



Lived Experiences of Non-Education Graduates Teaching in Higher Education Institutions

Neil A. Balili 

Elizabeth D. Dioso 

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Correspondence: balilineilandrada@gmail.com

¹Davao de Oro State College, Philippines

²Assumption College of Nabunturan, Philippines

Abstract

This study explored the lived experiences of non-education graduates teaching in selected Higher Education Institutions in Davao de Oro during the School Year 2025–2026. Specifically, it examined their teaching experiences, instructional challenges, coping mechanisms, and professional insights as they transitioned into the teaching profession without formal teacher education. The study employed a qualitative phenomenological research design grounded in the interpretivist-constructivist paradigm. Ten non-education graduate instructors were purposively selected, and data were collected through semi-structured, in-depth interviews. The interview transcripts were analyzed using Braun and Clarke's six-phase thematic analysis to identify recurring patterns and themes. The findings reveal that participants initially experienced difficulties in instructional planning, classroom management, learner engagement, assessment, and addressing diverse learning needs despite possessing strong disciplinary expertise. They overcame these challenges through self-directed learning, reflective practice, mentoring, collaboration, participation in professional development, and continuous adaptation of instructional strategies. The study concludes that pedagogical competence develops through authentic teaching experiences, sustained professional learning, and active participation in academic communities of practice rather than disciplinary expertise alone. It recommends that Higher Education Institutions strengthen faculty induction, structured mentoring, continuous professional development, and collaborative learning communities to support non-education graduates and enhance instructional effectiveness and educational quality.

Keywords

higher education, non-education graduates, lived experiences, phenomenology, professional development

How to Cite

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Ethics Statement

This study was conducted in accordance with ethical standards.

INTRODUCTION

Teaching is widely recognized as a profession that requires the integration of disciplinary expertise, pedagogical competence, reflective practice, and continuous professional learning. As higher education institutions increasingly recruit professionals from diverse disciplinary backgrounds to address faculty shortages and respond to evolving workforce demands, many instructors enter classrooms without formal teacher education. Although these individuals possess

substantial disciplinary knowledge and industry experience, they frequently encounter challenges in instructional planning, learner engagement, classroom management, assessment, and curriculum implementation because pedagogical competence develops through systematic preparation and sustained professional learning rather than disciplinary expertise alone. Research consistently demonstrates that instructional quality improves through reflective practice, collaborative professional learning, and continuous faculty development, enabling educators to respond effectively to diverse learner needs and changing educational contexts (Avalos, 2011; Darling-Hammond et al., 2017; Guskey, 2002; Kennedy, 2016). Moreover, teacher self-efficacy remains a significant determinant of instructional effectiveness, professional commitment, and student learning outcomes (Bandura, 1997; Tschannen-Moran & Hoy, 2001). Recent evidence likewise emphasizes that sustainable educational quality depends on strong instructional leadership, effective school resource management, and collaborative stakeholder engagement, all of which create conditions that support teachers' continuous professional growth and instructional effectiveness (Cariaga et al., 2026; Cubero & Cariaga, 2026; El Halaissi & Cariaga, 2026).

Within the Philippine higher education system, the employment of non-education graduates has become increasingly common, particularly in business, engineering, information technology, hospitality, agriculture, and other professional disciplines where industry expertise is highly valued. These instructors enrich classroom instruction by integrating authentic workplace experiences with academic content, thereby strengthening students' professional readiness. However, many begin teaching with limited preparation in curriculum design, learner-centered pedagogy, differentiated instruction, classroom assessment, and educational psychology. Philippine studies have documented that teachers frequently encounter challenges related to instructional competence, performance management, classroom practices, and balancing institutional expectations with instructional responsibilities (Baynosa & Simpall, 2025). Similarly, meaningful collaboration among schools, families, and educational stakeholders has been shown to enhance student learning, strengthen teacher effectiveness, and foster supportive learning environments that contribute to improved educational outcomes (Cariaga & Gerodias, 2025). These findings reinforce previous evidence that mentoring, collaborative professional learning communities, and continuing professional development significantly enhance instructional competence and teacher confidence among educators transitioning into the profession (Darling-Hammond et al., 2017; Farrell, 2022; Hargreaves & O'Connor, 2020; Stewart & Jansky, 2022).

