

# Expanding Horizon: Exploring the Lived Experiences of BEEd Graduates COS Instructors in Teaching College

**Dexyll M. Gonzales, Kiana Grace V. Mamangun, Precious Elaine I. Naguit, Junesa B. Ronquillo, May Ann Joy P. Zablan, Jenelyn T. Peña**

A Thesis Presented to the Faculty of the College of Education Don Honorio Ventura State University Main Campus, Bacolor, Pampanga

In Partial Fulfillment of the Requirements for the Degree, Bachelor of Elementary Education

**Abstract:** *The study aimed to explore the lived experiences of Bachelor of Elementary Education (BEEd) graduates who work as Contract of Service (COS) instructors and are teaching college students. The inquiry included the practices that account for their challenges as well as recommendations for improving their welfare. The study utilized qualitative descriptive phenomenology using a Colaizzi's method of data analysis. The data gathered from the eight (8) informants of the study were analyzed and findings revealed that BEEd COS instructors face unique experiences, including their motivation for teaching at the college level, the challenges in teaching college students, adapting to a new teaching environment, dealing with the limited resources, and the personal fulfillment and influence they felt in teaching. To make their teaching career bearable, they established practices and support systems that helped them adapt with the demands of being a college instructor despite the fact that they are BEEd graduates. From their experiences, the informants' hopes and desires arose, their recommendations included resource availability and management, hiring practices and staff allocation, professional development, and recognition and compensation. Despite the various experiences and challenges they have encountered in embracing their profession, these instructors found the joy of working with college students. By exploring the lived experiences, the practices they utilized in fulfilling their duties, and hearing what their hearts desire, this study offers valuable insights. The findings hold practical implications for teacher education programs and policy makers, as this can serve as a basis to develop training programs and resources that can assist the BEEd graduates under COS status who are into the field of college instruction.*

**Keywords:** *BEEd; COS; college teaching; lived experiences*

**Expanding Horizon: Exploring the Lived Experiences of BEEd Graduates COS  
Instructors in Teaching College**

A Thesis

Presented to the Faculty of the College of Education  
Don Honorio Ventura State University  
Main Campus, Bacolor, Pampanga

In Partial Fulfillment of the  
Requirements for the Degree,  
Bachelor of Elementary Education

**Dexyll M. Gonzales**  
**Kiana Grace V. Mamangun**  
**Precious Elaine I. Naguit**  
**Junesa B. Ronquillo**  
**May Ann Joy P. Zablan**  
**Jenelyn T. Peña**

June 2024

**THESIS PROFILE**

<b>Program</b>	<b><u>Bachelor of Elementary Education</u></b>
<b>Year and Section</b>	<b><u>3A</u></b>
<b>Semester</b>	<b><u>Second Semester</u></b>
<b>Academic Year</b>	<b><u>2024</u></b>
<b>Research Adviser</b>	<b><u>Jenelyn T. Peña, EdD</u></b>
<b>Research Instructor/Professor</b>	<b><u>Catherine G. Danganan, PhD</u></b>

## APPROVAL SHEET

This thesis titled “**Expanding Horizon: Exploring the Lived Experiences of BEEd Graduates COS Instructors in Teaching College**”, prepared and submitted by **Dexyll M. Gonzales, Kiana Grace V. Mamangun, Precious Elaine I. Naguit, Junesa B. Ronquillo**, and **May Ann Joy P. Zablan**, in partial fulfillment of the requirements for the degree, Bachelor of Elementary Education, has been examined and hereby recommended for Oral Examination.

**JENELYN T. PEÑA, EdD**

*Adviser*

---

### Thesis Committee

Passed by the Thesis Committee with a grade of \_\_ on June 4, 2024.

**CATHERINE G. DANGANAN, PhD**

*Chairperson*

**JANE M. MALIT, EdD**

*Member*

**ADONIS D. DAVID, PhD**

*Member*

---

Approved and accepted in partial fulfillment of the requirements for the degree, Bachelor of Elementary Education.

**RIZA B. LINTAG, EdD**

*Dean, College of Education*

## ACKNOWLEDGEMENT

The researchers would like to express their profound gratitude and appreciation to everyone who has helped with this study. They would like to thank these amazing people from the bottom of their hearts:

Above all, they offer thanksgiving to **Almighty God** for giving them the bravery, strength, insight, and drive to finish the study. The researchers genuinely appreciate the favors that have come their way, allowing them to endure and conquer obstacles.

To their **families** for their constant encouragement and continuous assistance during the entire course of the research. They recognize the unwavering support of the families, who provided pillars of strength during the highs and lows of the research journey.

To the Dean of the College of Education, **Dr. Riza B. Lintag**, for her insightful time and guidance throughout the research. The researchers also acknowledge the support of the BECEd and BEEd Area Chairperson, **Ms. Tricia Gayle C. Bondoc**, who provided assistance to the researchers.

To their research paper adviser, **Dr. Jenelyn T. Peña**, for her enthusiasm, advice, and support. Her expertise and knowledge greatly enhanced their work, and her contributions were essential to the study's successful completion. Her ideas in the writing process has pushed the researchers beyond their limitations. They are grateful for her trust and confidence in their abilities to deliver quality output.

To the respective members of the **Thesis Committee**, for imparting their expertise and offering insightful critiques that aided in the creation of better ideas. The recommendations they made significantly played a vital role in enhancing the study. They also want to show their grateful appreciation to the validators; **Dr. Catherine G. Danganan, Dr. Harvey Ian G. Sibug, and Ms. Andrea B. Mariano**, for offering their valuable time to conduct validation.

The researchers would like to thank the informants of the study who are BEEd COS instructors. Their shared experiences and difficulties when they started their careers as teachers served as an encouragement for the researchers to follow their ambitions of becoming an important tool for learning.

Lastly, the researchers would like to express their sincere gratitude to everyone who helped make this study possible, including their **friends and classmates** whose presence made the research process both meaningful and bearable.

**The Researchers**

## **Expanding Horizon: Exploring the Lived Experiences of BEEd Graduates COS Instructors in Teaching College**

**Dexyll M. Gonzales, Kiana Grace V. Mamangun, Precious Elaine I. Naguit, Junesa B. Ronquillo, May Ann Joy P. Zablan**

Bachelor of Elementary Education Program

College of Education, Don Honorio Ventura State University

Main Campus, Bacolor, Pampanga

Corresponding E-mail: 2021306602@dhvsu.edu.ph

---

### **ABSTRACT**

The study aimed to explore the lived experiences of Bachelor of Elementary Education (BEEd) graduates who work as Contract of Service (COS) instructors and are teaching college students. The inquiry included the practices that account for their challenges as well as recommendations for improving their welfare. The study utilized qualitative descriptive phenomenology using a Colaizzi's method of data analysis. The data gathered from the eight (8) informants of the study were analyzed and findings revealed that BEEd COS instructors face unique experiences, including their motivation for teaching at the college level, the challenges in teaching college students, adapting to a new teaching environment, dealing with the limited resources, and the personal fulfillment and influence they felt in teaching. To make their teaching career bearable, they established practices and support systems that helped them adapt with the demands of being a college instructor despite the fact that they are BEEd graduates. From their experiences, the informants' hopes and desires arose, their recommendations included resource availability and management, hiring practices and staff allocation, professional development, and recognition and compensation. Despite the various experiences and challenges they have encountered in embracing their profession, these instructors found the joy of working with college students. By exploring the lived experiences, the practices they utilized in fulfilling their duties, and hearing what their hearts desire, this study offers valuable insights. The findings hold practical implications for teacher education programs and policy makers, as this can serve as a basis to develop training programs and resources that can assist the BEEd graduates under COS status who are into the field of college instruction.

*Keywords: BEEd; COS; college teaching; lived experiences*

## Table of Contents

Title Page .....	i
Thesis Profile .....	ii
Approval Sheet .....	iii
Acknowledgement .....	iv
Abstract.....	v
Table of Contents.....	vi
List of Appendices .....	viii
<b>Introduction</b> .....	1
Literature Review.....	1
Theoretical Framework.....	4
Aim of the Study.....	4
<b>Method</b> .....	6
Research Design .....	6
Informants of the Study .....	6
Research Instrument.....	6
Data Collection .....	6
Data Analysis.....	6
Ethical Consideration.....	7
Establishment of Rigor .....	7
<b>Findings and Discussion</b> .....	8
Synthesis of the Study.....	21
<b>Conclusions, Limitations and Recommendations</b> .....	24
Conclusions.....	24
Limitations .....	24
Recommendations.....	25

References.....	26
Appendices.....	33
Curriculum Vitae .....	42



### **List of Appendices**

A.	Letter of Permission to Conduct the Study .....	33
B.	Letter of Endorsement to Conduct the Study .....	34
C.	Letter for Validators .....	35
D.	Validation Certificates .....	36
E.	Grammarians' Certification .....	37
F.	Plagiarism Scan Report .....	38
G.	Questionnaire Instrument .....	39
H.	Certification from Data Analyst .....	40
I.	Sample Informed Consent Form .....	41

## INTRODUCTION

### Background of the Study

In the field of education, teachers are the essential instrument to the success of the teaching-learning process across various structures of the education system. Higher Education is one from its structural components. In Higher Education Institutions (HEIs), the composition of teachers varies according to their employment statuses, ranging from tenure-track positions that can guarantee permanent employment, to contract of service agreements that are recognized as impermanent employment. In recent educational years, the prevalence of instructors under contract of service is seen from HEIs. Xu (2019) noted in his study that hiring contract of service instructors is more flexible and less expensive. Under any given circumstances, these existing college instructors are undeniably the heart of continuing operations of HEIs as they now mostly make up the faculty as a whole. They are now also seen as competent providers of expertise and valuable learning experiences among students (Branson, 2021). However, these contract of service instructors deal with a variety of situations that either benefit or hinder the teaching-learning process that takes place between them and the students.

In the Joint Circular No. 1 s. 2017 entitled *Rules and Regulations Governing Contract of Service and Job Order Workers in the Government*, it was defined that contract of service is an agreement in hiring a private company, government agency, non-governmental organization, or international organization's services as a technical expert, consultant, or learning service provider to complete a certain work within a set time frame. Additionally, the Memorandum Circular (MC) No. 19, s. 2005 also known as *Model Merit Systems for Faculty Members of State Universities and Colleges and Local Colleges Universities*, defined part-timer instructor as a member of the teaching staff who works part-time and is either employed under a contract of service or job order. Applicants who didn't meet the qualifications to teach are often being administered as part-time instructors or instructors under contract of service status, they may be issued permanently if the requirements or qualifications are further satisfied. Thus, it can be concluded that college instructors under contract of service are labeled as part-timers.

As stipulated in the above-mentioned legal bases, upon entering any Higher Education Institutions, instructors, specifically those who hold a degree in Elementary Education are starting as an instructor under contract of service status. As they enter HEIs, these instructors possess various experiences intertwined with it inevitable challenges that are either coming from their financial, professional, psychological, or physiological aspects. Moreover, this study aimed to explore the lived experiences of the BEED instructors under contract of service status in teaching college students.

### Literature Review

The part-time teachers' role is to teach a greater variety of students with different needs and the requirement that they are accountable for students' learning outcomes, in spite of being under a lot of pressure (Vicente, 2018). Part-time professors are individuals that are required to perform work that is comparable to, if not equal to, that of full-time professors. Course designing, writing lesson plans, giving lectures, meeting and interacting with students, assessing and evaluating, and grading student works are roles of part-time

professors (Danaei, 2019). Even though a faculty member is at a part-time status, one should teach the same or much greater number of teaching loads than those in permanent positions (American Association of University Professors, 2024). In the Philippines, universities are allowing the college instructors under contract of service status to stay in the teaching academe for as long as they want, but their employment status still retain as it is unless they obtain a permanent position (Japor, 2019).

Part-time college instructors in HEIs frequently exploit themselves since their pay is solely based on the number of hours they work. A part-time instructor in the Philippines makes an hourly wage of Php 125. Php 138.00 per hour is recognized as below average and Php 150 is above average. Part-time faculty members in Asian nations, such as the Philippines, are compensated poorly, with unequal bonuses and overtime rates, as well as additional benefits like medical care and allowances. Their salary rate is lower than that of permanent faculty members (Carino, 2021). Nevertheless, they are still expected to provide a quality education, they need to perform as much as their permanent colleagues do. Part-time college instructors should be well-driven with the principle of delivering a quality education, because if not, the university will produce graduates that possess a low level of excellence (Musa, 2020).

It is evident from several research studies that part-time college instructors deal with a variety of problems arising from the various facets of the teaching profession. As cited from the study of Cabello, et al. (2022), it was found out that part-time college instructors often felt undervalued and unimportant from the institutions they belong to. They are just lowly placed at the backstage because the spotlight of HEIs is only for the permanent faculty. Additionally, part-time instructors don't have job security and job satisfaction, because they were hired for a fixed specific term, typically just under a year, their classes are filled semester by semester, they have classes at the last minute and during the least favorable periods, and they take on a heavier 15 workload. Despite these issues being brushed aside by administrators, part-time instructors work extremely hard and perform similar duties like the permanent faculty to acquire the university's heart and sympathy so that they can be awarded with permanent positions (Anthony et al., 2020; Belmonte, 2020; Béteille & Ramachandran, 2016).

In the study of Whitmore (2023), it was stated that long-term exhaustion from heavy work demands and constant burnout of part-time professors resulted on negatively affecting their psychological and physiological well-being. Their psychological well-being is affected by lack of motivation, moodiness, depression, and anxiety. While their physiological well-being is affected by irregular sleep patterns, severe fatigue, headaches, aches and pains in the muscles, stomach issues, extreme weakness, or a general sense of being ill. These led to disengagement in their teaching as their productivity became poorer, absenteeism from work, less enthusiasm, worse quality work, and more job quitting.

For a variety of reasons, part-time faculty has been blamed for unreasonable higher grades of students. Part-time faculty give higher grades because they are afraid of students' complaints and losing their job. They also lack teaching expertise, hence, making them unable to differentiate between grades (Kimmel & Fairchild, 2017). Moreover, the expertise of part-time faculty on providing nonacademic student services was reportedly lower. Part-time faculty members were less likely to say they knew about academic

planning and advising, academic assistance, and how to spot students who needed help. It is seen that part-time instructors have less access to data on student performance and are unable to provide timely advice or assist students in adjusting to college (Ran & Sanders, 2019).

Furthermore, in comparison to tenured teachers, adjuncts are likely to have less time to prepare for their classes, use less effective teaching strategies, and less interaction with students. They may also give higher grades yet keep lower expectations for the standard of the students' work. Limited assistance and insufficient resource availability may hinder adjuncts' effectiveness, which in return impacts the learning experience and success of the students (Alsunaydi, 2020). In addition, poor academic performance and higher rates of student withdrawal are also frequently associated with courses taught by adjunct instructors. Adjuncts are crucial for staffing general education courses, which introduce students to essential skills. These courses serve as gateways to collegiate expectations. Students who receive low grades in college courses may face challenges related to graduation timelines or even withdrawal from college. Part-time instruction is strongly correlated with lower retention and academic performance (Heath et al., 2022).

