PEDAGOGICAL PRACTICES OF NON-EDUCATION GRADUATE SENIOR HIGH SCHOOL TEACHERS

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ABSTRACT

Teachers play a crucial role in improving the quality of teaching and learning process. Good teachers are vital to raising student achievement. Hence, enhancing teacher quality ranks foremost in the many educational reform efforts toward quality education (DepEd RPMS Manual, 2018). The purpose of this study is to help the Non Education Graduate Senior High School Teachers on their pedagogical practices. This study utilized Qualitative research design employing Phenomenology approach to explore the experiences of Non-Education Graduate SHS Teachers in their pedagogical practices. Data were gathered through in-depth interviews and Focus Group Discussion and the analysis of data was empirically observed using the following steps: transcribing, coding, theming, verifying, and analyzing. The analysis of data in this phenomenological inquiry yielded fifteen essential themes based on the participants' major statements pertaining to research questions, namely: Uncertain of Instructional Capabilities, Difficulty on Teaching-Learning Procedures, Problem on School Forms, Lack of Self- Confidence, Self-Directed Learning, Lesson Integration Self-Motivation, Resourcefulness, Mitigation, Trainings and Seminars, Acquisition of Facilities, Support Staff and Mentoring. The Non-Education Graduate Senior High School Teachers in this study shared their struggles that hamper the delivery of effective and efficient lesson. Also, coping mechanism was employed in engaging their struggles. Moreover, the support that they wanted from the administration will help them to be equipped with necessary knowledge, skills and attitudes towards gearing quality and excellence in the delivery of instruction for the benefit of our learners.

Keywords: Non-Education Graduate, Pedagogical Practices, Senior High School Teachers

Chapter 1

INTRODUCTION OF THE RESEARCH

Two years ago, due to huge demand of teachers, I transferred station, left my comfort zone in Junior High School department and joined the teaching force of Senior High School. At start, it was a different preparation from my previous classes but as an education graduate, as the time goes by I just go with the flow, easily adjust and adapt the preparations. During the adjustment stage of my senior high school employment, most of the time I heard complaints from our non- education graduate colleagues that they found teaching a very stressful activity because they don't have any background with regards to it and they prefer their old job because they were used to it. Also, they found difficulty in their day to day class interactions because they lack experience and knowledge on how to manage their respective classes.

Education is provided with superior instruction. Three fundamental pillars serve as the foundation for quality education: access to qualified teachers; availability of top-notch instructional materials and professional development; and creation of nurturing and secure learning environments (United Nations, 2015).

The teaching and learning process can be made to be of higher quality with the help of teachers. They have a critical role in improving student achievement. In the numerous reform initiatives aimed at enhancing educational quality, the importance of teachers comes out on top (DepEd RPMS Manual, 2018).In Nabunturan National Comprehensive High School - Integrated Senior High School 32.73% of the teaching force who were hired under DepEd Order No.3 s. 2016 are non-LET passers, Non-Education Graduates and no teaching related   experience.

This suggests that those educators fell short of the required levels of instructional competence. As a result, this inspires us to support Non-Education Graduate Senior High School Teachers in their pedagogical practices for the benefit of our Senior High School students' education as well as their own.

Literature Review

There needs to be an immediate improvement in the sector's new teacher attrition rates. One approach to solving this problem is by putting mentoring programs into place. Le Maistre (2009) asserts that mentoring and/or induction programs can serve as a bridge between those who need to learn more and experts in a range of industries. A first-year teacher can collaborate with an experienced teacher to improve their methods and pedagogical approaches through a mentoring program. It is possible for a new instructor and a teacher with less expertise to become friends and share their feelings and experiences. An induction program aims to support and improve the teaching abilities of new teachers by drawing on the knowledge of more seasoned educators (Moir, 2009; Goldrick, 2016).

A mentor is informed about education and adept at expressing a range of thoughts and opinions. Higher retention rates, significant professional development, improved problem-solving skills in the classroom, adoption of mentors' strategies and practice techniques, increased confidence and self-esteem, decreased feelings of isolation, and an overall improved attitude toward teaching are all advantages of mentoring programs for new teachers (Fantilli & Mc Dougall, 2009; Sun, 2012).

Only a small percentage of state regulations satisfy the fundamental criteria that would make mentoring programs high-quality programs, even when a mentoring program has been put in place (Goldrick, 2016). The implementation of mentorship programs might have helped first-year instructors cope with job pressure, stress, and a lack of support from superiors in addition to lowering high turnover rates. Darling-Hammond (2006) emphasized the significance of entering the field with knowledge of how and when to utilize a variety of teaching styles in order to satisfy learning objectives and the Common Core Standards. A new teacher needs to be able to multitask and manage a range of scenarios that emerge in the classroom with all students, according to Darling-Hammond, Furger, Shields, and Sutcher (2016).

Teachers with more classroom experience tended to be more constructivist and less focused on direct instruction. This is consistent with what was observed across the board in TALIS (OECD, 2009, 2014), and it is also consistent with what other researchers have found about the differences between less experienced instructors who hold direct transmission beliefs and more experienced teachers who hold constructivist beliefs (Borko & Putnam, 1996; Calderhead, 1996).

These results suggest that teachers are learning from their classroom experiences and that their general attitudes about teaching and learning may be influenced by those experiences even before they begin their teacher education. Once more, the importance of this discovery comes in the fact that self-reported teaching practices have a tenuous connection to these big ideas. It was discovered that teaching experience had no discernible effect on either self-reported teaching methods or attitudes on student motivation.

As a result, it's probable that thoughts about student motivation are not significantly changed by experience when it comes to teaching methods (Berger, J., et

al. 2018).

Professional learning is any activity that equips educators with the knowledge, skills, and resources necessary to provide high-quality instruction. It comprises of programs that are put into place in schools as well as networking, coaching, seminars, and other types of training that support in-service learning and so further the professionalization of teaching (Vieluf S., et al. 2012).

The majority of us who have completed formal education can name the educators who had the most influence on us, motivated us, and were crucial to our growth and learning. Therefore, it should come as no surprise that, aside from factors related to the student's family and environment, the quality of the education they get has the biggest impact on their outcomes (OECD, 2005). Increasing teacher effectiveness will have the biggest impact on student accomplishment, even if a number of educational policies and programs can influence students' results.

