

## Research Article

### AN EXPLORATION ON GRADUATES' WORKPLACE ISSUES, CHALLENGES, AND PRAXIS

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#### ABSTRACT

Higher education institutions are committed to serving the students and assisting them in finding employment. This study helps the college gather enough information about how graduates engage in the workplace as part of the educational system. It used a Mixed Method of research. The respondents are the graduates from 2016 to 2020 from the Bachelor of Elementary Education (Generalist and Pre-Elem) and Bachelor of Secondary Education programs of Bataan Peninsula State University. The study used t-test, ANOVA, Tukey test, and MAXQDA for data processing. The study revealed that out of the 121 respondents, most are 22 to 26-year-old and female. The issues in the workplace that the respondents consider affecting them are the workload, promotion, and salary. The challenges in the workplace that the respondents think are challenging to them are students' attitudes and behaviour, bullying, parent involvement, school facilities, and technology and social media skills. There is no significant difference in the issues and challenges that the respondents experienced when they were grouped according to their profile except for age, there are significant differences exist in the technology and social media skills, and school facilities. If the respondents were grouped according to the area of specialization, significant differences also exist in the promotion and student attitudes and behaviours. Teacher education graduates' learning's in college are useful and applicable to their current job as a teacher.

**Keywords:** Challenges, Promotion, Salary Benefits, Workload, Workplace.

#### INTRODUCTION

Higher education institutions must be committed to serving the students and assisting them in finding employment. Moreover, according to Molefhe (2017), local universities have to recognize the need to aid national development by improving the quality and quantity of the human resources that go through the institution, as outlined in its prospectus/calendar. Tomlinson (2012), said that Universities have experienced heightened pressures to respond to an increasing range of internal and external market demands, reframing the perceived value of their activities and practices. The issue of graduate employability tends to rest within Higher Education. Some studies say that higher education should focus on the employability of graduates and the demands of the labor market. According to Behle (2020), said that employability has become one of the most important outcomes of higher education despite it being weakly conceptualized for the sector. The lack of an accepted conceptualization to address students' and graduates' employability results in difficulties when comparing research findings and therefore in assessing the quality of higher education provision. The college should simply create a method to know the current needs of the job and be prepared to teach it to their students. Because Sian Rees (2019) visualized an ontology of higher education employability, which has the notion of 'entrepreneurial spirit' at the center. The paper finds that embedding an entrepreneurial approach can help drive innovation in subject-level teaching in a way that can enhance, rather than inhibit, critical academic inquiry. Students should also plan their career aspirations. As mentioned by Mozahid (2010), university students form a career plan during their student life and try to follow it after graduation. Becoming a competent worker in society is the first step in demonstrating their skills and ability, and the translation from student to the worker through schooling is a positive cycle for a sustainable society.

The study of Pheko (2016 ) and Chandrakumara (2015), stated and proved that the skills of the graduates and their present job skills should simply coincide or correlate. It indicated that students primarily attributed the current unemployment status of graduates to skills mismatch. Self-efficacy is an individual's self-evaluation of their capability to organize and execute the courses of action required to produce certain goals or attainments. Furthermore, the study by Kessy (2020), revealed that graduates now cannot find a direct link between what they studied and the requirements of the labor market. Despite such problems with the mismatch of graduates and their work, the issue of teaching is unique. The required competencies the future teachers are clear. The university must continue to focus on ensuring that these skills and knowledge are acquired by its graduates. Proved in the study by Trede (2014), that early workplace learning experiences at university will be used as a strategy to assist students to transition into these institutions and develop more deliberate learners and professionals. The College of Education must instill among the students that teaching is rewarding and yet complex work. It is also considered the noblest profession. Teachers are forever learners, need deep content expertise on the subjects they teach and need to ensure that they facilitate learning to their students well. Teachers must understand how students 'learning develops within a subject area. They must also know the nature of gaps in students 'understanding and comprehension. They must always be ready to apply varied strategies to connect each learner with proper content knowledge. Teachers make immeasurable intricate decisions each day. They need to practice their profession with compassion. They must assess how much students learn and know what part they struggled with most. They need to modify instruction based on the learners' abilities accordingly. Leading students to embrace the challenges in studying is rewarding as well. However, teaching in the new normal is challenging for the teachers. According to Laguna (2020), today's teachers will have to embrace and master the technology that would establish connection and interaction at a different level toward a rich learning environment. Mastering meeting applications, like Zoom and Google Meet, is not simple. It is similar to learning management systems, like Canvas and Moodle that one

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needs to be familiar with, depending on what the institution has subscribed to. New adopters will have to face their learning curves. A review of the literature using Cooper's framework was conducted by Kebrichi, *et al.*, (2017) and they identified three major categories: issues related to online learners, instructors, and content development. Learners' issues included learners' expectations, readiness, identity, and participation in online courses. Instructors' issues included changing faculty roles, transitioning from face-to-face to online, time management, and teaching styles. Content issues included the role of instructors in content development, integration of multimedia in content, the role of instructional strategies in content development, and considerations for content development. In the studies gathered, the present research would like to add to the existing body of knowledge on matters related to issues, problems, or difficulties at work, and what learning's in college are of great help in their current job as a teacher. This study will be an avenue in revealing the workplace issues, challenges, and praxis of graduates. The study will help the college gather enough information about how graduates engage in the workplace as part of the educational system. The information about the topics will be a basis for instructional improvement.

### Objectives of the Study

The general objective of the study is to explore on Graduates' Workplace Issues, Challenges, and Praxis. The specifically it sought to:

1. Describe the profile of the graduates.
2. Describe the job issues of graduates who are employed in both public and private schools.
3. Identify the challenges faced by the respondents on the job as teachers.
4. Determine the significant difference in the issues and challenges in the workplace affecting the respondents in terms sex, age, and area of specialization, batch or year graduated.
5. Expose the praxis that the respondents perform in their job.

### METHODOLOGY

**Research Design:** This study used a Mixed Method of research. It explored on Graduates' Workplace Issues, Challenges, and Praxis of BPSU DC graduates from 2016 to 2020. The researchers gathered an in-depth understanding and the use of such design permits the researcher to present the all-about of the problem under investigation by describing the issues, challenges, and praxis met by the respondents in teaching.

**Population and Study Locale:** The population from which samples were drawn are the graduates from the Bachelor of Elementary Education, Bachelor Elementary Education major in Pre Elem, and Bachelor Secondary Education programs who are employed as teachers in both Public and Private Schools.

**Sampling Design:** This study used purposive and selective sampling. The researchers selected those graduates from 2016 to 2020 because they can provide in-depth and detailed information about the phenomenon under investigation.

