Original Research Article

**Motivations and Challenges Faced by Non-Teaching Personnel Transitioning to Teaching Position**

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ABSTRACT

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| This study aimed to explore and understand the lived experiences of non-teaching personnel transitioning to teaching position in Carmen District, Division of Davao del Norte. A qualitative phenomenological research design was used in the study. Twelve teachers, who were non-teaching personnel s in their previous work, were chosen purposively had undergone in-depth interviews regarding their challenges, strategies and motivation, and insights on their transition to teaching roles. There were three research questions with five probing questions for each main question had been asked to the participants regarding their challenges, strategies and motivations, and insights. Results on the responses of the participants on experiences include adjustment challenges, professional growth, and commitment and passion. For strategies and motivation, responses from participants include personal motivation and financial reasons, mentorship and peer support, and adaptation and skill application. For the insights, results from the participants include realization of teaching purpose, discovery of personal strengths, and adaptation to professional expectations. Future studies may concentrate on information regarding the transition experiences, challenges, and support mechanisms not only for non-teaching personnel but also for other career shifter s and other professionals entering the education sector. |

*Keywords: Educational Management, Non-Teaching Personnel, Transition, Teaching Position, Qualitative, Phenomenology, Carmen District, Davao del Norte, Philippines*

1. INTRODUCTION

The transition from non-teaching roles to teaching positions has become an emerging phenomenon in education systems worldwide. Non-teaching personnel, such as administrative staff, librarians, and guidance counselors, play integral roles in school operations, yet their journey into full-fledged teaching roles has been largely unexplored. While non-teaching personnel often support students and teachers behind the scenes, many of them aspire to enter the classroom, driven by the low salary for non-teaching roles and higher salary for the teaching roles, hence creating the salary disparity. In some schools, teaching roles provide better salaries, benefits, or job stability compared to non-teaching positions.

A study by Alsubaie (2023) on schools in Saudi Arabia found that non-teaching personnel who are transitioning into teaching pointed the need for career advancements and better pay for daily sustenance. A study by Majekodunmi (2022) highlighted that non-teaching personnel in Nigeria face challenges related to job security and salary, which often influence their desire to transition into teaching roles for better financial stability and career growth. Policies have been slowly evolving to accommodate the growing interest of non-teaching personnel in pursuing teaching careers, but gaps remain in providing sufficient support and structured pathways for them to make this shift effectively (Pantaleon, 2024). These challenges, while documented globally, often manifest differently depending on the region’s educational policies and cultural contexts.

In the Philippines, a study by Laher (2024) found that non-teaching personnel often pursue teaching due to higher salary prospects, as teaching positions generally offer better financial stability, professional growth, and long-term benefits compared to administrative or support roles. Moreover, a study by Antiado et al. (2020) point out that while the Philippine education system places importance on teacher development, there is limited institutional support for non-teaching personnel who wish to become teachers. Moreover, a study by Quejado (2022) among non-teaching personnel found that a lack of support is particularly evident in public schools, where non-teaching staff often struggle with their low salary, thus influencing them to transition to teaching roles for financial stability, professional reinvention, and workplace re calibration.

Despite the existing research on career transitions, a meta-analysis reveals a gap in understanding the specific experiences of non-teaching personnel moving into teaching roles. Prior studies in education transitions, including those on non-teaching personnel, have predominantly relied on quantitative methods (Panlaqui, 2024), emphasizing numerical data over personal narratives. For example, Constantino et al. (2023) quantitatively examined teacher shortages in the Philippines, recognizing non-teaching personnel as a supplementary workforce but failing to explore their motivations and challenges, which a meta-analytic approach could systematically address.

The relevance of this study is to contribute to the developing body of knowledge, and make a valuable contribution to the academic discussion surrounding career transitions in education while offering real-world solutions that benefit both non-teaching personnel and the broader community. Moreover, the study provides detailed insights into their motivations, the roadblocks they encounter, and the support systems needed to ease their transition. These findings will prove useful to researchers, school administrators, and policymakers who can shape professional development pathways for non-teaching staff. Offering more targeted training and mentoring programs creates an environment that equips these individuals to succeed in their new teaching roles.

Beyond career development, the social relevance of this study addresses a critical need in the education sector—ensuring classrooms have qualified, motivated, and well-supported teachers. Communities stand to benefit as schools become better equipped to handle teacher shortages, utilizing the skills of non-teaching staff who already understand student needs and school dynamics. Practical recommendations drawn from the research aim to make career transitions smoother, promoting workforce development in education and enhancing the quality of instruction. As non-teaching personnel move into teaching roles, they bring valuable experience and fresh perspectives, leading to more dynamic and responsive learning environments. This ultimately improves student outcomes and strengthens the connection between schools and the communities they serve, creating a positive impact that resonates throughout the community.

 **1.1 Purpose of the Study**

The purpose of this study is to explore the motivations and challenges faced by non-teaching personnel transitioning to teaching positions. This study also aims to document the diverse experiences of these individuals through in-depth interviews, capturing both the positive and negative aspects of their journey. Furthermore, the intent of this study is to provide a platform to seek, listen, and understand the unheard stories of participants as they willingly share their experiences of transitioning from support staff roles to educators. In addition, this study aspires to contribute to the body of knowledge in research concerning the complexities and dynamics of career shifts within the education sector.

At this stage of the research, the motivations and challenges of non-teaching personnel transitioning to teaching positions can generally be defined as the driving factors and obstacles encountered in their pursuit of becoming educators. This includes their aspirations, the struggles they face in adapting to new responsibilities, and the strategies they employ to overcome these hurdles, particularly within the context of professional development and institutional support.

