

PRACTICING SOFT SKILLS: EXPERIENCING THE JOYS OF TEACHING

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Abstract: My drive for this study was to describe the experiences of the public school teachers in practicing soft skills to experience the joys of teaching in their respective workplace in due course. Experiential confirmations unveiled that soft skills are indispensable in the emancipation of the duties and responsibilities of the teachers to their journey in the quest for the joy of teaching. Thus, my phenomenological study exposed the experiences of the ten elementary school teachers in the Division of Davao Occidental using the purposive sampling technique. Teachers bare that, for them, the soft skills that are easy to manifest are: inspiration to learners, attitude towards work, communication with co-teachers, collaboration in school, and self-sacrifice for the service. They also uncovered that the soft skills that were difficult to practice are time management, patience in service, verbal communication, decision-making and conflict resolution. Likewise, they also have made known the reasons why master soft skills which were the impressions that soft skills build rapport and camaraderie. This advent served as a paradigm shift in teaching as it demanded teachers to cope with the constantly changing world to attain job satisfaction. This study, then, should work for the inspiration of teachers to enthusiastically engage in teaching with the manifestation of soft skills – a practice that would advance good relationships among teachers, learners, school officials and other stakeholders whereby transform teaching and learning into a more fun, engaging, and productive encounters.

Keywords: Soft skills, joys of teaching, stakeholders, school teachers

1. Introduction

Public school teachers are now transforming. However, motivations to balance the time needed to support changes in related teaching activities are often inaccessible, and the outmoded approaches to teaching have limited bearing. With this, teachers need the new lens to understand transformation impacts on motivation to teach and perform teaching-related tasks in school and even outside the learning community. For unless they don't find the meaning of their calling, they won't be able to see their joys of teaching.

Here, soft skills get to your feet. These days, soft skills as a term are becoming very widespread in the academe. It is used to direct personal transversal competencies such as social aptitudes, language and communication capability, friendliness, the ability to work in teams, and other personality traits that depict relationships between people. Soft skills are customarily considered the opposite of hard skills, which are the abilities to perform certain types of tasks or activities. These two are influential factors for the teacher in finding meaning to their calling or what is termed as the joys of teaching.

The achievement of an organization depends mainly on the capabilities of the human resources and on the kind of collaboration they can establish. Human capital is then a fundamental component for any enterprise, and its quality of it deeply affects the results that the organization can achieve. Nowadays, workers are considered a key element not only for their ability to perform a certain activity but in particular for their transversal competencies, also called soft skills. In the Division of Davao Occidental, this specific aspect is put in top attention. The Schools Division of Davao Occidental had set that strong foundation for his unique area of responsibility through ensuring empowered human resources managed by the Human Resource Development (HRD). This office instigated the conduct of the learning and development on the joys of teaching which main concern about the technical aspects of the teachers and other personnel's production, in terms of methodologies, systems, facilities,

and other components will just emerge as virtues when they personally, first and foremost, find the meaning why they are in their respective workplace.

Soft skills are then considered strategic elements in any organization that deserve high attention from Human Resources Management, not only in the recruitment phase but also during the whole professional career of employees. The quality of the industry, in terms of the quality of the product, of the organization, of the services, and the workers' life, strongly depends on the soft skills possessed by the personnel at any level. The quality of the human capital working at any company or organization, and the results they can achieve, mainly depend on their soft skills. With the hope of providing a comprehensive view on soft skills and their importance to achieve quality in teaching and more widely in teachers' individual life; furthermore of enhancing the relevance of soft skills within the organizations, describing how an initiative can collaborate with other educational institutions to teach soft skills and can contribute to the development of these competencies for its employees, and increase the competitiveness and success of the whole organization, the study, Practicing Soft Skills: Experiencing the Joys of Teaching is perceived.

Research Objectives

My study is focused on teachers' practice of soft skills in the Mahayahay Elementary Schools, Malita West District, Division of Davao Occidental relative to their joys of teaching. Specifically, it aimed to answer the following:

1. What are the lived experiences of teachers in practicing soft skills in school?
2. What are the lessons learned in practicing soft skills in the workplace?

2. Methods

The research design, research subjects, research instruments, data gathering procedures, and data analysis of my study are presented in detail in this chapter. Foremost in this qualitative data collection, the tools made it possible for me to get involved in the complexity of the topic, brought together useful representations of what was happening within the situation, and eventually would be re-counted the underlying forces of cases in ways that added value in building theory through identifications of pattern or explanation of connection.

