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Teaching as a Career: From the Point of View of Millennial Teachers

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ABSTRACT

This study determined the lived experiences of millennial teachers in the District of Aliaga, Aliaga, Nueva Ecija, during the School Year 2022- 2023. This study formulated guide questions and consulted the thesis advisory committee. Evidence was gathered from 10 millennial teachers born from 1981 to 1998 in Aliaga District, Division of Nueva Ecija. Five participants were already married, one male and four female. Five of the participants are single. There are six Teacher I, three Teacher III, and one Master Teacher I, and three of them have already finished their master's degree, while others have units in their graduate studies. The participants' reasons for choosing teaching as their career were the influence of parents, their love for children, and the inspiration of my past Teacher. Two themes emerged when the participants were asked about their daily routines: lesson planning and getting things ready for the whole day's class. As to the rewards, they all agreed that students learning is the reward they get as teachers. In terms of challenges, they encountered students' behavior, reading, and numeracy. The assistance or support they receive from their school heads is professional development, psychological support, and a positive environment. Cooperation and knowledge-sharing emerged as themes regarding their impact on their respective schools.

Keywords: cooperation, daily routines, encountered, knowledge, millennial, numeracy, professional development, psychological support, positive environment, reading, sharing

INTRODUCTION

Understanding the reasons why individuals choose to enter teaching could help school leaders build relationships and establish common goals. Additionally, having this knowledge can empower school leaders to match those motivators with the generational identity of Millennial teachers to develop their teacher persona.

Teachers must have a love for teaching, a passion for learning, and a love for learners. Any education is only possible if a teacher loves what they are doing. Indeed, any form of teaching is not possible without love.

The millennial generation is considered a prominent and astronomical generational cohort in history. As cited by the study, they are estimated to represent almost 24% of the world's population (Ferrer, 2018).

Likewise, millennials are highly educated, willing to learn, technologically advanced, and socially conscious - all traits important for making a great teacher (Layton, 2015). That might account for the situation in the realm of education; millennial teachers started to dominate most schools in the Philippines. Hence, this study explained why millennial teachers viewed teaching as their career. The researcher desires to broaden the dialogue by contributing to the discussion on the experiences of millennial teachers as they assimilate into their work lives. This investigation seeks to gain a thorough grasp of the characteristics of experiences unique to millennial employees who work as teachers. Further, this study aims to have an in-depth understanding and description of the millennial teachers' experiences. Specifically, common themes will be extracted throughout.

METHODS AND PROCEDURE

The initial data analysis was focused on interpretation following the concrete and naïve description given by the interviewee instead of a theoretical standpoint from the researcher. The transcriptions of the interviews were organized in computer files and a hard copy notebook. After analyzing the intentionality of the whole, the researcher followed Giorgi's method of dividing the total into meaning units. It allows the researcher to split the description into smaller, more manageable units or blocks for a more detailed analysis.

Each of these units was systematically interrogated for what it reveals about the topic under study in a concrete situation for a specific person (the interviewee).

In contrast, the researcher begins to follow the interviewee's experience and reflect on different possibilities of the meaning of their experiences. This process enabled the researcher to produce sense with consistent non-subjective agreement. The next step was to synthesize and integrate the insights about the meaning units to make a final consistent description of the experiences of the teacher-participants. There are two levels to this step, "situated structure," which is "focused on the concreteness of the situation in which the phenomenon takes place," and the "general structure," which has shown "the most general and essential meaning of the phenomenon under study."

RESULTS AND DISCUSSION

Participant Background Information of the Respondents

The finding showed that five are already married, one male and four female. Five of the participants are single. There are six Teachers I, three Teachers III, and one Master Teacher I, and three of them have already finished their master's degree, while others have units in their graduate studies.

Reasons for Choosing the Career

One theme emerged as to the teachers' decision on why they entered the teaching profession with the sub-theme of the influence of parents, love for children, and students' behavior.

Influence of Parents

"What is best for their children is known by parents." This conveys that they are more aware of their child's well-being than anybody else. This belief goes along with the assurance that parents always look for the best interest of their children.

