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Teachers by Accident: Experiential Accounts of Non-Education Graduate Faculty

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Abstract. Hiring faculty whose professional qualifications are vertically aligned and retaining highly effective ones is challenging in the academe. This study aimed to describe the profile of the non-education graduate faculty of the University of Northern Philippines, their professional preparedness, and the challenges they met in the classroom as instructors. The researchers conducted the study to fill in an existing gap since there is a dearth of studies on the plight or experiences of the non-education graduate faculty in the University. The study utilized a qualitative research design, employed phenomenology, and used a survey questionnaire, interview, and Focus Group Discussion to gather data from the 87 non-education graduate faculty. Results disclosed that the respondents exhibited passion and commitment to teaching despite their limitations in handling classes. They have learned how to use teaching strategies through the years. However, these were more traditional and teacher-centered ones. Consequently, traditional assessment tools were utilized rather than authentic and performance based. They exhibited knowledge of classroom management. However, instruction management was one of their weaknesses, including instructional materials preparation. Despite the diverse backgrounds of the respondents and the various challenges met in teaching, their desire to further their teaching skills despite the challenges was very evident. Hence, the University should design relevant professional development training, including instructional materials, course content delivery, and mental health topics. In response to their instructional needs, peer mentoring programs may also be designed.

Keywords: Higher Education Teaching; Professional Development; Mentoring; Quality Instruction; Instructional Materials; Lived experiences; Phenomenology

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1. Introduction

Quality learning and effective teaching are vital in cultivating the conditions for universal peace, economic productivity, and sustainable development. People must learn actively, collaboratively, and self-directedly to flourish and contribute to the communities regardless of race and creed.

Educational institutions are pivotal in a fast-changing society, especially in molding future generations. Donnelly et al. (2016) stressed that generational differences in attitudes generally arise from and reflect broad sociocultural changes that may be evident at specific periods. Hence, schools are faced with challenges in bridging such a generational gap. Faculty members have multifarious roles in shaping productive and accountable future professionals and leaders. In higher education institutions, teachers produce and disseminate knowledge and prepare students for professions, social services, industry, and rational citizenship (Sethy, 2021). Indeed, they are indispensable in transforming the whole community.

Higher education institutions (HEIs) significantly prepare the country's workforce to compete globally. This necessitates the need to be sensitive and constantly vigilant in responding to the demands of the labor market. The faculty of the academe is instrumental in its realization. These faculty, with varied educational and cultural backgrounds, are indispensable stakeholders in the academe. They are licensed professionals who are either education graduates or teachers by profession or non-education graduates who possess licenses based on their specialization or degree. Indeed, their employment in the academe as teachers is instrumental in their becoming teachers by accident.

Regardless of the educational background, some faculty are doing the tedious work in the classrooms, honing their skills by teaching and learning despite not being trained as professional teachers. This scenario is not something new in the present educational system. The Australian Council for Educational Research reported that 26% of teachers teaching for 7-10 years are outside their major field (Weldon, 2015). In Washington, some teachers taught subjects outside their major or did not match their training or education, although all were holders of the essential qualifications (Bayani & Guhao, 2017).

The competence of a faculty in teaching can be a yardstick for quality instruction. In the context of higher education, according to Merkt (2017), there are at least four dimensions of pedagogical competence development in higher education: personal development, institutional-based development that includes "continuing education and training programs, assessments, and the development of cultural contexts promoting quality"; development of "legal and procedural frameworks regarding teacher aptitude in the relevant statutes governing institutions of higher education and the regulations covering professorships, post-doctoral programs, and doctoral programs"; and development of competency-based national standards.

Employing qualified or vertically aligned faculty members in the academe poses a challenge for administrators. Content knowledge is necessary, but having the right attitude is also important. Odike and Nnaekwe (2018) stressed that the lack of compassion toward teaching may contribute to a great extent to the development of either a desirable or undesirable attitude of students toward the teaching profession. On the other hand, Merkt (2017) suggests that stronger frameworks and regulations for the teaching profession in higher education are needed in addition to the commonly practiced personal and institution-facilitated development programs.

As an HEI, the University of Northern Philippines is expected to employ manpower that possesses the desirable professional and personal qualities and is equipped with the necessary competencies as stipulated in the Policies, Standards, and Guidelines (PSGs) of the different degree programs. CHED Memorandum Order No. 46, Series 2012, or the Policy Standard to Enhance Quality Assurance (QA) in Philippine Higher Education Through an outcomes-based and typology-based QA, also stressed the importance of developing a pool of technically knowledgeable and skilled licensed practicing professionals.

The university has employed many non-educations graduate faculty members who handle different professional subjects in different academic units. With almost half of the total number of regular faculty, it is exciting to disclose their journey in the academe as partners of the University in molding productive and competent future professionals. Despite their number, no research has been conducted at the university regarding their instructional experiences and capacity, including their professional challenges, since the University hired the university.