Part-time college instructors still find a way to thrive, cope up, and find the bright side in teaching. Zitko and Schultz (2020) mentioned that part-time faculty were motivated by the passion for teaching, autonomy, and flexibility. Part-time faculty find joy in helping students, exchanging life lessons, and knowing that they are making a difference. They have the autonomy to be absent from extracurricular obligations and university politics. Having the flexibility to have another job is also the driving force that keeps them going. Levin and Hernandez (2014) also added that trusting the right timing to having a permanent position in HEIs is the coping principle of surviving a part-time status. Whereas, in the study of Powers (2016), he argued that in dealing and coping up with a stressful workplace, one must monitor how they cognitively perceive stress in order to 10 10 modify their reactions and, in turn, the stressor's effects. Through this, the stress that emerged from having an impermanent employment status will be minimized.

In the Philippines, faculty members of State Universities and Colleges do not only compose of tenure-track positions, because administrators from these institutions also hire college instructors that are signed under a contract of service. In a global perspective, college instructors that are hired through a contract of service are termed as “part-time”, “contingent”, and “adjunct”. Whereas, in a one state university from Central Luzon, Province of Pampanga, they go by the name of “COS college instructors”. These instructors also possess various experiences that are emerging from their roles, functions, relationship with administrators, and working environment. Furthermore, this study is set to explore the lived experiences of Bachelor in Elementary Education (BEEd) contract of service (COS) instructors in teaching college students. The researchers ought to shed light on their experiences and elaborate practices in overcoming their challenges, and to create an understanding from their point of view as an important instrument of the teaching-learning process.

Exploring the experiences of BEEd COS instructors holds significant potential contributions to various aspects of the education sector. Firstly, it can be an eye opener for educators and future educators as it can raise awareness and deepens understanding about

the experiences faced by BEEd COS instructors, shedding light on their often-overlooked realities. Secondly, administrators of HEIs can create an effort to provide a more inclusive working environment, opportunities for career advancement, professional recognition, and pathways to full-time employment. Thirdly, the findings of the study can be a basis for policy makers to policy development in training programs improving their teaching effectivity wherein all of these will lead in ultimately benefiting the entire education community.

Moreover, it is seen that the majority of studies focus on the successful quantitative contributions of part-time instructors to students' performance (McKenzie & Solovyova, 2021). Along with this, no existing studies have explored how well BEEd COS instructors are doing in teaching college students.

### **Theoretical Framework**

The study is supported with the Social Exchange Theory (1958) by George C. Homans. The core of Social Exchange Theory (SET) suggests that when human individuals enter social groups, organizations, or institutions, they will weigh and observe the exchange process that is happening between the costs and benefits they are experiencing from the social groups, organizations, or institutions they belong to. When the exchange of cost-benefit process is established, the commitment of an individual to its institution is strengthened.

In the context of this study, the exchange process of the cost-benefit concept is observed among college instructors under contract of service status, specifically, the BEED COS instructors who are teaching college students. As BEED graduates, being trained with elementary students, the effort of these instructors in teaching college students, providing valuable learning experiences, and being an effective instrument in the teaching-learning process despite their employment status and subjects expertise, are considered as the "Costs" they put in. While, the sense of fulfillment, prestige, and their employment status being a stepping stone towards their professional development, are considered as the "Benefits" they get. Therefore, the exploration of the lived experiences of BEEd COS instructors on teaching college students is supported by Homan's theory. As it allowed the researchers in unfolding their very own concept of cost-benefit process that have influenced their commitment on being part of the teaching-learning process in Higher Education Institution.

### **Aims of the Study**

The researchers aimed to explore the lived experiences of Bachelor of Elementary Education COS college instructors in teaching college students at a certain state university in Pampanga from the Academic Year 2023–2024.

It answered the following questions:

1. What are the lived experiences of the informants with regards to teaching college students?
2. How do the informants unravel the practices that account for the challenges in teaching college students?

3. What recommendations may be derived from the experiences of the informants to improve the welfare BEEd COS college instructors?

## **METHOD**

### **Research Design**

The study employed a qualitative research method in exploring the lived experiences of BEEd COS instructors, specifically, a descriptive phenomenology approach. This approach intends to explore and understand the shared experiences of individuals under a specific phenomenon, subject, event, or situation (Webb & Welsh, 2019). The researchers analyzed the informants' subjective experiences, providing profound insights into the core of the phenomenon. The lived experiences of BEEd COS college instructors in teaching college students is recognized as the phenomenon in the study.

### **Informants**

The informants of the study included the college instructors under contract of service status at one state university in Pampanga. Purposive sampling technique was used by the researchers in the study. Purposive sampling involves the deliberate selection of informants based on their capacity to provide valuable insights into a specific phenomenon, concept, or theme (Robinson, 2014), they must adhere to the following inclusion criteria: (1) college instructor under a contract of service status; (2) graduate of Bachelor in Elementary Education major in General Education; (3) handling Professional Education Subjects and Major Subjects under the BEEd program.

### **Instrument**

To obtain enough information about the experiences of the informants, an interview was conducted, specifically, a semi-structured interview guide was utilized as the researchers delved deeper into their specific responses. It consisted of a list of open-ended questions that enabled them in expressing their thoughts freely. The questions were centered on the informants' experiences, practices, and recommendations as a BEEd COS college instructor. The instrument was developed by the researchers, it went through the process of validation from three experts. One has an expertise in the field of college education; second is a qualitative research specialist; third is a licensed psychometrician as the instrument consisted of questions that dealt with human behaviors and feelings.

### **Data Collection**

The researchers crafted a letter asking for approval from the Dean of the College of Education to conduct the study. Then, the researchers wrote a letter of request to the select campus directors where they intend to conduct the interview. After being given the permission to conduct the study, an informed consent was provided to the informants to gather the necessary data needed for the study. In scheduling interviews, the researchers asked the informants for their most convenient time. The interview guide was given to the selected informants prior to their schedule, as this served as the preparation of what to expect from the interview. The interview was conducted online, through Google Meet Links, which lasted between twenty to sixty minutes, with one person audio recording for accuracy of information. The collected data were then transcribed after the interview. The researchers, with the assistance of data analyst, now began to identify the themes and codes for the informants. Transcripts were reviewed by the informants to verify the accuracy of their responses.

### **Data Analysis**

The study utilized the Colaizzi's (1978) Descriptive Phenomenological Method in interpreting the collected data. This provided valuable and reliable meanings from the narrated experiences, challenges, practices, and recommendations of BEEd COS college instructors. The Colaizzi's method of data analysis follow seven (7) steps. (1) Read and rereading all the transcripts; (2) Identifying significant statements or phrases; (3) Creating meanings from the identified statements; (4) Organizing the themes; (5) Developing an exhaustive description; (6) Establishing the fundamental structure; and (7) Seeking validation of the fundamental structure to the informants.

Through this method, the insights and knowledge about the lived experiences of BEEd COS college instructors in teaching college students were revealed. Wirihana et al. (2018) stated that with the use of Colaizzi's method, the existing themes and interconnected relationships among people under a phenomenon will be uncovered.

### **Ethical Considerations**

The researchers adhered to the Data Privacy Act of 2012. In ensuring the primary ethical considerations, anonymity, confidentiality, and respect for the narrated experiences of the informants were ensured. Additionally, ethical guidelines were followed, providing an informed consent form, respecting the privacy of the informants, and handling the data gathered responsibly and securely. The informants are informed about the purpose of the study, expected duration, and procedures, together with the potential risks, discomfort and adverse effects as they are provided with an informed consent form. The researchers ensured that the informants received the highest level of respect and they have been granted with their rights to the privacy of the data they provided.

### **Establishment of Trustworthiness and Rigor**

To ensure the trustworthiness and rigor of the study, the researchers adapted criteria of Lincoln and Guba (1985). Firstly, in ensuring credibility, the researchers employed a descriptive phenomenology approach to delve deeper and create understanding with the shared experiences of the informants. Secondly, purposive sampling technique was used in deliberately selecting the informants, with this, dependability was ensured. Thirdly, in maintaining confirmability, the instrument used in the study was validated from three experts, this made sure that the questions included from the semi-structured interview guide captured the experiences, challenges, practices, and recommendations of the informants. Lastly, transferability was ensured as the researchers provided reliable and well-written descriptions of the research design, method, and procedures, that will allow the readers to observe transferability of the findings to similar contexts. Through adhering with these four principles of trustworthiness and rigor, the researchers strengthened the overall content and findings of the study.



## **FINDINGS AND DISCUSSION**

Using a descriptive phenomenological approach, the researchers unfold the lived experiences of BEEd COS instructors in teaching college students, including the practices they have taken that account for their challenges, together with their unheard desires in enhancing their overall welfare. Using the Colaizzi's (1978) Descriptive Phenomenological Method of data analysis, the findings of the study were classified into different themes and subthemes.

To identify the informants without revealing their identity, they were coded starting from I1 to I8 which stands for informant and their corresponding numbers. The eight (8) informants have been teaching as BEEd COS college instructors for at least one (1) to four (4) years, who have also previously worked as an elementary teacher. The seven (7) out of eight (8) informants are currently pursuing their master's degree. The different backgrounds possessed by the informants were vital in contributing valuable insights and perspectives for this study.

### **1. Lived Experiences of BEEd COS College Instructors in Teaching College**

The lived experiences of the informants were identified into six (6) themes all throughout the data analysis. Starting from their motivation for teaching at the college level, the challenges they encountered in teaching college students, the experiences they have in managing a classroom environment, up to the sense of fulfillment they felt towards their profession. They unfolded challenging yet interesting encounters that shaped them into an instructor that they are now.

#### **THEME 1.1 Motivation for Teaching at the College Level**

The first theme is focused on the motivation of BEEd COS college instructors on teaching the college students. These motivations are important for the informants as these are the mere reasons behind their will for fulfilling the profession they chose to practice. Reflected in the study of Kumari and Kumar (2023), an educator possesses different sets of motivations in teaching. Regardless of what type it is, this will be the reason for an educator to tirelessly work and to make an effort in achieving his objectives in teaching.

##### ***SUBTHEME 1.1.1 Career Alignment and Qualification Issues***

The root of the motivation that pushed the informants into becoming a BEEd COS instructor, is the alignment of the bachelor's degree they have, the BEEd. Despite the fact that teaching elementary pupils is the nature of the degree they have graduated, they believed that they are not capable of having the patience to teach children. Boosted with the bachelor's degree and qualifications they hold; they embraced an extraordinary decision—to teach college students. In the study of Sanchez-Danday (2023), although elementary teachers are bound to teach elementary pupils, they have the most solid knowledge in pedagogy, curriculum creation, and classroom management, all of which are essential qualities in properly preparing future elementary teachers.

*“...instead of teaching in elementary, which I do not have the patience to, I cannot teach in secondary. I do not have a BSEd degree...so the safest way to do so, to teach my practice*

*or my profession, is to teach college. Especially the BEEd. So there's an alignment with my degree and my current profession right now.” - I1*

### ***SUBTHEME 1.1.2 Competitive Salary and Prestige***

The informants mentioned that they are now fairly compensated in comparison to their previous institution. This contributes to why they continue to embrace their profession as a BEEd COS instructor. In the study of Salvosa and Smith-Shomade (2022), the necessity for acquiring a competitive salary outweighs the number of internal motivators such as the enthusiasm, passion, and dedication for teaching students, leading the teachers on seeking other teaching opportunities. Along with this, the informants also mentioned that being employed in a state university gives them a sense of pride, making them acquire high respect as an instructor. It was stated by Times Higher Education (2023) that it is true that state universities are prestigious as they place a high value on teaching, research, and internationalization. That is why educators are motivated to be part of this kind of teaching academe as it also significantly boosts their prestige.

*“...the competitive salary. Because when it comes to salary, if I compare it to where I used to teach, it's far off, like two times, almost three times. It's really a big difference...of course, the prestige of teaching at a State University...we all know that when you teach in college, the prestige, the respect is high.” - I2*

### ***SUBTHEME 1.1.3 Opportunities for Professional Growth***

It is important for teachers to engage in ongoing professional development. To do this, taking a master's degree is a crucial aspect to consider. Because teachers who pursue a master's degree are able to keep up on research, trends, and best practices in education (Ladd & Sorensen, 2015). For the informants, they claimed that being a COS instructor provided them with an opportunity for professional growth because the institution where they belong offers various graduate programs. Making it accessible for them to conveniently study for their master's degree and fulfill their job at the same time.

*“...it's also about the opportunity for professional growth. Of course, when you're already in a State University, you're inside the university, the Graduate School becomes more accessible. So, it's like, it's easier because while I'm teaching, I'm also studying for my Master's.” - I2*

### ***SUBTHEME 1.1.4 Personal Preference for Teaching Adults Over Children***

The informants prefer the idea of teaching at the college level. They are more comfortable imparting their knowledge to adults as compared to children wherein they have to adjust to the innocence level of the childrens' intellect. They saw the huge difference; this fueled them to teach college rather than elementary students. As mentioned by Welshman (2022), teaching adults is more comfortable as it only requires much less energy for the part of the teachers. Compared to children, adults are more independent and are also able to take responsibility for their own work, meaning a teacher can take a more of a relax-seated approach.

*“I'm more comfortable in college. I've already experienced handling elementary. I've seen the difference. When you handle elementary, you're a bit tied down. It's somewhat limited when it comes to knowledge. It's like the way you... you really have to adjust to the child's level.” - I4*

## **THEME 1.2 Challenges in Teaching College**

The informants are bound to teach at an elementary level, it is inevitable for them to be faced with challenges in teaching college students. The second theme revealed that the BEEd COS instructors encountered challenges on their day-to-day basis that revolved around pedagogical approaches, classroom management, up to the subject expertise. According to Clores et al. (2023), an educator transitioning from elementary environment to a higher education institution is a rare phenomenon. Thus, some adjustments may occur for the educators that have been involved with this kind of transition. Including instructional strategies and a new approach when it comes to classroom management styles.

### ***SUBTHEME 1.2.1 Transitioning from Teaching Younger Students to College Students***

Prior to becoming a BEEd COS instructor, the informants mentioned that they began their teaching careers in elementary schools. It is quite a challenge for them to go from teaching younger pupils to college students. There are times that they unconsciously apply the same techniques they used in teaching younger students to adult learners. This challenges them on teaching college students as those old practices affect their efficiency inside an environment that is composed of matured and complex students. As stated by Hew et al. (2020), for elementary teachers, it is challenging to give up their communication techniques to children, such as phrases “Po” and “Opo” and talking with a baby voice. Since for over years, these teachers made the use of simpler language as their teaching technique. But, if not left behind, these are inappropriate from the high expectations in college environments.