The report's primary policy objective is to enhance the working conditions and productivity of new career teachers. Numerous studies (Aaronson, Barrow, and Sander, 2007; Hanushek, 1992; Hanushek, et al., 1998; Hanushek, et al., 2005; Murnane, 1975; Nye, Konstantopoulos, and Hedges, 2004; Rockoff, 2004; Wright, et al., 1997) show how much teachers' actions and subject-matter knowledge affect students.
Leigh (2010) found that in Australia, a student with a highly effective teacher could complete their task in three-quarters the time it would take a student with a less effective instructor to do it (as judged by a value-added metric 2).

Similar research showed that studying with a teacher for a semester who was rated two standard deviations better in quality might improve a student's math results by 0.3 to 0.5 grade equivalents (or between 25% and 45% of an average school year) (Aaronson, et al., 2007).

A school system must hire new teachers in order to provide children with a high-quality education (OECD, 2009). But on occasion, it has been found that teachers with more expertise are better at raising student achievement. However, according to Rivkin, Hanushek, and Kain (2005) and Clotfelter, Ladd, and Vigdor (2007), these changes are dependent on the tenure term and the working conditions for both new and seasoned instructors.

A school system needs to bring on new teachers if it wants to offer kids a high-quality education (OECD, 2009). It has been discovered, though, that teachers with more experience are better at raising student achievement. The tenure period and the working conditions for both new and seasoned instructors, however, affect these changes (Rivkin, Hanushek, and Kain, 2005; Clotfelter, Ladd, and Vigdor, 2007).

Additionally, research appears that differences in teachers' effectiveness do not get less with time. As their careers progress, less successful teachers don't seem to catch up to their more effective colleagues. In fact, it shows that after their first year of teaching, better-qualified teachers tend to rise more swiftly than their less successful rivals. As a result, early experiences have an effect on a teacher's growth, which has an effect on both the effectiveness of the teacher in their first years of teaching and over the course of their careers (Gordon et al., 2006).

Beyond the enhanced learning for the students they teach, research indicates that more experienced teachers provide significant additional benefits to their school community (Podolsky et al., 2016). Teachers who work with colleagues with greater experience are more productive than those who do not.

Pedagogical content knowledge (PCK) is crucial for converting academic knowledge into fun learning experiences for kids. Abell (2007) and Kind (2009) claim that an abundance of descriptive studies have been published as a result of the

expansion of PCK research. Several PCK components are highlighted in these descriptive studies, along with how a teacher's practice might build them.

Beginning teachers participated in a variety of induction programs that supported their understanding of scientific instruction in a study by Luft et al. (2011). While working with children, these teachers built their PCK, and the introduction program strengthened it. It is evident from studies of beginning science instructors that PCK grows when teachers interact with students in the classroom.

In addition to contacts with coworkers, PCK development in science teachers has been shown to be influenced by educational curriculum materials, previous and current science coursework, and relationships with colleagues (Schneider & Krajcik, 2002). According to Luft et al. (2011), rapid changes in beliefs, information, and teaching methods are typical of the early years of a scientific teacher's career. The changes lead to significant deviations for certain teachers from constructivist, conceptual transformation, or learning-oriented approaches. These educators emphasize the student as the recipient of scientific knowledge by utilizing teacher-centered teaching techniques.

Other teachers notice that as a result of the changes, people are adopting or strengthening their attitudes that welcome the student as a learner. Students have the chance to produce knowledge in the latter method of science instruction by participating in real-world scientific events, developing arguments, or coming up with explanations. The phrase "student-centered instruction" has been used to describe this in some cases (Mintzes, Wandersee, & Novak, 2005).

Our understanding of a newly hired teacher's development can point the instructor in the direction of a more student-centered strategy. The views and expertise of the teacher may have a substantial impact on how this worldview develops (Abell,

2007; Jones & Carter, 2007). These concepts and information come from experiences of newly hired teachers in elementary and secondary schools, an initial certification program, or the first few years of teaching (Fletcher & Luft, 2011; Loughran, Mulhall, & Berry, 2008).

The need for major progress in these areas was acknowledged by new teachers, who also admitted their faults. In general, novice instructors had greater developmental needs than more seasoned educators, particularly in regards to understanding how to lengthen teaching and learning periods in the classroom. About one-third of new instructors reported having a high level of need for professional development in order to deal with student behaviour and discipline issues effectively. A significant level of need for professional development to improve their classroom management skills was also identified by 25% of new teachers, compared to 12% of more experienced educators (Jensen, B., et al. 2012).

Newly recruited teachers may be able to change their attitudes and practices, but at least they are knowledgeable about and have experience with student-centered methods of education. After all, they had recently completed programs leading to their initial licensure as teachers, which gave them the chance to practice stu The majority of beginning teachers are affected by their classroom setting. Their knowledge and ideas may be restricted, preserved, or strengthened in this context. The context of their job usually limits the perspectives and abilities of newly hired instructors (Luft et al., 2011).
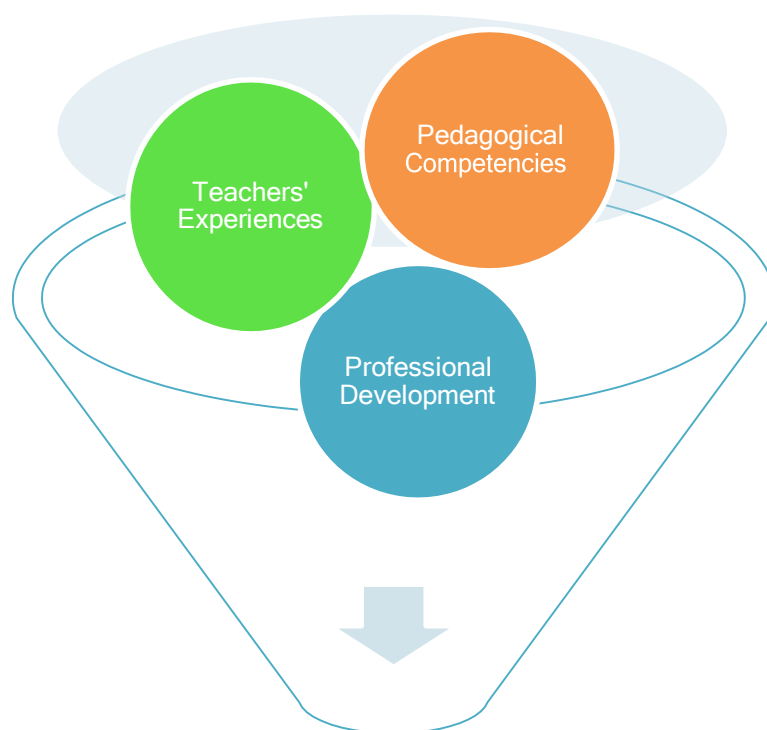
Non Education Graduate SHS Teacher

Figure 1. The Literature Map

Theoretical Lens

Social Representations Theory

In order to examine topics and concerns like the difficulties experienced by senior high school instructors without an education degree, this phenomenological study makes use of Moscovici's (1973, 1981, 1988, 1993, and 2001) Theory of Social Representations. Because my study is solely focused on the experiences of Non Education Graduate Senior High School Teachers, Social Representation Theory is a highly useful lens for analyzing this social issue. As part of their routine activities, teachers can communicate with one another about the challenges they have as Non Education Graduate Senior High School Teachers.