This study involves non-teaching personnel who have transitioned or are in the process of transitioning into teaching positions, aiming to provide a deeper understanding of their perspectives and lived experiences. It seeks to offer a rich and descriptive narrative of how these individuals navigate the shift in roles, the institutional frameworks supporting their transition, and how their unique backgrounds influence their teaching practices and overall effectiveness in the classroom.

**1.3 Research Questions**

The main objectives of this study were to determine the motivations and challenges faced by non-teaching personnel transitioning to teaching positions. Specifically, the study sought to answer the following questions:

1. What are the challenges encountered by non-teaching personnel during their transition to teaching roles?
2. How do non-teaching personnel strategized their motivations for transitioning to teaching positions?
3. What insights or realizations do non-teaching personnel gain from their experiences as they shift to teaching positions?

2. methodology

**2.1 Philosophical Assumptions of the Study**

This research adopted a phenomenological approach to explore the motivations and challenges faced by non-teaching personnel transitioning to teaching positions. The study sought to understand the "lived experiences" of these individuals as they navigated their shift from support staff to educators. It was grounded in the belief that people's experiences shape their perceptions of reality, and through this perspective, the study aimed to provide insights that could inform the development of effective interventions to support these individuals in their transition to teaching roles.

Creswell and Porth (2016) suggests that a researcher in qualitative studies brings their own worldview to the study, which, in turn, shapes the research process. In this study, I acknowledged my role in understanding and interpreting the experiences of the participants. The philosophical assumptions guiding this research were as follows: ontological assumption, epistemological assumption, axiological assumption, and rhetorical assumption.

The first assumption was ontological assumption in which reality was constructed from individual experiences, and the research acknowledges multiple perspectives of reality, with each participant’s experience of the transition offering unique insights into their motivations and challenges. The researcher's argument on the ontological assumption emphasized that reality is shaped through individual experiences. This perspective acknowledged that multiple realities exist, as each participant’s transition into teaching offers unique insights into their motivations and challenges. Recognizing these diverse perspectives allowed the research to capture the complexity of their experiences, so no single narrative dominates the understanding of their journey.

The second assumption was epistemological assumption where my understanding of the research topic stemmed from closely interacting with the participants. I engaged with them on a personal level, offering a space where they could share their experiences openly. This approach allowed me to learn directly from them about their experiences, avoiding assumptions or biases that could distort the true nature of their lived realities. The researcher's argument on the epistemological assumption highlighted the importance of direct engagement with participants to develop a deeper understanding of their experiences. Through personal interactions, the study provided a space for participants to openly share their insights, allowing the researcher to learn directly from them. This approach minimized potential biases or preconceived notions, so the findings reflected the participants' lived realities rather than assumptions imposed from an external perspective.

The third assumption was axiological assumption in which the values of respect, sincerity, and confidentiality had guided the interactions with participants. It was important for me to create a trusting environment, where participants felt valued and heard. Their stories were shared with respect for their privacy and dignity, ensuring that the research process was ethical and empathetic. The researcher's argument on the axiological assumption emphasized the importance of ethical considerations in the research process. Values such as respect, sincerity, and confidentiality played a central role in creating a trusting environment for participants. Protecting their privacy and dignity allowed for honest and meaningful discussions, reinforcing the ethical responsibility of presenting their experiences with care and integrity.

The last assumption was rhetorical assumption in which as a researcher, I used a narrative and descriptive style of writing to convey the participants' experiences. I aimed to persuade the reader of the validity and importance of the insights shared by these individuals. Through focusing on the participants' own voices, I endeavored to present their stories in a way that resonates with the reader and brings to light the complexities of their transition into teaching. The researcher's argument on the rhetorical assumption relates to the way the research is communicated. A narrative and descriptive writing style was used to convey the participants' experiences, aiming to engage the reader and highlight the significance of their transition into teaching. Focusing on the participants’ voices allowed their stories to be presented in an authentic and meaningful way, capturing the depth and complexity of their journey.

Through these philosophical assumptions, the study sought to deeply understand the experiences of non-teaching personnel transitioning to teaching positions and provide valuable recommendations to improve their integration into the teaching profession.

**2.2 Qualitative Assumptions**

The purpose of this research was to clarify and explore the assumptions underlying the experiences of non-teaching personnel transitioning to teaching positions within the Carmen District, Schools Division of Davao del Norte. The goal was to provide a deeper understanding of the challenges, motivations, and perceptions of these individuals as they adapted to their new roles of being a teacher. Highlighting these assumptions aimed to increase awareness of the complexities involved in this transition and provided a foundation for developing better support mechanisms for non-teaching personnel entering the teaching profession.

Qualitative research, as emphasized by Lim (2025), requires the study to take place in a natural setting, where the researcher can understand the participants’ perspectives in the context of their lived experiences. In this study, the participants’ views were crucial to understanding their transition into teaching roles. The researcher engaged with the non-teaching personnel em-pathetically, ensuring the research reflects the true nature of their experiences. The focus was on uncovering the personal and professional factors that influence their ability to adapt and succeed in teaching.

This study assumed that knowledge was deeply rooted in the personal experiences of individuals. The perspectives of non-teaching personnel provided valuable insights into the challenges they face and the support they required as they transitioned to teaching roles. The researcher’s role was to create a space where participants felt comfortable sharing their stories, allowing for a more accurate representation of their experiences. This approach recognized the subjective nature of the transition and aimed to offer a comprehensive understanding of the complexities involved.

