AG EDITOR

ORIGINAL

Teaching Beyond Degrees of Non-Teacher Education DOST Scholars: A Phenomenology

Enseñanza más allá de los grados de educación no docente Académicos DOST: una fenomenología

Ricky P. Alalid[1] ⬚ ✉, Almar M. Baledio[1], Arian Balunan[1], Francell Shane L. Marilla[1], Kim Patrick B. Pretencio[1], Kurt Daniel L. Valera[1], Rey Vincent V. Verginesa[1], Gino G. Sumalinog[2] ⬚ ✉

[1]Eastern Visayas State University, College of Education. Tacloban City, Philippines.
[2]Cebu Normal University, College of Education. Cebu City, Philippines.

ABSTRACT

Introduction: this study explores the experiences of the Department of Science and Technology (DOST) scholars by examining the challenges of the profession, the multiple roles they fulfill, the skills they apply, and the support they receive in their professional development.
Method: using a descriptive phenomenological approach, the study examines the challenges, role expectations, skill applications, and support systems that shape their professional journeys. Ten non-teacher education graduates serving as Senior High School teachers were purposively selected and interviewed. Data was analyzed using thematic analysis.
Results: through a phenomenological approach, the research identified several themes, including (1) teaching is a challenging profession, (2) teaching is a multiple-role task, (3) teaching requires learned skills, and (4) teaching requires support from others. Findings reveal that these teachers face significant challenges due to a lack of pedagogical training, lesson planning skills, and classroom management expertise. Additionally, they navigate multiple responsibilities, including administrative duties and out-of-field teaching assignments. Despite these difficulties, they utilize their collegiate learning, social and communication skills, and innovative strategies such as game-based learning to enhance student engagement. The study also highlights the crucial role of mentorship, coaching, and colleague collaboration in supporting their teaching effectiveness and professional development.
Conclusion: the narratives of the participants highlight the challenges, responsibilities, skill applications, and support systems that shape their professional journey. Findings reveal that teaching, while fulfilling, is a demanding profession requiring specific pedagogical competencies. The lack of formal training in pedagogy, lesson planning, and classroom management posed significant struggles, reinforcing the need for structured professional development programs for non-education graduates.

Keywords: Non-Teacher Education Graduates; Beyond Degrees; DOST Scholars; Phenomenology.

RESUMEN

Introducción: este estudio fenomenológico explora las experiencias vividas por académicos del Departamento de Ciencia y Tecnología (DOST) en Filipinas que obtuvieron títulos no docentes pero ingresaron a la profesión docente en el Departamento de Educación.
Método: utilizando un enfoque fenomenológico descriptivo, el estudio examina los desafíos, las expectativas

de rol, las aplicaciones de habilidades y los sistemas de apoyo que dan forma a sus trayectorias profesionales. Se seleccionaron y entrevistaron intencionalmente a diez graduados no docentes que se desempeñaban como docentes de secundaria. Los datos se analizaron mediante análisis temático.

Resultados: a través de un enfoque fenomenológico, la investigación identificó varios temas, incluyendo (1) la enseñanza es una profesión desafiante, (2) la enseñanza es una tarea de múltiples roles, (3) la enseñanza requiere habilidades aprendidas y (4) la enseñanza requiere el apoyo de otros. Los hallazgos revelan que estos docentes enfrentan desafíos importantes debido a la falta de capacitación pedagógica, habilidades de planificación de lecciones y experiencia en gestión del aula. Además, asumen múltiples responsabilidades, incluidas tareas administrativas y tareas docentes fuera de campo. A pesar de estas dificultades, utilizan su aprendizaje universitario, sus habilidades sociales y de comunicación, y estrategias innovadoras como el aprendizaje basado en juegos para mejorar la participación de los estudiantes. El estudio también destaca el papel crucial de la tutoría, el entrenamiento y la colaboración entre colegas para apoyar la eficacia docente y el desarrollo profesional.

Conclusión: las narrativas de los participantes resaltan los desafíos, responsabilidades, aplicaciones de habilidades y sistemas de apoyo que dan forma a su trayectoria profesional. Los hallazgos revelan que la enseñanza, aunque satisfactoria, es una profesión exigente que requiere competencias pedagógicas específicas. La falta de capacitación formal en pedagogía, planificación de lecciones y gestión del aula planteó luchas importantes, reforzando la necesidad de programas estructurados de desarrollo profesional para graduados no graduados en educación.

Palabras clave: Graduados en Formación no Docente; Más Allá de los Títulos; Académicos de DOST; Fenomenología.

INTRODUCTION

In the Philippines, there is a prevalent presence of teachers who are not education graduates. In higher education, college instructors typically teach subjects within their field of specialization but often lack pedagogical training in education. Some of them are newcomers to the teaching profession.[1] This description implies that they may be prone to undertaking substandard tasks, lacking adequate expertise in their disciplines to effectively fulfill teaching responsibilities.[2]

There's a program here in the Philippines why non-teacher education graduates can serve in the field of education. It is through the Junior Level Science Scholarship (JLSS) program of the Department of Science and Technology-Science Education Institute (DOST-SEI). The JLSS scholarship program is available to third-year college students who are enrolled in selected science and technology courses. There are 3 types of scholarship under this program, the R.A 7867, R.A 10612, and the MERIT scholarship. Wherein, the graduate beneficiaries are expected to render a return of service. Return of service is the duty the scholar must fulfill as part of their grant obligations after completing the scholarship.[3] The DOST Scholars under R.A 7867 are assigned to Junior High School (JHS) with the position of Teacher 1. The scholars under R.A 10612 are assigned to Senior High School and were given the position of Special Science Teacher 1 (SST 1). Even though these beneficiaries undergo special hiring, there's still a need to assess them through interviews and demonstration teaching to identify training needs.[4]

