WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

LIVED EXPERIENCES OF NON-EDUCATION GRADUATE TEACHERS IN TEACHING

MATHEMATICS DURING THE PANDEMIC

A Thesis Presented to the

Faculty of the Graduate School

College of Education

West Visayas State University

La Paz, Iloilo City

In Partial Fulfilment

of the Requirements for the Degree

Master of Arts in Education

(Mathematics)

by

Liezel Anne C. Peñafiel

June 2024

WEST VISAYAS STATE UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE SCHOOL
Iloilo City

APPROVAL SHEET

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WEST VISAYAS STATE UNIVERSITY
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Abstract

COVID-19 pandemic caused a huge impact in the lives of many, especially to the people in the teaching arena. Both seasoned and new teachers, who are non-education graduates, met a plethora of personal and professional challenges that shaped their human perspective. Nevertheless, the pandemic charged these teachers with significant efforts for transformation that eventually change educational landscape. This phenomenological study described the realizations and explored the challenges and coping mechanisms of non-education graduate teachers teaching mathematics, focusing on their experiences with the new learning modality during the pandemic. Using semi-structured interviews to four (4) purposively selected informants, the researcher was able to extract themes that described the informants' lived experiences in teaching Mathematics during the pandemic. The result of this qualitative study, through the extracted themes via thematic analysis, revealed that these teachers struggled with professional, personal, and mental health-related issues as the transition to virtual and modular learning necessitated significant adjustments in teaching strategies, including issues related to student motivation and engagement. It is then recommended that all stakeholders be fully aware of the efforts of these non-education

graduate mathematics teachers to deliver and address learning gaps despite the

pandemic. Pedagogical and theoretical implications were discussed in the study.

Key Words Phenomenology, Non-education Graduates, Pedagogy, Personal and

Professional Support

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