The methods section described how I conducted the analysis. The findings section reported the themes identified through the analysis of the survey including common elements of soft skills and their impact on teachers' school performance. The discussion surveyed the results in more detail by assessing, critiquing, interpreting, and evaluating the findings of the study, exploring the downsides, if there were, of soft skills, and some possible considerations for academic practice.

The assumption highlights the primary findings concerning the effect of mastering soft skills on teachers' motivation, achievement, and the attainment of job satisfaction and finally, presented implications for practice and limitations of the study.

3. Results

Soft Skills that are Easy to Practice

Under the theme of soft skills that are easy to practice, the core ideas that surfaced are motivation to learners, communication with co-teachers, attitude towards work, collaboration in school, and self-sacrifice for the service.

As I ponder over the response of P1, I came to realize that motivation to learners is one of the identified soft skills being practiced by teachers in discharging their prime duty in the classroom and that they are aware of the importance of such skills to be possessed.

The result shows that the teachers were aware that to motivate their learners to learn and perform whatever tasks necessary to effect good results. They further believed that flexibility is a good way to effect motivation among learners.

According to Doyle (2018), soft skills include motivation. He posited that soft skills include attitude, communication, creative thinking, work ethics, teamwork, networking, decision making, positivity, time management, motivation, flexibility, problem-solving, critical thinking, and conflict resolution (Doyle, 2018).

Kagame (2018) held that things don't always go as planned, and instead of digging in your heels, you need to be able to pivot and find alternate solutions. He supposed that successful leaders are the ones who know how to be flexible when problems arise. The speed of change in any given workplace is so rapid. Consequently, employers need workers who can adapt to industry shifts and keep the company current (Kagame, 2018).

Communication with co-teachers was also one of the identified soft skills that are easy to manifest by teachers. The outcome of the in-depth interview divulged that teachers are convinced that good speaking and listening skills are two important skills needed for good communication. They believed that every teacher shall have a good attitude towards open communication and that they must practice the skill every day.

Soft skills according to Doyle (2018) are interpersonal (people) skills. These are much harder to define and evaluate. These include communication skills, listening skills, and empathy, among others (Doyle, 2018). Some examples of soft skills include analytical thinking, verbal and written communication, and leadership. One reason why soft skills are so revered is that they help facilitate human connections (Bortz, 2018).

Jones (2017) supposed that good communication in both written and verbal communication skills is of utmost importance in the workplace because it sets the tone for how people perceive you. It also improves the chances of building relationships with co-workers. Communication skills boost performance because they help you to extract clear expectations from your manager so that you can deliver excellent work. Workers are more productive when they know how to communicate with their peers (Jones 2017).

Among the soft skills mentioned, attitude towards work was the most revealed by the informants. The upshot of the in-depth interview revealed that teachers put more emphasis on the importance of their careers to their individual life. They felt that every teacher shall embrace the right attitude towards work and that each one has to effect love to their respective works through extending patience and love of teaching, understanding and caring for individual needs of the learners, as well as maintaining a positive attitude and perseverance towards the discharge of their respective functions.

Sandberg (2012) stated that our behavior at work often depends on how we feel about being there. Therefore, making sense of how people behave depends on understanding their work attitudes. An attitude refers to our opinions, beliefs, and feelings about aspects of our environment. At work, two particular job attitudes have the greatest potential to influence how we behave. These are job satisfaction and organizational commitment. Job satisfaction refers to the feelings people have toward their job. If the number of studies conducted on job satisfaction is an indicator, job satisfaction is probably the most important job attitude. Institutions such as Gallup Inc. or the Society of Human Resource Management (SHRM) periodically conduct studies of job satisfaction to track how satisfied employees are at work. According to a recent Gallup survey, 90% of the employees surveyed said that they were at least somewhat satisfied with their jobs. The recent SHRM study revealed 40% were very satisfied (Sandberg, 2012).

Collaboration in school is indispensable in school organization. That is how teachers viewed this practice in school. The consequence bares that teachers are amenable that collaboration is transpiring in their schools and that they are trained to this kind of practice. They believed that working in teams is instrumental to a lot of successes in their school endeavors.

Bortz (2018) postulated that soft skills are key to building relationships, gaining visibility, and creating more opportunities for advancement. He said that basically, one could be the best at what he does, but if his soft skills aren't cutting it, he is limiting his chances of career success (Bortz, 2018).

