

# JOURNEY OF SECONDARY EDUCATION GRADUATES TEACHING IN ELEMENTARY SCHOOLS: A PHENOMENOLOGICAL STUDY

ANNAMARIE BASUL RELAMPAGOS

annamarie.relampagos001@deped.gov.ph

Teacher III, Narciso B. Galapin Elementary School, Panabo City 8105, Davao Del Norte, Philippines

---

## Abstract

The phenomenon of out-of-field teaching, wherein educators are assigned subjects or levels outside their area of expertise, remains a critical issue in the education sector. This study explores the lived experiences of secondary education graduates teaching at the elementary level, focusing on their struggles, adjustments, and coping mechanisms. Research indicates that out-of-field teaching is not solely a result of teacher shortages but also from systemic challenges in teacher deployment and recruitment. The study highlights the significant impact of out-of-field assignments on teaching effectiveness, classroom management, and professional identity. In the context of Panabo City, many elementary teachers are secondary education graduates, facing difficulties adapting to the elementary curriculum and pedagogical approaches. By employing a phenomenological approach, this research seeks to understand their experiences, the strategies they employ to overcome challenges, and the necessary interventions to enhance their teaching effectiveness. The findings will contribute to discussions on teacher preparation, professional development, and policy reforms to ensure quality education despite the prevalence of out-of-field teaching.

Keywords: *journey, out-of-field teaching, Secondary graduates, experiences*

---

## 1. INTRODUCTION

Education equips an individual with necessary skills and knowledge he/she needs to become functional and productive members in the society. Globally, the main aim of educational sector is to make sure that quality education is provided to produce a productive and quality learners and graduates.

The meaning of teaching defines teachers. Teachers' experiences in classrooms are the starting points of "being a teacher". The understanding of out-of-field teachers' real-life social interactions is the subject matter (Wagner & Okeke, 2009). Gadamer (1975) described lived experience as a "significant whole" (p. 60) made up by several parts or clusters of meaning. Lived experiences of difficulties in classrooms influence the quality of education. Quality education draws from a variety of resources to support effective pedagogies, however, teachers remain the main and most influential resource in education (Hattie, 2009). Ingersoll (2001a) writes that the concept of out-of-field refers to qualified teachers who become unqualified when they are assigned to teach subjects or level for which they do not have suitable qualifications.

The phenomenon of out-of-field teaching – teachers were assigned to teach subjects for which they have lack/inadequate training and qualifications -- is a crucial, but long unrecognized, problem in schools. It is a extremely an important issue because highly qualified teachers, may actually become highly unqualified if they are assigned to teach subjects for which they have little training or education. However, until recently there has been little recognition of this problem – a situation at least partly due to an absence of accurate and comprehensive data. This lack of data was remedied with the release, beginning in the early 1990s, of the Schools and Staffing Survey (SASS) a major new survey of the nation's elementary and secondary teachers conducted by the National Center for Education Statistics (NCES), statistical arm of the U.S. Department of Education. Shortly after its release analysts began initiating research projects using this survey to closely examine the levels and variations of out-of-field teaching in the U.S. (e.g., Bobbitt and McMillen 1995; Ingersoll 1995a, 1996).

Moreover, numerous new efforts have been initiated to collect and analyze data on out-of-field teaching at local, state, national and international levels. Indeed, comprehensive universal collection of data on the extent of out-of-field teaching became federal law with the reauthorization of the Elementary and Secondary Education Act in January 2002; the ESEA now requires school districts and states to annually assess and make public the numbers of classes in their schools taught by out-of-field teachers. (e.g., Bobbitt and McMillen 1995; Ingersoll 1995a, 1996).

Aspen Institute Commission on No Child Left Behind. (2007) stresses that recruiting, preparing, and retaining highly effective teachers will be one of the greatest challenges our nation faces in the next decade because of current federal mandates governing teacher quality. With the enactment of The No Child Left Behind Act of 2001 (NCLB) (Public Law 107-110) the qualifications of a teacher were defined through credentials specifically, a college degree, a teacher's certificate and any of several measures which document knowledge about an academic subject. None of these credentials address the teacher's ability to teach his subject to students. The teacher's effectiveness in teaching students is not part of the credentials as a Highly Qualified Teacher (P.L. 107-110). Based on the NCLB criteria, an inexperienced graduate with a Bachelor's degree and a passing grade on a state teacher's certification exam meets the current federal criteria to be a Highly Qualified Teacher.

The educational systems of the world focus on ensuring that both elementary and high school classrooms are all staffed with adequately qualified teachers (Mullis, et al., 2000; OECD, 1994, 2005; Wang, et al., 2003). The future of children in the world relies in the hands of the teachers.

Low levels standards and requirements for entry into teaching have been considered a factor maintaining teaching as a low-status occupation and having a low level of professionalism. The surest way to upgrade the quality of teaching is to upgrade the qualifications standards required of new teachers (National Commission on Teaching an America's Future, 1996).

Teacher supply and teacher quality are closely related issues; in time of surplus, theory holds that the school can select from the most qualified applicants or candidates, while In times of shortage, schools will be forced to hire less qualified teachers. However, the supply model misses a key problem related to shortages-the practice of assigning teachers to classes outside of their area of expertise (Ingersoll, 2002).

Out-of-field assignments not only occur in secondary teachers who are teaching secondary subjects not in their field of expertise. It also occur to elementary schools in which teachers are actually secondary education graduates who's teaching general subjects in elementary in which, it is not their field of expertise. The problem starts there on. The shortage of fully prepared teacher in one subject being assigned to another, even if he/she has limited knowledge or training in that particular subject (The Centerview, 2007).

Despite this interest and attention, however, a great deal of misunderstanding surrounds the problem of out-of-field teaching, especially in regard to two issues. The first issue is theoretical and involves understanding and explaining the causes of out-of-field teaching. It is widely believed that out-of-field teaching is a result of either inadequate training on the part of teachers or a result of shortages of qualified teachers. A close examination of the data shows, however, that out-of-field teaching is not primarily due to either a deficit in the quality or the quantity of teachers. The data show that out-of-field teaching typically involves the assignment of otherwise well qualified individuals to teach subjects that do not match their qualifications.

The data also show that out-of-field teaching frequently takes place in schools that do not suffer from teacher shortages (Ingersoll, 2002). These findings have important implications for policy. Following the assumption that the roots of under qualified teaching lie in deficits in teacher quality and quantity, the dominant policy response to the problem has been two-fold -- to upgrade teacher preservice and inservice education and training standards; and to recruit new candidates into teaching (Hirsch, Koppich and Knapp 2001).

The second issues, is methodological and involves how the phenomenon of out-of-field teaching is measured. Measures of out-of-field teaching are distinctly different than most measures of teacher qualifications that have traditionally been utilized in educational research. Measures of out-of-field teaching do not simply focus upon the quantity and quality of the training, education and experience teachers bring to the job. Measures of out-of-field teaching focus upon whether teachers are qualified in each of the fields they are assigned to teach, once on the job. This seemingly simple distinction has important implications (Ingersoll, 2002).

Issues of measurement are central to both the diagnosis of, and solution to, the problem of out-of-field teaching in classrooms. Understanding and addressing this problem requires first assessing its magnitude and variations and such assessments are highly dependent upon appropriate and consistent definition. Especially in an era of increased attention to school and teacher accountability, accurately assessing out-of-field teaching is essential to accurately assessing the quality and performance of teachers, schools and students. Assessments of, for example, the classroom performance of teachers that do not take into account whether those being evaluated have been assigned to teach subjects for which they have little background, may incorrectly conclude that qualified teachers are unqualified and may unfairly hold such teachers accountable for problems which are not their fault(Ingersoll, 2002b).

Teachers bring knowledge into perspective for students, teachers guide students to make sense of the world around them and understand their place in history. Teachers play a central role in the concept development of students (Hattie, 2009). Paying attention to Hobbs' (2013a) statement that out-of-field teaching impacts professional identity and self-efficacy, I strongly argue that the lived meaning of out-of-field teaching influences healthy learning environments while its multi-layered meaning

reaches beyond classrooms.

The success of any educational system depends upon good teachers. We cannot replace the teachers with any other any other type of instructional material. It has been well said that the teacher of a school are always better than the system of education, teacher is the basic factor for its success (Deen 2000, cited by Siddiqui, 2010).

According to DepEd, the problem which has adversely affected its quest for quality education, could be largely attributed to the few number of teacher-education graduates who are specialists or major in such subject. The number of non-specialist teachers in our teaching field has been increasing due to the shortage of teachers here in the Philippines. In addition, some of secondary education graduates jump to apply in elementary schools since there are only few secondary schools in the Philippines compared to the elementary schools in which almost all barangays have. It is not their field of expertise but still trying their luck because there are more job opportunities in elementary schools than in secondary schools. Indeed, to address the problem there should be an adequate training or course for the non-specialist teachers for them to acquire knowledge about the subject they taught and appropriate strategies to use to come up with a better learning.

Currently, in Panabo City division, secondary education graduate teaching in elementary schools or teaching out of their expertise is very rampant and evident. Many elementary schools in this division consist of teachers who are secondary education graduates and one of it is the school where I teach. Our school is composed of 14 teachers and 5 of us are secondary education graduates. Three of us are teaching more than five years and the two are less than three years in service. All of us had experienced different struggles and adjustments during our first year of teaching in the field. In fact, one of my co-teachers who is a secondary education graduate and newly hired really cried in front of us in her 14th day of teaching because according to her she's really confused of what approach to use for her pupils since she was assigned as grade two teacher.

Based on my own experience, when I started applying for job as teacher and was called for there was a vacant position, I automatically rushed into the office because this is what I've been waiting for. I'm a secondary graduate major in Technology and Livelihood Education (TLE) who's applying in high school since this is in line with my course. When the personnel in the office asked me if I'm willing to teach in elementary level and will be assigned in far flung area because it was the only vacant position that time even though I'm a secondary graduate, without second thought I accepted the job because I had no choice that time. In my mind, whether I am going to teach in high school or in elementary or out of my field as long as I have job where I can use my profession as teacher.

Later on, I realized that it was not easy when I was already in the real field of teaching; I have a lot of struggles in terms of the curriculum, classroom management and what approaches I'm going to apply to primary students since it was quite different to high school students. It took a lot of adjustments particularly to the different subjects assigned to me since it is not under my expertise.

Through gathered data and information, this gave the researcher an idea and inspired to do another related study through phenomenological approach on the journey and experiences of the secondary education graduates teaching elementary schools which are beyond their field of expertise or specialization and what are their struggles in the field and how they overcome the challenges they experienced and the interventions they made to address the issue

## **Purpose of the Study**

This study aimed to explore the lived experiences of the secondary education graduates teaching in elementary schools. This study also focused on how they collaborate to person with higher ability and the interaction with others done by teachers to maintain the quality in the delivery of instruction.

## **Research Questions:**

1. What are the lived experiences particularly the challenges of secondary education graduates teaching in elementary schools where they can learn on their own?
2. How do secondary education graduates teaching in elementary schools cope with the challenges where they collaborate to someone/something with higher knowledge/ ability?
3. What are the lived experiences of secondary education graduates teaching in elementary schools where they can interact with other?

## **Significance of the Study**

The findings of the study were beneficial to the following:

**Department of Education Officials.** The result of the study gave insights to DepEd Officials as they conducted the program review and evaluation on the selection and critical role of hiring teachers in the field and provided programs that catered the specific needs of secondary education teachers teaching in elementary level.

**School Head.** The output of the study guided the school heads in elementary schools that have teachers who are secondary graduates in encouraging and supporting them to continue to strengthen and develop their skills and competence, to undergo workshop, trainings, seminars and mentoring to be more efficient and effective in the field.

**Teachers.** The result of this study served as an avenue to all teachers in their continuous upgrading their teaching competence from the different support mechanisms rendered by the Department of Education.

**Students.** The students became more active and motivated to learn because of the competence shown by the teacher.

**Future Researchers.** The result of the study served as spring board to future researchers to conduct parallel research in the field.

### Scope and Delimitation of the Study

This study covered the lived experiences of secondary education graduates teaching in elementary schools who's also consider teaching out of their field of specialization.

This study involved twelve (12) Secondary Education Graduates teaching in elementary schools of Panabo City Division. The twelve served as the informants who undergone an in-depth interview (IDI). The study was limited to Secondary Education Graduates teaching in Elementary Schools of Panabo City Division.

This study had limited number of informants and was expected to have limited generalizability as it comes to findings.

### Theoretical Framework

The thesis was anchored from Vygotsky's (1978) social constructivist theory. The theoretical framework for this thesis strongly supports the urgent need to investigate out-of-field teaching from a new angle. The thesis focused on the human experience. Teachers in these out-of-field positions deal with specific lived experiences which develop because of their incapacity to fully fulfill their role as the knowledgeable other in the learning environment.

The theoretical framework revealed the misunderstandings and misconceptions that exist about the complexities surrounding out-of-field teaching while it underlines why it needs to be addressed and confronted. The social-constructivist theory of Vygotsky (1978) to argue the complex learning and teaching environment that develops because of out-of-field teaching. Finding way to understand what the real-life experiences of participants were in relation to out-of-field teaching practices brought in asking "why" understanding is necessary and "how" are these lived experiences connected to the teaching and learning environment of students and teachers. Vygotsky's (1978) social constructivist theory highlights the influence of "more knowledgeable others" (MKO) in the classroom and how a knowledgeable adult guides and directs knowledge construction. The knowledgeable other effectively create link between prior and new concepts, described as the "zone of proximal development" (ZPD). Vygotsky's (1978) sees the Zone of Proximal Development as the area where the most sensitive instruction or guidance should be given-allowing the child to develop skills they will then use on their own-developing higher mental functions. Vygotsky also views interaction with the peers as an effective way of developing skills and strategies. He defines the Zone of Proximal Development (ZPD) as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers". One of the educational applications of this theory is the peer collaboration: the shared social interactions when peers work on tasks cooperatively serve an instructional function. This method is mainly used in learning Mathematics, Science, and Language arts which attests to the recognized impact of the social environment during learning. Reflecting on this theory urged me to get answers for questions about the impact out-of-field teachers have on learning. The other dimension of social constructivist theory is the more knowledgeable other (MKO) refers to someone who has better understanding or a higher ability level than the learner, with respect to a particular task, process or concept. Although the implication is that the MKO is a teacher or an older adult, this is not necessarily the case. Many times, a child's peers or an adult's children may be the individuals with more knowledge or experience. In fact, the MKO need not to be a person at all. In an educational setting, electronic tutors have also been used to facilitate and guide students through the learning process. The key to MKOs is that they must have (or be programmed with) more knowledge about the topic being learned than the learner does. It was further acknowledged the necessity to understand the lived meaning of out-of-field teaching for these teachers in their role as the expected more knowledgeable other in the classroom. Another dimension of Vygotsky's social constructivist theory is the social interaction. According to Vygotsky, much important learning by the child

occurs through social interaction with a skillful tutor. The tutor may model behaviors and/or provide verbal instruction for the child. Vygotsky refers to this as cooperative or collaborative dialogue.

Social Development Theory argues that social interaction precedes development; consciousness and cognition is the end product of socialization and social behaviour. It asserts three major themes regarding social interaction, the more knowledgeable other (MKO), and the zone of proximal development (ZPD).

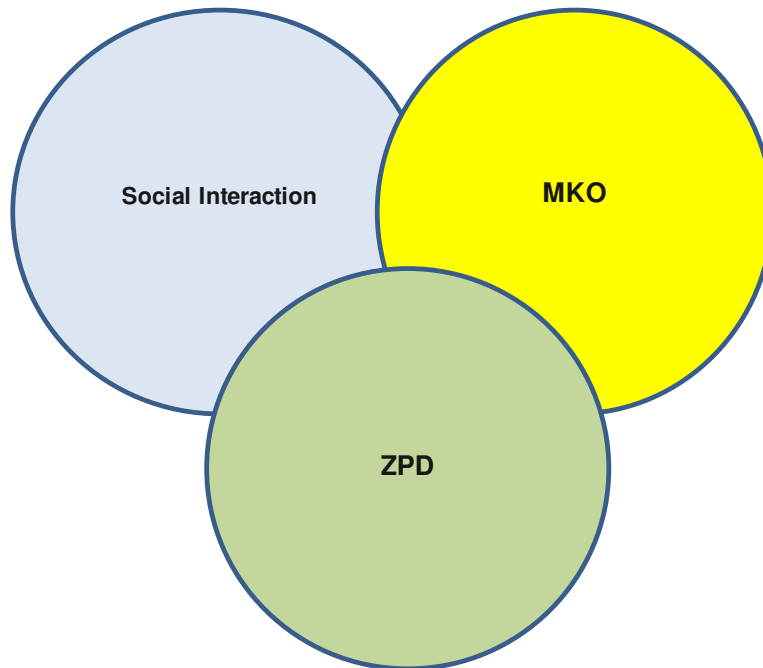


Figure 1: Major themes of social constructivist theory

### Definition of Terms

For better understanding, the following terms were operationally and conceptually defined.

**Journey.** It refers to the travel of secondary education graduates teaching elementary levels toward achieving the effectiveness in the delivery of instruction.

**Secondary Education Graduates Teaching in Elementary Schools.** It refers to the teachers with a degree of Bachelor of Secondary Education (BSED) who are teaching in Elementary Schools.

**Zone of Proximal Development.** It is the difference between what a learner can do without receiving any help and what he can do after receiving help. (Vygotsky, 1978). In this study, it is defined as the distance between what a teacher can learn by him/herself and what he/she can learn by assistance of other teachers or peers.

**More Knowledgeable Others.** It refers to anyone who has a better understanding or a higher ability level than the learner; it can be a teacher, coach or older adult, peers or even computers. (Vygotsky, 1978). In this study, it refers to anyone/anything who/which has higher knowledge or ability.

**Social Interaction.** It plays a fundamental role in the process of cognitive development. The child seeks to understand the actions or instruction provided by the tutor (often the parent or a teacher) then internalizes the information using it to guide or regulate their own performance. (Vygotsky, 1978 ). In this study, it refers to how teacher learn through having conversation



with other.

## 2. METHODOLOGY

### Research Design

This research employed phenomenological approach. The phenomenological study allowed to take a holistic view of the out-of-field experience while the qualitative design will support to “get close” to valuable data in the field (Berg, 2004; Cohen, Manion, & Morrison, 2011; Ladson-Billings & Donnor, 2005) and to look at “the thing” through the lenses of different participants. It is used to describe the real and unusual events and teachers’ perspectives that occur in everyday life (Welman & Kruger, 1999). According to Groenewald (2004) phenomenology is based on the perspective and of people’s experiences as they are lived. Furthermore, Creswell (1998) depict phenomenology as “the idea of the lived experiences for several individuals about the phenomenon” (p. 10).