**Sample Size:** In the quantitative part of the study, the researchers involved 121 respondents. In the qualitative part, this study involved (9) participants. According to Creswell (1998), a phenomenological study recommends at least 5 – 25 participants. The number of participants is acceptable and can help the researchers reached the saturation needed for more realistic findings.

**Inclusion/Exclusion Criteria:** The study included the respondents who are graduates of batches 2016 to 2020 who are teaching both public and private schools. It excludes graduates outside of the covered years.

**Variables to be investigated:** This study discovered the workplace issues, challenges, and praxis as they face their work as teachers.

**Instrumentation:** This study employed both quantitative and qualitative methods of research. In the quantitative method part of the study, the researcher used a researcher-made questionnaire which has undergone validation procedures with a pool of evaluators comprising specialists in the field. Its Cronbach's alpha value of .98. The survey-questionnaire consists of 5 parts. Part 1 identified the profile of the respondents. Part 2 explored the job issues of the graduates who are employed in both public and private schools. Part 3, identified the challenges faced by the respondents on the job as teachers. Part 4, determined the significant difference in the issues and challenges in the workplace affecting the respondents in terms sex, age, area of specialization, batch or year graduated. Part 5, exposed the praxis that the respondents perform in their job. To strengthen the result of the study, the researchers also conducted a semi-structured interview with the participants of the study to validate the data gathered from the questionnaire and obtain the true best results from this study.

**Treatment of Data:** After the approval by the school authorities and the consent of the respondents, the survey-questionnaires were administered accordingly. They were given ample time in answering all the statements incorporated in the instrument. A follow-up in-depth interviews were done individually to maintain the confidentiality of data. In the individual interview, the researchers can have assessed the present condition of the participants and assure that it is convenient for the participants. Once the participants are ready for the interview, all the responses were recorded and transcribed verbatim. The research assistants, transcribers of audio recordings, and the translators of transcriptions were also oriented on the importance of data privacy law. Whatever they discovered from the recorded interviews must be kept confidential and will only be used for this study. During data analysis, the researchers employed reflective journaling to record aspects of the interview and personal reflections. The journaling process were added to the credibility and honesty of the research and delivered a review path of ethical and methodological decision-making. The researchers clustered the results and created themes.

**Statistical and Data Analysis Plan:** For the quantitative part, in analyzing and interpreting the data descriptive statistics such as frequency, percentage, and mean were used along with t-test, ANOVA and Tukey test. However, for the qualitative data, to properly analyze the data that were gathered in this study, a MAXQDA software package for qualitative and mixed-methods of research were used. These tools helped to facilitate a more powerful and accurate treatment for data.

## RESULTS AND DISCUSSION

### PART 1. Profile of the Respondents

**Table 1. Profile of the Teacher Education Graduates (2016-2020)**

Age	f	%
22 to 26	95	78.51
27 to 31	17	14.05
32 to 36	4	3.31
37 and above	5	4.13
<b>Total</b>	<b>121</b>	<b>100.00</b>

Sex	f	%
Female	84	69.42
Male	37	30.58
<b>Total</b>	<b>121</b>	<b>100.00</b>
Area of Specialization	f	%
BEEEd	79	65.29
BSEEd	42	34.71
<b>Total</b>	<b>121</b>	<b>100.00</b>
Batch	f	%
2015-2016	29	23.97
2016-2017	19	15.70
2017-2018	22	18.18
2018-2019	25	20.66
2019-2020	26	21.49
<b>Total</b>	<b>121</b>	<b>100.00</b>

Table 1 shows that of the total 121 respondents, 95 or 78.51% ages between 22 to 26-year-old, 17 or 14.05% are between 27 to 31 year-old, while there are 5 or 4.13% whose age is 37 and above, and 4 or 3.31% between 32 to 36 year-old.

This means that there are more employed graduates between the age of 22 to 26 years old with 95 or 78.51percent. There were younger graduates who were employed. Looking at the different schools in the Department of Education both Public and Private Schools in the Division of Bataan, there were more young employees that are being employed. Every year they were accepting newly deserving graduates. Ages 22 - 26 and 27 - 31 were called as functional age or the performance-based on a worker's performance. This can be found in the study of Van Vuuren and Marcelissen (2017) on functional age, measured as work ability, a positive association with employability. As can be gleaned on the table, 84 or 69.42% belongs to the group of female respondents, while 37 or 30.58% are male. It is manifested from the table that teaching is greatly occupied by female-respondents. It shows that the attraction of teaching profession was construed by women. Another reason why female indulged in teaching because of their motherly instinct and the enjoyment of working with children. It was also evident the teaching was not an attractive job for male especially the head of the family because of the low pay as compared to other skilled job or profession. The male prefer to work abroad where they can support their family needs. They search for a greener pasture. As cited by Ikupa Moses (2016) in his article, Gender, and gender role differences in student-teachers 'commitment to teaching; studies reveal that more female than male student shows higher intentions to enter into teaching profession after graduation. In terms of the respondents' area of specialization, data shows that 79 or 65.29% of the respondents are from the group of BEEEd, while 42 or 34.71% belongs to the BSEEd. As to the yearly enrolment, there were more students who are enrolled in the Bachelor of Elementary of Education rather than Bachelor of Secondary Education. This means that there were more job opportunities to those BEED graduates compared to BSED graduates. Based on the employability of the graduates, there were more elementary schools in the province than secondary schools.

The above data shows the frequency and percentage distribution of the graduates according to their batch. There were 29 or 23.97% belongs to batch 2015-2016, 26 or 21.49% from 2019-2020, 25 or 20.66%. From batch 2018-2019, while 22 or 18.18% from 2017-2018, and 19 or 15.70% belongs to batch 2016-2017.

Looking at the table, Batch 2015 - 2016, 2019-2020, 2018-2019, 2017-2018 and 2016-2017 with a frequency of 29, 26, 25, 22, and 19 respectively.

This means that these batch were currently employed in the public and private schools and had a strong passion for the profession. These were the graduates that had given an opportunity for employment.

## Part II. Issues in the Workplace

**Table 2. Salary and Benefit Issues Encountered by Teacher Education Graduates in the Workplace**

Indicators	Mean	SD	Descriptive Interpretation
Teachers doing best to provide quality education despite low pay.	4.12	1.19	A
The service offered by teachers is admirable, considering the compensation given to them which is not comparable to the effort, time and sacrifice they give.	3.89	1.02	A
Despite their low salary coming from the government, teachers still manage to pay their taxes religiously.	3.85	1.22	A
The teachers' salary is changing based on the present.	3.72	1.13	A
Teacher's salary and benefits meet the basic needs of the family.	3.57	1.06	A
Teachers enjoy salary scales that provide for a gradual progression from a minimum to a maximum salary by means of regular increments	3.53	1.01	A
Teachers can save money from the salary and benefits they received.	3.29	1.21	MA
<b>Composite Mean</b>	<b>3.71</b>	<b>0.75</b>	<b>A</b>

Legend: 4.20 – 5.00 Very Much Affected (VMA); 3.40 – 4.19 Affected (A). 2.60 – 3.39 Moderately Affected (MA). 1.80 – 2.59 Fairly Affected (FA); 1.00 – 1.79 Not Affected (NA).

