

Faculty Development Program in Public Secondary Schools: Challenges and Prospects of Concerned Teachers

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ABSTRACT: The purpose of this undertaking was to describe the challenges and prospects of concerned teachers on the faculty development program (FDP) in public secondary schools. Qualitative Phenomenological design was employed to the public secondary school teachers of Compostela Valley Division. In depth interviews and focused group discussions were conducted. The results of the interview were transcribed, translated and coded to produce themes. As regards to the experiences of the teachers on their school-based FDP, the following were the themes: anchored on the teachers' training needs, sporadic and arbitrary, ambiguous, lackluster, not properly communicated and inadequately funded. Imploring positive psychology was helpful in coping up with the experienced challenges, hence the following themes emerged: self-directed learning and initiative; ingenuity; optimism and positivity; network and alliance-building. The participants decipher that FDP can work holistically, should be based on a framework, be enforced and reinforced, consultative and participative and finally, amply funded.

Keywords: *Faculty development, challenges, prospects, professional growth, educational framework, educational management, Philippines*

I. INTRODUCTION

Most schools fail to craft faculty development programs (FDP) that would empower the teachers to create collaborative, active and connected instructions (Ngcapu et al., 2020; Nuncio et al., 2020; Themane & Thobejane, 2019). What makes FDP a great deal is that there is strong empirical evidence that it has a positive and significant influence on the teachers' performance, and eventually on the students' academic achievement (Guraya & Chen, 2019; Cinches et al., 2017; Parkhouse et al., 2019). The inability to develop a workable system that would recognize and address the requirements of the teachers at the school level appears to be the foundation of the issue. This failure is repeated and has become more complicated as it proceeds to the subsequent offices that are involved (Margot & Kettler, 2019).

In the Basic Education, particularly in public schools, a growing concern is that schools fall short in providing the training needs of their teachers. The current standards for professional teachers is way too demanding; not to mention the demands for quality graduates. However, the results of the national achievement tests showed otherwise. It has to be acknowledged that the quality of the students cannot supersede the quality of the teachers (Allen & Sims, 2018; Udvari-Solner & Thousand, 2018).

In the Philippine setting, one of the key thrusts of the Education Sector is teacher education and development. In this regard, the development of programs to meet the training needs of teachers is strongly emphasized. To support the training and development needs of the teachers, an allowable expenditure of 5% from the school maintenance and other operating expenses (MOOE) shall be used for training and development program as reflected in the Department of Education Order (DO) no. 66 s. 2010 and DepEd Order no. 32 s. 2011. The design and provision of faculty development program should be adequately supporting the individual personnel development needs. The aforementioned provision is specifically explained in the policies and guidelines on planning and administration/management of the human resource training and development program (Department of Education, 2010).

As a public school teacher in the Basic Education, my attention was caught with the comparison that I made when I was still in the private institution in terms of the drive for faculty development program (FDP). I am hoping to bring into the surface the concerns of the public school teachers on their schools' FDP. Moreover, it is with high hopes that feasible interventions may be formulated to address the concerns that would surface as an immediate response.

The immediate response is regarded as the teachers' initiative to solve the problem while waiting for the system to be reformed. With the challenges on the need to improve performance to improve the achievement of the students, there is an urgent need to explore the lived experiences of the teachers to highlight the significant aspects that aid or thwart the professional advancement of the faculty in public schools.

One significant gap that was identified was the fact that the government has been allocating funds for the FDP in every unit, charged to the schools' maintenance and other operating expenses (MOOE), however, there were undocumented, unexplored claims on the failure of the program to serve its purpose. I have read existing studies pointing out common points on the effectiveness, challenges and barriers of faculty engagement in faculty development program, mostly western in origin (Cinches et al., 2017; Salter et al., 2019; Steinert et al., 2019); however, most of them focused on higher education institutions (HEIs) and private schools. Since the Department of Education (DepEd) has acknowledged the urgent need to improve the quality of education, it is suggested that an in-depth research is necessary with the hope of addressing the challenges experienced by the public secondary school teachers with regards to their faculty development program.