As specified in DepEd Order No. 007, s. 2023 the collaboration continues between DepEd and DOST about the hiring arrangements of these graduates' scholars of Republic Act (RA) Nos. 7687 and 10618, it is emphasized that the current scholarship agreement of these graduates requires them to have return service in public high schools or private educational institutions in the Philippines. DepEd has pledged to facilitate opportunities for these scholars to meet their obligations.[5] The effectiveness of a school is positively influenced by the performance of its teachers. Performance is a predictor of school effectiveness and has a beneficial impact on it. But how can they contribute positively without proper formal training? Non-teacher education graduates had various difficulties while teaching in Higher Education Institutes (HEIs). Such as struggling with instructing diverse student populations, managing heavy teaching schedules, limited access to teaching materials, and meeting academic standards.[6]

Through a comprehensive investigation of the teaching journeys of Non-Teacher Education Program DOST-Scholarship recipients, this study aspires to contribute meaningful knowledge that can inform educational practices and policies, ultimately fostering a more nuanced understanding of the diverse pathways individuals traverse on their way to becoming educators.

METHOD

Research Design

The study utilized the Descriptive Phenomenology research design. It is a qualitative research design that

focuses on an inquiry process or human problem based on building a complex, holistic picture formed with words, reporting detailed views of informants, and conducting research in a natural setting.[7] Phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group.[8] This method aimed to unravel and grasp the phenomenon behind this non-teacher education DOST Scholars' lived experience in teaching Science, their effectiveness in teaching as well as the impact of teaching on their well-being and academic endeavors as they are obliged to take the after-service despite not taking the traditional way of becoming a teacher.

Research Participants

A total of ten (10) non-education teachers were interviewed and chosen using the purposive sampling technique. The selection of these ten key research participants aligns with the understanding that this sample size is sufficient to explore and grasp significant issues in lived experience research.[9] The participants should have been teaching for DepEd for the school year 2023-2024, should be non-teacher education graduates and former recipients of the DOST scholarship, and should been teaching for three years or more. The focus of the study was exclusively on these individuals, who, according to the Department of Science and Technology, are obligated to teach in senior high schools as part of their scholarship commitment. As per the DOST's guidelines, these graduates receive priority placement as Special Science Teacher I in the Department of Education senior high schools in their home province under provisional status.

Research Environment

This academic research took place at Leyte National High School, Tacloban City. The research group utilized a roster of qualified educators possessing the necessary traits to participate in the study. Furthermore, the institution's commitment to ethical standards and regulatory compliance ensures that the research was conducted with the highest integrity and consideration for participant welfare.

Research Instrument

Two instruments were used in the study and these were validated by three (3) research experts in the field of education and research. The first instrument was a demographic profile sheet to ensure the inclusion of the right participants. The second instrument was an interview guide with open-ended questions that explored the level of teaching experience of the participants, and challenges while teaching.

Data Gathering Procedure

The study commenced with an informed consent form sent to the participants, detailing all ethical standards including their choice to withdraw, benefits for participating, and the confidentiality of their information. The one-on-one interview followed and the conversation was audiotaped for the accuracy of transcription.

Data Analysis

To transform and interpret the participants' responses into meaningful data, this research conducted thematic analysis, adhering to the 6-step framework in data analysis: a) familiarization of data, b) generation of codes, c) combination of codes into themes, d) reviewing of the themes, e) determination of the significance of themes, and f) reporting of findings.[10]

RESULTS

Demographic Profile

Table 1 shows that the participants of the study consist of eight science teachers who are Non-Teacher Education DOST Scholars graduates. There are 4 females and 4 males. The participants" ages ranged from 25 to 30 years old and their length of teaching experience ranged from 1-4 years.

Table 1. Participants' Demographic Profile				
Participants	**Sex**	**Age**	**Bachelor's Degree**	**Years of Teaching**
1	F	26	Bachelor of Science in Chemistry	3 years
2	F	26	Bachelor of Science in Chemical Engineering	3 years
3	M	30	Bachelor of Science in Information Technology	3 years
4	F	26	Bachelor of Science in Chemical Engineering	3 years
5	M	29	Bachelor of Science in Information Technology	3 years
6	M	25	Bachelor of Science in Chemistry	3 years
7	F	25	Bachelor of Science in Information Technology	3 years
8	M	25	Bachelor of Science in Biology	3 years

Lived Experiences of the Non-Teacher Education Participants
Theme 1: Teaching is a Challenging Profession

Most of the time teaching is often hailed as of one the noblest professions, however behind being a teacher lies the far more complex reality. Teaching is a profession that demands not just only knowledge, but also pedagogical training, lesson planning, and most of all managing students. The multifaceted nature of teaching highlights why it is not only a vital but also a deeply challenging profession.

Subtheme 1. Lack of Pedagogical Training.

