

Part-Time Instructors in the Higher Education Institutions: The Less, The Limited, The Left-over, and The Survivors

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Abstract

The plight and fight of part-time instructors' employment in Higher Education Institutions (HEIs) are neglected by most universities in the Philippines. In the literature, many studies concluded that the performance of part-time instructors in various universities are assessed quantitatively. However, no study yet focused on the part-time instructors' lived experiences. This motivated the researchers to undertake this research to give voice to the experiences of the part-time instructors in the HEIs. Anchored on Maslow's Theory of Hierarchy of Needs, this study utilized the Heideggerian phenomenology design and Interpretative Phenomenological Analysis (IPA) of Van Manen popularized by Moustakas with a 7-step analysis. First, before gathering the data, the researchers conducted bracketing to avoid researchers' bias. Then, they conducted semi-structured interviews via digital format with eleven (11) participants from the different HEIs in Central Visayas, Philippines, during the school year 2021-2022. As a result, the following themes were extracted: (1) The Less, (2) The Limited, (3) The Left-over, and (4) The Survivors. These themes elaborated the sorry plight of the participants and their survival in HEIs. The researchers recommend that the HEI administrators may consider the study's results as an eye-opener and basis for policy-makers to provide social equity and better opportunities for the part-time instructors to boost their survival in the HEIs.

Keywords: part-time instructors, IPA, phenomenology, lived-experiences

Introduction

In Higher Education Institutions (HEIs), part-time instructors contribute their expertise and valuable outputs in providing meaningful learning experiences among all college students. Despite the recent COVID 19 pandemic, part-time instructors are at the heart of continuing the higher education operations (Branson, 2021). Xu (2019) cited evidence to conclude that part-time instructors and permanent instructors execute the same responsibilities in the classroom, especially in preparing lessons bolstered with substance, creating engaging activities, and utilizing different assessment tools to gauge students' academic performance. Rattner (2018) stipulated that in hiring part-time instructors, HEIs avoid the added fringe benefits, government-mandated benefits, full monthly compensation, and

professional development opportunities and activities charged by the university. The literature showed that most of the researches are all about how part-time instructors effectively contributing to the students' performance quantitatively but less to none, in terms of giving attention to how they are doing (McKenzie & Solovyova, 2021; Paterson, 2017). With this, the researchers were inspired to probe into the individual realities of part-time instructors in HEIs in understanding the essence of their lived experiences.

The Philippines' Civil Service Commission (CSC) Memorandum Circular (MC) no. 19, s. 2005, defined part-time appointment as appointment that can either be permanent, which may be issued to a regular plantilla or temporary. An employee can be given an appointment if the requirements of the position are met. If the requirements are not satisfied, an employee will

just be given a temporary appointment, as a job order or a contract of service. It should not be argued that an employee with contract of service, is the same with contractual employees. They are totally different. Service under temporary part-time employee is not recognized as government service. In this manner, part-time employees with contract of service, do not give rise to employer-employee relationship between the employee hired and the government. With this, some of the regular faculty have the impression that a part-time instructor is just temporary. This mindset is shown in how a university treats its part time employees. One cannot blame the faculty and the university, if they demean or don't show due regard for part-time employees because this was how the nature of the tenure and job of the part-timers, is stipulated in the law. This gives rise to the need to revisit the law, with the view of ways and means of providing a good working atmosphere among the part time employees.

Part-time instructors are adjunct faculty members in the university. They are called adjunct because they supplement, they are contingent, non—tenured faculty position, the starting point of the ladder, temporary, and considered "outsider" (Kimmel & Fairchild, 2017). They are given less support and recognition by the institution and don't get promoted (Almonte-Acosta, 2007). They are the lost tribe in the university, as Beaton & Gilbert (2012) described. They don't have any protection from their job. Colleges and universities can choose not to renew their contract anytime (Maxey & Kezar, 2016). There's no employee-employer relationship in the kind of contract that part-time instructors signed up for (Hutchens, 2011). Despite their status quo in the university, part-time instructors are still expected to deliver quality education (Nutting, 2003) to the students, which can be translated on intense preparation before entering the class. The study of Musa (2020) stipulated that if the part-time instructors are not motivated to teach, the university will end up with low-quality graduates.