The phenomenological position of the thesis assisted to look with new appreciation at what was really experienced by secondary education graduates teaching in elementary schools in the field who were also considered as those who belong to the world of out-of-field teachers. The fundamental nature of this phenomenological research is to share the essence and nature of the lived experiences, for example, the meaning of teachers’ emotional and personal lived experiences, leaders’ lived experiences, classroom management and behaviour management experiences, the community experiences, and experiences about the subject content. The diverse sample of participants provides a “fusion of horizons” (Gadamer, 1976, p. xix) as informants share their own real experience. In an endeavour to discover the truth about teachers’ real life situations, the thesis adopts a hermeneutic phenomenological methodology.

This qualitative, inquiry-based phenomenological research study included an in-depth analysis of reported experiences told to, or shared with, this researcher in the form of interviews and journal entries. More specifically, this study uses interpretative phenomenological analysis of the experiences of the participants. This research study will include twelve (12) informants who will undergo the IDI, all of whom are secondary education graduates teaching in elementary schools.

### Research Site

The study was conducted in the Public Elementary Schools of the Division of Panabo City. The Division of Panabo City is divided into three districts which are composed of 44 elementary schools. Schools were selected based on the existence of secondary education graduates teaching in elementary schools.

### Participants

In this study, purposive sampling was used. In an in-depth interview, (12) twelve teachers who were secondary education graduates teaching in elementary schools of the division of Panabo City were identified. They were the informants who had had five years and below experienced in the field. The informants were selected based on the profiling of Teachers in elementary schools in the division office which showed the name of teachers and their corresponding educational background.

The responses given by informants who had undergone the IDI were very useful and essential in collecting sample data that yielded to better understanding of the purpose of the study. The number of participants is in line with the recommendation of Polkinghorne (1989) of conducting interviews to five (5) to twenty five (25) participants for phenomenology.

### Research Instrument

Research-made interview guide was used to explore the lived experiences of secondary education graduates teaching in elementary schools. The research instrument was enhanced by three experts who are knowledgeable on the said phenomenon. As Patton (2002) mentioned, how the interviewer sees his or her role and the informant’s role and how the interviewer constructed questions and conducted interview made the interviewer the most crucial tool in the research process.

The instrument was expected to draw substantial information on the journey or experiences of secondary education graduates teaching in elementary schools. It was also constructed in such a way that informants can elaborately describe their experiences to come up with quality delivery of instructions.

In this phenomenological study, a draft of guide questions was broken into three (3) grand tour questions and refined into more specific ones for the purpose of achieving the goals of this undertaking. The first grand tour question had eight (8) sub questions, the second has five (5) sub questions, the third has also six (5) sub questions.

## **Data Collection Procedures**

In collecting the data, the researcher observed the following steps; the researcher sent a letter to the Division Superintendent to ask permission and recommendation for the conduct of the study. The researcher also asked the list and names of teachers who are secondary graduates teaching in elementary schools. After receiving the letter of approval from the Division, the researcher also selected teachers from the list who served as informants of the study. After selecting, the researcher also sent letter to the head of the school where the informants are assigned.

Primarily, the method used in gathering the data needed in this study was an in-depth interview (IDI). Face to face interview was conducted to informants in their respective station or in a place where informants find it comfortable. This method ensured that the informants' were free to give their insights, talk freely and to tell stories using their own words that would probably last for one hour. A qualitative researcher engaged in a series of activities in the process of collecting data. An important step in the process is to find participants to study and to gain access to and establish rapport with them so that they will provide good data (Creswell, 2007b). The transcripts will be double-checked by the researcher to make sure the authenticity of the data to be analyzed.

## **Data Analysis Procedures**

The qualitative data analysis was done after the collection of all the data from the field through IDI. Using Collaizzi's method of data analysis, the analysis started with re-reading and reorganizing of the transcripts to obtain a general picture of the whole content. For each transcript, significant statements that pertain to the journey of secondary education graduates teaching elementary schools through the lens of teachers will be extracted. These statements were used to formulate meanings. The formulated meanings were sorted into clusters of themes and sub-themes. Follow-up interview was conducted to validate and substantiate the research findings.

## **Reliability and Validity of the Study**

To maintain validity of the study, all the data were audio-recorded accurately to ensure that all responses are taken part of the study. Gestures, non-verbal such as facial expressions, body movements and hand signs were also noted. Data was transcribed immediately to avoid losing any part of the responses which are valuable information to the researcher. In the writing of research report, all primary data was considered with utmost honesty, balance and accuracy. Hence, to ensure trustworthiness in this study, the researcher considered trustworthiness criteria such as credibility, confirmability or auditability, dependability and transferability or fittingness of the study. To establish credibility, the researcher made sure that the information provided by the informants is real in their context and at the same time considered how authentic experiences are through returning the interviews and presented the interpreted analysis of the data collected. In establishing the dependability of the study, the researcher observed consistency in the collection and analysis of the data through the coding-recoding system such as keeping the track of the data through documentation of the research processes during the data collection and analysis, the record interviews and the utilization of the exact transcript and lastly, in dealing with transferability.

According to Creswell (2009), data triangulation is the way of increasing the internal validity of the study. In the context of this study, the transcribed data was compared with the audio-recorded data to ensure that none of the information was skipped and no part of the interview was deleted. Transcribed and coded data was confirmed by the informants and their signatures of the copy of the coded data were rendered reliable and valid.

## **Qualitative Write-Up**

At the specific level, some writing strategies were used. Quotes were used in their varying lengths from short to long embedded passages. The wordings from the participants were used to form codes and labels. Quotations were interviewed with the researcher's interpretations. Indents or other special formatting of the manuscript will be used to call attention to quotations from participants. The organization of ideas was expressed in narrative form.

### 3. RESULTS

#### Journey of Secondary Education Graduates Teaching in Elementary Schools

The lived experiences of secondary education graduates teaching in elementary schools are explored and analyzed using the Vygotsky's social constructivist theory which has three dimensions namely: zone of proximal development (ZPD), more knowledgeable others (MKO) and social interactions. Three themes also emerged from the three dimensions such as learning independently, learning collaboratively and interactions. The cluster themes under learning independently were handling pupils' diversity, keeping the joy in teaching and dealing with work place diversity. The learning collaboratively revealed cluster themes on striving to promote learning and employing variety of teaching strategies. Lastly, the cluster themes under interactions revealed themes on promoting parent-teacher involvement, seeking help from colleagues and getting hold of administrative support.

##### Theme 1: Learning Independently

This section presented composed of three cluster themes namely: (a) handling pupil diversity (b) keeping the joy in teaching and (c) dealing with workplace diversity. The cluster themes showed experiences of secondary education graduate teaching in elementary schools wherein they learn on their own just to enhance teaching abilities. According to Rezaee & Azizi (2012) it was found that students learn better and deeper if they are taught English adverbs, within their zone of proximal development and learning is significantly enhanced when the class atmosphere is in a cooperative and supportive mood.

**Handling Pupil Diversity.** In handling pupils' diversity, secondary education graduates made lot of adjustments on their part since they were dealing with young learners. Dealing with other peoples' abilities and understanding them is a great ability that needs to be maintained. Public schools teachers having huge class sizes are so familiar in doing an initiative of handling their pupils. This may include adjusting with pupil's behavior, attitudes and understanding the individual differences of the pupils.

With all of these, dealing with pupils' behavior has been part of a teacher's journey. Moreover, this will help them cope with difficult challenges and enhance their teaching abilities.

In line with the experienced, things learned by the informants were adjusting to pupils' behavior. Though teaching usually needs adjustment, secondary education teacher graduates felt more immense adjustment to the behavior of elementary pupils in which, play time and other things children usually do is inevitable. This experience became one of their most difficult challenges for they need to capture the interest of their students while teaching them proficiently.

This was shared by teacher as quoted:

*"So, ang akong experience pagteach jud nako first day dira, naglisod jud ko ug adjust sa mga bata sa mga batasan. Batasan diay ang akoang nalisuran kay kulit kaayo sila". [ID11 03/5/2018] (So, my experience in teaching in the first day there, I had difficulty to adjust in the pupils' behavior. I struggled with their behavior because they are so mischievous)*

Another informant experienced the same as she quoted.

*"Adjustment! Magprepare sa imong kauglingon magteach sa gagmayng bata ug unsaon nimo sila paghandle sa ilang pamatasan, because they know preschoolers are very playful". [ID14 03/8/2018] (Adjustment. You are going to prepare yourself that you are going to teach kids and how are you going to handle their behavior because pre-schoolers are very playful.)*

One informant also stressed:

*"Kuan sa bata didto nimo makita ba, ang secondary man gud nga mga bata kay naa na silay mga buot daan. Labi na kay ang nahandle nako is third year. Naa koy subject sa first year. So, didto nimo makita ang kanang different nga kinaiya sa bata. Lain-lain diay sila, naay uban nga bata nga badlungon kaayo. [ID18 03/7/2018] (In terms of the child, you can see that in the secondary the children can already understand especially that I handled third year. I have also subject in first year. So you can see there the different behavior of the child. They really vary from each other. There are children who are really stubborn.*

And it is supported by other informant:

*"Naa jud mga estudyante nga dili jud sila mupatuo nga mga gahi jud sila. Problema sa behavior sa mga bata". [ID110*



03/7/2018] (There are pupils who are very stubborn they don't really follow you. The problem on pupils' behaviors.)

Other informant also revealed that:

*"So mao to siya, problema unsaon paghandle sa mga batang magpabalong, Pag-adjust sa ilang mga batasan especially naa pod diay koy bata nga kusog kaayo mangawat."* [IDI12 04/7/2018] (So that's it. Problem on how to handle stubborn pupils. Adjustment on their behaviors especially I have also this child who likes to steal.)

However, these teachers exhaust means to cope with the situation and amend some difficulties in their profession. They had done various ways to help their pupils such as calling the attention of the parents, having patience, finding ways to please pupils, knowing pupils interest, and even conducting home visitation. Participant stressed:

*"Ginacall nako ang mga parents. Then pareha karun anang mga bata na dili kabasa, obvious man jud na na mahabilin sila, ipatawag nakona ilang mama, tagaan nako sila aning mga basahon nga dapat karung May pabasahon nako ang inyong mga anak, pagdili gani makabasa ibalik jud nako, unya nagperma pud sila nga muuyon sila sa among sabot"*. [IDI1 03/5/2018] (I call the attention of the parents. Then just like those pupils who could not read, it is obvious that they will be retained, I will call the mothers, I will give them these reading materials that they need to read in May. I will let your child read and if they could not read, the child will be retained, and the parents signed that they have agreed to our agreement.)

Having patience is one way to cope the challenges as one informant said:

*"So, teachers should be patient enough in dealing with preschoolers. Dapat pasensyosa ka ug mag-adjust jud sa ilang batasan."* [IDI4 03/8/2018] (So, teachers should be patient enough in dealing with preschoolers. You should have lots of patience and then adjust to their behavior.)

Discovering ways to please pupils was done by one informant and said:

*"Parehas anang mga bata nga kiat, madiscover man gud nimo ang ilang mga weakness kadugayan. So katong sa unsa to ilang weakness madiscover na nimo to siya. So, mangita jud ka ug way nga makuha nimo ang kiliti anang mga bataa"*. [IDI8 03/7/2018] (Like those hyper kids, you will be able to discover their weakness later on. So, about their weakness, you will discover it. So, you should find ways to please them.)

One informant also stressed that:

*"Sa akong mga estudyante sa grade 3, playful pa kaayo sila. Unya ikaw as teacher mulevel gani ka nila. Especially kung naa ka sa second section ang imong gidala, so magexpect na lang ka nga dula lang ang naa sa ilang huna-huna"*. [IDI10 03/7/2018] (My grade 3 students, they are so playful and you as a teacher you have to level with them especially if you are in the second section and you should expect that only games are on their minds.)

Home visitation was done by other informant as quoted:

*"Kusog pod to siya manumbag sa iyang mga classmates, so mao to gina istoryahan nako siya, gina follow-up nako ug ginahome visit nako so nakaluy-an ra pod nga nabut-an ra pod siya so attention jud ako gihatag sa iay kay labi pa ang iya diay ginikanan nag- abroad"*. [IDI12 04/7/2018] (The child also likes to punch his classmates. So that's it I talk to the child. I do the follow up and home visitation and the good thing is that the child changed. So, I really called the child's attention especially that the parent went abroad.)

On the other hand, classroom observation helps a lot to improve her way of teaching as stated by one informant:

*"One nga maobserve nako is through observation. Dako jud kaayo siyang tabang no kay kung dili pud ta obserbahan murag magsalig lang man pud ta nga kuan. So, naay mga ingun-ana nga naa silay Makita nga pwede pa nato buhaton. So, nagahatag ug mga feedback ug nagasuggest pud kung unsa pay maayong buhaton. In that way, matabangan ta teachers, maimprove ang atoang teaching strategies ug unsa pa ang atoang mga skills nga atong maimprove."* [IDI10 03/7/2018] (One that I have observed is through observation. It is a big help because if we will not be observed sometimes, we are just relaxed. So, there is like that wherein they can see that we still can do something. So, they give feedback and suggestions on the better things to do. In that way, we will get help to improve our teaching strategies and other skills that we can improve.)

Other informant called the attention of the parents but was taken for granted. Informant revealed that:

*“Sa ginikanan pod, cge nimo adto cge nimo call ang attention sa parents, ingnan nimo nga ipafollow-up imong anak, tagaan na nako basahonon nga dal-on sa balay, but then ginatake for granted lang, kulang jud follow-up sa parents so mao na ang main problem”. [IDI12 04/7/2018](To the parents also, you always go to them, you always call their attention of the parents. You are going to tell that they they have to follow up their children. I give them materials for reading to bring home but then they take it for granted. There is lack of follow-up from parents so that is the main problem.)*

As second parents to pupils, teachers have great responsibility in molding the character and attitude of their students. Teachers act as model to be follow by pupils. They are the ones looked up to by their students, thus they need to be good examples to their pupils. With consistency, they are able to implement discipline inside the classroom. Yet, with the specialized learning styles needed in teaching elementary pupils, teachers need to discover the appropriate method to be used. They need to show their pupils how to do it so they would know how to do it themselves, resulting to them learning by doing.

The informant stressed:

*“O nagset jud ko ug standards. Firm jud ko nga kani atong buhaton una, ikaduha, human mufollow naman na sila. Ikaw jud teacher ang muuna. Human mutuman naman na sila. I really set standards.” [IDI6 03/8/2018] (I am first that his is what we are going to do first and then second they would follow. You as teacher should be the first and then they would remember.)*

It was also supported by other informant as quoted:

*“Tanan nimo nga effort imo jung buhaton pag-atiman lahi ra jud sa secondary nga to the max jud ang imong attitude nga baby jud ka. Mulevel jud ka sa ilahang kuan kung unsa sila. Kay ang higher pwede ra man muinstruction ka. While ang kinder muinstruct ka with application ikaw sa jud ang muuna bago sila makasabot. Mufollow siya sa imuha. Models jud ta mga teachers.” [IDI6 03/8/2018](It is far different from the secondary because in elementary you have to give all your best to level with them because in higher level it is okay if you are just going to give instruction. While in kinder you have to instruct and at the same time you have to apply. You should be the one doing it first before they could understand then they are going to follow you. We teachers are model.)”*

Management in classroom needs also to be strengthened to inculcate discipline within the class, thus making this as a salient point in creating a healthy and welcoming environment for children. However, there may be some instances that teacher find it hard to achieve, accompanied by maintaining the focus and attention of their pupils during lessons. Indeed, they had encountered numerous problems dealing with the pupils and their misbehavior. The teacher said:

*“One of the challenges I encountered was about pupils’ focus, on how to maintain their focus on the task given.” [IDI2 03/5/2018]*

Using manipulative is one way of one informant to manage the class as she revealed:

*“So, unsa akong gibuhay nga mustay na sila ah, ang amo man gud mga activities is more on manipulative, so kanang mga bataa dali lang pud na sila magsawa sa manipulative”. [IDI3 03/6/2018] (So in order for me to let my students behave in class... our activities are more in manipulative but the kids will get bored easily on to that.)*

Two of the informants shared their experienced when it comes to handling stubborn pupils as they quoted:

*“Naa jud problema especially lalaki nimo nga bata kuan jud naa juy dili nimo macontrol. Gahi gyud. Mao na akong kakuanan labi nag kanang dili gani mu-follow. Mairita man jud ko uy. Maglagot jud ko basta dili gani masunod ang akong gusto.” [IDI7 03/8/2018] (There is problem, really especially when your pupils are male there are some that you cannot control. They are very stubborn. That is my problem those who will not follow. I will feel irritated. I will be mad when they could not follow what I wanted.)*

*“Same lang gihapon ang classroom management kay grade 6 man. Kanang mga bata mga badlungon nga makaisturbo sa klase sa discussion.” [IDI8 03/7/2018] (The classroom management is the same because it is Grade 6. Those stubborn/ misbehaves pupil who disturb the discussion.)*

Other informants also shared her experienced as she said:

*"Dili jud ko hawod mo manage sa akong class ma'am kadtong bag-o pako dili pa jud kaayo ko totally in terms sa classroom management." [IDI9 03/7/2018] (I am not really good in handling my class ma'am. I am new and I am not yet totally good in terms of classroom management.)*

The following are the coping mechanisms of the secondary education graduate teachers to help their pupils to manage properly their classroom such guidance, setting rules/standards/routines, provide worksheets activities and imposing discipline.