**2.3 Research Design**

This study utilized a qualitative design, specifically a phenomenological approach, which delved deeply into the lived experiences of non-teaching personnel transitioning into teaching roles. According to Urcia (2021), phenomenology aimed to understand and describe how several individuals make sense of their common experiences. This approach was particularly relevant as it sought to explore the essence of their transition and the challenges they faced as they navigated their new roles as educators. In this research, the goal was to gain an in-depth understanding of the lived experiences of non-teaching personnel transitioning to teaching. The study incorporated open-ended, semi-structured interviews which allowed participants to express their experiences fully and freely. These interviews were conducted in a confidential, respectful, and empathetic environment to encourage participants to share their authentic stories. The data gathered from these interviews were transcribed and analyzed to identify key themes that shed light on the transition process.

In conducting the research, I first sought permission from the school head through a formal letter, explaining the purpose and significance of the study. Upon approval, I selected twelve (12) participants from different schools within Carmen District, Schools Division of Davao del Norte based on criteria that ensure they had recently transitioned from non-teaching to teaching positions. The one-on-one interviews were scheduled at a time and place that was convenient for the participants. Confidentiality was guaranteed, and participants were informed of their rights, including their ability to withdraw from the study at any time.

The phenomenological design involved both inductive and deductive reasoning. The inductive approach allowed themes and patterns to emerge directly from the interview data, while the deductive approach was used to apply existing frameworks or theories to understand the findings. This approach provided a comprehensive view of the experiences of non-teaching personnel transitioning into teaching roles. The combination of both approaches also ensured that the findings were robust and well-supported by the data collected.

Furthermore, the study adopted a concurrent data collection method, where in-depth interviews took place alongside a review of relevant literature, offering additional context and background to the findings. The analysis focused on identifying key themes related to participants' challenges, strategies to cope, and insights for adapting to their new teaching roles. The data were analyzed to find connections between individual experiences and developed a shared understanding of the transition process. This process of analysis ensured a comprehensive understanding of the phenomenon being explored.

**2.4 Research Participants**

The participants of this study were twelve (12) non-teaching personnel from different schools within the Carmen District, Schools Division of Davao del Norte. These participants were taken from three (3) schools within Carmen District, in which four (4) participants came from each school. These participants were selected for the study because they had recently shifted into teaching roles. They were drawn from a group of non-teaching staff members who had transitioned to teaching various subjects. A total of twelve participants were chosen carefully to reflect diverse experiences and challenges related to their move into teaching positions.

To achieve this, purposive sampling was utilized, focusing on individuals who transitioned from non-teaching roles to teaching positions, aligning directly with the study's goals. With support from the district’s administrative staff, I identified and selected participants with diverse backgrounds and experiences in their transitions. This approach ensured that the selected participants could provide relevant and valuable insights into the research.

As to the inclusion criteria of the study, the researcher had the following, namely: (a) non-teaching personnel from DepEd offices who had at least one year experience; (b) non-teaching personnel who had already applied for the Teacher 1 position; and (c) non-teaching personnel whose name had been posted in the registry of qualified applicants (RQA) of the Department of Education application results for newly-hired teachers. As to the exclusion criteria, any non-teaching personnel from other school districts or other divisions were not included. Moreover, the researcher chose the participants regardless of their age, gender, social and political views, and income.

**2.5 Role of the Researcher**

My role as the researcher in this qualitative study was essential to the success of the investigation. The study aimed to explore the experiences of non-teaching personnel transitioning into teaching roles, focusing on their motivations, challenges, and the support systems they encounter during this process. I took responsibility for gathering rich and meaningful data that provides valuable insights into the participants' experiences.

In conducting the research, I adhered to the principles of qualitative inquiry, which emphasize dedicating time to data collection, analysis, and self-reflection (Creswell & Porth, 2016). I assumed multiple roles, including interviewer, transcriber, encoder, and analyst. As the interviewer, I worked to establish a comfortable rapport with participants, encouraging openness and trust. Using techniques like asking follow-up questions and engaging in active listening, I strived to capture detailed insights and explore participants' thoughts more deeply.

In addition to conducting interviews, I handled the transcription and encoding of the data. I ensured the interviews were transcribed accurately and that the responses were well-organized while maintaining the authenticity of the participants’ words. As an analyst, I closely examined the data to identify patterns and recurring themes across participants' experiences. This process enabled a meaningful interpretation of their responses.

Corbin and Strauss (2014) emphasized that the researcher was integral in interpreting the meaning behind collected data. In this study, I served as the primary instrument for both gathering and analyzing information. My focus was on understanding the depth and significance of participants' experiences, ensuring that the insights reflected their realities and contribute to the study’s objectives.

**2.6 Data Gathering Procedure**

In any research, structured procedures were essential to ensure accurate and reliable results (Creswell & Porth, 2016). Being aware of the steps in data collection, I took deliberate actions to ensure the study’s success. The following procedures guided the research process to achieve productive outcomes:

First, participants were identified using purposive sampling, focusing on their suitability for the study based on their performance and experiences. Assistance from the Schools Division Superintendent was sought after submitting a letter of approval.

Purposive sampling was employed because it aligns participants’ characteristics with the study's objectives, making it particularly effective in qualitative research with limited resources. Consent and assent forms were provided to parents and participants, emphasizing that participation was voluntary and withdrawal can occur at any time without explanation.