According to Day et al. (2006), as cited from the study of Cheek (2018), adjunct faculty members' lived experiences in Higher Education Institutions can be classified into three essential dimensions. These dimensions are a product of

thorough researches in knowing the experiences of the adjunct faculty members. The first one is all about the professional dimension. This dimension encapsulates the institutional behaviors about the organizational policies and social expectations among all part-time instructors (Zitko & Schultz, 2020). The second dimension is how part-time instructors are oriented to the course-specific expectation for advancing the students' academic performance (Parrish, 2016). This is called the situated dimension. And lastly, the third one is the personal dimension that anchors the part-time instructors' work-life balance in surviving higher institutions' demands (Hordosy, 2018). These dimensions are essential in understanding the meaning of the part-time instructors' world.

Generally, part-time instructors work so hard to gain the university's sympathy and heart so that soon, they will be given a permanent item. Most of them will exhaust all they have, to be appreciated. Like everyone else, they want to be stable, have an identity where they belong, and most importantly, they want to be counted, valued, and become full-time faculty enjoying the benefits and the institutional advantages. The length of time impressing the students, colleagues, and the Dean is not something someone can tell. If given a chance to land into a full-time faculty item, their journey and experiences in achieving it, are worth remembering. This study probed into the part-time instructors' lived experiences in interpreting and understanding the meaning and essence of their experience.

Objectives

This study seeks to explore and illustrate the lived experiences of the part-time instructors in Higher Education Institutions in the Philippines. Specifically, the study delves on the following specific questions:

1. What are the challenges and struggles of the part-time instructors in Higher Education Institutions (HEIs)?
2. What are the part-time instructors learning opportunities and small victories in HEIs?
3. What is the meaning of their experiences?
4. What recommendations can be construed out from their experiences?

Related Literature Review

In the last decade, the predicament of part-time professors – also known as sessional, contingent, or non-tenure teachers – has been a hot topic, prompting many to wonder what happened to the dignity and glory of earning a master's or even a Ph.D. The future looks bleak for an increasing proportion of doctoral students who want to stay in academia (Stephenson, 2017). This status quo of most part-time instructors paves the way for different effects towards themselves and the academic performance of college students.

Pankein & Weiss (2011) highlighted four areas for the challenges that developed in the academic world when using part-time instructors. First, there's a need to address the lack of justice and the different forms of exploitation that part-time instructors are experiencing. These pressing issues should be solved through policy-making and sound management plans. The policies will not compromise the welfare of the part-time instructors. In this way, the morale of the part-time instructors will be boosted. This will pave the way for them to stay in the university and do better in whatever they are doing. They might expect an unstable teaching career filled with last-minute course modifications, little pay, and no benefits at all (Stephenson, 2017). However, it is expedient that they will feel that they are valued and heard by the institution.

One-third of adjuncts believe they are disrespected or undervalued compared to full-time instructors. Statistics like this one reveal a prevalent theme among adjuncts: a sense of being underappreciated, overworked, and underpaid (Schock, 2021). This reality got worsened when the pandemic hit the world. Part-time instructors were the first ones on the list not to be renewed. The main reason is that there's no employee-employer relationship. In this time of the pandemic, part-time instructors are the ones who are the most affected. They were like leftovers that were thrown in the garbage as nothing and useless even though most of these part-time instructors are performing and extending so much effort to deliver what's expected from them.

Drozdzowski (2021) added that aside from financial difficulties, most adjuncts are uninsured, have no health or disability insurance, have a volatile employment market from

semester to semester, and may have classes canceled at the last minute due to poor enrollment or other circumstances. Part-time instructors are like backup dancers in a stage performance. They performed well, yet they were not seen. They are the ones who can add beauty and light to the performance, yet they are not given credit. They are being set aside. They will just wait whenever they are called. Everything is uncertain.

Many part-time instructors feel marginalized in their work, according to a study conducted by Zitko & Schultz (2020). They desired innovative policy changes relating to being part-timers. A few of the reasonable requests made by numerous participants in their study included respect and recognition, job stability and equity, inclusiveness, and, most importantly, the chance to earn a good living in their chosen fields. These reasonable requests should be stipulated in every higher educational institution's policy-making and management plans. Part-time instructors will always seek permanent instructors, but they should be given fair and just treatment before that. If they are happy with the university's support, they will surely cascade happiness to their college students. The institution's treatment of part-time instructors will always have a domino effect on their students.