Informant further stated:

*"At their young age, students need to always be reminded, guided on cleanliness & orderliness of the classroom." [IDI2 03/5/2018]*

One informant used manipulative and worksheet material to manage her class as she quoted:

*"So, mangita gyud mi ug mga pamaagi nga paghuman sa manipulative asa sila muadto nga mustay lang gyud sila sa ilahang table. [IDI3 03/6/2018] (So, after manipulative we will find a way that the kids will just stay in their table.)*

Additional statement was added by informant that supports her statement above:

*"So, para mamana namo na sila, suportahan jud nako to siya ug unsa pay ngan ani uy other materials nga kaning ilaha bang worksheet. After sa manipulative or muuna baka sa worksheet, depende sa inyung guide ana nga day... Pag once ang bata naay trabahuon magpuyo gyud na sila." [IDI3 03/6/2018] (In order for me to manage them, I support them in their worksheets. So, it depends on your guide whether you will have the manipulative first or the worksheets. Because it is not allowed if you only have... so it should be manipulative-worksheet. Once you give the kids something they need to work on, they will be behaved but if there is none they would play.)*

One teacher employs authoritative style of management as she stated that:

*"Akong pamaagi ako silang estoryahan, warning sa, pagkahuman di man jud patoo, naan a siyay action nga pagabuhaton. Imo siyang leksyonan, mura siyag authoritative style nga management kay dagko naman sila." [IDI8 03/7/2018] (The classroom management is the same because it is Grade 6. My style is that I will talk to them and give them warning. Then if they will not listen then proper actions should be done. You are going to lecture them, it is like authoritative style of management because they are already adolescents.)*

In order to manage the class, classroom rules were set by informant as she quoted:

*"Kuan usahay mugamit man gyud ta ug verbal reprimand man gyud no. tapos magkuan jud ka ug rules nimo. Naa man jud tay mga classroom rules nato no, so murag basis lang to nimo siya sa imong management." [IDI7 03/8/2018] (Sometimes we use verbal reprimand right? Then you should set rules. We have classroom rules right. So that serves your basis in classroom management.)*

Considering the learners' diversity was the first thing done by the informant as she quoted:

*"First ma'am ako sa jud gihibaloan kung unsa jud ang akong klase. I found out nga I have diverse learners. So akong gibuhay ma'am, nagset sa jud ko ug standard nako. Then after nako ma-orient sila nga ingun-ana dapat ang buhaton, I ask suggestions or ideas sa ilaha." [IDI9 03/7/2018] (First ma'am is that I observe my class. I found out that I have diverse learners. So what I did ma'am was that I set my own standards. Then after I have given them orientation about what they need to do and I asked for suggestions or ideas.)*

Imposing sign language was the way of managing the class according to one informant as she quoted:

*"Sa elementary, ginamana nako kanang nagasign-language ko. Pagmagclose na ang akoang hands meaning to say, dili magsaba." [IDI11 03/8/2018] (In elementary, I manage them through sign language. When I close my hands meaning to say they should not make any noise. When I wave my hands meaning to say they have to sit down.)*

Furthermore, their hopes and aspirations aimed to basically discipline their students and expressed their talents and abilities in proper behavior. Some teachers really encouraged the students to maintain cleanliness and orderly classroom. They have also hoped for more materials to be utilized so that there will be more educational resources and technologies ready for all of their pupils.

The teacher said:

*“Constant reminders and create working group leaders to ensure well maintained classroom setting”. [IDI2 03/5/2018]*

Support in terms of teaching materials was the hope of the informant as she stated:

*“Kanang ako as naa sa kinder, perti man nakong daghana ug kailangan nga materials ma’am, kulang pa jud sa suporta. Gusto ko nga diha mafocus nga madungagan pa jud gud siya. Kung i-based gyud nako sa ilang gipanghatag didto, kulang pa jud gud siya ma’am. In terms of learning materials pud namo, isa ra gud ang among workbook. So, kung ako pud ang muanalyze, dili pa jud enough.” [IDI3 03/6/2018] (Being in a kinder level, I have lot of teaching materials needed, and I think those materials already given to us still really insufficient. We only have one workbook and it is not enough.)*

Statement above was also confirmed by other informant:

*“Hope nako nga dapat mu-provide sila sa tama ug daghang instructional materials nga magamit sa teachers especially sa grade 1 or lower grade.” [IDI9 03/7/2018] (Hope that they should provide the right and lot of instructional materials to be used by the teachers especially in grade 1 or in lower grades.)*

Other informant hoped that her pupils will become disciplined as she mentioned that:

*“Other hopes siguro nako nga makatuon akong mga bata nga maging disiplinado ug makablo sila magfollow ug rules para hapsay ang klase para daghan sila mahibal-an gikan nako.” [IDI7 03/8/2018] (I am hoping also that my pupils become disciplined and learned to follow classroom rules so that my class will run smoothly and they can gain learning from me.)*

The teachers believed that the support of the parents paved the way for the pupils to learn more and be active in class. The informant revealed:

*“Didto jud ko nagstart, pero akong mas nabaluan, dapat jud naay suporta sa parents para paspas ang iyang progress. Kay kung ang teacher lang, hinay.” [IDI11 03/8/2018] (I started there but what I knew more is that there should be support from the parents so that the child will have a quick progress because if it is only the teacher it is slow.)*

Additionally one from informant was the hoping for parents’ support in their child’s education as she mentioned:

*“Aside ato importante pod jud and support sa mga ginikanan sa pagtuon sa ilang mga anak kay sila man atong partners para maeducate sila pag-ayo. Lisod kung wala ilang suporta, isa jud na sakong nabantayan.” [IDI8 03/7/2018] (Aside from that, support from parents to their child’s education is very important. Without it, it’s very hard because they are our partners in educating the pupils. That’s one thing I have really notice.)*

Dealing with less fortunate pupils. It cannot be denied that there were many learners who came from indigent families. Though it should not be a hindrance; there will always be circumstances that dealing with less fortunate pupils is challenging for teachers. Teacher quoted:

*“Akong jung first year diri ma’am nga kuan nihilak jud ko kay wala ko kaagwanta baa ng iyahang tsinilas buslot ay kanang putol siya. Human natingala ko nawala ang lansang daw human gikasab-an nako siya, nganong wala pa man ka nagsulat? Nag-ing-ana nako. Kay nangita diay siya sa iyang lansang. Naunsa man diay ka? Nihilak siya kay nasuko unya wala na diay siyay tsinilas pag-uli kay naputol daw nawala ang lansang. Luoy kaayo siya ay.” [IDI6 03/8/2018] (During my first year here I really cried because I can no longer hold when the child is still wearing a pair of slippers that has already holes no.. the slipper is broken. And then I wonder why the nail was gone and then I scolded him because he was not still writing. I was really like that but I never knew that he was looking for the nail. I ask him what happened. The child cried because I was mad and he said that he has no longer have slippers in going home because the nail was gone. The child was pitiful.)*

Other informants confirmed on parent’s financial problem which affect pupils’ needs as she shared that:

*"Na financial jud. Muana sila nga wa jud mi kwarta ma'am. Human ang bata nga ang mama wala nihatag ug baon. Human walay mga lapis." [IDI6 03/8/2018] (It is really financial aspect. They would say that we don't have money ma'am. Then the child was not given an allowance by the mother and the child has no pencil.)*

It was also supported by other informant as quoted:

*"When I was teaching grade 2 ma'am, naa jud koy bata nga mao to ang action research nako kay about absenteeism, only to find out nga ang bata ginapatabang siya, ah wala siya ginapatabang, siya mismo ang mutabang sa iyang pamailya lisod man sila ma'am. So, kana bitawng binangkong kay kana diay makakarta man diay siya ana. So in that way makatabang siya sa iyang ginikanan kay katong iyang nakita sa katong iyang pagbinangkong iyang gihatag sa iyang ginikanan pampalit ug bugas ug sud-an." [IDI9 03/7/2018] (When I was teaching Grade 2 ma'am I have this pupil whom became the subject of my action research because it is about absenteeism. Only to find out that the child was asked to help, he was not asked to help but he himself wanted to help in their family because they are struggling ma'am. So he is chopping banana ma'am "binangkong" wherein he could earn money through that. In that way he could help his family because he gave his income to his parents to buy rice and viand.)*

Through this, the teachers conducted home visitation and conference with parents to solve the problems as well as do some actions to keep these children in school. Informants mentioned:

*"Estoryahon jud nako sila ma'am one-on-one. Ipatawag nako." [IDI6 03/8/2018] (I really talk to them one on one. I really call the parents.)*

In addition, another informant confirmed the statement above and quoted:

*"Una, giadto ug giistorya nako personal iyang ginikanan, nag-home visit jud ko ma'am sa ila. Mao to nahibal-an nako unsa hinungdan sa iyang pagsige absent. Giistorya nako ang ginikanan ug bata, naghimo ko proposal, naa me giagrihan sa bata ug ginikanan nga magpakita lang siya sa eskwelahan bisan duha ka adlaw sa isa ka semana. Then ginapadal-an nako siya ug mga basahon para mabasa niya sa ilang balay." [IDI9 03/7/2018] (First, I went to my pupil's house and talked his parents I really did home visitation. Then I found out the reasons behind his absences. What I did, I made a proposal to the parents and my pupil. I allowed him to go to school two times a week and I gave him reading materials for him read at home.)*

Teachers wished that instructional materials were provided to be used in teaching these kinds of pupils. They also sought the undying support from parents.

Informant appealed:

*"Gusto nako no nga naa mi books nga makuan sa mga bata ba kay lisod kaayo kinder man gud more on materials jud ba nga makabalo sila muidentify nga ing-ani diay ang kuan ang table, ing-ani diay ang nawong sa kaun, ing-ani gani. Gusto jud ko ingun ana ma'am kay lisod kaayo sige rako paxerox-paxerox. Gusto nko mahan-ay na gud tanan." [IDI6 03/8/2018] (I wanted that we have books that could be used by the kids because it is difficult. I am teaching kinder and I need to have more teaching materials so that they could identify like table. This is how table looks like and so with the others. That is what I want ma'am because it is difficult to photocopy the materials all the time. I want everything to be organized.)*

In spite of parent's financial problems, teacher still hoped on their support as they mentioned:

*"Of course ma'am, hopes pod nako ang makanunayong pagsuporta sa mga parents sa ilang mga anak. Bilang teacher, gusto nato naa jud perme ang suport sa mga ginikanan. Naa man gud mga ginikanan maayo lang musuporta sa kinder pa ilang anak, pag-abot ug grade1 pataas wala na." [IDI9 03/7/2018] (Of course ma'am, I also hope the undying support from the parents. As teacher we need that. I have notice that parents are just supportive when their child is in kinder but when they are in grade 1 and up, parental support is gone.)*

Keeping the Joy in Teaching. Being in an environment that is not familiar is really challenging especially when your preparation in college is different. For secondary education graduates, teaching in elementary is really difficult for their perspectives will change in vast aspects, sometimes leaving them confused, scared or hesitant.

In this journey, they encountered several experiences on teaching that sometimes lead to frustration, sadness, and anxiety.



But by giving time for adjustment with the help of their peers, they became happy with the former unfamiliar environment. Hence, they became teachers with sense of acceptance and professionalism.

Being hesitant in teaching elementary. In an unfamiliar and a new kind of environment with less experience and knowledge, hesitation is normal.

The respondent doubted in starting this journey due to having no teaching background in this learning level. Informant quoted:

*“Before, sa akong feeling lang wala man ko ka teach lang, gihatag pa sa akong tung item, hesitant kaayo ko kung kabalo bako mutudlo ug elementary. Basig maparok nako sila kay lahi ra baya gyud perti baya kaayo ka kabadlungon.” [IDI1 03/5/2018] (Before I feel not only teaching but the item was given to me. I was really hesitant because I don’t know if I can teach elementary. I might hurt them because it is really different, they are so stubborn)*

Still, as a coping mechanism, being prepared and ready is a way to accept this challenge in the teaching career. She mentioned:

*“Pero ako na lang jud siyang giaccept kay naa naman jud siya.” [IDI 03/5/2018] (I have accepted because it is already there.)*

Unlike in high school where teachers have distinct specializations, elementary teachers cover all the learning areas. Because of this, teachers will study all of the subjects as part of performing their duties and prepare all the needed materials of these learning areas. The informant stated:

*“Katong gipatudlo ko. Di ba specialization man ta? Pag-abot dinhi gipatudlo kog Math, English, so nangapa ko ato day. So ni-tap pud dayon ko nila asa man ang mga materials ani.” [IDI1 03/5/2018] (When I came here and was tasked to teach Math and English, I really don’t know how since I have different specialization right? So, I immediately tap them and ask the things needed.)*

Frustrations on the chosen teaching field. There is a big difference in the pedagogy of teaching in the secondary education which may not be fully applicable in elementary because of age of learners, culture of school, number of learning areas, and overwhelming activities in elementary. With this, frustrations in teaching arise due to large energy that will be invested in learning the dynamics of elementary schooling from the manner of teaching and in working with so many programs in elementary schools to meet the expectations of the department.

One of informant’s frustrations was when she was not able to continue teaching in high school. Informant exclaimed:

*“Frustration nako kay wala jud nako napadayon ang pagtudlo sa high school no, murag na-frustrate ko ana.” [IDI1 03/5/2018] My frustration is that I was not able to continue teaching high school. I was frustrated with that.*

Frustration also felt by other informant as she shared that:

*“Ang frustrations lang gyud nako no icompare nako sa secondary ug elementary kay naa man pud gud koy mga friendship nga naa sa elementary nga mas less man gud ang ilang burden in terms sa work sa secondary compare to elementary. In terms of preparations, for example, Science siya, science lang man jud siya sa tibuok ano, so murag mafrustate pud ko, hala no didto na lang unta ko sa high school no kay isa ra gyud ang imung preparation. In terms pud sa mga masugo mucheck sa mga papers masugo naman nimo ning mga high school nga icheck ning papel. Lahi ra jud kaayo.” [IDI3 03/6/2018] (I am really frustrated whenever I think of the difference between teachings in secondary and elementary. I have friends who are teaching in secondary and they would tell me that it less burden in secondary than in elementary. In terms of preparation, for example, if you are a Science major then you would only teach Science in the whole duration unlike in elementary where you prepare everything for your class. You only have one preparation. In terms of checking the papers/ outputs, you could ask help from your students since they are reliable in checking.)*

Another informant also mentioned that:

*“Ang frustration nako as secondary education graduate, dili nako siya maaplay kung unsa gyud ang akong natun-an gyud bitaw. Ang major nako wala nako nagamit. Kay lahi man ang field nga akong gitudloan. So, mao jud na ang isa sa frustrations nako.” [IDI8 03/7/2018] (My frustration as secondary graduate is that I could not apply what I have learned. I was not able to use my major because I teach in the different field. So that is really my frustration.)*

Embracing the changes and learning to love the field are very much helpful in the coping moments. Learning to love what you are doing can make the teachers feel comfortable in teaching. They became more versatile in teaching by being prepared and learn strategies that are suitable for elementary pupils. The teacher shared:

*“Pero later on na embrace ra pod nako ang changes, na-learn nako ug love ang pagiging elementary teacher. Then narealize nako nga lingaw ug lami diay magtudlo ug elementary compare sa high school.” [IDI1 03/5/2018] (But later, I have learned to embrace and love being an elementary teacher. I realized that it is fun and nice to teach elementary than in high school.)*

Learning to love her new field was the coping mechanism experienced by the informant as she shared:

*“Ah kadto nga part ma’am unsa ako gibuhay, nawala ra siya after pila ka one o two years. Nganong nasulti nako nga ingana, kay na love nako ang pagtudlo sa kinder. Wla man gud ko anak ma’am personally. So ang longing nako nga magkaroon ug anak na divert nako sa akong mga estudyante. Since di ba kinder sila, kasagaran jud ana nga edad lambing kaayo ug papansin. So na-love ra jud nako siya.” [IDI3 03/6/2018] (Ah that part, that feeling disappeared I think after one to two years of teaching. Why did I say that because later I have learned to love teaching kinder level. I personally don’t bear a child on my own so the longing of having a child was diverted to my pupils. You know pupils at their age are very sweet and longing for attention. So, I had learned to love it.)*

Adopting strategy in elementary was the informant’s way of coping as she confirmed that:

*“Sa pagtudlo kuan, na adopt na nako ang strategy sa elementary kay lahi ra baya gyud strategy sa secondary. Kay didto kuan jud baya ka, naa jud moy specialization kung unsa to imong major mao ra baya jud to ang magamit. dili lisod kay mao man jud to ang imong training.” [IDI8 03/7/2018] (In teaching, I was able to adopt the strategy in elementary because it is really different in secondary. In secondary you really have this specialization if what is your major that is what you are going to use. It is not really that difficult since that is your training.)*

Despite these, one of the hopes and aspirations of teachers is to teach secondary students. They still envisioned utilizing their knowledge acquired in their education to be aligned with their preparatory course. Given the scenario, mentoring from school head is a great help.

Teacher said:

*“Peer mentoring ky syempre mangutana man jud ka sa mga ahead. Unsaon diay ni? [IDI8 03/7/2018] (Peer mentoring of course, you are really going to ask the head. How to do this?)*

Fears of not meeting expectations. It is a norm that teachers set expectations for themselves as much as for their learners. More expectations are set to oneself especially in teaching elementary pupils and the effect is to meet the required expectations set for the teachers to accomplish. The retention of the pupils, setting high standards, and applying inapplicable strategies can be the barriers to meeting the teachers’ expectations.

The teacher mentioned:

*“Naay mga bata nga walay focus. During sa remediation, naay mga bata nga walay focus maybe gigutom unsa ba, katulugon. Wala silay focus ba murag naay something nga gibati. They are lack of interest.” [IDI4 03/8/2018] (There are children who are out of focus. During the remediation, there are kids who are not focused maybe they are hungry or what, sleepy. The child has no focus just like he is feeling something. They are lack of interest.)*

Other informant shared that:

*“Di ko kaingun ug sad, disappointing lang kay kung i-compare nimo siya sa high school lahi ra gyud ang output nga mabuhay sa bata. Kuntahay taas ang imuhang standard dili siya ingun nga ma-reach sa bata kay syempre gikan ka sa high school lahi jud ang ilang setting nga kana ilang mga output.” [IDI7 03/8/2018] (I cannot say that it is sad, but it is disappointing because if you compare them in high school it has different output that a child can do. Example if you have high standard you cannot say that the child could achieve it because you came from high school and it has different setting with their output.)*

Another informant shared on the difference of secondary and elementary learners as she mentioned:

*“Dili diay parehas sa high school nga mungon rako, mao ni ang inyong buhaton automatic dayon kabalo na sila. Sa lower years since sa grade 2 man ko, unya karun sa grade 3 na pud ko, hungit ang tanan sa ilaha kung pwede lingkuran, lingkuran jud nimo siya.” [IDI11 03/8/2018] (It is not like in high school wherein I would just say this is what you are going to do and then they are automatically followed. In the lower years since I am in grade 2, and then I am now in grade 3 you have to spoon feed them. If you need to sit down with them then you sit down.)*

With these challenges, the teachers try to cope with it by being sensitive to the pupils' needs, accept the great differences in pedagogy of elementary and secondary by using time-tested techniques in teaching very young learners.

