it by managing my time better and setting clear priorities.” (P1)

“I created a structured schedule that separates my teaching responsibilities from my content creation time to ensure that my primary role as an educator is not affected.” (P2)

“I allocate specific time blocks for content creation outside of core teaching responsibilities and avoid working on content during peak academic periods such as examinations and grading cycles.” (P3)

“I created a structured schedule where I allocate specific hours for content creation, ensuring that it does not interfere with my primary teaching responsibilities.” (P4)

These responses indicate that teachers consciously organize their time to maintain balance between professional obligations and content production. By scheduling their activities and setting clear priorities, teachers are able to manage their workload more effectively while continuing their content creation practices. Another strategy mentioned by several participants involves aligning content creation with their teaching materials. Some teachers adapt instructional materials used in their lessons into digital content, allowing them to reduce duplication of effort while enhancing both teaching and content production. For example, lesson slides, activity sheets, and review materials are transformed into videos or online modules that serve both classroom instruction and wider audiences. This approach allows teachers to maximize their time and ensure that content creation complements their instructional responsibilities.

Participants also highlighted the importance of setting boundaries and maintaining realistic expectations. Some teachers shared that they learned to focus on quality rather than quantity and to avoid overworking themselves. Others mentioned that they produce content only during their free time or after completing their teaching responsibilities. These strategies help prevent burnout and ensure that teachers remain effective in both roles. Furthermore, a few participants emphasized the value of self-awareness and discipline in managing their responsibilities. Recognizing personal limits, prioritizing important tasks, and maintaining a balanced schedule were identified as key factors in sustaining their engagement in content creation. Overall, the theme Effective Time Management and Prioritization reflect the strategies teachers employ to successfully navigate their dual roles as educators and content creators. Through structured planning, clear boundaries, and strategic use of their time, teachers are able to manage their responsibilities while continuing to produce meaningful and educational content.

These findings align with previous research. Antón-Sancho et al. (2021) noted that teachers who successfully integrate digital content creation into their work often rely on structured planning and strategic use of resources to maintain balance between instructional duties and technological innovation. The results suggest that developing strong time management skills and maintaining clear professional boundaries are essential for teachers who engage in content creation. Educational institutions may further support teachers by providing guidance and professional development opportunities that help them effectively integrate digital content creation into their teaching practices. The strategies identified in this study align with research emphasizing the importance of structured planning and professional development in managing technology-related tasks. Teachers who effectively integrate digital practices often rely on

time management, prioritization, and alignment of instructional materials to maintain balance between teaching and additional responsibilities Tondeur et al., (2021). These findings align also with the concept of technological pedagogical content knowledge (TPACK), which emphasizes the integration of technology, pedagogy, and content in effective teaching (Koehler et al., 2022).

Advice for Teachers Engaging in Content Creation **Emerging Theme: Prioritizing Teaching Responsibilities and Purposeful Content Creation**

The emerging theme on the advice given by teachers engaging in content creation revolves around Prioritizing Teaching Responsibilities and Purposeful Content Creation. The responses highlight the importance of maintaining teaching as the primary responsibility while ensuring that content creation serves as a complementary activity that enhances student learning and professional practice. Many participants emphasized that teachers who engage in content creation must always prioritize their primary role as educators. According to the participants, teaching responsibilities such as lesson preparation, classroom instruction, and student support should remain the main focus, while content creation should function as an extension of teaching practices. The following responses illustrate these perspectives:

“My advice is to start small and don’t pressure yourself to do everything at once. Manage your time wisely, set clear boundaries, and make sure your teaching always comes first.” (P1)

“My advice to teachers who are engaging in content creation is to always prioritize their primary responsibility as educators.” (P2)

“It’s okay to engage in content creation, but always keep in mind that teaching is and will always be the first and top priority.” (P6)

“Do not forget your responsibilities first before anything else.” (P13)

These responses emphasize that content creation should not compromise the quality of teaching or the welfare of students. Teachers highlighted that maintaining clear priorities and professional responsibilities is essential when engaging in additional activities such as digital content production. Another common piece of advice shared by participants is to start small and focus on meaningful content. Teachers suggested that educators should avoid placing unnecessary pressure on themselves to produce large amounts of content. Instead, they recommended creating purposeful and high-quality materials that align with teaching objectives and support student learning. Participants noted that content creation should always be guided by a clear educational purpose and should aim to improve student learning rather than simply following online trends. Participants also stressed the importance of time management, authenticity, ethical practice, and personal well-being. Teachers advised others to manage their schedules carefully, remain authentic in their content, and maintain balance between professional responsibilities and personal interests. Some participants also highlighted the importance of protecting students’ privacy, respecting institutional policies, and adhering to professional standards when producing online content.

