The 'Need to Transcend': A Phenomenological Study on the Lived Experiences of Millennial Teachers

Floresa Llenares Lacdo-O[i]
Guiuan North District, Philippines
floresa_lacdoo@gmail.com

Mark Van P. Macawile[ii]
Eastern Samar State University Guiuan Campus, Philippines
markvanmacawile@gmail.com

Mamerto A. Caliwan, Jr.[iii]
Eastern Samar State University Guiuan Campus, Philippines
junjiecaliwan@yahoo.com.ph

……

Abstract

This phenomenological study sought to explore and gain an in-depth understanding of the set expectations of millennial teachers of Guiuan North District, challenges and their coping mechanisms, as well as the rewards in teaching. This qualitative study employed a phenomenological design to allow the researcher the opportunity to investigate and gather data through open-ended questions in face-to-face interviews with the research participants. Ten teachers from different schools of Guiuan North District were involved in this study. After data analysis, three overall themes emerged from the rich descriptions provided through key informant interviews. The themes were: (a) Expectation of teachers; (b) Challenges and coping mechanisms; and (c) Rewards. Three cluster themes were obtained from the first overall theme and these are: Perception on the nature of teaching profession, financial stability of teaching profession, and teaching as a noble profession. Under the challenges of millennial teachers, the clustered themes were: administrative tasks, the new generation learners, and the digital classroom. Cluster themes for coping mechanisms were: unwinding practices, professionalism, technology-oriented teaching and resourcefulness. Tangible and intangible rewards composed the last overall theme. The study of the lived experiences of millennial teachers is helpful to educational researchers, teachers and DepEd policy-makers to understand better this kind of generation. This research is valuable for professional development planning and educational training programs with the objective of recruiting and developing millennial teachers since their kind is the making of 21st century educators which matches the kind of learners we have today and in the future.

Keywords: Millennial teachers, Expectations, Challenges, Phenomenology.

Reference to this paper should be made as follows:

Lacdo-O, F. L., Macawile, M. V. P., & Caliwan, M. A. (2018). The 'Need to Transcend': A Phenomenological Study on the Lived Experiences of Millennial Teachers. *International Journal of Scientific Research in Education, 11*(3), 318-334. Retrieved [DATE] from http://www.ijsre.com.

……

INTRODUCTION

Teachers are the most important resources in a school. The provision of a high quality education system depends on high quality teachers (Jyoti & Sharma, 2009). High teacher morale, attitude and the teachers' specialized teaching skills are central to quality teaching and learning (Bolin, 2007).

A teacher can be viewed as one whose profession includes teaching, instructing, imparting knowledge and guiding learners to pass through the learning process. A teacher is a classroom practitioner, the one who translates educational philosophy and objectives into knowledge and skills. During formal instruction, teachers facilitate learning of students in the classroom (Ofoegbu, 2004).

The quality of the teachers, their commitment and motivation are the determinant factors for the students to benefit from the education system. Teachers act as role-models, since they are the pillars of the society (Jyoti & Sharma, 2009) who help the students, not only to grow, but also to be the potential leaders of the next generation, and to shoulder the responsibility of taking the nation ahead.

Concerning quality of education, Pigozzi (2008) states that poor qualities frustrate efforts to use education as an effective device for economic growth and development in this age of accelerating globalization.

With the passage of time, there are teachers who are considered traditional ones or the traditionalists (Bartz & Rice, 2017). They are teachers who are in their fifties and have been in the teaching profession for twenty years and more. They adopt traditional approaches in teaching. Silent generation or traditionalists decrease in number through retirement (Bartz & Rice 2017). On the other hand, there are also teachers who are from the millennial generation. This generation has grown up in a world driven by technology (Spiegel, 2013). In fact, there has never been a time when technology did not exist for this generation; cellphones, social networking and information at their fingertips are their way of life (Spiegel, 2013). With the aid of technology, millennial generation has changed how the workforce uses technology. Millennials are disciplined when it comes to accomplishing goals and meeting deadlines. In their minds, Millennials view deadlines as a means for ownership and success (Espinoza et al, 2010). They are comfortable working in a collaborative environment and work well with older generations. Millennials excel at multi-tasking and in the use of technology (Lancaster & Stillman, 2010; Underwood, 2007).They integrate technology in their teachings.

In this age of technology, millennial teachers dominate most schools in the country. Since 2010, 192 000 teachers have joined the public school system, bringing the total number of public school teachers to 692 000 as of March 2017 (www.manilatime.net).

Given this scenario in the Philippine education sector, this qualitative phenomenological study was conducted to explore the nature of millennial teachers, their expectations in the teaching profession, the rewards and challenges they encounter, as well as their coping mechanisms to address such challenges. The researchers, as millennial teachers, believe that the conduct of this study is timely and significant since the number of millennials entering and dominating the teaching profession is increasing in number, hence the pursuit of this study.