The teacher mentioned:

*“Makig-estorya ka sa ilaha, halimbawa, makita nimo ang bata ng naay something wrong, murag problematic ang bata. Pangutan-on nimo siya nga feeling nimo mama ka sa iyaha ba. Pangutan-on nimo unsay problema. Unsa ang iyang gikinahanglan para matagaan pud nimo siya ug advice.” [IDI4 03/8/2018] (I talk to them for example you have seen that there is something wrong with the child, like problematic child. You talk to the child and let them feel that you are like a mother to him/her. You ask what the problem is. Then you can give him/her an advice.)*

Lowering teacher standard according to learner's level was shared by the informants, IDI11 and IDI7:

*“Kuntahay taas ang imuhang standard dili siya ingun nga ma-reach sa bata kay syempre gikan ka sa high school lahi jud ang ilang setting nga kana ilang mga output. Lower jud nimo ang standard sa level sa imong bata” [IDI7 03/8/2018] (Example if you have high standard you cannot say that the child could achieve/meet it because you came from high school and it has different setting with their output. Lower the standard according to learners' level.)*

*“Unya naa koy way or techniques nga ginabuhay para makabalo lang jud sila mubasa.” [IDI11 03/7/2018] (Then I have ways, techniques just to let my pupils read.)*

One of teachers still aspires to transfer to secondary as she said:

*“Ako ang hope nako gusto jud ko mubalhin ug high school sa tinuod lang. gusto jud nako malpractice kung unsa to akong nahuman. Ganahan man ko didto” [IDI7 03/8/2018] (I hope that I will be transferred in high school honestly. I really wanted to practice my degree. I like it there.)*

Others still aim to unleash the very potential of their pupils by making them read and develop their social skills. This was shared by one informant:

*“Kanang mahatag nako ang kinahanglan sa mga gagmayng bata, labaw na sa ilang academic development ug social skills.” [IDI4 03/8/2018] (Wish I could give what the little kids need especially in their academic development and social skills.)*

It was supported by other informant as she mentioned that making her pupils learned to read was her aim:

*“Ang ako lang jung tumong, para ang bata gani successful siya in the next year, dapat kabalo jud mubasa ang bata.” [IDI11 03/7/2018] (My only goal is to make the child successful in the next year the child should know how to read.)*

Anxieties in teaching elementary pupils. Aside from fears, anxieties also started to manifest during the moment the teachers that felt confusion and hesitation in teaching elementary pupils. With less experience, they tend to be unsure of their actions in the workplace leading to their anxieties. This was shared by teacher:

*“Ang fears pud nako, tama ba kaha to akong mga gipangtudlo sa ilaha kay murag lahi ra man gud kung imuha nang field. Ang elementary man gud kung elementary ka, general. [IDI8 03/7/2018] (My fear also is that I questioned myself if I was able to teach them right because it is really different if it is your field. In elementary, if you are in elementary it is general.)*

One informant shared about her difficulty in some lessons she was not familiar with. The informant exclaimed:

*"Ang gikalisdan lang gyud nako ug tudlo aning mga bataa ni kanang mga dipthong. Kay lahi ang ilaha, maglisod sila ug basa kung naay dipthong. Mao lang."* [IDI11 03/8/2018] (I really had difficulty in teaching these kids with dipthong. That's it.)

Dealing with young learners was the fear felt by one informant as she quoted:

*"Kahadlok, at first sa una permero jud nakong tudlo naa jud koy kahadlok noh unsaon nako pagdeal ning mga bataa nga akong training lahi."* [IDI12 04/7/2018] (At first, when I started teaching I have fears on how I am going to deal with these kids since my training is different.)

In handling these challenges, the teacher worked harder and studied more especially that they needed to teach the general learning areas and not their specialized subject. Also, they asked experienced teachers for help, and participate in various seminars and trainings.

The informant said:

*"Magstudy! Gistudyhan kay dili man nako major at the same time murag lahi ra pud. Gikan sa Science padulong sa English, murag layo ra baya ha."* [IDI8 03/7/2018] (I have to study. I study because it is not my major and at the same time it is really different. From Science to English, it seems far.)

Being new to the field needs to collaborate with an experienced colleague in terms of handling young learners. This was shared by one informant:

*"I am neophyte in this field, nagapangayo jud ko tabang, nagacollaborate jud me, kung naa gani me bata nga tabangunon, nagapangutana ko sa ila unsa ang mga strategy unsa ang pamaagi nga kadtong bataa amo siyang matabangan nga dili lang jud siya muundang."* [IDI12 04/7/2018] (I am a neophyte in this field, I really ask for help. We collaborated. If we have pupils who need help, I ask them on what strategy to use on the specific child so that the child will not stop.)

Attending seminars and school head's input helped a lot to improve teaching according to one informant as she shared:

*"Ang nakaimproved jud sa akoo so far, kana akoang giseminaran. Seminars ug kanang mga advise pud sa katong mga head pa nako."* [IDI11 03/8/2018] (What improves me so far are those the seminars I have attended. Seminars and advise from those teachers who are ahead of me.)

Being assigned in far flung areas, provision of learners' materials was the hope of one informant since parents were unable to provide for their children. The teacher mentioned:

*"Siguro in terms ana noh nga naa me didto sa bukid nga schools siguro ang among learnings materials, learner's materials, mao jud na siya, kay dili baya dayun makapalit didto ang mga ginikanan kay wala pod sila, pait, naglisod sa panginabuhì, mga libro dapat naa jud."* [IDI12 04/7/2018] (Maybe in terms that we are in the uphill school maybe our learning materials, learner's materials and that's it because the parents could not easily buy and they do not have money also, they are struggling in terms of living. They should have books.)

Feeling sad due to lack of parental support. Support from parents and guardians is primarily the reason for a child to go to school. With pupils having less or no support from parents brought sadness to teachers seeing the available potential of the pupils curtailed. The teacher quoted:

*"Kasagaran diri nako sa public na sad kay kuan kana ganing grabi na nako kaayo ug tudlo unya di jud niya makuha kay sige siya ug absent. Wala gani nisuporta ang mama kay kung gisuportahan lang sa mama makabalo jud ng bata. Dapat man gud teacher ug parent basta kinder pa para pag-abot sa panahon makabalo na gani siya."* [IDI6 03/8/2018] (I am sad here in public because you did everything to teach the child but the child could not get it because the child is always absent. The mother did not support because if the mother had supported, the child should have learned. It should be parent and teacher in kinder so that later on the child will learn.)

Other informant mentioned:

*"Parents are not supporting. Then makita nako ang bata usahay naga-absent tungod kay ginapabantay sa balay kay naa*

pay manghod nga kinahanglan niya bantayan or ginapatrabaho – child labor ma'am. Sad moments when I feel nga gisalig na sa ako ang tanan ma'am." [IDI9 03/7/2018] (The parents are not supportive. Then I can see that the child is absent because they have to look after their house and their little siblings or they were sent to work ma'am. My sad moment was when I could feel that everything was entrusted to me.)

To overcome this challenge, conducting parent-teachers conference became the bridge of teachers to parents for them to know the current academic and behavioral status of their children. The informant stated:

"Naa man juy homeroom PTA meeting, so diha nga time ako jud silag saboton nga partner jud mi nga hangtod mahuman ang iyang mga anak. Tapos ako silang ginahisgutan kung unsa among ginabuhay everyday ug unsa pud ang mga ginabuhay sa ilang mga anak didto." [IDI6 03/8/2018] (We really have this PTA meeting, so in there we would really make an agreement that we will be partner to their children until the end of the school year. Then I talk to them about my daily routine and what the kids are doing.)

Finally, parents' participation to their kids' endeavors is one of the greatest aspirations of elementary teachers. Informant mentioned:

"Then while nagmeeting mi, akong ginabutangan ug idea kung unsaon nako pagtudlo. Labi sa addition, subtraction. Tagaan nako sila ug idea kung unsaon nila pagtudlo para pareha mi." [IDI6 03/8/2018] (Then while we are in the meeting, I gave them the idea on the way I teach especially in addition, subtraction. I will give the idea on how to teach so that they would know also.)

It was affirmed by other informant as she quoted:

"Suporta sa ginikanan throughout sa pag-eskwela sa ilang mga anak labina pagfollow-up sa ila in terms sa reading ug sa mga assignments nila." [IDI9 03/7/2018] (Support from the parents throughout their child's education especially in terms of reading and assignments of their child.)

In addition, feeling sad in teaching slow learners was also felt and experienced by secondary education graduate teaching in elementary schools. While teachers try hard to exhaust all the available teaching strategies for pupils to learn, there are still learners that need academic help. This is one of the burdens of teachers especially that there are learning competencies that pupils must master.

Informant exclaimed:

"Kanang hinay, naa poy mga bata nga gahi kaayo sila pasabton. Bisan gibalik-balik na nimo, dili lang gihapon sila kasabot. Mao nang akong pinakasad nga bation." [IDI1 03/8/2018] (Those slow, there are kids who have difficulty in understanding the lesson. Even though who have repeated it many times but they still don't understand. That is my saddest feeling.)

As a coping mechanism, teachers repeat the lesson or let the child repeat the reading or any activity that was given just for them to be able to meet the academic expectations on that grade level. The teacher quoted:

"Ug para lang jud makabalo sila, ako ginabuhay ibalik nako discuss pag-kaugma ug mangita napod ko ug activities nga sayon para ilajud masabtan ang lesson Ing-ang jud ang reality sa elementary." [IDI1 03/5/2018] (In order for them to learn, what I did is to reteach the lesson the next day and look for other simple activities for them to finally understand the lesson. That is really the reality in elementary.)

Anxieties on the proper delivery of instruction. It can be quite troublesome for teachers to be nervous while giving instructions. Just like most of us, they are also afraid of mistakes and errors. They wish the best for their students and it can be fulfilled through the proper instruction giving. Some experiences were shared by the teachers as quoted:

"Ah focus. Sometimes students need more motivation in order for them to focus on the task given. And sometimes, when we are going to explain, you need to further elaborate the content of your lesson so that they will be able to understand not like in secondary that you will just give some instructions as a little examples and then they can do already what is tasked to them." [IDI2 03/5/2018]

There are also cases in which the teacher needs to simplify the instruction and have plenty of examples in order for the pupils to understand the instructions and the lesson. By doing these; can lead to a better performance of the pupils in the classroom. This was shared by the teacher as quoted:



*"But, however, the elementary students are different. You need to have plenty of examples. You have to simplify the directions for them to follow what are the instructions to them."* [IDI2 03/5/2018]

Dedication to work, having more patience and lowering of standards according to pupils' level are the things done by the teacher as coping mechanisms. Teacher quoted:

*"Dedication! You need to dedicate yourself in the work. You need to be more patient so that you will be able to give the necessary knowledge that is obliged of you and that is expected of you. So, you need to be patient. You need to step down to their standards."* [IDI2 03/5/2018]

Having a feeling of inefficiency and ineffectiveness. An efficient teacher is always vital to a school; they are practically the best educators. Effectivity refers to the impact a teacher does to the student. Both characteristics are essential. Therefore, teachers are cautious onto whether they are still affecting the children through their educational measures.

Statement was shared by the teachers as quoted:

*"I find myself inefficient and ineffective."* [IDI2 03/5/2018]

Inefficiency and ineffectiveness can stem from the lack of experience in teaching. In this case, lack of elementary level teaching can be the probable cause for such inefficiency and ineffectiveness. That is why, it is very important to participate in collegial in-service training like the LAC sessions, observations and attend seminars. This has been one of the coping strategies of the informant.

Teacher quoted:

*"We are engaged in learning Action Cell sessions, classroom observations and attends seminar-workshops that promotes professional growth."* [IDI2 03/5/2018]

Furthermore, the teachers believed in programs that will actually help the school and improve the performance of the pupils. Informant said:

*"Peer coaching and bench-marking. Administrators provide the teaching-learning materials that are needed in the earning process."* [IDI2 03/5/2018]

Dealing with Workplace Diversity. Dealing with people in the workplace is an opportunity to build strong relationship especially in schools. However, humans are imperfect and challenges in human dealing will always be present. Nevertheless, teachers were able to cope with these challenges. In dealing with teachers the significant experiences that arise within the verbatim were collegial engagement, workplace jealousy, individual differences of teachers, colleagues' interaction and getting along with colleagues.

Workplace Jealousy. Humans are imperfect being and insecurities are always manifesting even in the workplace. Jealousy in the workplace develops when there is a difference in the treatment of superiors over others. It also occurs when some colleagues are being eyes and ears of their superior over a certain person. This is an identified challenge identified by the teacher. Better management must take place in the workplace to cope with this undesirable challenge. It is an aspiration of teachers who graduated from secondary teaching course that harmonious relationship among teachers and school head will be established.

This can be supported through the statement of the teacher:

*"Ang mga sipsip nga kuan hangtod maawayan nimo. Pati ang Principal ma-awayan. Katong story namo ni ma'am, problema man to siya kay management pud niya di man mao."* [IDI1 03/5/2018]. (There are colleagues who monitor you and tell your actions to the principal that is why you fight them. I fought even with the principal. Our story with ma'am, it was a problem because her management is not likely).

Individual differences of teachers and colleagues interaction. Teachers have various traits and differences that make them unique. These differences have positive and negative impact towards colleagues' interaction. The negative impacts could lead to challenges like conflict with colleagues, hesitation of teachers to share their expertise, and understanding the diverse attitudes of teachers.

Sometimes, problems arised due to different reasons such as overlapping of schedules and dealing with different personalities which were shared by teachers as quoted:

*"Kuan na time jud siya ma'am labi na sa LAC nato nga gamay ra kaayo. Naglisod ko ug kuan unsaon nako ni pag-overlap sa schedule nga kulang kaayo ko ug time. Lisod kaayo siya uy kung kulang ka ug time, magconduct lagi mo ug LAC pero naa man poy mga teachers nga mukalit ug kawala hasta ra baya ming gamaya, nangawala pa jud" [IDI9 03/7/2018] (It is time constraint ma'am especially in our LAC session we do not have enough time. I find it difficult on how to overlap my schedule because of the lack of time. It is very difficult if you do not enough time. You conduct LAC session but there are teachers who will suddenly disappear, and we are only few and some will be gone suddenly.)*

*"So far, naa man jud tay mga differences no, sa atoang mga pagtuo, o personality, naa poy conflict usahay nga dili mo magkasinabot sa usag-usa." [IDI17 03/8/2018] (So far, we really have these differences, right? In our faith or personality, there are conflicts sometimes also wherein you will not understand one another).*

Problems could be coped if both individuals know how to appreciate individual differences and be open to communication among peers during teachers' conferences and informal discussions.

Experiences about these were shared by the teacher as quoted:

*"Kung naay mga misunderstanding dapat open jud diay ang communication." [IDI9 03/7/2018] (If there are misunderstandings, there should be an open communication.)*

*"Istoryahan lang ninyo. Dili na ikalat-kalat nga huy sa ingun ani, dili na gud siya padakuon pa nimo ang estorya. Diritsuhon na lang nimo ug estorya ang concern teacher." [IDI17 03/8/2018] (We just talk it out. It should not be spread and should not worsen the story. You have to tell it directly to the concern teacher.)*

Another informant shared her experienced:

*"Hope naay aayong relasyon sa kada isa, naay pagsinabtanay inspite sa differences. Mas mabuild siguro ang maayong relasyon through team building nga ginabuhat namo." [IDI9 03/7/2018] (Hope to have good relationship with one another, there is understanding inspite of individual difference and maybe it will strengthen through team building that we are doing.)*

Getting Along with Colleagues. Getting along with others is an important factor in teaching since no man is an island. Having a new working environment could be a challenge especially to the teachers who are new to the place. If a teacher can't cope with the situation, the tendency is that he will be aloof from his peers that will result to isolation.

This was evident on the answers quoted by the teacher:

*"Naa poy uban nga dili nimo sila dali nga mamingle. Naay uban nga madiscover nimo ay ingun ana diay na siya. Lain-lain ug personality." [IDI8 03/7/2018] (There are some who are not easy to mingle. Then there are some that you will discover that he/she is like that. There are diversified personalities.*

A challenge experienced by teacher was addressed through adjustment and bearing with their behaviors so that conflicts would not arise. The teacher stated:

*"Kailangan jud ka nga mag-adjust sa ilaha. Katong mga naay ingun-ana nga batasan kabalo naman ko nga ingun ana siya, so dili na lang nako siya surang-surangon. Pasagdaan! Haha. Sakyan na lang unsa iyahang style para dili pud mo mag-engkwentro." [IDI8 03/7/2018] (You need to adjust with them. Those teachers who have an attitude like that So I am not going to disturb her. Let her be. Haha. Just bear with their style so that you will not have any conflict.)*

## Theme 2: Learning Collaboratively

This section presented composed of emerging themes namely: (a) striving to promote learning (b) employing variety of teaching strategies. The cluster themes showed experiences of teacher on how knowledgeable others greatly help in improving teacher teaching competence and promote quality learning.

Striving to Promote Learning. Efforts done by the teachers can help in the progression of learning among students. These

efforts prove to be beneficial in making lessons more engaging, thus, giving students more motivation in learning such topics. Various methods must be implemented because not all students learn the same way. Teachers must explore different ways in promoting learning for the betterment of the pupils.

Though some ways can be hard, it can prove to be worthwhile when seeing the positive effects on the learners. These efforts are sacrifices the teachers are willing to make to ensure a quality learning experience for the pupils.

**Provision of Teaching Materials.** The use of appropriate learning materials can truly help the pupils in their learning. These things can help the pupils visualize the topic. Also, it provides a way to connect to the actual lesson, further increasing the level of the child's understanding. These teaching materials can be utilized by the teachers to ease their work. It also makes the students more engaged and more participative to the topic. These learning materials can be books or other devices/equipments such as visual aids and projectors.

Experiences about these were shared by the teacher as quoted:

*"Ang equipment nga naa sa school dili jud maka-accomodate sa tanang teachers nga gusto mugamit. Parehas sa among school, tulo ra ang projector nga gihatag sa gobyerno unya 28 me ka teachers tanan. Unsaon pagkasigo ana? What if daghan sa amoa ang gusto mugamit?" [IDI1 03/5/2018] (The available equipment of the school such projector cannot accommodate by all teachers. Just like in our school, we only have 3 projectors given by the government then we are 28 teachers. How can that be enough to us if most us want to use such equipment? )*

The informant also shared the she encountered in terms of deficiency in instructional equipments. Informant mentioned:

*"Problemang naagian nako siguro kanang sa akoo lang instructional materials. Naa koy gusto nga buhaton unya magresearch research ko through internet, gusto pud nako ipabuhay sa ilaha pero dili nako mapabuhay kay kulang ang mga gamit. Napansin pud nako sa ilaha nga mas gusto nila ang video. Galing lang ulang man pud mi ug projector. Kung naa may projector kay mag-inilugay mi." [IDI11 03/8/2018] (The problem that I have encountered is about the instructional materials. I wanted to do something and then I do research through the internet, I also wanted them to do it also but I cannot let them because we lack materialsI have observed that they like videos. If there is a projector, we scramble on who will use first.)*

Teachers' goal is to deliver the lesson properly to the pupils. In order to reach that goal, teachers must use strategies that would catch pupils' attention so that learning would easily take place. One of the strategies of teachers is to incorporate the use of ICT equipments in the delivery of instruction. Informant reached the point of purchasing own projector just to let the pupils learned better.