Pedagogical training is fundamental to the teaching profession.[11] Pedagogical training equips teachers with crucial abilities such as goal-setting, and self-directed learning to enhance their dedication, understanding and motivating students, organizing both classroom and outdoor activities, designing and delivering lessons, and evaluating students' progress.[12] Similarly, training and professional development are crucial in effective teaching, particularly in science, it provides competence and how the teacher supports the engagement of the students, which is essential in promoting effectiveness in teaching science. Teachers who receive comprehensive pedagogical training are better equipped to address the diverse needs of their students, employ effective teaching strategies, and adapt to various educational contexts. The participants mentioned:

"My first school year was so difficult because I had no prior knowledge of how I teach students, considering that I'm not an education graduate. I'm not aware of the theories and principles in teaching." (Participant 2).

"I'm not used to teaching since I don't have a background for that." (Participant 6)

"I don't know what to do since I don't have any philosophies or theories related to education." (Participant 7)

This implies that having no background contributes to the number of challenges they encounter in becoming effective teachers. Without a solid foundation in teaching methods and classroom management, educators often struggle to create engaging and supportive learning environments. Correspondingly, when teachers deliver lessons without undergoing pedagogical training, they may encounter difficulties in effectively conveying course content.[13] The lack of pedagogical training among educators has emerged as an issue in modern education, emphasizing the need for educators to develop the skills and knowledge necessary to teach and engage with students effectively.[14]

In addition, insufficient pedagogical training can lead to a lack of preparedness, resulting in heightened challenges in the teaching process.[15] In the case of the participants, managing their classes and time effectively can also pose challenges in such situations. This deficiency makes it challenging to use effective instructional strategies, accurately assess student progress, and efficiently manage classroom dynamics. As a result, teaching practices may suffer, leading to decreased student engagement and poorer educational outcomes.

Subtheme 2: Lack of Knowledge of Lesson Planning.

Effective lesson planning is essential for improving both teacher efficacy and student achievement. Studies highlight that a thoughtfully organized lesson plan serves as a guide for instructional activities, helping teachers present material clearly and keep students actively involved.[16] Teachers who engage in thorough lesson planning are more likely to deliver coherent and well-paced lessons that facilitate student understanding and retention of content.[17] Additionally, factors such as the size of the class, the learning environment, and formative assessment are important in lesson planning to attain the intended learning goals.[18] In contrast, inadequate lesson planning can lead to disorganized and ineffective teaching. Failure to plan a lesson can lead to disorganization and improvisation, resulting in a loss of focus and interest. Additionally, disorganization can lead to hours of valuable time lost, duplicating the workload for teachers.[19] This disorganization can also result in ineffective teaching, as teachers struggle to manage their resources and activities effectively. The participants said:

"When we enter DepEd as a non-teacher education as DOST scholars, we didn't have an orientation on what the lesson is, how to write a lesson plan." (Participant 1)

"I don't have formal training as an educator in terms of making lesson plans" (Participant 4)

"In making lesson plans, it wasn't taught to us on how to create lesson plan appropriately so in earlier years of our years of experience was difficult" (Participant 5)

Based on the participant's responses it is difficult for them to write a lesson plan for varied reasons. The absence of orientation and formal instruction in lesson planning contributes to the difficulties these individuals encountered in the early stages of their teaching careers. Similarly, unsupportive environments that leave teachers to navigate independently can lead to inadequate development and potentially adverse student outcomes.[20] Lesson planning can sometimes be challenging for educators, teachers must carefully consider the content, the most appropriate instructional strategies, and how to assess students' understanding of the

material.[21,22,23]

Challenges in designing lesson plans include identifying educational objectives, selecting suitable learning experiences, allocating time effectively for each lesson, and implementing the planned lessons in the classroom. Furthermore, teachers' difficulties in determining time allocation, defining learning objectives, selecting teaching approaches, and establishing assessment methods during lesson planning have been prevalent among out-of-field teachers.[24] Overall, it underscores the challenges faced by non-teacher education scholars and individuals who need formal training in education when it comes to understanding and effectively creating lesson plans.

Subtheme 1.3: Lack of Training in Classroom Management

Classroom management is a fundamental aspect of effective teaching, encompassing strategies that teachers use to maintain an orderly, productive, and respectful learning environment. Effective classroom management is crucial for creating a conducive learning environment that supports academic success and student well-being. Whereas teachers without formal training often find classroom management to be one of their greatest challenges due to their inadequacy of training.[25] In the study, the participants mentioned:

"Being a teacher like how to handle students is not taught to us during college." (Participant 1)

"One of the struggles is handling students since it wasn't taught to us." (Participant 7)

"As an IT graduate, we did not receive training on how to handle students. So, I find managing my classroom difficult." (Participant 5)

These findings emphasize the importance of providing thorough training and support to educators, particularly those who did not graduate from teacher education programs. Such programs should teach educators how to set clear expectations, build positive relationships with students, and enforce consistent discipline practices. Professional development should be continuous and relevant to teachers' everyday experiences to be most effective.[26] Many teachers feel unprepared to manage mental health issues and classroom behavior due to inadequate knowledge and skills.

Similarly, new teachers often find their training ineffective and receive little help from colleagues and supervisors in creating positive, productive classroom environments.[27] Novice teachers, especially those without an educational background, struggle significantly with managing classroom behaviors and implementing effective routines.[28] These challenges can hinder their ability to deliver quality instruction and maintain a positive classroom climate. Teachers need to be endowed with skills to manage diverse student needs and behaviors effectively.[29] By addressing these gaps through targeted training programs, educational institutions can equip educators with the necessary skills to create a conducive learning environment.