The participants cited the following reasons for how their parents influenced them to become a teacher:

Participant 1 mentioned, "*My parents were both retired teachers, so I chose to be a teacher too.*"

Similarly, Participant 9 shares, "*I decided to enter teaching because my father was a principal when I was in elementary school.*"

Likewise, Participant 7 said, "*I chose this course because it was the only course my parents could afford for my study.*"

Another Participant 6 stated, "*I want to follow my mother's path to becoming a teacher who supported our brothers and sisters alone.*"

Even Participant 8 cited, "*I decided to enter the teaching profession because my parents wanted me to take education courses since some of our relatives are teachers.*" Participant 2 cited, "*My mother graduated secondary education. Sadly, she could not pass the licensure examination; that is why I took up elementary education.*" Another Participant 10 stated, "*My parent once said, a teacher's life is stable, the salary is regular, so just be a teacher.*"

Participant 5 said, "*Father said to me that the Teacher is respected. That is why they let me get an education.*"

Participant 3 cited, "*My parents are both retired teachers; my parents, who both taught in the secondary and elementary grades, inspired me to become a teacher.*"

Similarly, Participant 4 cited, "*My mother is a retired teacher, and she was my grade 5 adviser, so I decided to take up teaching also.*"

Gushue and Whitson (2006), in research on young people's perception of parental support, found that the perceived support correlated positively with career self-efficacy.

Love of Children

Love and compassion for children are among the most popular reasons for teachers to choose teaching.

For instance, according to Participant 2, "*I entered teaching because I love seeing children learn.*"

Participant 3 cited, "*Love for children is always part of teaching them.*" Moreover, Participant 5 entered the teaching because "*I want to share my knowledge with the children.*"

According to Participant 1, "*I like children so much, maybe because I am the only child. I am happy watching them learn little by little.*"

Similarly, Participant 4 said, "I love to share my knowledge with young minds, knowing that their knowledge is limited and their willingness to learn."

Participant 7 cited, "*Teaching a new generation of children was my big dream ever since. I am happy watching them learn what I teach.*"

According to Participant 10, "*When I see children who have not been able to study, I want to teach them to read and write.*"

Participant 9 cited, "I know someday they will become leaders in our community." "*During my childhood, we played teaching; I teach my cousins like a professional teacher.*" That was according to Participant 8.

Lastly, Participant 6 said, "*I love watching children play while learning. Unexpected learning comes in time.*"

The importance of early attachments has been given thorough support through further neuroscience experiments, as Gerhardt (2004) discussed.

Inspiration from my Past Teacher

Being motivated by the way their teachers taught them gave them the longing to be just like them: a good teacher in the future.

According to Participant 4, "*I entered the teaching profession because of my high school science teacher, who inspired me a lot.*"

Similarly, Participant 9 shared, "*My Science teacher inspired me to become an educator. She taught me how to see the structure of rationality that supports science. I try to achieve what my mentors taught me in the classroom, and I want to share my passion with others.*"

Participant 2 said, "*I have always mentioned that I want to be a productive teacher like my high school math teacher.*"

Similarly, Participant 5 cited, "*My elementary school adviser inspires me to be like her. She was very kind during my elementary school life.*"

Participant 1 cited, "*My high school teacher is good at teaching; she uses different strategies in teaching our lesson.*"

According to Participant 7, "*My mother and my Science elementary teacher inspire me a lot to be a teacher like her.*"

Similarly, Participant 6 cited, "*I was impressed by my science teacher's teaching; that is why I decided to teach.*"

Participant 8 said, "*Because of her commitment to and diligence in teaching, I was motivated by my high school teacher to seek a profession in education.*"

Participant 3 cited, "*I was inspired to become a teacher because of my teacher's beautiful clothes and elegant demeanor in elementary school.*"

Lastly, Participant 10 cited, "*The respectability and intelligence of my Mathematics teacher when I was in high school inspired me to become a teacher.*"

(Chetty et al. 2014) The influence of teachers goes beyond the four-walled classroom and accompanies their students throughout their lives.

Lesson Planning

It is a teacher's blueprint of the day. It is carefully made and takes a long period for teachers. The lesson plan is the Teacher's guide throughout the day.