Despite growing international and national scholarship on teacher professional development and novice teacher adjustment, important research gaps remain. Existing studies have predominantly focused on formally trained teachers, teacher education programs, or quantitative measures of instructional competence, while relatively limited qualitative research has examined how non-education graduates construct professional identities and acquire pedagogical competence through lived teaching experiences in Philippine Higher Education Institutions. Likewise, insufficient attention has been given to understanding how these instructors interpret instructional challenges, develop coping strategies, and negotiate professional growth through authentic participation in academic communities of practice. Addressing these empirical, contextual, and methodological gaps contributes to a more comprehensive understanding of alternative pathways into the teaching profession while extending Situated Learning Theory by demonstrating how pedagogical competence emerges through reflective practice, collaborative learning, and sustained participation in higher education communities.

This study explored the lived experiences of non-education graduates teaching in selected Higher Education Institutions in Davao de Oro during the School Year 2025–2026. Specifically, it examined their teaching experiences, instructional challenges, coping mechanisms, and professional insights as they navigated classroom responsibilities without formal teacher education. The findings are expected to inform institutional policies on faculty induction, mentoring, instructional leadership, and continuing professional development while contributing to the growing body of knowledge on teacher identity formation, situated professional learning, and instructional effectiveness in higher education. Although the findings are context-specific and based on ten participants, the study provides qualitative evidence that may guide future research, institutional policy, and faculty development initiatives supporting instructors who enter higher education through non-traditional pathways.

METHODOLOGY

Design

This study employed a qualitative phenomenological research design grounded in the interpretivist-constructivist paradigm to explore the lived experiences of non-education graduates teaching in Higher Education Institutions (HEIs). Qualitative phenomenology seeks to understand how individuals construct meaning from their lived experiences and how these experiences shape their perceptions, identities, and professional practices (Creswell, 2014; Lincoln & Guba, 1985; Van Manen, 2016). The study was anchored in Lave and Wenger's Situated Learning Theory (1991), which posits that knowledge and professional competence develop through active participation in authentic communities of practice. This theoretical perspective was appropriate because the study examined how non-education graduates gradually acquired pedagogical competence through classroom practice, collegial interaction, reflective learning, and continuous professional engagement. The phenomenological approach enabled an in-depth exploration of participants' experiences, challenges, coping strategies, and professional insights while preserving the richness and authenticity of their narratives.

Sampling

The study employed purposive sampling to select information-rich participants with direct experience of the phenomenon under investigation (Creswell, 2014). The participants were ten (10) non-education graduate instructors from selected Higher Education Institutions in Davao de Oro during the School Year 2025–2026, namely Davao de Oro State College–New Bataan Branch, Monkayo College of Arts, Science and Technology, Legacy College of Compostela, and Assumption College of Nabunturan. Participants were required to (a) hold a bachelor's degree outside the field of education,

(b) be currently employed as Higher Education instructors, (c) have classroom teaching experience, and (d) provide informed consent. Individuals with education degrees or those not actively teaching were excluded. The sample size was deemed sufficient, as phenomenological research emphasizes depth of understanding, with recruitment continuing until thematic saturation was achieved.

Collection

Data were collected through semi-structured, in-depth interviews that enabled participants to describe their teaching experiences while allowing the researcher to probe emerging ideas relevant to the research questions. Prior to data collection, approval to conduct the study was obtained from participating Higher Education Institutions, and ethical clearance was secured from the Ethics Review Committee of Assumption College of Nabunturan. A researcher-developed interview guide served as the primary data collection instrument. The interview guide underwent expert validation to establish content validity and was pilot-tested among individuals with characteristics comparable to the target participants. Feedback from validators and pilot participants informed revisions that enhanced clarity, coherence, and alignment with the study objectives. Individual interviews were conducted face-to-face in quiet and private venues within the participants' respective institutions at mutually convenient schedules. Each interview lasted approximately 45 to 60 minutes and was conducted in English, Filipino, or Cebuano according to participants' language preference. With participants' permission, interviews were audio-recorded and supplemented by field notes documenting non-verbal expressions, contextual observations, and researcher reflections. Audio recordings were transcribed verbatim, verified for accuracy, and prepared for thematic analysis.

Analysis

The study employed Braun and Clarke's (2006) six-phase thematic analysis to identify, analyze, and interpret patterns across participants' narratives. The process involved familiarizing with the data, generating initial codes, developing and reviewing themes, defining and naming themes, and producing the final narrative supported by representative quotations. Throughout the analysis, coding matrices, audit trails, reflective notes, and thematic maps were maintained to ensure transparency and consistency. Although Situated Learning Theory guided the interpretation, themes emerged inductively from participants' lived experiences. Theory guided interpretation, themes were allowed to emerge inductively from participants' lived experiences.