It can be seen in table 2 above that the indicator “Teachers doing best to provide quality education despite low pay”, had a highest mean of 4.12 and 1.19 as the SD with a descriptive interpretation of Affected while the lowest issue in the workplace affecting the salary and benefit was the indicator, “Teachers can save money from the salary and benefits they received” with a mean of 3.29 and 1.21 as SD that describes as Moderately Affected. The Composite Mean of 3.71 and SD of 0.75 described as Affected. This means that the respondents were affected on issues in the workplace affecting the teachers in terms of salary and benefits. An excerpt from Bautista, Jane (2021) in the Philippine Daily Inquirer last October 6, 2021, stated that decades have passed, but the calls of the teachers in the 1980s still stand: “We are overworked and underpaid,” said Louie Zabala, president of Manila Public School Teachers Association. The largest organization of teachers' unions and associations in the country has called for salary upgrade, overtime compensation, gadget and internet allowance for teachers and learners, P3, 000 inflation adjustment allowance, and a P10, 000 election service honorarium for poll workers in the 2022 elections. Although, they were being affected by the issue regarding the salary and benefits, still teachers find happiness and contentment in their chosen endeavor. This was the famous line “Teaching is the noblest profession.” The nature of teaching as professional, as a mission and as a vocation develop more deliberate learners and professionals. Teachers teach not only how to provide students with bright minds, but also how to create people with a hearts and souls for everyone.

**Table 3. Workload Issues Encountered by Teacher Education Graduates in the Workplace**

Indicators	Mean	SD	Descriptive Interpretation
Teachers are required to prepare and submit various school forms.	4.17	1.15	A
Teachers are tasked to update their professional skills by attending advance education and attendance to seminars, conferences, and trainings.	4.17	1.08	A

The teachers prepare paperwork on seminars and trainings they are tasked to attend.	4.01	1.09	A
The teachers are given additional designations in line with student guidance, budget, disaster response, and health.	3.93	1.13	A
Teachers are expected to participate in the implementation of various government programs, such community mapping, deworming, feeding, population census, antidrug, election, etc.	3.83	1.27	A
Teachers have a regular full-time teaching load and is mandated to devote a maximum of six hours of actual classroom instruction a day,	3.76	1.23	A
Teachers conduct home visitation for the students at risk.	3.75	1.27	A
<b>Composite Mean</b>	<b>3.95</b>	<b>0.96</b>	<b>A</b>

Legend: 4.20 – 5.00 Very Much Affected (VMA); 3.40 – 4.19 Affected (A). 2.60 – 3.39 Moderately Affected (MA). 1.80 – 2.59 Fairly Affected (FA); 1.00 – 1.79 Not Affected (NA).

As can be gleaned on table 3, data reveals that respondents have indicated that they consider workload as one of the issues that affects them as provided by the composite result (Mean=3.95, SD= 0.96). Among the given indicators, it can be gleaned that the highest rating was given by the respondents on indicators with Mean=4.17, SD=1.15 & 1.08 respectively, signifying that they are affected by the issues. It states that the “Teachers are required to prepare and submit various school forms; and Teachers are tasked to update their professional skills by attending advance education, and attendance to seminars, conferences, and trainings”. This means that teachers work in longer hours without any support. As cited by Umil Ann (2021) in the Bulatlat.com; Journalism of the People. Public school teachers are working longer hours while lacking support from the government in implementing distance learning for school year 2020-2021, a recent survey by the Alliance of Concerned Teachers (ACT) showed. The survey was conducted from March 29 to April 11, 2021 with 6,731 public school teachers as respondents. The survey showed that more than 70% of the teachers deem the distance learning workload: as negatively impacting on their physical health”. The lowest mean is on the indicator that states “Teachers conduct home visitation for the students at risk”, with Mean=3.75, SD=1.27 indicating that respondents are moderately affected. Under the CSC Resolution, teachers are required to render six hours of actual classroom teaching per day within the school premises while the remaining two hours may be utilized to doing teaching-related tasks outside the school premises.

**Table 4. Promotion Issues Encountered by Teacher Education Graduates in the Workplace**

Indicators	Mean	SD	Descriptive Interpretation
Interest in the upgrading of position.	4.14	1.07	A
Awareness of the policy in the promotion.	3.99	1.05	A
Knowledgeable of the procedure on promotion	3.93	1.05	A
Ability to comply with the paper requirements for promotion.	3.88	1.05	A
Acceptance if not chosen for the position.	3.74	1.30	A
Readiness to be involved in promotion screening.	3.69	1.11	A
Updated on the vacant position for possible upgrading of position	3.60	1.19	A
<b>Composite Mean</b>	<b>3.85</b>	<b>0.94</b>	<b>A</b>

Legend: 4.20 – 5.00 Very Much Affected (VMA); 3.40 – 4.19 Affected (A). 2.60 – 3.39 Moderately Affected (MA). 1.80 – 2.59 Fairly Affected (FA); 1.00 – 1.79 Not Affected (NA).

The respondents rated the statement which states that the respondents have an “interest in the upgrading of position as Affected with a mean of 4.14 and with a SD of 1.07. They have showed that they consider it as one of the issues that affects them. This is followed by an indicator that says “Awareness of the policy in the promotion” (M=3.99, SD=1.05) while the lowest mean is the indicator which states that, “Updated on the vacant position for possible upgrading of position” with a Mean of 3.60, SD of 1.19. These findings can be attributed on the work of Labadia, (2010) as cited by Kadlong, Maeda, *et al.*, (2017) on Teaching Performance and Job Satisfaction Among Teachers at Region XII. According to her, an opportunity for promotion is the chance for advancement in the hierarchy. If a teacher is to do a good job, there is a need to keep abreast with the latest trends in his areas of specialty becomes dated and dry. To keep abreast of development in one’s area of concern, there are three things that may be done such as reading professional books and journals, attend professional or job related conferences at least once or twice a year, and enroll in advance courses (Labadia, 2010).

