



## FROM BASIC EDUCATION TO HIGHER EDUCATION TEACHING: LIVED EXPERIENCES ON ACADEMIC EDIFICATION OF TEACHERS

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<p><b>Received:</b> 6<sup>th</sup> July 2021 <b>Accepted:</b> 8<sup>th</sup> September 2021 <b>Published:</b> 5<sup>th</sup> October 2021</p>	<p>The study investigates the reasons of basic education teachers in transferring to higher education teaching, knowing the arduous tasks of teachers whether it is in secondary or in tertiary level. They knew the transition period would be a lot of adjustments in dealing with the administrators, colleagues, and the students. They were aware that teaching in tertiary level is quite different from basic education.</p> <p>The study focused on how the teachers from basic education transferred to tertiary level and exploring the lived experiences of the informants from a state university, a local college, and a private college in Bulacan. It was limited to twenty (20) informants who transferred in higher education. The study explored the challenges they have experienced and how they surmounted them. They shared their ways of edifying their academics as one of the minimum requirements being an instructor. The researcher used online interviews and phone calls due to the COVID 19 pandemic.</p> <p>The researcher used qualitative research through the use of open-ended questions given to the informants, conducted interviews, then for those who wanted not to show their faces in the video calls during the interview was granted. This qualitative research utilizes phenomenological design because it focused on the lived experiences of the informants. Online interviews were conducted because of the COVID 19 pandemic. 11 instructors in the tertiary level who already had experiences in teaching basic education were interviewed through the use of Messenger call thereby gaining a deeper understanding of the interviewee's experience, feelings and perspectives while the nine (9) informants were interviewed through phone calls. The interviews were recorded and transcribed in verbatim.</p> <p>Thus, in addressing the challenges is preparing them about the subjects they handled. The students are sometimes advance and as educators, they must be kilometers away from the students. This means that they must be chapters ahead and elicit gargantuan and mastery of the lesson as require for being in the tertiary level. Reading and studying in advance are advantageousto these transferred teachers. For them to edify their academics, finishing their Master's and Doctoral degrees are of help. These are the means for promotion and later, the remuneration. Offering scholarship programs to these qualified transferred teachers will help them to finish their degrees. The students will be the beneficiaries of the knowledge that these educators may gain. These findings can be of great help to future researchers who will conduct a parallel study about the transferred teachers from basic education to tertiary level.</p>

**Keywords:** Basic education, higher education, lived experiences, academic edification, teachers, promotion, remuneration, teachin

### I. INTRODUCTION

Teaching as a profession is one of the greatest contributors in setting and building the society. As teachers, they shape the minds of students and encourages them to think independently, teachers continue to pursue their dreams, to level up on their teaching career. Every person who embarks on an amazing journey to educate has valid reasons and fears. Learning through those

fears and becoming the best teacher can be for the greater good propels most of them to keep achieving. It is remarkable that the teacher's journey is considered as an adventure. Each year, they encounter new students and become a part of their lives, just as they become members of the community.

The teacher's goal is also to expand professional knowledge and gain new experiences. Goal setting is an important and ongoing part of any career. As teachers, setting personal goals can help to stay focused and motivated and also, help to develop a sense of self as teachers. Goals should plan to work toward over the course of a year or more, or sometimes even a whole career. One common example is a specific position one would like, such as teaching in the tertiary level. Even staying in the basic education, they can still level up their teaching career. The mix of attitude toward transfers raises intriguing questions about the relationship between transfer and teacher development—questions that are seldom explicit even though they are at the heart of the effectiveness of ongoing personnel decisions made by the teacher. The transferred teachers are most likely to succeed when they have a lot of experience in teaching. Appropriate preparation and adjustment time are the keys facilitating condition for the transferred teacher.

With proper support, the transferred teachers can be an effective source of good teaching performance. Despite challenges from an external agent or change in environmental circumstances can also stimulate recognition and engagement of problematic situations. Challenge must be balanced by appropriate psychological and technical support. Transferred teachers must be provided with a natural opportunity for professional development to change and conceptualize new challenges. They should analyze the changes that might happen in their situation, possible routes to growth, and the level of challenge. In addition, there is a lot of things to be considered if the teacher wishes to transfer to the other institution.

Realizing the transferred teachers are making a lot of struggles and effort. The first several years of the teacher's career were riddled with challenges and adventures that introduced many mentors and new ideas. They never know their next students, colleagues, and head. One of the most significant improvements that the teacher can make in teaching is change, as a teacher continues to grow and thrive. As the teacher learns and grows as an educator, his goals may change. The important thing is having something to work and to keep on track toward becoming the best teacher can be.

With regard to the field of teaching, the teachers serve the right to transfer to another institution for their own professional growth. A number of teachers leaving the Basic Education and transferred to Higher Institution to search for more promising opportunity. It is true that the teachers are the guiding stars that light the youth into the path of righteousness but teachers are also human beings, and for them to be effective and efficient in their functions, certain conditions must be observed. One of these conditions is assigning them to the institution where it is convenient for them with regard to the distance from their places of residence or to the people with whom they work (Cruz, 2015).