This present study may serve as an avenue for the University to understand their plight as teachers by accident, especially in advancing relevant faculty development programs designed to respond to their academic needs. Ultimately, it may provide significant input in determining responsive policies and documenting best practices, which may benefit the University and be worthy of emulation by other higher education institutions.

2. Literature Review

2.1 Theoretical Underpinnings

The theories and principles of John Holland's Theory of Career Choice and Donald Super's Career Development Theory are cited to present the theoretical framework. Likewise, related studies were reviewed to determine research gaps and validate the need for this study.

There are multifarious factors that individuals may consider in the pursuit of a professional career. This can be based on the interaction between one's personality and the environment, mainly because the desire to be liked by people they would be working with would provide motivation and an inner drive to succeed. This is stressed in John Holland's Theory of Career, which states that a good working environment wherein employees can exhibit their skills and abilities is an

excellent factor in choosing a professional career. Moreover, vocational interest and occupational congruency may influence a person's career decision. Hence, his theory guides an individual in understanding his career personality and eventually helps him in career decision-making (Zainudin et al., 2020).

Moreover, choosing a career takes a long process to discern and realize. Pasha and Abedi (2020) mentioned Super's theory when he emphasized the process of choosing a career path rather than just choosing a job. It implies that career paths may happen throughout life, from birth to grave. It is indeed an unfolding development. Meanwhile, Somosot and Relox (2023) explained that beginning professionals do not accumulate professional skills through a collection of facts. Learning may occur in various ways and phases, especially for beginning or new teachers; it is a must. These beginning and novice learners will later move from beginning or novice to expert because they are engaged in more dynamic and complex activities (Besar, 2018). This holds for new teachers as learners venturing into a new profession.

2.2 Choosing a Teaching Career

Teachers play a significant role in the school, whether in primary education or higher education, as they are the ones who give knowledge in the subject matter, help students grow to the fullest, develop proper attitudes, and unfold the student personality (Go et al., 2020). In many state universities and colleges (SUCs), a faculty member performs instruction and works on research, extension, and production. Hence, the tasks are not made any easier by being required to achieve the same goals for every student despite being faced with diverse learners with different learning needs and abilities (Bucjan & Buchan, 2018; Pardo et al., 2021).

Using appropriate teaching methodologies, managing instruction and discipline, preparing learning materials, and assessing tasks may challenge a non-education graduate faculty. One vital dimension in teacher education that is capturing much consideration is utilizing instructional materials to facilitate teaching. As Paguirigan and Paguirigan (2024) emphasize, structured instructional modules using systematic frameworks like the 5E Learning Model significantly enhance learning outcomes. They are particularly effective in face-to-face and flexible delivery modalities. Their study affirms that well-designed modules' clarity, coherence, and adaptability improve student engagement and teacher confidence in modular instruction. The importance of the use of these materials cannot be underscored. Tuimur and Chemwei (2015) underscored that instructional materials are critical ingredients in learning and that the curriculum could not be easily implemented without them.

2.3 Non-Education Graduate Faculty

A non-education graduate faculty member is a licensed professional who has not experienced a formal academic background in pedagogy but is eventually hired by the academe to handle professional courses. The ensuing situation caused them to become teachers by accident. Moreover, their employment in the academe is imperative because their expertise and specialization are needed to provide realistic experiences for future professionals. Hence, it is vital to recognize how they fulfill their role in the teaching-learning process. Numerous measures can be

undertaken to guide them in fulfilling their functions. Participating in training plays a significant role that provides them with the necessary knowledge in teaching, including watching videos of lecturers, improvising themselves, and learning independently, as emphasized by Novianti and Nurlaelawati (2019).

The HEIs, like UNP, provide opportunities for teachers by accident. Likewise, they find ways to improve themselves to provide a better teaching service to their students. Bayani and Guhao (2027) underscored that when faculty are given courses to teach that is not their specialization, the curriculum is weakened by fragmented content knowledge. True enough, teachers play an essential role in students' academic journey; new teachers should apply reasonable teaching practices to meet student needs (Somosot, 2018). This signifies the need to provide profound opportunities to enable them to grow professionally as part of the academe.

In a similar study, results disclosed that the teacher identities were shaped via active participation in teaching and professional development activities and their ability to negotiate between their teaching competence and the practice required in the school (Nghia & Le, 2019). However, providing relevant opportunities and embracing the new career for the non-education graduate faculty remained challenging in the academe.