Theme 2: Teaching is a Multiple-Role Task

Teaching is a multifaceted role that requires educators to be flexible and adaptive. Beyond being instructors, teachers are also administrators, handling tasks such as communicating with parents and administrative workload. These administrative responsibilities can be as time-consuming as they are essential, often extending well beyond classroom hours. Additionally, some teachers assigned subjects with a lack of expertise which requires them to quickly adapt and acquire new knowledge to meet their students' needs. The multifaceted nature of teaching puts teachers in a place where they have no choice but to accept it even with their hectic schedules.

Subtheme 2.1: Administrative Duties besides Teaching Loads

Administrative duties are those that are not directly related to teaching and academic learning, and these include school programs and project management, enrollment of students, etc. The administrative tasks imposed on teachers greatly affect their effectiveness in teaching. This often leads to a negative impact on teacher productivity that results in stress and growing weary.[30] Teachers often bear the paperwork that has been assigned to them and mostly they are pressured to change their schedule to finish the task, these can decrease the quality of education bestowed to students because the allotted time for teaching is already used in accomplishing the task. Teachers' workload, specifically those administrative tasks is one of the key factors that can contribute to a decrease in job satisfaction for teachers in Sweden. This is evident from the responses of the following participants who stated these:

"We have to do administrative duties like filling out forms and others. They are affecting our delivery of instruction." (Participant 1)

"Yes, administrative tasks are making us ineffective teachers". (Participant 5)

"That's why I sometimes can't attend classes. It's like my time allotted for teaching is affected just to finish these tasks." (Participant 7)

This indicates that administrative tasks are just an obstruction to the primary role of a teacher. Participant 7 noted that the time they spend on finishing the task is taking away the time that they should have spent on teaching, it also affects the quality of education bestowed to the students. Teachers in Korea who often have administrative workloads hinder the essential time for teaching rather than finishing the administrative work.[31] Similarly, those teachers who spent more time on administrative duties tend to have lower student achievement scores, implying a reduced quality of teaching.[32] So, teachers' effectiveness was hampered by tasks not related to teaching. Those tasks are necessary, but they directly consume the time allotted for teaching.

Subtheme 2.2: Out-of-Field Teaching Assignments
Teaching outside one's expertise poses a significant difficulty due to a lack of knowledge and training teachers. It will require a lot of time for them to prepare for classes and lessons that they do not master. Forty-three percent (43,07) of the respondents in his study revealed that teachers who are assigned outside of their field of expertise consider themselves incapable of delivering lessons effectively.[33] Similarly, the participants said:
"I taught Contemporary Philippine Arts and Physical Education subjects. So, as a BS Information Technology degree holder, my newly assigned subjects were a bit difficult for me." (Participant 2)
"The subject I'm teaching right now is Media and Information Literacy. It's far from what I have learned, which is chemistry and science". (Participant 6)
"I was a BSIT graduate, but I was asked to teach religion and social science subjects." (Participant 7)
"I was also asked to handle Empowerment Technology and 21st Century Literature. Those subjects were not aligned with my degree." (Participant 8)

This implies that teachers who teach outside of their specialization lack essential knowledge about certain subjects that will mostly take more time for them to prepare, which may add up to an increase in stress, pressure, and low job satisfaction. Teachers who are tasked to teach outside their area of expertise lack confidence, which is manifested in various ways.[34] For instance, they may feel uncertain when crafting lesson plans, selecting or creating activities to enhance student learning, responding to student inquiries, setting up laboratory experiments, or fostering students' enthusiasm for the subject matter. Out-of-field teaching is a pressing issue that can affect teachers' efficacy.[35] For this reason, the provision of adequate training, funds, support, and programs is needed for competent teaching and quality education.

Theme 3: Teaching Requires Learned Skills
Teaching is not just about passing one's knowledge to others. It's a dynamic and strategic process that requires skills to be truly effective. Successful teaching lies in the ability to connect or relate with students, which demands developing strong social and communication skills. These strategic skills allow educators to know and understand students' needs in the classroom which will foster an inclusive and engaging classroom environment for the students. In addition to these strategic interpersonal skills, the incorporation of games into teaching can significantly enhance learning outcomes. Which is an interactive and motivating experience that not just only captures students' attention but also promotes further retention of the learnings.

Subtheme 3.1: Application of Learning and Skills from College.
The application of knowledge and skills acquired during undergraduate education enhances teaching effectiveness and is dynamically supported by qualitative perception from participants in this study and a growing body of research. Participants' narratives emphasize the direct influence of their undergraduate experiences on their current pedagogical practices. The participants stated:
"I have to apply things that I learned from college." (Participant 1)
"In teaching, you need to be equipped with skills that you can use in the classroom." Participant 1)
"Teaching is about bringing all that you learned from college. You need to be good at college." (Participant 2)
"I'm handling Grade 12 learners, so I have to make it like an emulation of the college life." (Participant 4)
"I sometimes teach like how I was taught in college." (Participant 7).
"Since I'm also a teacher in college at LNU, I tried teaching styles applied in college as their preparatory phase for college."(Participant 9)
"In grade 12 they are being prepared for college, so I prepare them for college." (Participant 10)

These responses accentuate the participants' cognizant efforts to bridge the gap between high school and college by applying their undergraduate experiences to their teaching methods, eventually enhancing their effectiveness in preparing students for higher education. These qualitative perceptions align with research that demonstrates a significant correlation between teachers' undergraduate experiences and their subsequent

teaching practices. A deep understanding of subject matter, pedagogical content knowledge, and a repertoire of instructional strategies are important in college teaching. The transition from high school to college can be challenging, and teachers who have successfully navigated this transition are often better equipped to prepare their high school students for college.[36]