Informants acclaimed:

*"So ako gibuhay, nagpurchased jud ko ug kaugalingon nako nga projector para magamit nako sa classroom." [IDI1 03/5/2018] (So what I did, I purchased my own projector to be used in the classroom.)*

Statement above confirmed by other informant as quoted:

*"Sa projector pod, kay naa name schedule sa paggamit para dili mag-ilugay." [IDI11 03/8/2018] (With regards to the projector, we have now schedules of when we can use so we do not scramble.)*

Teachers were hoping that materials and equipments were provided by the government should suffice the number of teachers and students. These were the teachers hoped as they quoted:

*"Facilities pud sa eskwelahan ba dapat daghan pod, for example, magtudlo ta ug sa kanang sa ICT no, dapat jud ang mga bata hands-on jud sila isa-isa jud sila ug computer day. Unya kung magtudlo ka about ICT unya parehas karun ang amoang IC T guba, unya naay nagklase, so dili jud siya matudluan." [IDI1 03/5/2018] (The facilities of the school should be enough, for example we are going to teach ICT, the children should be hands-on. They should have one computer per child. And then if you are going to teach ICT and then just like our ICT is not functioning, and then there is another class conducted there. So they will not be taught.)*

**Equipping Knowledge and Skills.** Knowledge is very vital in a school setting. It informs the students about the things that they should do and act upon. These will serve as a vital key in learning the topics. On the other hand, skills are the ones that facilitate action among individuals. It is the action created from knowing something. Knowledge and skills go hand in hand. These two works together in order to make an optimal learning scenario for children to experience.

This was the problem shared by the teacher as quoted:

*"Since dili nato siya specialization kay ako TLE major man, so kulang jud akong ka hibalo sa kuan, uban subjects. So isa to sa akong problemang naagian." [IDI1 03/5/2018] (Since it is not my specialization because I'm TLE major, I really lack of knowledge on other subjects. So that is one problem I encounter.)*

A school's primary goal must be to equip children with the knowledge and the skills that they need, and it is the responsibility of the teacher to also acquire the said knowledge and skills. Thus, according to quote" we cannot give what we do not have", so teachers find ways to equip themselves with the needed knowledge to be an effective teacher to their pupils.

These were the things they mentioned:

*"Kuan lang gyud day, nagstudy jud ko kay English gud to ug Math! Unya, tan-aw tan-aw sa Youtube." [IDI1 03/5/2018] (It is like I just studied English and Math and then watch Youtube.)*

*"Magstudy! Gistudyhan kay gikan sa Science padulong sa English, murag layo ra baya ha." [IDI8 03/7/2018] (Study. I study because From Science to English, it seems far.)"*

Employing Variety of Teaching Strategies. Various creative strategies in teaching learners are utilized to promote learning inside the classroom. Teachers adopt techniques that stimulate pupils' interest. In doing so, support from the parents, administration, and their colleagues is extremely beneficial to the teachers. With their aim to educate the young minds of elementary pupils, they experienced many challenges along the way that require mental fortitude. In this study, the informants shared the teaching strategies they used to facilitate their pupils' learning, ensure participation, and develop cognitive mental ability. These include having code-switching, making lessons exciting and motivating, modeling in teaching, different learning strategies and approaches, and applying differentiated instruction.

Having Code-switching. Language barriers are common phenomena in the quest of the secondary education graduate teachers who teach elementary pupils. These often result to the lack of participation since pupils do not fully grasp the depth and understand the meaning of the lesson which requires the teacher to use the mother tongue of the students so they can relate to the discussion. These teachers aspire that their pupils will be able to express their thoughts using English so they can have easier and better class discussions.

This was shared by teacher as she said:

*"In the process of encountering your students, the moment you asked questions in English Language they cannot understand." [IDI2 03/5/2018]*

Another informant with same experienced shared as quoted:

*"During sa discussion pod, mugamit pod ka sa tanan language, dili lang kay straight nga English kay mapansin nako dili kasabot ang mga bata, samot sa slow learners." [IDI7 03/7/2018] (During discussion, you also to use different language, not just plain English because I have notice that pupils cannot fully understand, much with the slow learners.)*

The difficulties in letting pupils understand English poses a challenge to teachers who aim to facilitate learning and equip these learners with life-long lessons. Thus, they translate English statements using the vernacular language so their pupils can better understand the topics. Informant said:

*"You need to translate first in a vernacular language so that they will be able to understand what you mean really in the questions you have given." [IDI2 03/5/2018]*

It was confirmed by other informant:

*"So kinahanglan jud nmo itranslate imong gipangyawayaw para makasabot lang jud sila, imong itagalog or bisaya grade 6 na gani na sila ha." [IDI7 03/8/2018] (So you have to translate what you discussed in tagalog or vernacular language in order for the pupils to understand your lessons even if they are already in grade 6.)*

Seeing positive learning progress and actively responding to lessons are the hopes of the teacher for their pupils as quoted:

*"When I see my students learning progress is positive and when they respond to my lesson actively." [IDI2 03/5/2018]*

Making lessons exciting and motivating. Since learning strategies evolve through time, there is a need for delivery methods to adapt to the current norms and standards of education including the integration of technology-based learning. The aim of teachers is to stimulate the minds of their elementary school pupils through the use of visually-appealing materials, requiring extra time and effort from the educators. When the students are not attracted to the materials, they attend to other things which reduce the amount of focus they have for their lesson. Proper lesson planning using localized materials and contextualized concepts are needed to be conducted by teachers in order to cope with the demands of learning nowadays. When students focus more on the materials coupled with an enriched class discussion, teachers hope that they are able to learn the presented concepts.

This was mentioned:

*"Ah focus. Lack of focus" [IDI2 03/5/2018]*

To get the pupils interest, appropriate motivation and colorful instructional materials was made by the informants as quoted:

*"As elementary school teacher you need to think of motivation you are going to give to the students for them to get interested of your lesson. You also need to prepare colorful instructional materials appropriate to the type of learners you have." [IDI2 03/5/2018]*

To make the students understand the lesson, localized materials and contextualized lesson were mentioned by the informant as quoted:

*"Use localized materials and contextualized the lesson to make it more exciting in order to fit the students level of understanding." [IDI2 03/5/2018]*

*"Sometimes students need ah you need more motivation in order for them to focus on the task given. And sometimes, when we are going to explain, you need to further elaborate the content of your lesson so that they will be able to understand not like in secondary that you will just give some instructions and a little examples and then they can do already what is tasked to them. But, however, the elementary students are different. You need to have plenty of examples. You have to simplify the directions for them to follow what are the instructions to them." [IDI2 03/5/2018]*

Tailor Fitting of Learning Strategies and Approaches. Choosing the right strategies appropriate for learners is difficult since every learner has varied learning preferences. Adopting different learning strategies and approaches would also be beneficial to the teachers since they are out of their fields of expertise. Applying their strategies in teaching secondary students would not suit to elementary pupils.

Adopting strategies in elementary level was done by the informant as she quoted:

*"Sa pagtudlo hinay hinay na adopt na nako ang strategies nga gamiton sa elementary kay lahi ra baya gyud strategy gamiton sa secondary learners. Kay didto sa secondary jud baya, naa jud moy specialization kung unsa to imong major mao ra pod baya jud to ang magamit nimo so dili didto lisod kay mao man jud to ang imong training." [IDI8 03/7/2018] (In teaching, I was able to adopt gradually the strategies to use in elementary because it is really different in secondary learners. In secondary you really have this specialization so whatever your major, that is what you are going to use. It is not really that difficult for you since that is your training.)*

Teachers' way of coping is to look for strategies that would suit to learners' level of understanding. Here's what the teacher shared as quoted:

*"Diri sa elementary general subjects man gud ka den mga young learners so mangita jud ka strategies nga para pod sa ila." [IDI8 03/7/2018] (Here in elementary level, you're teaching general subjects to young learners so you will look for strategies that suited for them.*

*"So nangita jud ko ug strategies nga mu-suit sa ilang level." [IDI9 03/7/2018] (So I look for strategies that would suit to their level.)*

Teachers also hoped that the administrators would help and guide them as well as provide them with materials they need by immersing themselves in the learning process.

Teacher mentioned:

*"When it comes sa atong administrators, siguro isa pud na siya ka factor tungod kay kulang ta ug mga materials. Dapat*



*pod provided pud untana ta ug materials.” [IDI9 03/7/2018] (When it comes to the administrator, maybe it is one of the factors because we lack materials. We should be provided with materials.)*

Applying differentiated Instruction. Special consideration is needed for those students who require specialized delivery methods such as those who cannot easily understand the lessons and do not go to school regularly. To have students with slow pacing in the class test the teacher’s patience because specific activities that are suited to the pupil’s ability and capacity are needed to be given. Through this, differentiated instruction was applied by teachers in class. Learning action cell (LAC) sessions with their co-teachers are also conducted in a regular basis to provide an avenue for teachers to share their strategies and learn at the same time from other effective methods as well. Through these, the teacher tapped experienced colleague to learn better.

This was shared by teacher as quoted:

*“Sa imong klase di jud ka kaexpect nga isa ra ka klase nga learners imo, parehas anang puro ra jud buotan o puro bright. diverse pod imong bata sa ako kay second section ko mas daghan ang hinay o dili kaayo kasabot.” [IDI10 03/7/2018] (In your class, you cannot expect to have one kind of learners. Example, all of them are kind or excellent one, you also have diverse pupils. Since I am in second section, most of my pupils are slow or cannot easily comprehend.)*

Applying what she had learned from LAC session was shared by the informant:

*“So sa pagtudlo nako, ginaaply pod nako ang nahibal-an nako sa LAC sessions namo nga differentiated instruction. Ang ihataag nimo nga activities kana ganing muhaom sa interest sa imong mga bata. Kabalo ka mam ganahan kayo ko ana nga approach oi kay makita pod nako nga lingaw pod akong mga bata, alive kayo akong klase.” [IDI10 03/7/2018] (So during discussion, I use what I learned in our LAC session about differentiated instructions. You will look for different activities that would suit to their interest. Actually, I really like this approach because I can see that my pupils are having fun. My class is alive.)*

Eagerness to learn more on different strategies was mentioned by the informant:

*“Ug gusto pod na jud ko makakat on pa pag-ayo bahin ana nga mga strategies kay applicable ni sa akong klase mao nagapangutana ko sa akong kauban nga nakaseminar ana sa national level.” [IDI10 03/7/2018] (I really want to learn more about these strategies because it is applicable in my class so I always approach my co-teacher who was became participant in seminar in the national level.)*

### Theme 3: Interaction

This theme is composed of three cluster themes namely: (a) promoting parent teacher Involvements (b) seeking help from colleagues (c) getting hold of administrative support. The cluster themes showed experiences of teacher in terms of interaction to the environment as support for effective learning.

#### Promoting Parent-Teacher Involvement

Parents have the responsibility to take care of their children. They have the obligation to look after them and ensure healthy development. In a classroom setting, parents can’t necessarily know the things that are happening to the children, thus, teachers must facilitate the students’ situations in school. They must ensure that learning is happening despite many adversaries. Parent-teacher involvement is essential in learning environments for students.

Parent-teacher involvement is considered as an effective approach in ensuring the students’ well-being in schools. There are several ways in which it can take place and be implemented.

Parent-teacher conference. A parent and a teacher must come together to make decisions about topics that can affect the learners through a parent-teacher conference. Several issues about the difficulty of children are also discussed. Additionally, remedials and other learning remedies are in place for the betterment of the learners. Ultimately, the cooperation of parents is established to ensure a better learning environment. Through which, teachers and parents can help improve the learning episodes of children.

The teacher’s challenge was quoted:

*“Then pareha anang mga bata nga dili kabasa, obvious man jud ngamahabilin sila kung dili maningkamot ang bata pati ginikanan.” [IDI11 03/5/2018] (Then just like those pupils who could not read, it is obvious that they will be retained if the parents and child will not strive to become reader.)*

There were parents who were not showing their concern to their child who cannot read. The informant exclaimed:

*“Naa jud parents nga walay pakabana nga dili pa baya kabalo kayo mubasa ilang mga bata. Naa poy bata nga dili pud magpatabang. Kana bang instead nga tabangan niy ang iyang sarili okay lang sa iyaha nga dili siya makabalo.” [IDI7 03/8/2018] (There are parents who do not care that their child cannot read well. There were also children who do not like to ask help. Instead of helping himself, he is still okay if does not know anything. )*

Having conference with parents and treating them casually were ways of the teachers to solve the problems on slow learners and readers. Informant added:

*“At first, sa mga parents, gipatawag nako sila sa meeting, then through cellphone text-text about problema sa mga bata. O mao na siya.” [IDI1 03/5/2018] (At first to the parents, I called a meeting, then through cellphone text regarding the problem of the child. That’s it.)*

Treating parents as friend was one way of the informant to break the gap among them. Informant said:

*“Conference sa parents and I treat them as murag friend. Ingun-ana tapos dili man gud ingun-ana nga maestra dapat murag naay gap or murag naay boundary. Pero ako, mutreat ko normal lang mura ramig amiga. Kung naay concern about sa ilang anak ayuson pagka-estorya kalma casual way lang.” [IDI7 03/8/2018] (Conference with parents and I just treat them like my friend. I do not put a gap or putting boundary to the parents even if I am teacher. For me I treat them normally just like we are friends. If there is concern with regards to their child then we are going to talk about it in a calm and casual way. )*

Parents’ cooperation is important with regards to the reading progress of the pupils which is the aspiration of the teachers. Informant acclaimed:

*“Importante mutabang jud ang parents dili kay sa ato lang isalig ang tanan, naa pod sila dapat buhaton.” [IDI1 03/5/2018] (Really, parents’ cooperation is important and not just rely everything on us.)*

It was also affirmed by other informant:

*“Dapat magpakita pod ang parents ug cooperation, concern, ug suporta sa ilang mga anak sa eskwelahan labina sa mga ing-ana na mga klase sa bata, slow learners. Ang nahitabo gud ang parents noon sa arangan ug utok nga bata ang nay cooperation ug concern.” [IDI7 03/8/2018] (Parents really have to cooperate, show concern, and support their child especially slow learners. But what happened; parents of children who are good in school are the one that shows cooperation and concern.)*

Parents Participation on Pupils At-Risk. Pupils at risk are those who have tendency to stop schooling and those who are very slow in terms of performance. This situation is very alarming to teacher therefore parent participation is needed. Teachers said:

*“First is lack of support of parents for the students.” [IDI2 03/5/2018]*

Other informant mentioned:

*“Sa sitwasyon namo diri sa Little Panay, bisan pa siguro gani kamo, naa juy ginikanan nga dili kasupport sa ilang anak tungod sa ilang trabaho sa sagingan. Ikaw bitaw part nimo as a teacher nga makasabot bitaw ka, nga mao diay sige ni siya ug absent.” [IDI3 03/6/2018] (Our situation here in Little Panay, some of the parents cannot support their kids because of their work in the banana plantation.)*

An informant also stated:

*“Naa gihapoy dili muresponse sa parents nga non-cooperative. Nagpadala nako ug libro unya gi-one-on-one nako ang parents nganong ingun-ani ang mga bata. Giinterview nako ang parent nga ang bata ayaw paabsena, ang parent gihapon ang problema.” [IDI5 03/6/2018] (There are still parents who will not response, non-cooperative. I already brought books and I have one-on-one the parents as to why the child is like this. I interviewed the parents and I told them not to let the child be absent, the parents are still the problem.)*

Passive pupils were one of the greatest challenges of the informant as she acclaimed that:

*“Naa juy bisag simplest form na jud kaayo akong ginahatag sa ila nga activities pero sad to say naa jud gihapoy dili magperform. Dili jud siya magperform maglingkod lang siya sa kilid. Isa pud na siya sa akong problema karun kani nga batch maglingkod ra jud siya.” [IDI10 03/7/2018] (There are some pupils though you gave them the simplest form of activities but sad to say that there are some who would not really perform. The child will not perform but only stay on the side. The child is one of my problems in this batch because the child will only sit down. )*

Another informant shared her experience on pupils who were slow learners as she quoted:

*“Naa man jud ta mga bata noh nga mga slow learner, mahibal-an naman nato na June,,July, August.” [IDI12 04/7/2018] (We really have this kids who are slow learners. We will recognize them June, July August.)*

Though parent cooperation is needed, there are still some that refuse to do so. This can further lead to the worsening of the students' situation. An informant stated:

*“Dili sila responsive. Naa poy parents ga dili pud mutabang. Kasagaran man pud sa parents nga mocooperate kato ilang kuan arang-arang ilang kuan, pero kato hinuon naglisod ang ilang anak, dili jud hinuon muanhi kinahanglan pag pila kasulat ang muabot didto. [IDI1 03/5/2018] (They are not responsive. There are parents who will not help. Usually the parents who cooperate are those parents having smart kids, but the parents of the struggling kids are not supportive. They don't show up and you need to write them many times.)”*

When measures are provided by parents and teacher to lift the situation of the pupils, academic problems are likely to be lessened. This is evidenced by the answers of the participants. This was the informant acclaimed:

*“Encourage parents through home visitation; make it a habit to conduct remedial instructions to students' at risk.” [IDI2 03/5/2018]*

The statement above was supported by other informants IDI3 and IDI5 as they said:

*“Kana gung mga bata nga at risk no is kita ginatudluan man pud ta, part jud sa atong duty nga muhatag jud ta sa ilaha ug remedial class.” [IDI3 03/6/2018] (For those kids who are at risk, as teachers we are taught that is a part of our duty to give remedial class. That is the first thing that I do.)*

*“Kadtong mga naay problema nga bata, ingnun nako mga parents ayaw mo pag-ingon nga kabalo mo sa inyong bata, diri sa classroom ang nakabalo ako lang iinform jud nako sila sa unsay problema sa ilang bata. So follow-up jud mo sa inyong mga anak.” [IDI5 03/6/2018] (Those children have problems in performance; I would really tell the parents that they should not tell me that they know their kids because here in the classroom I know them better and I would really inform them about the problem of their child.)*

Through the efforts exerted by teacher to increase pupils' performance, pupil and parents also did their part. This was mentioned by the teacher:

*“Katong bata nga akong giadtoan giingnan nako siya nga ako siyang tagaan ug kuan, naa gni kay reward sa iyaha! Nalipay pud ko kay after ato nagsunod- sunod na wa siyay absent. Ah nakahalf-day siya nianhi jud ang mama pagkaugma, ma'am si kuan.. oh naa man siya gahapon! Ni follow-up jud ang parent niya. Gisabot man gud nako daan ang parent sayangan man gud ko kay kamao man siya unya mu-undang lang hapit na baya ang closing.” [IDI10 03/7/2018] (The child that I have visited I told the child that I am going to give something as reward. I was happy because after that the child is no longer absent. Ah, the child made a half day then the mother went to me the day after. She made a follow up regarding the absence of the child. I really do not want the child to stop because he has learned something and it is near the end of school year.*

An informant also stressed:

*“Intervention namo kay reading remedial, kanang during lunch break, wala jud namo dinapagawas among mga bata, ginapabasa jud namo na sila, ginapa- memorize namo na sila ug tula, kanta, ug mao pod na pamalaod sa among head, infact atong march among head ginabasa jud among mga bata ug isa-isa ang mga bata, kailangan jud among mga bata pabasahon gyud, every morning jud tanan mga bata iya pabasahon, routine namo na bago me magklase pakantahon namo na ug nursery rymes, mag poem me, mga lima ka tula tagalog, English, bisaya, then after that one, home visitation, kundili, follow up sa parents, ginapadalhan namo mga bata ug mga basahonon para lage matabangan ang bata. Bawal ang bata magdula during lunch break kay reading time, walay magdagan-dagan sa ground.” [IDI12 04/7/2018] (Our intervention is reading remedial during lunch break. We never let our kids to go out. We let them read. We have them memorize poem, song and that is also the ruling of our head. We really let the children read one by one. We need to let*

*the children read. Every morning, the head will makethe children read one by one. It is our routine that before starting the class we have to let them sing nursery rhymes, and then we have five poems in English, Filipino, Cebuano. After that, home visitation, if not, follow up to parents. We let the children bring reading materials so that we could help those students.)*

Parents and teachers must work hand in hand to develop child's potential. To achieve this goal, parents should also do their part through constant follow-up and show support in their child's educational endeavor which is also the hopes of the teachers.