*“...when I started as a college instructor, it was a big adjustment for me. I always used 'Po and Opo,' and sometimes I used to baby talk with my elementary pupils, but I still carried that into the college. So, it was quite challenging in the classroom setting” - I5*

### ***SUBTHEME 1.2.2 Adapting Pedagogical Techniques Suited for Children to Adult Learners***

In a college, there is a greater emphasis on the formality of employing serious instructional strategies. The informants are finding it challenging to adapt to such an approach, they mentioned that teaching children is more enjoyable, which is evidence that their pedagogical techniques are less serious than those used with adult learners. Galina (2016) mentioned that teachers who are involved in transitioning from primary schools to tertiary schools have the biggest adjustments on adapting instructional approaches. Because after spending years in a highly pleasurable environment, they have to jump in a more complex one.

*“...the transition is not that easy and the experience as well is not easy. I had a lot of challenges... In kindergarten, you are actually enjoying. It's like you are enjoying, at the same time you are teaching the students. But in college, it's a different scenario, it's a different environment... you need to get serious about the lessons that you are going to teach with your students.” - I6*

### ***SUBTHEME 1.2.3 Managing Classroom Environment and Student Behavior***

In the college setting, the inattentiveness of students in the classroom are acts that are often considered as rude and disrespectful. These behaviors not only interfere with the teaching-learning process but also add to the struggles of the instructors (Rao, 2015). The informants mentioned that managing a classroom environment and student behavior at the college level have become a challenge. Despite the fact that the students are already adults, there are times that they don't obey the simple classroom rules and often act rude in front of the instructor. Though it may seem paradoxical; they find that managing kids is far simpler than managing adults.

*"...especially in college because it seems... As they say, it's harder to get adults to follow instructions than children...unlike with children, like in elementary school, when you say 'Hands on the lap, hands on the lap, quiet,' it works. So, that's the biggest challenge." - I3*

### ***SUBTHEME 1.2.4 Handling Subject Matter Expertise and Preparation***

The complexity of the subjects taught at Higher Education Institutions is nothing new for these college instructors. The informants claimed that handling subjects beyond their expertise, knowledge, and skills is challenging. Specifically, they are struggling in teaching Professional Education Subjects to the education students. They find it difficult to simultaneously introduce the lesson content and realistically relate it to the field itself. According to Hoekstra (2023), Professional Education Subjects possess a duality, making it hard for educators to maintain a balance between professional practice and instructional pedagogy. Along with this, the informants also stated that they receive their course assignments at the last minute, which leaves them with insufficient time for preparing and learning their course assignments. Which consequently result in negatively affecting their subject matter expertise.

*"I am handling one Prof Ed Subjects and it's really hard to apply.... it's really hard to introduce it and applying it at the same time." - I6*

*"...they might give you the subject perhaps one week or one day before the start of classes. The time or space for preparation is very limited." - I1*

## **THEME 1.3 Classroom Management**

This theme focused on the experiences of the informants in handling students' learning, behavior and attitude within the four walls of the classroom. Although they are dealing with a more complex learners, they claimed that their experiences in classroom management is generally way easier. However, as per Stamberger (2023), it was noted that although managing a classroom environment at the college level is fulfilling and uncomplicated, educators will be faced with unavoidable obstacles that always result in incapability of providing a smooth and strategic learning environment for the students.

### ***SUBTHEME 1.3.1 Easier Management of College Students Compared to Younger Students***

Compared to younger students, the informants claimed that they have positive experiences in handling college students. Because these mature learners are more capable of self-regulation, this made it easier for them to establish a conducive learning environment. As an adult, it is already given that the students in the college setting can

comprehend behavioral rules set by the professor. Thus, they don't require as many complex disciplinary techniques as younger students do (Staddon, 2020).

*"It's very easy to manage a classroom set up at the college level... when they enter the room, they might still be noisy, but when you start the lesson...they will automatically quiet down... compared to elementary, you have to shout a lot to make them quiet."* - I8

### ***SUBTHEME 1.3.2 Minimal Need for Elaborate Management Strategies***

The informants emphasized that managing college students requires minimal effort compared to younger students. Since college students are self-reliant, they possess a consistent understanding towards the established classroom rules. As reflected in the study of Terada (2019), the majority of college students are more responsible of controlling their own behavior, which lessens the need for professors to constantly watch over and correct them. This frees them up to concentrate more on imparting knowledge than on controlling conduct.

*"...there's no need for elaborate managing styles. Because college students already have a sense how to behave themselves, unlike in elementary."* - I1

### ***SUBTHEME 1.3.3 Issues with Student Attendance and Participation***

The informants are experiencing disrespectful misbehavior of college students. They mentioned that there are instances when learners are intentionally skipping classes for those instructors they don't want to learn with. As per McDougald (2021), the constant need to accommodate absent students can be stressful and can cause burnout for teachers, as they must strategize teaching methods to address such circumstances. Along with this, because of the ever-changing landscape of education, the sudden shift to online classes made the informants struggle. They feel worse in an online setting, as they are the ones doing all the talking and they are unsure of the students' interest towards learning.

*"...they talk among themselves about not attending. So, that's the biggest challenge for me—I can't teach because the group or class actually plans, 'Let's not attend Mrs. so-and-so's class, let's not go at this time.'" - I5*

*"I don't want to teach in an online class because I'm not sure if all my students are listening to me. It feels like I'm wasting all my time talking and talking, and no one is there, listening to me."* - I4

## **THEME 1.4 Pedagogical Adaptations and Strategies**

This theme revealed the experiences of the informants with regards to their pedagogical adaptations and strategies in order to effectively teach college students. They highlighted the importance of tailoring their teaching methods to meet the diverse needs of students, the significance of content depth, and how impactful experience-based teaching is. According to Auerbach and Andrews (2018), although having the ability to modify teaching strategies is an intimidating experience, teachers need to be skilled enough to manage students, regardless of their levels.

#### ***SUBTHEME 1.4.1 Adjusting Teaching Methods for Different Educational Levels (Elementary vs. College)***

The training that the informants gained during their undergraduate days in BEEd, regarding teaching strategies, greatly differs in the profession where they are now. They were obviously taught on how to impart knowledge with children. Whereas suddenly, because of their sudden shift, there is a need to adjust the pedagogy and teaching methods, in a way that it will suit the complex and diverse needs of college students. Hardy et al. (2022) stated that the teaching strategies for elementary school pupils is simpler from the other higher levels of students since the only main goal is to keep them interested in the idea of loving the learning.

*"In BEEd, they are teaching you how to teach children. How to teach kids, and yet, college students are not kids. That's a big challenge there, especially in terms of pedagogy."* - I1

#### ***SUBTHEME 1.4.2 Emphasis on Content Depth and Pedagogy for College Students***

The informants mentioned the challenge of transitioning from teaching children to teaching college students. In teaching college, the subjects are focused on the content itself, with pedagogy playing a supporting role. With this, it is expected for the informants that they will strike a balance between the subject matter expertise and effective pedagogical approaches to ensure meaningful learning for college students. According to Evens et al. (2015), teaching strategies for elementary pupils should concentrate on holding their attentiveness all throughout the lesson proper, while college students require a more thorough strategy that places an emphasis on understanding the subject itself.

*"...all of the teaching pedagogy being implemented and taught is heavily focused on retaining the child's attention and delivering the lesson to the child... when it comes to college students, it's the opposite. The subject should be given attention, the lesson, the topic should be the focus, and of course, pedagogy also plays a role..."* - I1

#### ***SUBTHEME 1.4.3 Experience-Based Teaching and Sharing Real-World Examples***

Drawing from their own previous experiences as an elementary teacher, the informants are able to provide experience-based teaching and real-world examples. By sharing their wisdom and personal experiences, they hope to influence and guide college students as they prepare for their future teaching careers. As per Boston University (2023), this experience-based teaching improves learning and gets students ready for their future employment, enabling them to see the relevance of their academic courses in real-world situations.

*"... 'cause I'm mostly sharing my experiences in teaching, to give them an idea of what path they will take, what they can achieve in the future, and real-world experiences."* - I6

### **THEME 1.5 Infrastructure and Resources**

This theme revealed that the scarcity in proper physical facilities, the sudden shift of the teaching modality, the unavailability of resources, and not having the expertise among course assignments contributed to the negative experiences of the informants. According to Kapur (2019), teachers can carry out their work obligations more effectively when classrooms have enough infrastructure and resources.

### ***SUBTHEME 1.5.1 Issues with Physical Facilities and Instructional Materials***

The informants described that having the poor state of physical facilities challenges them. Additionally, what makes it even harder is the lack of readily accessible teaching materials. Forcing them to find their own resources with a very little preparation time. As reflected in the study of Knight (2021), physical environment and learning materials are crucial aspects that are part of learning. Since, the inadequacy of these can affect students' behavior and engagement inside the class, making the classroom management more challenging on the part of the educators.

*"...it's hot, the blackboard is broken, there aren't enough chairs, it's overcrowded... Secondly,...you make your own materials... there are no readily available materials that you can find."* - 11

### ***SUBTHEME 1.5.2 Effect of Online Teaching on Instructional Effectiveness***

For the informants, the sudden shift to online modality of their teaching, affected their perception on how effective they are. Since the online set up also altered the way how the students are being assessed, they lost their hope on reflecting how competent their instructional effectiveness is. According to Svihus (2023), students' academic performance is the most difficult component of online teaching. Teachers face issues as to how the students will effectively reach their established learning standards.

*"...the online set up...the question there is how can I assess the knowledge gained by the student, right? Is it true that they learned... Or did they just pass because they had cheat sheets?"* - 14

### ***SUBTHEME 1.5.3 Challenges Due to Misalignment of Subject Expertise with Teaching Assignments***

The informants mentioned that they do not have the authority to choose the subjects they teach. Instead, they must adapt to the course assignments that are assigned to them. This, to them, is a challenge they have to face, because even if the subjects given to them are misaligned with their forte, they have no choice but to comply. Anthony et al. (2020) mentioned that adjunct professors are usually being given teaching loads they have never taught before. They were presented with a textbook and syllabus then are forced to teach course subjects outside their expertise.

*"...the misalignment is also an issue. Even though I'm a BEEd college instructor, there are times when the subject assigned to me isn't my forte... and it's my first time teaching it. So, I'm just figuring things out... I was given a subject... Arts Appreciation. That's my weakness, I have no art skills... As a college instructor, you have to take whatever load is given."* - 12

## **THEME 1.6 Personal Fulfillment and Influence**

Despite various experiences and challenges that come with being a BEEd COS instructor, informants stated that having the opportunity to contribute to their students' success and growth gives them a sense of fulfillment. Being an instrument, acting as mentors, giving guidance to the students' educational journey makes them proud. According to Baluyos et al. (2019), teachers are viewed as role models by students, helping them through the learning process and imparting them the knowledge and skills needed to

succeed. Thus, when students successfully apply what they've learned, teachers feel fulfilled and satisfied.

#### ***SUBTHEME 1.6.1 Sense of Fulfillment in Shaping Future Educators***

The informants claimed that having the ability to not just impart knowledge, but also to cultivate necessary skills, values, and enthusiasm for the students who are taking the same path they have gone through, gives them a sense of satisfaction. For them, there is nothing more fulfilling than being able to shape the future generation of teachers. Lisien (2021), stated that the retention of teachers revolved around their fulfillment in watching students grow, develop, and eventually succeed in later life.

*“It’s a fulfillment knowing that I may be one of the reason for the success of the students, after they graduated college... the future status of my students if they become successful in their career as a teacher...” - I4*

#### ***SUBTHEME 1.6.2 Sharing Wisdom and Experiences with Students***

The informants claimed that because of the profession they have now, it has provided them the opportunity to pass on what they have learnt over their previous career as an elementary teacher. They hope that by sharing their real-life experiences, the students will be able to gain guidance that is beneficial for their own future teaching careers. As per Kini and Podolsky (2016), experienced professors are said to be more effective and influential, not only for intellectual matters of the students, but also for the overall development of their well-being.

*“I get to share my wisdom with the students, the future educators... Both the positive and negative experiences I had as an elementary school teacher...very wonderful opportunity to be a college instructor...the students will carry those lessons with them as they prepare and eventually become teachers themselves.” - I2*

#### ***SUBTHEME 1.6.3 Impact of Teaching on Student’s Professional Development***

The informants mentioned that by giving commentaries and suggestions, it allowed the students to reflect on their performance, identify areas for improvement, and refine their teaching practices. As stated by Maslovat and Franks (2019), it is crucial for teachers to act as a mentor, because for the students, they are playing a key role in enhancing their knowledge, skills, and abilities, leading them to improve on what they are aiming to become.

*“I handle teach elementary subjects for the BEEd...simple lessons and students do not yet know how to teach...that’s where you come in, when you give commentaries or suggestions to their teaching demonstrations.” - I8*

## **2. Practices of the Informants that Account for the Challenges in Teaching College**

Landing a profession with a completely different environment after spending years from a previous one, led the informants in experiencing circumstances full of uncertainties. Be it in the brighter or darker side, the informants are more than willing to endure and surpass everything. With their adaptive teaching strategies, flexibility and adaptability, and with the help of their support systems, they manage to adjust and adapt from the challenges they have experienced and are still becoming a competent instructor.



### **THEME 2.1 Adaptive Teaching Strategies**

This theme revealed that handling complex and diverse students pose a difficulty for the informants. They mentioned the coping practice they are doing is re-orienting their teaching strategies and changing their teaching styles. As they must constantly keep up with the needs of the students in order for them to successfully learn. As per Bidabadi et al. (2016), having an appropriate teaching approach together with the systematic planning is a vital factor to consider as this will help the students to have the eagerness to learn.

*“...I re-orient my teaching strategies. I changed my teaching style. Instead of using the Socratic Method, we chose something more appropriate. It's the flexibility of pedagogy.”*  
- I1

### **THEME 2.2 Support Systems**

The informants are foreign with the practices, environment, and culture in the college setting. They are clueless on where to start and what to do, but, because of how supportive and helpful their senior colleagues were, they have navigated their role effectively. Since their senior colleagues are already veterans in the field, they are not hesitant in providing valuable insights to these novice instructors as to how they can successfully teach the vital certain subjects they are struggling with. As mentioned in Emerald Insight (2022), a supportive working environment greatly contributes to the job performance of part-time teachers. If they are supported enough with the administration and with their co-teachers themselves, they are more likely to perform at their peak despite having complex duties.