They can also exchange information about the answers they have discovered. In the course of their daily encounters, which are where social representational processes are produced, the participants in this study may come up with similar themes. The Theory of Social Representation, according to Moscovici (1988), covers both a viewpoint on communication and conventional wisdom in the contemporary world. The interpretive framework offered by this theory, according to Duveen (2000), is necessary to make representations visible and provide people the ability to recognize them as different categories of social practices.

Moscovici (1988) defined social representation as a set of ideas, standards, and practices that have two functions. First, it is vital to develop an order that will assist people traverse and master their material and social contexts.

The second objective is to promote community growth by providing members of the community with a code for social interaction as well as a code for naming and categorizing particular elements of their environment and their personal and collective histories (Moscovici, 1988).

Social representation is both a process and a product. It is a collection of concepts, claims, and defenses made through interpersonal communication in real-world settings (Moscovici, 1981, p. 181). It results from social thinking and resides in people's minds (Philogne, 2001; Wagner, 1995). Social groups communicate and build on occurrences through shared knowledge, symbolism, and understanding (Joffe, 2003; Wagner, 1995; Moscovici, 1988).

A group's development of a social object and its definitions serves as the basis for social representation as a way of communication (Moscovici, 1988). Clemence, Devos, and Doise (2001) described it as a technique for promoting social understanding between groups on issues they thought crucial. It also serves as a means of establishing their perspective on a subject's reality (Philogne, 2001). Societies routinely communicate with one another and have social conversations about a range of topics (Wagner, 1995).

Purpose of the Study

In this phenomenological study, non-education senior high school teachers' pedagogy and practices were examined along with their challenges, coping mechanisms, goals, and aspirations.

Research Objectives

The major goal of this research is to support senior high school teachers who do not teach education in their pedagogical practices. This research sought to answer the following question:

1. What are the struggles of Non-Education Graduate SHS teachers in their pedagogical practices?

2. What are the coping mechanism of Non-Education Graduate SHS teachers in their pedagogical practices?

3. What support from the administration does of Non-Education Graduate SHS wanted to enhance their pedagogical practices?

Significance of the Study

The findings of this study serve as a source of pertinent data and proof for DepEd officials in the event that DepEd Order No. 3 s is subject to a potential policy review. According to the 2016 Senior High School (SHS) Hiring Guidelines, candidates without a degree in education must complete an obligatory teacher induction program. Additionally, this will serve as one of the pillars on which school administrators will build an intervention strategy to support Senior High School Non-Education Graduate Teachers in developing pedagogical strategies that result in successful and efficient teaching-learning interactions.

Additionally, this will make it easier for senior high school teachers who did not receive an education degree to meet the needs of modern education. Additionally, this provides a pathway for potential future researchers' initial study ideas.

Scope and Limitation

Teachers of Nabunturan National Comprehensive High School Integrated Senior High School who did not complete their education participated in this study. Seven instructors participated in a focus group discussion, and six teachers participated in in-depth interviews to acquire the data. The informants and participants are Department of Education employees with two years or less of experience, non-LET passers, bachelor but non-education graduate employees, and those without any prior

experience teaching in Basic Education. The study depends on the informants' capacity to share their stories and respond to interview questions. Informants and participants may be subjective because they have different levels of pedagogical practice knowledge and experience. The assistant school principle will be made aware of the study's goals because administrative approval is required to contact respondents.

Chapter 2

METHODS

In this study, a qualitative research design and the phenomenology technique were used to explore the difficulties, coping mechanisms, and support that Non-Education Graduate SHS Teachers sought from the administration in their educational practices. To gather their perspectives, we adopted a focus group discussion and in-depth interviewing strategy. To investigate why or how a phenomenon occurs, to create a hypothesis, or to characterize the nature of a person's experiences, qualitative research approaches are used (Fetters, Curry, and Creswell, 2013).

Role of the Researcher

As teachers at senior high schools, we have noticed that many of my colleagues come from other sectors and have extensive experience in their individual fields of expertise but lack the teaching-related experience required by DO. Hiring Guidelines for Senior High School (SHS) Teaching Position, Public Law No. 3, Section 2016. Additionally, we saw that the majority of those who are coming from the workplace and industries are having trouble adjusting to the methodology and practice of teaching.

In-depth interviews with six teachers and focus groups with seven non-educated SHS teachers helped us collect the data for this study.

Research Participants

The study's informants were three (3) senior high school teachers from the academic track and three (3) senior high school teachers from the technical, vocational, and livelihood tracks. Six SHS teachers without a degree in education were also interviewed for the In-Depth Interview (IDI) to learn more about their pedagogy and

teaching strategies. Eight teachers from the Nabunturan National Comprehensive High School Integrated Senior High School who had not finished their studies and had not passed the LET took part in the Focus Group Discussion (FGD). Six (6) instructors were chosen for the in-depth interview (IDI) and seven (7) teachers were chosen for the focus group discussion using a purposeful sample technique. There are enough participants and informants, claims Creswell (2013). De Laine (2000) asserts that the gatekeeper will be able to recognize the informants. The gatekeeper in this research study's environment is a person with access to crucial data and instructor performance. Below are the profiles of the informants and research participants.

TABLE 1. Profile of Research Informants and Participants

Study Group	Pseudo Name	Characteristics
In-depth Interview	Mr. Tall	He is homophobic. He has a degree in BS ComSci.and is currently a contemporary arts teacher in the Philippines.
In-depth Interview	Mr. White	He is homophobic. He holds a BSBA degree, and is teaching media and information literacy at the moment.
In-depth Interview	Ms. Smile	She is wedded. She obtained a BS in EE and presently instructing probability and statistics.
In-depth Interview	Mr. Handsome	He has a wife. He holds a BS in Custom Ad and is currently a Computer Systems Servicing instructor.
In-depth Interview	Ms. Beauty Queen	She is wedded. She holds a BS in Computer Science and is currently employed as a Personality Development instructor.
In-depth Interview	Ms. Flawless	She is wedded. She received her BSBA and is now a contemporary Philippine arts instructor.
Focus Group Discussion	Mr. Thin	He is unmarried. He holds a BSIT degree and is currently imparting knowledge of contemporary Philippine art.