### Part III. Challenges

**Table 5. Challenges in Technology and Social Media Skills Encountered by Teacher Education Graduates in the Workplace**

Indicators	Mean	SD	Descriptive Interpretation
Installing/updating software and plug-ins	3.22	1.23	MC
LMS tools for asynchronous/synchronous communication	3.20	1.29	MC
Proficiency with software applications	3.16	1.23	MC
Proficiency with features and functions within the LMS including uploading files, grading tools and grade book	3.02	1.33	MC
Familiarity with platforms for communication/engagement outside of LMS, e.g. Pinterest, Twitter, Google+	2.89	1.32	MC
Internet search literacy	2.80	1.36	MC
Basic computer skills	2.74	1.20	MC
<b>Composite Mean</b>	<b>3.01</b>	<b>1.13</b>	<b>MC</b>

Legend: 4.20 – 5.00 Very Challenging (VC); 3.40 – 4.19 Challenging (C). 2.60 – 3.39 Moderately Challenging (MC). 1.80 – 2.59 Fairly Challenging (FC); 1.00 – 1.79 Not Challenging (NC).

On the challenges in the workplace of the respondents, data reveals that respondents have indicated that they consider technology and social media skills as moderately challenging, provided by the composite result (Mean=3.01, SD=1.13). The indicator which states that “Installing/updating software and plug-ins ranked number 1, with a descriptive interpretation of Moderately Challenging, (Mean =3.22, SD =1.23). Followed by “LMS tools for asynchronous/synchronous communication” with a Mean of 3.20 and SD of 1.29 with a descriptive interpretation of Moderately Challenging. The lowest mean is the indicator with Mean=2.74, SD=1.20 indicating that it is also moderately challenging. Looking at the descriptive interpretation of Table 5, Technology and Social Media of the respondents are Moderately Challenging. Meaning to say, the respondents are skillful when it comes to this Technology and Social Media.

**Table 6. Challenges in Bullying Encountered by Teacher Education Graduates in the Workplace**

Indicators	Mean	SD	Descriptive Interpretation
Monitoring student behavior.	3.74	1.19	C
Helping the victim to cope. A teacher advised the students on what to do to stop the bullying.	3.61	1.18	C
Seeking help from outside the school for help like psychologist	3.61	1.18	C
Confronting and applying sanctions to the bully	3.55	1.14	C
Engaging with parents. The school got in touch talk with parents of the student(s) about bullying.	3.53	1.20	C
Undertaking conflict resolution by meeting with a students involved in bullying and mediate with them.	3.49	1.18	C
Working with students and the teacher spoke with the class to get their help.	3.29	1.12	MC
<b>Composite Mean</b>	<b>3.55</b>	<b>1.02</b>	<b>C</b>

*Legend:* 4.20 – 5.00 Very Challenging (VC); 3.40 – 4.19 Challenging (C). 2.60 – 3.39 Moderately Challenging (MC). 1.80 – 2.59 Fairly Challenging (FC); 1.00 – 1.79 Not Challenging (NC).

Out of the 6 indicators which describes the challenges in the workplace affecting the teachers in terms of bullying, the indicator which states that Monitoring student behavior got the highest mean of 3.74 and SD 1.19 with a descriptive interpretation of Challenging. The indicators which states that “Helping the victim to cope. A teacher advised the students on what to do to stop the bullying” and “Seeking help from outside the school for help like psychologist” obtained a mean of 3.61 and SD 1.18 with a descriptive interpretation of Challenging.

*“Working with students and the teacher spoke with the class to get their help” ranks last with a mean of 3.21 and SD = 1.12 interpreted as Moderately Challenging.*

As a whole, Table 6 which is Bullying has a Composite Mean of 3.55 and SD = 1.02 with a descriptive Interpretation of Challenging. This means that the teachers were all eyes with their students to prevent from bullying in their classes. Aside from this, teachers were doing their very best to supervise their pupils/students to prevent problems that might be arise from their classes. If bullying of students happened in the workplace, the same was true to the teachers that can be attested by the study of Tolentino; (2016). According to her, “In the field of education, bullying is a major concern among educators globally because it does not only affect the teachers but also the students, and the whole community as well. Considering that workplace bullying has serious repercussions on every facet of the teachers’ lives, those in the academe and the whole community as well, have the moral obligation to address the growing problem of workplace bullying and unearth the conditions surrounding this phenomenon. This doctoral dissertation is just a step forward to achieving that goal and help in the prevention of the occurrence of workplace bullying.”

**Table 7. Challenges in Student Attitudes and Behaviors Encountered by Teacher Education Graduates in the Workplace**

Indicators	Mean	SD	Descriptive Interpretation
It is more important for pupils to learn to obey rules than that they make their own decisions.	3.63	1.10	C
Dealing with pupil who uses obscene or profound language in school, which is considered a moral offence	3.50	1.18	C

Managing the pupil who destroys school material or property and proving appropriate sanctions to them.	3.48	1.18	C
Revising faculty teaching methods if these are criticized by their pupils.	3.46	1.18	C
Maintaining that teachers have strict enough control over their pupils.	3.42	1.13	C
Informing and educating the student governments are a good “safety value” but should not have much influence on school policy.	3.38	1.13	MC
Reminding the pupils that their status in school differs from that of teachers.	3.37	1.11	MC
<b>Composite Mean</b>	<b>3.46</b>	<b>1.04</b>	<b>C</b>

*Legend:* 4.20 – 5.00 Very Challenging (VC); 3.40 – 4.19 Challenging (C). 2.60 – 3.39 Moderately Challenging (MC). 1.80 – 2.59 Fairly Challenging (FC); 1.00 – 1.79 Not Challenging (NC).

There were 7 indicators in Table 7 that described the challenges in the workplace affecting the teachers in terms of student attitudes and behaviors.

The indicator “It is more important for pupils to learn to obey rules than that they make their own decisions”, got the Mean=3.63 and SD=1.10 with a descriptive interpretation of Challenging ranked first, second in rank which states that “ Dealing with pupil who uses obscene or profound language in school, which is considered a moral offence”, with a Mean=3.50 and SD=1.18; “Managing the pupil who destroys school material or property and proving appropriate sanctions to them.” with a Mean = 3.48 and SD= 1.18 with a description of Challenging ranked third.

“Reminding the pupils that their status in school differs from that of teachers” ranked the least with a Mean=3.37 and SD =1.17 described as Moderately Challenging.

As a whole, table 7 reflects the student attitudes and behaviors with a Composite Mean = 3.46 and SD= 1.04 and the description is Challenging. This means that indicators in table 7 can still be manageable. Teachers can easily solve problems when it comes to attitudes and behaviors of the student. They have enough control towards their students and the student government can be of help to them.

**Table 8. Challenges in Parent Involvement Encountered by Teacher Education Graduates in the Workplace**

Indicators	Mean	SD	Descriptive Interpretation
Encouraging parents’ participation in fund raising activities.	4.04	1.06	C
Involving parents in classroom decision making.	3.35	1.08	MC
Involving parents in Feeding Program, BrigadaEskwela, etc.	3.27	1.16	MC
Inspiring the faculty in participating the Grievance Committee.	3.26	1.14	MC
Establishing the PTA organization.	3.17	1.09	MC
Conducting Parent Teacher Conference quarterly.	3.15	1.14	MC
Notifying the parents about class interruption if needed.	3.04	1.18	MC
<b>Composite Mean</b>	<b>3.33</b>	<b>1.26</b>	<b>MC</b>

*Legend:* 4.20 – 5.00 Very Challenging (VC); 3.40 – 4.19 Challenging (C). 2.60 – 3.39 Moderately Challenging (MC). 1.80– 2.59 Fairly Challenging (FC); 1.00 – 1.79 Not Challenging (NC).