*“...mostly for us, COS, we are young, so our pioneers often became our support. I never felt shy about asking questions when I didn't know something. The first time I had to teach a subject, I would ask them what materials they used or what strategies were effective...”*  
- I3

### **THEME 2.3 Professional Development**

As challenging as it may be, the informants are obligated for their own growth and development. They mentioned that teaching subjects outside their forte is one of their struggles, this prompted them to seek and engage their very own way of learning to overcome such obstacles. They were able to effectively teach college students after creating their own form of professional development. As reflected in the study of Darling-Hammond et al., (2017), high-quality professional development can be in any form, as long as the educator's instructional methods will be enhanced and students' learning will be improved.

*“...but the way I coped was by really studying how to code, how to create databases, and how to make programs in order to successfully teach them. Sometimes you really have to put in the effort and learn...”* - I1

### **THEME 2.4 Flexibility and Adaptability**

This theme revealed that the mere reason why the informants are able to overcome and survive everything, is because they have no choice but to be flexible and adapt everything that needs to be adapted in the culture of college. Along with this, their ability to adjust from the circumstances presented in front of them, is because of the fact that it is

stipulated in their contract that they have to teach—they have to be an impactful tool for the learning of the college students. As per Collie and Martin (2016), one characteristic that differs teaching from the other profession is its everyday exposure to uncertainty, change, and novelty. Thus, the individuals who are part of this community must have the capacity of being able to adapt.

*“...I need to adapt...you really need to be flexible...so yeah, the number one principle is that if you want to survive, just be adaptable, be flexible. As a COS, we have a contract that outlines what we are supposed to do at the university, why we are here, and why we are being paid, and that is to teach.” - I2*

### **THEME 2.5 Students Engagement and Relationships**

The informants mentioned that one of the strategies they did in order to cope up and effectively teach college students is to engage and to be friends with them. Because once they have established the positive relationship between them and their students, they will have the power to observe and identify their interest. Through this, they relate the students' interest in tailoring their teaching styles, instructional techniques, and classroom management approaches. As reflected in the study of Stonebraker and Stone (2015), a significant portion of adjunct professors are young individuals, ranging from their late 20s and early 30s, thus, building a relationship will not be hard as the age gap between them and the college learners is close.

*“...building rapport, because when you have a positive relationship with students, it will be easy for you to know what their interests are and you can connect those interests to your teaching styles...” - I7*

### **THEME 2.6. Effective Classroom Management**

Teaching at the college level is not an easy walk. The informants mentioned that making the classroom engaging is what made them successfully manage the complex set of learners. They instilled the student-centered approach. Through this, the students become an active agent of the teaching-learning process as the knowledge and information is not being spoon fed. Tang (2023) stated that student engagement is a vital element for the learning to happen. Because the amount of participation elicited by the student demonstrates the level of interest and motivation they have towards learning.

*“You can manage the classroom environment once your students are active participants in the discussion process...” - I4*

*“I also instill student-centered learning; I want the students to be the ones thinking. I impart some knowledge, but they impart much more.” - I7*

### **3. Recommendations of the Informants to Improve their Welfare in Teaching College**

As time goes by, being in the field of this new environment, the informants witnessed that the other side of teaching is not about rainbows and butterflies. Because they are still longing for things that would make their life as a BEEd COS instructor a little better. After all, their unheard recommendations will be beneficial for the education sector in general—not just for the betterment of the people who are taking the same path as them.

### **THEME 3.1 Resource Availability and Management**

This theme revealed how crucial it is for the informants to have an institution that provides them with the resources they need. Because having the available resources is like their weapon that will help them in navigating their roles effectively in such an environment that is foreign to them. According to Schindler et al. (2017), having support in resource availability enables teachers to succeed in their careers and provide effective teaching, which benefits student learning outcomes and engagement.

#### ***SUBTHEME 3.1.1 Need for a Centralized Repository of Learning Materials***

The informants suggested that instructors like them need to have a single database or repository of educational resources wherein they could pull in and pull-out useful learning materials that they could use in teaching. For them, given the advancement we have in technology, it is the most ideal way to address the difficulty for finding reliable learning materials. If an educational institution has its own centralized source of learning materials, it can benefit the educators in many ways, such as having the time to concentrate more on teaching and less on tirelessly gathering resources (Open Educational Resources: Resource Roundup, 2015)

*“...a repository of learning materials. The number one problem, and the number one suggestion I have, is that there should be a database of learning materials. There should be an available tool from which teachers or instructors could pull out learning materials.”*  
- 11

#### ***SUBTHEME 3.1.2 Adequate Teaching Resources to be Provided***

The informants are being given different course assignments from time to time. This, to them, is already a difficulty, and not having adequate resources as to how they can teach is an additional burden they have to deal with. Because of this, the informants are suggesting to the institution to provide them with adequate teaching resources. As reflected in the study of Corrales et al. (2020), delivering an effective instruction will only be possible if the teachers are sufficed and supported with proper teaching resources.

*“Provide us with enough resources. For us to effectively teach college students... with the constantly changing subjects, it becomes a challenge for us to find resources that are truly reliable and appropriate for teaching college students.”* - 14

### **THEME 3.2 Hiring Practices and Staff Allocation**

This theme revealed that the informants are suggesting to hire more instructors which are equipped with an expertise aligned with the needs of the students under the BEEd program. Along with this, the institution should also have the consistency in giving course assignments to them. The overall performance of the students inside the classroom is highly dependable with the professors teaching in front of them, in fact, the expertise possessed by the professor outweighs the importance of other various aspects of learning (Teacher quality: Understanding the effectiveness of teacher attributes, n.d.).

#### ***SUBTHEME 3.2.1 Hiring More Qualified BEEd Instructors***

The informants mentioned that they are experiencing a shortage of BEEd instructors. Wherein it came to the point that the subjects being taught are concentrated

with misaligned faculty and COS instructors. They are suggesting that the institutions should focus on hiring more qualified BEEd instructors. Teaching subjects under the BEEd program is not a piece of cake. The BEEd course covers a wide range of topics, including curriculum creation, educational technology, pedagogy, and specific teaching techniques for disciplines like Science, Math, and Social Studies. Thus, it requires highly-qualified professors in order to produce a high-quality effort in making the students learn (University of Santo Tomas, 2023).

*“They should hire more BEEd instructors, it would be a great help and more practical...there is a significant shortage of BEEd instructors, and they are importing instructors from BSEd and even from BPed and BTLED. The lack of BEEd instructors is why subjects are concentrated on other faculty members and even COS.” - I2*

### ***SUBTHEME 3.2.2 Proper Alignment of Instructors’ Qualifications with their Teaching Assignment***

The informants mentioned that they witnessed the mismatches between instructors' qualifications and teaching assignments in their institution. With this, they are suggesting that BEEd students should only be taught by instructors who are BEEd graduates. Because the indicator that a professor can teach a subject is with the academic credentials and relevant professional experiences they have. This standard guarantees that professors have the necessary knowledge to teach their assigned subjects (Justifying, Approving & Documenting Instructor Qualifications, n.d.).

*“...there are teachers who are teaching BEEd students but are not BEEd graduates themselves...I believe that alignment of the profession itself with the students whom you are teaching or working with is one of the factors that we can consider to make teaching and learning truly effective.” - I2*

### ***SUBTHEME 3.2.3 Consistency in Teaching Assignments***

The informants are stuck with the unfortunate loop which made them struggle. Wherein every semester, they are being given different subjects. They are suggesting that they should be given consistent teaching assignments. Through this, they can reuse and improve instructional materials, saving time on lesson planning. As reflected in the study of Zhao et al. (2023), when educators have consistent teaching assignments, they can focus on creating high-quality classrooms rather than learning new subjects.

*“...the subject we are teaching right now should remain the same for the next semester. It shouldn't keep changing. This way, we can master the lesson and reuse the materials.” - I5*

## **THEME 3.3 Professional Development**

For the informants, there is a lot more to learn and discover in the world of teaching. This theme revealed that the informants are hoping to get the professional development support they deserve from the institutions they are part of. Specifically, the need for providing seminars, training, and opportunities in gaining new trends in education. As stated by McGinnis (2021), it is important for teachers to seek and engage in an ongoing professional development as this can benefit them to feeling more confident and competent with their craft, which will eventually lead in an increased inspiration and commitment to teaching.

### ***SUBTHEME 3.3.1 Increased Seminars, Trainings, and Professional Development Opportunities***

Although the informants had the dedication and passion for teaching, they still felt that the support they receive to their profession is incomplete. They suggested that they should receive increased support in obtaining seminars, trainings, and professional development opportunities. As this will help them for enhancing their teaching strategies. Padillo et al. (2021) mentioned that professional development opportunities are important for teachers to continuously improve their overall performance.

*"To have professional development opportunities for us, such as more seminars, trainings, and sessions. This way, we can learn teaching strategies that have been effective for others and apply them in our own classrooms." - I7*

### ***SUBTHEME 3.3.2 Opportunities to Gain New Trends and Knowledge in the Teaching Profession***

For the informants, since they are COS instructors, it is considered that they are the novice and newcomers to the field of teaching, hence, the need to learn and explore is a vital aspect to consider. With this, they are recommending that the institution should provide them with opportunities to be equipped and gain new trends and knowledge in the field of teaching. As mentioned by Rashid (2023), it will be difficult for teachers to effectively teach knowing that they are not well-equipped with the necessary knowledge and skills in their teaching profession.

*"I hope more seminars and training sessions are provided for faculty members, especially for the COS like us, as we are the newcomers. We have much to learn and need to acquire new trends and education in the teaching profession." - I2*

## **THEME 3.4 Recognition and Compensation**

The cry for recognition and compensation is still persisting for BEEd COS instructors. This theme revealed that the informants are suggesting that they should be given the recognition and fair compensation they deserve. As this means that the tireless dedication they put into their profession is being acknowledged. According to Quintero and Hansen (2017), the concept of equal pay for equal effort is strongly existing in the field of teaching profession. However, in Higher Education Institutions, the contractual instructors frequently do not benefit from this kind of established standard, as there are still times when their effort is not being fairly recognized by the universities' administrators.

### ***SUBTHEME 3.4.1 Recognition of COS Instructors' Efforts and Contributions***

The informants suggested that someone like them should also be recognized. Despite the fact that they are being equally competent and dedicated to their teaching responsibilities, just as the permanent instructor does, they do not receive the same level of recognition. Even if they display great teaching skills and put in significant effort, it will not be usually acknowledged. As per Nobes (2023), giving employees meaningful recognition boosts their level of engagement and commitment to their jobs, it is recommended that regardless of the status, recognition should be a priority for all.

*"They also recognize us COS. Because to be honest, the permanent ones are always recognized. But when it comes to COS, there are hardworking ones, there are those who are good at teaching, but they are not recognized." - I3*

#### ***SUBTHEME 3.4.2 Fair Compensation, Including Benefits Like Paid Holidays***

It is still a desire for the informants to receive fair compensation, including benefits like paid holidays. As for them, their pay is sometimes viewed as inadequate in comparison to the amount of dedication, time, and effort they devote to their career. As reflected in the study of Allegretto & Mishel (2016), it is true that the disparity in pay is common among contractual professors, who at times lack the job security and perks that come with permanent positions.

*"I do hope and pray that it would not be a case of 'No work, no pay.' Whatever amount they give should at least be enough to cover our salary. It would be a consolation for us because we are COS. Hopefully, even just a holiday with one day of pay could be given to us." - I4*

#### **Synthesis of the Study**

Teaching is indeed the noblest profession, as the individuals who are part of this field are playing a vital role in ensuring that our society will be continuously full of well-knowledgeable citizens that possess a competent character in all facets of life. By having this biggest responsibility, it necessitates the teachers in the education field the need in putting their blood, sweat, and tears in order to highly fulfill their duty. In the college setting, given its complexity among its learners, environment, and culture, there will always be triumphs, where intertwined with it are the inevitable trials that college instructors must face and endure, particularly for those college instructors who are novice in the field and aren't bound to teach adult learners. This study explores the remarkable existing phenomenon in the field of education—the extraordinary decision of BEED graduates COS college instructors in embracing a profession at the college level.

As the researchers delved deeper about the existing phenomenon, six (6) main themes revealed the roller coaster journey experiences of the informants. Based on their narratives, their experiences are full of ups and downs. It revolved around their motivation that served as their driving force in embracing such foreign profession, the challenges they encounter in teaching college students, and their ability to be flexible and adaptable in their teaching strategies in managing a complex set of students, despite the fact that everything is beyond their knowledge, skills, ability, and expertise.

Given these experiences, fueled by their passion and dedication, college instructors managed to cope up regardless of the situations presented to them. Since it is inevitable for them to encounter experiences that are beyond their control, they are driven by their goal to be a meaningful tool for learning. This study identified six (6) themes which revealed that despite the obvious incompatibility they have with regards to teaching college students, they manage to keep up through their very own form of coping practices. Through their adaptive teaching strategies, this has helped them in adjusting—from being trained and previously exposed to younger students to being surrounded with adult students. Engaging in their self-made professional development opportunities, having the ability of being flexible and adaptable, and utilizing the most effective classroom management approach, all have made their teaching experiences bearable. Although for them, it may seem that they can persevere and be independent, there will always be a soft spot for them in having

various support systems. These college instructors narrated that together with the helping hands of the people that surround them, they have navigated their role more effectively.

This study didn't only explore what's on the surface, because apart from unfolding the mixed emotions of the informants regarding their experiences inside the college context, the researchers dug deeper about what these college instructors truly desire. The researchers identified four (4) themes to which revealed the college instructors' unheard cries and voices. The study has become a gateway for their suggestions and recommendations to be heard. Their hopes revolved around their need in having a support for the resources they are using to teach, gaining an opportunity for their growth and development, being recognized and fairly compensated that are equal with their efforts, and the support of the institutions' administrators in staffing more qualified college instructors that will strengthen their powers in teaching college students. All are their unheard desires that need to be heard and taken an action, because after all, these will as well benefit the education sector in general—not just for the betterment of their welfare as a BEEd COS college instructor.

The Social Exchange Theory being the guide framework of the research, made the study more concrete. The theory states that when human individuals enter social groups, organizations, or institutions, they will weigh and observe the exchange process that is happening between the costs and benefits they are experiencing from that social groups, organizations, or institutions they belong to. As the informants enter on their new profession at the college setting, all of the efforts they have invested in order to teach the college students, are considered as the “costs” they put from the Higher Education Institution they belong to. Starting from their experiences, their provision of valuable learning experiences, their effectiveness in being an important instrument in the teaching-learning process, up to their perseverance in teaching these college students despite the fact that it's outside of their expertise, are what costs them in fulfilling their duties. While on the other hand, the competitive salary, prestige, the thought of being able to shape the future generation of teachers, and the sense of fulfillment and personal influence, are considered as the “benefits” they get out of teaching college students. Although it may seem that the process of exchange on their own concept of costs-benefits was not always smooth and balanced, they are still here, staying at the institutions, teaching to the best of their ability.

