

## 18 UNIT EARNER TEACHERS' JOURNEY IN THE EDUCATION PROFESSION

*by:*

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As a teacher, students are encouraged to aim as far as they want to dream. Adjustments are also in place for better learning. Great patience and understanding to work effectively are needed. To enhance the work performance of every teacher, satisfaction in the field taken should be put in place.

Department of Education has been experiencing a lot of challenges since the implementation of the K12 curriculum. The enormous need for senior high school teachers is continuously needed by secondary schools. According to DepEd Order No. 3, series of 2016, provisional status refers to employment issued to candidates who meet the qualifications of senior high school teacher except having a professional teaching license. According to Republic Act 7836, if one meets the minimum requirements whether on a full-time or part-time basis which includes industrial arts and vocational teachers, they can still be a senior high school teacher. CSC Resolution Np. 2200352 ruled that reappointment of senior high school provisional teachers first hired in 2016-2017 may be allowed, provided that the concerned senior high school teachers have taken and passed the licensure examination in the last 5 years.

The Department of Education aims to ensure that schools have sufficient teachers that have the expertise and skills needed for senior high school students. They are being prepared for higher education, employment, and livelihood. This is the reason why senior high school teachers' academic and employment backgrounds are taken into consideration during the hiring process.

The privilege given amounts to humongous responsibility in the teaching-learning process. The provisional teacher must study the classroom practices and teaching strategies while studying the content of the subjects that will be assigned to them. Education is not their first course. The challenge lies in effectively performing the tasks as a teacher while being a student and completing 18 units of teaching within 5 years. In 5 years or less, the provisional teacher will realize if teaching is their calling, or they will return to their initial profession, or if they are bound to a different path. The whole journey of a provisional senior high school teacher is challenging. One is pressured to meet standards expected by the teaching profession and the standard set by co-workers, head teachers, principals, and students.

Job satisfaction and performance of a provisional teacher may be affected by the course they initially took and the work experiences they had prior to be part of DepEd. Job satisfaction and performance are somewhat interconnected (Hoffman-Miller 2013). It may change over time and fluctuate depending on the school environment and workload. School teachers' performance is dependent on intrinsic and extrinsic motivation (Society and Human Resource Management, 2014). A teacher's professional competence and working attitude have a direct relation to teaching standards and the effectiveness of learning. Teacher performances are often measured by classroom management, work attendance, effective and adequate pedagogy, and extracurricular activities participation.

The success and failure of any education program rest heavily on the adequate availability of qualified, competent, and dedicated teachers. The ability of a teacher to teach is not derived solely from one's academic background, but it is based on outstanding pedagogical skills acquired. In the global scenario, 80% believed that teachers are carriers of weaknesses. It includes inadequate exposure to teaching practice, poor classroom management and control, shallow subject matter, and lack of professionalism. Teachers are the tools in transforming students to be knowledgeable and skillful. Teachers can make and unmake a student. Teaching skills, knowledge, and

values will greatly impact the lives of their students. Teachers are required to undergo continuous professional development. Incompetent teachers produce incompetent students.

Once we have noticed that the K12 senior high school students are academically incompetent, instead of looking as to why our students are on that standing, maybe it is better to also assess the senior high teachers that are hired. We have had cases of hiring unit-earner teachers in the past, but we made history by hiring thousands upon thousands of non-education graduates to serve as senior high school teachers. All newly hired teachers are given seminars after the seminar to educate them on the basics of teaching and learning. It is a fast-paced refresher for LPTs but a totally new world opening for those without licenses and teaching units yet.

It is high time to conduct a study that aims to investigate the performance of senior high school non-education teachers in terms of mastery of the subject matter, ability to clarify ideas, motivate students and consistently monitor the academic progress of students. We not only review and assess the effectiveness of the K12 Curriculum. We must also realize the great necessity to evaluate how our teachers are implementing the curriculum based on their primary educational background and work experiences. If we aim for competent students, then we should have competent teachers in the equation too.

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