Second, participants had undergone an orientation about the study and were invited to participate in in-depth interviews for data collection. During the introductory phase, participants were welcomed, and the purpose, confidentiality, and parameters of the interview were explained, including the rationale for recording the discussion. Potential technical issues were addressed, and it was emphasized that the discussion focuses on personal views, with no right or wrong answers.

The actual interviews followed an interview guide featuring broad, open-ended questions complemented by a few closed-ended ones. This format encourages in-depth discussions on broad topics. During the concluding phase, participants were asked if any concerns or issues need further exploration. Positive feedback was given to ensure participants leave the session feeling valued. After transcribing the interviews, I sought participants' approval of the transcriptions to validate and verify the results, enhancing the credibility of the findings.

To categorize the data, participants' responses were grouped to identify common answers and clustered themes. Key phrases from the transcripts were highlighted as thematic statements and analyzed to form clusters. The data were organized around general concepts expressed by participants, with regrouping to reduce clustered themes into fewer essential ones. This thematic analysis generated findings aligned with the research questions, presented in figures to clearly illustrate the results. Thematic statements were carefully refined to derive the essential themes, ensuring the findings were well-structured and meaningful.

**2.7 Data Analysis**

Primarily, data were organized and prepared for data analysis. This involved transcribing interviews, typing up field notes, or sorting and arranging the data into different types depending on the sources of information. Afterwards, the data were read thoroughly. The researcher gained general sense from the information and reflect the overall meaning of their responses. Next, the researcher conducted analysis based on the specific theoretical approach and method. This involved the coding or organizing related segments of data into categories.

According to Creswell and Porth (2016), coding is a process of identifying a passage in the text or other data items, searching and identifying concepts and finding relations between them. In the context of my study, I defined what I analyzed was all about. I approached the data with a developed system of codes and look for concepts or ideas in the text. I did initial and thorough readings of the data and wrote down the patterns or themes I noticed, and an expression for a shared concept.

After coding, the researcher proceeded to the thematic analysis. Thematic analysis was a method of analyzing qualitative data and was applied to set of texts such as interview scripts. In my study, I closely examined the data to identify common themes which were the topics, ideas, and patterns of meaning that came up repeatedly on the interview scripts and verbatim s of my participants and identified themes based on their challenges, strategies for coping, and insights.

After thematic analysis was the formulation of major themes. The formulation of major themes was one of the most basic tasks in qualitative research after thematic analysis was applied. In my study, I formulated major themes from verbatim and the interview scripts by writing it on a table right next to it. I did a laborious, in-depth, line-by-line scrutiny of the verbatim until a major theme was obtained.

Finally, I interpreted the larger meaning of the data for the formulation of the core ideas. In order to address these, after thorough analysis, I classified, clustered, and categorized the data carefully in which the clustered ideas came up with core ideas. Furthermore, results were documented and analyzed based on the theory used by the researcher. Major themes were extracted, explained and written under each topic with relevant citation in support of these themes.

3. results and discussion

**3.1 Challenges of Non-Teaching Personnel Transitioning to Teaching Role**

The participants shared their challenges as they transition to teaching role. These challenges became their struggles in terms of transitioning to teaching role and that they experienced some hardships as they transition to their teaching positions. Based on the data analyzed, three (3) major themes were emerged: (1) adjustment challenges, (2) professional growth, and (3) commitment and passion.

***Adjustment Challenges***

 One of the challenges experienced by the participants is the adjustment challenges. Non-teaching personnel face significant difficulties in adapting to the demands of lesson preparation, classroom management, and communication with students. Their transition period often involves overcoming unfamiliar responsibilities and navigating the pressures of delivering effective instruction despite limited experience. IDI\_01 shared that she adjusts to the behavior of the students.

*“Ah okey first obstacle ah emerged demand on teaching roles behavioral activity of the students were the teachers and students make coping up sometimes behavioral approach for as to learn and to ah to make aah quality education for our needs of the students.”* (IDI\_01)

The results show that non-teaching personnel transitioning to teaching roles experience notable adjustment difficulties, particularly in managing classroom demands, preparing lesson plans, and effectively handling diverse student behaviors, among others. Many shared that their lack of teaching experience made lesson preparation difficult, while others struggled to handle classroom management and communication with students. These challenges highlighted the emotional and practical adjustments required to balance new instructional duties with the realities of the classroom.

This finding of the study aligned with the work of Bonnet and Glazier (2025) who emphasized that beginning teachers often face a mismatch between their expectations and the complex realities of classroom life. Their research supports the idea that early teaching experiences are frequently marked by uncertainty, especially in managing time, student behavior, and lesson delivery, which are the concerns mirrored in the participants’ accounts in this study. Moreover, the findings of the study are in parallel with the study of Diasti (2021) who claimed that identity formation among new teachers is closely tied to how they respond to classroom challenges and develop coping strategies. The participants’ narratives reflect how these adjustment challenges not only test their technical skills but also shape their emerging sense of professional identity, confirming the importance of emotional resilience in the transition process.

***Professional Growth***

Another theme that emerged from the responses of the participants is professional growth. As they move into teaching roles, participants experience gradual professional development by learning pedagogical techniques and drawing on peer support and mentorship. This growth is fueled by formal training, personal initiative, and collaborative relationships that help them navigate the challenges of teaching. IDI\_01 shared that she learned pedagogical techniques through TESDA training sessions.