Reflexivity

Because qualitative research recognizes the researcher as the primary research instrument, reflexivity was maintained throughout all phases of the investigation. The researcher acknowledged that personal beliefs, professional experiences, and prior assumptions could potentially influence data interpretation. To minimize researcher bias, reflexive journaling was conducted before, during, and after interviews to document evolving assumptions, methodological decisions, and interpretive reflections. Peer debriefing with the research adviser and continuous reflective discussions further challenged emerging interpretations and strengthened analytical rigor. These procedures ensured that the findings remained grounded in participants' authentic experiences rather than the researcher's personal perspectives.

Ethical Considerations

Ethical approval was obtained from the Ethics Review Committee of Assumption College of Nabunturan before the commencement of data collection. Ethical principles of respect for persons, beneficence, justice, confidentiality, and voluntary participation guided the conduct of the study. Participants received comprehensive information regarding the study's objectives, procedures, potential risks, anticipated benefits, confidentiality measures, and their rights as research participants. Written informed consent was obtained prior to participation. Participants were informed that they could withdraw from the study at any stage without consequence. To protect anonymity, pseudonyms and participant codes replaced personal identifiers throughout transcripts, reports, and presentations. Digital recordings, interview transcripts, and research documents were securely stored in password-protected electronic files accessible only to the researcher. Data management complied with the provisions of the Philippine Data Privacy Act of 2012 (Republic Act No. 10173). All research records will be securely retained for the required institutional period before permanent disposal.

Limitations and Rigor

The findings are limited to the lived experiences of ten non-education graduate instructors from selected Higher Education Institutions in Davao de Oro and are not intended for statistical generalization. Participants' responses may also have been influenced by memory recall and personal interpretation. To ensure methodological rigor, the study adopted Lincoln and Guba's (1985) trustworthiness framework. Credibility was established through prolonged engagement, member checking, and peer debriefing; transferability through rich descriptions of the research context and participants; dependability through systematic documentation of research procedures and analysis; and confirmability through reflexive journaling and an audit trail. These strategies enhanced the credibility, consistency, and trustworthiness of the findings.

RESULTS AND DISCUSSION

Teaching Financial and Technical Concepts

Participants considered teaching financial and technical subjects one of the most meaningful yet demanding experiences in their transition to the teaching profession. Although they possessed strong disciplinary knowledge acquired through academic preparation and industry practice, they encountered considerable difficulty explaining abstract concepts, financial computations, and analytical procedures to students with varying levels of academic preparedness. Consequently, participants simplified complex topics, incorporated practical workplace examples, and adjusted their instructional approaches to facilitate students' conceptual understanding. This finding demonstrates that disciplinary expertise alone is insufficient for effective classroom instruction. Effective teaching requires instructors to organize learning experiences that

align intended learning outcomes, instructional activities, and assessment practices while considering students' cognitive readiness (Biggs et al., 2022). Likewise, experiential learning theory explains that students develop deeper understanding when theoretical concepts are connected with authentic experiences that encourage reflection and practical application (Kolb, 2014). By integrating examples from their professional experiences, participants transformed abstract financial concepts into meaningful learning experiences that students could easily relate to real-world situations.

The finding also supports differentiated instruction, which recognizes that students possess diverse learning needs, prior knowledge, and levels of readiness that require flexible instructional strategies rather than uniform teaching approaches (Tomlinson, 2017; Tomlinson & Moon, 2013). Participants gradually recognized that successful instruction required modifying explanations, pacing classroom discussions, and presenting multiple examples to accommodate these differences. These findings imply that Higher Education Institutions should strengthen faculty development initiatives focusing on instructional design, differentiated teaching, and strategies for teaching conceptually demanding subjects to enhance student understanding and instructional effectiveness.