Teaching is indeed not all about rainbows and butterflies. As the reality that lies on the other side in the world of teaching is as brutal as the storm that will swirl the educators round and round and will take them to unfamiliar places that they have never been around. In the world of teaching, it's always a matter of resiliency and perseverance together with the genuine dedication and passion for teaching. The complex responsibilities that are tied with being a teacher is already a challenge itself. Starting from meeting the diverse needs of the students, handling a classroom environment, up to the need in keeping up with the dynamic demands of the curriculum all contributes to the challenges in teaching. Nevertheless, fueled with dedication and passion to effect a change and impact the vast array of students' lives, educators will always persevere. As for them, this is the calling they want to fulfill wholeheartedly.

The roller coaster journey of the BEEd COS college instructors in teaching at the college level indeed expanded their horizon. It showed us that teaching college students in such an environment where complexity is lingering; is not a piece of cake. Flexibility and

adaptability are needed to embrace this challenging profession. As these college instructors landed in a profession that is outside of their comfort zone, they reflected that teaching is not for the weak. It requires constant endurance, tenacity, and undying love for teaching. As they explore deeper into the dynamic realm of education in the college context, the dreams of their students in becoming an elementary teacher have also become a part of them. Resulting them in fully committing that they should be the vital tool in shaping the future generation of elementary teachers. They showed us that although they are bound to establish the foundational knowledge of the young learners, they can as well be the gateway in providing a guided path in successfully reaching the adult learners' dreams that are nearly within the palm of their hands. After all, the BEEd graduates COS college instructors are generalists—the jack of all trades.



## **CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS**

### **Conclusions**

The purpose of the study is to explore the lived experiences of college instructors under Contract of Service status that have their degree in Bachelor of Elementary Education. Specifically, the aims are to identify the: (1) lived experiences of BEEd COS college instructors in teaching college students; (2) unravel the practices of the informants that account for the challenges in teaching college students; and (3) recommendations that may be derived from the experiences of the informants to improve the welfare of the COS college instructors. The methodology used in this research was Qualitative, specifically Descriptive Phenomenology research design, and the data were analyzed using the steps in Colaizzi's Descriptive Phenomenological Method.

As stated in the findings of the study, the lived experiences of these BEEd COS instructors revolved around to their motivation for teaching in the college level, the challenges they have encountered in teaching college students, the experiences they had with regards to their classroom management, their pedagogical adaptation and strategies, the daily encounters they had to deal with the infrastructure and resources in the college setting, and the sense of personal fulfillment and influence they felt in having their profession. Moreover, to cope up with the challenges they encounter in teaching college students, they have developed different practices, specifically, their adaptive teaching strategies, support systems, engaging in their own form of professional development, possessing flexibility and adaptability, ensuring student engagement and relationships, and employing the most effective classroom management approach, all have made their teaching career bearable. From these, their recommendations to improve their welfare also arose, including resource availability and management, hiring practices and staff allocation, professional development, and recognition and compensation. As they continuously adapt to the new profession they have chosen to practice, they found themselves being blissful in teaching. Having the privilege to impart the experiences they had as a former elementary teacher and during their undergraduate days, made them see the beauty in teaching college students despite the difficulties they have struggled with.

In conclusion, this study explored the recurring phenomenon happening regarding the extraordinary decision of BEEd graduates in teaching college students while being under a COS status. They proved that landing a profession outside their expertise—that is presented with numerous uncertainties, will not hinder them on becoming a competent and effective college instructor.

### **Limitations**

The findings and discussions of the study were confined only to a state university with its corresponding satellite campuses located in Pampanga. The study did not include private colleges or the provinces outside the specified location. The sample size of eight informants may not fully represent the experiences and practices of the broader population of BEEd graduates teaching as COS college instructors in college settings. The study did not delve deeper with the other aspects of their lived experiences as they may pose different encounters that were not included in the study.

**Recommendations**

To further provide valuable support for college instructors under COS status, particularly those who are BEEd graduates teaching at the college levels, the researchers proposed the following recommendations:

**1. Intensive Training on Utilizing Pedagogical Content Strategies Aligned for College Students**

Offering intensive training programs focused on the criteria of employing the appropriate teaching strategies, techniques, and approaches in terms of pedagogy and content tailored for college students will benefit the BEEd COS college instructors. This initiative will equip them with the necessary knowledge and skills to competently handle college students.

**2. Provision of Adequate Teaching Resources**

Providing and having accessibility to adequate teaching resources will lessen the BEEd COS college instructors' burden of creating their own materials and will enhance the quality of their instruction.

**3. Adjusting the Salary Structure of the BEEd COS College Instructors**

Providing additional benefits, such as paid holidays, healthcare coverage, and professional development allowances, is necessary as it greatly contributes to their motivation on fulfilling their job more competently.

**4. Pathways to Permanent Position**

Establishing clear pathways to permanent positions and providing opportunities for career promotion based on their performance and qualifications will keep the BEEd COS college instructors on developing as professionals.

These recommendations are anchored on supporting the BEEd COS college instructors. The researchers believe that by implementing these, it will contribute to the overall improvement of their welfare and working conditions, leading to a more fulfilling and productive teaching environment.

## REFERENCES

- Allegretto, S., & Mishel, L. (2016). *The teacher pay gap is wider than ever: Teachers' pay continues to fall further behind pay of comparable workers*. Economic Policy Institute. [https://www.epi.org/publication/the-teacher-pay-gap-is-wider-than-ever-teachers-pay-continues-to-fall-further-behind-pay-of-comparable-workers/?fbclid=IwZXh0bgNhZW0CMTAAAR3FKf7czjnmKekAVTEMtKZoUSXhK8w4Asrswxj5yhsIGHP2FIQR8TmQGU\\_aem\\_AULicRbdJWwMA27i3QjdzI8nK73b4CMONheJ0zq6PGFvC6skgky4u05lDev\\_jrFSH5SEmMIW1c-A](https://www.epi.org/publication/the-teacher-pay-gap-is-wider-than-ever-teachers-pay-continues-to-fall-further-behind-pay-of-comparable-workers/?fbclid=IwZXh0bgNhZW0CMTAAAR3FKf7czjnmKekAVTEMtKZoUSXhK8w4Asrswxj5yhsIGHP2FIQR8TmQGU_aem_AULicRbdJWwMA27i3QjdzI8nK73b4CMONheJ0zq6PGFvC6skgky4u05lDev_jrFSH5SEmMIW1c-A)
- Alsunaydi, R. (2020). The implications of adjunct faculty on higher education institutions. *Journal of Education and Practice*, 11(32). <https://doi.org/10.7176/jep/11-32-13>
- American Association of University Professors. (2024, February 5.). *Background facts on contingent faculty positions*. <https://www.aaup.org/issues/contingency/background-facts?fbclid=IwAR1q99pBb1ZsII0OZ-9PW9w2p3vHfxGJCCxI9FWquNCHXFBzGKsNC5J6x6k>
- Anthony, W., Brown, P. L., Fynn, N., & Gadzekpo, P. (2020). The plight of adjuncts in higher education. *National Organization for Student Success*, 10(4), 3–10. <http://files.eric.ed.gov/fulltext/EJ1246736.pdf>
- Anthony, W., Brown, P. L., Fynn, N., & Gadzekpo, P. (2020b). The Plight of Adjuncts in Higher Education. *Winter 2020 NOSS / Practitioner to Practitioner*, 10(4), 3–10. <http://files.eric.ed.gov/fulltext/EJ1246736.pdf>
- Anusha S. Rao, (2015) *Handling disruptive student behavior*. Center for Teaching and Learning. <https://ctl.iupui.edu/Resources/Classroom-Management/Tips-for-Handling-Disruptive-Student-Behavior>
- Auerbach, A. J. J., & Andrews, T. C. (2018). Pedagogical knowledge for active-learning instruction in large undergraduate biology courses: a large-scale qualitative investigation of instructor thinking. *International Journal of STEM Education*, 5(1). <https://doi.org/10.1186/s40594-018-0112-9>
- Baluyos, G. R., Rivera, H. L., & Baluyos, E. L. (2019b). Teachers' job satisfaction and work performance. *Open Journal of Social Sciences*, 07(08), 206–221. <https://doi.org/10.4236/jss.2019.78015>
- Bearman, M. (2019). Focus on methodology: Eliciting rich data: A practical approach to writing semi-structured interview schedules. *Focus on Health Professional Education: A Multi-Disciplinary Journal*, 20(3), 1. <https://doi.org/10.11157/fohpe.v20i3.387>
- Belmonte, C. J. (2020). Adjunct faculty job satisfaction: Intangible and financial factors affecting the academic majority. *ODU Digital Commons*. <https://doi.org/10.25777/hynh-2b46>
- Ben Galina (2016). 1. *Teachers' job satisfaction*. Pew Research Center. <https://www.pewresearch.org/social-trends/2024/04/04/teachers-job-satisfaction/>
- Béteille, T., & Ramachandran, V. (2016). Contract teachers in India. *Economic and Political Weekly*, 51(25), 40–47. <http://www.jstor.org/stable/44003636>
- Branson, T. A. (2021). Capital, hard work, and luck: How part-time instrumental music educators in Arizona continue to work despite the COVID-19 pandemic. *Arizona State University ProQuest Dissertations Publishing*.

- <https://www.proquest.com/openview/b8f05d56f48b14325d6d5d02114d05a8/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Cabello, C., Logos, J., & Bonotan, A. (2022). Part-time instructors in the higher education institutions: The less, the limited, the left-over, and the survivors. *Journal School of Positive Psychology*, 6(3), 1-13. <https://journalppw.com/index.php/jpsp/article/view/3526>
- Carino, C. M. (2022). Lived experiences of college instructors with meager salary: a phenomenological study. *Advances in Social Science, Education and Humanities Research*. <https://doi.org/10.2991/assehr.k.220103.048>
- Civil Service Commission, Commission on Audit, Department of Budget and Management. (2017). *Rules and Regulations Governing Contract of Service and Job Order Workers in the Government*. Joint Circular No. 1. Philippines. [https://www.dbm.gov.ph/wp-content/uploads/Issuances/2017/Joint%20Circular/CSC-COA-DBM%20JOINT%20CIRCULAR%20NO.%201%20\(1\).pdf?fbclid=IwAR3m8Au27Eu5sGCxg-vjgJsxLjnxoyOwiucOBeyb6NeWaKcAUObpTL8HKRs](https://www.dbm.gov.ph/wp-content/uploads/Issuances/2017/Joint%20Circular/CSC-COA-DBM%20JOINT%20CIRCULAR%20NO.%201%20(1).pdf?fbclid=IwAR3m8Au27Eu5sGCxg-vjgJsxLjnxoyOwiucOBeyb6NeWaKcAUObpTL8HKRs)
- Civil Service Commission. (2005). *Model Merit Systems for Faculty Members of State Universities and Colleges and Local Colleges Universities*. Memorandum Circular No. 19. Philippines. [https://www.csguide.org/files/original/7eed30b354e320de1f7311df02459ad7.pdf?fbclid=IwAR1ytVaF5AOCePxdk992Ce4ReZhlFXlNo0\\_HdnJyBpBvGVVi0TFE2eNEoA](https://www.csguide.org/files/original/7eed30b354e320de1f7311df02459ad7.pdf?fbclid=IwAR1ytVaF5AOCePxdk992Ce4ReZhlFXlNo0_HdnJyBpBvGVVi0TFE2eNEoA)
- Clores, A., Mallillin, C., Abay, J., & Paterno, K. (2023). Navigating Change: Exploring the challenges and coping strategies of elementary teachers in the transition from Modular to Face-to-Face Classes - *International Journal of Research and Innovation in Social Science*. (2023, June 27). *International Journal of Research and Innovation in Social Science*. <https://rsisinternational.org/journals/ijriss/articles/navigating-change-exploring-the-challenges-and-coping-strategies-of-elementary-teachers-in-the-transition-from-modular-to-face-to-face-classes>
- Collie, R. J., & Martin, A. J. (2016). Adaptability: an important capacity for effective teachers. *Educational Practice and Theory*, 38(1), 27-39. <https://doi.org/10.7459/ept/38.1.03>
- Corrales, A., Goldberg, F., Price, E., & Turpen, C. (2020). Faculty persistence with research-based instructional strategies: a case study of participation in a faculty online learning community. *International Journal of STEM Education*, 7(1). <https://doi.org/10.1186/s40594-020-00221-8>
- Danaei, K. J. (2019). Literature review of adjunct faculty. *Educational Research: Theory and Practice*, 30(2), 17-33. <https://files.eric.ed.gov/fulltext/EJ1248412.pdf>
- Darling-Hammond, L., Hyler, M., & Gardner, M. (2017). *Effective teacher professional development*. <https://doi.org/10.54300/122.311>
- Data and insights*. (2024, January 24). Times Higher Education (THE). <https://www.timeshighereducation.com/our-solutions/data-and-insights>
- Ed, P. (2016). How industry professionals learn to become effective adjunct professors. <https://doi.org/10.17760/d20209148>
- Emerald Insight. (2022), "Employee retention and the effects of supportive work environment", *Development and Learning in Organizations*, Vol. 36 No. 4, pp. 35-37. <https://doi.org/10.1108/DLO-07-2021-0133>