3. Methodology

3.1 Research Design.

This study is qualitative, employing descriptive and phenomenology. This type of research provided relevant means to disclose meaning from data that aided in comprehending social life by studying purposively chosen participants (Crossman, 2018). On the other hand, phenomenology enabled the researchers to describe the lived experiences of the non-education graduate faculty at the University. Creswell (2014) articulated that phenomenology inquiry constructs a rich, detailed description of a central phenomenon. This scientific inquiry aimed to assess the preparedness of the non-education graduate faculty in teaching due to the sudden career change. It used available documents that provided sufficient data coupled with interviews and Focus Group Discussions (FGD).

3.2 Population and sample.

There were 269 total non-education graduate faculty members at the University. Of the total number, only 87 met the inclusion/exclusion criteria: have been teaching for 10 years and above, regular or contractual in status, less than 50 years old, and have finished or are about to finish a master's or doctorate, licensed professionals and have been attending seminars and conferences.

Eight participants were chosen for the FGD. Participants were chosen to gather insights and experiences from varied categories or sets of respondents based on their length of service in the University, age, degree program, and specialization.

The inclusion/exclusion criteria set may pose limitations for the study. There were also limitations in gathering the data and results from the interview schedule

and FGD. Thus, it cannot be guaranteed that these could be generalized to all non-education graduate faculty in SUCs. However, this may provide opportunities to conduct future studies that may be comparative, targeting the education graduate faculty as additional respondents.

3.3 Data Gathering Tool.

This study utilized an interview schedule and Focus Group Discussion (FGD). The interview schedule consisted of Part I, a socio-demographic profile, and Part II, items related to their teaching experiences at the University. Four respondents who met the same criteria were piloted. Their answers served as a guide in improving the instrument. The interview schedule was forwarded via their email address.

The FGD consisted of ten focus group questions of engagement, exploration, and exit. Due to the COVID-19 health protocols, the researchers created a Google Meet link for the virtual FGD. During the FGD sessions, probing was done until thematic saturation was attained, which was further disclosed during the data analysis when no new themes were observed.

3.4 Data Gathering Procedure.

The list of non-education graduate faculty was derived from the Human Resource Management Head, who determined the population based on the set exclusion/inclusion criteria. Once determined, the researchers contacted the respondents who met the criteria via email, Messenger, or phone, whichever was the fastest means of communication. The interview schedule was transformed into a Google Form to facilitate the data collection from the respondents. The FGD was conducted virtually during the most convenient time for the respondents.

To ensure credibility, the results of this study were shared with the participants to ensure that these reflected their authentic experiences and feelings. The data gathered were also validated through observations and results of faculty performance evaluation. Likewise, purposively selecting participants with diverse educational backgrounds ensured the gathering of multiple perspectives and relevance for transferability.

The researchers also kept detailed notes on the interview process, the coding style, and thematic analysis, and throughout the research process, the researchers ensured that the design was consistent with the study's objectives. Triangulation was also done through observation and document analysis, specifically faculty performance evaluation and their constructed syllabi, to strengthen the results.

3.5 Data Analysis

The data gathered were transcribed, coded, and content analyzed. It utilized Clarke and Braun's (2013) Six Step Data Analysis Process, which are as follows: Familiarization of data; Generation of codes; Combining codes into themes; Reviewing themes; Determine the significance of themes; Reporting of findings.

3.6 Ethical Considerations

This study observed ethical considerations such as the observance of Informed Consent, permission protocol, confidentiality, and justice in selecting respondents. It can be noted that this study underwent an Ethics Review by the University Ethics Review Committee.

3.7 Statistical Treatment of Data/Data Analysis.

Frequency count and percentage were utilized for the socio-demographic profile. On the other hand, the responses during the interview and FGD were transcribed, coded, and categorized. Likewise, the implications of the responses were laid out. Hence, the similarities and differences between the responses were identified, thus leading to the determination of themes.

4. Results and Discussion

4.1 Reasons for Choosing to Become Faculty in the Academe

Based on the answers of the respondents, three themes were established.