As stated by Participant 1, "*Lesson plan is my guide.*" "*It is easier to teach a lesson if there is a lesson plan; the lesson is not to be missed if there is a guide, you know what you have to do next.*"

Similarly, Participant 8 said, "*Lesson planning is essential to teach my lesson easier.*"

According to Participant 5, "*My weapon is my lesson plan.*" "*I would not start a class if I did not have a lesson plan. This will be my weapon for the whole day.*"

"*I have always put it first.*" "*At the start of my teaching day, creating a lesson plan is always my priority. This is what I will be with all day.*" That was according to Participant 7. Similarly, Participant 9 cited, "*First thing in the morning, I will do the lesson plan with hot coffee. I do not go to school without it.*"

Participant 2 said, "*It is difficult to teach without a lesson plan.*" "*A teacher should always have a lesson plan; the lesson is challenging without this.*"

It is challenging to teach without a lesson plan." "*Making a lesson plan is part of my morning.*" quoted by Participant 3,

"*Making a lesson plan is part of my morning routine.*" "*Before I dress up for school, I plan the lesson first,*" according to Participant 4.

As stated by Participant 6, *“One of the things I always do every morning is make a lesson plan. It is precious for a teacher to have it.”*

“Making a lesson plan is a daily routine for a teacher like me. Apart from this requirement that a teacher must have, teaching is much more comfortable when you have a lesson plan every day.” Participant 10 mentioned.

Professor Chris Kyriacou is based at the University of York Department of Education and is the author of *“Essential Teaching Skills”*; it was released by Oxford University Press in 2018 in its fifth edition.

Getting Things Ready

A teacher must be prepared from the very beginning of the day, not only for lesson plans, themselves, teaching materials, and classrooms but also for the children they will teach in a whole long day. They are what they need to prepare; it is challenging if you do it daily.

For instance, Participant 1 said, *“I need to have everything ready before I start teaching to make the lesson smooth throughout the day; I prepare myself, the classroom, teaching materials, and also my students before I start the lesson.”*

According to Participant 3, *“I prepare everything first.” “For my lesson to be smooth, I prepare everything first, one preparation at a time. Everyone should be ready before the lesson starts.”*

Participant 4 quoted, *“The first thing I prepare is myself. Of course, I will be the channel of knowledge for my student; second is my teaching materials, then followed by my classroom, and lastly my student of course.”*

Similarly, according to Participants 8 and 9, *“I prepare myself, classroom, learners and my teaching devices so that the lesson continues throughout the day.”* (Participant 8), *“of course I must have a prepared lesson plan, myself, my classroom, students and teaching materials must be ready.”* *“a good teacher is always ready.”* That was according to Participant 2,

“Being smart is not the basis of being a good teacher; a good teacher is always ready.” Participant 5 said, *“It is hard to teach if you are unprepared.” “No matter how smart you are, nothing will matter if you are not prepared on the day of teaching. If you are not ready to teach, it is difficult.”*

According to Participant 6, *“I make sure everything is ready before I teach. My students, classroom, and teaching devices must be ready.”*

“It is not difficult to prepare everything before you start teaching; it is more difficult to lack preparation before you teach.” That was according to Participant 7.

Moreover, Participant 10 cited, *“Even if I start the lesson late, as long as I always make sure that everything is ready before I start the lesson.”*

According to research, teachers are among the most significant school-based resources for influencing children's lifetime outcomes and potential for academic success (Chetty et al., 2014).

The Job is Rewarding

A person is more diligent in his work when he receives a material or immaterial reward. This is a sign that he appreciates the work he has done.

Students Learned

Teachers find great fulfillment when they know their students learn and show progress, no matter how little. It is one of the great joys of the teachers.

As a result, Participant 3 cited, *“I am so happy to see my students learn little by little about what I am teaching them; it is a huge reward on my part, and I am even more determined to teach them every day.”*

Participant 6 compared children's knowledge to an empty pail under a broken faucet. *“The knowledge of a young student is like a bucket underneath a broken faucet, which gradually fills over time, a tremendous reward to a teacher to see a learner filled with knowledge because of your hard work.”*

“I am more diligent in teaching them because I see them learn every day,” according to Participant 7.

As stated by Participant 8, *“To see my student learn what you teach is priceless.” “Every day is rewarding when you see them learn something. It is not worth anything to me.”*

Participant 5 cited, *“It is rewarding to see my students learn what I teach them daily.”*

Similarly, according to Participant 4, *“I am happy to teach my students little by little, increasing their knowledge every day in school.”*

As stated by Participant 2, *“When I see that my students' grades are progressing quarterly, that is rewarding to me.”*

As stated by Participant 1, *“My students' high scores in their quizzes and exams make me happy; it means that they learned what I teach.”*

Moreover, lastly, according to Participant 10, *she was happy to see her student enjoying while learning, "It is rewarding to see my student learn happily every day."*

Teaching is considered a highly demanding and challenging occupation, as it involves many job demands that require multifaceted skills and a high degree of flexibility (Frey, 2014).