The importance of investing in high-quality teacher education, starting in undergraduate programs, is further supported by research indicating that such preparation leads to improved teaching practices and student outcomes.[37] Teachers' understanding of college preparedness, particularly in early college high school contexts is very important.[38] The vital role of teacher preparation programs in equipping prospective teachers with the necessary knowledge and skills. Teachers with high-quality preparation were more likely to remain in teaching and be effective.[39]

Furthermore, research has shown a positive association between teachers' subject matter knowledge and pedagogical content knowledge, acquired typically during undergraduate education, and student achievements.[40] Moreover, the development of critical thinking and problem-solving skills during undergraduate studies can translate into more effective instructional methods that promote deeper learning in students.[41] The cumulative evidence from participants' narratives and a dynamic body of research strongly supports the hypothesis that the application of knowledge and skills acquired during undergraduate education significantly enhances teaching effectiveness.

Subtheme 3.2: Application of Social and Communication Skills

The view that teachers who actively possess and use social and communication skills can foster supportive learning environments is given considerable support in the qualitative data gathered from participants in this study, as well as from a growing body of research. These claims by the participants have directly highlighted the impacts of social skills and communication skills on their capacity to create positive and inclusive classroom settings. The participant mentioned:

"I applied my public speaking skills and socialization skills. Teachers need to speak in front of their students, so you need some communication skills." (Participant 1)

"I made a huge adjustment, for the need to communicate and socialize is the key to a well-managed classroom." (Participant 2)

"When you're a teacher, you have to communicate, especially with your students." (Participant 7, Page 28, Line 1177,)

"I have no choice, for I need to speak and show my communication skills, so I can connect with my students and colleagues." (Participant 8)

The statements highlighted the transformative power of public speaking in overcoming their introversion. These personal narratives illuminate the pivotal role of social and communication skills in creating supportive learning environments. These qualitative insights are also consistent with conclusions reached in a plethora of studies into the link between teacher communication skills and student success. Social skills are essential in everyday life.[42] Good communication is the key to inclusion for students who experience behavioral, emotional, and social difficulties.[43] Teacher communication competencies had a significant positive relationship with the academic success of students.[44] Moreover, research suggests that effective teacher communication can foster positive relationships with students, which, in turn, can lead to increased student engagement, motivation, and academic achievement.[45]

Subtheme 3.3: Game-Based Learning (GBL) Strategy Application

The hypothesis that incorporating Game-Based Learning (GBL) enhances student motivation and participation finds strong support in the synthesis of qualitative insights obtained from participants in this study and a growing body of empirical research. The qualitative insights gathered from the participants in the study further underscore the transformative potential of GBL in the context of student engagement. The participants shared:

"Students became active again during activities like games." (Participant 1)

"Students become competitive if you're implementing games even at a short period your students will be motivated." (Participant 7)

"When teaching, I rely more on games. My students are having fun, and then the next day they're inspired to come." (Participant 3)

GBL has a huge impact on students' learning. For example, Eltahir et al. (2021) noted that GBL significantly enhanced students' motivation, engagement, and academic performance in education. Conversely, digital game-based learning is also connected with cognitive and metacognitive outcomes. Additionally, the literature suggests that GBL is an effective strategic tool for developing a formative assessment and enhancing 21st-century skills.

This observed efficacy of GBL for enhancing motivation and participation can be attributed to several factors. The games themselves tap into students' intrinsic motivation by creating challenges, rewards, and avenues for self-expression.[46] Second, the competitive nature of many games can promote student engagement as students try to do better than others in their class(es) and master the game.[47] Third, GBL offers a rich and interactive learning environment that can appeal to different learning styles to make learning fun and accessible.[48] With these pieces of literature, it is reasonable to assert that GBL is an instructional method that holds promise in piquing student engagement and enhancing learning outcomes. Nonetheless, additional research is needed to explore broader issues related to student motivation through GBL. Further, research is needed to identify best practices for designing GBL activities across distinct learning settings.

Theme 4: Teaching Requires Support from Others

It is also worth mentioning that teaching is traditionally regarded as an individual occupation in which educators stay in front of the classroom and manage students' processes. However, teaching is not at all a one-man business. It must be nested with a strong web of support from peers, school authorities, parents, and all other stakeholders in society. It is at this support system that the professional needs of the teachers as well as the needs of the students are best met. From creating lesson plans with others, cultivating teacher improvement opportunities, or just having a place to go to and voice troubles and triumphs; the collective support of educator friends increases the power of knowledge. Teaching is a collaborative enterprise that requires a cohesive network y.