An article written by Nolan (2019) revealed accounts of part-time instructors who involuntarily sleep in cars or classrooms at night and have had complete mental breakdowns due to the stress of not earning a living after putting in so much time to achieve his Ph.D. Such tales abound from school to campus, narrated by adjuncts who are well aware that they live on the brink of personal, professional, and financial calamity. This kind of situation displays a sad reality about the life of part-time instructors.

According to a national poll, one-half of faculty members were unsatisfied with their institutions' working conditions. Furthermore, one-third of humanities teachers expressed general dissatisfaction with their workplace, as cited in Rich (2016). According to Flaherly (2020), many adjuncts are among the most experienced professors on their campuses, yet they often lack institutional support and training. A recent study by Yakoboski, 2016 as cited in Cheek (2018), revealed that part-time instructors'

work satisfaction was much lower than that of tenured or tenure-track colleagues.

Based on various literature cited above, the researchers were prompted to explore the lived experiences of part-time instructors in the HEI's. This study's results may serve as a basis for faculty development and policy formulation intended for the growth and advancement of part-time teachers in the academe.

Theoretical Underpinning

This study is anchored on Maslow's Hierarchy of Needs (1943, 1970, a well-known and frequently referenced motivation theory. A person, according to this view, has five basic needs: starting with the physiological needs such as pay, food, housing, clothing, and excellent and comfortable working conditions. Second, there are security requirements such as safety, fair treatment, threat prevention, employment security, and so on. Third, belongingness requirements include things like being liked, accepted, and a part of a group, whereas esteem needs include recognition, appreciation, accomplishment, autonomy, and independence. Finally, the highest degree is self-actualization, including attaining one's maximum potential. He believes that it is no longer a need once a need is met. Instead, the requirement at the next level up the hierarchy motivates them.

Teacher burnout is on the rise, indicating that many educators have trouble meeting their needs and finding fulfillment in their work (Frataccia & Hennington, 1982). The study by Adiele & Abraham (2013), which was based on Maslow's Needs Theory, advised that the teachers' income should be managed well to satisfy one's needs. Teachers will always work hard to acquire salary or compensation. Part-time instructors are forced to swallow the struggles they are experiencing in the institution because they need the salary they have needed to augment and their driving force to live life. An employee must be satisfied to achieve efficiency (Vignesh, 2016).

The physiological criterion will be addressed in the educational system when instructors are paid a fair wage. Teachers must believe that their job is secure and that the school-community connections provide that assurance. When instructors are content with their

colleagues in the organization, whether formal or informal, they make decisions that encourage addressing teachers' needs. Teachers, in other words, require certain effective relationships. They must also get training and development through academic programs, seminars, and conferences, both short and long term. Scholarship incentives are also essential to ensure that instructors work at a high level. When teachers' motivating requirements are addressed, their performance and production improvement and quality assurance of the education system. As a result, it is argued that meeting the needs of instructors is critical. As a result, teachers' work quality will reflect the exceptional teaching of students in the learning process (Tambunan et al., 2016).

Methodology

This qualitative study utilized the Heideggerian Phenomenology design. This study aims to explicate and explore the participants' lived experiences regarding the phenomenon. Further, it identifies the meaning of the existence of their experience.

Sampling Technique

This study utilized a purposive sampling technique wherein participants were chosen to further elaborate their experiences as part-time instructors in HEIs. In addition, an inclusion criterion was crafted to identify the right participants for this study. There were 11 participants included in the study.

Inclusion Criteria

1. Participants should be teaching in a university as part-time instructors this semester (1st Semester of SY 2021-2022).
2. Participants can be in any university in the Visayas, Philippines.
3. There's no limit to the number of subjects that the part-time instructors number of subjects.
4. There's no specific modality that the part-time instructors are using.
5. The participants may be employed in a public or private university.

Data Collection

A transmittal letter was created and sent to the participants to gain their approval to

conduct an interview. After gaining the participants' approval, they are set for an interview schedule through a digital platform. All participants have a Facebook account and a messenger application that the researchers used to conduct the scheduling and the interview. The sessions were recorded with the permission of the participants. In gathering the data, the ethical consideration set in this study was strictly followed (Bryman & Bell, 2007).