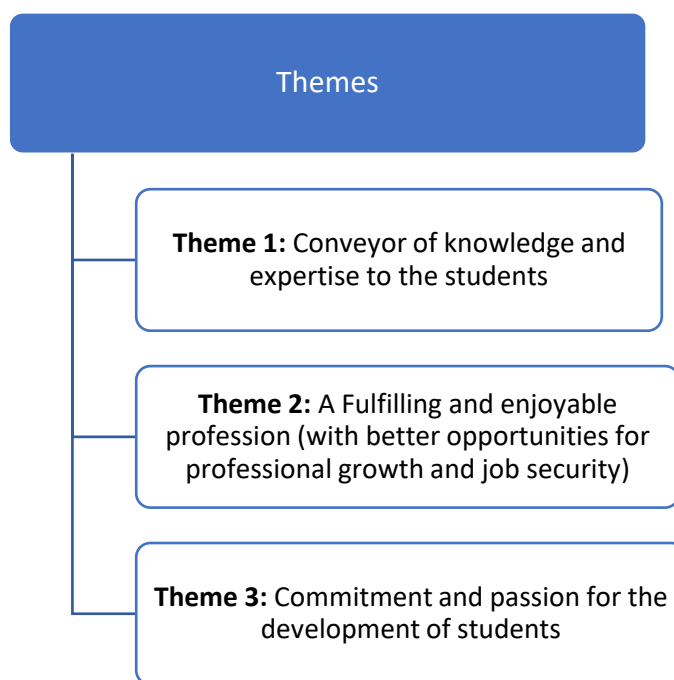


Figure 1: Themes derived from the Responses

The respondents shared that teaching is fulfilling with better opportunities, while others find teaching as an enjoyable profession and a calling and perform the responsibility with passion and commitment. Several respondents stressed common answers:

I never expected to become a teacher. However, after years of teaching, I eventually learned to love imparting knowledge and learning simultaneously.

All the respondents unanimously mentioned that:

We choose to teach because we want to impart the knowledge we have gained.

All their answers imply that despite being teachers by accident, they have committed to preparing a productive future workforce. They exemplified that teachers are responsible for producing and disseminating knowledge and preparing students for professions, social services, industry, and rational citizenship (Sethy, 2021).

4.2 Determine the strategies in the teaching-learning process

This portion is divided into their preparations, utilization of strategies in teaching, assessment tools, classroom management, and preparation of instructional materials.

The respondents revealed that through the years, they gradually learned various strategies and methodologies in teaching. The responses were categorized into six categories: Experiential Learning, Direct Instruction, Indirect Instruction, Interactive Instruction, Independent Study, and Flexible Learning-related strategies. Their responses revealed that there were instances where they tended to become subject and teacher-centered because, according to them, the delivery of the content, especially the professional courses, should be a priority. In comparison, others have learned to make the lesson engaging and utilize technology, which became more evident and imperative during the COVID-19 pandemic.

One shared that:

I utilized traditional teaching and modern teaching or blended learning processes. Nowadays, I must keep attuned to using gadgets in teaching. I should know how to use social media software and applications to improve class interaction. If face-to-face classes are suspended, my classes can still be conducted via an online platform.

One respondent validated that:

The lecture Method is one strategy I think is the most effective way to teach Mathematics. Likewise, for the students to develop their skills, I let them solve problems by doing. I believe that, though it is not the most effective, experience is the best way for them to learn.

These different strategies significantly contribute to the holistic development of globally competent professionals. It is noteworthy that this poses a challenge to HEI faculty. Relon (2020) mentioned that preparing the future workforce is indeed a challenge because of industries' emerging needs and stiff competition in both the national and international labor markets.

One faculty also mentioned

My strategy was more teacher-centered before; however, as I advanced in my teaching profession, I learned that student-centered methodologies are more effective. Hence, I am now trying my best to shift and make the students do more to learn more.

Generally, I would employ strategies that support the active involvement of students in every learning activity.

Closely analyzing these answers, familiarity with different strategies is implied, all given by respondents who have earned some units in education. These findings affirmed the study of Malgapo and Ancheta (2020) that there are different approaches that teachers integrate with their teaching and learning process - teacher-centered, learner-centered, subject-matter-centered, teacher-dominated, interactive, constructivist, collaborative, direct, indirect, individualistic, research base approach and integrated approach, meta-cognitive approach, and problem-based approach.

However, the utilization of more relevant and appropriate strategies seemed desirable, given the nature of the learners, the advancement of technology, and the needs of the industries and society as a whole. It is further disclosed that one essential characteristic of a teacher is the ability to facilitate learning among diverse learners in a unique learning environment (Bayani & Guhao, 2017)

4.3 Strategies for Assessing Learning Outcomes

Assessing learning outcomes is challenging, especially for faculty not trained educationally. The respondents shared that they used various means to assess their students' performance. Some often-used traditional paper and pencil tests, while many have learned how to use authentic assessment tools.