Purpose of the Study

The purpose of this phenomenological study was to describe the challenges and prospects of concerned teachers on the faculty development program in the public secondary school. In this study, the focus was the teachers of public secondary schools who were the beneficiaries of the faculty development program as mandated by the Department of Education. At this stage in the research, a faculty development program is generally defined as a set of activities that educational institutions apply to support the roles of the faculty members. Specifically, the intention is the improvement of performance. Moreover, a faculty development program refers to that broad range of activities that institutions use to assist the faculty in their multiple roles (Steinert et al., 2019).

Research questions

1. What are the experiences of the public secondary teachers regarding the faculty development program in their school?
2. How do teachers cope with the experienced challenges on faculty development program?
3. What are the insights of the teachers on the faulty development program?

Theoretical Lens

The study can be viewed through the Adult Learning Theory of Knowles (1975) which specified that adults may also learn through learner-directed ways, similar to how learners learn in classes which is contrary to the usual andragogy approaches. In adult learning, it was theorized that the faculty exert efforts on trainings of FDPs that they believe would give them an advantage in the field of teaching (Johnson et al., 2012). For teachers, they would appreciate FDP because it helps them find meaning in their line of work. It is an experience that they would deem necessary for them to effectively handle matters on instruction. The theory is supported in the literature that FDPs should be framed in a way that it addresses the various problems encountered by the teachers and the various demands in the academe (McQuiggan, 2012). Thus, it is essential that FDPs should make the teachers personally pursue learning because they can apply it for their immediate needs in the practice of their profession.

With the reference to the discussion of Warford (2011) on this theory, it was pointed out that teachers create meanings with what they have learned. Teachers may be learning facts from the trainings or educational advancements but the creation and appropriation of meaning is obtained through interaction with people and in ones' capacity to connect the prior knowledge in the contextual setting.

From other perspectives, a FDP can also be viewed through metacognition; specifically, on the perspectives of self-regulated learning. In the context of this study, metacognition refers to the teachers' ways of learning to learn. Teachers who are involved in learning or development activities are believed to be learning to learn. Through the use of metacognition, teachers can plan, lead, assess, and have control over their own learning. Teachers who can utilize metacognition should be able to decipher the appropriate strategy that is fit for a specified situation (Dewey, 1916).

Finally, the diffusion of innovation theory is associated with the way teachers adopt the kind of faculty development program that they have gone through. The existing adopter categories include innovators, early adopters,

early majority, late majority, and laggards. The categories are based on the rate of adoption of an innovation and reflect the rates that faculty adopt innovations. Diffusion is influenced by four major factors including the innovation itself, innovation information distribution, time, and the social system adopting the innovation (Gautreau, 2011). With sufficient social system support, it is likely to happen that teachers who are categorized as innovators are more likely to utilize and implement the innovations learned from the faculty development program.

Significance of the Study

The usefulness of this study lies on the truth that it offers regarding the existing faculty development program in public secondary schools. It could help the teachers across learning areas to reflect on their own experiences. Such reflection may trigger one's creativity and innovativeness in their respective stations. Administrators may find the findings of this study significant since this would serve as one of the bases for the evaluation of their current drive and practices of FDPs in their schools.

The findings can pose a social impact since the teachers are directly having contact with the vast human resource in the future - the students. The way they are prepared through their respective schools' FDP would partly, if not fully, shape the way they train these students to become functional members of the society. The economic progress of the community in general is affected by the literacy status and functionality of each member of the community who have been under a teacher in one way or another.

The officials of the Department of Education could utilize the findings in evaluating the effectiveness of the implemented faculty development program in different public schools. It can benefit foremost the teachers as the participants of the study who were the recipients of the faculty development program. The findings may also be essential to the designated human resource managers as a basis for improving the faculty development program in school or the themes for In-Service Trainings (INSET) during semestral break and summer. The schools heads that are in direct supervision of the teachers should assess the impact of the training to the teachers' pedagogy and professional well-being in general. The impact of professional development to students' outcome may also be assessed. Finally, the outcomes of this study could help future researchers who would conduct similar studies on other faculty development programs.

Definition of Terms

To provide a clearer understanding of the contents of this paper, conceptual and operational definitions were used in this study:

Faculty. It is a collective term referring to the teaching and administrative staff having an academic rank at an institution.

Faculty development. Faculty development program is generally defined as a set of activities that educational institutions apply to support the roles of the faculty members (Steinert et al., 2019).