Research Rigor

The researchers utilized Whittemore et al.'s (2001) quality criteria to sustain the study's rigor. Further, this quality criteria delved more on Credibility and Authenticity; and (b) Criticality and Integrity. In addition, the rigor of this study was strengthened when the researchers performed

bracketing. Bracketing is essential in employing impartiality and avoiding biases in the conduct of the study (Alase, 2017). All the possible answers of the participants were already anticipated.

Data Analysis

This study utilized the Interpretative Phenomenological Analysis (IPA) anchored from the Modified Van Kaam Approach popularized by Moustakas. The seven key steps are Horizontalizing, Reduction of Experiences to the invariant constituents, Thematic Clustering to create core themes, Comparison of Multiple Data Sources to validate the invariant constituents, Crafting of Individual Textural Descriptions, Construction of Composite Structural Descriptions, and Synthesis of the texture and structure into an expression.

Table 1. The Analysis

Horizons	Textural Language	Themes
<i>In terms of benefits, we differ from the full-time instructors. They have annual allowances,... PhilHealth... But we don't have. So in this time of the pandemic, we need these benefits (PI #3).</i>	Less to No Government Benefits	The Less
<i>Nahog nga sa pagka ngan nga part time ra so mura bag wa mi right nga masakaan mi kay pareha ra baya unta pd mi ug trabaho (PI #6). (It is just because we are part-time instructors, we don't have the right to have a salary increase while in fact, we are just performing the same job with the rest.)</i>	No Salary Increment	
<i>mura man gud nahug nga sa ngan nga part time ra lage nya mura mag kadiyot ra. So dili nalang mi mu demand nga magpasaka ky mahug ra lge nga part time ... ra (PI #1). (Since we are just part-time instructors, we don't stay long, then, we don't have the right to ask for an increase.)</i>	Less Voice	
<i>If I heard like that "part-time ka nu? (Are you a part-time?)", I felt I was not a teacher. That I am just like this, part-time. I feel down every time I encounter this (PI #7).</i>	Less Important	
<i>Salary is not given on time. We have to wait for more than two months. We need to make follow-ups to the HR, the Dean's Office staff, or any friends because we cannot wait to receive it (PI #8).</i>	Salary Latency	
<i>Full-time is well-compensated since they are also given more loads than part-timers (PI #6).</i>		

	Less Load	
<p><i>It seems that my actions are limited. But, maybe because I am new, they have eyes and ears on whatever I do (PI #7).</i></p> <p><i>I struggled with an internet connection, too. My laptop cannot contain too much information and media resources. In addition, we are not given an extra external drive for us to save our files (PI #2).</i></p> <p><i>I struggled with resources. I have no personal laptop. Our department has, but it is non-functional. So I go to internet cafes for me to do the modules. I have it by a unit so that it won't be bulky during encoding (PI #5).</i></p> <p><i>I am new to this job. Whenever I ask for assistance, my co-instructors (permanent/regular faculty) hesitate to share some resources about the subject (PI #2).</i></p> <p><i>We are not given slots for seminars or webinars sponsored by CHED, and even it is sponsored by the university (PI #4).</i></p> <p><i>Part-time instructors are not given the budget to publish their articles even if accepted in a Scopus Indexed Journal (PI #8).</i></p>	<p>Restricted</p> <p>Limited Resources (Personal)</p> <p>Limited Resources (At Work)</p> <p>Limited Professional Assistance</p> <p>Limited Opportunity to grow</p> <p>No Funding for Research Publication</p>	The Limited
<p><i>The load given to me was the one that was left. Then, like now, I have three different subjects for three preparations. This means that I only get paid for three subjects for three preparations, which is so tedious to accomplish. It seems like I will get whatever is available or the ones no one is picking. Leaving me no choice at all, even if it is not my field of expertise. (PI #6).</i></p> <p><i>I don't have the right to choose what subject I'll be teaching and how many of it because I will just wait for the great news of receiving many subjects with fewer preparations (PI #5).</i></p> <p><i>We are treated as strangers in the university. Our birthdays are not included in a cascaded email for weekly information updates. We are aware that we are part of the university but are just backstage, we just support those who are regular in terms of their endeavors, and we sustain them with their works. We are like "leftovers." We are included in a whole university picture, but we are not seen, heard, and valued (PI #7).</i></p>	<p>Take what's available.</p> <p>No Options at All</p> <p>Just at the Backstage</p>	The Left-Over