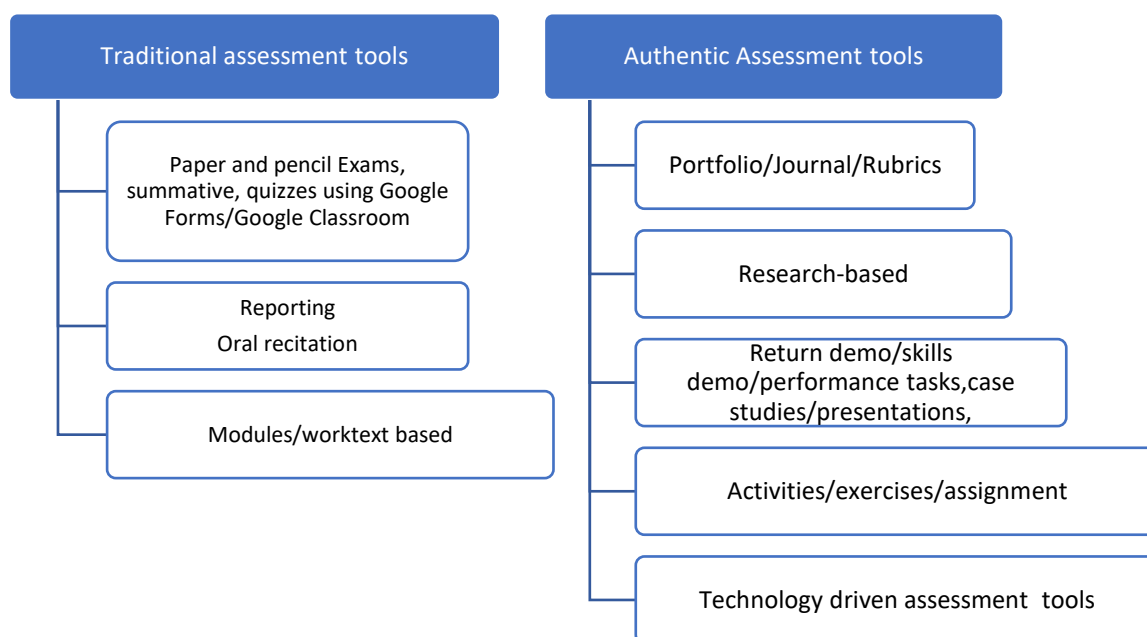


Figure 2: Assessment Tools Commonly Utilized

When asked how the respondents assessed learning outcomes, varied answers were given. When these were grouped and categorized into traditional and authentic assessments, the former category disclosed more frequent utilization. Hence, the utilization of traditional strategies, as earlier revealed, was further

validated with the use of traditional assessment, paper, and pencil tests, and objective types of tests embedded in modules/worktext.

The respondents also enumerated authentic assessment tools and often used them. When further validated, some utilized technology-based assessment tools through an online platform like Mentimeter, Poll Everywhere, etc. It is also shown that the respondents are familiar with rubric assessment, especially those who have answered return demonstration/performance task-based assessment.

The syllabi reviewed and submitted at the Office of the Vice President for Academic Affairs validated the lack of knowledge of the assessment task and its alignment with the learning outcomes. They revealed inconsistencies or a need for more alignment between the learning outcomes and assessment tasks.

4.4 Strategies for Classroom Management

Content knowledge and classroom management are key to a successful, satisfying teaching-learning process. The respondents disclosed that they always ensure the effective and efficient delivery of instruction. In analyzing their responses, four themes were identified: time management, discipline, routine, and instruction.

Theme 1: Time management. They usually provide breaks in between to sustain their students' interest. They also ensure that their students attend their classes on time.

Theme 2: Management of Discipline. Before their classes start, they establish house rules and netiquette and emphasize the value of motivation, appreciation, and patience in teaching. Likewise, they establish familiarity, positive relationships/ rapport/open communication, consistency, and compassion. They strive to be role models by wearing proper attire and uttering words.

Theme 3: Management of Routine. Most respondents mentioned that they always check their attendance before the start of the class, denoting that this is indeed a routine activity.

Theme 4: Management of Instruction. The faculty provided various responses to this theme. They apply principles and different teaching styles, prepare ahead of time with a learning plan/set objective, provide task instructions, ask questions with interactive discussions, and integrate values. To ensure students' active participation, they provide learning materials and give feedback, praise, and rewards for outstanding performance.

Along with managing the instruction category, giving task instruction, asking questions, and planning beforehand may provide better classroom interaction. However, providing learning materials and monitoring and feedback was a weakness among the respondents. Two respondents mentioned that:

Classroom management is one of the most challenging parts of the teaching-learning process. I encountered several types of students with

different personalities and absurd attitudes. As I gained several years of teaching experience, I learned to be patient.

It is also very welcoming to hear from respondents whose answers reflect passion and commitment to their teaching career.

Teaching in architecture is different; you cannot compare it to the other courses. Architecture students may be sleepy in class due to a lack of sleep to complete all their plates. Therefore, it is necessary to make the discussions interesting and engaging.

The respondents showed an emphasis on discipline and Instruction. They emphasize good interpersonal relationships with their students through familiarity, positive relationships, rapport, and open communication.

Teachers' dilemmas on classroom management and behavioral and motivational aspects tend to be associated with instructional strategies that fail to promote engagement and/or need to be more satisfying. Consequently, teaching with adequate skills in communicating the lessons to the students is far more important than just mere delivery of content and facilitating and guiding the discovery of information (Bayani & Guhao, 2017)

4.5 Instructional materials were prepared and utilized.

The respondents said they had used various instructional materials (IMs) to deliver instructions. Most of these IMs were adopted or copied from books or online sources. Only very few mentioned that they could develop their IMs. Some of the IMs used are disclosed in the graphic organizer.