- Evens, M., Elen, J., & Depaepe, F. (2015). Developing Pedagogical Content Knowledge: Lessons Learned from Intervention Studies. *Education Research International*, 2015, 1–23. <https://doi.org/10.1155/2015/790417>
- Experiential Learning | Center for Teaching & Learning*. (n.d.). © 2024 Boston University. [https://www.bu.edu/ctl/ctl\\_resource/experiential-learning/](https://www.bu.edu/ctl/ctl_resource/experiential-learning/)
- Hardy, I., Meschede, N., & Mannel, S. (2022). Measuring adaptive teaching in classroom discourse: Effects on student learning in elementary science education. *Frontiers in Education*, 7. <https://doi.org/10.3389/feduc.2022.1041316>
- Heath, S., Darr, C. R., & Acharya, L. (2022). Banking on the future: student academic performance, retention, graduation, and instructor type. *Journal of the Scholarship of Teaching and Learning*, 22(4). <https://doi.org/10.14434/josotl.v22i4.32988>
- Helen Ladd, Lucy C. Sorensen (2015). *Do Master's Degrees Matter? Advanced Degrees, Career Paths, and the Effectiveness of Teachers*. CALDER Working Paper No. 136 <https://caldercenter.org/publications/do-master%E2%80%99s-degrees-matter-advanced-degrees-career-paths-and-effectiveness-teachers>
- Hew, K. F., Jia, C., Gonda, D. E., & Bai, S. (2020). Transitioning to the “new normal” of learning in unpredictable times: pedagogical practices and learning performance in fully online flipped classrooms. *International Journal of Educational Technology in Higher Education*, 17(1). <https://doi.org/10.1186/s41239-020-00234-x>
- Hoekstra, A. (2023). Departmental conditions for professional learning of instructors in vocational and professional education. *Empirical Research in Vocational Education and Training*, 15(1). <https://doi.org/10.1186/s40461-023-00151-z>
- Howarth, J. (2023, November 23). 12 Emerging Education Trends (2024-2027). *Exploding Topics*. <https://explodingtopics.com/blog/education-trends>
- Japor, J. E. (2019). Extent influence of work motivation: The case of contractual faculty members. *International Journal of Human Resource Management and Research*. 9(6), 1-10. [https://scholar.google.com/scholar?hl=tl&as\\_sdt=0%2C5&q=jennifer+edytha+e+japor&oq=je#d=gs\\_qabs&t=1709606042139&u=%23p%3DSSOL8xhItyEJ](https://scholar.google.com/scholar?hl=tl&as_sdt=0%2C5&q=jennifer+edytha+e+japor&oq=je#d=gs_qabs&t=1709606042139&u=%23p%3DSSOL8xhItyEJ)
- Justifying, Approving & Documenting Instructor Qualifications*. (n.d.). Executive Vice Chancellor and Provost. <https://provost.ncsu.edu/administrative-resources/standard-operating-procedures/justifying-approving-documenting-instructor-qualifications/>
- Kapur, R. (2019). Infrastructure development in schools. *ResearchGate*. [https://www.researchgate.net/publication/334029594\\_Infrastructure\\_Development\\_in\\_Schools](https://www.researchgate.net/publication/334029594_Infrastructure_Development_in_Schools)
- Kimmel, K. M., & Fairchild, J. (2017). A Full-Time dilemma: Examining the experiences of part-time faculty. *The Journal of Effective Teaching*, 17(1), 52–65. <http://files.eric.ed.gov/fulltext/EJ1139922.pdf>
- Kini, T. & Podolsky, A. (2016). *Does Teaching Experience Increase Teacher Effectiveness? A Review of the Research* (research brief). Palo Alto, CA: Learning Policy Institute.
- Knight, B. (2021, April 14). Poor air quality in classrooms detrimental to wellbeing and learning. *Phys.Org*. <https://phys.org/news/2021-04-poor-air-quality-classrooms-detrimental.html>

- Kumari, J., & Kumar, J. (2023). Influence of motivation on teachers' job performance. *Humanities & Social Sciences Communications*, 10(1). <https://doi.org/10.1057/s41599-023-01662-6>
- Kurt, S. (2021). Herzberg's motivation-hygiene theory: Two-factor. *Education Library*. <https://educationlibrary.org/herzbergs-motivation-hygiene-theory-two-factor/>
- Levin, J., & Hernandez, V. (2014). Divided Identity: part-time faculty in public colleges and universities. *The Review of Higher Education*, 37(4), 531-557. <http://dx.doi.org/10.1353/rhe.2014.0033>
- Lincoln, Y. S. & Guba, E. G. (1985). *Lincoln and Guba's evaluative criteria*. Robert Wood Johnson Foundation. <http://www.qualres.org/HomeLinc-3684.html>
- Lisien, L. (2021, April 11). *Finding Fulfillment through Education. Teach Better*. [https://teachbetter.com/blog/finding-fulfillment-through-education/?fbclid=IwZXh0bgNhZW0CMATAAR3Wq-COPVg0A7k3rDk3Me8zoFCYB7gUJWq4mFdF7ryqB33HXE\\_J3TIIIA4\\_aem\\_AaYunFzx9bdgFe9GYBrmCUX2A8-UhN\\_0p-GJe75Th6MmrC7CFLnOIWfLUMyT7\\_kzjxJcu87VOcZOQGcqoIEX\\_6Tg](https://teachbetter.com/blog/finding-fulfillment-through-education/?fbclid=IwZXh0bgNhZW0CMATAAR3Wq-COPVg0A7k3rDk3Me8zoFCYB7gUJWq4mFdF7ryqB33HXE_J3TIIIA4_aem_AaYunFzx9bdgFe9GYBrmCUX2A8-UhN_0p-GJe75Th6MmrC7CFLnOIWfLUMyT7_kzjxJcu87VOcZOQGcqoIEX_6Tg)
- Maslovat, D., & Franks, I. M. (2019). The importance of feedback to performance. In *Routledge eBooks* (pp. 3–10). <https://doi.org/10.4324/9780429340130>
- McKenzie, M. & Solovyova, M. (2021). Pivoting to remote learning: Our practices for supporting nontraditional international students and part-time instructors. *International Teaching Online Symposium*. <https://scholar.uwindsor.ca/cgi/viewcontent.cgi?article=1040&context=itos21>
- Morrow, R., Rodriguez, A., and King, N., (2015). Colaizzi's descriptive phenomenological method. *The Psychologist*, 28(8), 643-644. [https://eprints.hud.ac.uk/id/eprint/26984/1/Morrow\\_et\\_a](https://eprints.hud.ac.uk/id/eprint/26984/1/Morrow_et_a)
- Musa, G. A. (2020). An assessment of the relationship between part-time instructors and performance of university graduates in Kenya's economy: effects of salary payments. *European Journal of Business and Management Research*, 5(2). <https://doi.org/10.24018/ejbmr.2020.5.2.278>
- Nobes, C. (2024b, April 3). *The Gratitude Gap: 2023 State of Recognition Report*. Achievers. [https://www.achievers.com/resources/white-papers/workforce-institute-2023-state-of-employee-recognition/?fbclid=IwZXh0bgNhZW0CMATAAR2maZ8I5ZGJG5RWvVlzz79M1Y3c6r25p4bCVMU4aK9q5eQB\\_MPL8Tf09mU\\_aem\\_AULeerHAWlZvAwma8UsQx7T7IAbciZKxeZ-uZ75awU5DUEiR0R3SKEGuf6Go3\\_NKH9JHgmoeW7MSoyebBMfrqWnB](https://www.achievers.com/resources/white-papers/workforce-institute-2023-state-of-employee-recognition/?fbclid=IwZXh0bgNhZW0CMATAAR2maZ8I5ZGJG5RWvVlzz79M1Y3c6r25p4bCVMU4aK9q5eQB_MPL8Tf09mU_aem_AULeerHAWlZvAwma8UsQx7T7IAbciZKxeZ-uZ75awU5DUEiR0R3SKEGuf6Go3_NKH9JHgmoeW7MSoyebBMfrqWnB)
- Open Educational Resources (OER): Resource roundup*. (2015, December 4). Edutopia. <https://www.edutopia.org/open-educational-resources-guide>
- Padillo, G. G., Manguilimotan, R. P., Capuno, R. G., & Espina, R. C. (2021). Professional development activities and teacher performance. *International Journal of Education and Practice*, 9(3), 497–506. <https://doi.org/10.18488/journal.61.2021.93.497.506>
- Patty McGinnis (2021) *The importance of professional development*. NSTA. [https://www.nsta.org/science-scope/science-scope-novemberdecember-2021/importance-professional-development?fbclid=IwZXh0bgNhZW0CMATAAR03IU\\_wGTuetzvcGvoNeAZqXsqse-6MBpMDip2yPHEfY4OQR02g9-](https://www.nsta.org/science-scope/science-scope-novemberdecember-2021/importance-professional-development?fbclid=IwZXh0bgNhZW0CMATAAR03IU_wGTuetzvcGvoNeAZqXsqse-6MBpMDip2yPHEfY4OQR02g9-)

- ZwGDw aem AUilwLcqQ6MdqlVcG-1AnXKi9jw9gsiQdibmM-6SUiIkWwv-rDa0RH\_TidyYtExTAZyz6MkC7rFYDhUB1Z6VGoEz
- Powers, E. (2016). How industry professionals learn to become effective adjunct professors. *ProQuest LLC*.  
<https://www.proquest.com/docview/1780296224?fromunauthdoc=true&sourcetype=Dissertations%20&%20Theses>
- Praveena, K.R. & Sasikumar, S. (2021). Application of Colaizzi's method of data analysis in phenomenological research. *Medico-Legal Update*, 21(2), 914–918.  
<https://doi.org/10.37506/mlu.v21i2.2800>
- Queens University of Charlotte Online. (2022, May 12). *A guide to qualitative rigor in research*. *Queens University of Charlotte*.  
<https://online.queens.edu/resources/article/guide-to-qualitative-rigor-in-research>
- Quintero, D., & Hansen, M. (2017, September 7). Scrutinizing equal pay for equal work among teachers. *Brookings*. <https://www.brookings.edu/articles/scrutinizing-equal-pay-for-equal-work-among-teachers/>
- Ran, F. X., & Sanders, J. (2019). Early academic outcomes for students of part-time faculty at community colleges: How and why does instructors' employment status influence student success. *Columbia University Libraries*.  
<https://doi.org/10.7916/d8-9ph0-w993>
- Rashid, M. H. A. (2023b, July 30). *Impact of teacher training on student learning*. Library & Information Management. [https://limbd.org/impact-of-teacher-training-on-student-learning/?fbclid=IwZXh0bgNhZW0CMTAAAR3RtNjVJ99\\_M5Jnxp6T0w-9zDUObTSNrdhpur8lq9u1EOfdWB1\\_j5uaA\\_aem\\_AUL3GUwoPMEr3j3qjmKdEdBUCZwwvJ61V6UtaHrVB--OlcHa3YZY2VVP2wL5jwfkEBCeoGgXj8r-d-HFrzPoiXz](https://limbd.org/impact-of-teacher-training-on-student-learning/?fbclid=IwZXh0bgNhZW0CMTAAAR3RtNjVJ99_M5Jnxp6T0w-9zDUObTSNrdhpur8lq9u1EOfdWB1_j5uaA_aem_AUL3GUwoPMEr3j3qjmKdEdBUCZwwvJ61V6UtaHrVB--OlcHa3YZY2VVP2wL5jwfkEBCeoGgXj8r-d-HFrzPoiXz)
- Robinson, O. (2014). Sampling in interview-based qualitative research: A theoretical and practical guide. *RG Partner*. 11(1),  
[https://www.researchgate.net/publication/263445842\\_Sampling\\_in\\_Interview-Based\\_Qualitative\\_Research\\_A\\_Theoretical\\_and\\_Practical\\_Guide#:~:text=Purpose%20sampling%20was%20utilized%20because,objectives%20\(Robinson%2C%202014\)%20](https://www.researchgate.net/publication/263445842_Sampling_in_Interview-Based_Qualitative_Research_A_Theoretical_and_Practical_Guide#:~:text=Purpose%20sampling%20was%20utilized%20because,objectives%20(Robinson%2C%202014)%20)
- Salvosa, I. (2022, November 7). *Adjunct faculty base pay, benefits to increase in new union agreement, officials say*. *The GW Hatchet*.  
<https://gwhatchet.com/2022/11/07/adjunct-faculty-base-pay-benefits-to-increase-in-new-union-agreement-officials-say/>
- Sanchez-Danday, A. S. Q. (2023). Employability of elementary education graduates and undergraduates: the case of a teacher education institution in the Philippines. *European Modern Studies Journal*, 7(3), 198–210.  
[https://doi.org/10.59573/emsj.7\(3\).2023.20](https://doi.org/10.59573/emsj.7(3).2023.20)
- Schindler, L. A., Burkholder, G. J., Morad, O. A., & Marsh, C. (2017). Computer-based technology and student engagement: a critical review of the literature. *International Journal of Educational Technology in Higher Education*, 14(1).  
<https://doi.org/10.1186/s41239-017-0063-0>
- Shirani Bidabadi N, Nasr Isfahani A, Rouhollahi A, Khalili R. (2016) *Effective Teaching Methods in Higher Education: Requirements and Barriers*.  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5065908/#ref-list-a.h.btitle>






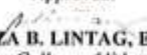
- Shosha, G. A. (2012). Employment Of Colaizzi's strategy in descriptive phenomenology: A reflection of a researcher. *Research Gate*. <https://www.researchgate.net/publication/309591799>
- Staddon, R. V. (2020). Bringing technology to the mature classroom: age differences in use and attitudes. *International Journal of Educational Technology in Higher Education*, 17(1). <https://doi.org/10.1186/s41239-020-00184-4>
- Stamberger, J. (2023, May 21). *The Pros and Cons of hybrid education: Balancing benefits and challenges to ensure student success — Jeffrey Stamberger*. Jeffrey Stamberger. <https://jeffreystamberger.com/writing/the-pros-and-cons-of-hybrid-education-balancing-benefits-and-challenges-to-ensure-student-success>
- Stonebraker, R. J., & Stone, G. S. (2015). Too old to teach? The effect of age on college and university professors. *Research in Higher Education*, 56(8), 793–812. <https://doi.org/10.1007/s11162-015-9374-y>
- Svihus, C. L. (2023). Online teaching in higher education during the COVID-19 pandemic. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-023-11971-7/>
- Tang, K. H. D. (2023). Student-centered approach in teaching and learning: What does it really mean? *Acta Pedagogica Asiana*, 2(2), 72–83. <https://doi.org/10.53623/apga.v2i2.218>
- Teacher quality: Understanding the effectiveness of teacher attributes*. (n.d.). Economic Policy Institute. [https://www.epi.org/publication/books\\_teacher\\_quality\\_execsum\\_intro/](https://www.epi.org/publication/books_teacher_quality_execsum_intro/)
- Terada, Y. (2019, February 27). *The key to effective classroom management*. Edutopia. <https://www.edutopia.org/article/key-effective-classroom-management>
- TravellingWelshman. (2022, January 10). *The Ultimate Guide to Teaching: Children vs Adults*. Travelling Welshman. <https://www.travellingwelshman.com/2022/01/10/the-ultimate-guide-to-teaching-children-vs-adults>
- University of Santo Tomas. (2023, October 2). *Bachelor of Elementary Education - University of Santo Tomas*. <https://www.ust.edu.ph/academics/programs/bachelor-of-elementary-education/>
- Vicente, E. D. (2018). An exploration of contingent faculty experiences at a private, liberal arts college. *Review of Social Sciences*, 2(3). <https://doi.org/10.18533/rss.v2i3.91>
- Victoria Mcdougald. (2021) The negative effects of student absenteeism: From bad to worse in a pandemic. (n.d.). *The Thomas B. Fordham Institute*. <https://fordhaminstitute.org/national/commentary/negative-effects-student-absenteeism-bad-worse-pandemic>
- Webb, A. S. & Welsh, A. J. (2019). Phenomenology as a methodology for Scholarship of Teaching and Learning research. *Teaching & Learning Inquiry*. 7(1). <http://dx.doi.org/10.20343/teachlearningqu.7.1.11>
- Whitmore, J. B. (2023). Feeling the burn: A phenomenological study on burnout among adjunct professors at higher education institutions. *Scholars Crossing*. <https://digitalcommons.liberty.edu/doctoral/4547>
- Wirihana, L., Welch, A., Williamson, M., Christensen, M., Bakon, S., & Craft, J. (2018). Using Colaizzi's method of data analysis to explore the experiences of nurse academics teaching on satellite campuses. *Nurse Researcher*, 25(4), 30–34. <https://doi.org/10.7748/nr.2018.e1516>