<p><i>Despite of all the challenges, I still stood up because I need the job of being a part time instructor (PI #9).</i></p> <p><i>I trust in the essence of right timing. I know this will not last long as a part-time instructor. I know I can survive. With my dedication and commitment to grow and thrive, I will soon have the chance to get that plantilla (item) I am looking for (PI #10).</i></p> <p><i>I find it okay for now just to survive anyway I am not just working at one university as part time instructor, I am also working as a part time instructor to a different university. If I will add all my income, it has an equivalent of a salary of a regular faculty member but still, I would love to be hired as regular faculty member (PI #11).</i></p>	<p>Practicality</p> <p>Trust in the Right timing</p> <p>Flexibility</p>	<p>The Survivors</p>
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Results and Discussion

After the analysis of the data gathered, the researchers concluded four important themes: Theme 1: The Less, Theme 2: The Limited, Theme 3: The Left-Over, and Theme 4: The Survivors

These four themes showcased the lived experiences of the part-time instructors in Higher Educational Institutions.

The Less

The life of a part-time instructor in the university is always less. It is not complete. They work like a regular faculty (Meixner et al., 2010), they sacrificed a lot, and most importantly, they gave it all in full, yet they received less. The wordless is indicated as less of everything. It is about not able to acquire what is expected. Having less of what part-time adjuncts may be cascaded in how they teach. According to Xu (2019), part-time instructors can influence the academic performance of college students. With this, it is expedient to know the lived experiences of these part-time instructors in higher educational institutions. This was manifested in words coming from the participants themselves.

Participant #3 mentioned that,
"In terms of benefits, we differ from the full-time instructors. They have annual allowances,... PhilHealth... But we don't have. In this time of the pandemic, we need these benefits."

Having no governmental benefits such as Philhealth and the like makes an employee less of something. These benefits are expected when someone is working. Benefits are protection, and if these are not given, an employee would feel underprivileged, will-less as an employee. Benefits, especially health benefits, are essential for employees to feel complete wherever they work. They feel assured and guaranteed that whatever will happen to them, they are protected and their family as well.

Participant #6 stated that,
"Nahog nga sa pagka ngan nga part time ra so mura bag wa mi right nga masakaan mi kay pareha ra baya unta pd mi ug trabaho. (It is just because we are part-time instructors, we don't have the right to have a salary increase while in fact, we are just performing the same job with the rest.)"

In a work environment wherein salary increase is in question, employees tend to be demotivated. In the case of the part-timers, it is inevitable to feel bad that salary increase would never happen to them. Even if it is stipulated in the contract that part-time instructors have a steady hourly rate, the part-time instructors still want to have an increase. Not to have the increase, they would feel bad and small.

Participant #1 mentioned that,
"mura man gud nahug nga sa ngan nga part time ra lage nya mura mag kadiyot ra. So dili nalang mi mu demand nga magpasaka ky mahug"

ra lge nga part time ... ra". (Since we are just part-time instructors, we don't stay long, then, we don't have the right to ask for an increase.)

This statement is what people in the university would always think. This is very common to all part-time instructors who will not stay longer, so their voice, initiatives, contributions, and voice will not be forever rooted in the university. Having their temporary residence in the university provided the part-time instructors with no right to have their voice heard. With this, part-time instructors feel so less about how they are treated.

Participant #7 said that, *"If I heard like that, "part-time ka nu? (Are you a part-time?)" I felt I am not a teacher. That I am just like this, part-time. I feel down every time I have this kind of encounter"*.

When new in higher educational institutions, the old faculty members will inevitably ask about your status. Once asked, it depends on how it is being delivered. Some may ask with hidden intentions, while others may ask sincerely of one's status in good faith. However, most part-time instructors, bearing the tagline of being adjuncts, tend to misinterpret it in a way that it hurts and hits their ego. Therefore, faculty members should be very sensitive in asking questions like this. Although different people have different ways of receiving the question and understanding it, it is imperative to be cautious of words and tone.

Participant #8 said, *"Salary is not given on time. We have to wait for more than two months. We need to make follow-ups to the HR, staff from the Dean's Office or even any friends because you cannot wait to receive it"*.