(I prepared through TESDA training, then went to DepEd because we need TESDA training to enter the TVE track, sometimes even community training for students’ behavior.)

The results show that non-teaching personnel transitioning to teaching roles experience meaningful professional growth as they gradually learn pedagogical techniques, and seek guidance from mentors, and colleagues. Many participants described how formal trainings, such as TESDA sessions, boosted their preparedness, while others leaned on peer support, mentoring, and past experiences to navigate new teaching responsibilities. Their reflections highlight that growth was not just about technical teaching skills but also about developing emotional resilience, patience, and a stronger sense of confidence.

The findings of the study align with that of Buzică (2024) who emphasized that the professional development of beginning teachers is shaped by learning opportunities, mentoring, and contextual supports that foster teaching competence. The participants’ experiences reflect how structured training and collegial interactions play crucial roles in helping them build both instructional knowledge and adaptive strategies in the classroom. The findings also conforms that of McCullough Hedelin (2024) who claimed that professional growth is deeply intertwined with a teacher’s emotional journey, where feelings of uncertainty are gradually replaced by confidence through reflective practice and social support. The participants’ accounts demonstrate how emotional strength and patience are cultivated over time as they navigate the realities of classroom work, confirming the importance of interpersonal connections and reflective adaptation during the transition.

***Commitment and Passion***

Another theme that surfaced from the responses of the participants is commitment and passion. Despite emotional strain and early insecurities, non-teaching personnel show strong commitment and passion for their new teaching roles. Their desire to positively impact student learning motivates them to build confidence, manage emotions, and embrace the responsibilities of the classroom. With the strong desire to impact student learning, non-teaching personnel were committed to teach despite the different challenges. IDI\_01 shared that having confidence will boost her knowledge and on how she delivers her lessons well.

(The shift impacted my emotional well-being, my professional confidence, that when I have confidence, it boosts my knowledge on how to deliver lessons to students, also how to handle their emotions*.*)

The results show that non-teaching personnel demonstrate strong commitment and passion as they transition into teaching roles, drawing strength from emotional adjustment, self-confidence, and a genuine desire to support student learning. Many participants described how they gradually built confidence, controlled their emotions, and embraced the openness needed to handle students’ diverse behaviors. This commitment, grounded in personal preparation and a sense of responsibility, fueled their determination to succeed despite early challenges.

The findings of the study corroborate that of George et al. (2024) who emphasized that teachers’ commitment is a crucial factor in sustaining motivation, resilience, and job satisfaction in the face of everyday classroom pressures. The participants’ experiences reflect how personal passion and commitment not only help them persist through the transition period but also strengthen their emotional well-being as they navigate the demands of teaching. The finding of the study was also supported by the study of Wang (2023) who claimed that emotional understanding and adaptability are essential qualities that shape a teacher’s ability to build meaningful connections with students. The participants’ gradual development of emotional control and open-mindedness mirrors this perspective, showing how emotional growth directly supports their ability to engage students effectively and maintain long-term commitment to the profession. The findings of the study were supported by Transformative Learning Theory (TLT) of Ackerman and Kanfer (2020) which highlights the crucial role of adults who undergo profound shifts in their perspectives and beliefs and the challenges they encountered as they transitioned from their previous role to their new working roles. Through this reflective process, individuals begin to question their preconceived notions, allowing them to develop more complex and holistic view of themselves and their surroundings. The theory also suggests that when individuals confront new situations of challenging dilemmas, they go through a process of reflection which leads to the transformation of their perspectives.

**3.2 Strategies and Motivations in Transitioning to Teaching Positions**

The participants shared their strategies and motivations in transitioning to teaching positions. These strategies helped them to cope and even motivated them to pursue teaching positions. After careful segregation and classification of the responses of the participants, three (3) major themes were emerged: (1) personal motivation and financial reasons, (2) mentorship and peer support, and (3) adaptation and skill application.

***Personal Motivation and Financial Reasons***

When asked about their strategies, the non-teaching personnel shared that it is their personal motivation and financial reasons that pushed them to embrace teaching profession. This theme being surfaced from the statements of the participants shows that motivation and money are a driving force that allows non-teaching personnel to transition to teaching roles. Non-teaching personnel are driven by strong personal motivations, including their desire for financial advancement. Teachers have higher salaries that non-teaching personnel, hence this becomes their personal motivation to transition to teaching roles. IDI\_03 shared that she came to a point to personally love teaching, as expressed passion despite course mismatch.

(I reached DepEd because I truly love teaching; it’s my passion to teach even though it’s not aligned with my 4-year course, as I’m just an earner, at least I have passion for teaching*.*)

The results show that non-teaching personnel transitioning to teaching roles are deeply motivated by both internal and external factors, including a passion for teaching, a sense of personal fulfillment, and the desire for financial and professional growth. Participants expressed how their love for teaching, even when their academic backgrounds were not aligned, fueled their determination to pursue education roles. Others emphasized that family motivation and the promise of stable salaries and career advancement in the public sector played a key part in their decision to enter the teaching profession.

This finding aligns with the study of Keating (2022) who found that motivations for entering the teaching profession often combine intrinsic factors, such as passion and love for working with students, with extrinsic factors, like job security and salary. The participants’ accounts reinforce the idea that even career changers or late entrants bring strong personal purpose and expectations that shape their persistence and adaptation in the teaching field. In consonance with the study of Reeve (2024), motivation is not static but evolves over time, influenced by personal experiences and career transitions. The participants’ narratives highlight how personal and family drivers helped sustain their commitment as they shifted from non-teaching backgrounds, reflecting how motivational factors adapt and strengthen during major professional changes.

