



**SENIOR HIGH SCHOOL TEACHERS' EXPERIENCES ON THEIR
TEACHING JOB AND PERFORMANCES: BASES FOR
POLICY RECOMMENDATION**

MARY ROSE A. BONARES

Teacher II

Mateo National High School

maryrose.mrb67@gmail.com

ABSTRACT

This descriptive-qualitative study explores the Senior High School Teachers' Experiences on their Teaching Job and Performances as Bases for Policy Recommendation in the Schools District of Cabatuan I and II during the school year 2024-2025. The research method utilized in this study was a qualitative method using in-depth interviews and research design was phenomenology. It was found out that the senior high school teachers' teaching experiences in their teaching job were teaching different subjects, develop skills and knowledge for work, perform the task well, and confident and enjoying. It was found out further that as to how senior high school satisfied in their teaching job were real challenging, adaptability to change, individual responsibility, and provision of Information and Communication Technology (ICT). Senior high school teachers' teaching performance was based on their 1st semester performance rating during the school year 2024-2025. The output of this research was a policy recommendation based on the results of the study.

Keywords: *senior high school teachers, experiences, teaching job, performance, policy recommendation*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



INTRODUCTION

Despite the great intentions of the Department of Education, which is to strengthen Senior High School Teachers' Job Satisfaction and Performance have been various challenges that the teachers have encountered in terms of their satisfaction based on the teaching load of teachers. Most of them shared their sentiments with the additional workload given by their school principal.

In addition, preparing numerous learning materials can be very time consuming. Not only of materials but also provision Information and Communication Technologies.

Another concern is the adaptability of teacher for change that needs a lot of patience and good time management skills.

Furthermore, getting the teachers' interest on the subjects assigned to them but not their field of specialization, somewhat affect their performance and satisfaction towards the academic performance, too of the students. Catering the needs of the teachers in molding the students with different attention can be a challenging one for the school.

MATERIALS AND METHODS

Research Methodology

The research method used in this study is a qualitative method which is used to explore and understand the richness and complexity of human experiences, behaviors, and social phenomena. It is characterized by its emphasis on gathering non-numerical data to gain in-depth insights into the meanings, interpretations, and contexts that shape the subjects of

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



study. Qualitative research methods focus on collecting and analyzing textual or visual data, such as interviews, focus groups, observations, documents, and artifacts (Creswell, 2020).

The researcher used a variety of techniques to interpret and make sense of the data, uncovering patterns, themes, and narratives that contribute to a deeper understanding of the research topic.

Research Design

The qualitative research design used in this study aimed to explore and understand the experiences of senior high school teachers on their teaching job and performance as bases for policy recommendation in the Schools District of Cabatuan I and II during the school year 2024-2025.

In this design, two approaches were used the phenomenological and interpretive research approach.

A qualitative research design was employed in finding out senior high school teachers experiences on their teaching job and performance.

Hence, the study adopted an interpretive research approach. This approach allows for a holistic exploration of the participants' perspectives and the social and cultural contexts that shape their experiences (Creswell, 2020).

The results of the in-depth interview employed in thematic analysis was to determine the factors that contribute to the experiences of teachers on their teaching job and performance.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



This method of research was best fit the present research activity since the study was conducted to provide a deeper understanding of the perceptions, and contexts of teachers, contributing to the development of comprehensive policy recommendations.

Participants of the Study

The participants of this study were all teachers with multi-teaching loads in senior high school. The study involved 24 participants selected from six secondary schools. Each school contributed four participants, ensuring a diverse representation of perspectives. 16 are full time senior high school teachers and 8 are hybrid teachers in the Schools District of Cabatuan I and II. The results of this study on teachers teaching job and performance were the bases for policy recommendation.

The researcher used a purposive sampling method in selecting the participants of the study. It was used to select a diverse range of teachers who can provide rich and varied.

Sampling Design

Purposive sampling design was used in this study. Purposive sampling according to Nikolopoulou (2023) refers to a group of non-probability sampling technique in which units are selected because they have characteristics that you need in your sample. In other words, units are selected "on purpose" in purposive sampling. Also called judgmental sampling, this sampling method relies on the researcher's judgment when identifying and selecting the individuals, cases, or events that can provide the best information to achieve the study's objectives.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Purposive sampling is common in qualitative research and mixed methods research. It is particularly useful if you need to find information-rich cases or make the most out of limited resources but is at high risk for research biases like observer bias.