Everyone who's working so hard deserves a well-compensated salary. It is not just the amount equivalent but also the efficiency of processing and depositing the part-timer's bank account. As a part-time instructor, a newbie in the institution, whenever you ask for help regarding your salary, you will always think twice about how it should be asked and to whom you should be asking. The statement above is definitely what is happening to almost all universities in the country. Part-time instructors are not receiving their salaries on time. They need to be friends to some faculty you can ask about your salary. This

statement shed light on a common complaint that in terms of salary among the part-time instructors, no one's assigned as someone who's the source of information regarding this matter. This is the true plight of the adjuncts. Salary is always delayed.

Participant #6 said that, *"Full-time are well-compensated since they are also given more loads than part-timers."*

Whether part-time or full-time, the comparison among all the instructors is common in a higher-order institution. This comparison may be how good one is, or the kind of potential one has possessed. Given that the regular faculty member has a monthly income, they are still the ones who are prioritized to be given overload. So, what happens to the part-time instructors who would have the remaining loads. This will lower the exposure of the part-time instructors to some subjects to be taught, and at the same time, they will be receiving less amount. In this arrangement, having the fewer loads acquired would resort to less compensation.

The Less theme emphasized one of the most pressing issues among part-time instructors in higher educational institutions. The different textural language generated from the horizons concluded that adjunct faculty are indeed receiving less importance, valued less, and treated less. This picture depicts an urge calling all administrators to revisit the policies construed for the part-time instructors.

The Limited

Being limited is cutting off honing skills, exploring possibilities, and attaining dreams. Having a limit on how you teach, how you influence the minds of your students, and how you want to grow in an institution you are in is something that is a nightmare (Edmondson, 2020). Most part-time adjuncts have nightmares in teaching college students in the university. This is manifested in the different quotes of the participants mentioned during the interview.

Participant #7 said that, *"It seems that my actions are limited. But, maybe because I am new, they have eyes and ears on whatever I do."*

This statement is happening to new part-time instructors and all new employees in a working environment. Most part-time instructors

are very particular about their actions because they are guarded and observed. Because of this, they will always display the best part of them. They are restricted and cannot express their thoughts because they might be misinterpreted. This fear is not good for an educator. Part-time instructors can relay energies to college students. If they feel restricted, the student will also feel the same way. This can construe a negative learning environment. This can be avoided by warmly welcoming all new part-time instructors.

Participant #2 mentioned that,
"I struggled with an internet connection, too. My laptop cannot contain too much information and media resources. In addition, we are not given an extra external drive for us to save our files."

In this pandemic, everyone, including the full-time and part-time instructors, is challenged by internet connectivity and even gadgets. Although part-time instructors have been using laptops since then, it is expedient to be given an external drive for the files and information they need in-store. Having no external hard disk before was okay for the part-time instructors, but for now, all of them should need something to save a lot of offline resources such as different manuscripts, videos, and even photos. The internet connection is a problem for all, especially geographically challenged. The signal is dependent on location. This can be dealt with by adding signal boosters that university administrators will be providing. If the part-time instructors can get online all the time, it would be very easy for them to provide feedback to all the concerns of the students.

Participant #5 stated that,
"I struggled with resources. I have no personal laptop. Our department has, but it is non-functional. So I go to internet cafes for me to do the modules. I have it by a unit, too, so it won't be bulky during encoding."

This is somehow related to what participant #2 mentioned about his struggle towards the internet connection and the technological equipment such as a laptop or personal computer, external hard disk, or any helpful tools for online classes. This time, it is more on part-time instructors' struggles in encoding information to accomplish the modules. All students were given options to choose what learning modality they would like to. This

includes modular instruction wherein all instructors are obliged to do modules for their students. This is an additional burden to some instructors since some don't have a laptop, and even the department they are in doesn't have any unit to be borrowed. With this, part-time instructors are forced to go to internet cafes to encode and make all the necessary information for the module.

Participant #2 said,
"I am new in this job. Whenever I asked for assistance, my co-instructors (permanent/regular faculty) were hesitant of sharing some resources about the subject."

Some full-time instructors would inevitably feel an advantage because they came first. This advantage they can use to intimidate the new part-time instructors. This might not be true for all higher educational institutions, but this is still happening maybe because of insecurities, afraid of the new part-time instructors to be dubbed as better than them. Lastly, they don't care at all. Some instructors are left behind. They just need to look for ways to answer their questions, get what they need, and fulfill their duties and responsibilities independently. Most of the authors of the modules are those who are considered seniors. They have unquestionable experience and all the means to make the modules very substantive. With this, they get to decide to whom it should be shared. Some professors are just giving a parcel of the module gradually. With this, part-time instructors need to wait. They need to adjust because they don't own it, and they are hesitant to ask for it. This will make their preparations for the subject matter compromised. If they are limited in terms of help from the co-instructors, part-time instructors will be unproductive. This can be avoided if sharing resources and helping one another would supersede everything.