Statement of the Problem

This study helps provide a deeper understanding on the nature of millennial teachers, their expectations towards teaching, challenges and their coping mechanisms, as well as the rewards they are benefited with as they immersed themselves in the field of teaching. Specifically, it intended to answer the following questions:

- What are the set expectations of millennial teachers from their profession?
- What are the challenges they are faced with and the coping mechanisms they employ to address such challenges?
- What are the rewards they are benefited with as they practice their profession?

Scope and Delimitation of the Study

This study focused on understanding millennial teachers of Guiuan North District as professionals, their nature and challenging experiences in the teaching profession. This research was carried out in selected public elementary schools within the said district in School Year 2017-2018. Millennial teachers, aged 20 to 37 years old, served as the respondents of the study.

THEORETICAL FRAMEWORK

Herzberg's Two-Factor Theory is one of the most accepted theories which attempt to explain job satisfaction and dissatisfaction. The Two-Factor Theory explains that certain job-related factors are satisfying while others are dissatisfying to workers. There are two different sets of factors affecting job satisfaction: Hygienic/maintenance and Motivators/growth.

According to Herzberg (1959), there are two different sets of factors which affect job satisfaction. One set of factors are those, if absent, cause dissatisfaction. These are concerned with job environment and are extrinsic to the job itself. Herzberg calls them hygiene or maintenance factors. The other set of factors are those which, if present, serve to motivate the individual to superior performance. These are related to job content or the work itself-intrinsic to the job. Herzberg calls them motivators or growth factors. The strength of these factors will affect feelings of satisfaction but will not cause dissatisfaction.

On the other hand, Maslow (1970) in his Hierarchy of Needs Theory supposed that human needs could be arranged in a hierarchy based on the priority with each emerged as a determinant of behavior. The hierarchy ranges through five levels. From the lowest level of psychological needs, through safety needs, love needs, esteem needs and self-actualization needs at the highest level. Maslow notes that once a need has been satisfied, it is no longer a motivator and the higher need becomes the motivator.

This study is supported by Maslow's theory since this sought to examine how millennial teachers actualize themselves in the profession, the highest need in Maslow's Hierarchy of Needs. Maslow emphasized the importance of meeting all the needs of an employee in order to satisfy them. Alsop (2008) asserted Millennials are highly educated and achievement oriented. They place a high value on achieving fame and fortune while making a difference, thus meeting the level of esteem needs in Maslow's Heirarchy of Needs (Alsop, 2008).

McClelland's achievement motivation theory also supports this study. People acquire needs for achievement, affiliation or power, but one need is predominant in each individual. This approach postulates that people acquire certain types of need during a lifetime of interaction with the environment. McClelland's research indicated that different needs predominate in different people. An individual can be a high achiever, a power-motivated person, or someone with a high need for affiliation with others, these traits are referring to the millennial generation as cited by Gallup (2016). The model proposes that, when a need is strong, it will motivate the person to engage in behaviors to satisfy that need.

Comparing these mentioned motivational theories, the major difference is McClelland's emphasis on socially acquired needs (Gibson, Ivancevich & Donnelly, 1979).

Maslow is helpful in identifying needs or motives and Herzberg provides us with insights into the goals and incentives that tend to satisfy the needs (Hersey & Blanchard 1982).

This study used a synergy of Herzberg's, McClelland's and Maslow's theories. Both Herzberg and Maslow emphasize the importance of meeting all the needs of an employee in order to satisfy them. The three lower needs in Maslow's hierarchy are equivalent to hygiene factors and the two upper needs are equal to motivators.

METHODOLOGY

Research Design

The focus of this study is to understand and describe lived experiences of millennial teachers. Therefore, a phenomenological research design was chosen to clearly present the description of the subject of inquiry. Phenomenology came from the word "phenomena" which means real life experiences of people. It refers to the study of how people find their experiences meaningful and its primary goal is to make readers understand how other people feel and experience that certain phenomenon (Baraceros, 2016). A phenomenological study delineates the meaning of lived experiences for several individuals (Creswell, 2007). The objective was to focus on what participants had in common-shared, lived experiences (Creswell, 2007). Two types of phenomenological approaches were identified in qualitative research. The first approach was known as hermeneutical phenomenology in which the research was adjusted towards participants' lived experiences (Van Manen as cited in Creswell, 2007). The second approach was known as transcendental phenomenology in which the researcher identifies a phenomenon to be studied, bracketed the researcher's own experiences, and collected data from several individuals who have experienced the phenomenon (Moustakas as cited in Creswell, 2007).