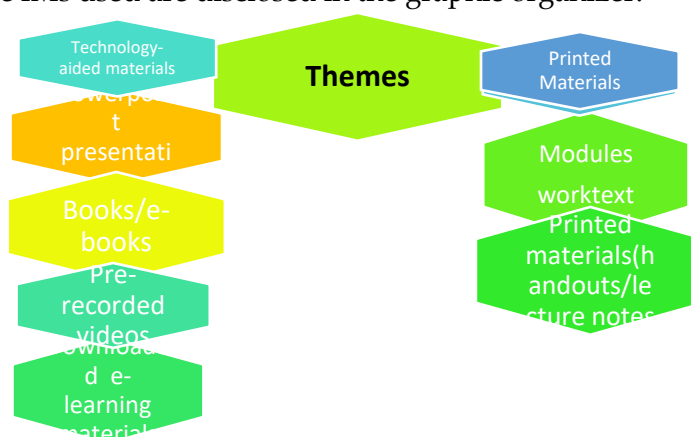


Figure 3: Themes Derived from IM Utilization

When asked how they discussed their lessons, they unanimously mentioned utilizing instructional materials, even before the COVID-19 pandemic. These were categorized into two themes: technology-aided materials and printed materials. Many answered the use of PowerPoint presentations side by side modules/worktext and e-materials downloaded and uploaded in their LMS for

the course. These instructional materials are necessary for the effective implementation of flexible learning. As Paguirigan and Paguirigan (2024) emphasize, structured instructional materials using systematic frameworks like the 5E Learning Model significantly enhance learning outcomes.

They are particularly effective in face-to-face and flexible delivery modalities. It can be noted that only a few, based on documents at the Office of the VPAA, have prepared modules and worktext for review by the Instructional Materials Development Committee. Most of the modules are still in the completion/polishing process, while others still need to prepare; however, they have adopted available modules or worktext or have prepared their lecture notes or handouts. They added that:

None yet. However, I am giving my students handouts to supplement their learning resources.

Ongoing development of instructional material for the CC104 subject, though learning materials, such as PowerPoint slides, are already complete.

Most of them revealed that the lack of knowledge in IM development and preparation impedes them from making modules or self-learning materials.

They further shared that:

We are very thankful to the UNP administration for providing relevant and free in-service training; however, overlapping responsibilities, numerous assignments, and paperwork limit our ability to make IMs.

The importance of utilizing instructional materials in the teaching-learning process is affirmed in the study by Bukuye (2019). She stressed that instructional materials are essential in learning every subject in the school curriculum. They allow the students to interact with words, symbols, and ideas in ways that develop their abilities in reading, listening, solving, viewing, thinking, speaking, writing, and using media and technology. Moreover, Tuimur and Chemwei (2015)) also added that these instructional materials bring life to learning by stimulating students to learn. Using instructional materials in the classroom can help the teacher explain new concepts clearly, resulting in better student understanding of the concepts being taught.

4.6 Present Professional development programs that the respondents have enjoyed at the University

Several responses were provided, later categorized into three themes and two subthemes. Theme 1 relates to their attendance at training/seminars/conferences; Theme 2 to their participation in university-initiated enhancement seminars; and Theme 3 to their Availability of Continuing education through the FSD Program.

On the other hand, two subthemes emerged. Subtheme A focuses on Instruction-related, Curriculum Development, IM Development, Strategies/Pedagogy/Teaching Methodologies/Assessment, OBE, GAD, Use of technology, and Flexible Learning.

Subtheme 2 is research-related, like using SPSS and conducting capability-building, Patent, and Utility model development.

The responses show that all of them have attended in-service training/seminars initiated and sponsored by the University, especially during this pandemic. Some of the faculty were grantees of the university's Faculty and Staff Development Program. As scholars, they could pursue and finish their doctorate degrees.

One shared with deep appreciation that:

The University, aided by the high-performing Office of the Vice President for Academic Affairs, has been "extra-generous" in facilitating and initiating faculty development programs since the onset of the global pandemic.

Indeed, the University has always been committed to offering quality instruction, which can be reflected in the quality of the faculty. However, more technology utilization-related University-sponsored PAPs are needed to equip these non-education graduate faculty better.

The Commission on Higher Education (CHED) always stresses the importance of faculty development programs. The commission stressed that education attainment depends on the faculty's qualifications and competencies. Faculty who are subject-focused may no longer be enough these days. They will need to focus on context mastery versus content mastery, making lessons as relevant to a student's real world as possible (Couch and Towne, 2018). A study documented by the World Bank disclosed that a program that trained teachers to evaluate their students' level of performance and adapt their teaching accordingly led to substantial literacy gains in Liberia (Beteille & Evans, 2019)

4.7. Challenges met by the respondents in the academe

Professionals, especially those in the academe, who unexpectedly become teachers may likely experience difficulties and challenges but are willing to accept responsibilities despite the odds. The changing educational landscape has provided numerous opportunities for the faculty to grow professionally. However, it has also demanded additional tasks while performing classroom duties and responsibilities.