The only indicator in table 8 that is Challenging in the Parent involvement was the indicator stating that “Encouraging parents’ participation in fund raising activities.” With Mean = 4.04 and SD = 1.06. This can be pointed out to the fact that most of the students particularly those from the public schools have low family income and had difficulty joining fund raising activities. The last in rank was “Notifying the parents about class interruption if needed”, with a Mean = 3.04 and SD = 1.18 with a descriptive interpretation of Moderately Challenging. It can be seen in the school when the parents involve themselves in the activities of their children, children do improve their performance because they do feel that they were loved by their parents who were always supporting them in their school activities. This can be supported by the work of Sujarwo, *et al.*, (2021). According to them: Parents involvement has become very important in successful children’s education. The activities showing parent involvement cannot be separated from lifelong learning.

**Table 9. Challenges in School Facilities Encountered By Teacher Education Graduates in the Workplace**

Indicators	Mean	SD	Descriptive Interpretation
Classroom structuring.	3.30	1.19	MC
Using school vehicle for academic purposes like attending to seminars, participating to contests and meetings.	3.24	1.37	MC
Using and manipulating instructional materials available in Learning Resource Management and Development System.	3.21	1.21	MC
Accessing and updating the Learner Information System.	3.17	1.30	MC
Maintaining the orderliness and cleanliness of classroom.	3.10	1.27	MC
Utilizing school facilities like covered court, conference rooms, library, audio visual room, etc.	3.09	1.35	MC
Logging in biometric for attendance.	2.47	1.36	FC
<b>Composite Mean</b>	<b>3.08</b>	<b>1.10</b>	<b>MC</b>

*Legend:* 4.20 – 5.00 Very Challenging (VC); 3.40 – 4.19 Challenging (C). 2.60 – 3.39 Moderately Challenging (MC). 1.80 – 2.59 Fairly Challenging (FC); 1.00 – 1.79 Not Challenging (NC).

It can be seen in table 9 that the respondents described the challenges in the workplace affecting the teachers in terms of school facilities. “Class structuring has the highest of Mean = 3.30 and SD = 1.19 with a descriptive interpretation of Moderately Challenging. The lowest indicator stated that “Logging in biometric for attendance” with a Mean = 2.47 and SD = 1.36 with a descriptive interpretation of Fairly Challenging. In totality, the challenges in the workplace affecting the teachers in terms of school facilities had a composite mean of 3.03 and Standard Deviation of 1.10 meaning it was Moderately Challenging. Looking at the school facilities this can really affects teachers, not only them but most especially the important elements in the classroom which were the students. According to Barrett; (2019). Further studies have shown that students’ performance is enhanced in schools with better physical learning environments. As this report will show, the empirical argument for investing in learning environment is strong. Furthermore, although causal evidence on this topic is scarce, there is a growing number of non-experimental studies—many of them compiled here—that indicate that investments in quality school infrastructure are strongly associated with improved learning outcomes even after controlling for students’ socioeconomic background and other relevant covariates. New technologies and emerging pedagogical practices have created new requirements for educational buildings. As a result, new approaches to building learning environments must be developed that

both create better spaces for children and increase the efficiency of investments in educational infrastructure.

### Part IV. Comparison

**Table 10. Differences in the Responses of the Teacher Education Graduates in Issues and Challenges in the Workplace in Terms of Sex**

Variables	Indicators	Group	Mean	SD	t	Signif	Decision	Interpretation
Issues	Salary Benefits	Female	3.7	0.6	0.3	0.7	Accepted	Not Significant
		Male	3.7	0.9	0	7		
	Workload	Female	4.0	0.8	0.9	0.3	Accepted	Not Significant
		Male	3.8	1.1	3	6		
	Promotion	Female	3.8	0.7	0.1	0.8	Accepted	Not Significant
		Male	3.8	1.2	8	5		
Challenges	Technology and Social Media Skills:	Female	3.1	1.0	1.8	0.0	Accepted	Not Significant
		Male	2.7	1.2	3	7		
	Bullying	Female	3.6	0.9	1.8	0.0	Accepted	Not Significant
		Male	3.2	1.1	2	7		
	Student Attitudes and Behaviors	Female	3.5	0.9	1.8	0.0	Accepted	Not Significant
		Male	3.2	1.2	4	7		
	Parent Involvement	Female	3.3	1.3	0.6	0.5	Accepted	Not Significant
		Male	3.2	1.1	2	4		
	School Facilities	Female	3.1	1.0	0.7	0.4	Accepted	Not Significant
		Male	2.9	1.2	3	6		
			7	4				

At 0.05 level of Significant

The results of the analysis using the Independent Sample t-test, indicates that significant difference is not evident in the average responses of the respondents on the issues that affects the teachers in terms of salary benefits (t=0.30, p=0.77); workload (t=0.93, p=0.36); and promotion (t=0.19, p=0.85) when they are grouped according to sex, as provided by the p-values which are greater than the alpha of .05. Similarly, significant difference is not evident in the average responses of the respondents on the challenges that affects the teachers in terms of technology and social media skills (t=1.83, p=0.07); bullying (t=1.83, p=0.07); student attitudes and behaviors (t=1.82, p=0.07); parent involvement (t=0.61, p=0.54); and school facilities (t=0.76, p=0.45) when they are grouped according to sex, as provided by the p-values which are greater than the alpha of .05. The demographics on sex is always an important aspect in most research for it may entail noteworthy facts for further study. For this study, sex does not proved to be a significant factor that may affect issues and challenges in the workplace. Although more than half of the respondents are female, sex as factor shows no significance. Gender [sex] equality and equity has always been emphasized in learning institutions as part of the mainstreaming activity of gender and development.