For the purpose of this study, hermeneutical phenomenology was utilized because of an interest in the real-life experiences of some millennial teachers of Guiuan North District. According to Hatch (2002), hermeneutical phenomenology "combines both interpretive/hermeneutic methods and descriptive/phenomenological methods for the purpose of examining the lived experiences or life worlds of people being studied".

Respondents of the Study

This phenomenological study focused on the data obtained from the purposive sampling procedure in the selection of the informants. Purposive sampling is a non-probability technique that involves the conscious selection by the researcher of certain people to include in the study. Participants are selected based on their characteristics and the objectives of the study (Palinkas, 2015). Creswell (2013) asserted that purposeful sampling is used to select the participants and the site for the study in order to purposefully inform a rich understanding of the primary phenomenon in the study. The informants in study were 10 (ten) teachers aged 20 to 37 years old and are considered millennial teachers in Guiuan North District.

Research Instrument

For the purpose of this study, the researches constructed a semi-structured interview schedule that allowed for in-depth discussions and flexibility of answers. All research questions were also made clear and precise to be easily understood by the informants.

Data Analysis

This study employed Colaizzi's phenomenological method of inquiry. This method is a modification of Giorgi and Giorgi (2003) approach to phenomenological inquiry incorporating the process of validating the findings – the structure of the phenomenon. Any valuable data that may emanate due to review and validation by the participants are of paramount importance for the final explication of findings.

The following steps represent Colaizzi's method of phenomenological data analysis (cited in Sanders, 2003; Shosha, 2012):

- Each transcript should be read and re-read in order to obtain a general sense about the whole content;
- For each transcript, significant statements that pertain to the phenomenon under study should be extracted. These statements must be recorded on a separate sheet noting their pages and lines numbers;
- Meanings should be formulated from these significant statements;
- The formulated meanings should be sorted into categories, clusters of themes, and themes;
- The findings of the study should be integrated into an exhaustive description of the phenomenon under study;
- The fundamental structure of the phenomenon should be described; and
- Finally, validation of the findings should be sought from the research participants to compare the researcher's descriptive results with their experiences.
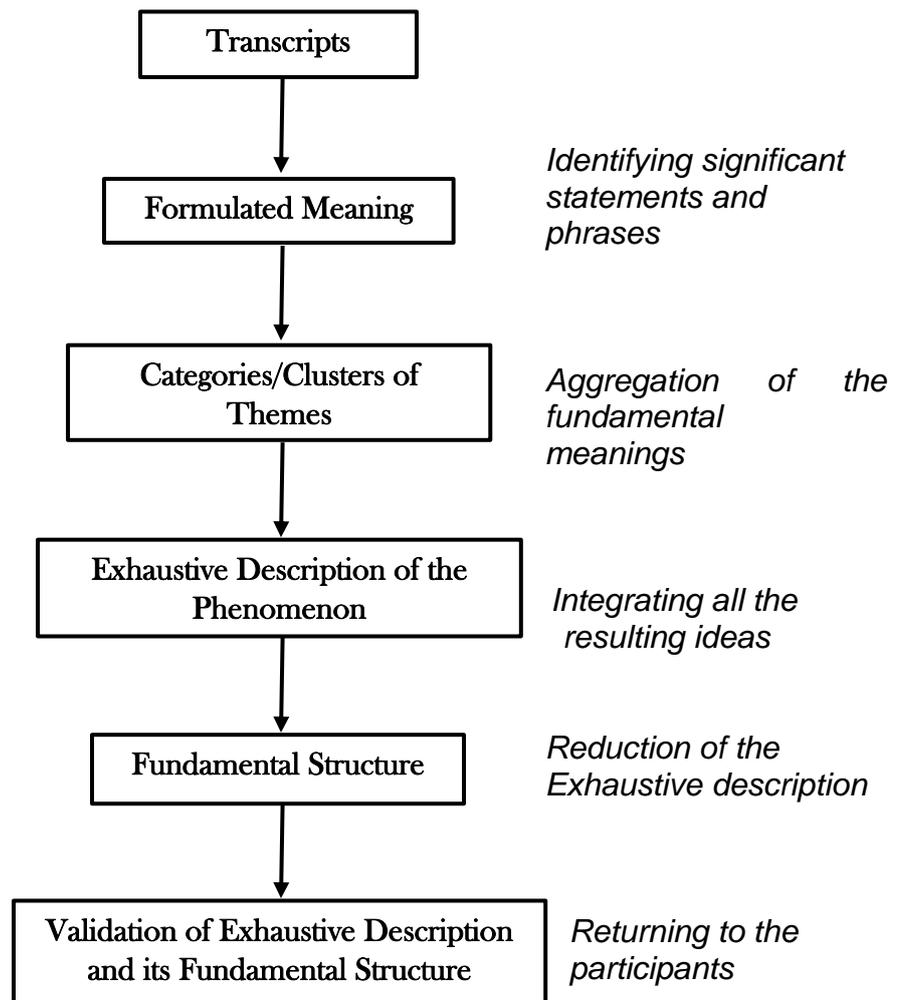
Colaizzi's Method of Phenomenological Inquiry