Subtheme 4.1: Colleague Collaboration

Teaching is a challenging profession where emotional resilience and professionalism are encouraged for they are met along the journey. As teachers to deliver high-quality education, they must thrive and have support systems that foster collaboration and teaching efficacy. Such support systems like colleagues, facilitate the exchange of ideas and pedagogies, foster confidence in the workforce, and share responsibilities and resources. Similarly, teachers are highly acknowledged as significant actors in student's learning in schools. Hence, it is reported that teachers with a high level of fulfillment tend to be committed and motivated to the school's mission and vision.[49] The participants explained:

"Sometimes, I would visit from room to room for me to see the way on how they teach, how they socialize with the students, especially with master's teachers, then I asked to collaborate with them." (Participant 3)

"How do I adjust? First, I ask for a chance to collaborate with my co-teacher who has more experience and expertise. I believe in their skills." (Participants 5)

"My colleagues are always willing to collaborate with me. If I have some questions, I always seek their help." (Participant 10)

Collaboration made some wonders, for the participants found them very beneficial. Teaching job satisfaction comes from fulfilling higher-level needs like positive social interactions rather than from basic needs like financial incentives.[50] Additionally, having good relationships with colleagues, parents, and students helps alleviate some of the negative aspects of teaching. This collective effort from colleagues and other stakeholders leads to have more competent, confident teaching workforce that keeps teaching engaging, cultivates innovative solutions, and significantly enhances mental well-being which ultimately benefits students. Teachers' collaboration is highly evident when educators discuss lesson strategies and students' needs during their planning time.[51] Therefore, training sessions on teacher collaboration are crucial to improving the collaborative practice among teachers.

Collaborative actions foster effectiveness such as understanding task interdependence, and establishing clearer roles and structural supports such as formal meetings are important for facilitating teacher collaboration. For this reason, teaching collaboration among colleagues promotes professional development such opportunities like feedback and learning from them which cultivates a more supportive work atmosphere as well as enriching educational experience for students.

Subtheme 4.2: Mentorship and Coaching

Obtaining knowledge solely within a single community is insufficient to overcome the obstacles encountered in the teaching profession, with that being so mentoring is widely recognized and routinely utilized within educational systems globally.[52] Teachers should be given access to a skilled mentor to help with their emotional, technical, and reflective support. Mentors and coaches provide valuable guidance to teachers as they help them navigate the journey of their profession. They offer feedback, and practical ideas, where acknowledging their strengths is observed while aiding in the areas that need improvement. It also fosters a supportive and interactive environment where ongoing professional growth and enhancing job satisfaction for teachers foreseeing the path of their careers. The participants responded:

"We are assigned to a mentor, so I do not hesitate to seek advice. I even asked them to mentor in exchange for a service that I know like helping them in other ways." (Participant 2)

"I go to the senior faculty and ask for their opinion. Sometimes, I visited the principal's office for coaching. Some of them have become my mentors." (Participant 5)

Mentoring and coaching have become the participants' strategy. An e-mentoring application could support their professional growth by helping them craft their lesson plans, organize class materials, and learn from the experiences of another teacher. Hence, the method of coaching and mentoring teachers is considered a crucial factor in enhancing their classroom teaching and applying contextual knowledge effectively in classroom settings.[53] In conclusion, mentoring and coaching are essential in the teaching field as it provide personalized guidance, and professional growth and contribute to teacher's efficacy and high sense of fulfillment.

CONCLUSION

Teaching is a challenging profession characterized by a lack of pedagogical training, lack of knowledge of lesson planning, and lack of training in classroom management. Beginning teachers face difficulties in effectively managing classrooms and delivering instruction due to these gaps in preparation. Teaching is a multiple-role task that extends beyond instruction. Teachers are expected to fulfill administrative duties besides teaching loads and often handle out-of-field teaching assignments. These additional responsibilities contribute to the complexity of the profession. Teaching also requires learned skills, including the application of learning and skills from college, the application of social and communication skills, and game-based learning (GBL) strategy application. These competencies enable teachers to engage students and facilitate learning effectively. Finally, teaching requires support from others through colleague collaboration mentorship, and coaching. Working with fellow educators and receiving guidance from mentors help beginning teachers navigate the demands of the profession.

REFERENCES

1. Education Graduates Teaching in Higher Education Institutions. Asian Journal of University Education. 2023;19(4), 759-767. https://ajue.uitm.edu.my/wp-content/uploads/2023/11/13-Somosot.pdf

2. Rotter, J. B. Social learning theory. In Expectations and Actions. Routledge. 2021; 241-260.

3. Commission on Higher Education. Further amendments to CHED Memorandum No. 22, series of 2016 as amended by CMO No. 39, s. 2016: "Guidelines on the Start-up Grant for Foreign Studies Application and the Scholarships for Graduate Studies – Abroad for Higher Education Institute (HEI) Teaching and Non-Teaching Personnel under the K to 12 Transition Program". Commission on Higher Education. 2016. https://chedro1.com/wp-content/uploads/2019/07/CMO-03-s-2017.pdf.

4. Department Order 8. Advanced Information on the Allocation and Deployment of New Teaching Positions from Kindergarten to Grade 12 for School Year 2022-2023. DepEd Region VIII. 2022. https://region8.deped.gov.ph/wp-content/uploads/2022/06/RM-s2022-665.pdf

5. DepEd Order 8. Omnibus Clarification and Guidance on DepEd Order No. 007, S. 2023 and Other Matters on Hiring Arrangements of Teachers. DepEd Region VIII. (2023). https://region8.deped.gov.ph/wp-content/uploads/2023/07/RM-s2023-729.pdf

6. Özgenel, M. & Mert, P. The Role of Teacher Performance in School Effectiveness.

7. International Journal of Education Technology and Scientific Researches. 2019;4(10):417-434.

8. Creswell, J. W. Qualitative inquiry and research design: Choosing among five traditions. 1998. Sage Publications, Inc.

9. Charner, I., & Medrich, E. Educator-Centered Instructional Coaching: What the Research Says. 2017. https://www.fhi360.org/sites/default/files

10. Bernard, H. (2013). Social Research Methods: Qualitative and Quantitative Approaches. California: SAGE Publications, Inc.