Research Instrument

The research instrument utilized in this study was a researcher-made interview schedule.

The interview schedule had three questions focusing on the purpose of the study. The interview schedule was a qualitative research method that involves conducting a structured, open-ended conversation between a researcher and a participant. It aims to gather detailed and comprehensive information about the participants' experiences on their teaching job and performance regarding a specific research topic. These interviews were typically one-on-one and can be conducted face-to-face, over the phone, or through video conferencing.

Validity of the Research Instrument

Validity is a fundamental criterion for evaluating the quality of a test, as it pertains to the appropriateness, meaningfulness, correctness, and usefulness of the inferences drawn from collected data (Chai, 2019). Content-related validity requires that the content and format of an instrument align with the definition of variables and adequately represent the subject being measured. This type of validity is essential in ensuring that questionnaire items are validated accurately (Fraenkel & Wallen, as cited by Lagradante, 2023).

To ensure the validity of the research instrument, the researcher formulated four interview questions and submitted them to the thesis adviser for review. The questions then

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



underwent face and content validation by a panel of experts. The experts meticulously evaluated each item based on its appropriateness, relevance, clarity of language, and grammatical correctness. Any corrections, modifications, and suggestions made by the panel were incorporated into the final draft of the instrument before conducting reliability testing.

Upon approval by the thesis adviser, the interview questionnaire was further validated by experts. Revisions and improvements were made based on the feedback from the validators to enhance the quality and accuracy of the instrument. The panel of jurors comprised experts specializing in research, tests and measurements, and evaluation, thereby ensuring a comprehensive and thorough validation process.

Data Gathering Procedures

This study is qualitative; thus, an in-depth interview was administered.

The data needed for this study were obtained through a researcher-made interview questionnaire that was administered to the participants. The same sets of questionnaires were asked to parents and teachers. The results of the interview served as baseline data in determining the factors, views, insights, and challenges that affect the performance and job satisfaction of senior high school that served as the basis for crafting a policy recommendation.

The data-gathering procedure was under the supervision of the research adviser.

Before the conduct of the study, the researcher sent a permission letter to the Dean of the Graduate School for the conduct of the study. Permits from the Schools Division Superintendent, Public Schools District Supervisor, and High School Principal were obtained to allow the researcher to conduct the study.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The researcher constructed a 4-item interview questions that was based on the study. It was submitted to the thesis adviser for review and face and content validation to a panel of experts in the field questionnaire construction.

The purposive sampling method was used to select the participants of the study.

The interview was administered to teachers in the senior high school.

Participants were given enough time to answer the questions genuinely, making them comfortable in sharing their views, insights, and challenges in life which are important in the study.

The researcher recorded the conversation for transcription of data.

The data that was gathered was analyzed and interpreted using the appropriate statistical tools. For analyses, the researcher used the method of thematic analysis in identifying, analyzing, and reporting patterns (themes) within data.

Data Analyses

The data gathered in the study and was analyzed and interpreted using thematic analysis.

The method was used for identifying, analyzing, and reporting patterns (themes) within data. It minimally organizes and describes the data set in (rich) detail. However, it also often goes further than this and interprets various patterns of meaning that come repeatedly (Caufield, 2019).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



This is also a method for describing data, but the researcher will also involve interpretation in the processes of selecting codes and constructing themes into a narrative description of the phenomenon (Fraenkel & Wallen, as cited by Lagradante, 2023).

RESULTS AND DISCUSSIONS

This qualitative research method using the Phenomenological research design aimed to formulate a policy recommendation on the senior high school job satisfaction and performance in the Schools District of Cabatuan I and II during the school year 2024-2025.

The research method utilized in the study was descriptive using in-depth interview.

The study used phenomenology under qualitative research design.

The participants of the study were 24 senior high school teachers from District of Cabatuan I and II in the Schools Division of Iloilo.

The research instrument utilized in the study was a researcher-made interview schedule. Voice and video recorder were also used for data gathering and documentation depending upon the permission of the participants.

A panel of experts validated the interview schedule and considered all comments and suggestions relative to the validation of the tool.

Permits from the individual participants were obtained to allow the researcher to conduct the study. The researcher personally went to the schools/community/place convenient on the part of the participants to conduct the interview and virtual instruction was done prior to the interview.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Using in-depth interview, voice and video recorders were provided to completely capture the interviewee's words or responses. The researcher consolidated all the collected data after series of interviews.