Focus Group Discussion	Mr. Uncle	He has a spouse. Graduated with a BS in ME, Statistics and probability are currently being taught.
Focus Group Discussion	Ms. Petite	She's not married. Her current course, Oral Communication in Context, is being taught. She has a BSBA.
Focus Group Discussion	Mr. Shy	He has a wife. He has a two-year degree in electronics and is currently a PE 1 and EPAS teacher.
Focus Group Discussion	Mr. Bossy	He has a spouse. He has a BS in EE and teaches EIM courses at the moment.
Focus Group Discussion	Mr. Sleep	He has a wife. He has a two-year degree in electronics and is currently an EPAS subject teacher.
Focus Group Discussion	Mr. Young	He's not married. He received his BS in ECE, and he currently teaches Earth science and chemistry.

Research Locale

The study was carried out at the Nabunturan National Comprehensive High School-Integrated Senior High School (NNCHS-ISHS), which has the most senior high school students and teachers in the entire Compostela Valley Division. To address one of our urgent problems, investigate potential answers, and pilot test the intervention before disseminating it to others is the goal of executing it locally. 7°36'21.6" N, 125°57'46.8" E are the coordinates of the location.

Research Instruments

In order to fill the questions with relevant material, the in-depth interview (IDI) used an interview guide that was then subjected to content validation through mock interviews with our colleagues. Creswell (2007) emphasized that as research progresses, questions may change to reflect a deeper understanding of the problem. This component of the questions will change depending on how well the researcher can evaluate their own roles and perspectives in the inquiry process, particularly how they are positioned

in regard to participation, which is a limitation (Charmaz, 2006).

Data Collection

To gather data, we conducted in-depth one-on-one interviews with the participants using multilingual interviewing approaches. In other words, the respondents had offered their opinions in English, Filipino, Bisaya, or any combination of the three. Before we actually interviewed the participants, I conducted a practice interview with one of our other coteachers who wasn't one of our participants. This was done to test our art of inquiry and see if the participants were forthcoming with clear responses. Throughout the mock interview, we keep an eye on the teachers' capacity to simply and openly discuss their experiences. The participants' diverse comments were recorded during the interviews on audio tape, and notes were also taken.

The replies from the participants were examined using thematic analysis. Thematic analysis is a method for reporting on data and analyzing patterns or themes (Boyatzis, 1998; Roulston, 2001). Because it can probably offer a thorough, intricate, and rich description of the data, thematic analysis is a flexible research strategy that is quite advantageous for this study. Boyatzis (1998) suggested the following steps for data analysis, which we followed: familiarize data, develop first codes, look for themes, investigate themes, define and label themes, and design the report.

Trustworthiness. Qualitative research has its own set of evaluation standards, similar to the ones Guba (1981) provided for quantitative research, such as internal validity, dependability, and objectivity (Lincoln, 1995). We considered the Guba and Lincoln (1985) proposed trustworthiness standards, which include the credibility, confirmability or auditability, dependability, and transferability or fittingness of the study (Cutcliffe & McKenna, 1999; Lincoln & Guba, 1985; Sandelowski, 1986; Streubert-Speziale, 2007). The validity of a study's findings and the accuracy of data interpretations drawn from participant experiences are influenced by their dependability, according to Lincoln and Guba (1985).

Credibility. In order to establish the validity of our study, we ensured consistency in my data collection, such as the interviews, which were obtained directly from the participants and not a craft-up stories. We preferred that all superfluous information be deleted and only important information be retained. For taking notes, pictures, and audio recordings during our interviews, my co-proponents received criticism. We also asked a reliable person to help us assess the information we had gathered. As a result, the study's findings are more reliable (Suter, 2012).

Confirmability. In order to ensure that our study could be confirmed or audited, we retained the audiotaped interviews, our own notebook or diary, transcripts, and note-taking. Confirmability, also known as auditability, refers to the researchers' decisions, procedures, and supporting documentation (Polit, Beck, and Hungler, 2006; Streubert-Speziale, 2007). We avoided data misrepresentation by omitting my personal opinions, theories, and judgments. We used bracketing as one of my approaches because we didn't want to introduce our own prejudices. In order to ensure that the study's conclusions are free of prejudice and chauvinism, we also conducted peer debriefing and triangulation.

But I slightly preferred Gephart's (1988) viewpoint on confirmability. He asserts that confirmability is congruent with the issue of the researcher's prejudices and biases (Gephart, 1988), as well as the reader's own capacity to comprehend the information provided and its interpretations (Guba & Lincoln, 1989). To enable anyone with an interest in seeing the original sources or transcripts to do so, all records—including audio recordings and transcripts—were saved.

On the other hand, I double-checked with my participants after transcribing all the data to make sure the transcription was accurate.

Dependability. To show the dependability of our work, we applied a coding-recoding technique regularly to data gathering and analysis. When I condensed the data, I made sure that only relevant information was included. Peer debriefing was then employed to triangulate the findings of the data gathering and analysis. Suter (2012) emphasized the use of common qualitative approaches to promote dependability, such as triangulation, peer debriefing, and audit trails.

Accurate transcripts, taped interviews, and documentation of the methodology or research processes utilized in the data collection and analysis were employed to keep track of the data, ensuring its reliability. All drafts and transcripts were kept in their original format. This supports the claim made by Bond and Ramsey (2010) that thorough documentation of the research procedures and methodological decisions should be performed to guarantee the validity of the study findings.

Transferability. We gave as much information as we could on the research setting and my research's ideas in order to address transferability. We made sure that the data are dense and rich in descriptions in order to hold any interested party who transfers the outcomes of this study to another environment accountable for the transfer.

Data Analysis

The replies from the participants were examined using thematic analysis. Thematic analysis is a method for reporting on data and analyzing patterns or themes (Boyatzis, 1998; Roulston, 2001). Because it can probably offer a thorough, intricate, and rich description of the data, thematic analysis is a flexible research strategy that is quite advantageous for this study. Boyatzis (1998) suggested the following steps for data analysis, which we followed: familiarize data, develop first codes, look for themes, investigate themes, define and label themes, and design the report.