***Mentorship and Peer Support***

Another theme that emerged from the responses of the participants is mentorship and peer support. Mentorship and support from colleagues play a crucial role in helping these individuals overcome challenges in lesson preparation and classroom management. They show openness and willingness to learn from mentors, blending others’ advice with their own learning styles. IDI\_03 shared that her mentors helped her to clarify difficult topics.

“*With my mentors, it’s truly a big help in reinforcing my difficulties in preparing my lessons, especially those topics I need more understanding before I deliver to my students*.” (IDI\_03)

The results show that non-teaching personnel transitioning into teaching roles greatly benefit from the guidance and reinforcement provided by mentors and peers. Participants shared how mentorship helped them overcome difficulties in lesson preparation, classroom management, and understanding new responsibilities. Their openness to learning from more experienced colleagues allowed them to combine external advice with their own approaches, strengthening their capacity to adjust and grow in their new roles.

This finding is in parallel with the study of Gast et al. (2022) which highlighted the importance of mentoring in supporting new teachers’ professional learning and emotional well-being. The participants’ experiences confirm that having access to mentors provides not only technical guidance but also critical emotional reinforcement, helping them manage the pressures of the transition period. In consonance with the study of Maready et al. (2021), mentorship and peer support are shown to improve teacher retention and performance, particularly among those new to the profession. The participants’ accounts reflect how structured support systems and collegial relationships contribute to building their confidence and competence, making mentorship an essential element in their successful transition into teaching.

***Adaptation and Skill Application***

Another theme that surfaced from the verbatim s of the participants is adaptation and skill application. During the interview, participants shared that they apply skills and experiences from their prior jobs to effectively adjust to teaching responsibilities. Their ability to transfer past learning into the classroom allows them to navigate new contexts and connect with students and peers. IDI\_01 narrated that she applied prior work experiences in lesson delivery.

(I used my past experiences, ma’am, then I had to mold myself, train myself, educate myself, and now that I’m here in DepEd, I apply that experience — all that knowledge on how to properly deliver lessons, all the skills I can share with the students*.*)

The results show that non-teaching personnel transitioning to teaching roles actively adapt by applying skills and experiences gained from their previous jobs. Participants described how they incorporated customer service skills, communication techniques, and professional knowledge into their classroom practices to better engage students and manage responsibilities. This process of adaptation allowed them to navigate the demands of teaching despite limited formal background, using past experiences as a foundation for building their new instructional identities.

The finding of the study is in parallel with the study of De Grip (2024) who emphasized that much of workplace learning comes from informal experiences, where individuals transfer prior knowledge and skills into new roles. The participants’ narratives demonstrate how their earlier work experiences, though from non-educational fields, provided valuable tools for teaching, confirming the critical role of informal learning and transferability in professional transitions. Supported with the study of McCullough Hedelin (2024), adaptation is essential for teacher effectiveness, especially for those entering the profession through alternative pathways. The participants’ ability to balance prior job learning with current teaching demands illustrates how adaptation strengthens their performance and resilience, underscoring the importance of recognizing and harnessing prior competencies during professional shifts. Moreover, this study is anchored in Social Cognitive Theory by Schunk & DiBenedetto (2020), which elucidates how individuals develop motivation, self-efficacy, and adaptive strategies through observational learning, experience, and social reinforcement. This theoretical framework is particularly relevant to non-teaching personnel transitioning into the teaching profession, as it explains how they acquire pedagogical skills, build confidence in their teaching abilities, and adapt their prior expertise to classroom contexts. SCT highlights the role of modeling, mentorship, and reflective practice, which are key factors that enable career shifters to successfully navigate the challenges of their new profession and sustain long-term motivation.

**3.3 Insights or Realizations of Non-Teaching Personnel**

When asked regarding their insights or realizations, the participants gave learning, or lessons gained from their experiences as they transition to teaching roles. They also shared their realizations which can be shared to other non-teaching personnel and how the school or institution could help them with new teaching role. After scrutinizing the thoughts of the participants about their insights, three (3) major themes emerged, namely: (1) realization of teaching purpose, (2) discovery of personal strengths, and (3) adaptation to professional expectations.

***Realization of Teaching Purpose***

When asked about their insights or realizations, one of the themes that emerged from the responses of the non-teaching personnel transitioning to teaching roles is the realization of teaching purpose. Non-teaching personnel realize that stepping into teaching allows them to make a meaningful impact on students’ lives. They recognize that sharing knowledge and motivating students can bring about personal fulfillment and social contribution. This realization deepens their understanding of the responsibility and influence tied to the teaching role. IDI\_01 shared that she desired to share her knowledge to motivate struggling students.

(I want to share my knowledge especially with students who struggle, so they can use these skills in the future and feel motivated.)

The results show that non-teaching personnel transitioning into teaching roles come to realize the deeper purpose and meaning behind the profession. They recognize that teaching is not only about delivering content but also about transforming students’ lives by sharing knowledge, inspiring motivation, and providing guidance. This realization gives them a renewed sense of commitment, understanding the influence they hold in shaping student outcomes and personal growth.

The findings of the study align with the study of Simon (2024) who emphasized that teachers’ sense of purpose is a key driver of their professional identity and emotional investment in the job. The participants’ reflections confirm that realizing the transformative power of teaching strengthens their dedication, reinforcing the moral and relational dimensions of their work. In parallel with the study of Diab and Green (2024), recognizing the meaningfulness of teaching fosters resilience and persistence, especially during challenging transitions. The participants’ insights demonstrate that discovering a sense of purpose helps them push through difficulties, shaping a positive and motivated approach toward their evolving roles as educators.