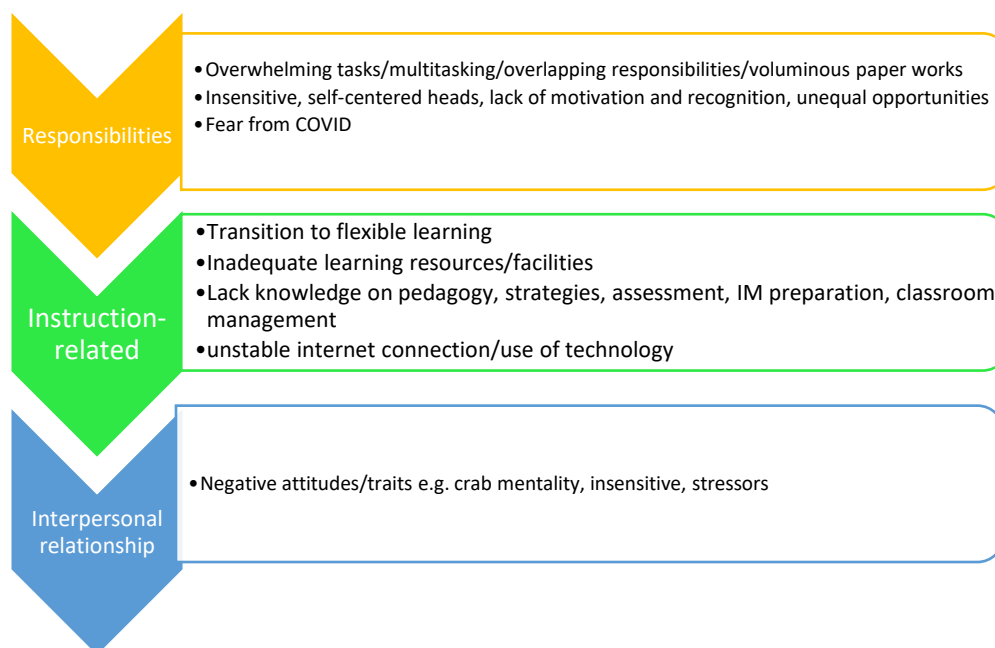


Figure 4. Challenges met by the Respondents

Most respondents shared that overwhelming tasks/ multitasking/ overlapping responsibilities/ *voluminous paperwork* are realities nowadays, which sometimes keep them away or missed to be with their families.

Two respondents mentioned that:

Aside from delivering the lessons well and internet connection problems for both faculty and students, other challenges I met the following: carrying out other responsibilities assigned to me (ISO/accreditation preparation, accreditation activities, conducting research, conducting extension, health safety)

The crisis and its response have exposed weaknesses in educational systems while creating opportunities to reshape school education into a more resilient and robust paradigm. Indeed, a relevant faculty development program is a must. So, it is critical to pay close attention to how to train and support new and experienced educators (Bayani & Guhao, 2017).

Despite the in-service training provided by the University, the faculty respondents undeniably faced challenges related to instruction. They admitted that they still needed to gain knowledge of pedagogy, strategies, assessment, IM preparation, and classroom management.

Some respondents stressed that:

Being technologically challenged is a significant challenge during online classes. I must select the appropriate and effective method for teaching professional courses, divide my time preparing lessons, and comply with the required documents or reports to submit.

Challenges and struggles in teaching are realities and became more evident during the pandemic.

They all shared that:

The effect of the Pandemic on the delivery of instruction. I needed more time to plan and balance diverse learning needs.

Amidst these scenarios they often experience, they shared that they have come to love the teaching profession. However, some students have or are also making their lives difficult, pressuring them.

Their acceptance of challenges to grow professionally is implied in their answers. However, some predicaments were shared, such as:

Some of the challenges I have encountered as a faculty member include the need for more convenient laboratory rooms, computing resources/equipment, frequent brownouts, and stubborn students.

These answers suggest discontentment that may need proper action from the administration. As mentioned in a study conducted by Childhope (2021), schools may need help to impart the most basic skills needed.

4.8. Suggestions or recommendations of respondents for improving their role as faculty

The results reveal that despite their decades of service, the majority of the faculty still need more training and seminars to enhance their teaching capabilities.