The teacher said:

*"I am hoping that all my pupils will become readers. Aside from that, I want them to engage in activities that will develop their potentials." [IDI2 03/5/2018]*

*"Ikaduhang pangadoy nako suportang mga ginikanan nga mulahutay tibuok tuig kay gagmay man gud na nga bata, kinder pa so kinahanglan jud naa silang mga ginikanan perme." [IDI5 03/6/2018] (Second hope is the continuous support of parents throughout the year since they are kinder, they still need their parents.)*

These were also supported by other informants as they said:

*"Sa mga parents, siguro ang ilang support sa mga anak. Mas ma-boost ang confidence sa bata kung kabalo sila nga nagsuporta ilang mga ginikanan." [IDI10 03/7/2018] (To parents, my hope is to continue to support their child. Child's confidence will be boost if they know that their parents are supporting them.)*

Good Relationship Among Parents. Establishing a good connection among parents makes parents feel more secure about their children. Knowing parents' attitude is also important to establish good relationship and rapport to the parents. This would serve as a way to make things better for the learners but there were cases in which things would turn out to be disastrous due to the misbehavior of some of the parents.

The informants said:

*"Imo silang studihan pud kung unsa ilang mga ugali kay naa baya pod parents uban mudiritso ka ug approach sa ila unya strikto diay magbinut-an jud ka sa ilaha." [IDI8 03/7/2018] (You are going to observe them with their behavior because there are parents who are strict so you have to be nice to them.)*

Open communication to parents and treating them in a nice way are things done by teachers to establish good relationship between parents.

These were shared by the teachers as quoted:

*"At first imo silang tagaan ug attention nga dili ka magminaldita sa ilaha." [IDI8 03/7/2018] (At first you give them attention and then treat them nicely.)*

Kung ing-ana man ang case, atong estoryahon ang parents para ang estorya dili na mudako" [IDI10 03/7/2018]. If that is the case we have to talk to the parents so that the story will not be spread.)

Seeking Help from Colleagues. Colleagues play a vital role in uplifting an individual especially in the workplace such as teaching. Addressing these thoughts and problems can help in coping with teaching challenges. The gathered experiences shared by the participants are significant to see how collegial presence in the workplace helped secondary teachers teaching elementary. The experiences encountered by the teacher in seeking help from other colleagues are gathering information on teaching elementary pupils, having experienced peermentoring, collegial discussions for pupils' improvement.

Gathering information on teaching elementary pupils. An important attitude that a novice teacher must have is to really gather information about the nature of work. With the overwhelming tasks of teachers in the elementary, seeking advice, information, and data from colleagues are important not only for a teacher to adjust but to have a clear picture of the demands and nature of the teaching job.

These are evident as the teacher quoted:

*"Lisod pod kaayo kung wala jud ka background bisan gamay sa imong sudlan" [IDI3 03/6/2018] (It is hard if do not not have even a little background on what you engage.)*

An informant also shared her experience:

*"Before jud ko nisabak ug sa first year didto jud ko sa first year mufocus ha kanang musulod na jud ko ana nga year sa elementary. Naa koy mga neighbors nga mga teachers, actually tulo sila ka teachers akong givisit. Wala jud basta basta nidirtso muhamag ko sa anasa akong pagtudlo nga wala bitaw ko nangayo ug mga kuan pud. So, ning adto ko ug mgatulo ka teachers ug akong giistorya, ma'am tagae sa gud ko ug overview na ko kung unsa akong buhaton. Pagsulod nako sa elementary, especially ako kay sa kinder ko isulod. [IDI3 03/6/2018] (Before I am going to encounter... I will focus on my first year of teaching. I visited my three neighbors who are teachers. I did not easily jump into teaching because I did not ask anything. So, I went to them, and I ask what is the overview of what should I do in teaching in elementary especially I am assigned to teach in kinder).*

Tapping an experienced person was done by informant as quoted:

*"Syempre, nagtapped ko ug mga teachers nga kaila, nangutana ko about an overview unsay setting sa elementary." [IDI14 03/8/2018](Of course, I tapped teachers I know then I asked about an overview about the setting in the elementary).*

Seminars and trainings would really help teachers in equipping with knowledge and skills they need to be use in delivering quality instructions. These are also the hopes of teachers as they quoted:

*"I'm hoping that there will be more opportunities sa mga teachers especially sa mga elementary nga muhatag pa ug daghang mga seminars, trainings, para maenhance pa ang kuan sa isa ka maestra." [IDI14 03/8/2018] (I'm hoping that there will be more opportunities for the teachers especially in the elementary that they should give seminars, trainings for them to enhance the teaching skills of the teacher).*

Having experienced peer mentoring/ collegial discussions. Peer mentoring skills may be used by seasoned teachers to share their knowledge and experience especially to the new one. Having minimal background in teaching elementary pupils, peer mentoring is the best way to improve the teacher's teaching and pedagogy. This could be seen in the answer of the teacher:

The teacher said:

*"Pag-enter jud nako diri sa public na kay lahi ra baya jud ang private ug public ug pamaagi, so wala koy ideas unsay patakaran libro, mga lessons ana ba." [IDI6 03/8/2018](When I enter here in public school, the private school has different ways from public. So I don't have idea about the rules, books, the lessons and the like.)*

Another informant commented:

*"Di man jud ko ingun-ana ka perfect jud nga magtudlo, naa pud koy strategy nga nahibal-an nga pwede pud mashare. Naa pud koy co-teachers nga kabalo naa pud silay mga strategies nga wala nako nahibal-an. So, pwede pod ko mangayo didto." [IDI10 03/7/2018] (I cannot say that I am a perfect teacher, I have also strategies that I can share. I have also co-teachers who are knowledgeable and they also have strategies that I do not know. )*

*"Naa jud siya, kay diba no man is an island. I am neophyte in this field" [IDI12 04/7/2018] (There should be, it is because no man is an island. I am a neophyte in this field.)*

Even though teaching demands bulk of time, care, and focus on fostering positive relationships with the students, it's still necessary to have time to build relationships to colleagues through collegial discussions. Through these, teachers can discuss interventions to pupils' poor academic performance of pupils as well as behavioral issues. The sharing of strategies and best practices of teachers are important component in motivating teachers to do well and do more in their classrooms.

These findings emerged as the teacher quoted:

*"Kato nga mga time nga bag-o pako sa kinder, kay ma'am Cheding gyud ko magsige ug lisod man gud kung didto ko muduol sa higher grades kay dili man nila familiar ang kuan. Labi na atong permero sounds nga kanang kuan si ma'am Sheding gyud nang nagtutor sa akua nga kanig ing-ani ang sounds, ing-ani ang ano. Gitagaan pod ko niya ug materials nga hangtod karun buhi." [IDI3 03/6/2018] (Way back my first year of teaching kinder, I always went to Ma'am Cheding because if I will consult higher grades teacher they were not familiar with lower grade lesson. Ma'am Cheding tutored me on how to teach sound. She gave me materials that up to now are still present.)*

Informants were also engaged in an Inset-training such as Learning Action Cell sessions as they mentioned:



*"We are engaged in learning Action Cell sessions" [IDI2 03/5/2018]*

Another informant also experienced the same as she said:

*"When it comes sa delivery of instruction sa akong mga colleagues ma'am, amo gyud na siyang matakple sa LAC session namo kay dinha nagaintroduce mi ug mga new techniques namo ug strategies in teaching ug dinha pud newscasting in delivering the instruction. In that way man gud ma'am. Marefresh pud ang teacher kung unsa to ang mga new trends sa education run. Ug kanang mga experiences nimo ma'am nga i-share nimo labaw na sa luck section, ang teacher pud syempre nakarelate, ah lami kaayo ang inyong conversation. Makalearn ka sa iyang experiences, makalearn pud siya sa imuha." [IDI9 03/7/2018] (When it comes in the delivery of instructions with my colleagues ma'am, we really tackle that one in the LAC session because in there we introduce our new techniques and strategies in teaching and then news casting also in delivering the instruction. In that way ma'am the teachers will be refreshed to the new trends in education today. And the experiences that you have shared especially in the LAC session and the teachers would be able to relate. Your conversation will be very nice. You will learn from their experiences then they can learn from yours as well.*

Other informant shared as quoted:

*"During sa among LAC sections sa K-3 nagashare mi ug ideas kung giunsa namo pagtudlo ang mga bata especially sa kinder to grade 3 gyud kay kanang murag mao na siya ang crucial nga murag tudluon jud gani nimo ang mga bata kung unsay mga pamaagi. Kay kung hina ang foundation sa bata mao na siya nga maglisod na siya didto sa higher. So, mao na among mga ginapaningkamota diri nagabuhay mi ug strategy, naa mi mgs ginatan-aw nga videos and then naa pud mi kuan diri magdemo ang teacher magpakita siya sa iyang strategy kung giunsa niya pagtudlo ang bata. Nakakuha ko ug idea sa iyaha at the same time pud naa pud siyay nakuha nga idea sa akoo." [IDI10 03/7/2018] (During our LAC sessions in K-3 we really share ideas on how we teach of pupils especially in kinder to grade 3 because that is the crucial part that you really have to teach the pupils on ways because if the child's foundation is weak that is the reason that they will have difficulty in the higher. So that is what we really try we are making strategies. We are watching videos and then we have here wherein the teacher will demonstrate and show some strategies on how he/she teaches the child. I was able to get idea from him/her and at the same time they also get idea from me.)*

Sharing with colleagues gave the informant an idea of what to do as she shared:

*"Mao nang mangutana jud ko sakong mga kauban unsa diay ni siya nganong ingun-ani man? Para naa koy idea unsaon diay nako." [IDI6 03/8/2018] That is why I would really ask my colleagues on what to do with some things so that I will have the idea on what to do.*

Teachers with more experiences compared by the informant had great help to improve teaching strategies. This was exclaimed by teacher:

*"The best teacher man jud na ang experience. Mga experienced teachers daghan mana sila ug mga advice. Daghan pud sila ug pwede ikashare sa imuha. Mukuan jud ko mu-tap, mangutana jud kung naa tay wala nahibal-an. Ingun-ana man gyud na no kung magtudlo ta. Need jud tag help sa atoang mga kauban." [IDI7 03/8/2018] (The best teacher is experience. Those experienced teachers; they have lots of advice to share. They have so many things they can share to you. I really tap them and ask things which I do not know. It is like that when you teach. We really need help with our colleagues.)*

Tapping and collaborating with other colleagues were the ways of the informant to improve her teaching. Informant said:

*"Nagatap jud ko sa akong mga kauban kay labina isa ko ka high school teacher nga nagtudlo ug elementary, nagapangayo jud ko tabang, nagacollaborate jud me, kung naa gani me bata nga tabangunon, nagapangutana ko sa ila unsa ang mga strategy unsa ang pamaagi nga kadtong bataa amo siyang matabangan nga dili lang jud siya muundang, kung unsa pod ilang mga strategy nga feeling nako mu-suit in sakong mga bata ingon pod nako siya, hoy pwede na nako o tudlui ko ana beh kay para pud ma-improve ang akong way of teaching, mga strategies nako." [IDI12 04/7/2018] (I really tap my colleagues especially that I am a high school teacher teaching elementary. I really ask for help. We collaborated. If we have pupils who need help, I ask them on what strategy to use on the specific child so that the child will not stop. Whatever also the strategy that I feel will suit in to my pupils I will also ask my colleague about it so that I can improve my way of teaching and my strategies as well.)*

Getting hold of administrative support. Teachers are not the only ones responsible for educating their students. The school administration also plays a very important role in their learners' education. As stewards of the institution, administrators are mandated by the Department of Education to "ensure an enabling and supportive environment" in their schools in order for effective learning to happen. There is a need for administrators to immediately address the problems existing in their own

jurisdictions and to sustain useful programs. Yet, in order for these problems and issues to be solved, the gap between the school and home must be bridged. Both two sectors of society must work hand-in-hand to ensure the pupils will receive proper education. In this study, the informants expressed the importance of having administrative support. This means that there is a need for school administrators to support, sustain, and facilitate learning within their premises.

**Need for Administrative Support.** A common problem observed was the difficulty of teachers to manage their paper works and the lack of materials essential for effective education. Secondary-graduate teachers had a hard time adjusting to the elementary school system. Things they do as secondary teachers, such as making lesson plans by week, are not applicable to their new field. Teachers also do not have the necessary tools and equipment in order for them to have interactive and motivating discussions. As a response, parent-teacher conferences are held by the school in order to obtain advices from the parents and the teachers of their children. But some parents do not actively support their children's academic endeavors, which results to their children losing interest in school. By bridging the gap between home and school, the educators hope that they would receive continuous support from the administration. They also aspire to join more seminars that would improve their skills as teachers in order to produce pupils that would be proficient in reading and in other aspects.

According to informant, too much paperwork could affect said:

*"Gusto nako nga makita nila nga nasobraan ra gyud sila ug hatag sa akong ug paperworks nga in fact ang akong trabaho is to teach children. I love to teach children ma'am. I love teaching, but I hate so much paperworks. Ang atoa bayan kuan no teacher I teacher teach, wala may nakabutang didto nga staff sa secretary sa ano. Murag layo ra jud, mao nang ana ko unsa mani nga dili man ta staff ani o secretary, perti naman ning daghana ug paperworks." [IDI3 03/6/2018] (I want them to see that they have given me too much paperwork where in fact my job is to teach children. I love to teach children ma'am. I love teaching but I hate so much paperworks. Our job description as teachers is to teach to as staff secretary. It's far different. That's why I sometimes complain about it.)*

Support for instructional materials was also the hope of the informant as she told:

*"Support pud in terms sa IM's muhatag man pud dapat sila kay kulang ug teaching materials." [IDI8 03/7/2018] (Support also in terms of IMs, they also have to give because it is still lacking.)*

Teachers' ways in coping problems were participating in training and ask advices from school head. This was said by teacher:

*"Sa mga administrators in terms sa problems, mao lang gihapo, hatag mga advises. Tagaan ka nila ug techniques kung unsaon na nimo siya paghandle. Naa pod uban administrators, ikaw ang iyang pabuhaton para marealize nimo kung tama ba to or dili. Although muhatag sila ug ideas sa imuha, pero ikaw an ilang pa-decide kung unsa juy mas maayo." [IDI8 03/7/2018] (To the administrators in terms of problems, it is the same they give advises. You will be given techniques on how are you going to handle them. There are administrators who will give you the task for you to realize if it is right or wrong. Although they are going to give ideas to you but you will be the one to decide if which is really better.)*

Another informant confirmed the statement as she said:

*"Sa mga administrators, ginapadala ka sa mga seminar. Ang mga administrators dapat nagaprovide ug mga material supplies. Ug ang principal jud mismo siya ang role model. So, dapat pud ang teacher pud role model pud siya dapat nga kung gusto niya iachieve ang atong maayong kuan dapat siya pud mismo sa iyang kaugalingon, ipakita pud niya nga mao gyud na ang iyang target arun kita mutreat pud ta nga muserve sa atong mga kabataan." [IDI9 03/7/2018] (To the administrators you were sent to seminars. The administrators should provide materials and supplies and then the principal should be the role model. If the teacher wanted to achieve something then he/she should show his/her target so that we can also target to serve the children.)*

The teachers hope that administrators and educational leaders will provide high tech learning equipment and materials, support teachers' needs, lessen paperworks and class size and to increase the salary of teachers to get more motivated in work.

These were shared by teachers as quoted:

*"Mahatagan unta ko ug high-tech nga instructional materials. Mga projectors, speakers, mao man jud nang gwapo ma'am kay ma- arose ang interest sa bata kung lahi-lahi ang strategy sa instruction nga imong ihatag sa ilaha." [IDI5 03/6/2018] (I hope that I will be given high-tech instructional materials. There are projectors, speakers it is nice because it will arise the interest of the child if you will give them different strategies and instruction.)*

*“Unta no ang atong mga educational leaders, if they want change sa style sa atoang teaching, sa ila pud mismo pud magsugod. Dili man gud ta kalihok ma’am uy mag-agad man gyud ta sa ilaha sa taas. Karun magsige sila ug ingun nga ingun ana dapat karon provided ta ug mga materials. Ing-ana lang gyud. ” [IDI9 03/7/2018] (I hope that our educational leaders if they want change in the style of our teaching then it should start from them. We cannot act; we have to wait for them. Then now they would say that we should be provided with materials just like that.)*

To lessen the paperwork of teachers was the hope of the informant as she quoted:

*“Ang gusto lang jud nako no, akoo lang, pareha ba sa private school ba nga kung tudlo, tudlo! Wala nay lain nga any paperworks sa office. Kay murag di na effective teacher siya kay daghan kaayo ug gihuna-huna, mutudlo pa, naa pay trabahuon sa office.” [IDI11 03/8/2018] (What I want, for me is just like in private school wherein when teaching then. You should teach. There should be no paper works in the office. Because it seems that the teachers are no longer effective because we have so many things to think then we have to teach, we also have works to be done in the office.)*

Limiting the number of pupils in a classroom was the hope and concern of other informant as quoted:

*“Dapat siguro 1 is to 30 sa kada-classroom kay sobraan na ana murag dili na siya unsa ni. Dili na siya effective teacher kung sobraan na sa classroom.” [IDI11 03/5/2018] (It should be 1 is to 30 for every classroom because it is too much and it is no longer conducive. The teacher is no longer effective if the population is too much.)*

Raising teachers’ compensation was long hope by the informant as she mentioned:

*“Isa pod mas taasan pa ang sweldo para mas ma- inspire pa ang teacher, musaka sa bukid kay mahal baya ang pamasaha.” [IDI12 04/7/2018] (One more thing, the salary should increase so that the teacher will more inspire in going to the far-flung areas because the fare is so expensive.*

#### 4. DISSCUSSION

##### **Journey of Secondary Education Graduates Teaching in Elementary Schools**

The lived experiences of secondary education graduates teaching in elementary schools reveal significant themes which are explored and analyzed using Vygotsky's Social Constructivist theory. This theory has three dimensions namely: zone of proximal development (ZPD), more knowledgeable others (MKO) and social interactions. Each dimension of the theory corresponds to one major theme. In ZPD, learning independently emerges as the first main theme. It deals with handling pupil diversity, keeping the joy in teaching and dealing with workplace diversity. Otherwise, in MKO, learning collaboratively emerges as the second main theme. This main theme has two cluster themes namely: striving to promote learning and employing variety of teaching strategies. Lastly, the social interaction corresponds to the third theme which is the interaction. This theme arises with cluster themes such as promoting parent-teacher involvement, seeking help from colleagues, and getting hold of administrative support. Moreover, these experiences reveal that collaboration and interaction with others alleviate teaching competence and improve teaching activities.