According to Jackson (2017), the following are some rather common and highly marketable soft skills: collaborative teamwork which is seen beyond just being able to work in a group; networking which promotes information sharing in the workplace which allows learning from one another and implement feedback from a

broader viewpoint; multi-tasking which goes beyond simply being able to work on multiple projects simultaneously and includes the ability to manage time appropriately; and accepting criticism which allows learning and growing as a professional to improve one's work (Jackson, 2017).

Boyer (2015) has the notion that a company's success is rarely dependent on one person doing something all by him/herself. Success is the result of many people working toward a common goal. When employees can synthesize their varied talents, everyone wins. Having friends at work can also boost job satisfaction. Employers look to team players to help build a friendly office culture, which helps retain employees and, in turn, attracts top talent. Furthermore, being able to collaborate well with co-workers strengthens the quality of work (Boyer, 2015).

Though rare, self-sacrifice for the service still surfaced as a soft skill singled out by an informant. This is demarcated as the essence of a good mentor and model to the learners. The consequence exposed that teachers uphold the notion of self-sacrifice as the essence of true service as a public servant and that they feel that through this, the joy of teaching is possible to come to light in every school. This hopeful outlook about the teaching profession is but a manifestation of teachers walking extra miles exerting efforts to find the joys in teaching.

Gomez (2018) believed that it is a conscious effort, willingness, and commitment to self-development. To get a deeper understanding of soft skills and to learn about the easiest way to assess and develop the soft skills that truly impact employability and promotability (Gomez, 2018). Thus, soft skills have become a subject of increasing interest in lifelong learning. Soft skills development is intended to enable and enhance personal development, participation in learning, and success in employment (Gibb, 2014).

To the question, why be a teacher? Simpson (2012) provided a short answer that is to witness the diversity of growth in young people, and their joy in learning; to encourage lifelong learning, both for oneself and for others; and to experience the challenge of devising and doing interesting, exciting activities for the young. There is, of course, more than this to be said about the value of teaching. Consider, for instance, the "young people" referred to above. In one class they could be six years old; in another, they could be sixteen, or even older. They could be rich, poor, or somewhere in between. They could come from any ethnic background. Their first language could be English, or something else. There are all sorts of possibilities. But whoever the particular students are, they will have potential as human beings: talents and personal qualities possibly not yet realized that can contribute to society, whether as leaders, experts, or supporters of others. A teacher's job a teacher's privilege is to help particular "young people" to realize their potential. Three basic psychological needs must be fulfilled to stimulate and sustain intrinsic motivation to achieve the purpose: first is competence or the feeling of being capable, second is autonomy or the self-determination; and third is relatedness or the connectedness (Simpson, 2012).

Soft Skills that are Difficult to Practice

Under the theme, soft skills that are difficult to manifest, decision-making and conflict resolution, time management, patience in service, and verbal communication are the core ideas that surfaced. These skills were deemed to be hard to manifest in the discharge of their duties as teachers. Decision-making and conflict resolution were at the top of the teachers' dilemma in their workplace.

I as mused over the responses of the informants; I came to realized that the teachers were in difficulty to actualize decision-making as well as conflict resolution in their workplace. They were not only capacitated to manifest the skills, but they were, as well, caught up with the circumstances that hindered them from manifesting them.

According to Jackson (2017), the following are some rather common and highly marketable soft skills: problem-solving which incorporates critical thinking skills; adaptability which is the ability to change and thrive when working on assignments and/or overwhelming environmental change (Jackson, 2017).

Bortz (2018) asserted that any time you put more than one person into an organization, there is going to be conflict. It's human nature. Therefore, being able to resolve issues with co-workers will help you maintain relationships with peers and work more effectively. Being able to work through disagreements with people constructively is a sure indicator of maturity—as well as leadership potential. Someone like this helps to promote a healthy, collaborative workplace. The best way to resolve disagreements between co-workers is to address issues

directly but delicately. So, when stepping in as a mediator, let both parties air their grievances in a judgment-free environment and then work together to find a solution (Bortz, 2018).

Time management also surfaced in an in-depth interview as one of the skills less mastered by the teachers. As I contemplated over the responses, I understand the plight of the teachers in this area. The burden of workloads in school added to the workloads at home made them perplexed as to how they will allocate their time to accommodate their humongous tasks. This has been their constant struggle day after day that filled up the pressure making work difficult to bear.