Transcripts	
↓	
Formulated Meaning	*Identifying significant statements and phrases*
↓	
Categories/Clusters of Themes	*Aggregation of the fundamental meanings*
↓	
Exhaustive Description of the Phenomenon	*Integrating all the resulting ideas*
↓	
Fundamental Structure	*Reduction of the Exhaustive description*
↓	
Validation of Exhaustive Description and its Fundamental Structure	*Returning to the participants*

Figure 1. The process of descriptive phenomenological data analysis espoused by Colaizzi (1978).

Ethical Considerations

After the purposive selection of the participants, the researchers sent a communication letter to the selected millennial teachers to confirm if they are willing to become informants of this study. Informed consent was profoundly valued especially with regard to individual interview. Hence, each of them was highly encouraged to affix their signature on an informed consent form. Moreover, participants were always free to withdraw their approval in any circumstance.

All recorded interviews and information were kept in a safe storage. Confidentiality was strictly observed, henceforth, the researchers only assigned a code representing the respective informants. Furthermore, prior to the final explication of findings, the researcher returned the data to the informants for final review and validation in order to ensure precision and verity of the outcome.

The gathered data were held with great secrecy. Only the researchers had access to the data. To enhance the trustworthiness of this study, the researcher reported objectively the statements of the informants after a precise transcription of raw data.

RESULTS AND DISCUSSION

To present the findings and answer the research questions, the discussion has been divided into three (3) main sections derived from the three overall themes that were developed through the process of thematic analysis, namely:

- Set expectations of millennial teachers;
- Challenges and coping mechanism; and
- Rewards.

Set Expectations of Millennial Teachers

Evident in the key informant interviews, millennial teachers have set expectations concerning their chosen profession. In fact, these expectations became the underlying motive that prompted them to pursue teaching. Albeit, to some extent, the informants have gained what they have expected, nonetheless what is ideal is not always real. That is to say, during their interviews, the key informants disclosed some of their thwarted experiences concerning their job.

Under these set expectations, three (3) sub-existing cluster themes fell under the emergent theme mentioned above, namely: 1) Perception on the Nature of Teaching Profession; 2) Financial Stability of Teachers; and 3) Teaching as a Noble Profession. These cluster themes, which were developed through the explication process, answer the first research question of this study, *"What are the set expectations of millennial teachers from their profession?"*

Table 1: **Code Book for Set Expectations of Millennial Teachers**

Significant Statements	Formulated Meanings	Cluster Theme	Overall Theme
➢ *"...teaching, I perceived teaching... my expectation was that teaching is an easy job."*	➢ Teaching profession is mistakenly regarded as an easy job	Teaching as an easy job	Set expectations of teachers
➢ *"Okay so, expectation was that...teaching was not a quite a tough job. However... it came to me that I am now as one, a teacher,...it came to me that it is a tough job. That ah...some works are really...draining your brain."*	➢ The crisis in teaching profession are unknown until one becomes a teacher		
➢ *"When I was a little kid, I saw my grandmother teaching, because she is also a teacher. And I saw her enjoying what she's doing, that's why I decided when I was still in elementary that I wanted to become a teacher."*	➢ In teaching, what is ideal is not always real		
➢ *"as for now, I could say that I am... if not that financially stable at least ah financially I have my salary and I can...reward myself with the salary I can get from what I am doing especially teaching."*	➢ Teaching profession is regarded as financially promising	Financial stability of teachers	
➢ *"Well, the salary is increasing"*	➢ A teacher is an economically secured individual		
➢ *"I am actually satisfied with the bonus and then what else..."*			
➢ *"I was called to this [teaching profession] ... I do not dream of becoming a teacher. It's just that the destiny calls me first."*	➢ Impart a quality education among the youth		
➢ *"I hope that someday, when they grow up, I want them to become better and become well-developed, improved citizens."*	➢ Teacher as molder of the youth	Teaching as a noble profession	
➢ *"some say that teachers are the molder of the country. So, if you don't teach the children, then the country will be chaotic and it will not be productive."*	➢ Produce competent and responsible citizens of the country		

Considering the responses of the informants, it would be logical to infer that one of the factors that incited them to pursue teaching was the thought that the said job is a carefree one. However, such mindset was gradually overturned when the informants themselves experienced the actual struggle and discomfort of teaching. In fact, when asked if they would still pursue teaching if given the opportunity to restart their careers, some responses are not quite surprising, although others opted to take up the same. Still others have apparent reservations.