Furthermore, this study also shows the relevance of out-of-field teaching where teacher shortages and availability in elementary levels are the main concerns. According to Department of Education, secondary graduates are allowed to teach in elementary level to accommodate the shortage of teachers in elementary. The data also show that out-of-field teaching frequently takes place in schools that do not suffer from teacher shortages (Ingersoll, 2002). This emphasizes that this type of problem in the educational system specifically in schools usually occurs. This also highlights that there are certain situations that cause this phenomenon. The challenges that the secondary graduates teaching in elementary levels have denote to a wider chance of understanding their developing competences, skills, and abilities in work ethics.

The Department of Education (DepEd) exercises the contingency leadership wherein the theory emphasizes that the effectiveness of leadership is dependent on matching a leader's style to right situation (Gupta, 2009). As educational leaders, they find the best solution to address the present situation in terms of teacher shortage in elementary level.

Secondary education graduates teaching in elementary school find ways to deliver quality instruction to the learners. Teachers attend trainings and seminars related to planning instructions, assessing students' performances, managing the class, and applying different teaching strategies that suit to young learners.

According to Cruz and Salavaria (2017), even though the given field was not in line with the teachers' expertise, the teachers still manage to share enough information and inputs to the students. This further elaborates that secondary teacher graduates' basic skills that are used in teaching elementary level need to be dealt and addressed to higher authorities for support and development.

##### **Theme 1: Learning Independently**

This theme anchored from Vygotsky's Zone of Proximal Development (ZPD) where he defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers". Moreover, independent learning takes place in the ZPD. This learning is self-directed. According to Michie (2011), the learning is defined, organized and completed by learner where educators may not facilitates or guides.

In Addition, teachers serve as learners in their professional development. They create their own path of gaining and absorbing information. Secondary education graduates teaching in elementary school finds ways to equip themselves with necessary skills and knowledge which they do not have at first, and really needed for effective and efficient teaching learning processes.

Handling Pupil Diversity. Each pupil has its own individual characteristics. These different personalities and traits can be either helpful or distractive in their ways of learning. As stated by Meichenbaum (2017), students have varying cognitive abilities and these cognitive abilities help to strengthen their learning processes.

In terms of behavior, handling such differences is a tiresome task for teachers. Though it may be difficult, teachers must utilize teaching methods to combat this kind of situation. Teachers must come up of newer open-ended strategies to cope with the challenges posed by the pupils' diverse behavior (Ertmer & Simmons, 2005). These efforts are for the attainment of objectives towards student educational enlightenment. Furthermore, when adjusting to student behavior, teachers make necessary strategies to cope with different attitudes and approaches of students. These behaviors facilitate the child's personality and outlook towards learning. Children are also prone to have different emotional and behavioral disorders (Kauffman, 1997). These disorders serve as an additional task for teachers that may be difficult for them. Though problems

regarding behavior such as lack of discipline and lack of motivation are present, the teachers have the courage to continually change and fit well with these students (Sheldon & Epstein, 2002). Teachers must be up to the task of understanding the behavior of their pupils.

Moreover, classroom management is another thing to consider in dealing with learners behavior. It is all about making things work in the classroom setting. This can be hard for teachers dealing many students in one classroom. Furthermore, it is difficult to maintain classrooms especially with elementary level pupils because they are likely to have behavioral problems which may challenge the teacher (Flower, McKenna & Haring, 2017). In addition, great teachers are those who can resolve classroom ruckus and attend to the needs of the children.

In educating young minds, teachers bear in mind that demonstrating instructions to their pupils set an example to them. Elementary school pupils cannot directly follow directions when they do not know the actual procedure and outcomes; hence teachers follow and apply their own instructions so their pupils can see how will they do it and what will be the result after following instructions. The Social Learning theory of Albert Bandura states that a person learns from observation, imitation, and modeling (David, 2019). This implies that students learn from observing the actions of their models, their teacher. When they have seen how teachers do it, they begin to imitate the said actions in the hopes of achieving the same outcomes.

Another factor in dealing to students' behaviour lies within their economic status and personal challenges. These can stem from their incapacities such financial and parental aspect. As stated by Gorski (2017), students undergoing poverty and financial insufficiency tend to have hardships in learning, thus, teachers must understand their trials in life. Within these kinds of scenarios, the teachers must be wary and sensitive about the topic. The educators must attend to the emotional needs of the pupils and understand these financial incapacities towards their behavior so that dealing with less-fortunate pupils is challenging, but it is a way towards more effective education practices are used in education process.

Nonetheless, teachers always keep track of the progresses as well as the inadequacy of their students. Absenteeism, particularly, has major affects to the test performance of the students (Gottfried & Kirksey, 2017). There are several factors that affect the students' way of thinking especially if they do not attend classes. Reasons of absenteeism can stem from various reasons. These reasons must be investigated to aid the learning of these pupils. If being absent cannot be helped, the teacher must implement ways of letting the student cope up with the situation. These alternatives must also be explored such as providing learning materials at home.

Secondary education graduates teaching elementary schools initiatively find means to check and know the background of pupils, learn to win and to get the interest and attention of the pupils; and do some self reflections in order to patiently deal with diverse learners.

Keeping the Joy in Teaching. The diverse feelings of the participants really vary in the teaching process. This also needs consideration in the independent learning of students. Some teachers specialize teaching styles where they are already trained to teach high school students but, due to different reasons, they end up teaching elementary students. Teachers feel a lot of emotions during stages like this. Emotions can range from resentment, being sad and being disappointed (van Aalderen-Smeets, Walma van der Molen, van Hest & Poortman, 2017). Despite these feelings, teachers still function in upholding to their duties and responsibilities.

Moreover, teaching elementary pupils are different from teaching high school students. The teachers feel more hesitant when handling elementary students. This is primarily because of not being used to teach pupils at this level and to vary expectations towards them. It can be particularly stressful for the teachers to be hesitant (Ryan, Nathaniel, Pendergast, Saeki, Segool, & Schwing, 2017). At some point of time, teachers have nothing to do but to accept the reality and to engage themselves to the students.

In terms of meeting expectations, every person has an objective to pursue. This is a similar case to the teachers. They have varying degrees of expectations to help them meet their target goal. However, different emotions originate from the fear of not reaching these goals. Nevertheless, it is proven that fear can affect a person in one way or another (Corsi & Colloca, 2017). Teachers might feel a little down about these situations, but they must overcome it in order to become better educators. They must be productive in the way they teach and be satisfied to their job.

In terms of anxiety in teaching elementary pupils, different feelings can originate from teaching and one of these is anxiety. Anxiety of the teachers because of their fear of committing mistakes. Though it is not observable by other people, teaching anxieties can affect the teachers' way of educating the pupils and their methods of learning (Brown, Westenskow & Moyer-Packenham, 2012). They had the fear of misleading the pupils in gaining wrong information. Teachers must overcome these challenges to further accommodate the needs of the pupils. In addition, teaching anxieties decrease as teachers become more experienced through time (Gresham, 2018).

On the other hand, there are necessary reforms in which both teachers and students must undergo. There can be changes



in classrooms or perhaps reforms that need parental support. Family context is characterized by support and the better these children perceive parental support, the better they become identity-wise (Danioni, 2017). But in certain cases, some parents do not support these kinds of implementations which leads to some difficulties. As such, conferences and PTA meetings are made to cope with these misunderstandings and to relieve the tension in the situations. Conference with the parents also identify why students differ in terms of capacities and abilities. It is normal to become saddened about the situations of slow-learning pupils. Their difficulty in comprehending lessons and topics is quite troublesome to handle. Teachers must know a way in making these students learn despite their different competencies. Slow-learners need assistance even though they need a lot more effort and resources to handle (Brennan, 2018). Sometimes, teachers must reteach the lessons just for these pupils to catch up. This shows the understanding that teachers must have in order to alleviate the suffering of their pupils. With this, proper delivery of instruction will be upheld in teaching elementary levels. However, anxiety on the delivery become incurable.

Designing an effective instruction is a vital step in teaching students (Morrison, Ross, Morrison, & Kalman 2019). Delivering a clear and a complete instruction material can be a delicate task for teachers. Teachers must be careful in giving out these instructions and along with these worries, comes anxieties. These affect learners' way of thinking and that can be prevented through proper preparations.

Lastly, the feeling of inefficiency and ineffectiveness shows another difficulty of secondary education graduates who teach in elementary. Teachers cannot help but to feel conscious about their way of teaching. They tend to feel disappointed of themselves when they cannot reach their goal and objectives. There are different reasons of inefficiency and ineffectiveness but there is no doubt that all of them bring negative effects (Ahmed, 2018). These feelings of inefficiency and ineffectiveness likely came from their lack of teaching experiences about elementary level system. They must come up with ways to increase their productivity in work to also strengthen their teaching methods to the students.

Secondary education graduates teaching in elementary schools, even despite of its adjustment in the classroom set-up, they still manage to maintain its positivism within the context of teaching as their passion.

Dealing with Work place Diversity. This cluster themes talks about work place jealousy, individual differences of teachers and getting along with colleagues. This only indicates that dealing with other co-teachers is a heavy responsibility and requires patience to build a peaceful relationship with one another. According to Hobbs (2013), 67% of educational professionals describe themselves as stressed. In addition, based on the study of Hyslop-Margison and Strobel (2008), too much familiarity, jealousy, different attitudes and personalities, and interaction are some factors that hinder an individual to have good communication since these factors could lead to misunderstanding. Jealousy, as one factor that causes misunderstanding, is caused by individual feelings of insecurities concerning one's importance to people.

Furthermore, individual differences of teachers and colleagues interaction are another measure in dealing with diversity. Each teacher has unique physical characteristics, ability, intelligences, perception, and learning style (Kubat, 2018). These differences can lead to misunderstanding and can be a possible reason of communication barrier (Breux, 2018). The only way to mitigate impacts of the differences of each person is to respect individual differences. Based on Durban and Catalan (2012), respecting individual differences will have great positive impacts towards open communication and coherences to achieve common goals. Also, socialization take in to lessen solitary.

Being in a new environment or a new workplace is a challenge for all workers. That is why one must adapt as soon as possible to prevent major problems that will arise that include stress, depression, misunderstanding towards the colleagues and worst that leads you to be ineffective (Breux, 2018). He also added that one of the best causes of work conflict comes from people's lack of temperament to admit once they don't perceive one thing. According to McKay (2018) there are seven tips that a teacher needs to know to have a healthy relationship within its colleagues. These are: respecting your colleagues, avoiding cringe-worthy topics, getting your workplace relationships off to a good start, finding a way to get along with everyone even the most difficult people, practicing good office etiquette, being kind to your co-workers and preventing malicious gossip. In applying these concepts, there are more chances to avoid conflicts and increase the bond of among members of the certain workplace.

Secondary education graduates teaching in elementary schools indulge themselves into open communication with one another and appreciate individual differences within the workplace. They find ways and even make adjustments with the overlapping of schedule and take each time to be with other teachers as opportunity towards adaptability and learning process.

## **Theme 2: Learning Collaboratively**

Collaborative learning among teachers has something to do with striving and employing differentiated actions to harmonize with one another as to classroom existing and available set up and formulating teaching-learn strategies. Active participants involved in the teaching and learning process play another facet in developing another main theme of this study which is learning collaboratively. Collaborative learning (CL) can be defined as a set of teaching and learning strategies

promoting student collaboration in small groups (two to five students) in order to optimise their own and each other's learning (Johnson & Johnson, 2000). To achieve this purpose, teachers have tried to organise different types of collaborative activities in their classroom teaching. Collaborative learning is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product (Laal and Ghodsi, 2011). This emphasizes that this learning is comprised of active participants who cooperate and collaborate in achieving goals. Moreover, this main theme talks about striving to promote learning and employing variety of teaching strategies.

Striving to promote learning. There are several sacrifices that teachers can do in order to teach the students efficiently and effectively. Though these sacrifices may be hard, these are necessary deeds in order to overcome the difficulty of the challenges that is posed upon them. It is emphasized that the teachers' zone of enactment plays a crucial role in their implementation of instructional reform (Spillane, 1999). Furthermore, the initiatives and the efforts done by these teachers are what really affect the students and their level of competence (Zoch, 2017). Even minor acts of the teachers can greatly affect the performance of the learner, thus, teacher involvements regarding the promotion of learning is important in securing the quality of education that the students are receiving.

In the modern-day context, teachers are versatile. While teaching is already a complex job, some teachers take it a step further (Uitto & Saloranta, 2017). Teachers can handle several, different things at once. Even the subjects that they teach also have a variation. Some also have a shift from one subject to another while transition from secondary school teaching into primary school teaching is common for all the participants. Additionally, these kinds of harshed changes that teachers face are needed to improve the situation of students. Versatility, such as these, can also lead to a professional development among teacher practices (Lofthouse & Thomas, 2017).

In terms of the provision of teaching materials, some situations where students have the difficulty in visualizing and imagining the concepts of the lessons, teachers face a hard time in developing ways to cope. Teaching materials and props can help in these kinds of issues among learners. Though it may cost them money and effort, teachers are up to the task of providing these things for the development and improvement of learning in the classrooms. Teaching materials are vital components in helping the pupils ease their difficulty in learning (McGrath, 2002). Development and improvement among learners can be achieved through the use and exploitation of classroom materials (Tomlinson, 2011). These are the reasons why teaching materials are very essential in developing the knowledge and learning among children.

Nonetheless, knowing someone's identity and personality can be very difficult. It cannot be always seen at the first glance. This is also a particular hard task among teachers. They must find and know the students' preferences in order to tweak their teaching styles and to accommodate through the different needs of the children. The cognitive abilities of every child are different and it also needs a varying approach (Heckman, 2011). Additionally, each one learns at varying rates. The act of understanding these differences in personalities can be tiresome among teachers but it is necessary to provide a stronger teaching approach. By that, customizing the teaching methods of teachers can help students with different natures achieve their goal of learning.

In equipping knowledge and skills, teachers must be always well-equipped in handling day to day scenarios in schools. They have the obligation to teach the right information to the pupils. Some teachers have a harder time due to their subjects that are not being their field of specialization. It is their responsibility to prepare themselves with challenges and trials that they may face in teaching. According to Zeichner (2017), teacher preparation is important and must be advocated to every teacher. They must be constantly aware of the information that they are teaching and must also have the necessary skills in teaching. Everyday is a battle for the teacher. They encounter different difficulties in teaching the youth and in this, there is no other way to be stronger than to do good preparations.

Secondary education graduates teaching in elementary schools exert an effort to ensure the delivery of quality instruction to the pupils. They provide appropriate materials that can connect to actual lesson to increase the performance level of the learners. Also, they help the learners to develop critical thinking through engaging in a more participative topic.

Employing Variety of Teaching Strategies. Being an effective teacher requires the ability to implement the appropriate teaching strategies that would satisfy the individual preferences and needs of the learners in a classroom and in a dynamic environment. Teaching strategies are the processes, procedures, methods, and approaches that teachers utilize when they give instructions. These strategies assist teachers facilitate learning among their students. Nowadays, due to technological advancements, teachers feel the need to shift their focus from lectures to interactive activities. Traditional method of teaching is replaced with constructivist and learner centered approach. Because learning styles and preferences have evolved, there is a need to integrate technology into the learning experience and to use collaborative learning strategies inside the classroom (George Mason University, 2010).

Moreover, code-switching takes part in employing variety of teaching strategies. Inside a classroom, effective learning can happen if there are no communication barriers. When there is an effective communication, both learners and educators benefit (Ministry of Education Guyana, 2017). When students understand the exact context of the instruction, they tend to

follow; however, when they are not knowledgeable in the language used in the class, miscommunication and confusion may arise. Communication alleviates learning experiences, helps students to achieve their goals, increases the amount of opportunities they can receive, strengthens the linkage between the teachers and students, and creates a positive experience while developing the mental and cognitive abilities of the learners.

As a response to this recurring problem inside the classroom, teachers translate their instructions from English terms to mother to mother tongue language. Yet, it does not suffice the needs of students because most educational materials are written in English, by that, it requires teachers to educate their students about the language for better understanding. In order for a teacher to be an effective informant, he/she must possess the skills in translation. It is a complex process that takes into account the culture, grammar, and structure of the target language as it replaces the source language (Bernacka, 2012).

Making lessons exciting and motivating. Delivery methods need to adapt to the current educational standards. This includes the creation of learning environments wherein technology is integrated in the learning process. Through creative and visually-appealing materials, students can properly understand the topics but it requires the teachers to purchase their own instructional materials if there are no available facilities in the school. The results of the study of Murcia, Coll, and Pérez (2009) implies that motivation was significantly associated with a more positive attitude towards undertaking their classes, hence, motivated students are more likely to participate in their classes and would yield better results in their academic performance.

Moreover, it can be said that in order for goals to be achieved effectively, individuals must become highly motivated especially in educational organizations that aim to educate learners who will shape the future of society and the world (Turabik & Baskan, 2015). Through the aid of effective learning strategies, teachers can create an engaging and active environment inside the classroom to ensure that their students would be encouraged and motivated to participate in class discussions and activities. Delving into the motivation process, it posits that each individual has varying needs that are needed to be satisfied. These needs then drive a person to behave in a specific manner. In order for an individual to reach satisfaction in a discussion, his motivational needs must be satisfied, which is the job of the teacher who facilitates the class (Ozkalp and Kirel, 2005 as cited by Turabik and Baskan, 2015). Learners need to work with their full performance to continue with their academic life smoothly, which could only happen if they are willing to undertake their classes and motivated in their studies.

In strategizing the appropriate teaching strategies to employ teachers must take into account the different learning style and preferences. Education involves helping learners to develop strong and accessible background knowledge, which would be the case if it is well-rehearsed and linked to other knowledge (Rosenshire, 2012). Effective teachers ensure that enough instructional support is provided to their students for their own development. Many of the skills can be taught by providing instructions, then modeling the methods, and guiding learners as they do it independently. The aim of these strategies is to create a learning environment that is interactive through creative and active learning processes.