Sassom (2015) defined time management as a set of principles, practices, skills, tools, and systems that help one use his time to accomplish what he wants. It is important for one's personal life and career success. It teaches one how to manage his time effectively and make the most of it. According to him, time is a special resource that one cannot store or save for later use. Wise time management can help one find the time for what he/she desires, and for what he/she needs to do (Sasson, 2015).

Patience is a virtue, and not everyone has this. The same feeling was sensed by the teachers as patience for the service was singled out by informants. With the responses of the informants, I recognized that teachers seemingly were unable to embrace the virtue of patience for the service. Patience, as it is said, needs a lot of self-control and self-sacrifice as teachers are always confronted with various personalities of students with diverse backgrounds and cultures.

Chowdhury (2015) believed that where there is formal learning there has to be teaching, and if learning is not easy, it might not entail much joy. Learning may be difficult, and the learner may face multiple challenges; but with motivation, discipline, and dedication the learner can eventually overcome all obstacles to reach the goal of learning. Informal education at all levels, teachers are as yet indispensable to make the learners' difficult work a little easier. The teacher also has their joys without which they would lack the inspiration and motivation which they must have in common with their students (Chowdhury, 2015).

Sedgeman (2016) speculated that teachers today face student attitudes and system restrictions that inhibit their sense of freedom and ease in the classroom. At every level, from pre-school to university, teachers are leaving the profession just to escape the pressures they feel that have nothing to do with what drew them into teaching and learning. However, for those who understand their role in the creation of their experiences of everything they are doing; and once they understand how everyone's thinking works, and how much control each one always has over what they do with their power to think, everything looks different (Sedgeman, 2016).

According to Zeiger (2018), fifty percent of the new teachers quit the profession within the first five years. This statistic is not surprising when you consider that teaching is often connected with long hours and low pay, but it is surprising when you considered all of the joys of being a teacher. While teaching may be seen as a low-paying, thankless job by some, those who stick with the profession see that it has the potential to be one of the most rewarding jobs there is. At first glance, a teacher's hours are long, and the pay is low. While teachers do spend a significant amount of time on work outside of the actual workday, they are rewarded with holidays and summers off. That regular time off gives teachers a chance to refresh and regroup. If a school year did not go well, teachers have an entire summer to reflect and a new group of students to work with when the school year begins. While teacher pay is low, as a teacher gains a year of experience and takes additional courses, the pay increases. Very few jobs offer the regular raises in pay many teachers receive. Many teachers find personal fulfillment. If you teach a subject, you are passionate about; you get to spend every day talking about something you love and, hopefully, passing that passion on to others. If you are a creative person, you will find fulfillment in designing creative lesson plans, decorating your classroom, and putting together bulletin boards. Because teachers are required to participate in professional development sessions and take classes regularly, they also continue to learn new things and improve their teaching ability. Watching yourself learn and grow as a teacher may build your overall confidence (Zeiger, 2018).

Wile (2018) noted that teachers face many challenges, often including large classes, disruptive students, and a lack of supplies. But for many, dealing with these and other stressors is worth it. Teaching offers innumerable opportunities to experience joy -- both in the everyday work environment and internally because teachers have the

honor of knowing that they touch lives each day. Educators who love the work they do, and the students they teach will experience the highest level of job satisfaction. The act of teaching itself is a joy for many educators. To simply put it, it is fun to talk about, demonstrate and start a discussion about something interesting. Teaching lets you ignite others with your passion for learning and demonstrate how others can become lifelong learners themselves. Successful educators will enjoy years of pleasure as they watch their students grow up and flourish as adults (Wile, 2018).

However, it is startling to note that verbal communication as a critical skill in a teaching job is not mastered by several teachers. Difficulty in verbal communication is not only felt by one but many educators and teachers are aware of it even today. This is, maybe, because of the lack of exposure, training, and motivation to practice the skill. Doyle, 2018 supposed that soft skills are the personal attributes, personality traits, internal social cues, and communication abilities needed for success on the job. Soft skills characterize how a person interacts in his or her relationships with others. Unlike hard skills that are learned, soft skills are similar to emotions or insights that allow people to “read” others. These are much harder to learn, at least in a traditional classroom. They are also much harder to measure and evaluate (Doyle, 2018).