Key Informant 10: *"To be honest with you ma'am… If I am given a chance to start all over again? I will not, I will not pursue anymore teaching."*

Key Informant 3: *"No. because I know that there are other jobs or other professions and I think is much better, less difficult than the teaching profession I have today."*

Key Informant 9: *"Before I'm expecting that I'm only a classroom teacher. I will just teach and teach…but, I realized now that I'm already a teacher, it's not only merely teaching, but you need to cope with the environment, cope with the community, you need to transcend, you need to develop your professional growth as a teacher. Not only teaching."*

Another expectation that provoked the informants to join the teaching force was the impression of financial stability among teachers. As reflected in the transcribed data, the informant regarded their job as financially promising. Almost all of them reasonably subscribe to the view that teachers, at some extent, are economically secured.

Key Informant 1: *"quite rewarding, because… as for now, I could say that I am, if not that financially stable at least financially I have my salary and I can reward myself with the salary I can get from what I am doing especially teaching."*

Key Informant 9: *"I am actually satisfied with the bonus…"*

However, in spite of this surety, still some of the informants conveyed their resentment pertaining to their work and corresponding remuneration.

Key Informant 7*: "Not— not that much if we—I am going to categorize the level we are in the moderated level only…. Yes, does not match the compensation. The work that we are giving…"*

Key Informant 6: *"Well, teaching, you are not given with such resources by the government, so, you have to provide your own. You have to get from your own resources."*

Key Informant 10: *"The kind of job that we have today is not appropriate to the kind of salary that we have."*

The last expectation that emanated from key informant interviews was the image of teaching as a noble profession.

Key Informant 7: *"I was called to this [teaching profession] … I do not dream of becoming a teacher. It's just that the destiny calls me first."*

Key Informant 6: Okay. *"To the teaching profession, I guess it's more than the product that you are going to produce in order for …it is said that teachers are the molder of the country. So, if you don't teach the children, then the country will be chaotic and it will not be productive."*

Key Informant 9: *"I envisioned it that the pupils that graduated from me… from my school will be leaders in the future or a productive citizen in the country."*

Key Informant 8: *"I hope that someday, when they grow up, I want them to become better and become well-developed, improved citizens."*

While it is arguably fact that many have ventured to teaching career but did not succeed (Struyven & Vanthournout, 2014; Gonzales, Brown, Slate, 2008; Cochran-Smith, 2009), one of the reasons that persuaded the informants to become a teacher is the prevailing concept mentioned above. They have appreciated the invaluable contribution of teachers to the society, especially in the field of education, hence they have also envisioned to contribute the same.

Challenges and Coping Mechanisms

Another overall theme that transpired through the data analysis was specified as *Challenges and coping mechanism.* This arose from the statements which were communicated by the informants following their narratives. It is but imperative to unfold and explicate the weighty phrases that comprise the development of the above mentioned emergent theme. Furthermore, this part shed light to the second research question of this study: *"What are the challenges they face and coping mechanisms they employ as teachers?"*

The emergent themes which emerged through the explication of informants' responses were: Challenges of Millennial Teachers and Coping Mechanisms. The former has three cluster themes, namely: Administrative tasks; The new generation learners; and The digital classroom. The latter has four sub-themes, namely: Unwinding practices; Professionalism; Technology-oriented teaching; and Learned resourcefulness.