**Table 11. Differences in the Responses of the Teacher Education Graduates in Issues and Challenges in the Workplace in terms of Age**

Variables	Indicators	Group	Mean	SD	F	Sig	Decision on Ho	Interpretation
Issues	Salary and Benefits	22 to 26	3.75	0.75	0.53	0.66	Accepted	Not Significant
		27 to 31	3.51	0.86				
		32 to 36	3.57	0.61				
		37 and above	3.74	0.33				
	Workload	22 to 26	3.92	0.97	0.71	0.55	Accepted	Not Significant
		27 to 31	4.05	1.01				
		32 to 36	3.57	0.93				
		37 and above	4.43	0.58				
	Promotion	22 to 26	3.89	0.93	0.92	0.43	Accepted	Not Significant
		27 to 31	3.54	1.15				
		32 to 36	4.25	0.65				
		37 and above	3.94	0.41				
Challenges	Technology and Social Media Skills:	22 to 26	2.90	1.07	3.06	0.03	Rejected	Significant
		27 to 31	3.03	1.27				
		32 to 36	3.82	1.56				
		37 and above	4.23	0.77				
	Bullying	22 to 26	3.42	0.94	2.58	0.06	Accepted	Not Significant
		27 to 31	3.89	1.26				
		32 to 36	4.11	1.43				
		37 and above	4.31	0.63				
	Student Attitudes and Behaviors	22 to 26	3.35	0.98	2.32	0.08	Accepted	Not Significant
		27 to 31	3.76	1.23				
		32 to 36	4.04	1.42				
		37 and above	4.26	0.67				
	Parent Involvement	22 to 26	3.24	1.30	0.91	0.44	Accepted	Not Significant
		27 to 31	3.50	1.14				
		32 to 36	3.68	1.25				
		37 and above	4.06	0.58				
	School Facilities	22 to 26	2.94	1.05	4.47	0.01	Rejected	Significant
		27 to 31	3.24	1.16				
		32 to 36	4.29	0.56				
		37 and above	4.26	1.08				

At 0.05 level of Significant

On the results of the analysis using the ANOVA, data indicates that significant difference is not evident in the average responses of the respondents on the issues that affects the teachers in terms of salary benefits ( $F=0.53$ ,  $p=0.66$ ); workload ( $F=0.71$ ,  $p=0.55$ ); and promotion ( $F=0.92$ ,  $p=0.43$ ) when they are grouped according to age, as provided by the p-values which are greater than the alpha of .05. Similarly, significant difference is not evident in the average responses of the respondents on the challenges that affects the teachers in terms of bullying ( $F=2.58$ ,  $p=0.06$ ); student attitudes and behaviors ( $F=2.32$ ,  $p=0.08$ ); and parent involvement ( $F=0.91$ ,  $p=0.44$ ); when they are grouped according to age, as provided by the p-values which are greater than the alpha of .05. However, significant difference is evident in terms of technology and social media skills ( $F=3.06$ ,  $p=0.03$ ); and school facilities ( $F=4.47$ ,  $p=0.01$ ) since the p-values are lesser than the alpha of .05.

Further investigation using Tukey test which is a post comparison test, indicates that significant difference on the responses of the respondents in terms of technology and social media skills is between the age group of 22- to 26-year-old (Mean=2.90, SD=1.07) and the group of 37 year-olds and above (Mean=4.23, SD=0.77). Similarly, the significant difference in terms of school facilities is found between the age group of 22 to 26 year-old (Mean=2.94, SD=1.05) and the group of 37 year-olds and above (Mean=4.26, SD=1.08).

The bulk of the respondents fall on the age bracket of 22 – 26 years old. This age bracket falls on the category of young adults. In the developmental psychology, the young adults are said to be on their physiological peak. With this trait, they face life with vitality and enthusiasm. Similarly, they are better adapted to changes and learn fast. As people age, the physiological aspect is also affected.

Several studies (e.g., Charness, Kelley, Bosman, & Mottram, 2001; Czaja et al., 2001; Sharit et al., 2003) have found that older adults expressed less comfort in using technology and less confidence in their ability to successfully use these systems. They found that age was negatively associated with computer knowledge and computer interest and positively associated with computer anxiety.

Age is also noted as significant on the indicator "school facilities" under challenges. This particular indicator entails factors related to the use of technology like accessing the Learning Information System and the Learning Resource Management and Development System. Similarly, class structuring and other related activities requires time. Older teachers tend to have other myriad tasks other than those related to teaching concerns.



**Table 12. Differences in the Responses of the Teacher Education Graduates in Issues and Challenges in the Workplace in terms of Area of Specialization**

Variables	Indicators	Group	Mean	SD	t	Sig	Decision on Ho	Interpretation
Issues	Salary Benefits	BEEd	3.75	0.72	0.87	0.38	Accepted	Not Significant
		BSEd	3.63	0.80				
	Workload	BEEd	4.03	0.98	1.29	0.20	Accepted	Not Significant
		BSEd	3.79	0.92				
Promotion	BEEd	4.01	0.85	2.52	0.01	Rejected	Significant	
	BSEd	3.56	1.04					
Challenges	Technology and Social Media Skills:	BEEd	3.15	1.15	1.97	0.06	Accepted	Not Significant
		BSEd	2.73	1.05				
	Bullying	BEEd	3.60	1.00	0.78	0.43	Accepted	Not Significant
		BSEd	3.45	1.07				
	Student Attitudes and Behaviors	BEEd	3.62	1.02	2.26	0.03	Rejected	Significant
		BSEd	3.18	1.01				
	Parent Involvement	BEEd	3.43	1.40	1.28	0.20	Accepted	Not Significant
		BSEd	3.13	0.91				
	School Facilities	BEEd	3.16	1.16	1.08	0.28	Accepted	Not Significant
		BSEd	2.94	0.98				

At 0.05 level of Significant

The results of the analysis using the Independent Sample t-test, indicates that significant difference is not evident in the average responses of the respondents on the issues that affects the teachers in terms of salary benefits ( $t=0.87$ ,  $p=0.38$ ); and workload ( $t=1.29$ ,  $p=0.20$ ); when they are grouped according to area of specialization, as provided by the p-values which are greater than the alpha of .05. However, significant difference is evident when it comes to promotion ( $t=2.52$ ,  $p=0.01$ ) since the p-value is lesser than the .05 alpha. Similarly, significant difference is not evident in the average responses of the respondents on the challenges that affects the teachers in terms of technology and social media skills ( $t=1.97$ ,  $p=0.06$ ); bullying ( $t=0.78$ ,  $p=0.43$ ); parent involvement ( $t=1.28$ ,  $p=0.20$ ); and school facilities ( $t=1.08$ ,  $p=0.28$ ) when they are grouped according to area of specialization, as provided by the p-values which are greater than the alpha of .05. However, there exist a significant difference when it comes to student attitudes and behaviors ( $t=2.26$ ,  $p=0.03$ ) which p-value is lesser than the alpha of .05. The requirements for promotion for both the elementary and secondary teachers are stipulated in DO 66, S. 2007, Revised Guidelines on the Appointment and Promotion of Other Teaching, Related Teaching and Non-Teaching Positions, from the Department of Education. For the private institutions promotion is basically given on the basis of performance. There are more elementary schools compared to secondary schools. In Dinalupihan for example, there are 33 elementary schools and only around 7 high schools (<https://www.depedbataan.com/schools/>). This could mean that opportunities for promotion differ for elementary and high school. On student attitudes and behaviors, the differences may be rooted on several factors like teachers' training and preparations, difference between "pupil" and "student" traits, family background and many others. An elementary teacher seemed to be more patient in dealing with "pupils" than how a secondary teacher handles "students". The strategies that they learn and applied may also be different. Similarly, the very nature of the learners may be a big influence. Children nowadays are very different in the same manner that today's adolescents have distinctive attitudes brought by the modernity of times. They are described as the most materially endowed and the most technologically savvy generation.