Delimitations and Limitations of the Study

The study is limited to the thematic analysis of the public secondary school teachers' experiences and insights relative to the implemented FDP in their schools specifically in the Compostela Valley Division. The scope of the study is limited to the personal responses of the informants which is composed of a selected group of faculty from the 2 congressional districts of the Compostela Valley Division. A total of 21 -13 teachers for the in-depth interview (IDI) and eight teachers for the focus group discussion (FGD) served as the study participants; thus, this may be subjective as these perceptions were only based on their own personal experiences in their own stations.

The project is dependent on the ability of the informants and participants to describe their experiences and answer the interview questions. Informants and participants have varying degree of knowledge and experiences on FDP and therefore, the results may be subjective.

This investigation is based upon open-ended question through one-on-one interviews and focused group discussions. Owing to the fact that there are only a total of 21 -13 teachers for in-depth interview (IDI) and eight participants for the focused group discussion, the results of the investigation may not be generalizable to other regions of the country. This research is mainly descriptive in its investigation.

Organization of the Study

In presenting the flow of the study, I organized the ideas and different concepts accordingly. Each chapter had its corresponding views to be discussed. Details were properly organized to achieve understanding among the readers, particularly the teachers, school administrators, human resource managers, students, community and future researchers. This study is organized into five chapters.

In Chapter 1 is introduced the problem and phenomenon to be studied. It is in this chapter that the importance of the study is emphasized. It gives a bird's eye view on the past researches related to the focus of the study. This is followed by the discussion of the researcher's purpose of the study. It intends to look into the factors and other intervening factors that deter or motivate a faculty to be actively engaged in faculty development program. The latter part is followed by the presentation of the research questions which were utilized for the interview of the informants and for the focus group discussion. Another portion of this chapter presents the theoretical lens associated with the research study. Following are the significance of the study and the people that would benefit from this research. The important terms of the study are being defined in this part to have a clear understanding of the terms. The last part of this chapter provides the delimitation and limitation of the study. The presentation of the potential participants of the study are presented in this part along with the scope and delimitation of the study.

In Chapter 2 is enclosed the literature and other research studies related to the main problem which provides support for the need to conduct the study. Topics addressed in the review include: framework of the faculty development programs in schools, challenges in school-based FDP, and insights of the teachers on FDP.

In Chapter 3 is discussed the design and methodology that was used in the study, including the research design, role of the researcher, research participants, data collection, data analysis, trustworthiness which explains the four criteria such as: credibility, transferability, dependability and confirmability and lastly, the ethical considerations of the study.

In Chapter 4 is presented the results of the study which contain four parts namely: the informant's data, the data analysis procedures and the steps in the categorization of the emergent themes, the responses to the interview and the summary of the responses.

In Chapters 5 is presented the discussion of the results. It elaborates the key findings in relation to the literatures cited. This also contains the implications of the study, suggestions for future research and concluding remarks.

II. REVIEW OF RELATED LITERATURE

In this section are presented the readings and literature related to the study. Books, journals and trusted credible online sites are its main sources of information with regards to the perspectives of the faculty on the schools' faculty development program. As viewed by other researches and the community as a whole, these readings helped me in seeing the impact of the study as plotted. The different materials, opinions and facts are reflected with the different researches which help in addressing different issues surrounding this study.

The literature review in this chapter serves as the foundation for this study through discussion of the concepts on the teachers' perspective on the faculty development program in schools, its antecedents which include a discussion of its framework, challenges experienced in school-based faculty development programs, and the insights of the teachers on what a faculty development program should be and how the challenges can be addressed.

Faculty Development Program in Schools

The changing needs of the students in the 21st century require the teachers to be ready and responsive to their needs. For instance, the learners in this era are very inquisitive and tend to have more access to updated materials. As a response, teachers must be several steps ahead of the students such that there is effective facilitation of the teaching-learning process. Teachers have to see to it that their competence is sufficient for the students to be engaged in their classes. (Fodrey & Mikovits, 2020; Webb et al., 2019).

In the quest to provide a vivid picture on how FDP should be framed, literature purports that this is framed in such a way that it capacitates the teachers to be competent, productive and resilient with the challenges in the field of education. Since the role of the faculty have changed over time as compared to the traditional educational systems, it is imperative that teachers should also make themselves acquainted with the current trends on how these roles should be played efficiently (Cooc, 2019).