Table 2: **Book of Codes for Challenges and Coping Mechanisms**

Significant statements	Formulated meanings	Cluster theme	Emergent theme	Overall theme
➤ *"Paper works, we have this dash board, we have this SMEA and we have this... TRA, we have this TOS. Sometimes I said that this is not the thing that I am used to, it's about classroom teaching, imparting knowledge to my pupils."*	➤ Teaching career implies many duties aside from teaching itself	Administrative tasks	Challenges of Millennial Teachers	Challenges and coping mechanism
➤ *"You are a sweep—classroom sweeper, and you are a disciplinarian, yes, you are trying to discipline your pupils and it's like you are the father to those"*	➤ Teachers are overloaded by office works, reports and other related duties			
➤ *"We are bombarded with office works rather than focusing on teaching especially on giving more time on pupils who are..."*	➤ Becoming a teacher does not spare one from the laborious demand of studying			
➤ *"let's say the... discipline, first, because of having millennial learners you can't discipline well... yes you can discipline them for a few minutes but after that no more anymore.*	➤ Pupils nowadays are very hard to discipline	The new generation learners		
➤ *"Our—during our time, we are studying really focused, but now I think pupils are not studying the lessons. ... Maybe because of the evolving emerging technologies, nowadays."*	➤ Pupils nowadays are less focus in their studies			
➤ *"Using the technology, and also it has also a big factor to the children because they are more knowledgeable than before."*	➤ Pupils in this generation are more knowledgeable than before			
➤ *"To teach... teaching is very different today than it was before back in our elementary years...It is very different. It has a lot of changes."*	➤ Teaching practices nowadays is far different than before	The digital classroom		
➤ *"...in the advent of technology, iba na iton mga studyante [students are different] so the kind of teaching that we have before. Somehow dapat liwat siguro magbag-o [should also be changed]"*	➤ The teaching paradigm must conform to digital culture of the pupils			
➤ *"Yes, they get interested because nowadays, to teach, if you will just use those cartolinas or manila papers, they will not—they will keep bored, this kind of generation that we have today, really the... if you will not integrate social media or technology, they will not be interested."*	➤ Teachers should integrate the use of ICT in their instructional planning			

➤ "Well, to release those anxieties I just do... singing just to release those the negative thoughts I have in my mind." ➤ "...relaxation... just like going to the beach during Saturdays or eating."	➤ Leisure time is a necessity for teachers ➤ Unwinding is the best way to be relieved from a stressful day in the classroom	Unwinding practices	Coping Mechanism
➤ "Siguro kay emotion-focused... kailangan talaga pirme kontrolado ka kasi... mga bata kasi... di mo ngani hira..." ➤ "When...I am encountering such different challenges during my teaching, I find myself or I give myself time, a quiet time to reflect and to think what will be the possibilities or the positive outcome might be with...with the consequences that I I'll be making or doing inside the classroom that will lessen the capacity or the ability to hurt children, because I don't want to hurt children."	➤ Teachers should always control their emotions ➤ Teachers should always consider the consequences of their action	Professionalism	
➤ "So, as a teacher, as a millennial generation teacher, I integrate technology in my daily teaching... just like the use of computer, TV and other gadget that could help... facilitate learning." ➤ That is... kumbaga pinaka-tatak hiton millennial teachers [the main impression of millennials teachers]. They integrate teaching with technology..."	➤ Integrating teaching with technology is one of the keynote of millennial teachers ➤ The use of ICT in the classroom is now a demand	Technology-oriented teaching	
➤ "The only strategy that I am employing right now is system of rewards and reinforcement. I have that rule in my class that those who are always behaving in class will have a gift from me in our Christmas party and will have a lot of rewards during our closing exercises. In that way, they are somewhat motivated to participate." ➤ "Yes, I have...during classes I input some jokes. So that is one way..." ➤ "Well, I get the support of the parents, especially those materials that should be needed in."	➤ A teacher must learn to manage the classroom through creative strategies ➤ Getting the support of the parents is deemed crucial for teachers	Learned Resourcefulness	

As described by Papastylianou, Kaila and Polychronopoulos (2009) cited in Alontaga and Durban (2013), the common challenges of teachers, especially in the modern time, include work pressure job conditions, the ambiguities and conflicts of the educational roles resulting from the complexity and from the administration's conflicting demands, pressure exercised by educational leadership, professional growth, lack of resources, poor professional relations with colleagues, low pay, unacceptable student behavior, relations with the students' parents, teachers expectations and lack of communication.

> Key Informant 10: *"Paper works, we have this dash board, we have this SMEA and we have this ... TRA, we have this TOS. Sometimes I said that this*

> *is not the thing that I am used to, it's about classroom teaching, imparting knowledge to my pupils."*

> Key Informant 7: *"We are bombarded with office works rather than focusing on teaching especially on giving more time on pupils who are… who need much of our time. Instead of focusing on them, we focused on paper works, we focused on reports expected from us."*

Following the challenges perceived by the informants through their personal experiences in the practice of their profession, the following were the coping mechanisms utilized in the daily discharge of their duties.

> Key Informant 1: *"Well, to release those anxieties I just do… singing just to release those the negative thoughts I have in my mind."*

> Key Informant 3: "Relaxation…just like going to the beach during Saturdays or eating."

> Key Informant 9: *"One way of altering stress by which your mind can be set by way of relaxation, you can unwind and you can go somewhere else… to feel free, and then relax…"*

The perception of stress, especially in teaching, varies in numerous factors. Millennial teachers, though working under one and the same profession, are faced with diverse demands, challenges and coping mechanisms as well. This may depend on the type of environment they are dealing with and the nature of clients they hope to manage (Kokkinos & Davazoglou, 2009). For this reason, millennial teachers have also different strategies so as to cope with the dilemma with which they are involved.