As general plan which includes all aspects of the teaching situation, teaching these strategies employs in achieving the learning objectives. This is also possible through the use of teaching methods, teaching aids and evaluation strategies. Rather than conducting classes in a passive mood, teachers use mind-stimulating techniques that attract pupils' interest. In doing this, support from the parents, administration, and their colleagues is highly provided for the benefits of the teachers. Even if they experience many trials and difficulties in teaching, they make sure to facilitate pupils' learning through ensuring students participation and development of their cognitive mental ability. To cope with the varying learning strategies in their classes, teachers apply appropriate teaching strategies. Evidence-based teaching strategies are proven to affect student results positively (The Australian Society for Evidence Based Teaching, 2019). Thus, in order for strategies to be implemented, these must be supported with a sufficient amount of research studies.

Furthermore, in order for the teachers to create an enabling and supportive environment inside the classroom, they must accept and tolerate all kinds of learners, including those who are slow-paced and have difficulty in keeping up with their classmates. Hence, differentiated instruction are also employed since a classroom is a dynamic environment where different students with different attitudes, abilities, and strengths gather together to learn, teachers must see to it that they can cater all the students and can aid those who are unable to follow their given instructions. Differentiation is a special way of teaching since it requires educators to get to know their learners in a way that they can also provide the necessary experiences and tasks they need for their own improvement and learning (Robb, 2019).

Secondary education graduates teaching in elementary schools employ various teaching strategies that help deliver the lessons properly to suit to learning style of the pupils. If teachers are able to apply differentiated instruction in the classroom setting, then they can attend to the needs of their students especially in understanding the topics.

### **Theme 3: Interaction**

Social interaction is the basis of learning and development. Learning is a process of apprenticeship and internalization in which skills and knowledge are transformed from social aspect to cognitive plane. Vygotsky's (1978) Socio-interdependence

Theory highlights the meaning of positive interpersonal relationships in the teaching and learning environment. According to Vygotsky's (1978) much important learning by the child occurs through social interaction with a skillful tutor. The tutor may model behaviors and/or provide verbal instructions for the child. This emphasizes that a simple act of organizing a conference can do wonders towards the education and the learning of the child. It is also a simple way of correcting and managing problems done in classroom. Through conferences, active participation of parents is also recognized. Moreover, a simple way of interaction and involvement between parents and teacher is in the form of a conference. In conferences, concerns about the students and the educational environment are being discussed in order to reach make necessary reforms for the achievement of optimal learning of the students. For establishing cooperation between family and school, the parent-teacher conference is crucial to the social and educational lives of children (Pillet-Shore, 2016).

As secondary education graduate teaching in elementary schools, interaction plays a vital role because through this, teacher. Though it is not their field of expertise, is it really need to mingle with the people in their environment to acquire learnings.

Promoting Parent-teacher Involvement. Parents have the primary responsibility of taking care of the children. Meanwhile, this responsibility is transferred to the teachers while the children are in the school setting. It is straightforward to think that the decisions and the involvements of parents and teachers can affect the situation of the learner. Furthermore, it is emphasizes that parent educational involvement and parent-teacher relationships are important. Nevertheless, parental support and involvement are crucial due to the level of positivity that they bring to the children's performance and behavior (Grusec, Danyiuk, Kil & O'Neill, 2017). It is also their responsibility to guide and correct the wrongdoings and misbehavior of the children.

Additionally, these connections between parents and teachers can affect students' behavior and learning mechanisms (Santiago, Garbacz, Beattie & Moore, 2016). These are the reasons why the promotion of parent-teacher and involvements are highly essential. It can further contribute to the betterment of the learners and it makes way to more convenient and more effective teaching methods.

According to McGee and Lin (2017), parent involvement may have a positive contributory effect towards the success of the pupils. This positive effect is further intensified through the constant involvement and care that parents allot of their children.

Furthermore, it is also emphasized that parents and school staff must work together in helping the situations and issues created inside the classroom. These are the reasons why parent involvement must immediately happen whenever children are getting in the critical zones.

Parental involvement brings positive effects to the learners. These parental involvements can contribute to the massive reforms that are necessary for the betterment of the pupils (Topping & Wolfendale, 2018). Classroom changes can be done faster through the facilitation of the parents in collaboration with the teachers. With the said connection, developments and progresses can easily be manifested. Needed restructures come about from healthy parental classroom involvement.

Nonetheless, parents and teachers must work together in achieving the common goal which is to help children and students in their education (Coleman, 2018). Both parents and teachers wish the best for the children and these various developments can be achieved through collaboration. It is easier to work in a learning environment that promotes cooperation and collaboration, it is necessary to establish good relationship among parents and teachers to further strengthen the personal and professional development of the teachers.

In establishing a good relationship, both parties must understand each other's sides. Parents and teachers can have an agreement in helping the children. Parents can become partners in necessary reforms in classrooms and other school matters (Bastiani, 2018). Furthermore, Bastiani (2018) emphasized that this partnership is more than just an empty relationship; it is a genuine progress toward the students' betterment.

Seeking help from colleagues. The ways in which the teacher learn from one another is probably going to be important as they pick out each other's experience to be used as a recommendation and a facilitation from the foremost in a position. According to Busch (2018) teaching is the profession that makes all other professions. Thus, it's vital that there is a tendency to learn the way in doing. Under this cluster theme emerge include gathering of information on teaching elementary pupils, experiencing peer mentoring, collegial discussing/sharing of ideas on pupils' development and peer supporting for pupils' improvement. Those are the factors that need to be practice to be an effective teacher and colleague.

In the study conducted by Richard Adams (2019) it was stated that gathering of information is a major thing that you can do when you are new in a workplace. Therefore, one can apply this in the field of education wherein it can establish good communication towards the academic learning of a student. Busch (2018) also added that in gathering of information, you can lessen the errors that you will commit in establishing your goals as an effective teacher. It also molds the connection within your peers and students. In this case a teacher will not have a hard time understanding the pros and cons of teaching elementary



students.

According to Miller (2019) peer mentoring is very important within a group of teachers because it will establish different advantages such as fostering teamwork and collaboration, building social-emotional skills and empowering teacher to solve problem with critical thinking skills. This factor also includes the willingness of the colleagues to share knowledge that could strengthen each weaknesses of each teacher to uplift both of them (Langley, 2016).

Based on the study of Dallat et al. (2000), mentoring adds proficient improvement by helping other people consider trainings, scrutinizing their very own training by testing and endeavoring to improve their claim execution, and by building up the particular abilities related with mentoring. Also, Perez (2015) posits that it is important to discuss these matters to colleagues because if a teacher fails to do this it could lead to power battles and dissatisfaction which could lead to misunderstandings towards the various stages of group improvement. Furthermore, developing a collaborative culture will result in reducing teacher attrition, improving student learning, and creating the type of school that everyone searches for when they decide to become an educator (Iannini, 2017).

Based on the study of Nordholm (2016), it shows that teacher collaboration received less attention among the sectors of education and has been seldom applied in empirical analysis. Their utility for capturing the method of information transfer between temporary and permanent organizations or even in co-workers has not been explored. Therefore, if the workplace will not establish these relationships then it will build boundaries in sharing information that could lead to limitation within the education process (Adams, 2019). However reaching out to colleagues can break the boundaries that hinder the healthy communication. Similar in the study conducted by Busch (2018) which it states that reaching out to people who have communication barriers with you can solve the problem and may lead to greater collaboration among teachers to improve instruction.

Peer support of teaching is intended to facilitate opportunities for dialogue concerning teaching and for sharing observations among and across disciplines, faculties and campuses (Heriot-Watt University, 2018). Different feedbacks associated within peers about the status of the students can help you formulate strategies that can improve the student's academic performance. Just like students, if they work by peers then they will achieve higher performance. This statement is supported by Briggs (2013) stating that the students who had engaged in peer learning scored significantly higher on the QRI (Quality Reading Inventory) test than the students who had not, which indicates the effectiveness of peer tutoring can have on the academic achievement of the students.

Secondary education graduates teaching in elementary schools address their thoughts and problems with their colleagues to discussed intervention to pupils with poor academic performance and share their knowledge and experience to their way of teaching. It is necessary for them to foster and build good working relationship with colleagues such as conducting learning action cell sessions and team building.

Getting hold of administrative support .Necessary support and funding from the administration is essential in facilitating learning inside the classroom. Aside from the physical needs of teachers such as materials, equipment, and facilities, they also need to be equipped with sufficient skills and teaching abilities which could be achieved through conducting seminars. Then, these seminars provide teachers the avenue to share their experiences with their colleagues. These activities could only be realized if the administration is aware of the current situation of their schools and if they are willing to do something to aid the needs of their teaching staff. Administrative professionals allow the work processes in their schools to operate without flaws (Half, 2016).

Secondary education teachers teaching in elementary schools need all the support that they can get from the administration to mitigate the problems that arise in, within and outside the school. Moreover, the administration, as the backbone of a successful operation, directs and guides the whole educational system specifically in their respective schools. Even if the administration provide as much support as they can, teachers who are graduates with secondary teaching degrees still encounter some challenges in their quest to teach elementary students.

The common problem observed by the said teachers is their difficulty to manage their paper works and to use appropriate instructional materials for effective education. The study of Gigante and Firestone (2008) found out that support tasks given to the teachers under study helped them do their work but had no contribution to learning. However, developmental tasks were shown to facilitate learning in the teachers.

The results of the study imply that when teacher leaders need to facilitate learning, and to engage in developmental tasks, they must be provided with the needed resources .It further implies that the key to a successful teaching is the support given by the administration. Schools and districts should see to it that teachers are supported continually. Lastly, engaging to trainings from the administration also develops positive social interaction in the teachers' workplace.



## CONCLUSION

This study explores the lived experiences of secondary education graduates teaching elementary level students. These lived experiences are analyzed using Vygotsky's Social Constructivist Theory. It emphasizes the exploration of real-life situations that are usually experienced by the secondary teachers. Imparting the results of this study to the existing knowledge, this helps the outlook of understanding the competences, the challenges, and the coping mechanisms done in the teaching and learning process. Furthermore, the ideology of imparting the knowledge to all aspects of teaching regardless of the background experiences enunciates the process to understand the experiences behind the teachers who teach and learn independently, collaboratively, and socially. Moreover, this study mainly explores the three emerging themes namely: learning independently, learning collaboratively, and interaction.

Generally, lived experience is a term that is highlighted from teaching knowledge and practices. The process that is involved in engaging to this kind of experiences lies beneath the core of knowing, understanding, and applying the results of this study based from the students' diversity, teaching skills and strategies, parents' involvement, and administrative support in the teaching and learning process.

## Managerial Implications

In this study, the policy makers in the Department of Education may look at how to assist teachers who are secondary education graduates teaching in elementary schools. Providing transition seminars and training for these kinds of teachers would help them to be more proficient in their job is highly needed. These trainings must be carefully planned and should contain the necessary pedagogical perspectives and skills on developing strategies on teaching elementary pupils, dealing with parents and community involvement, meeting teacher expectations, and other relevant activities to fully equip these teachers with necessary knowledge, skills, attitudes and values (KSAV) in teaching elementary pupils.

For the school head, administrative support and clinical supervision must be provided to these teachers. These activities can be included in the supervision plan of school heads. They may also design school-based programs and in service trainings to really assist the teachers needing pedagogical, classroom management, and content assistance. These activities can be reflected in the School Improvement Plan (SIP). Also, to attain the necessary KSAV of secondary education graduates teaching in elementary schools, the school administration must see to it that budget is available for the provisions of materials for teaching for both traditional and technological tools. These materials can be included in the Annual implementation Plan (AIP) to see to it that the teachers are annually provided with the necessary teaching tools.

## Implications for Future Research

The documented responses of the in-depth interview (IDI) provided a detailed picture of the journey of secondary education graduates teaching in elementary schools. With the results and findings of this study, this research generated data that are useful for future study. Looking forward that this research may be a springboard to investigate more of the experiences, collaboration with the knowledgeable others, and the interactions with others which was done by these teachers.

Finally, this study would serve as a stepping-stone for another research with another set of participants from another division or schools not included in this study. This information shall be added to this kind of research to better narrate the journey of teachers who are not aligned in their teaching work and their bachelor's degree. This will serve as bases for future action and policy recommendations.

## RECOMMENDATIONS

Based on the findings of this study, the researcher recommends that the following to be forwarded to the Department of Education Division Office.

- First, the division office must see to it that they will organize a division-wide training for secondary education graduates teaching in elementary schools. In this training, they should be well informed about the needed KSAV in teaching pupils and kindergarten. This may include content and pedagogical strategies that once learned, the teachers can fully adapt in the elementary school setting. Also, the department must see to it that the teacher induction program (TIP) must be strengthened to see to it that the teachers are aware of their roles and responsibilities in the elementary school and must highlight the differences between the secondary educations from the elementary teaching. In addition, the division must conduct research where they will develop a strategic plan that address to the key areas based on the result of this study.

- Second, school administrators should assess the needed professional needs of their teachers by employing clinical supervision and school-based learning activities with the help of the seasoned teachers who are willing to share their experiences, ideas, strategies, and best practices in teaching children. This can be incorporated in their school learning action cell (SLAC). Moreover, the school administration must also invite the teachers to participate in community activities for them to establish meaningful relationships with parents and other stakeholders of the school. They must also be given training in handling difficult parents and children. Through these activities, the teachers will develop self-esteem in handling teaching responsibilities. Finally, material resources must be available to teachers for them to carry out their activities and classroom instructions. School heads must see to it that these materials are available all year round so that teachers will facilitate content of the lesson effectively.

- Given the changing nature of curriculum in terms of seducation system, a series of innovative studies, based on this research, would documents trends and thereby increase the awareness and consideration regarding secondary education teaching in elementary schools.
- While the current issues facing by the society nowadays on secondary education graduates teaching in elementary schools who also consider out of field teaching and the unprepared approval of K-12 curriculum on schools, it may be best to conduct research that consider the contribution of the curriculum on the percentage of secondary education graduates teaching in elementary schools on the society.

## References

- Aspen Institute Commission on No Child Left Behind. (2007). Beyond NCLB: Fulfilling the promise our nation's children. Washington, D.C. Retrieved October 24,2017 at [http://www.aspeninstitute.orglatf/cf/%7BDEB6F227-659B-4EC8-8F848DF23CA704F5%7D/NCLB\\_Book.pdf](http://www.aspeninstitute.orglatf/cf/%7BDEB6F227-659B-4EC8-8F848DF23CA704F5%7D/NCLB_Book.pdf)
- Bobbit, S.A.,and M.M McMillen 1995. Qualifications of the Public School Teacher Workforce: 1988 and 1991 NCES 95-665. Washington, DC:U.S. Department of Education, National Center for Education Statistics
- Du Plessis, A. (2013). Continuous Professional Development: The Out-of-field Experience and Leadership. A phenomenological Investigation Across Cultures. Paper presented and a Special Dean's Forum: Gauteng Education Department at the Wits University, Johannesburg, South Africa.
- Gadamer, H. (1975). Truth and method (2nd ed.) (J.C.B. Mohr, Trans.). New York: The Seabury Press.
- Gadamer, H. (1976). Philosophical hermeneutics. (D. Linge, Trans. Ed. 2008). Berkeley: University of California Press.
- Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. London: Routledge.

Hirsch, E, Koppich, J., & Knapp, M. (2001). Revisiting what states are doing to improve the quality of teaching: An update on patterns and trends. Center for the Study of Teaching and Policy, University of Washington.

Hobbs, L. (2013a). Teaching 'out-of-field' as a boundary-crossing event: Factors shaping teacher identity. *International Journal of Science and Mathematics Education*, 2013(11), 271–297.

Hyslop-Margison, E., & Strobel, J. (2008). Constructivism and education: Misunderstandings and pedagogical implications. *The Teacher Educator*, 34, 72-86. Retrieved from [http://web.ics.purdue.edu/~jstrobel/papers/hyslop\\_strobel\\_2008.pdf](http://web.ics.purdue.edu/~jstrobel/papers/hyslop_strobel_2008.pdf)

Ingersoll, R. (1995a). Teacher Supply, Teacher Quality and Teacher Turnover. Washington, DC: National Center for Education Statistics.

Ingersoll, R. (1995b). An Agenda for Research on Teachers and Schools: Revisiting NCES' Schools and Staffing Survey. Washington, DC: National Center for Education Statistics.

Ingersoll, R. (2001a). The realities of out-of-field teaching. *Educational leadership*, May 2001, 42. Retrieved from <http://www.EducationalLeadership/ingersoll>

Ingersoll, R. (2001b). Rejoinder: Misunderstanding the problem of out-of-field teaching. *Educational Researcher*, January 2001, 21–22. Retrieved from <http://www.uga.edu/edu/columns/990503/campnews>

Ingersoll, R. M. (2002). Measuring out-of-field teaching. Unpublished manuscript, Graduate School of Education, University of Pennsylvania, Philadelphia, PA.

Mullis, I. V. S., Martin, M., Gonzales, E.J. and Gregory, K.D. (2000) TIMSS 1999 International Mathematics Report: Findings from IEA's Repeat of the Third International Mathematics and Science Study at the Eighth Grade. Chestnut Hill, MA: Boston College.

↵

National Commission on Teaching and America's Future. 1996. What Matters Most: Teaching for America's Future. New York: National Commission on Teaching and America's Future.

Patton, M. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks: Sage Publications.

Polkinghorne, D. (1989). *Phenomenological research methods*. In R. S. Valle & S. Halling

(Eds). *Existential phenomenological perspectives in psychology: Exploring the breadth of human experience* (pp. 41-60). New York: Plenum Press.

Siddiqui, Tahir Kaleem(2010). *A STUDY OF TEACHER COMPETENCIES AND TEACHING*

*PRACTICES FOR SCHOOL EFFECTIVENESS IN WORKERS WELFARE MODEL SCHOOLS*. Foundation University of Liberal Arts and Sciences Rawalpindi-Pakistan. Retrieved on December 3, 2017 at <http://pr.hec.gov.pk/Thesis2795.pdf>

The Centerview (2007). "Out-Of-Field" Teaching Assignments are California's Students Getting

The Effective Instruction They Need?. Retrieved October 25, 2017 from <http://eric.ed.gov/?q=causes+of+out-of-field+teaching&ft=on&id=ED533819>

Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*.

United States of America: Harvard University Press.

Wagner, C., & Okeke, C. (2009). *Quantitative or qualitative: Ontological and epistemological*

*Choices choices in research methods curricula*. In M. Garner, C. Wagner, & B. Kawulich (Eds.), *Teaching research methods in social science* (pp. 61–70). Burlington: Ashgate Publishing Company.

Wang, Aubrey H., Ashaki B. Coleman, Richard j. Coley, etc. *Preparing Teachers Around the*

*World*, Educational Testing Service, 2003, Retrieved on November 12, 2017 at

[https://www.ets.org/Media/Education\\_Topics/pdf/preteach.pdf](https://www.ets.org/Media/Education_Topics/pdf/preteach.pdf)