**Table 13. Differences in the Responses of Teacher Education Graduates in Issues and Challenges in the Workplace in terms of Batch**

Variables	Indicators	Group	Mean	SD	F	Sig	Decision on Ho	Interpretation
Issues	Salary and Benefits	2015-2016	3.68	0.72	0.43	0.79	Accepted	Not Significant
		2016-2017	3.63	0.88				
		2017-2018	3.74	0.51				
		2018-2019	3.87	0.73				
		2019-2020	3.63	0.88				
	Workload	2015-2016	4.06	0.93	0.83	0.51	Accepted	Not Significant
		2016-2017	4.09	0.97				
		2017-2018	3.92	0.83				
		2018-2019	4.02	0.85				
		2019-2020	3.66	1.19				
Promotion	2015-2016	3.80	0.87	0.36	0.84	Accepted	Not Significant	
	2016-2017	3.89	0.90					
	2017-2018	3.79	0.93					
	2018-2019	3.75	1.03					
	2019-2020	4.03	1.02					
Challenges	Technology and Social Media Skills:	2015-2016	3.20	1.28	0.68	0.61	Accepted	Not Significant
		2016-2017	2.67	0.92				
		2017-2018	3.00	1.05				
		2018-2019	2.95	0.98				
		2019-2020	3.10	1.30				
	Bullying	2015-2016	3.66	1.03	0.58	0.68	Accepted	Not Significant
		2016-2017	3.77	1.07				
		2017-2018	3.48	0.95				
		2018-2019	3.51	0.93				
		2019-2020	3.35	1.14				



Variables	Indicators	Group	Mean	SD	F	Sig	Decision on Ho	Interpretation
Student Attitudes and Behaviors		2015-2016	3.64	1.12	0.38	0.82	Accepted	Not Significant
		2016-2017	3.27	1.06				
		2017-2018	3.43	0.85				
		2018-2019	3.47	0.96				
		2019-2020	3.43	1.17				
Parent Involvement		2015-2016	3.24	1.13	0.41	0.80	Accepted	Not Significant
		2016-2017	3.11	0.95				
		2017-2018	3.44	0.91				
		2018-2019	3.28	0.65				
		2019-2020	3.54	2.07				
School Facilities		2015-2016	3.07	1.29	0.32	0.86	Accepted	Not Significant
		2016-2017	2.92	0.91				
		2017-2018	3.21	0.76				
		2018-2019	3.22	0.94				
		2019-2020	2.98	1.39				

At 0.05 level of Significant

On the results of the analysis using the ANOVA, data indicates that significant difference is not evident in the average responses of the respondents on the issues that affects the teachers in terms of salary benefits ( $F=0.43$ ,  $p=0.79$ ); workload ( $F=0.83$ ,  $p=0.51$ ); and promotion ( $F=0.36$ ,  $p=0.84$ ) when they are grouped according to batch, as provided by the p-values which are greater than the alpha of .05. Similarly, significant difference is not evident in the average responses of the respondents on the challenges that affects the teachers in terms of technology and social media skills ( $F=0.68$ ,  $p=0.61$ ); bullying ( $F=0.58$ ,  $p=0.68$ ); student attitudes and behaviors ( $F=0.38$ ,  $p=0.82$ ); parent involvement ( $F=0.41$ ,  $p=0.80$ ); and school facilities ( $F=0.32$ ,  $p=0.86$ ) when they are grouped according to batch, as provided by the p-values which are greater than the alpha of .05. The results showed no enough evidence that a difference exist on the issues and challenges in the workplace affecting the respondents in terms of their Batch. Through the years, the Bataan Peninsula State University, Dinalupihan Campus strives to accomplish its mission to develop competitive graduates.

## Part V – Theory to Practice

The interview with the participants about the learning's they acquired from college that they are applying in their present work as teachers now in the actual field resulted in different themes. These are:

### Adaptive Teaching

According to Participant I, during this pandemic everything change the way we assess our student so as an educator I know now the exact steps and often have little patience with changing plans or new ideas during this time. As I have learned also I need to be ready between the lines, or when instructions are ambiguous. As a 21st century teacher, be learnable to the world's everyday changes but of course be sure that in every changes you need to priority your students learning because that is your role as an educator. Praxis or from Theory to Practice: 11 - 11 (0)

Haddad, R.J. (2014), said that knowing the students' cognitive profile helped us adapt our teaching styles to achieve an optimal learner-centered classroom. We mainly focused on activities that would engage the majority of the students, to help facilitate the learning process and consequently, improve the students' achievement. The effectiveness of this approach was quantitatively verified by assessing the students' satisfaction with the learning process using traditional non-adaptive teaching process and adaptive teaching process with activities tailored towards the students' learning styles.

### Multiple Intelligence

Another learning from college that the respondents valued much and for them very useful in teaching is giving importance to the Multiple Intelligence because according to:

Participant F mentioned, that "The Multiple Intelligence" by Howard Gardner that I have learned during my college years which I applied in my teaching that is useful for today in the field because the students have different learning styles.

Praxis or from Theory to Practice: 7 - 7 (0) The participant also exposed that as a teacher, I need to be flexible and do different activities to cater my students' needs. For example, when I do performance task, the student can choose based on their preferences or interests on the topic that I gave. Other prefers art such as drawing, digital editing; brochures, and writing; poetry, essay, and short story.

Participant G declared that in my role as a teacher educator, from the lessons I have learned from college, I applied multiple intelligence theory as a concrete practice of teaching into the actual field. Praxis or from Theory to Practice: 7 - 8 (0)

Participant H also revealed, that the most lessons I learned and used in my teachings is multiple intelligence. It was my basis of how to make lessons, objective for the class. I consider the individual differences of my learners. I accommodate queries from them and honor their abilities since in that way we can achieve our goals of achieving quality education. Praxis or from Theory to Practice: 9 - 9 (0)

These findings are similar to the research conducted by Winarti (2018), which exposed that the multiple intelligence strategies are a clear way for the students who will use them to learn and master this method as well. This strategy that they acquired in college has its effects on the practices they are applying with their students resulting in positive outcomes.