- Xu, D. (2019). Academic performance in community colleges: The influences of part-time and full-time instructors. *American Educational Research Journal*, 56(2), 368–406. <https://doi.org/10.3102/0002831218796131>
- Zhao, L., Zhao, B., & Li, C. (2023). Alignment analysis of teaching–learning–assessment within the classroom: how teachers implement project-based learning under the curriculum standards. *Disciplinary and Interdisciplinary Science Education Research*, 5(1). <https://doi.org/10.1186/s43031-023-00078-1>
- Zitko, P., & Schultz, K. (2020). The adjunct model as an equity crisis in higher education: A qualitative inquiry into the lived experience of “part-time” community college faculty in Northern California. *Education Leadership Review of Doctoral Research*, 8, 1–19. <http://files.eric.ed.gov/fulltext/EJ1292069.pdf>

## Appendix A

### LETTER OF PERMISSION TO CONDUCT THE STUDY

	<p><b>DON HONORIO VENTURA STATE UNIVERSITY</b>          Cabambangan, Villa de Bacolor, Pampanga, Philippines          Tel. No. (0345) 458 0021; Fax (0345) 458 0021 Local 211          URL: <a href="http://dhvsu.edu.ph">http://dhvsu.edu.ph</a></p> <p><b>COLLEGE OF EDUCATION</b>          CHED Center of Development in Teacher Education          Dhvsu Main Campus, Villa de Bacolor, Pampanga          E-Mail Address: <a href="mailto:coe@dhvsu.edu.ph">coe@dhvsu.edu.ph</a></p>	
<p>April 12, 2024</p>		
<p><b>RIZA B. LINTAG, EdD</b>  <i>Dean, College of Education</i>  <i>This University</i></p>		
<p>Dr. Lintag:</p>		
<p>Greetings!</p>		
<p>We are 3rd year Bachelor of Elementary Education major in General Education students from the College of Education of this University currently conducting a thesis with the following details:</p>		
<p>Working Title</p>	<p>: Lived Experiences of College Instructors Under Contract of Service Status</p>	
<p>Objective</p>	<p>: The researchers aim to explore the lived experiences of Bachelor of Elementary Education COS college instructors in teaching college students at a certain state university in Pampanga from the Academic Year 2021–2024.</p>	
<p>Researchers</p>	<p>: Dexyll M. Gonzales          Kiana Grace V. Mamangun          Precious Elaine I. Naguit          Junesa B. Ronquillo          May Ann Joy P. Zablan</p>	
<p>Adviser</p>	<p>: Jenelyn T. Peña, EdD</p>	
<p>In this regard, we would like to seek permission and approval to conduct the above-cited study and administer a face-to-face interview among COS college instructors of Bachelor of Elementary Education program.</p>		
<p>Thank you very much and we look forward to your approval and support.</p>		
<p>On behalf of the group,</p>		
<p>  <b>DEXYLL M. GONZALES</b>  <i>Researcher</i></p>		
<p>Noted:</p>		
<p>  <b>JENELYN T. PEÑA, EdD</b>  <i>Research Adviser</i></p>		
<p>Recommending Approval:    <b>THACIA GAYLE C. BONDOC, MASE</b>  <i>Area Chairperson, BEEd &amp; BECED Program</i></p>		
<p>Approved:    <b>RIZA B. LINTAG, EdD</b>  <i>Dean, College of Education</i></p>		

## Appendix B

### LETTER OF ENDORSEMENT TO CONDUCT THE STUDY

 **DON HONORIO VENTURA STATE UNIVERSITY**  
College of Education  
2002 Center of Development in Teacher Education  
3400a Main Campus, Iloilo de Bacolor, Pampanga  
5000 Iloilo City, Philippines  
Tel. No. (045) 458-0000; Fax (045) 458-0000; Email: info@dhvsu.edu.ph

April 18, 2024

**VICKY F. VITAL, EdD**  
Director  
Don Honorio Ventura State University, Iloilo Campus

Dr. Vital,

Greetings!

We, the Third Year (3rd Year) students, taking Bachelor of Elementary Education Major in General Education, is currently working on our research study entitled "Lived Experiences of College Instructors Under Contract of Service Status". The researchers aim to explore the lived experiences of Bachelor of Elementary Education CDS college instructors in teaching college students from the Academic Year 2023-2024.

In view of this, we would like to ask your good office to allow us gather the necessary data from our participants, the Bachelor of Elementary Education CDS college instructors under the BEEd program, from this university, the DHVSU, Iloilo Campus. Rest assured that the information collected will be treated with utmost confidentiality.

Thank you very much and we are looking forward to your positive response.


Respectfully yours,  
  
Danyll M. Gonzalez  
Kiana Ranao V. Manangan  
Denzel James L. Nagat  
Aurea M. Ranzuela  
May Angel P. Zablan

Noted by:  
  
**JENELYN T. PEÑA, EdD**  
Research Advisor

Recommending Approval:  
  
**TRICIA G. M. BONDOC, MASE**  
Area Chairperson, BEEd & BECED Program, Bacolor Campus

  
**RIZA B. LINTAG, EdD**  
Dean, College of Education, Bacolor Campus

Approved by:  
  
**VICKY F. VITAL, EdD**  
Director, Don Honorio Ventura State University, Iloilo Campus

 **DON HONORIO VENTURA STATE UNIVERSITY**  
College of Education  
2002 Center of Development in Teacher Education  
3400a Main Campus, Iloilo de Bacolor, Pampanga  
5000 Iloilo City, Philippines  
Tel. No. (045) 458-0000; Fax (045) 458-0000; Email: info@dhvsu.edu.ph

April 18, 2024

**JOVITA G. RIVERA, PhD**  
Director  
Don Honorio Ventura State University, Iloilo Campus

Dr. Rivera:


Greetings!


We, the Third Year (3rd Year) students, taking Bachelor of Elementary Education Major in General Education, is currently working on our research study entitled "Lived Experiences of College Instructors Under Contract of Service Status". The researchers aim to explore the lived experiences of Bachelor of Elementary Education CDS college instructors in teaching college students from the Academic Year 2023-2024.


In view of this, we would like to ask your good office to allow us gather the necessary data from our participants, the Bachelor of Elementary Education CDS college instructors under the BEEd program, from this university, the DHVSU, Iloilo Campus. Rest assured that the information collected will be treated with utmost confidentiality.


Thank you very much and we are looking forward to your positive response.

Respectfully yours,  
  
Danyll M. Gonzalez  
Kiana Ranao V. Manangan  
Denzel James L. Nagat  
Aurea M. Ranzuela  
May Angel P. Zablan

Noted by:  
  
**JENELYN T. PEÑA, EdD**  
Research Advisor

Recommending Approval:  
  
**TRICIA G. M. BONDOC, MASE**  
Area Chairperson, BEEd & BECED Program, Bacolor Campus

  
**RIZA B. LINTAG, EdD**  
Dean, College of Education, Bacolor Campus

Approved by:  
  
**JOVITA G. RIVERA, PhD**  
Director, Don Honorio Ventura State University, Iloilo Campus

## Appendix C.

## LETTER FOR VALIDATORS


**DON HONORIO VENTURA STATE UNIVERSITY**

Cabambangan, Villa de Bicolor, Pampanga, Philippines  
 Tel. No. (0345) 458 0021; Fax (0345) 458 0021 Local 211  
 URL: <http://dhvsu.edu.ph>

**COLLEGE OF EDUCATION**

CHED Center of Development in Teacher Education  
 DHVSU Main Campus, Villa de Bicolor, Pampanga  
 E-Mail Address: [coed@dhvsu.edu.ph](mailto:coed@dhvsu.edu.ph)



April 12, 2024

**CATHERINE G. DANGANAN, PhD**  
*Research Specialist*  
*College of Education*

Dr. Danganan:

Greetings!

We are 3rd year Bachelor of Elementary Education major in General Education students from the College of Education of this University currently conducting a thesis with the following details:

Working Title	: Lived Experiences of College Instructors Under Contract of Service Status
Objective	: The researchers aim to explore the lived experiences of Bachelor of Elementary Education COS college instructors in teaching college students at a certain state university in Pampanga from the Academic Year 2023–2024.
Researchers	: Dexyll M. Gonzales Kiana Grace V. Mamangun Precious Elaine I. Naguit Junesa B. Ronquillo May Ann Joy P. Zablan
Adviser	: Jenelyn T. Peña, EdD

With your expertise as a research specialist, we sincerely ask for your assistance to conduct a content validation of our proposed structured questions in relation to our proposed specific questions (objectives) of the study. Please see the attached tool to see details pertinent to the validation process.

Thank you very much and we look forward to your approval and support.

On behalf of the group,










  
**DEXYLL M. GONZALES**  
*Researcher*

Noted by:

  
**JENELYN T. PEÑA, EdD**  
*Research Adviser*

## Appendix D.

### VALIDATION CERTIFICATES

<div style="text-align: center;">  <b>DON HONORIO VENTURA STATE UNIVERSITY</b>  <small>Cabarruyan, Villa de Basco, Palawan, Philippines Tel. No. (0542) 458-0021; Fax (0542) 458-0021 Local 211 URL: <a href="http://dhvu.edu.ph">http://dhvu.edu.ph</a></small>  </div> <hr/> <p style="text-align: center;">Certificate of Validation</p>  <p style="text-align: center;">CERTIFICATION</p> <p style="text-align: center;">This is to certify that the undersigned has checked, corrected, and validated the research instrument to be use for the research paper entitled "Lived Experiences of College Instructors Under Contract of Service Status".</p>  <p style="text-align: center;">Signed and issued this 12th day of April 2024.</p> <p style="text-align: center;">   <b>CATHERINE R. DROGANAN, PhD</b>  <i>College of Education</i> </p>	<div style="text-align: center;">  <b>DON HONORIO VENTURA STATE UNIVERSITY</b>  <small>Cabarruyan, Villa de Basco, Palawan, Philippines Tel. No. (0542) 458-0021; Fax (0542) 458-0021 Local 211 URL: <a href="http://dhvu.edu.ph">http://dhvu.edu.ph</a></small>  </div> <hr/> <p style="text-align: center;">Certificate of Validation</p>  <p style="text-align: center;">CERTIFICATION</p> <p style="text-align: center;">This is to certify that the undersigned has checked, corrected, and validated the research instrument to be use for the research paper entitled "Lived Experiences of College Instructors Under Contract of Service Status".</p>  <p style="text-align: center;">Signed and issued this 12th day of April 2024.</p> <p style="text-align: center;">   <b>MARYELLEN G. SIBUG, EdD</b>  <i>College of Industrial Technology</i> </p>
<div style="text-align: center;">  <b>DON HONORIO VENTURA STATE UNIVERSITY</b>  <small>Cabarruyan, Villa de Basco, Palawan, Philippines Tel. No. (0542) 458-0021; Fax (0542) 458-0021 Local 211 URL: <a href="http://dhvu.edu.ph">http://dhvu.edu.ph</a></small>  </div> <hr/> <p style="text-align: center;">Certificate of Validation</p>  <p style="text-align: center;">CERTIFICATION</p> <p style="text-align: center;">This is to certify that the undersigned has checked, corrected, and validated the research instrument to be use for the research paper entitled "Lived Experiences of College Instructors Under Contract of Service Status".</p>  <p style="text-align: center;">Signed and issued this 12th day of April 2024.</p> <p style="text-align: center;">   <b>ANDREA V. MARIANO, RPh, CHRA</b>  <i>College of Social Sciences and Philosophy</i> </p>	

## **Appendix E**

### **GRAMMARIAN'S CERTIFICATION**

**Appendix F.**  
**PLAGIARISM SCAN REPORT**

## Appendix G

## VALIDATED SEMI-STRUCTURED QUESTIONNAIRES

**DON HONORIO VENTURA STATE UNIVERSITY** COLLEGE OF EDUCATION  
 Calabanga, Villa de Basilin 2001, Pangasinana, Philippines  
 Tel. No. (045) 458-0021; Fax (045) 458-0021; Local 271  
 URL: <http://dhvu.edu.ph>  
 Don Honorio Ventura State University  
 Center of Development for Teacher Education  
 045-458-188  
 045-458-188  
 045-458-188

**Working Title:** Lived Experiences of College Instructors Under Contract of Service Status

**Researchers:** Derol M. Gonzales  
 Kiana Grace V. Manzanera  
 Precious Elaine I. Nagut  
 James B. Rosquillo  
 Mar Ann Joy P. Caldas

**Program:** Bachelor of Elementary Education major in General Education

**General Objective of the Study:** The researchers aim to explore the lived experiences of Bachelor of Elementary Education COE college instructors in teaching college students at a certain state university in Pangasinana from the Academic Year 2013-2014.