The faculty development program (FDP) is best framed in schools particularly with the characteristic decentralization in the organizational structure. The rationale is that individual schools are composed of diverse learners and are situated in different conditions, such that a one-size-fits all program should not be considered. FDP is envisioned to bridge the instructional gap of the faculty, particularly those that were not part of their formation during their pre-

service years. It also intends to keep the faculty abreast with the current trends in education, particularly if the country adapts new curriculum standards. Although teachers do not solely rely on what their employers offer for their FDP, but the mere fact that their time is tied up in school affairs most of the time, they have the tendency to just settle on what the school prepares for them (Affouneh et al., 2020; Alvarez, 2020; Nazari et al., 2019).

The schools' FDP is part and parcel of the many ways that can facilitate the improvement of teachers' performance. Since the focus is on the improvement of performance, then indirectly, FDP is intended to improve learning outcomes since teachers' performance is significantly linked to learners' achievement. In addition, the FDP in schools also attempts to prevent performance trajectory such that the quality in teaching performance is maintained and even advanced to the next level. Despite the drive for the quality instruction, it has been reported that there were FDPs in which the target direction is ambiguous (Smith & Robinson, 2019).

Talking about the conventional performance trajectory describes the teachers' performance particularly among novice teachers who tried to put on their best foot forward in every endeavor and took every opportunity to bridge any identified gap in performance. However, when performance satisfaction is achieved, they tend to show performance plateaus as they grow complacent with what they are doing. Eventually, performance tends to retrogress with years. It is with this reason that most studies do not associate teaching effectiveness with the number of years in teaching (Istanti et al., 2020).

There was also literature that described the instances that hinder a faculty to get the most out of the school's FDPs. For instance, the ambiguity on the program which is rooted on the idea that there is no linearity between what the faculty desires and what the institution intends to achieve. In general, the faculty desired for collegiality, professional and personal development contrary to the administration's interest on accreditation and recognition (Algahtani et al., 2020).

FDPs should be tailored-fit to what are really needed by the faculty (Philipsen et al., 2019). On the other hand, Prabaswari et al. (2019) asserted that conflicts related to work priorities can hinder teachers to be engaged in teaching improvement activities. Similarly, Tack and Vanderlinde (2019) emphasized that faculty members are in dilemma on how to efficiently utilize their time; the academic workload is generally intense and faculty development programs are deemed significant in the performance of their task. Further, the lack of motivation to improve affects the way teachers behave towards an activity that is supposed to improve teaching.

In a long list of faculty development initiatives across the globe, Steinert et al. (2019) found out that in general, the teachers are highly satisfied with the kind and quality of faculty development program crafted in their schools. Majority of the findings pointed out that the programs in their schools have satisfied their needs. Novice teachers reported improved confidence in their pedagogical knowledge and practices while the more experienced and tenured teachers reported a revitalized teaching performance.

Other than the improvement in their teaching practices, a notable change in behavior are significant for organizational success have been reported, such as improved interpersonal relationships and work ethics as well. This is what Belt and Lowenthal (2020) called holistic FDP. Holistic FDP has been found to be advantageous for teachers particularly those who are still struggling to cope with the demands of the profession (Steinert et al., 2019).

From a different perspective, it is imperative to correlate the kind of FDP that the teachers have gone through and the impact these programs had on the achievement of the students. Researchers only pointed out the generic output that the performance of the teachers has a significant influence on the achievement of the learners (Tastan et al., 2018). But the missing part is the determination whether the framed FDP is in line with what the teachers need and whether or not the teachers have reflected in their practices the quality of pedagogy that can facilitate students' achievement. School administrators may have been so engrossed with measuring teaching effectiveness and students outcomes separately without considering the influence of the development programs that they have framed for the teachers (Lindvall & Ryve, 2019).

Experiences of Teachers on the Faculty Development Program in Schools

Few literature reviews have presented the link between the FDP experienced by the teachers and the learning achievement of the students. Results of studies have shown that the kind of professional development trainings that the teachers have gone through caused transformation on the teaching practices of the teachers. This transformation have led to a change in the way the students learn. A great paradigm shift has been observed causing a change in the culture of teaching and learning (Philipsen et al., 2019; Tack & Vanderlinde, 2019).