***Discovery of Personal Strengths***

Another theme that emerged from the verbatim s of the participants is the discovery of personal strengths. As they transition to teaching roles, non-teaching personnel discover personal strengths such as patience, effective communication, and emotional control. They become more aware of their capacity to persuade, guide, and connect with students. These discoveries enhance their self-confidence and equip them with tools to handle daily classroom interactions. IDI\_03 shared that she discovered her strength in communication and persuasion.

(I discovered I have potential in interacting and communicating with others; I have the ability to convince and help others realize what they need to do.)

The results show that non-teaching personnel transitioning to teaching roles discover personal strengths such as confidence, patience, adaptability, and emotional resilience as they face the realities of classroom life. While they initially believed their perceptions about teaching would fully apply, they came to realize that unexpected barriers required them to adjust and tap into new abilities. These discoveries allowed them to navigate the demands of teaching more effectively, strengthening their self-awareness and shaping their professional growth.

The findings of the study is supported with the study of Hussain et al. (2022), which highlighted that teachers’ sense of self-efficacy is vital in determining how they approach challenges and persist in their efforts. The participants’ recognition of their own emerging strengths reflects this idea, showing how increased self-belief helps them manage the complexities and unpredictability of their evolving teaching roles. In consonance with the study of Bagdžiūnienė et al. (2023), emotional resilience and adaptability are key factors in sustaining teachers’ well-being and commitment during times of change. The participants’ realization that they needed to adjust expectations and embrace their personal capacities underscores the importance of internal resources in successfully navigating professional transitions.

***Adaptation to Professional Expectations***

Another theme that surfaced from the insights of the participants is their adaptation to professional expectations. Non-teaching personnel who transitioned to teaching roles acknowledged the need to adapt to formal expectations, including professional ethics, policies, and relational demands. They understand that teaching requires balancing task completion with emotional and social engagement. This adaptation helps shape their professional identity and fosters respect from students, colleagues, and even family. IDI\_02 shared that she adapted the behavior in aligning with professional ethics and policies.

“*I transform on my attributes on my character to become a teacher; there are rules that is ah some code of ethics some law you follow the rule and study to implement because to become a public servant, public employee there is a policy you follow*.” (IDI\_02)

The results show that non-teaching personnel transitioning to teaching roles experience significant adaptation as they align themselves with professional expectations, ethics, and relational responsibilities. They recognize that teaching is not only about delivering tasks but also about meeting ethical standards, building relationships, and embodying a professional identity that earns respect from students, colleagues, and the wider school community. This adaptation process reshapes their mindset, requiring them to balance technical duties with the emotional and social demands of the teaching profession.

This finding corroborates with the study of Suarez and McGrath (2022) which emphasized that teacher identity is continuously shaped by professional expectations, personal values, and workplace interactions. The participants’ reflections demonstrate that adapting to these expectations plays a central role in how they redefine themselves, confirming the dynamic nature of professional identity development. In parallel with the study of Bodenheimer and Shuster (2020), adaptation to professional demands involves not only compliance with rules and policies but also a deeper integration of relational and emotional aspects into the teacher’s role. The participants’ experiences highlight how embracing professional standards and relational responsibilities strengthens their sense of purpose and belonging in the teaching profession. Likewise, the findings of the study were supported by Mezirow’s (2018) Trans-formative Learning Theory by framing their shift as a process of critical reflection and meaning-making, where they reevaluate prior assumptions, professional identities, and skill sets developed in non-teaching contexts to adapt to the demands of classroom instruction. Through this lens, their transition involves more than acquiring technical teaching skills; it requires a deep personal transformation as they reinterpret past experiences, challenge established mindsets, and embrace new perspectives aligned with the responsibilities of educators.

4. conclusions

The results of the interviews provided an overview and insights into the experiences of non-teaching personnel regarding their transition into formal teaching positions in the Department of Education.

As I come to the final stage of this study, I have come to scrutinize the challenges faced by non-teaching personnel as they shifted into teaching roles. They adapted to the demands of lesson preparation, student engagement, and classroom management while learning to align their actions with professional expectations. The non-teaching personnel who took part in this study shared meaningful and relevant experiences about how they applied prior skills, sought mentorship, and discovered new strengths that supported their teaching performance. They agreed that the transition required not only technical adaptation but also emotional adjustment, patience, and resilience. It brought relevant insights into how former non-teaching staff members navigate the expectations of the teaching profession.

This study shows vast details regarding the challenges, strategies to cope, and insights of non-teaching personnel in taking on teaching roles and positions. This investigation unfolded many opinions and facts about how they discovered personal growth, adapted their prior experiences, and redefined their professional identities. This experience is dominantly viewed by the respondents as a significant turning point that shaped their personal and career development. The information gathered about the transition of non-teaching personnel was very useful in this study since the researcher aimed to uncover detailed insights into their lived experiences under the new professional role.

Moving toward a smooth and successful transition for non-teaching personnel into teaching positions would depend largely on practical conditions internal to schools and institutions. Most important among these conditions are the presence of supportive mentors, access to training opportunities, and the school’s ability to provide incentives and guidance during the transition phase. Many non-teaching personnel entering the teaching profession may not initially be fully aware of the instructional demands and classroom challenges, especially when dealing with diverse student needs. Further, they often require assistance in shifting from administrative or technical tasks into student-centered, instructional responsibilities. However, it is highly suggested that schools and educational leaders provide structured mentoring, professional development, and continuous support to empower transitioning personnel and help them thrive as teachers.