The information gathered was analyzed using thematic approach.

The following are the findings of the study:

Based on the results of the study gathered during in-depth interview, the senior high school teachers experiences on their teaching job were work overload, teaching different subjects, develop skills and knowledge for work, perform the task well, and confident and enjoying.

Based on the results of the study, how satisfied the senior high school teachers on their teaching job were real challenging, adaptability to change, individual responsibility, and provisions of information and communication technology.

Based on the results of the study, most of the participants have an outstanding performance.

The senior high school teachers religiously deliver extraordinary accomplishments in their role as measured by results, consistent work quality, quantity, and timeliness in all areas of responsibility. They are very remarkable and impressive.

Based on the findings, the following insights were drawn:

Senior high school teachers experiences on their teaching job is an important aspect to come up with the solution for job related problems which affect senior high school teachers

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



for national development. In the sense that it will contribute to good and effective educational practices within the Schools Division of Iloilo.

Teachers teaching in the senior high school significantly satisfied in improving students' academic performance in school. They provided tools to encounter an in-depth understanding of the subject taught. The multi-unit teachers saw their school policies as encouraging freedom in experimenting with new teaching techniques geared towards their job satisfaction.

The job performance of senior high school teachers ensure access, promote equity, and improve the quality of basic education in the Schools District of Cabatuan I and II.

CONCLUSION

In the light of the findings and insights derived from the study, the following recommendations are forwarded:

The Department of Education may look into the misalignment, teacher attrition, hiring requirements, and staffing management.

Teachers teaching out-of-field subjects would be temporary.

Teachers may be put into proper assignments, preferably to their unique, specialized subjects, and will be provided support.

Additional research in these areas may provide supplemental data to support teachers' experiences teaching in the senior high school.

A similar study is also encouraged to be conducted in the future, consider other variables not used nor mention in the study.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



References

Abdullah, M.N. & Hassan, N.M. (2024). Negative

Implications of workload among teachers: A systematic

Literature review. *Open Access Journal*, 13(3)

3, E-ISSN:2226-6348.

Afsali, L. et al. (2021). Investigating the influence of

perceived organizational support, psychological

empowerment and organizational learning on job

performance: An empirical investigation. *Technicki*

vjesnik-Technical Gazzete, 21 (3).

Akbarzadeh, M. & Fatemipour, H. (2020). Examining the Match or Mismatch Between Teaching Style Preferences Intermediate EFL Learners' Learning Style Preferences.

Published by Elsevier Ltd. Open access under CC BY-NC-ND License

Selection and peer-review under the responsibility of Urmia University, Iran.

Alik, A.B. (2020). The Grade 7 English teachers' teaching performance in k to 12

basic education curriculum and students' performance. Unpublished master's

Thesis MSU-Maguindanao.

Aquino, F.G. (2020). What affects the achievement level of a learner? The modern teacher.

Baard, G. et al, (2024). Performance adaptation: A theoretical integration and review.

Journal of

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



Management, 40 (1), 48-49. 10.1177/0149296313488210.

Bates, M. (2020). What is the most challenging subject to teach? Quora. Retrieved on December 21, 2024, from <https://quora.com>.

Carpini, K. & Parker, J. (2022). The bigger picture: How OCB fit within a broader conceptualization of work performance. *The Oxford Handbook of Organizational Citizenship Behavior*. Oxford Express, New York, NY (2017).

Caufield, J. (2020). *How to do thematic analysis*. Retrieved on December 21, 2024, from <https://www.cribbr.com.methodology/thematic-analysis>.

Chai, Z. F. (2020). What are the techniques to validate qualitative research instruction? University of Leeds. Researchgate. Retrieved on December 21, 2024, from <https://researchgate.com>.

Cherneyshenko, O.S. & Stark, S. (2020). job performance. *organizational psychology*. Science Digest. Retrieved on December 21, 2024, from <https://sciencedirect.com>.

Civil Service Commission (2023). Job opportunities. Republic of the Philippines. Retrieved on December 21, 2024, from <https://csc.gov.ph>.

Cohen, V. (2025). Student learning styles and their implications for teaching. The Center for Research on Learning and Teaching. The University of Michigan, No. 10.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>

Costes, M.M. (2020). *Improving the academic performance*

EFL students. English Department of FKIP Unlam.