11. Braun, V., & Clarke, V. Using thematic analysis in psychology. Qualitative research in psychology. 2006;

3(2):77-101.

12. Heinonen, N., Katajavuori, N., Murtonen, M., & Södervik, I. Short pedagogical training in supporting university teachers' professional vision: A comparison of prospective and current faculty teachers. Instructional Science. 2023;51(2):201-229. doi:10.1007/s11251-022-09603-7

13. Ha, H. T. L., Pham, A. T. K., Nguyen, H. T., & Duong, H. T. T. Training pedagogical skills: evaluation of lecturers and teacher training students at educational universities in Vietnam. EURASIA Journal of Mathematics, Science and Technology Education. 2021;17(12). doi:10.29333/ejmste/1141

14. Biku, T., Demas, T., Woldehawariat, N., Getahun, M., & Mekonnen, A. The effect of teaching without pedagogical training in St. Paul's Hospital Millennium Medical College, Addis Ababa, Ethiopia. Advances in Medical Education and Practice. 2018;9:893–904. doi:10.2147/AMEP.S167944

15. Kavenuke, P. S., & Muthanna, A. Teacher educators' perceptions and challenges of using critical pedagogy: A case study of higher teacher education in Tanzania. Journal of University Teaching & Learning Practice. 2021;18(4). doi:10.53761/1.18.4.10

16. Sumalinog, G. Lived experiences of the Filipino English teachers abroad: The drawbacks in focus. International Journal of Science and Research. 2022;11(2):41-47. https://shorturl.at/ZeMj0

17. Shulman, L. S. Those who understand: Knowledge growth in teaching. Journal of Education. 2013;93(3):1-11.

18. Sharplin, E.D. Reconceptualizing out-of-field teaching: Experiences of rural teachers in Western Australia. Educational research. 2014;56(1):97-110. https://eric.ed.gov/?id=EJ1029065

19. Atkinson, M., & Bregazzi, R. Planning for classroom teaching. South Sudan Medical Journal. 2022;15(4):152-155.https://www.southsudanmedicaljournal.com/archive/november-2022/planning-for-classroom-teaching.html

20. Burns, E. NCTQ: Blog: Part 1: Five habits that lead to ineffective teaching-and how to fix them. National Council on Teacher Quality (NCTQ). 2016. https://www.nctq.org/blog/Part-1:-Five-Habits-that-lead-to-ineffective-teachingand-how-to-fix-them

21. Hobbs, L., & Porsch, R. Teaching out-of-field: challenges for teacher education. European Journal of Teacher Education. 2021;44(5):601-610. doi:10.1080/02619768.2021.1985280

22. Nga, P. T. T. An investigation into difficulties in designing lesson plans experienced by pre-service teachers at the University of Foreign Language Studies–The University of Danang. Borneo International Journal of Education (BIJE). 2021;2(1). https://jurcon.ums.edu.my/ojums/index.php/bije/article/view/4109

23. Sumalinog, G. Factors affecting the listening comprehension skills of the foreign students. International Review of Social Sciences. 2018;6(11): 611-617. https://shorturl.at/VfMkd

24. Bunghanoy, K. & Sumalinog, G. ESL students' affective filter and language learning strategies in online classes. Journal of Research, Policy & Practice of Teacher and Teacher Education. 2023;13(1):1-15. https://doi.org/10.37134/jrpptte.vol13.1.1.2023

25. Srihidayanti, S., Desi, W. M. R., & Khainur, J. Teachers' Difficulties in Lesson Planning: Designing and Implementing. Proceedings: The 62nd TEFLIN International Conference 2015.

26. Umoinyang, E.D., Akpan, G.S., & Ekpo, I.G. Influence of out-of-field teaching on teachers' job performance. Knowledge Review. 2011;23(2):28-32.

27. Darling-Hammond, L., Hyler, M., & Gardner, M. Effective teacher professional development. Palo Alto, CA: Learning Policy Institute. 2017. https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf

28. Siebert, C. J. Promoting Preservice Teachers' Success in Classroom Management by Leveraging a Local Union's Resources: A Professional Development School Initiative. Education. 2005;125(3). https://eric.ed.gov/?id=EJ698817

29. Garwood, J. D., & Vernon-Feagans, L. Classroom management affects literacy development of students with emotional and behavioral disorders. Journal of Special Education. 2020;53(3):171-180. https://doi.org/10.1177/0014402916651846

30. Seiz, J., & Kunter, M. Classroom management: Current research in the light of social psychology. Routledge International Handbook of Social Psychology of the Classroom. 2015:242-251.

31. Hermawan, & Olayiwola, M. M. (2024a). Online-Based Performance Report Service: An Effort to Reduce Teachers' Administrative Workload. KnE Social Sciences. 2024;11-27. doi:10.18502/kss.v9i11.15753

32. Kim, K. -N. Teacher's administrative workload crowding out Instructional activities. Asia Pacific Journal of Education. 2019;1-19. doi:10.1080/02188791.2019.1572

33. Grissom, J. A., Kalogrides, D., & Loeb, S. Using student test scores to measure principal performance. Educational Evaluation and Policy Analysis. 2015;37(1):3–28. doi:10.3102/0162373714523831

34. Qian, M., & Clark, K. R. Game-based Learning and 21st Century Skills: A Review of Recent Research. Educational Technology Research and Development. 2016;64(6):1049–1068. doi:10.1016/j.chb.2016.05.023