**Adviser:** Janelyn T. Peña, EdD

**EXPERT CONTENT VALIDATION TOOL**

Research Questions	Proposed Structured Questions	Accept	Reject	Modify	Suggestions/Recommendations
1. What are the lived experiences of the participants with regards to teaching college students?	What is your perception about BEE4 COE college instructors teaching college students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	What are the specific reasons that compelled you to be a BEE4 COE college instructor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	As a holder of BEE4 bachelor's degree, being trained with elementary students, how does it feel to teach college students? Enumerate as many feelings as you can.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	As a holder of BEE4 bachelor's degree, being trained with elementary level subjects, how does it feel to handle college level subjects? Enumerate as many feelings as you can.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	As a BEE4 COE college instructor, how would you describe your experiences in teaching Professional Education Subjects to college students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**DON HONORIO VENTURA STATE UNIVERSITY** COLLEGE OF EDUCATION  
 Calabanga, Villa de Basilin 2001, Pangasinana, Philippines  
 Tel. No. (045) 458-0021; Fax (045) 458-0021; Local 271  
 URL: <http://dhvu.edu.ph>  
 Don Honorio Ventura State University  
 Center of Development for Teacher Education  
 045-458-188  
 045-458-188  
 045-458-188

Research Questions	Proposed Structured Questions	Accept	Reject	Modify	Suggestions/Recommendations
	As a BEE4 COE college instructor, how would you describe your experiences in teaching Major Subjects to college students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	What are the means that you do in order to have learning resources materials in teaching Professional Education Subjects and Major Subjects to college students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	How would you describe your experiences in managing a classroom environment in a college setting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	As BEE4 COE college instructor, what are the challenges you encounter that directly affects the teaching-learning process in teaching college students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	As BEE4 COE college instructor, what are the challenges you encounter in teaching college students that directly affects your well-being?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	In teaching college students, what are your experiences as BEE4 COE college instructor that are not acknowledged by the state university's administration?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	How do you manage the comparison between your teaching expertise as a BEE4 COE college instructor, and the competency of teaching college students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	What are the differences that encompass being a BEE4 COE college instructor teaching college level students as compared to teaching elementary level students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**DON HONORIO VENTURA STATE UNIVERSITY** COLLEGE OF EDUCATION  
 Calabanga, Villa de Basilin 2001, Pangasinana, Philippines  
 Tel. No. (045) 458-0021; Fax (045) 458-0021; Local 271  
 URL: <http://dhvu.edu.ph>  
 Don Honorio Ventura State University  
 Center of Development for Teacher Education  
 045-458-188  
 045-458-188  
 045-458-188

Research Questions	Proposed Structured Questions	Accept	Reject	Modify	Suggestions/Recommendations
2. How do the participants overcome such experiences in teaching college students?	What are your practices as BEE4 COE college instructor in managing your stress related to teaching college students and handling college level subjects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	What are your strategies in teaching Professional Education Subjects and Major Subjects as an effective BEE4 COE college instructor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	How do you cope up with the experiences related to having insufficient access to learning resources materials in teaching Professional Education Subjects and Major Subjects to college students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	How do you integrate technology as your tool into your teaching practices to enhance the teaching-learning process in teaching college students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	What are your strategies in managing a classroom environment in a college setting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	What are your coping mechanisms in addressing your challenges that emerged from being a BEE4 COE college instructor teaching college students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	How do you cope up with the challenges in teaching college students that directly affect your well-being?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	What or who are your specific support systems that help you navigate your role effectively as a BEE4 COE college instructor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**DON HONORIO VENTURA STATE UNIVERSITY** COLLEGE OF EDUCATION  
 Calabanga, Villa de Basilin 2001, Pangasinana, Philippines  
 Tel. No. (045) 458-0021; Fax (045) 458-0021; Local 271  
 URL: <http://dhvu.edu.ph>  
 Don Honorio Ventura State University  
 Center of Development for Teacher Education  
 045-458-188  
 045-458-188  
 045-458-188

Research Questions	Proposed Structured Questions	Accept	Reject	Modify	Suggestions/Recommendations
	How do you seek support from your colleagues in addressing challenges in teaching college students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	How do you maintain your motivation and enthusiasm in teaching college students despite the challenges you encounter as a BEE4 COE college instructor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. What recommendations may be derived from the experiences of the participants to improve the welfare of the COE college instructors?	What recommendations would you suggest for optimizing a healthy balance between the loaded subjects and effective teaching outcomes of the BEE4 COE college instructor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	What do you think are the existing support systems or resources that have been particularly beneficial for BEE4 COE college instructors and how might these be expanded?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	What steps do you think could be taken in addressing issues related to disparities in accessing learning resources materials among BEE4 COE college instructors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	What support mechanisms would you recommend to address issues related to stress in teaching college students of BEE4 COE college instructor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	What specific professional development opportunities or training programs that you believe would be valuable for enhancing the teaching expertise of BEE4 COE college instructor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	What recommendations would you suggest to the university's administrator to create an effort in enhancing the overall welfare of BEE4 COE college instructors in teaching college students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



## Appendix H

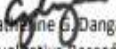
### CERTIFICATION FROM DATA ANALYST

<p><b>SOP 1</b></p> <p>What are the lived experiences of the participants with regards to teaching college students?</p> <p><b>Theme 1 Motivation for Teaching at the College Level</b></p> <ul style="list-style-type: none"> <li>Subtheme 1 Career alignment and qualification issues</li> <li>Subtheme 2 Competitive salary and prestige</li> <li>Subtheme 3 Opportunities for professional growth</li> <li>Subtheme 4 Personal preference for teaching adults over children</li> </ul> <p><b>Theme 2 Challenges in Teaching College Students</b></p> <ul style="list-style-type: none"> <li>Subtheme 1 Transitioning from teaching younger students to college students</li> <li>Subtheme 2 Adapting pedagogical techniques suited for children to adult learners</li> <li>Subtheme 3 Managing classroom environment and student behavior</li> <li>Subtheme 4 Handling subject matter expertise and preparation</li> </ul> <p><b>Theme 3 Classroom Management</b></p> <ul style="list-style-type: none"> <li>Subtheme 1 Easier management of college students compared to younger students</li> <li>Subtheme 2 Minimal need for elaborate management strategies</li> <li>Subtheme 3 Issues with student attendance and participation</li> </ul> <p><b>Theme 4 Pedagogical Adaptations and Strategies</b></p> <ul style="list-style-type: none"> <li>Subtheme 1 Adjusting teaching methods for different educational levels (elementary vs. college)</li> <li>Subtheme 2 Emphasis on content depth and pedagogy for college students</li> <li>Subtheme 3 Experience-based teaching and sharing real-world examples</li> </ul> <p><b>Theme 5 Infrastructure and Resources</b></p> <ul style="list-style-type: none"> <li>Subtheme 1 Issues with physical facilities and instructional materials</li> <li>Subtheme 2 Effect of online teaching on instructional effectiveness</li> <li>Subtheme 3 Challenges due to misalignment of subject expertise with teaching assignments</li> </ul> <p><b>Theme 6 Personal Fulfillment and Influence</b></p> <ul style="list-style-type: none"> <li>Subtheme 1 Sense of fulfillment in shaping future educators</li> <li>Subtheme 2 Sharing wisdom and experiences with students</li> </ul>	<p>Subtheme 3 Impact of teaching on students' professional development</p> <p><b>SOP 2</b></p> <p>How do the participants overcome such experiences in teaching college students?</p> <p><b>Theme 1 Adaptive Teaching Strategies:</b></p> <p><b>Theme 2 Support Systems:</b></p> <p><b>Theme 3 Professional Development:</b></p> <p><b>Theme 4 Flexibility and Adaptability:</b></p> <p><b>Theme 5 Student Engagement and Relationships:</b></p> <p><b>Theme 6 Effective Classroom Management:</b></p> <p><b>SOP 3</b></p> <p>What recommendations may be derived from the experiences of the participants to improve the overall welfare of the COS college instructors?</p> <p><b>Theme 1 Resource Availability and Management:</b></p> <ul style="list-style-type: none"> <li>Subtheme 1 Need for a centralized repository of learning materials</li> <li>Subtheme 2 Adequate teaching resources to be provided</li> </ul> <p><b>Theme 2 Hiring Practices and Staff Allocation:</b></p> <ul style="list-style-type: none"> <li>Subtheme 1 Hiring more qualified BEEd instructors</li> <li>Subtheme 2 Proper alignment of instructors' qualifications with their teaching assignments</li> <li>Subtheme 3 Consistency in Teaching Assignments</li> </ul> <p><b>Theme 3 Professional Development:</b></p> <ul style="list-style-type: none"> <li>Subtheme 1 Increased seminars, trainings, and professional development opportunities</li> <li>Subtheme 2 Opportunities to gain new trends and knowledge in the teaching profession</li> </ul> <p><b>Theme 4 Recognition and Compensation:</b></p> <ul style="list-style-type: none"> <li>Subtheme 1 Recognition of COS instructors' efforts and contributions</li> </ul>
---	--

Subtheme 2 Fair compensation, including benefits like paid holidays.



Things to do: Support each theme and subthemes with relevant literatures and attach sample transcripts from the responses of the participants related to each theme. At the last part of the chapter make a synthesis of interpretation by providing your own discussion and perspectives as the researchers of the study. It is important to note that the content of your findings will be discussed interrelatedly.

Prepared by:

  
 Catherine D. Danganan, PhD  
 Qualitative Research Specialist  
 College of Education  
 DHVSU-Bacolor, Campu

## Appendix I.

## SAMPLE INFORMED CONSENT FORM

	<h1>DON HONORIO VENTURA STATE UNIVERSITY</h1> <p>Cabambangan, Villa de Bacolor, Pampanga, Philippines Tel. No. (6345) 458 0021; Fax (6345) 458 0021 Local 211 URL: <a href="http://dhvsu.edu.ph">http://dhvsu.edu.ph</a></p>	
<h2>COLLEGE OF EDUCATION</h2> <p><i>CHED Center of Development in Teacher Education</i> DHVSU Main Campus, Villa de Bacolor, Pampanga E-Mail Address: <a href="mailto:coe@dhvsu.edu.ph">coe@dhvsu.edu.ph</a></p>		
<h3>Informed Consent for Interview</h3>		
<p>"Lived Experiences of College Instructors Under Contract of Service Status"</p>		
<p>I (<u>[Signature]</u>), agreed to be interviewed for the research study entitled "<b>Lived Experiences of College Instructors Under Contract of Service Status</b>" which is undertaken by the 3rd year Bachelor of Elementary Education students of Don Honorio Ventura State University.</p>		
<p>I likewise certify that I have been told of the confidentiality of information collected for this research study in the anonymity of my participation that I have been given satisfactory answers to my inquiries regarding the procedures and other matters; and that I have been advise that I am free to withdraw my consent and to discontinue participation in the activity anytime without prejudice.</p>		
<p>I agree to participate in one or more electronically recorded interviews for this project. I understand that such interviews and related materials will be kept completely anonymous, and that the results of this study may be publish in an academic journal or book.</p>		
<p>I agree that any information obtain from this research may be used in any way thought best for this study and that I will be inform about the result of the study.</p>		
<hr/> <p>Signature Over Printed Name of Interviewee</p>	<hr/> <p>04-29-24 Date</p>	

## CURRICULUM VITAE

**Dexyll M. Gonzales**

△ Zone 5, San Isidro Sta. Ana Pampanga

☎ 09567550635

✉ dexyllgonzales6@gmail.com



### EDUCATIONAL BACKGROUND

Tertiary	Don Honorio Ventura State University
Secondary	Justino Sevilla High School
Primary	Mangga Cacutud Elementary School

### PERSONAL INFORMATION

Date of Birth:	November 1, 2002
Place of Birth:	Arayat, Pampanga
Gender:	Female
Nationality:	Filipino
Civil Status:	Single
Religion:	Iglesia Ni Cristo

### Data Privacy Statement

In accordance with the Data Privacy Act of 2012 (R.A. 10173), I hereby permit the inclusion of my information in this Curriculum Vitae. I am fully aware that such data will be used solely for reference purposes only and will be treated with utmost confidentiality by the College of Education of the Don Honorio Ventura State University.

**DEXYLL M. GONZALES**

**June 4, 2024**

**Printed Name & Signature**

**Date**

**Kiana Grace V. Mamangun**

△ 363, Purok 5, San Miguel Mexico, Pampanga

☎ 09356765941

✉ kianamamangun2804@gmail.com

**EDUCATIONAL BACKGROUND**

Tertiary	Don Honorio Ventura State University
Secondary	Pampanga High School
Primary	Mexico Elementary School

**PERSONAL INFORMATION**

Date of Birth:	August 28, 2002
Place of Birth:	San Miguel Mexico, Pampanga
Gender:	Female
Nationality:	Filipino
Civil Status:	Single
Religion:	Roman Catholic

**Data Privacy Statement**

In accordance with the Data Privacy Act of 2012 (R.A. 10173), I hereby permit the inclusion of my information in this Curriculum Vitae. I am fully aware that such data will be used solely for reference purposes only and will be treated with utmost confidentiality by the College of Education of the Don Honorio Ventura State University.

  
**KIANA GRACE V. MAMANGUN**

**June 4, 2024**

**Printed Name & Signature**

**Date**

**Precious Elaine I. Naguit**

△ 1255, Mesalipit St., San Vicente Sto. Tomas Pampanga

☎ 09066773057

✉ preciousnaguit22@gmail.com

**EDUCATIONAL BACKGROUND**

Tertiary	Don Honorio Ventura State University
Secondary	San Matias National High School
Primary	San Elementary School

**PERSONAL INFORMATION**

Date of Birth:	April 17, 2002
Place of Birth:	JBL, San Fernando, Pampanga
Gender:	Female
Nationality:	Filipino
Civil Status:	Single
Religion:	Roman Catholic

**Data Privacy Statement**

In accordance with the Data Privacy Act of 2012 (R.A. 10173), I hereby permit the inclusion of my information in this Curriculum Vitae. I am fully aware that such data will be used solely for reference purposes only and will be treated with utmost confidentiality by the College of Education of the Don Honorio Ventura State University.

**PRECIOUS ELAINE I. NAGUIT**

**June 4, 2024**

**Printed Name & Signature**

**Date**

**Junesa B. Ronquillo**

△ Purok 2-A, Natividad, Guagua, Pampanga

☎ 09462974327

✉ ronquillojunesa26@gmail.com

**EDUCATIONAL BACKGROUND**

Tertiary	Don Honorio Ventura State University
Secondary	Natividad High School
Primary	Natividad Elementary School

**PERSONAL INFORMATION**

Date of Birth:	December 26, 2002
Place of Birth:	Guagua, Pampanga
Gender:	Female
Nationality:	Filipino
Civil Status:	Single
Religion:	Roman Catholic

**Data Privacy Statement**

In accordance with the Data Privacy Act of 2012 (R.A. 10173), I hereby permit the inclusion of my information in this Curriculum Vitae. I am fully aware that such data will be used solely for reference purposes only and will be treated with utmost confidentiality by the College of Education of the Don Honorio Ventura State University.

**JUNESA B. RONQUILLO**

**June 4, 2024**

**Printed Name & Signature**

**Date**

**May Ann Joy P. Zablan**

△ #47 J. Cordero Street, Poblacion, Sto.Tomas, Pampanga

☎ 09609400369

✉ zablanmayannjoy287@gmail.com



### **EDUCATIONAL BACKGROUND**

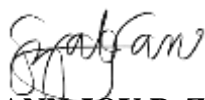
Tertiary	Don Honorio Ventura State University
Secondary	San Matias National High School
Primary	Sto.Tomas Elementary School

### **PERSONAL INFORMATION**

Date of Birth:	May 05, 2003
Place of Birth:	Sto. Tomas, Pampanga
Gender:	Female
Nationality:	Filipino
Civil Status:	Single
Religion:	Roman Catholic

### **Data Privacy Statement**

In accordance with the Data Privacy Act of 2012 (R.A. 10173), I hereby permit the inclusion of my information in this Curriculum Vitae. I am fully aware that such data will be used solely for reference purposes only and will be treated with utmost confidentiality by the College of Education of the Don Honorio Ventura State University.



**MAY ANN JOY P. ZABLAN**

**June 4, 2024**

**Printed Name & Signature**

**Date**