Retrieved on December 21, 2024, from

<https://pbingkinpinlam.wordpress.com>.

Creswell, J.W. (2020). Key point chapter summaries for John Creswell's research design. Retrieved on December

21, 2024, from <https://writingcenter.westcliff.edu>.

De Guia, J.F. (2020). The implementation of the grade 7

Mathematics Curriculum in Cotabato City Schools

Division Graduate School. Unpublished master's Thesis Cotabato City

State Polytechnic College.

DepEd Memorandum No. 291, s. 2008. Six (6) Hours of Teaching a Day. DepEd

Memorandum No. 291, s. 2008. Republic of the Philippines. Department of Education.

DepEd Order No. 13 (1994). Guidelines for matching specialization in teaching preparation with teaching assignments for public school teachers. DepEd, Manila, Philippines.

DepEd Order No. 002, s. 2024. DepEd ensures more classroom time for teachers on the latest workload policy. April 30, 2024. Republic of the Philippines. Department of Education.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



DepEd Order No. 005, s. 2024. Rationalization of teachers' workload in public schools and payment of teachers. Republic of the Philippines. Department of Education.

Dulce, G. (2020). *Managing preparation activities*. IBM Corporation. Retrieved on December 22, 2024, from <https://www.ibm.com/docs/eng>.

Dwarakanath, C.K. (2020). Works with school and other college teachers. Former Professor of Mathematics. United States Air Force Academy.

Encarta Dictionary (2020). Encarta world English dictionary. Encarta-world-English-dictionary. Software.

Emery, M. (2021). Mismatch of teachers' qualifications and subjects taught: Effects on students' national achievement test. CERN European Organization for Nuclear Research. ACADEMIA.

Frankie, M. (2024). Tell us your experience having been assigned to teach a subject which was not your field of specialization. Retrieved on December 22, 2024, from Quora. <https://www.quora.com>.

George F.L. & Guild, S.W. (2021). Match or mismatch? Learning styles and teaching styles. *Educational Psychology*, 15.

Ghada, S. et al., (2021). A match or mismatch between student and teacher learning style preferences. *International Journal of English Linguistics*, 1(1).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



Grant, L. (2019). Work matters: Job design in classic and contemporary perspectives. *Handbook of Industrial and Organizational Psychology, 1*(1).

Griffin, N. et al (2021). A new model of work role performance: Positive behavior in uncertain and independent contexts. *Academy of Management Journal, 50*(2).

Guzman, W. (2020). Helps for teachers. *The Modern Teacher, 30*(6). Manila, Philippines.

Hays, (2024). *Adapting to change: How to better handle change at work*. Hays Working for You. <https://hays.net.nz/career-advised/career-development>.

Ijar, L.M. (2020). Teachers' qualification: Status, experiences, and concerns in a fourth-class municipality in Eastern Samar, Philippines. *ACADEMIA*. Retrieved on December 21, 2024, from <https://www.academia.edu>.

Kreisa, M. (2023). What is IT provisioning? PDQ. Retrieved on December 21, 2024, from <https://www.pdq.com>.

Ilgen, D.R. (2021). *The structure of work: Job design and roles*. Handbook of industrial and organizational psychology, Consulting Psychology Press, Palo Alto, CA.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Indeed Editorial Team (2024). What is the responsibility of teachers: A definite guide.

Retrieved on December 21,

2024, from

<https://indeededitorialteam.com/careerdevelopment>.

Kaalam, AP.J. (2024). 21st century teachers. National Model Group of Schools.

Retrieved on December 22, 2024, from

<https://www.nationaalmodelschools.edu>.

Karabuga, J. (2021). Understanding student differences. *Journal of Engineering*

Education, 94(1), doi: 10.1002/j.2168-9830.2005.tb0082.

Lagradante, G. (2023). Teachers' experiences on handling learners with special education needs (LSENS): Bases for an inclusive education intervention program.

Published Thesis. Graduate School. PHINMA Iloilo City.

Laurente, W.L. (2021). Mismatch on Teacher. Philippine Normal University-Agusan

Chapter. Retrieved on December 21, 2024, from

<https://www.scribd.com/doc/51956864>.

Laurente, A. (2023). How it feels to be a teacher. Embracing the chaos: An inside look at educating

minds. LHS Today.