Thompson (2016) noted that the assumption on soft-skills include: effective listening; self-motivation; ability to delegate and learn from others; time management mastery and an ability to work under pressure; communicating clearly and convincingly; use of humor at appropriate times; creativity when problem-solving based on an ability to see and work with due acknowledgment of the 'big picture'; being confident and assertive versus arrogant and over-powering; ability to negotiate and defuse tense situations in the workplace and socially while setting clear boundaries, and being able to weigh different views and find common ground while maintaining focus and meeting shared goals. However, the most important soft skill is the ability to listen effectively and put oneself in one's audience's shoes. Whether in conversation with one person or presenting to 100, one has to communicate in a way that resonates with the audience using terms and ideas that mean something to them (Thompson, 2016).

Reasons Why Practice Soft Skills

In the in-depth interview under the theme, reasons why practice soft skills, the only core idea that surfaced is the impression that soft skills build rapport and camaraderie. The results of the in-depth interview bare that teachers' camaraderie with their learners was built through the rapport established in or outside the classroom over the time of teaching and learning encounters. The flexibility of teachers in dealing with their learners aided rapport to be developed resulting in the good performance of learners and teachers as well. The results further exposed that teachers' camaraderie with their co-teachers is developed through the rapport established in the workplace over the time of working together. This resulted in the feeling of having lighter workloads and success in achieving group goals through using the skill of working together in a team believing that along with work ethics, it is vital in conformation to the mandates of the department. The results even made soft skills that build camaraderie more perceptible in the responses of the informants as they speculated that in the workplace, teachers having soft skills are manifesting good personal and interpersonal deportment in their job. It is necessary as it will promote working well with others and making themselves effective and productive in a harmonious association with other stakeholders. The outcome will be a positive and happy school life.

Lippman, et al. (2015) assumed that soft skills are referring to a broad set of skills, competencies, behaviors, attitudes, and personal qualities that enable people to navigate their environment effectively work well with others, perform well, and achieve their goals. These skills are broadly applicable and complement other skills such as technical, vocational, and academic skills (Lippman, et al., 2015).

Pinkowska and Len (2011) also assumed that soft skills are strategic to be successful in personal and professional life. They are essential for a candidate when he tries to obtain any kind of job. Enterprises generally hire new employees, in particular, recent graduates, taking more into consideration their soft skills than their hard skills. This quality strongly depends on the human resources involved and their capability of positively interacting to achieve a common aim: the company's success (Pinkowska and Len, 2011).

Thompson (2016) supposed even further that soft skills culminate with earning trust and getting on with people while ensuring the job is completed successfully. They are evidence of one's ability to get along with other people

in his personal, social, and work life. They are often associated with one's Emotional Intelligence (EQ) (Thompson, 2016).

The findings of Kautz et al. (2014) are soft skills are centrally important for human capital development and workforce success. A growing evidence base shows that these skills rival academic or technical skills in their ability to predict employment and earnings, among other outcomes (Kautz et al., 2014). These findings are especially hopeful considering the lack of equitable educational opportunities available to youth in resource-deprived contexts around the world; they suggest that youth who have had fewer educational opportunities can develop soft skills to augment their employability and success in the workforce. As the workplace has modernized globally, the demand has never been greater for candidates who possess strong competency in soft skills (Balcar, 2014; Carnevale, 2013; Eger & Grossmann, 2004; International Labour Organization, 2008).

The literature reviewed indicates that soft skills will and should play a vital role in the success of individuals in the 21st Century workforce. Since the 1990s, business education research studies have been examining soft skills. According to Perreault (2004), Soft skills are a set of personal qualities, attributes, talents, or the level of commitment that an individual can bring to the workplace that sets him or her apart from other individuals who may have similar skills and experience. James and James (2004) agreed that soft skills are a new way to describe a set of abilities or talents that an individual can bring to the workplace. According to Sutton (2002), soft skills have become extremely important in all types of occupations, even in the technical environment. Wilhelm (2004) agreed and claimed that employers rate soft skills the highest in importance for entry-level success in the workplace. As the business world changes relentlessly, graduates entering the workforce must recognize the importance of soft skills in finding employment and advancing in their careers.

Hemby and Crews (2005) indicated that to stay abreast of what employers are seeking in potential employees, business educators must constantly adapt to the changing job market. Teaching the New Workplace Skills (2003) agreed that establishing relationships with local businesses is an effective way for business educators to stay abreast of appropriate skills needed for the workforce. Business educators must possess the ability to learn, adapt, and change to successfully meet the needs of students, businesses, and society. Business educators have a responsibility to create circumstances that will improve the interpersonal skills of students; therefore, producing employees that businesses are seeking (Glenn, 2003).