Participant #4 mentioned that,
"We are not given slots for seminars or webinars sponsored by CHED, and even it is sponsored by the university."

Professional growth is very important, especially if you are a teacher. A part-time instructor should be upgrading the skills and expertise he has. It should be continuous. However, in the different higher educational institutions, part-time instructors are given no

space to take advantage of any webinars, especially sponsored by Commission on Higher Education (CHED). Some webinars are hidden in the cascaded information because part-time instructors are not informed about it. Part-time instructors who have already established friendships among their peers will know about a webinar from their friends' posted "my day" on Facebook. This heart was breaking, especially if you are limited in growing professionally. This can be addressed by allowing all teachers to be part of the webinar. Anyway, it is online, and the expenses would not be that much.

Participant #8 said that,
"Part-time instructors are not given a budget to have their articles published even if it is accepted in a Scopus Indexed Journal."

Every instructor's dream is to publish their article in a Scopus Indexed Journal. However, it is very expensive. This paved the way to grant an amount in every instructor to publish their manuscript. This benefit is sadly not for all instructors. Part-time instructors need to couple up with some full-time instructors vested with funding by the university or who can afford to finance the manuscript publication. This is very unethical; however, the corresponding author (part-time instructor) has no choice at all. This is the prayer of every part-time instructor to be given equal opportunities for the full-time instructors to take advantage of the research publication.

This theme, The Limited, is more on the lived experiences of the part-time instructors in terms of the benefits and advantages they should take advantage of, yet it is not given to them because of limitations. On the contrary, the limitation sets a barrier for the part-time instructors to grow and perform their duties and responsibilities well. Therefore, the university administration should give these limitations attention to help part-time instructors grow personally and professionally.

The Left-over

Part-time instructors are just the same as full-time instructors – they teach, can do an extension, and make articles. The demarcation line lies in its benefits and advantages (Kimmel & Fairchild, 2017). Part-time instructors are part

of the whole picture and a part of the list of teaching personnel (Cheek, 2018). This picture exemplifies the institution's members in forwarding education among all college students. The situation dictates that everyone plays a vital role. However, there are just less, limited, and sometimes taken for granted – the leftover. And these are the part-time instructors. They said about their lived experiences as leftovers in the university to know more of their sentiments.

Participant #6 said that,
"The load given to me was the one that was left. Like now, I have three different subjects for three preparations. This means that I only get paid for three subjects for three preparations, which is so tedious to accomplish. It seems like I will just get whatever is available or the ones no one is picking. Leaving me no choice at all even if it is not my field of expertise."

In terms of distributing the loads, it is the full discretion of the chairperson to distribute them equally. Mostly, the part-time instructors are the ones given what was retained – the regular faculty members did not choose the ones. The background of the instructor was not even considered. This is the reality that part-time instructors are concerned about. Part-time instructors are having a hard time managing the different preparation knowing that they are still new in the institution, yet they are given so much to prepare. Since part-time instructors would love to get more loads as it equates to a higher payout, they will gamble to it. The real question is if these part-time instructors can deliver quality discussion bolstered with substance to the college students. Part-time instructors can affect the academic performance of the students. With this, it is pertinent that they should be given subjects aligned to their expertise and probably, given at most two preparations to focus well on the subjects given to them.

Participant #5 mentioned that,
"I don't have the right to choose what subject I'll be teaching and how many of it because I will just wait for the great news of receiving many subjects with less preparation."

Every part-time instructor's prayer is to have more loads with less preparation. They are given one subject with more sections/blocs to teach across all programs or departments. This is one of the most comfortable ways for them to

focus more on one subject/ preparation. The instructional materials would be all the same across all classes. With this, the part-time instructor will have mastery of the subject matter. If part-time instructors are bombarded with many preparations, it would be so difficult for them to manage it. They are still adjusting to the environment, and also, they are still figuring out how to teach the subject itself. The program chairperson should be sensitive enough to manage this kind of problem. To have a more effective way of teaching among the part-time adjuncts, it is highly recommended that they handle a single preparation and multiple sections for at least the first year. Then, they can have two preparations in the succeeding year until such time; they will know the workaround.