Students Behavior

Student behavior is one of a teacher's significant obstacles. Teachers must have a great deal of patience and persistence to control the students' behavior inside the classroom.

According to Participant 4, *different behaviors inside the classroom are her challenge (I have thirty-six students in my classroom; imagine different behaviors they have that I need to understand; it is a challenge for me to make them behave all the time.)*

As stated by Participant 1, *"The child's learning is affected by bad behavior." "The bad behavior of children is a major factor in the weakness of the lesson."*

According to Participant 2, *"It is tough for me to handle different children's behavior."*

"The students no longer have full respect for teachers; the grades they earn matter most to them," according to Participant 3.

Participant 6 cited, *"The attitude of the students has changed, the number of bully children had increased, almost all of them. That is the challenge for me as a teacher, to be able to discipline them right".*

According to Participant 5, *"Sometimes, he wanted to give up with their pupils' bad behavior."*

As stated by Participant 7, *"The difficulty of disciplining children today, as a result of the previous pandemic, this made them untamed."*

According to Participant 8, *"The primary reason why it is difficult to discipline children today is that the influence they get from their circle of friends or peers, they tend to imitate what their peers are into."*

Participant 9 cited, *"Parents can be beneficial in their children's behavior. They are primarily responsible for this."*

"Hard for them to obey," quoted by Participant 10, *"Most of my students are not easy to reprimand; it is their behavior that gives me a real challenge."*

According to (Scholastic, 2013), Students' behavior is the most prominent tautness teachers face daily.

Reading and Numeracy

Teaching learning competencies such as literacy and numeracy are significant problems teachers encounter.

As stated by Participant 1, *"I use different strategies for my students to enable them to learn." "Teaching my students how to read and write is my big challenge. I use different strategies to teach them."*

Parental support is a significant factor in the child's learning. According to Participant 2, *"It is a challenge for me as a teacher to have my students read and count, but it will only be easier if parents have follow-ups at home; they should be teaching their children whenever they get home."*

Participant 3 enumerates that "Non-reader parents, working parents, and single--parents" could be the main reasons their children have reading and numeracy difficulties. *"One of the challenges in teaching is the reading and numeracy of my students. There could be the main reasons for parents who are non-reader parents, working parents, and single- parents."*

According to Participant 4, *"The greater number of my students have difficulties in reading and numeracy, so I focused my time on this matter."*

Similarly, Participant 6 cited, *"Many of my students have difficulties in reading and numeracy; I ask their parents to give follow-up readings at home."*

According to Participant 7, *her student struggles with numeracy. "Almost 40 percent of my students struggle in numeracy; I make an intervention for them to cope with this challenge."*

According to Participant 8, *"The first thing a student should learn is the skills in reading and numeracy because these are their foundation. Unfortunately, it becomes difficult to teach them."*

Participant 9 cited, *"I make more time in their reading and numeracy because that is my big challenge."*

According to Participant 10, *"As a teacher, I must instill in my students the skills of reading and writing, so I take extra time for this."*

Lastly, Participant 5 had to seek assistance from his experienced co-teacher. *"It is tough to enable students to read and count, especially for me as a beginner, so I ask for help or advice from my fellow teachers, specifically the seasoned ones."*

As mentioned in the research study, poor literacy and numeracy are common problems affecting the world, particularly in developing countries. (Alcock et al., 2000)

Form of Assistance or Support Received from the School Head

The requisite of having successful teachers is the all-out support, motivation, and guidance from their school head.

Professional Development

School heads are agents of change who contribute a significant impression on the educational milieu by creating a supportive environment minding the development of its teachers.