Motivating Students Through Real-World Learning

Participants identified connecting classroom instruction with authentic workplace experiences as one of the most rewarding aspects of teaching. By drawing on their professional backgrounds, they made theoretical concepts more relevant and meaningful, increasing students' engagement and appreciation of course content. This finding aligns with Self-Determination Theory, which emphasizes that learners are more intrinsically motivated when learning activities are meaningful and connected to their future aspirations (Ryan & Deci, 2020). It is also consistent with evidence showing that authentic, learner-centered instruction promotes engagement, critical thinking, and deeper learning while supportive teacher-student relationships further enhance motivation and academic achievement (Bond et al., 2020; Pianta et al., 2012; Roorda et al., 2017). These findings highlight the value of integrating professional experiences into higher education instruction to strengthen learner motivation and bridge theory with real-world practice.

Teaching Beyond Content

Participants realized that teaching extends beyond the transmission of disciplinary knowledge to influencing students' personal growth, career development, and life decisions. Encounters with former students who expressed gratitude reinforced the enduring impact of their instructional and personal guidance. This finding reflects the broader purpose of higher education in fostering holistic learner development. Research demonstrates that effective teaching promotes confidence, lifelong learning, and professional growth, while emotionally supportive learning environments strengthen student engagement, well-being, and academic success (Sousa, 2023; Jennings & Greenberg, 2009; Pianta et al., 2012; Roorda et al., 2017). The findings suggest that effective teaching requires both subject expertise and genuine commitment to students' overall development.

Learning Through Collaboration

Participants recognized that effective teaching was strengthened through collaboration with colleagues, administrators, and students. Seeking advice, observing experienced faculty, and engaging in professional discussions enhanced their instructional competence and confidence. This finding supports collaborative professionalism, which emphasizes that teachers develop through shared expertise and collective responsibility (Hargreaves & O'Connor, 2020). It also reflects Situated Learning Theory, where newcomers gradually acquire competence through participation in communities of practice. Consistent with Opfer and Pedder (2011), participants' experiences demonstrate that mentoring and collegial support accelerated pedagogical development despite the absence of formal teacher education. These findings underscore the importance of mentoring programs and collaborative faculty learning communities in higher education.

Recognizing Learner Diversity

Participants observed considerable differences in students' learning abilities, motivation, and preferred learning approaches, prompting them to adopt more flexible instructional strategies. They incorporated practical demonstrations, visual materials, additional examples, and individualized support to accommodate diverse learning needs. This finding supports learner-centered education, which emphasizes adapting instruction according to students' readiness and learning preferences (Tomlinson, 2017; Tomlinson & Moon, 2013). Likewise, flexible and responsive teaching practices have been shown to enhance engagement and improve learning outcomes (Bond et al., 2020). Participants' growing responsiveness reflects the gradual development of pedagogical competence through reflective classroom experience and highlights the need for continuous professional development in differentiated and inclusive teaching practices.

Learning from Mistakes

Participants acknowledged making instructional and administrative mistakes during their early teaching experiences, including difficulties with lesson planning, course outcomes, and classroom management. Rather than discouraging them, these challenges became valuable opportunities for reflection and professional growth. Reflective practice enables educators to critically evaluate their experiences and refine instructional strategies for future teaching (Farrell, 2022). Similarly, sustained professional learning occurs when teachers continuously apply, evaluate, and improve instructional practices (Avalos, 2011; Guskey, 2002; Kennedy, 2016). Constructive feedback further strengthens professional competence by helping educators recognize strengths, address weaknesses, and engage in continuous improvement (Brookhart, 2017; Carless, 2022). These findings demonstrate that instructional competence develops through reflective experience supported by meaningful mentoring and feedback.

Passion Sustains the Journey

Participants consistently emphasized that passion for teaching sustained them despite limited pedagogical preparation and the challenges of transitioning from industry to academia. Their commitment to student learning motivated them to continuously improve their instructional practices and develop confidence as educators. This finding is consistent with Self-

Determination Theory, which explains that intrinsic motivation promotes persistence, resilience, and sustained professional engagement (Ryan & Deci, 2020). Research likewise indicates that self-motivated educators are more likely to engage in reflective practice, professional learning, and the gradual development of a strong professional identity (Lan, 2022; Smetana & Kushki, 2021). The findings highlight the importance of faculty development initiatives that cultivate not only pedagogical competence but also intrinsic motivation and long-term professional commitment.