Participant 7 stated that,

"We are treated as strangers in the university. Our birthdays are not included in a cascaded email for weekly information updates. We are aware that we are part of the university but are just the backstage, we just support those who are regular in terms of their endeavors, and we sustain them with their works. We are like 'leftovers.' We are included in a whole university picture, but we are not seen, heard, and valued."

The name of the theme comes from this quote. Participant #7 explicitly described the kind of treatment one is experiencing as a part-time instructor. Being treated as a stranger is something that this not very welcoming. Part-time instructors would like to be counted in. This participant would like to message that even if one is a part-timer, including in the email for any updates and even birthdays can be cascaded. All instructors in the university work so hard to attain and maintain the standards set by the university. This effort itself is something that the university should credit the part-time instructors. Then participants would somehow provide everyone a clear picture of a life of being someone who is not registered as part of it, just like a leftover, it was part of the food, yet it was not consumed, it was not valued, and it was not given some importance.

This theme, The Left-over, reminds all those people in the top management to treat everyone equally, especially those part-time instructors. It is already embedded in the system that everyone starts from scratch, but it should not

be a painful experience to raise the scratch into something useful and valuable. Part-time instructors who just entered the university should be treated well. They should be respected for who they are even if they are not yet regularized. If the top management can make plans for these struggles to be addressed, what an institution we can have.

The Survivors

In this time of the pandemic, surviving is the key to live life. Numerous private institutions filed for closure because they cannot sustain anymore. With this, teachers are migrating to different jobs. If a university will accept a qualified, unemployed teacher to teach as a part-time instructor, it would be a great blessing, then (Musa, 2020). Most of the teachers are looking for jobs that can augment their needs especially those who have family to feed.

Participant 9 said that,

"Despite of all the challenges of being a part time instructor, I still stood up because I need the job."

The need to have a job in this time of the pandemic is essential in sustaining one's life and even to those who have families to feed. The participant's statement can be understood as if she is forced to stay as a part-time instructor because she needs to and she has no option at all. However, this is a strong statement that everyone should take cognizant with as someone who has those surviving skills – to take and surmount all challenges despite the hardships and difficulties.

Participant 10 stated that,

"I trust in the essence of right timing. I know this will not last long as a part-time instructor. I know I can survive. With my dedication and commitment to grow and thrive, I will soon have the chance to get that plantilla (item) I am looking for."

The statement of participant 10 elaborated the meaning of patience and perseverance. While it is true that working as a part time instructor can have limitations in everything, it will not last long because if the item for permanent faculty is really for you, it will be given to you. This is also a universal belief that there's a purpose for everything. If

you are for that calling then, it will be given to you.

Participant 11 said that,
I find it okay for now just to survive anyway I am not just working at one university as part time instructor, I am also working as a part-time instructor to a different university. If I will add all my income, it has an equivalent of a salary of a regular faculty member but still, I would love to be hired as regular faculty member (PI #11).

Being a part-time instructor can be very convenient as well because you can work as a part-time instructor to different universities as your time may warrant. If a part-time instructor would really look for means to survive, available jobs are everywhere – online or offline.

Part-time instructors are indeed survivors. All the participants in this study are still part-time instructors even up to this date. This means that they are indeed survivors. From the different expressions or authentic statements they provided, it is expedient to provide healthy mechanisms that they can take advantage of especially in crafting policies in the universities. They will survive and they will thrive because they might be having challenges right now but they will surmount it because they are practical, they are flexible, and they trust on the right timing.

Conclusion and Recommendation

The plight and fight of part-time instructors are immeasurable. They continue to impress the administration by teaching effectively and sharing their best knowledge about the subject matter. Yet, they are treated LESS, experienced LIMITED of everything, and realized as just LEFT-OVER of the university. But they are SURVIVORS because they still exist and hope that one day there will be a home (university) that will welcome them. These lived experiences may shed light to the top management in formulating essential policies that are beneficial to the part-time adjuncts. It is recommended to hear them out through any means available, even an online talk. From that conversation, management plans may be hatched to promote social equity and sustain the part-timers' lives in the Higher Educational Institution.

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