35. Kola, A. & Sunday, O. A review of teacher self-efficacy, pedagogical content knowledge (PCK) and out-of-field teaching: focusing on Nigerian teachers. International Journal of Elementary Education.2015;4(3):80-85. doi:10.11648/j.ijeedu.20150403.15

36. Suhendi, A., & . P. (2018) Constructivist Learning Theory: The Contribution to Foreign Language Learning and Teaching. KnE Social Sciences. 2018:3(4), 87. doi:10.18502/kss.v3i4.1921

37. Venezia, A., & Jaeger, L. Transitions from High School to College.The Future of Children. 2013;23(1):117–136. http://www.jstor.org/stable/23409491

38. Kennedy, M. M. How Does Professional Development Enhance Teaching? Review of Educational Research. 2016;86(4):945-980.doi:10.3102/0034654315626800

39. Duncheon, J. C., & Muñoz, J. Examining teacher perspectives on college readiness in an early college high school context. American Journal of Education. 2019;125(3):453–478. https://eric.ed.gov/?id=EJ1213998

40. Ingersoll, R. M., & Strong, M. The impact of induction and mentoring programs for beginning teachers: A critical review of the research. Review of Educational Research. 2011;81(2):201-233. doi:10.3102/0034654311403323

41. Baumert, J., Kunter, M., Blum, W., Brunner, M., Voss, T., Jordan, A.,& Tsai, Y. M. (2010). Teachers' mathematical knowledge, cognitive activation in the classroom, and student progress. American Educational Research Journal. 2010;47(1):133-180. doi:10.3102/000283120934515

42. Tanner, K., Chatman, L., & Allen, D. Approaches to cell biology teaching: Learning through the process of science. Cell Biology Education. 2003;5(1):1-7. doi:10.1187/cbe.03-03-0010

43. Lynch, S. A., & Simpson, C. G. Social Skills: Laying the Foundation for Success. Dimensions of Early Childhood. 2010;38(2):3-12. https://eric.ed.gov/?id=EJ945679

44. Goodman, R., & Burton, D. The Inclusion of Students with BESD in Mainstream Schools: Teachers' Experiences of and Recommendations for Creating a Successful Inclusive Environment. Emotional and Behavioural Difficulties, 15(3), 223–237. doi:10.1080/13632752.2010.497662

45. Khan, A., Khan, S., Zia-Ul-Islam, S., & Khan, M. Communication skills of a teacher and its role in the development of the students' academic success. 2017;8(1):18-21 https://eric.ed.gov/?id=EJ1131770

46. McCroskey, J. C., & Richmond, V. P. Nonverbal behavior in interpersonal relations. Routledge. 2019.

47. Lieberman, D. A. (2012). What can we learn from playing interactive games?. In Playing video games. Routledge.2012;447-469.

48. Treiblmaier, H., Putz, L. M., & Lowry, P. B. (2018). Setting a definition, context, and theory-based research agenda for the gamification of non-gaming applications. Association for Information Systems Transactions on Human-Computer Interaction (THCI). 2018;10(3):129-163. doi:10.17705/1thci.00107

49. Lestari, T. W. Kahoot! And Quizizz: A Comparative Study On The Implementation Of E-Learning Application Toward Students' Motivation. Karya Ilmiah Dosen. 2019;2(2). https://journal.stkippgritrenggalek.ac.id/index.php/kid/article/view/150

50. Pasamanero, C. Returning the favor: The return service of scholar-graduates. International Journal of Research Publication and Reviews. 2022;3(6): 360-364 https://ijrpr.com/uploads/V3ISSUE6/IJRPR4711.pdf

51. Goddard, Y. L., Goddard, R. D., & Tschannen-Moran, M. A theoretical and empirical investigation of teacher collaboration for School Improvement and Student Achievement in Public Elementary Schools. Teachers College Record: The Voice of Scholarship in Education. 2017;109(4):877–896. https://doi.org/10.1177/016146810710900401

52. Kovacs, H., ThantSin, K. K., & Nurmukhanova, D. The essence of purposeful partnering: Qualitative research on institutional links within EDiTE. In School-University Partnership: Insights from an international doctorate program on teacher education. Eötvös Loránd University (ELTE) – University of Szeged, Hungarian-Netherlands School of Educational Management (SZTE, KÖVI) Budapest. 2020. http://kovi-vezetokepzes.hu/school-university-partnership-insights-from-an-international-doctorateprogram-on-teacher-education/.

53. Sumalinog, G.,& Mananay, J. Classroom Teaching and Management: Experiences of Novice English Teachers. International Journal of Learning, Teaching and Educational Research. 2024;23(10):701-714. https://scholar.google.com/citations?view_op=view_citation&hl=en&user=T0_uPfAAAAAJ&citation_for_view=T0_uPfAAAAAJ:KlAtU1dfN6UC

FINANCING

CONFLICT OF INTEREST
The authors declare that there is no conflict of interest.

AUTHORSHIP CONTRIBUTION
Conceptualization: Ricky P. Alalid.
Methodology: Almar M. Baledio, Arian Balunan.
Data Gathering: Francell Shane L. Marilla & Kim Patrick B. Pretencio.
Formal analysis: Ricky P. Alalid, Gino G. Sumalinog.
Drafting - original draft: Kurt Daniel L. Valera, Rey Vincent V. Verginesa.
Writing - proofreading and editing: Gino G. Sumalinog.