Overall, the theme Prioritizing Teaching Responsibilities and Purposeful Content Creation reflects the insights and recommendations of teachers who actively engage in content creation. Their advice emphasizes that while content creation can enhance teaching practices and expand learning opportunities, it should always remain aligned with professional responsibilities and educational goals. These findings align with previous research highlighting the importance of maintaining professional priorities when integrating digital practices into teaching. Paskevicius (2021) explained that teachers who engage in digital content creation must ensure that their work remains aligned with educational objectives and professional responsibilities. Similarly, Antón-Sancho et al. (2021) emphasized that effective integration of digital content creation in education requires clear purpose, responsible practice, and a focus on improving student learning outcomes. Olowo et al. (2020) highlighted that international discussions on educators as social media influencers likewise stress that teacher-creators must balance visibility and engagement with ethical considerations and pedagogical integrity. The results suggest that teachers who wish to engage in content creation should approach the practice with clear goals, effective time management, and a strong commitment to their primary role as educators. By doing so, teachers can successfully balance their responsibilities while using digital platforms to enhance teaching and learning experiences.

Conclusions

The findings of this study reveal that teachers who engage in content creation are primarily motivated by their desire to extend learning beyond the classroom and share knowledge with a wider audience. Many teachers view content creation as an extension of their role as educators, allowing them to provide accessible learning resources, reinforce lessons, and support students' learning even outside school hours. In addition, teachers are motivated by opportunities for professional growth, creativity, and the ability to inspire students and other educators through digital platforms. However, the study also found that teachers encounter several challenges in balancing content creation with their professional teaching responsibilities. The most common struggle identified among the participants is time management. Teachers often find it difficult to allocate sufficient time and energy for content creation due to demanding responsibilities such as lesson planning, grading, administrative tasks, and participation in school activities. Some teachers also experience challenges related to maintaining creativity, managing workload, and avoiding burnout.

Despite these challenges, teachers employ various strategies to manage their dual roles as educators and content creators. Effective time management, setting clear priorities, and establishing structured schedules were among the most common strategies used by participants. Many teachers also align their content creation with their teaching materials to maximize efficiency and ensure that their content complements classroom instruction. Additionally, maintaining clear boundaries and focusing on quality rather than quantity helps teachers sustain their engagement in content creation without compromising their teaching responsibilities. Furthermore, the advice shared by participants highlights the importance of maintaining teaching as the primary responsibility while engaging in content creation. Teachers emphasized that content

creation should support and enhance teaching practices rather than compete with them. They also encouraged other educators to start small, focus on meaningful content, manage their time wisely, and remain mindful of ethical responsibilities, particularly in protecting students' privacy and well-being. Overall, the findings of this study highlight the evolving role of teachers in the digital age, where educators are increasingly engaging in content creation to enhance teaching and learning. While this practice presents opportunities for innovation and professional growth, it also requires careful time management, clear priorities, and strong professional commitment to ensure that teaching responsibilities remain the central focus.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are presented:

Educational institutions may consider providing professional development programs that focus on digital literacy and content creation. These programs can equip teachers with the necessary skills and strategies to effectively create educational content while maintaining their teaching responsibilities.

Schools may also support teachers by encouraging responsible and purposeful content creation that aligns with educational objectives. Providing clear guidelines and policies regarding online content creation may help teachers ensure that their activities remain consistent with professional standards and institutional expectations.

Teachers who engage in content creation are encouraged to practice effective time management and set clear priorities to maintain balance between teaching responsibilities and digital engagement. Establishing structured schedules and realistic goals may help teachers sustain their involvement in content creation without experiencing burnout. Furthermore, teachers may benefit from aligning their content creation with their instructional materials so that the content produced supports both classroom instruction and wider educational communities. This approach can maximize efficiency and enhance the relevance of educational content.

Future researchers may conduct further studies on teachers engaging in content creation by exploring other aspects such as its impact on student learning, professional identity, and digital pedagogy. Expanding the scope of research may contribute to a deeper understanding of the role of teachers as digital content creators in modern education.

Compliance with Ethical Standards

To ensure high standards of ethical research, it was essential to consider ethical factors. Participants were first informed about the study's purpose and conditions, with their informed consent gathered through a disclosure statement. It was highlighted that they could withdraw from the study at any point without feeling worried or apprehensive.

Additionally, strict confidentiality measures were implemented to safeguard the privacy of shared information.

The researcher, certify that this publication does not disclose or share any individual or identifiable data of the respondents. All information included in this study is presented in aggregate form to protect the confidentiality and privacy of the participants.

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