Frame 1. Lived Experiences of Teachers in Practicing Soft Skills and Lessons from Practicing Soft Skills in the Workplace

Soft Skills and Professionalism

Soft skills shape professionals are the sole core idea that surfaced in the in-depth interview when informants were asked what soft skills has to do with themselves as professional.

Pinkowska and Len (2011) stressed the term soft skills as used to indicate all the competencies that are not directly connected to a specific task; they are necessary for any position as they mainly refer to the relationships with other people involved in the organization. Soft skill is the capability of collaborating with colleagues working at the same factory department (Pinkowska and Len, 2011).

Doyle (2018) also stressed that soft skills are important to the success of almost all employers. After all, nearly every job requires employees to engage with others in some way. Therefore, being able to interact well with others is important in any job. Another reason for hiring managers and employers to look for applicants with soft skills is that soft skills are transferable skills that can be used regardless of the job at which the person is working. This makes job candidates with soft skills very adaptable employees. Also, because soft skills are acquired over time as opposed to during a class or training program, people with soft skills are often seen as having unique and broad backgrounds that can diversify a company and help it run more efficiently. Soft skills are particularly important in customer-based jobs. These employees will typically be in direct contact with customers. It takes some soft skills to be able to listen to a customer, and provide that customer with helpful and polite service (Doyle, 2018).

The Struggle of Practicing Soft Skills

With the question about the connection of soft skills to their job as teachers, in the in-depth interview, mastering soft skills help build better persons and leaders is the core idea that appeared. Bortz (2018) gave an instance of professionals to fit for any job. He said that one might have a reputation for being the best editor or mechanic or whatever, but it amounts to little if he/she doesn't work well with others. Some of the most important professional skills for workers and employers alike simply can't be taught in a classroom or measured on paper. These traits are called soft skills, and they are more crucial to one's job search and overall career than anyone thinks (Bortz, 2018).

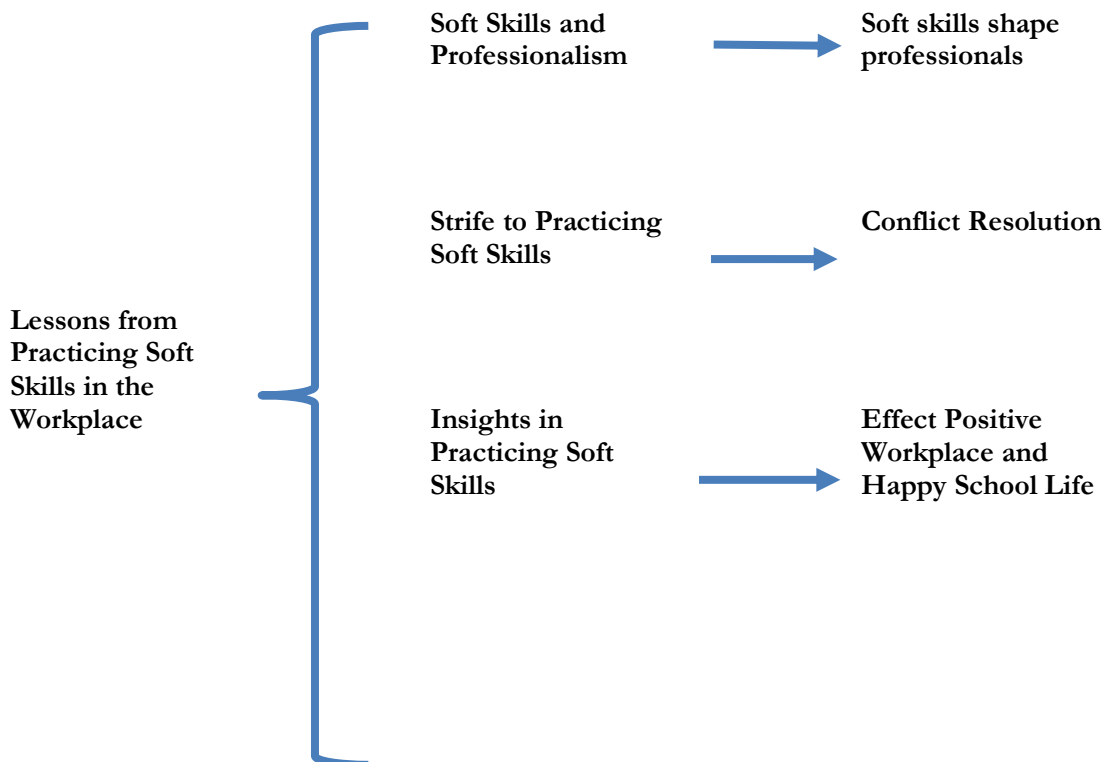
Whether one calls them soft skills, workforce-ready skills, or 21st Century skills, discover how businesses are partnering with school districts to equip students with the necessary skills to succeed in college and careers. Bridging the Soft skills gap makes a case for partnerships between the business and education sectors and outlines strategies already being used successfully across the country. It offers practical recommendations for businesses seeking to make an impact and profiles five successful partnerships established (Ernst and Wynn, 2017).