It is, therefore, absolutely important that the teacher has carefully thought – out policies, guidelines and procedures in transferring to another institution. It is due to the fact that the convenience and comfort of teachers in their work could easily be converted to benefits for the students whom they serve. Teaching can be a very rewarding work, but like everything in life it is not easy all of the time.

The teacher's transfer is important issue in education. It may be due to different reasons. This period may bring different realizations and emotions to the employees like teachers who have been in the service for many years. A voluntary teacher transfer is defined as a teacher moving from one school to another to fill a position in alignment with his or her current teaching endorsement (Montgomery County Public Schools, 2015). Some factors that affect the teachers' decision to turnover in the other institution were divided into two major groups. First is the school-related factors which include salary or income, other financial perks and benefits, lack of school resources and school facilities, weak or insufficient school policy, and additional assigned tasks like being a trainer, moderator and the like. The other is the teacher – related factor which include problems with heads and administrators, indifferences or problems with colleagues, problems with students, problems with parent or guardian, family matters and other professional opportunities (Gaspar, 2015).

In connection, Maslow Hierarchy of Needs mentions the essence of Self-actualization. It refers to the feeling fulfilled, or feeling that one is living up to one's potential. One unique feature of self-actualization is that it looks different for everyone. For one person, self-actualization might involve helping others; for another person, it might involve achievements in an artistic or creative field. Essentially, self-actualization means feeling that one is doing what one believes what to do. Role of teachers in the society and in education can change, but the importance of their position remains the same. To attract and retain the quality teachers is a great challenge to the educational institutions. In education, the essential quality of the teacher is to have a positive approach. Every teacher must have the potential and clear intention to discharge their duty with utmost devotion to derive satisfaction from their work.

Every teacher experience failures and success in life. There are many problems that they face and need to overcome like financial stability, emotional distress, and harmonious social relationship with their colleagues. In spite of these problems that these teachers encountered, they still hold on in their love for education. They believe that education is the way for uplifting standard of living and eradicating ignorance.

The success of an institution depends on the professional growth of teachers. They also play a vital role in the smooth sailing of an institution. It is very important for an institution to upgrade the knowledge of faculty members to have efficient and effective teachers. There is a need to improve their education through professional growth and one way is through pursuing higher education.

According to Shah (2012), some institutions are affected very badly due to the transfer of teachers and the students suffer every time the efficient and effective teachers look for another workplace. It is very difficult to adjust themselves to new teachers. It badly affects the studies of the students to a great extent. It takes time with the new method of teaching. Those students whose teacher transferred are the most sufferers. It is considered as one of the

burdens of transferred teachers, on the time he has left the basic institution. These struggles will be experienced including various adjustments for the students, colleagues, and administrators.

The result of the study served as bases for adopting measures to uplift and upgrade the aspirations of the informants in transferring teachers at the tertiary level from the basic education institutions. This will initially confirm the premise of this research, and if so, it is a must for this study to suggest an improvement plan to lessen the burden of the transferred teachers and administrators for the greater picture of achieving its intended outcomes.

The aforementioned rationale spurs the interest of the researcher to pursue writing this paper. It is hoped that its notable struggles and success could serve an inspiration to all teachers who inspired to move in Higher Education. Hence, the experience of the informants upheld them to aspire from basic education to higher education. Moreover, the researcher conducted this study to guide and to give ideas to teachers who want to upgrade their teaching career through transferring from basic education to higher institutions. These teachers are fed up with the teaching strategies and dilemmas in teaching, submission of voluminous paper works, and home visitations that they are required to monitor.

This research was done primarily to know the journey of transferred teachers from Basic Education to Tertiary level. The researcher believed that there are motivational ways on how to avoid the attrition of the faculty members or teachers. Truly, satisfied teachers are likely to be very enthusiastic and spend a lot of time and energy in educating students. Moreover, the researcher wanted to discover the reasons why they transferred from basic education to tertiary level aside from the reasons they had cited. The transferred teachers would share their lived experiences in dealing with the problems that they met especially in traversing from the basic education to the tertiary level. They encountered different dilemmas in this transition and how they dealt with conflict like the strategies to be used in teaching college students.

In lieu of the foregoing, the researcher believes that there is a need to know how teachers who transferred from basic to higher education teaching cope up with the academic requirements of their new change in terms of cognitive and non-cognitive skills, how they cope with the challenges, how they succeed in their teaching journey, and what academic edification has been done.

## 2. MATERIAL AND METHODS

### 2.1 Design and Population

Qualitative research method was used in gathering the needed information for this study. This method enabled the researcher to interpret the theoretical meaning of the findings and hypothesis development for further studies. Specifically, the researcher utilized a developed questionnaire which enables the researcher to gather necessary information from the informants without difficulties in answering the questions required for the researcher to have ample information regarding the transferred teachers.