Teaching Improves Through Experience

Participants recognized that effective teaching developed progressively through repeated classroom experience rather than immediate mastery of instructional skills. Continuous interaction with students enabled them to refine lesson organization, communication, assessment, and classroom management, resulting in increased confidence and adaptability. This finding supports the view that teacher competence develops through continuous professional learning, reflective practice, and experiential learning (Darling-Hammond et al., 2017; Kolb, 2014). Furthermore, collaborative learning through mentoring and professional dialogue complements individual experience by accelerating instructional improvement (Hargreaves & O'Connor, 2020). Overall, participants' experiences illustrate that pedagogical expertise is cultivated through sustained practice, reflection, and collaborative learning rather than formal qualifications alone.

Coping Mechanisms Employed by Non-Education Graduates

Self-Directed Learning

Participants consistently engaged in self-directed learning through books, online resources, instructional videos, and independent study to address their limited pedagogical preparation. This proactive approach enabled them to strengthen their instructional competence and adapt to the demands of higher education teaching. The finding supports the view that teachers who assume responsibility for their own professional learning are more likely to refine their instructional practices and respond effectively to changing educational demands (Avalos, 2011; Lan, 2022; Opfer & Pedder, 2011). By integrating new knowledge into classroom practice, participants demonstrated a commitment to lifelong learning and continuous professional growth.

Participation in Professional Development

Seminars, webinars, workshops, and faculty development programs provided participants with practical knowledge on teaching strategies, classroom management, assessment, and learner-centered pedagogy. Consistent with previous studies, sustained professional development enhances pedagogical knowledge, instructional quality, and teacher confidence when learning is continuously applied and refined in authentic classroom settings (Darling-Hammond et al., 2017; Guskey, 2002; Kennedy, 2016). These findings emphasize the importance of institutionalized faculty development programs for instructors from non-education backgrounds.

Learning from Experienced Colleagues

Participants regarded mentoring and collegial support as essential sources of professional learning. Advice, classroom observations, and professional discussions helped them improve lesson planning, classroom management, and instructional confidence. This finding reflects collaborative professionalism and Situated Learning Theory, which explain that teaching competence develops through collaboration, mentoring, and participation in communities of practice (Hargreaves & O'Connor, 2020; Stewart & Jansky, 2022). Establishing formal mentoring systems may therefore facilitate the successful transition of non-education graduates into higher education teaching.

Adapting to Educational Innovations

Participants continuously adjusted their teaching practices in response to technological developments and evolving instructional approaches. Their willingness to integrate digital learning platforms and innovative strategies reflects professional adaptability and responsiveness to changing educational environments. Previous studies likewise demonstrate that technology integration and learner-centered approaches enhance instructional effectiveness when combined with reflective practice (Bond et al., 2020; Farrell, 2022; Sousa, 2023). These findings highlight the need for ongoing training in educational technology and digital pedagogy.

Reflective Practice

Participants described reflection as an essential strategy for evaluating instructional experiences and improving future teaching practices. Through continuous reflection, they identified instructional strengths, addressed weaknesses, and became more responsive to students' learning needs. This finding reinforces reflective practice as a cornerstone of teacher development and professional growth (Bandura, 1997; Farrell, 2022). Institutions may further strengthen this process through reflective journals, peer observations, and structured mentoring.

Conducting Independent Research

Participants conducted independent research to strengthen lesson preparation, improve content knowledge, and ensure accurate classroom instruction. This practice reflects the scholarly role of higher education instructors and supports evidence-informed teaching. Research engagement enables educators to deliver current and relevant knowledge while fostering critical thinking and lifelong learning (Elder & Paul, 2020). Institutions should therefore provide access to research resources and capability-building opportunities that encourage evidence-based instruction.

Resilience and Optimism

Despite limited pedagogical preparation and numerous instructional challenges, participants consistently demonstrated resilience and optimism. Rather than viewing difficulties as barriers, they regarded them as opportunities for learning and professional growth. This finding aligns with research showing that intrinsic motivation, resilience, and teacher self-efficacy promote persistence, continuous improvement, and long-term professional commitment (Bandura, 1997; Lan, 2022; Ryan & Deci, 2020; Tschannen-Moran & Hoy, 2001). These personal qualities were instrumental in their successful transition into higher education teaching.

Collectively, the coping mechanisms identified in this study demonstrate that non-education graduates develop teaching competence through continuous professional learning, reflective practice, collaboration, adaptability, research engagement, and resilience. These findings underscore the importance of comprehensive faculty development systems that integrate mentoring, professional learning, technological innovation, and reflective practice to support instructors entering higher education through non-traditional pathways.