The result of this study would perhaps be used in advanced and focused inquiry aimed at discovering and interpreting facts regarding the significance of supporting non-teaching personnel transitioning into teaching roles within the academic arena through diligent investigation and careful gathering of information. It can be a keystone to uncover relevant data that will help future researchers. Future studies may concentrate on further information regarding the transition experiences, challenges, and support mechanisms not only for non-teaching personnel but also for other career shifters such as nurses, medical technologists, pharmacists, bank managers, entrepreneurs, and other professions entering the education sector. It may also be utilized to collect additional information for further investigation about how such experiences affect teaching performance, professional identity, and the long-term retention of these personnel in the teaching profession.

Furthermore, the findings of the study align closely with Transformative Learning Theory (Halupa, 2015) and Social Cognitive Theory (Schunk & DiBenedetto, 2020) in explaining the journey of non-teaching personnel transitioning to teaching roles, as both emphasize personal growth, adaptation, and the dynamic interaction between individual beliefs and environmental influences. Transformative Learning Theory highlights how these individuals engage in critical reflection, reexamining their assumptions, identities, and prior work experiences to form a new professional self-concept aligned with teaching demands. At the same time, Social Cognitive Theory emphasizes the role of observational learning, self-efficacy, and reciprocal interactions between personal, behavioral, and environmental factors, suggesting that these transitioning personnel actively shape their learning through modeling effective teaching practices, seeking feedback, and regulating their own progress. Together, these frameworks capture how non-teaching personnel not only undergo internal mindset shifts but also draw confidence from observing peers, receiving social support, and successfully applying new strategies in the classroom, reinforcing their belief in their teaching capabilities and promoting resilience in adapting to this new professional environment.

**5. RECOMMENDATIONS**

The findings of this study can guide future initiatives supporting newly transitioned teachers by highlighting the specific challenges and transformative experiences they face. For teachers, the future directions may focus on the development of mentoring programs, continuous professional development, and peer collaboration opportunities that help non-teaching personnel strengthen their instructional practices, classroom management, and pedagogical confidence. Such initiatives can foster a smoother adjustment process and help these teachers build a solid professional identity grounded in both their prior administrative skills and their new teaching competencies.

For students, the study opens pathways to explore how the presence of teachers with administrative backgrounds influences their learning experience, engagement, and academic outcomes. Future directions may involve examining how students perceive and respond to these newly transitioned teachers, as well as how teachers’ prior non-teaching roles can contribute to developing innovative learning strategies, more organized classroom processes, and improved student support systems, ultimately enriching the educational experience for learners in the classroom.

At the school level, the insights from this research can inform the creation of institutional policies and frameworks that better accommodate and support non-teaching personnel entering the teaching profession. Future directions may include integrating on-boarding programs, structured transition plans, and support systems that recognize the unique strengths and gaps of these new teachers, allowing schools to maximize their potential contributions while maintaining instructional quality and consistency across departments.

For school administrators, these can benefit from this study by using its findings to design leadership strategies that foster an inclusive and supportive environment for transitioning personnel. Future directions may include establishing feedback mechanisms, providing differentiated coaching, and facilitating open communication to address the concerns and developmental needs of these teachers, ensuring their successful integration into the teaching workforce and enhancing the school’s overall instructional capacity.

For the Department of Education, the study can serve as a foundation for crafting policies and programs that formalize the transition process for non-teaching personnel, ensuring clear guidelines, standardized training modules, and competency-based assessments. Future directions may include developing national frameworks that promote equitable opportunities for career advancement, align with teacher quality standards, and provide systemic Chartort to enhance the long-term success of newly hired teachers emerging from administrative backgrounds.

Future researchers may build on this study by exploring other dimensions of the transition experience, such as the emotional, psychological, or social impacts of shifting from a non-teaching to a teaching role. They may also conduct comparative studies between teachers who came from administrative positions and those who entered teaching directly, or expand the research to include diverse geographic locations and educational levels, generating broader insights that contribute to the continuous improvement of teacher induction and development practices.

As to the dissemination of the study, the researcher plans to disseminate the findings through presentations in research colloquiums, research forum, school-based professional learning communities, and district-level in-service training's to ensure that the insights and recommendations of this study reach a wide and relevant audience. Additionally, the study’s results will be shared with the Department of Education, local school administrators, and teacher education institutions through summary reports and policy briefs. Publication in peer-reviewed journals and local educational conferences will also be pursued to engage future researchers and practitioners in meaningful dialogue about supporting non-teaching personnel transitioning into teaching roles, promoting collaborative efforts toward enhancing the educational system.

Consent (where ever applicable)

This study strictly adhered to established ethical standards to ensure the protection of participants' rights, dignity, and well-being throughout the research process. Informed consent was obtained from all participants, and they were fully briefed about the purpose of the study, the voluntary nature of their involvement, and their right to withdraw at any point without penalty. Confidentiality and anonymity were maintained by using pseudonyms and securely storing all data. The ethical procedures of this research were guided by the framework proposed by Pregoner et al. (2025), which emphasizes respect, integrity, and transparency in educational research. Prior to data collection, ethical clearance was obtained from the institutional ethics committee, ensuring that the study met all requirements for responsible conduct of research involving human participants.

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