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Ethical Considerations

The focus of our study is on people who are held to a higher standard of ethics, such as teachers and other professionals. We must ensure their safety and provide total protection to keep their faith in me. We followed the ethical guidelines provided by

(Boyatzis, 1998; Mack et al, 2005) for conducting this work, specifically the following: Respect for people is the researcher's pledge not to benefit from the responses' and participants' shortcomings. Independence shall be avoided in order to preserve kinship, trust, and confidence between the participants, respondents, and the researcher. This will be done with the interview subjects and experiment subjects in mind.

Consent is yet another, incredibly crucial approach to respect authority when doing your study. Prior to starting the study, the researcher wrote the superintendent of the schools division to obtain approval. The researcher requested permission from the school principal to conduct the interview and conduct the experiment after gaining authorization.

Beneficence is committed to lowering participant and response risks and raising the benefits that come from them. This is done to make sure that everyone who participated and provided feedback understood the investigation's aims and objectives.

Confidentiality is a protection of the participants and responses, as well as the findings and discoveries, were all coded using a numerical system. To minimize any dangers to any of the participants or respondents, the identity of the participants and respondents was preserved throughout. Respondents were consistently ensured, making sure that no data records were left unattended, unsecure, or in one place at any given time (Mack et al., 2005).

Justice requires a thorough analysis based on the study's conclusions. The information was carefully considered, properly studied, and debated before a conclusion was made. It is crucial to acknowledge the contributions of the huge number of respondents because they were a major factor in the investigation's success (Mack et al., 2005).

Chapter 3

DISCUSSION OF RESULTS AND RECOMMENDATIONS

Research Question Number 1. What are the struggles of Non-Education Graduate SHS teachers in their pedagogical practices?

During the in-depth interviews and focus group discussion, the following questions were asked in order to generate a wide-ranging discussion for the above research problem. What are your preparations prior to your classes? How do you manage your subject currently teaching? How do you find your preparations and submissions of different school forms?

There were four major themes emerged from the data collected on the struggles of the study participants as presented in Table 2 such as Uncertain of Instructional Capabilities, Difficulty on Teaching-Learning Procedures, Problem on School Forms and Lack of Self-Confidence.

Table 2: Themes and Significant Statements on the Struggles of Non Education Graduates Senior High School Teachers

Themes	Core Ideas
Uncertain of Instructional Capabilities	Doubting myself if students learn from the discussion
	Need to prepare and study to avoid negative feedback
	Lack of sleep due to class preparation
	Difficult to teach if not your field of expertise
Difficulty on Teaching-Learning Procedures	I found it hard to implement classroom management
	Struggle on finding appropriate teaching techniques
	Difficulty in matching lesson to strategies
	I found difficult to fit activity to certain lesson
	I found difficult to impart content to students
	Nobody is there to coach
	No consistency on the format

Problem on School Forms	Disturb actual classes and time with family
	Unfamiliar contents
	Not train on how to do it
Lack of Self-Confidence	I'm afraid to go in front even if it is reporting
	If I'm in front of my class I'm chilling
	During my first day of class I chill in front of my students
	I'm chilling in my class if I'm not prepare

Lack of Self-Confidence

Almost all the key informants and the FGD participants revealed their difficulty of being a Non-Education Graduate Senior High School Teacher. They really experience that it is not easy to teach in Basic Education Curriculum since they are all first timer in the teaching arena and they don't know on how to prepare lessons that would fit to the needs of students at the same time enhancing their outmost participation.Mr. White (not his real name), found teaching in SHS a very challenging task.

*Kato gyud sa first time nako na pagtudlo, grabe gyud ang
kalisud adto kay dili gud mi education graduate, wala pa
gyud mi ngpractice teaching, ni earn lang gyud mi niya mag
observe lang didtoa walay actual.*

My first time in teaching is very difficult because I'm
not an education graduate, I just earn units in education
without doing actual practice teaching but instead
merely observing. (TR_IDI02Q1)

*When it comes to delivering the lesson for
class…'yong thinking na parang ano gud was
my students getting something from the lessons,
were they learning from it, kasi I had this qoute in mind
ba na, na makatoon ang bata if there was a
change behavior and there will be changes if the
students really understand critical think
what to post on social media.*

I am doubting if my students was able
to learn from my discussion and they can possibly
apply and critical think what to post in the social media. (TR_IDI01Q1)

Mr. Young (pseudonym) described how he became nervous when facing his students at front.

> *First time gyud kaayo nako ang pag*
> *teach kay pag adto palang*
> *sa atubangan kay mangurog nako*

I'm first timer in teaching because I felt nervous and shaky when I go in front. (TR_FGD07Q1)

> *Struggle kay dili man gyud ko education*
> *graduate then first time in teaching ug dili*
> *pa gyud reto ang akong subject na   gitudluan.*

I'm struggling since this is my first time in teaching and yet the subject that was given to me was my waterloo. (TR_IDI04Q1)

> *Nangurog gyud ko sa first time nako na tudlo ug*
> *gingnan pako   sa bata ug "Sir first time nimu?*
> *" mura gyud kong nabuang pero   wala lang gyud ko*
> *nagpahalata, niingon rako nakalimot ko ug*
> *kaon ug pamahaw(laughing)*

I felt nervous during my first day of class and one of my student observed that I'm shaking and asked me if it was my first time to teach? I just make an excuse that I forgot to eat my breakfast and I'm hungry. (TR_IDI02Q1)

In addition, Ms. Beauty Queen (pseudonym) narrated her experience on teaching not on her field of expertise.

> *Siguro din po kaya walang confident sa klase kasi*
> *binigyan kami ng load na hindi namin alam ug need*
> *pa nmo mo study. Idugang pa na I don't know*
> *how to handle classroom management.*

Maybe we lack of confidence in our classes because

were given teaching loads not on our cup of tea.
Aside from that I don't know how to handle classroom
management. (TR_IDI05Q1)

Uncertain of Instructional Capabilities

Mr. Shy (pseudonym) questioned his capability as a teacher in terms of transfer

of knowledge and skills.

*Sa mga skills kay dili kaayo nako ma assess
kung nakuha ba nila akong gpangtudlo sa ilaha*

In the acquisition of skills I can't assess if they
are learning from my teachings. (TR_FGD04Q1)

Mr. Young (not his real name) narrated sadly his experience of teaching.