Limon, I & Natgun, S. (2020). Development of job performance scale and

determining teachers' job performance level. *Journal of Theoretical Educational*

Sciences, 1(3).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



Lin, L., Parker, K., & Horowitz, J.M. (2024). Teachers' job satisfaction. Pew Research Center. Retrieved on December 21, 2024, from <https://pewresearchcenter.org>.

Liu, F. (2020). A match or mismatch between student and teacher learning style preferences. *International Journal of Education*, 1(1).

Llego, A.M. (2020). Teaching loads and assignments of public school teachers. Teacher PH. Teaching and Education. Retrieved on December 21, 2024, from <https://www.teacherph.com>.

MBO Partners (2024). 11 ways to develop skills and knowledge for work. Retrieved on December 21, 2024, from <https://mbopartners.com>

Madan, Z. (2024). Teacher profile: How to write an engineering and professional summary. Naukri Career Advice. Teaching & Training. Retrieved on December 21, 2024, from <https://naukri.com/careeradvice.teaching&training>.

Martocchio, J. J. (2020). International encyclopedia of the social and behavior sciences (Second Edition). Science Digest. Retrieved on December 21, 2024, from <https://www.sciencedigest.com>

Mazon, N. (2020). The role of cooperating teachers in the off-campus training and preparation of perspective teachers. *The Modern Teacher*, 40(4).

Mkandawire, M.T., Mwanjejele J.N., & Lou, Z., (2020). What

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



mismatch challenges are there between what teacher

education institutions teach and what is expected at workplace? Central China Normal University, China MSe Student in Educational Economics and Management. ISSN (Print).

Morales, N. (2021). Teaching out-of-filed: Challenges for teacher education.

Retrieved on December 21, 2024,

from <https://eprajournals.com>

Musau, L.N. (2021). A match or mismatch teaching load. *Internal Journal of Education*. 2(5). doi:10.5559.ijl.v2n1p122.

Oke, T.B. (2019). Socioeconomic status of secondary teachers and its relationship to job performance and job satisfaction, 2(14).

Okurawa, N. (2021). Research and implementation manual. *New York: St John's University of Education*, 61(4).

Pasilan, F.M. (2020). Education mismatch. Slide Share. Retrieved on December 21, 2024, from

<https://slideshare.net>.

Prasad, N. (2023). The role of school in child's life and their education. Retrieved on December 21, 2024, from

<https://igauge.in>

Raeburn, A. (2024). Ways to develop adaptability in the workplace and embrace change. ASANA. Retrieved on

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



December 21, 2024, from <https://www.asana.com>

Rahman, R.A. (2024). Impacts of workload on teachers' well-

being: A systematic literature review. *School of Business*

Management, College of Business, Universiti Utara Malaysia.

Reid, N. (2020). Licensure examination for teachers results from 2010 to 2013 of PUP

San Pedro's Bachelor in Secondary Education major in Mathematics and English

graduates and its relationship on their academic performance.

Research and Statistics Center.

Reigeluth, C.M. (2024). *Formative Research on Sequencing Instruction with*

the Elaboration Theory Development, 44(1).

Sibayan, L.R. (2021). Point of view. *The Philippine Journal of Education*, 65(5).

Siegel, B. (2022). Curriculum development. USA: McMillan Publishing. *Science Digest*. 2(3).

Singh, H. (2021). Teaching with style: A practical guide to

Enhancing learning by understanding teaching & learning styles. San

Bernadina, CA: Alliance.

Smith, K.H. (2024). Ways to boost your confidence as a teacher. IRIS Connect. Retrieved

on December 21, 2024,

from <https://irisconnect.com>

Tumacder, J.R. & Policarpio, S.L. (2024). Out-of-field specialization teaching.

International Journal of

Education, 2(3).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



UNESCO (2024). Information and communication technology (ICT) in education. IIEP

Learning Portal. Retrieved on

December 21, 2024, from <https://www.iiep.com>.

Vaddi., N.S. (2023). The importance of being prepared for opportunities. Agile

enthusiast. Cross-functional team leader. *Multidisciplinary Research*, 10(3).

Valdez, F.C. (2022). Hid in personal administration. *Philippine Journal of Education*,

1(3).

Wang, Y. & Jin, C. (2023). Mismatch of teachers' qualifications and subjects

taught: Effects on students' national achievement test. *Psychology*

Education, 6(1), ISSN.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