The purpose of this study is to gain a more in-depth understanding of the transferred teachers lived experiences as they faced struggles and adjustments being basic education teachers to college instructors. This section would outline the methodology and methods adopted to address the foreshadowed problems. The study utilized the qualitative phenomenological research design.

The method used under phenomenological type in order to describe the journey of teachers who transferred from basic to higher education teaching. The qualitative data consisting of ideas and views of informants were collected through online interviews because of Pandemic. The teachers in the tertiary level who have already experience in teaching basic education in Bulacan were purposively chosen to participate in the study.

## 3. RESULTS

The general problem of the study is: "How do teachers who transferred from basic education to tertiary level cope up with the academic requirements of their new endeavor?"

Specifically, it sought answers to the following:

### 1. How may teachers who transferred from basic education to tertiary level be described in terms of:

#### 1.1 Cognitive Skills, And

As what the transferred teachers shared, the 20 informants had dissimilarities in various ways. It is not surprising that many of them answered the spiritual skill maybe because of the present situation that the world faces today. Another predominant answer is problem solving, believing that they progress by having this skill. Next is the socio-emotional skill wherein they care for other's welfare.

#### 1.2 Non-Cognitive Skills

##### a. Learning Environment

In this non-cognitive skill, the transferred teachers elaborated about the learning environment. Based on their experiences, they adjusted a lot due to changes or transitions they must embrace from the classroom set-up, and the students. The students sought for quality teaching that the educators impart, the classroom safety and conduciveness, and the facilities as well. At first, they were not used to the classroom setting at the tertiary level but later on, they were able to adjust.

##### b. Academic Adjustment

Some of the informants were PhD and Master's degree holders. For them, finishing their graduate degrees gave them better opportunities and chances. In their level of difficulty, the subjects were different from those in basic

education. They studied their lessons and made advanced readings. In basic education, lessons are simple while in the tertiary level, lessons are complex and must be aligned with the curriculum and course of the college students.

### c. Pedagogy/ Strategy

They explained about the pedagogies that they used in teaching their students. They shared that it is better to use constructivism or learning by doing. Students learn better if they explore things that they wanted to unveil, remove the masks of secrets. They were too inquisitive and wanted to learn more not only from the book but also from going out of the box. Discover new things and apply these in the real world. These transferred teachers accepted the challenges that may cross their paths and willing to impart the knowledge they have to their students who are thirsty for wisdom.

### d. Social Adjustment

In recapitulation, these transferred teachers adopted easily and smoothly with their administrators, colleagues, students, and all school personnel. It was very easy for them because they taught in almost the same workplace, that is a school. The difference is it is basic education while the other one is the tertiary level. Teachers are known for being a significant figure in the community or place they belong. That is how teachers are influential.

## 2. What challenges have been experienced by the teachers who transferred from basic education to tertiary level?

Mostly, the challenges they experienced were the strategies and approaches in teaching their students the simpler way and understand the lessons well. Another is, they need to be familiar with the curriculum of each department where they belong. They needed to craft their own syllabus that is aligned with their courses.

## 3. How do the informants address the challenges and succeed in their journey of teaching career in tertiary level?

They succeeded in their journey by preparing themselves emotionally, mentally, and physically. They made a lot of readings, attended orientations, and seminars.

The informants believed that they made things possible through the help of the people around them like their families, friends, and colleagues. Nothing is impossible if one works hard for it, Tidal waves are now gone and the sunshine is here. It symbolizes hope for everyone. No matter what, they need to be strong and sturdy. Letting them to survive in the wilderness is like devouring a venomous snake.

## 4. What academic edification has been done by the informants as well as the institution to adopt with the requirements of teaching tertiary level?

All of them take time to attend seminars at least twice a year. Some were able to attend seminars during this pandemic through webinar. Some were not able to attend seminars because of their classes in graduate school. They knew their priorities. Whether it is a seminar or graduate studies, all they know is students are the beneficiaries of these. It never hinders them not to be abreast of technology. In fact, most of them want to learn different applications on the net as a new pedagogy in teaching. There are many adjustments to be done in this new normal.

## 5. What enhancement program may be proposed to capacitate teachers who transferred and intend to transfer from basic education to tertiary level?

The HEIs extended their hands in helping the transferred teachers to reach their students' needs. They offered enhancement program through orientation, syllabus making, teaching strategies, and teaching with technology. They knew that these are necessary especially that teaching in basic education is different from the tertiary level. They need to adjust to the needs of the college students. They were encouraged to study and be abreast with the teaching strategies and pedagogies, and be updated with technology so that they may use it in teaching their students.

## 4. DISCUSSION

The salient findings of this research revealed that in terms of cognitive skills, 20 informants mentioned that they had dissimilarities in various ways. They have spiritual skill, problem solving skill, and socio-emotional skill. Hence, non-cognitive skills explicate that they adjusted due transition in the delivery of education amid pandemic. They were all PhD and Master's degree holders, utilized constructivism or learning by doing in teaching, and they were known for being a significant figure in the community or place they belong. Consequently, challenges were inevitable. They prepared themselves emotionally, mentally, and physically by attending webinars at least twice a year.

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