In Philippine schools, particularly public schools under the Department of Education, the development of the human resource, particularly the teaching force, is an aspect that has received considerable attention from researchers. As mentioned earlier, public schools have to manage the meagre resources allotted for them to cover the entire expenses of the school, which include the staff development. Despite the different and contradicting views of researchers on the way FDP is framed and implemented in DepEd schools, one thing remains to be beyond questions, and it is the fact that

programs for the professional growth of the teachers have legal bases. The latest state mandate is an offshoot of the observed professional development needs of the teachers particularly with the full swing implementation of the K to 12 curriculum in the country.

Pursuant to the Continuing Professional Development Act of 2016, the state mandated that professional development programs should be framed in coordination with the concerned agencies and stakeholders in such manner that the professional growth of the teachers are promoted while upholding their rights as a professional, as stipulated in Republic Act 10192 (Philippines, 2016). Under this provision, the state has the responsibility to facilitate the upgrading of the professional teaching practices of the country.

Moreover, to ensure that the professional needs are being addressed, the state adopts a concrete measure that shall ensure professional development that results to professional advancement based on international standards of practice. Specifically in Article II, section 4 of the same law, the state implemented the Continuous Development Program (CPD) for professional teachers. As a means of control measures, CPD units are required during the renewal of teachers' professional license.

In support of the aforementioned law, the Department of Education (2017) through DO 42, s 2017 provides that the standards to be used to assess the teaching performance of the teachers shall be based on the Philippine Professional Standards for Teachers (PPST). The PPST is modified version of the National Competency-Based Teacher Standards (NCBTS). The latter was modified due to

the fact that the curriculum changes in the country are geared towards the production of learners who can stand side by side with the world; hence, learners like these can be produced with teachers who are globally competitive. If the government envisions to have a strong working force who are valued contributors in building the nation, then they should invest in the faculty development program.

Further, the Department of Education (2018) through DO 21, s 2018 mandated the undertaking of programs, activities and projects that promote professional development. A fund shall be allotted in support of the human resource development in the Department of Education, particularly those at the schools and learning centers that provide direct support to these personnel. The fund should be effectively and efficiently utilized such that it is able to produce the desired outputs within the specified time frame.

Specifically, under the aforementioned provision, the following are eligible for funding: professional development for permanent personnel handling teaching and non-teaching positions; capacity building for trainers' training; technical assistance for the effective conduct of learning action cells (LAC) sessions; support for the development of learning and development systems, programs and resources and presentation of research outputs in forum and other related conferences subject to specified provisions for eligibility.

For the purpose of clarification, LAC or the learning action cells function in the same way with what the higher education institutions refer to as professional learning community. The group exists under the provision of the Department of Education (2016) through DO 35, s 2016. LAC sessions envision to gather together the community of practice into either a formal or semiformal colloquium where the concerns of the teachers in the delivery of effective teaching and other related tasks are being discussed.

The sessions are expected to be actively engaging and collaborative learning such that feasible solutions are being presented and evaluated for possible implementation. Other than the technical aspect, LAC sessions also promote the establishment of good interpersonal relationships that provide the teachers with a feeling of positive, caring and safe spaces. Indeed, the educational sector of the Philippine government has exhorted possible means to take care of the technical aspects and the well-being of the teachers considering the fact that teaching is both a rewarding and challenging profession.

Challenges in the Faculty Development Program

The diverse needs of the learners in the academe demands a lot from the teachers, demands that are both challenging and frustrating. It is challenging in a sense that it provides an opportunity for teachers to utilize their creativity and come up with the best possible option. It is also frustrating in a sense that efforts have been invested but the system itself cannot warrant the effective implementation of the planned faculty development (Martin et al., 2019). Further, one of the many reasons for an ineffective implementation is the institution's failure to communicate the program to the teachers, leaving them unaware of the opportunities that they were supposed to enjoy. This result to poor engagement which is a vital factor for the development of employees' creativity and innovation when faced with adversities (Fajagutana & Guhao Jr, 2022).