As an example, to mitigate the disruptive behaviors of the pupils another informant shared his distinct strategy that is, giving rewards and reinforcement.

> Key Informant 10: *"The only strategy that I am employing right now is system of rewards and reinforcement. I have that rule in my class that those who are always behaving in class will have a gift from me in our Christmas party and will have a lot of rewards during our closing exercises. In that way, they are somewhat motivated to participate."*

Lastly, another informant is inputting joke and other humor in order to catch the attention of his pupils. According to him, it is not a good practice that a teacher will always be serious the whole time because it would only strike boredom to the pupils. Instead, at some point, is it quiet helpful to throw jokes or create funny activities to encourage participation and enliven the pupils, especially in elementary ones.

> Key Informant 4: *"Yes, during classes I input some jokes. So that is one way."*

Rewards System

The last overall theme that evolved in the data analysis is the reward system that the informants are benefiting. This concept emanated from a series of narratives portraying how

they are motivated to continue teaching despite its adversities. This answers the third inquiry stated in the research question. Moreover, this topic is divided into two (2), namely: Tangible reward and Intangible reward.

Table 3: Book of Codes for Rewards System

Significant statements	Formulated meanings	Cluster theme	Overall theme
➤ "Yes it is. It is a big help, of course salary because without salary we are not..." ➤ "With the rewards, I am actually satisfied with the bonus and then what else...the PBB."	➤ To receiving their salary is indeed rewarding to teachers ➤ The financial merits of teachers are guaranteed	Tangible reward	Rewards
➤ "The recognitions that the school heads are giving me. Even at the meeting they are recognizing the things that I had brought up to the school, especially when we win." ➤ "Maybe increase in the salary and then let's say promotion, that could be part in promotion as a teacher but I have to enroll in the master's— in graduate school to be able to have that." ➤ "Yes... I feel satisfied whenever I see that my pupils are learning much from me"	➤ Commendations of accomplishments is an invaluable honor ➤ Seeing their pupils learning the lessons is a great solace for teachers ➤ Promotion is also regarded as a reward.	Intangible reward	

The prevalent tangible rewards that the informants disclosed in their respective interviews were the monetary benefits. They acknowledge the fulfillment of their works as they receive their monthly salary. In fact, as illustrated above, one of the reasons why they opted to teach was the promising salary of teachers. In the transcribed data, the researchers noticed that majority of the informants implicitly believed that there is financial stability in teaching profession. Along these lines, receiving their salaries is undeniably rewarding for teachers, especially to the informants of this study.

Aside from the monetary benefits, the informants have also mentioned about the intangible ones such as promotion, recognition, professional growth and most importantly the success of their work with their clients as the ultimate measure.

> Key Informant 9: *"The recognitions that the school heads are giving me. Even at the meeting they are recognizing the things that I had brought up to the school, especially when we win."*

> Key Informant 10: *"maybe increase in the salary and then let's say promotion, that could be part in promotion as a teacher but I have to enroll in the master's— in graduate school to be able to have that."*

> Key Informant 7: *"Yes... I feel satisfied whenever I see that my pupils are learning much from me."*

CONCLUSION

Professional teaching is no ordinary job. Unless one practice teaching, he or she will not understand how it feels like mentoring learners in the formal setting. Based on the findings of this study, the teaching environment today is far different compared with the last two

decades. Teaching has never before become sophisticated as it is today. Teachers, though working the same profession, have distinctive challenges in the field which may vary on different circumstances.

Just as time continuously progresses, so as the paradigm of teaching and learning processes. Without prejudice to the principles of teaching, formal education has to adopt the modes of the trending context, otherwise it will turnout irrelevant. On this ground, teachers in the 21st century must likewise be sensitive to the signs of times. Over and above, they must be receptive to ever-evolving needs of their clients, the learners. Failure to abide with the current context is tantamount to not teaching at all. Hence, teachers need to "transcend."

Recommendations

Based on the results and findings of this study, the following recommendations are drawn.

To the Department of Education:

- The provision of facilities or equipment so as to transform the traditional classroom into a digital classroom should be considered. This would ensure the active learning of the students.
- The assignment of workloads and additional administrative tasks on top of teachers' academic load should be judiciously considered.

To the School Management:

- Develop a reward system that would support and encourage the teachers to improve their professional selves and create excellent contribution in the field of teaching.

To the Teachers:

- Pursue professional development, with especial consideration of Information Communication Technology (ICT), classroom management and other emerging pedagogical thrusts and programs.

To the Future Researchers:

- Conduct phenomenological studies focusing on the lived experiences of teachers handling new generation students without any background in ICT.
- Explore related topics in different research environments that may support or even contradict the findings of this study.