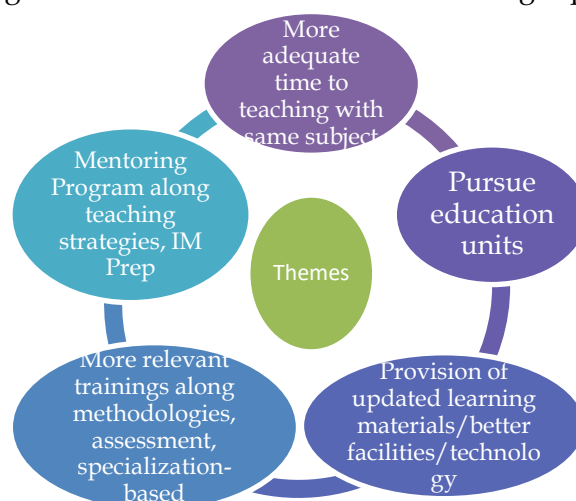


Figure 5. Themes derived in Improving the Role as Faculty

They all aspire to offer quality service, wanting to be more equipped with relevant knowledge, skills, and competencies and better instructional facilities. They also conveyed openness to the possibilities of collaborating with colleagues and exhibited the importance of pursuing education units to improve their teaching skills. Other than equipping the graduates with the necessary competencies in the world of work, they must be ready to take the board licensure examination. Manzano and Rabanal (2018) stressed that as Teacher Education Institutions (TEIs) continue to improve their teacher education programs, studies are conducted to determine factors that could affect the licensure examination.

When further asked what kind of training they needed, in light of their attendance at or sending to numerous seminars and conferences, even outside the University, they unanimously said that these should be based on their field of specialization. They shared common answers:

For us faculty teaching technology subjects, I may request intensive technical training to improve our technical knowledge and skills.

They also recognize the importance of mentoring activities, instructional preparation and development, teaching methodologies/teaching-learning activities, and learning assessment. The experiences of senior faculty may be tapped to have the mentoring activity dubbed as a junior-senior pairing. Doing so would contribute to developing and preparing competent and employable graduates, a primary goal of any educational institution (Pardo et al., 2021). They suggested that:

Mentoring faculty on how to prepare/make modules, worktext, manual, and test construction, among others.

Mentoring faculty experts to other faculty who are still new to teaching the subject

They have also lamented the presence of ancillary tasks assigned to teaching personnel.

Some lamented that:

Focus on teaching, not on paperwork, please... to have more time in teaching over other responsibilities in order to have more time in preparing lessons

These answers have further validated their previous responses under challenges regarding lack of time for instructional activities, including family due to overlapping responsibilities. The multifarious tasks may also lead to burnout, eventually affecting teaching effectiveness. Factors that cause exhaustion may include more extended hours of teaching and the need for ideal conditions that the workplace could not provide (Demirel & Cephe, 2015).

5. Conclusions

It can be concluded that despite the disparity in personal and professional qualities, the teachers by accident or non-education-graduate faculty may tend to exhibit passion and commitment, perform well in their teaching, and find teaching fulfilling and enjoyable despite the challenges they have met physically and mentally during their induction years as teachers. They exhibited familiarity with utilizing different teaching strategies but utilized traditional teaching strategies and traditional assessment tools rather than modern strategies, alternative teaching modalities, and authentic assessment. They have attended seminars and training workshops at various levels, locally, nationally, and internationally for their professional growth.

However, the limited knowledge of preparing instructional materials was one of their weaknesses. Their lived experiences were revealed to be fulfilling yet challenging. They have experienced various challenges that tend to affect their efficiency as teachers, such as overwhelming tasks, voluminous paperwork, unequal opportunities, and technology-related stressors in teaching due to limited instructional facilities. These situations have also affected their ability to manage their time. The presence of difficult people to work with in the academe may affect their motivation and enthusiasm. However, they can overcome the challenges met in their stay in the academe if generous support is exhibited by peers, colleagues, immediate superiors, and administrators.

Consequently, they need to be more equipped with relevant knowledge, skills, and competencies to enhance their teaching and writing skills, especially in IM development. They tend to be more prepared and confident in responding to the needs and demands of the teaching profession in a conducive, appreciative, and supportive working or organizational climate.

6. Recommendations

Therefore, the following relevant short-term and long-term activities are recommended: the Office of the Vice President for Academic Affairs (OVPA) and the Instruction and Faculty Development (IFDO) should continue conducting needs-based development programs and activities for the non-education graduate faculty.

Well-designed programs, activities, and projects may include time management, content knowledge, pedagogy, assessment, and embedding technology in Instruction and instructional materials development. Likewise, the promotion of faculty physical and mental health should be prioritized.

Mentoring programs such as junior-senior pairing and coaching activities for the non-education graduate faculty may be designed and packaged to continuously guide and assist them in improving their instructional skills.

Lastly, the University may continue upgrading its classroom facilities with an emphasis on technology.

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