As stated by Participant 5, *“Attending a regional seminar was a big opportunity for me.” “One of the biggest opportunities for a newly hired teacher like me was being asked by my school head to attend a regional seminar that I can use for my promotion in the future.”*

According to Participant 6, his school principal always asks him to attend the seminars, *“In terms of my professional development, my school head had that big part because he is always asking me to attend seminars that I may use for my future ranking and promotion.”*

Participant 9 cited that her school head encouraged her to pursue his post-graduate studies, *“My school head already has a doctoral degree, and he is always advising me to finish my Master’s degree and further explained to me the importance of finishing my post-graduate studies.”*

According to Participant 10, her school head is like a father to her: *“He is always thinking about my best interest. “He thought about me and told me to pursue graduate school because he knew I would reach far.”*

Participant 4 cited, *“Our school head always advises on how to grow in our professional development.”*

As stated by Participant 1, *“During the C.O. (Classroom Observation), our principal always gives good advice on how to make our lesson easier.”*

According to Participant 3, *“During the time of my thesis writing in my graduate studies, our school head gave me full support in answering my guide questions.”*

As stated by Participant 2, *“My school head always asks me to attend different seminars concerning how to make my lessons easier.”*

Participant 7 cited, *“During the accomplishment of IPCRF (Individual Performance Commitment and Review Form), my school head gave me an outstanding grade so I can use it on my ranking.”*

Lastly, Participant 8 cited, *“My school head always asks me as a committee member in district seminars; he tells me that I can use it in my promotion someday.”*

(Duffield et al.'2012) Indeed, successful teachers result from the practical support of the school heads.

Psychosocial Support

Non-material support for teachers from school is critical, especially during this time of post-pandemic when children are out of school for a few years, which is why their behavior has changed.

Participant 1 cited that he needs someone to talk to about what he is going through in his classroom. *“Sometimes, I cannot handle the situation in my classroom; I need to get out and find someone to chat to; often, I do this at work.”*

Her school head always says that if you have a problem, she goes to the office and talks to him that according to Participant 3,

“Our school office is always open for teachers needing someone to talk about his/her problem, especially on teaching matters.” Participant 7 said, my school head cares for me.

Participant 4 said he will never forget when a parent rushed to confront him. *“I will never forget when a parent came to confront me because I was angry with his son. I have felt the care from my school”.*

Participant 8 described his school as a second home. *“We feel at home in school; all the teaching needs are provided for us, and above all, it is easy to work inside the school.”*

According to Participant 2, *“During the pandemic, our school had always provided us with hygiene kits to protect us from COVID-19.”*

Similarly, Participant 5 cited, *“During the COVID-19 pandemic, our school provided protective gear such as face masks, alcohol, gloves, sanitizer, and even in our own homes he directed our utility to sanitize our houses.”*

Participant 6 also cited, *"In the middle of the COVID-19 pandemic, our school head set up Online interaction every other day to find out the condition of his teachers."* According to

Participant 9, *"He felt the warmth of a family."* *"Amid the pandemic, I felt the warm caring of a true family given by our school. Our school provided a lot to protect us from COVID-19."* And lastly,

Participant 10 cited, *"When it comes to our concerns, our school is always willing to offer advice, whether personal or about work."*

Receiving psychosocial support from the school heads has an emotional coping function (Schwarzer & Knoll, 2007).

Positive Environment

The security of working in a place where teachers feel their co-teacher's positive vibe and energy. They get a feeling akin to warmth and a sense of belongingness.

According to Participant 2, she found a new circle of friends through her co-teachers: *"Age bracket does not matter, even though we are at different age levels; together, our organization is still intact, and that has caused a positive environment."*

Participant 7 cited that they are like a big, happy family. *"We do not treat everyone as just co-teachers inside the school; we treat everyone as a big, happy family."*

Participant 1 cited, *"It is forbidden to speak unfairly to a teacher."* *"We established a rule that prevents anyone from speaking unkindly to a teacher to foster a healthy atmosphere within the school."*

According to Participant 3, *"To create a positive environment inside our school, we must always help each other in the work. That is what our school had taught us."*

Participant 4 quoted, *"Learn to be humble."* *"Learn to be modest was one of the themes we covered in the LAC (Learning et al.) session. We all in the school are, therefore, humble people."*

"Respect each other," according to Participant 5, *"We need to learn to respect each other to have a positive environment inside the school."*

Participant 6 said, *"Always understand everyone."* *"Everyone needs to understand each other; if something is going on, that must be considered."*

Participant 8 cited, *"During recess, we have snacks together in the canteen, and we see to it to have the bonding time."*

According to Participant 9, *"Our school provides technical assistance to teachers to facilitate teaching easier and more efficiently."*

Likewise, Participant 10 reiterated, *"The assistance provided by our school is beneficial. We are given all the tools we can use for teaching."*

Berry (2004) described that the role of the principal is vital to support teachers' professional development activities for the success of teachers' professional growth and development

Cooperative

With cooperation, the work is more accessible. No tedious and challenging work if working together. This is more effective in school due to the amount of work and hard work.