*Makulbaan gyud ko tapos ang akong subject
karon puros science, Earth Sci, Earth and Life
ug Chemistry wa koy problema sa akong ma
students kay bootan man,ang problema nako
kay mga bright kaau daghan kaau ug pangutana .
Unya naa pa gyud mga instances na ang ilang mga
questions kay dili nako matubag. Usahay pod
makita nako sa ilang mga nawong nga murag
naglukdo pa sila ug question mark sa ilang mga ulo.*

I felt uneasy because my subjects are all Science such
as Earth Sci, Earth and Life and Chemistry, I don't
have problem with my students because they are good
and yet smart who are always full of questions. There
are instances that I can't answer their questions and
most of the time I can sense that still they long for an
intensive explanation about their questions. (TR_FGD07Q1)

Difficulty on Teaching-Learning Procedures

Also, Mr. Tall (not his real name) elaborated his experience on enhancing

students' participation.

And aside from that….one of the struggles also,
as a non-education graduate, I had this struggles
with what activity that will fit on certain lesson that
would really enhance students participation
and all. (TR_IDI01Q1)

Mr. White (pseudonym) added his sentiments about finding appropriate activities

for the students to easily understand their lesson.

*Kay kung Filipino na teacher pako hawod na kayo
ko adto magpasikot-sikot ug unsaon nako na mas
mapadali sa mga bata pero ako adto na time focus ra
gyud ko kung unsa ang naa sa libro dilii nako kahatag
ug mag example na contextualize na related sa kinabuhi.*

If I'm a Filipino major that time where I am teaching
Filipino subject it would be easy for me to find ways
to make our lesson easy to learn, but what I did that
time I just focus on the book and due to lack of
knowledge I was not able to give contextualize examples.
(TR_IDI02Q1)

Select activities sa mga bata para mas makasabot pa.

Select activities in delivering the
lesson for the students to easily understand.
(TR_IDI03Q1)

Mr. Bossy (not his real name) shared also his anxiety when finding a strategies

that match to lesson being prepared while considering the prior knowledge of students.

*Lisud kaayo ang pag pangita ug strategies na
mohaom sa need sa mga bata labi na ug wala
gyud prior knowledge ang bata.*

It's very difficult to find strategies that
suit to the needs of students especially if the
student don have prior knowledge on it. (TR_FGD05Q1)

Difficulty in matching lessons to strategies

> *Guilty ko sa akong hunahuna kay feeling nako*
> *naa gyud kulang sa akong pagtudlo*

> I felt guilty in my mind because it seems
> that my teaching is incomplete and
> ineffective. . (TR_IDI02Q1)

Support Staff

Most of the participants voice out their unpleasant experiences with regards to preparation and submission of different forms in the institution.

Mr. Handsome (pseudonym) expressed his dismay in the preparation and submission of forms which he felt his time to his classes is disturbed and lessen the time to his family.

> *In terms sa mga forms, ma disturbo gyud atong mga*
> *klase tungod sa mga forms na urgent then kung*
> *dili mahuman sa eskwelahan dalhon pa gyud sa*
> *balay makuhaan na ang oras sa pamilya.*

> In terms of forms, my classes will be disturbed
> if it is urgent and if I can't finish doing it at the office
> I need to bring it home and done it here. In this case,
> my time with my family will be lessen. (TR_IDI04Q1)

Mr. Bossy (not his real name) shared also his anxiety when finding a strategies that match to lesson being prepared while considering the prior knowledge of students.

> *Lisud kaayo ang pag pangita ug strategies na*
> *mohaom sa need sa mga bata labi na ug wala*
> *gyud prior knowledge ang bata.*

> It's very difficult to find strategies that suit
> to the needs of students especially if the

student don have prior knowledge on it. (TR_FGD05Q1)

Kapoy ang work, magdala pag work sa balay
then sayo momata sa adlawon para mag research ug mag study

My current work is very tiring, I need to
bring home work then wake up at dawn to
study and research. (TR_IDI06Q1)

Mr. Tall (pseudonym) one again narrated his experiences with doing with forms.

What I really hate about school forms is that when
we started the job we thought that we really merely
teaching, that's why we enter such job, but when I
landed on the job, oh my God there's a lot of forms.
I think it would be more hassle free if at the beginning
of the job we were taught on how to do that forms,
we should be trained with it, on how important
it is and why I need to comply all of these. (TR_IDI01Q1)

Sa DepEd forms?? Magsakit akong ulo pero gina
chill lang gyud nako na kaya ra lage ni…
Nganong naa pamay mga forms na dapat magtudlo
lang, pwede naay non-teaching na mobuhat sa mga
forms nya mopasa rami rami sa raw, murag college buh.

DepEd Forms? It brought me headaches but I find
ways to chill on it. I ask myself, why there is a
need to comply these form, can we be like college
that there is a non-teaching personnel to comply
it and we just submit raw information. (TR_IDI02Q1)

The statements below had confirmed by some informants on how they felt uneasy

when they submitted their forms late.

If I'm going to rate my timeliness from 1
is the lowest and 5 isthe highest, I would say 2.
(TR_IDI01Q1)

In terms of submission, usahay ma
delay tungod kay daghan ug kabag-ohan

In terms of submission, sometimes I will
be delay on it because of new
changes in the format. (TR_IDI03Q1)

Ma late ko sa submissions kay nakasulod nako
sa klase usa moingon na nay ipasa niya
hantod malimtan nalang na nay ipasa.

I am late in the submission because sometimes
there announcement is late when I already
enter my class until such time I will forget that
I had something to submit on that day. (TR_IDI02Q1)

Research Question Number 2:   What are the coping mechanism of Non Education Graduates SHS teachers engage in their pedagogical practices?

The following questions were asked during the in- depth interview and focus group discussion to find out the coping mechanisms of Non Education Graduate Senior High School Graduates: How do you find your new work and workplace? What are your activities to sustain the fire of your teaching? These coping mechanisms involved their teaching strategies and resourcefulness in teaching students.

From the data collected using the above questions, there are five essential themes came out from the responses as shown in Table 3. This are Self-Directed Learning, Lesson Integration, Self-Motivation, Resourcefulness and Mitigation.