### Shared Responsibility

The respondents exposed that they value Shared Responsibilities and;

According to Participant E, Freedom inside the classroom. In my experience for the past 2 years, I always give my students freedom to decide inside the class or classroom. Freedom for example, in making class rules, I make sure that I am not the only one deciding or establishing class rules, I always get their opinion, I do this for them to learn the value of responsibility.

By means of this, the freedom inside the classroom is present. My task now is just to always guide and remind them the rules we made. Praxis or from Theory to Practice: 6 - 6 (0)

In research done by Stachowiak-Kudła (2021), he said that academic freedom is sometimes a superficial and weak right or a strong right depending on how they apply it. In exercising this right, the students are to be informed of the limitations of its use.

### Applying Socratic Teaching

#### The interview with the respondents disclosed that they are applying Socratic Teaching and;

Participant D said that, being a teacher educator, the abstract theory that I have learned from college that I am applying now in the actual field of teaching is the Socratic dialogue which I conduct Q and A after we ended the discussion. I will ask an open-ended question and more complex questions like "How's and Whys" because in this case I will know if my student learn or understand the lesson we had. I also use this before starting the lesson so, I will be able to know in what level their knowledge about the specific topic or lesson. Asking questions helps me in assessing the students' learning level. Praxis or from Theory to Practice: 5 - 5 (0)

Participant D also mentioned that, the lesson that I have learned in college that I applied now in the field of teaching is that, every individual have their own prior knowledge that you can apply for you to become more knowledgeable to certain things. As a teacher I used the Q and A method or should I say the Socratic Method wherein before the class started I first ask my students regarding on their experiences or prior knowledge which of course still related to our lesson. I do that because I want that my students could easily understand our lesson as I first asked them and of course as a teacher it easy for me to deliver the lesson clearly when you already know the level of your students learning it is easy for you now to conduct your classes. As we all know our experiences can be our teacher through that we learn, adapt and develop ourselves that is why I use that on my teaching I want that my students can develop their prior knowledge through my help by teaching them. Praxis or from Theory to Practice: 10-10(0)

### Teaching with Empathy

As exposed by Participant A, certain instances include knowing how to teach students with disabilities as we cater education with extended empathy. Aside from that, having the idea of what goes inside the heart and mind of learners in certain ages allowed us to deal with them in an appropriate manner. Praxis or from Theory to Practice: 2 - 2 (0)

The narratives from the participants show that effective teaching requires identifying and assessing the prior knowledge of students. It is also important to know the things that they do not know yet and it is an effective way of teaching the students. This method, combined with an understanding of the students' abilities, will help them more. This is supported by Grondin (2018), when she declared in his study that basically, Socrates employed this method because he believed that in order to truly learn, one must become aware of what one does not know.

### Using Appropriate Teaching Strategy

Participant A exposed that, these theories made us prepared individuals for instances of decision making, classroom

management and the execution of lesson for imparting quality education. Praxis or from Theory to Practice: 2 - 2 (0) Participant C, as a teacher educator, I discovered that lessons in college are my stepping stone in the real world of teaching. Different theories help me to enhance my capacity to become an effective teacher and they also served as a guide for me on how to use different strategies with different learners. For instance, how to deal with fast and slow learner, what are the techniques that best suits them. Praxis or from Theory to Practice: 3 - 3 (0), dealing with students with different personalities and how to catch their attention is not easy, but these theories served as a guide for me on how to execute and deliver my lessons in a way that my student will be interested in and boost their knowledge. Praxis or from Theory to Practice: 4 - 4 (0)

Participant G, if it is a normal setting, different approaches and methodologies would be easily done. However, in the midst of pandemic, it is really difficult. There's no face-to-face learning/discussion. Yes, modules were given. Yes, there were examples and assessments. However, learners are diverse. They have their different learning styles. They have their different ways of expressing or explaining what they have learned. That is why, summative tests and performance tasks were given utmost importance. For example, for summative test, I made sure that the multiple-choice test can assess learning outcomes from basic recall to application, analysis and evaluation. For performance task, I made sure that the learners have their choices or options in to what way they would like to accomplish their task, they can choose to dance, sing, draw, and create an essay or commercials and such. Praxis or from Theory to Practice: 8 - 8 (0)

Based on the information obtained from the research participants, they learned when they were still in college the various teaching strategies that they can use in their profession today. This study result is close to Lapitan, L., Jr., *et al.*, (2021), who revealed in their research that instructors must also find means to improve their interaction with students and maintain student interest and engagement during online classes. It is possible if the teachers are equipped with different teaching strategies.

### Classroom Management

Participant C shared that, these theories made us prepared individuals for instances of decision making, classroom management and the execution of lesson for imparting quality education. Praxis or from Theory to Practice: 2 - 2 (0),

the participant also stated that, as an educator, lessons in college are very essential and helpful in a novice like me. First, it served as a guide for me on how to deal with my students and served as an inspiration to be a better teacher. Praxis or from Theory to Practice: 4 - 4 (0) Mitchell, et al.,(2021), mentioned in their study that effective classroom instructional and behavior management is essential to ensure student academic and social success. This is similar with the narratives recorded from the participants.

### Decision Making

Participant C uncovered, these theories made us prepared individuals for instances of decision making, classroom management and the execution of lesson for imparting quality education. Praxis or from Theory to Practice: 2 - 2 (0)

## Conflict Management

Participant A, said open that, as a teacher, the lessons from college served as a guide on how to address the different conflicts and issues encountered by us in teaching in the actual field. Praxis or from Theory to Practice: 2 - 2 (0)

According to Rahim (2017), recent studies show that conflict management skills are important for managers and that managers are interested in learning more about organizational conflict and its management. It is true that as a teacher and a manager in her class must apply the skills in handling conflicts and the participants in this research claimed that they acquired the skills during their college. Throughout the interview with the participants of this research, they expressed what they learned in college that they can apply in their teaching today are the application of Adaptive Teaching, Considering Multiple Intelligence, Shared Responsibility and Applying Socratic Teaching, Teaching with Empathy, and Using Appropriate Teaching Strategy, Classroom Management, Decision Making, Conflict Management.

## CONCLUSION

1. Teacher Education Graduates from 2016 to 2020 are mostly within the age bracket of 22 to 26-year-old, female and BEED degree holders.
2. Workload, promotion, and salary are the issues in the workplace that affects the Teacher Education Graduates.
3. The challenges in the workplace that the Teacher Education Graduates are the students' attitudes and behavior, bullying, parent involvement, school facilities, and technology and social media skills.
4. There is no significant difference in the issues and challenges that the Teacher Education Graduates experienced when they were grouped according to their profile except for age, there are significant differences exist in the technology and social media skills, and school facilities. Similarly, if the respondents are grouped according to the area of specialization, significant differences also exist in the promotion and student attitudes and behaviors.
5. Much of what teacher education graduates learned when they were in college is useful and they can apply it to their current job as a teacher.

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