Some Insights in Practicing Soft Skills

When asked about some insights about mastering soft skills, the informants conveyed the idea that soft skills affect a positive workplace atmosphere and happy school life. Mitchell (2008) noted that educators have a special responsibility regarding soft skills because during students' school time they have a major impact on the development of their students' soft skills. Besides raising awareness regarding the importance of soft skills and encouraging students to improve their skills, lecturers should actively practice soft skills with their students. A very effective and efficient way of doing this is to include soft skills training in the teaching of hard skills. As a positive side effect, the lessons will become more attractive, which in turn will increase the success rate of learners. Soft skills fulfill an important role in shaping an individual's personality by complementing his/her hard skills. However, over-emphasizing it to such an extent should not taint the importance of soft skills, that hard skills, that is expert knowledge in certain fields, are demoted to secondary importance (Mitchell, 2008).

Furthermore, Mitchell (2008) added that soft skills are necessary for employees in the 21st Century workforce to be successful and to be able to compete with other employees who possess similar training and abilities. The importance of soft skills will continue to grow as the number of qualified individuals vying for employment

increases. Business educators can play a key role in preparing students to enter the 21st Century workforce (Mitchell, 2008).



Frame 2. Lessons from Practicing Soft Skills in the Workplace

Implications

This chapter presents the implications for practice and further research relevant to the shared experiences on soft skills and the joy of teaching of the public school teachers of Mahayahay Elementary School, Malita West District, Division of Davao Occidental.

In the preceding pages, the discussion of the findings and implications of the research was presented, but this final section focuses on the report of the impact that can be beneficial to the existing and future educational practice. Nonetheless, not wide-ranging and open to clarification of the readers, these implications are offered to foresee and intensify additional discussion and deliberation by the learning community as educators seek to expand the educational landscape to meet the 21st-century classrooms, and as researchers anticipate the likelihood of further investigation of these inquiries.

Largely, this research was conducted to disclose the lived experiences of public school teachers on practicing soft skills and reveal the effects of their display on their professional development and teaching. Soft skills, indeed, have a great impact on the education of 21st-century learners and bring means for improved learner interest in school, and the increased motivation and engagement of learners. These proceeds, however, do not just mystically happen as teachers in the recent classroom scenes practice soft skills.

As I looked into the findings, things become freely apparent – teachers are practicing soft skills in teaching-learning encounters. They are dealing with the demands of the new breed of learners, and they are offering to their learning community ways to encourage learners to learn effectively.

To put them openly, the soft skills of teachers, expressively, matter! Outwardly, the manifestation of soft skills of teachers in the public schools in the Division of Davao Occidental is motivated by the teachers’ awareness of their

importance in their constant pursuit of their joys in teaching.

The teachers had difficulty in manifesting soft skills in decision-making and conflict resolution, time management, patience in service, and verbal communication. These skills were considered to be hard to demonstrate in the discharge of their duties as teachers. Teachers were not only upskilled to manifest these skills but they were also caught up with the situations that hindered them from demonstrating them. This reality is a significant implication of this study for practicing public school administrators.

The predicament of the teachers in time management due to the weight of workloads in school added to the workloads at home made them mystified as to how they will allocate their time to accommodate their enormous tasks. The teacher must be aware that time management is the process of organizing and planning how to divide time between specific activities. Good time management enables them to work smarter, not harder so that they get more done in less time, even when the time is tight, and pressures are high. Failing to manage time damages effectiveness and causes stress. This has been their constant struggle day after day that filled up the pressure making work difficult to bear. These are essential implications of this study not only to school administrators but also to the school communities.