Table 3: Themes and Significant Statements on Coping Mechanism of Non-Education Graduate Senior High School Teachers

Themes	Core Ideas
Self-Directed Learning	Advance study of lesson
	Research new lessons
	Utilize videos as alternate for actual hands on
	Watch videos on teaching demonstration
Lesson Integration	I integrate my hobby in my lesson
	I integrate my experience in my previous employment
	I use my experience in the contextualization
	I give real life examples
Self-Motivation	I consider my job as my main source of income
	I choose this job and I need to withstand to it
	I come to class ready
	I enjoy every moment of my class
Resourcefulness	I borrow facilities from the shop
	I encourage students to provide their own laptop
	I photocopy a book from the mass training
	I utilize the output of my student for future use
	Buy Wi-Fi connection
Mitigation	I browse the internet
	I study then research
	I use strong support group in an online community
	I ask help from experts
	I adopt the strategy of my experienced colleague

Self- Directed Learning

Most of the participants experience the need to rely on someone and explore the internet when doubts strikes in their day to day undertaking as Non- Education Graduate Senior High Teacher.

Mr White (not her real name) expressed his dedication and commitment in teaching students. To him, being a teacher must give real life examples for the students to appreciate the beauty of their lesson.

Focus rako sa book, then research sa internet para sa mga dugang example, nya nga hinay hinay kog paningkamot na matubag nako ang mga pangutana sa bata ug kahatag kog contextualized na example kay mga TVL baya sila na mga students.

I just focus on book, then research in the internet for additional examples and readings so that I can give contextualized example because they were TVL students.(TR_IDI02Q1)

Maong ang akong trabaho mag sige nalang ug research maskin naa nako sa balay kay aron ma fulfil nako ang expectation sa mga bata sa akoa

This is the reason why I keep on browsing the internet even though I'm in my home already so that I can fulfil the expectation of my students from me. (TR_IDI07Q1)

There is a strong support group in an online community where they share different activities, and resource information that we could use, murag naa na siya daan ba..parang everything was all given and it's up to MIL teacher to deliver it and how these lessons could be easily understand by the students.

If I'm going to rate my timeliness from 1 is the lowest and 5 is the highest, I would say 2. (TR_IDI01Q1)

In terms of submission, usahay ma delay
tungod kay daghan ug kabag-ohan

In terms of submission, sometimes I will
be delay on it because of new changes
in the format. (TR_IDI03Q1)

Ma late ko sa submissions kay nakasulod
nako sa klase usa moingon na nay ipasa
niya hantod malimtan nalang na nay ipasa.

I am late in the submission because sometimes
there announcement is late when I already
enter my class until such time I will forget
that I had something to submit on that day.
(TR_IDI02Q1)

There is a strong support group in an online
community where they share different activities,
and resource information that we could use, where
everything was already given it's up to MIL
teacher to deliver it and how these lessons
could be easily understand by the students.
(TR_IDI01Q1)

The statements below are the experiences of SHS teachers on preparing and studying their lessons.

Himu ug visual aids, mag study pa gyud
ko sa mga technique na mapasayon para
makatubag ko mga questions sa mga bata
ug bali balihon man gani kog pangutana
aron ma answeran dayon nako.

I make visual aids at the same time I study
especially on techniques on how to simplify solutions.
Also I want to study so that I can answer the
question of my students even if they will ask me
anything on our topic. (TR_IDI03QQ1)

Need to study kay kinahanglan manukad kay
unsa nalang pod ikasulti sa mga students

I need to study becuase I need to prepare on
my class to avoid negative feedback from my
students. (TR_IDI06Q1)

*Naa koy mentor karon sa Applied Econ na
subject kay hate kaayo nako ni na subject.*

I have a mentor on my Applied Economics
subject, whom an expert on this subject
because I hate this subject. (TR_IDI06QQ1)

*Nag ask ko ug tabang kay William kay
iyaha maning expertise (referring to PE),
dili ko pahawod-hawod kay lisud na.*

I ask expertise from Sir William because this
is his expertise (referring to PE), I don't want to
be a hypocrite and claiming that I am good
on this area. (TR_IDI06Q1)

Mr. White (pseudonym) described how he handle his class as a beginning teacher.

*Advanced Study then research,
be updated with current trends and issues.
Dihaa ko nagakuha ug mga pang igo nako
sa ilang mga pang adlaw adlaw na panginabuhi.*

I do advance study on my lesson then research
on the current trends and issues. In my research
I get examples and reflection that I could
share to them that possibly touch their
everyday undertakings. (TR_IDI02Q2)

*Akong ginabuhat man is gina continue lang
gyud nako ang pag research kung unsay bago
kay dili nako master ang akong lesson*

What I do is just continue on doing research with
what is new and trending today since I am not
master with my lesson. (TR_FGD07Q2)

Mr. Tall (pseudonym) emphasized that according to him every doubts in our mind this is an answer on in in the internet, just browse on it.

Research, I think everything can be learn. (TR_IDI01Q2)

Resourcefulness

Mr. Petite (pseudonym) accentuated that the only reason why she bought a Wi-Fi is for her to research with her lessons.

Nag research sa internet that's the reason
why naa koy wifi karon.

I do research on
internet that is the reason why I bought
Wi-Fi. (TR_FGD03Q2).

Akong ginabuhat kay magtoon ko pinaagi
sa pag research mao na reason na wala
nako gipaputol akong internet connection.

What I do is studying through internet this
is the reason why I still subscribe on an
internet service provider. (TR_FGD05Q2)

Mr. Uncle (pseudonym) pointed out that he utilized videos as alternate for actual hands on since they don't automotive equipment that time.

Sige rako ug pakita sa youtube kay
wala man mi gamit sa automotive gyud

I keep on showing my student a videos
downloaded from YouTube since we don't
have facilities in automotive. (TR_FGD02Q2)

Sa wala pa ang among laboratory sa EIM
nahuman akong ginabuhat kay patan awon
ang mga bata sa video kung unsaon paghimo
ang mga task sa hands on.

During that time that our EIM laboratory
is not yet functional, I let my students
watch videos showing the actual hands on.
(TR_FGD05Q2)

Mr. Young (pseudonym) emphasized that will always come to his class prepared.

Akong ginaseguro ma'am na enag moadto
nako sa akong klase na ready na kaayo ko
sa akong lesson aron mosalig pod ang mga
bata sa akoa sa akong itudlo sa ilaha

I'll make sure ma'am that if I come to
my class I'm ready and prepared so that
my student will trust my capacity on what
I am teaching to them. (TR_FGD07Q2)

In addition, Ms. Beauty Queen (pseudonym) shared her experience that she is

more comfortable in the classroom if she is over-prepared.