According to Participant 3, cooperation in different activities was always there, *"In every school program, we are all involved in the fulfillment of different activities; all teaching personnel have a duty that needs to be accomplished."*

Participant 5 said that he ensures to do his duty, *"In terms of cooperation, I always ensure that I will do the duty assigned to me so that the program will run smoothly and properly."*

Her best to do the task, according to Participant 6: *"To show my full cooperation with my colleagues, I will always do my best to do the task given to me."*

According to Participant 1, *"I can use my expertise to help work in school, such as making the program/invitation when there is an event in the school."*

Participant 2 cited, *"Our school head assigned a working team per quarter, so they will lead the work that will be done in that quarter."*

According to Participant 4, *"To the best of our ability, we all collaborate. when someone has difficulty completing their work, someone is ready to help him."* *"Do what you can do to help."*

According to Participant 7, *"We all have a part; do what you can to help. Whether it is easy or hard, getting the job done is still a big help."* *"I will try to fulfill it as best as I can."*

As referred to by Participant 8, *"In every work or program, everyone has a role. If given a job, I will do my best to complete it."*

According to Participant 9, *"Before we start the work, we collaborate on how to accomplish the task properly."*

Lastly, Participant 10 said, "Everyone contributes to finishing the work; it is more fun and easier to finish because everyone cooperated well."

Hallinan (2008) writes, "Learning is a process that involves cognitive and social psychological dimensions, and both processes should be considered if academic achievement is to be maximized."

Sharing of Knowledge

Sharing knowledge with others is a unique behavior of teachers, especially for young minds. However, the sharing is made even more meaningful when shared with coworkers.

"I am happy to share my knowledge with my students; seeing them learn is rewarding." She is sharing knowledge not only with his students but also with her co-teachers. According to Participant 9, "As a Master Teacher in our school, along with my students, I also impart my knowledge to my coworkers; I am giving them assistance when they need it."

Participant 1 said, "When it comes to knowledge, I believe I have sufficient expertise to share since I have been teaching for so long, and I always like educating my peers." "Sharing is caring," quoted by Participant 2, "As a professional, I always care about my co-teachers; when they need my assistance, I always share my knowledge because I always care about them."

Participant 10 cited, "I am happy to help." "When I have given help to others, I feel so happy; I feel like I am not alone. So, I do not hesitate to share my knowledge with anyone."

Participant 3 states he feels like a hero when he shares knowledge. "Being able to instruct your other instructors is a beautiful feeling."

I feel like a hero." Participant 3 added, "You get closer to them." "When you share knowledge with your co-teacher, you get closer to them."

Of course, you will be closer because you can always talk to each other." "The exchange of knowledge." According to Participant 4, "When we work together and have that brainstorming regarding the work we need to accomplish, we exchange knowledge with each other."

Participant 5 said, "The professionals share knowledge." "You should be willing to share your knowledge as a professional." "Everyone is welcome to share their knowledge."

According to Participant 6, "Everyone is encouraged to give their expertise to advance the course or work at the institution."

Aptly put, teachers affect students' minds. (Rivkin et al., 2005) Reiterated that teachers are the most influential school-based factor in student achievement.

CONCLUSION

Millennial teachers' daily routines varied based on their individual preferences and circumstances. They prioritized making their lesson plan, teaching materials, and preparing the young students, themselves, and their classroom.

The assistance and support from the school head were evident. Thus, it contributed to the teachers' performance and eased millennial teachers' everyday work.

The impact made by millennial teachers on their respective schools was very fruitful and symbolic not only to the young minds of their students but also to their co-teachers. Their cooperation with the group they belonged to was stunning.

RECOMMENDATIONS

Encourage and support teachers to pursue further education, such as obtaining a master's degree or M.A. units, as this may positively impact their teaching performance.

Teachers should self-reflect on their motivation. In order to overcome obstacles and have a positive impact on students' lives, there must be a passion and devotion for the profession.

Millennial teachers should prioritize balance for a successful daily routine. To avoid being bored with their chosen profession. To start their day as teachers, it would be fantastic if they came up with a novel approach or idea.

Support teachers in establishing a regular habit of attaining goals by providing professional upgrades.

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