REFERENCES

Alontaga, J. V., & Durban, J. M. (2013, March). A self-assessment of the professional stress among elementary school teachers. In DLSU Research Congress.

Alsop, R. (2008). The trophy kids grow up: How the millennial generation is shaking up the workplace. San Francisco, CA: Jossey-Bass.

Baraceros, Esther L. (2016). Practical research 1. Manila, Philippines. REX Book Store.

Bartz, D., Thompson, K., & Rice P. (2017). Enhancing the effectiveness of millennial teachers through principals using performance management. *National forum of Educational Administration and supervision Journal, 35*(4), 1-9.

Bolin, F. (2007). A study of teacher job satisfaction and factors that influence it. *Chinese Education & Society, 40*(5), 47-64, doi: 10.2753/CED 1061-1932400506.

Cochran-Smith, M., & Lytle, S.(2009). *Inquiry as stance: Practitioner research in the next generation*. New York: Teachers College Press.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches (2nd edition)*. Thousand Oaks, CA: Sage Publications.

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches (3rd edition)*. Thousand Oaks, CA: Sage Publications.

Espinoza, C., Ukleja, M., & Rusch, C.(2010). *Managing the millennials: Discover the core competencies for managing today's workforce*. Hoboken, NJ: John Wiley & Sons.

Gallup. (2016). How millennials want to work and live. Retrieved from www.gallup.com

Gibson, J. L., John, M. I., & James H. D. (1979). *Organizations: Behavior structure, process*. Dallas, Texas: Business Publications.

Giorgi, A., & Giorgi, B. (2003). Phenomenology. In J.A Smith (Ed.), *Qualitative Psychology: A practical guide to research methods* (pp.25-50). London: Sage Publications.

Gonzalez, L., Brown, M. S., & Slate, J. R. (2008). Teachers who left the teaching profession: A qualitative understanding. *The Qualitative Report, 13*(1), 1-11.

Hatch, J. A. (2002). *Doing qualitative research in education settings*. Albany, NY: State University of New York Press.

Herzberg, F., Mausner, B., & Snyderman, B. (1959). *Motivation to work*. New York: John Wiley & Sons.

Lancaster, L. C., & Stillman, D. (2010). *The m-factor: How the millennial generation is rocking the workforce*. New York, NY: Harper Collins Publishers, Inc.

Maslow, A. H. (1970). *Motivation and personality. 2nd edition*. New York: Harper and Row.

Ofoegbu, F. I. (2004). Teacher motivation: a factor for classroom effectiveness and school improvement in Nigeria. *College Student Journal, 38*(1). Retrieved from https://eric.ed.gov/?id=EJ701985.

Palinkas. L. A. (2015). Purposeful sampling for qualitative data collection and analysis. *Journal of Educational Research, 42*(5), 533-44. doi: 10.1007/s10488-013-0528-y.

Pigozzi, M. J. (2008). Towards an index of quality education. International Working Group on Education (IWGE).

Sanders, M. G. (2001). The role of "community" in comprehensive school, family, and community partnership programs. *Elementary School Journal, 102*(1), 19-34. Retrieved from http://web.ebscohost.com-fetch.mhsl.uab.edu

Sharma, R. D., & Jyoti, J. (2009). Job satisfaction of University Teachers: An Empirical Study. *Journal of Services Research, 9*(2), 51-80.

Shosha, G. A. (2012). Employment of Colaizzi's Strategy in Descriptive Phenomenology: A Reflection of a Researcher. *European Scientific Journal, 8*(27), 31-43.

Spiegel, D. E. (2013). *The Gen Y handbook: Applying relationship leadership to engage millennials*. New York, NY: Selectbooks.

Struyven, K., & Vanthournout, G. (2014). Teachers' exit decisions: An investigation into the reasons why newly qualified teachers fail to enter the teaching profession or why those who do enter do not continue teaching. *Teaching and Teacher Education, 43,* 37-45.

Underwood, C. (2007). *The generational imperative: Understanding generational differences in the workplace, marketplace and living room*. North Charleston, SC: The Generational Imperative.

www.manilatime.net

----

[i] **Floresa Llenares Lacdo-O** is of Guiuan North District, Philippines. Author can be reached via email at floresa_lacdoo@gmail.com.

[ii] **Mark Van P. Macawile[ii]** is of Eastern Samar State University Guiuan Campus, Philippines. Author can be reached via email at markvanmacawile@gmail.com.

[iii] **Mamerto A. Caliwan, Jr.** is of Eastern Samar State University Guiuan Campus, Philippines. Author can be reached via email at junjiecaliwan@yahoo.com.ph.