The trainings received during the tertiary education is not sufficient to equip the teachers with all the essential knowledge and skills that they need; not to mention the gap created with the emergence of educational reforms. The same

is true with the human resource managers or the school heads in the case of public schools with no designated personnel to look after the professional development

programs. These administrators did not receive sufficient trainings from the colleges or universities where they graduated from for them to become effective managers in framing functional faculty development programs. Although they have been in the profession for quite sometime, considering the concept of experience as the best teacher but then again, the full grasp and expertise of how human resource management should be done requires adequate and sufficient training (Widana et al., 2020).

The challenge thereof is for the school administrators to identify the training needs of the teachers and design programs that work for them. While most school administrators focus on clarifying least learned competencies to be effectively taught in classes, aspects on effective class facilitation are often not given full attention. Teachers should not just teach the concepts and skills but facilitate the students to succeed and achieve in the educational arena. The kind of achievement that allows the learners to compete globally and become valued contributors in nation building is what the educational systems envision to have (Frantz et al., 2019; Gaimaro & Lomellini, 2019; Guraya & Chen, 2019).

Researches tend to be focused on the impact of teachers' training and the improvement of their performance. Very few have got interested in looking into the connection of the school administrators' leadership in causing changes in the teachers' behavior through the kind of professional development program that they have initiated for the teachers. This connection was found significant in the findings of Daniels et al., (2019), and Sprott (2019). Their findings revealed that leadership of administrators predict the quality of professional development programs that they implement in their level of administration which influences the behavioral change of the teachers under them.

Administrators with poor leadership quality just craft programs according to what they believe is feasible for the available funds that the school can provide. In line with this, the FDP crafted is for convenience only – based on what they decipher as doable. Since this kind of trainings do not actually answer the needs of the teachers, their attendance is for compliance only which causes them to be highly disengaged in the process. Usually, programs are being implemented with a considerable amount of funds without being evaluated whether these have hit the target outcomes (Ibrahim & Daniel, 2019; Kitur et al., 2020).

The role of school leaders is critical in the advancement of the teachers and in improving learning outcomes. They can provide opportunities for the teachers to reflect on their teaching practices and facilitate in devising ways for improvement. However, most school administrators fail to plan and implement comprehensive development programs for the teachers. These usually come in the form of short-term in-service trainings with no provisions for continuity. Often, there is no connection between and among scheduled sessions, leaving the teachers in awe on the real focus of the FDP. Sessions like these tend to move from one aspect to another and are often ineffective (Kitur et al., 2020).

Despite the abovementioned failure to meet the needs of the teachers, there are also FDP that the teachers considered as significant in meeting their needs, such as the ones discussed earlier in this chapter. Professional development programs that meet the needs of the faculty are those that are designed vis-à-vis the needs assessments done by the school administrators. Consequently, programs for the development of the schools' human resource should be based on the results of an assessment tool. The teachers are primarily the one who know what they need, except for exceptional cases where there are also teachers who refused to be trained (Powell & Bodur, 2019).

Further, their findings emphasized that the primary reason why FDP failed is that most human resource managers do not go through the needs analysis of the teachers. They only framed programs based on common assumptions and from the results of other program implementation without taking into consideration the possible diversity and distinctiveness of the participants and the environment. Frantz et al. (2019) posited that teachers are actually willing to go through painstaking activities as long as they are completely aware of the target outcomes and that they fully believe and understand that these are efficient means of filling the gaps for them to become effective in the performance of their profession.

There were existing studies where the teachers describe the FDP as incoherent. This is due to the observations that there are teacher-trainings that are considered under theorized in a sense that the participants cannot fully decipher the aspect in their profession that the training intends to develop. In this sense, the teachers become passive participants of a training where they aren't even fully convince that they need (Tang et al., 2020).

Similar findings were presented by Mofield (2020) which pointed out the sporadic nature of the teachers' development program. They described that what worsens the situation is that the trainers are theoretical experts who have not had the sufficient experience in the field of teaching. If they are experienced teachers, usually, these trainers are experts from institutions who do not have the full idea of the current concerns experienced by the teachers. In most cases, the training comes as a pre-packaged which lacks connection to what the teachers actually need.