Insights Gained by Non-Education Graduates from Their Teaching Experiences

Patience as a Professional Competence

Participants recognized patience as an essential quality developed through teaching. Understanding students' diverse academic abilities, motivation, and personal circumstances enabled them to create supportive learning environments characterized by empathy and encouragement. Consistent with previous research, emotionally supportive teacher–student relationships strengthen engagement, academic achievement, and classroom climate (Jennings & Greenberg, 2009; Roorda et al., 2017). These findings suggest that faculty development should incorporate social-emotional competence alongside pedagogical training.

Flexibility in Teaching Diverse Learners

Participants learned that effective teaching requires adapting instructional strategies to accommodate diverse learning preferences, abilities, and educational backgrounds. This finding supports learner-centered and differentiated instruction, which emphasizes flexible teaching approaches that promote inclusion and meaningful participation (Bond et al., 2020; Tomlinson, 2017; Tomlinson & Moon, 2013). Their experiences illustrate the gradual development of pedagogical competence through authentic classroom practice.

Continuous Professional Learning

Participants emphasized that effective teaching depends on ongoing learning beyond formal academic qualifications. Seminars, professional reading, mentoring, and faculty development activities enabled them to improve instructional competence and remain responsive to evolving educational practices. This finding reinforces the view that teacher learning is a lifelong process supported by sustained professional development and collaborative learning communities (Avalos, 2011; Darling-Hammond et al., 2017; Kennedy, 2016; Opfer & Pedder, 2011).

Reflection as a Catalyst for Improvement

Participants reported that regular reflection on classroom experiences enhanced lesson planning, classroom management, and instructional effectiveness. Reflective practice encouraged continuous evaluation and refinement of teaching strategies, while constructive feedback strengthened professional growth (Brookhart, 2017; Carless, 2022; Farrell, 2022). These findings highlight reflection as a key mechanism for developing pedagogical competence.

Teaching Effectiveness Beyond Professional Licensure

Participants concluded that effective teaching is shaped not only by formal teacher education but also by dedication, continuous learning, reflective practice, collaboration, and commitment to student success. Although they acknowledged the value of professional teacher education, they emphasized that instructional competence develops through authentic teaching experiences supported by mentoring and ongoing professional learning. This perspective is consistent with research showing that teacher self-efficacy and professional identity evolve through experience, reflection, and participation in professional communities rather than certification alone (Bandura, 1997; Smetana & Kushki, 2021; Tschannen-Moran & Hoy, 2001). Rather than diminishing the importance of teacher education, these findings highlight the need for higher education institutions to complement disciplinary expertise with structured pedagogical preparation and sustained instructional support for faculty entering teaching through non-traditional pathways.

Conclusion and Recommendations

This phenomenological study explored the lived experiences of non-education graduates teaching in selected Higher Education Institutions in Davao de Oro during the School Year 2025–2026. The findings revealed that participants initially experienced significant challenges arising from limited pedagogical preparation despite possessing strong disciplinary expertise. They encountered difficulties in instructional delivery, classroom management, lesson planning, and addressing diverse student learning needs. Nevertheless, through self-directed learning, reflective practice, mentoring, collaboration, and continuous professional development, they gradually developed instructional competence and professional confidence. The study further revealed that effective teaching extends beyond content expertise and formal qualifications, requiring patience, adaptability, learner-centered instruction, and lifelong professional learning. Guided by Situated Learning Theory, the findings demonstrate that pedagogical competence develops through authentic participation in academic communities of practice and continuous engagement in professional learning. Consequently, the study contributes context-specific qualitative evidence that enriches the understanding of alternative pathways into higher education teaching and provides valuable insights for strengthening faculty development programs in Higher Education Institutions.

Based on these findings, Higher Education Institutions should establish comprehensive faculty induction and structured mentoring programs for non-education graduate instructors to strengthen pedagogical competence, classroom management, instructional assessment, and learner-centered teaching practices. Continuous professional development initiatives, including seminars, workshops, peer coaching, reflective practice, and educational technology training, should be institutionalized to promote instructional excellence and lifelong professional learning. Institutions should likewise cultivate collaborative professional learning communities and provide opportunities for instructional research to support evidence-based teaching. Future researchers are encouraged to examine the experiences of non-education graduate instructors across different disciplines, institutional types, and geographical contexts using qualitative, quantitative, or mixed-methods approaches to further expand the body of knowledge on teacher professional development and instructional effectiveness in higher education.

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