Being able to practice soft skills would resolve issues with co-workers and will help teachers maintain relationships with colleagues. Thus, work more effectively. Being able to work through disagreements with people constructively is a sure indicator of maturity, as well as leadership potential. With this, teachers would surely help promote a healthy, collaborative workplace. The best way to resolve deviations between co-workers is to address issues directly but carefully. This can be probable when teachers possess soft skills that could assist them in maintaining professionalism in the workplace. These are the foremost implications of this study to public school teachers.

It is surprising to note that verbal communication as a critical skill in a teaching job is not mastered by some teachers. Difficulty in oral communication is not only felt by one but many educators and teachers are aware of it even today. This is, perhaps due to the lack of exposure, training, and motivation to practice the skill. Yet, teachers have to remember that soft skills include: effective listening; self-motivation; ability to delegate and learn from others; time management mastery and an ability to work under pressure; communicating clearly and convincingly; use of humor at appropriate times; creativity when problem-solving; being confident and assertive without being arrogant and over-powering; ability to negotiate and defuse tense situations in the workplace and socially while setting clear boundaries; and being able to weigh different views and find common ground while maintaining focus and meeting shared goals. Most prominently teachers must have the aptitude to pay attention efficiently and put themselves in one's audience's shoes. These are largely heavy implications of this study to classroom teachers.

The teachers were unable to hold the virtue of patience for the service. As it is said, patience needs a lot of self-control and self-sacrifice as teachers are always challenged with various personalities of students with varied backgrounds and cultures. Learning may be tough, and the learner may face numerous challenges; but with motivation, discipline, and dedication the learner can sooner or later overcome all difficulties to reach the goal of learning. Informal education at all levels, teachers are as yet indispensable to make the learners' difficult work a little easier. The teacher also has their joys without which they would lack the inspiration and motivation which they must have in common with their students. Teachers today face student attitudes and system limitations that inhibit their sense of freedom and ease in the classroom.

At every level, they feel that they have nothing to do with what drew them into teaching and learning. While education may be seen as a low-paying, thankless job by some, those who stick with the profession know that it has the potential to be one of the most rewarding careers there is. While teacher pay is low, as a teacher gains a year of experience and takes additional courses, the pay increases, very few jobs offer the regular raises in pay many teachers receive. Many teachers find personal contentment.

If teachers teach a subject, they are passionate about; they get to spend every day talking about something their love and, hopefully, passing that passion on to others. If they are imaginative persons, they will find self-actualization in designing original lesson plans, decorating their classroom, and putting together bulletin boards. Because teachers are required to participate in professional development sessions and take classes regularly, they

also continue to learn new things and improve their teaching ability. Watching themselves learn and grow as a teacher may build their total confidence. These are other preeminent implications of this study to public school teachers on their quest for the joy of teaching.

Furthermore, teachers are facing many hitches in school that challenge their decision-making skills. Oftentimes these include large classes, disruptive students a lack of supplies, and even a lack of teaching strategies. But for many, dealing with these and other stressors is worth it. The act of teaching itself is a joy for many educators. Simply put, it is fun to talk about, demonstrate and start a discussion about something interesting. Teaching kindles others with the educators' passion for learning and establishes how others can become lifelong learners themselves. Successful educators will enjoy years of desire as they watch their learners grow up and flourish as adults. These are necessary implications of this study not only to teachers, school administrators but also to the school communities.

This study, then, should work for the inspiration of teachers to ardently engage in teaching with the manifestation of soft skills – a practice that would advance good relationships of teachers, learners, school officials, and other stakeholders whereby transform teaching and learning to a more fun, engaging, and productive encounters.

The procedure of this graduate thesis started with an epigraph from Maria Montessori that states "Now, what makes a teacher is a love for the human child; for it is love that transforms the social duty of an educator into the higher consciousness of the mission." This understanding, written some years in the past in response to the predicaments of every teacher in schools in considerably various times, is impressively fitting for schools and educators facing the education of learners in the 21st Century.

These days, schools are still confronted with the speedy change, as well as the snags indispensable in redefining education to address the needs of the new breed of learners. It is my wish as the researcher that this study will have a substantial contribution to the learning community with deeper empathy to the needs of 21st Century schools as we settle to the tests of the current period and forecast the forthcoming learners' transformation in the near future.

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