Well….I likely feel most comfortable in the
classroom if I am over prepared especially if I
have slides, videos, handouts of the topics to be
discuss in the class and review students
questions to anticipate their concerns, problem
and interests. (TR_FGD05Q2)

Mga bata napugos ug provide ug laptop kadtong
mga maka afford kay kulang gyud kaau ang
gamit sa laboratory, ang uban cellphone nila ilang
gamiiton enag mag program sila.

My students are encourage to buy laptop if they
can afford because we lack of units to be used
during our programming class. Others are utilizing
their smartphone for programming codes. . (TR_FGD01Q2)

Kanang sa kulang namu na mga gamit enag mag
actual mi kay ma sakripisyo ang akong tindahan,
nagakuha man ko didtoa, utang akong sanghid
sa akong asawa kay pabayran ra lage nako sa
sa mga bata ug hinay.hinay ug naa na silay kwarta
ug moabot ang time na malimtan nalang maong ma quits lage.

During the actual demonstration of our class
if the materials of my students are lacking I
used to get it from my store with the permission
from my wife that my students will pay it on
instalment basis and if they have available money
already but time come they will forget it and
it will be quits. (TR_FGD04Q2)

*Manghiram rako sa shop ug mga tools ug uban pa
pero kulang ghapon kay sa kadaghan sa akong mga bata.*

I used to borrow at the shop but the tools and
other materials are still lacking due to the huge
number of my students. (TR_FGD02Q2)

*During sa mass training naa man to libro na
gnabaligya didtoa, ang akong gibuhat is ngpaphotocopy ko*

During our mass training, there are books which
are for sale, what I did is borrow my co-participant
and photocopy it. (TR_FGD03Q2)

Lesson Integration

Mr. Tall (pseudonym) highlighted that he integrated his hobby in handicraft making in sustaining his willingness to teach.

*I used my hobby in handicraft making,
I integrate my hobby with my lesson in CPA
to sustain the willingness to teach and maging
smooth sailing ang akong pagtudlo.*

I used my hobby in handicraft making,
I integrate my hobby with my lesson
in CPA to sustain the smooth sailing and
willingness to teach. (TR_FGD01Q2)

In addition, Ms. Beauty Queen (pseudonym) highlighted that she integrated her experiences in her previous employment in teaching PerDev subject.

What I did in my class is integration of my
experiences in the industry whom I believe
is essential and align to our lesson. (TR_FGD05Q2)

Research Question Number 3: What support from the administration does Non-Education Graduates SHS teachers wanted to enhance their pedagogical practices?

In order to grasp fully the support wanted by the Non-Education Graduate Senior High School Teachers, the grand tour questions was asked.

From the responses of the participants as presented on Table 4, only four major themes emerged, to mention; Trainings and Seminars, Acquisition of Facilities, Support Staff and Mentoring.

Table 4:Themes and Significant Statements on Support does Non-Education Graduate Senior High School Teachers wanted from the Administration

Themes	Core ideas
Trainings and Seminars	Trainings on how to deliver the lesson
	Trainings on lesson planning
	Trainings on how to improve our teaching
	Seminars on current issues
Acquisition of Facilities	Facilities for my students to be more
	EPAS Fabrication Laboratory
	Functional Science Laboratory
	Operational Computer Programming Laboratory
Support Staff	I wish that there will non-teaching staff to do the forms
	Just like in college, registrar will be the in charge of forms
	Teacher will focus on teacher and staff be in charge on documents
Coaching/Mentoring/Peer Tutoring	I want to be mentored on the things that I am not master
	Coaching on unfamiliar tasks
	I need coach so that I'll be checked
	A reciprocated learning

Trainings and Seminars

The following responses of the key informants and the focus group discussion displayed their necessary trainings, mentoring and workshop in providing better service for the benefits of our learners. Here are some of the responses from the participants.

Training sa strategy sa pagtudlo labi na pareha namu
dili education graduate kay layo ra gyud kaayo mi
bisan unsaon pa namu ka experienced naa gyud
mi ug kulang para sa akoa

Training on strategies of teaching especially for us
Non Education Graduate because for me even
though time come and we are experienced enough,
there is still lacking if we were not able to
trained during our beginning days. (TR_IDI02Q3)

Trainings on strategies, techniques na makatabang
na mas maging effective ko sa akong klase.

Training on strategies and techniques that
will helped me to be more effective on
teaching my class. (TR_IDI06Q3)

I train ug mas deeper pa sa ICT na context.
Dili lang sa CSS dapat naay networking ug
uban pa na related sa among strand

Trained us deeper on the context of ICT not
only in CSS but also in networking and other
tasks related to our strand. (TR_IDI04Q3)

Trainings na intense para mas meaningful

An intense training so that experienced
would be very meaningful. (TR_IDI06Q3)

Igong time sa roll out training para
sa mga TVL subjects na maging specific
kung unsa gyud ang sundon

Enough time for the roll out training for TVL s
ubjects so that we can decide on what specific
should we follow. (TR_FGD01Q3)

Mentoring/Coaching/Peer Tutoring

Ms. Beautiful (pseudonym) shared her experience that it is better for us to have

training on lesson planning to be guided on what to do.

Trainings on lesson planning to be effective
and efficient in the classroom. (TR_IDI06Q3)

*I need coach pod, kanang mo coach sa akoa
kung tama ba akong gibuhat kay kung ako
ra isa how would I know kung tama ba akong
ginahimo kung walay mo sulti sa akoa*

I need a coach that will tell me if I'm doing
is right towards my teaching so that I'll
be inform if what doing it is correct. (TR_FGD03Q3)

*Peer Tutoring para dali ra
kung naa mga gusto ipangutana*

I need peer tutoring because it
will be easy to ask questions. (TR_IDI03Q3)

Acquisition of Facilities

Below are the responses showing how they need the provision important facilities

to be available in their respective track for efficient and effective teaching that would

benefit learners.

Ma fuctional na ang laboratory sa
Science kay dghan pa ug kulang.

Science Laboratory to be operational since
there are still lots of items lacking. (TR_FGD07Q3)

*Ug naa tay fabrication lab kay kung naa
tay panghimoon pwede na mahimo didtoa*

I hope that we can have a fabrication
laboratory because if we need to fabricate
something for our office we can utilized it. (TR_FGD04Q3)

*Mas dugang na gamit para automotive
na klase kay limitado kayo*

Additional tools and equipment
for automotive laboratory. (TR_FGD02Q3)

*Unta naa nay laboratory
gyud ang programming*

I hope that programing students
can have their laboratory. (TR_FGD01Q3).

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