On the other hand, literature have revealed that there are teacher-experts or trainers who tend to set aside their own practices and adjust their way of training to suit to the prevailing culture of the group. These trainers provide an

opportunity for the participants to communicate the content that they believe in as their priority needs. Although this is seen as a disadvantaged for novice trainers, but for experienced trainers, this would allow greater engagement from the participants (Imants & Van der Wal, 2020). Regardless of which point of reference are being considered in teacher trainings, the most important point that must be considered is that it should support the needs of the teachers.

FDP is also regarded by some teachers as having no clear and definite grounds in its design. The ambiguity of the design is similar to the previous discussion on the incoherence of FDPs. In an article entitled "*Tailored to fit*", the authors described that teachers in a particular school come from diverse cultures but they are together to realize a shared vision for the school. On this premise alone, FDP developers should consider programs that are both meeting the individual and collective needs of the teachers and the organization. At times, with the developers' desire to come up with the best design that fits in an organization, it ends up the other way around (Gist et al., 2019).

The complexity of the tasks set forth on the shoulders of the human resource developers require for expert personnel to do it right. In Third World countries, the dilemma from the school level, particularly in public schools, is that the budget appropriation is not enough to hire an expert human resource manager. In most cases, the task of a human resource manager is given as an extra assignment to any personnel or even to the school principal. This would mean that the development of programs for the professional growth of the teachers is not their priority; hence, the logic behind ineffective programs. This is supported with the findings of researches pointing out a very old issue - the mismatch between what the administrators want with what the teachers need (Algahtani et al., 2020).

Another challenge being emphasized in literatures is the loss of interest of teachers to attend FDPs. Given the opportunity to decide whether to attend the teacher-trainings or not, there are a considerable number of teachers who reported that they would prefer not to attend. This is contrary to what the critics described about teachers who are reluctant or resistant to change their ways. For instance, Wyant and Baek (2019) argue that teachers aren't resistant to adopt changes which calls for administrators to dig deeper into the reasons for the teachers disengagement or decision of not participating in FDP; perhaps, these teachers are only reluctant that they won't be able to cope with the standards.

With reference to findings of other researches, the failure of teachers to attend or to be engaged in trainings can be due to their work priorities and workload. The teaching profession has long been associated with stress. When teachers are bombarded with a number of things to do that are equally urgent, they tend to prioritize the performance of their task rather than being inside a conference or training hall to attend the scheduled FDP (García-Arroyo & Segovia, 2019).

Maintaining effective communication between and among the members of any organization is one of the crucial factors that can contribute to the operational success. Apprehensions, concerns and the like are resolved fast when communication lines are opened. In some schools, particularly those big schools where teachers in other departments have a hard time seeing each other in a day, information dissemination can be a problem. Poor information dissemination can lead to poor outcomes. Conflicts are more likely to develop when information is not disseminated well, causing misunderstanding on what is supposedly a simple concern only. It could also lead to nonparticipation in school activities or professional development sessions. Non-participation of teachers in programs and activities can lead to the school heads' notion of teachers' reluctance where in fact they aren't just informed. On the part of the teachers, they would think of some sort of biases for not being included in the session. Further, this can cause stereotyping, ineffective monitoring and breed more complex concerns (Bernadine, 2019; Chin et al., 2022).

Financial support is another factor that is considered a challenge for the implementation of effective FDP. Though most FDPs fail because it is poorly planned but even the best planned training or activity may fail to produce the expected outcomes when it is inadequately funded (Gordon, 2017). School administrators have to allocate funds to the physical facilities of the school which is most often the priority in most schools, leaving the development programs for the faculty's advancement lagging behind. Scholarly works of the teachers are also inadequately funded which would disengage the teachers to continue their work since research works entail fund utilization (Gist et al., 2019).

With the insufficiency of funds, there are administrators who would cut short the training time or even settle for less competent trainers because these are the only ones that the school funds can afford. In the case of public institutions, even if there is a specified alignment of fund allocations, this may not be enough to fund the entire proceedings, leaving the teachers to be half-baked with the training (Slocum et al., 2019).

Amidst the challenges experienced by the teachers on the faculty development programs, teachers try to be resilient and resort to adapting feasible solutions. They cannot wait when the system would change for them, rather, they innovate for the system to work. Spending time waiting for the system to change would only mean sacrificing the future of the students. Karousiou et al. (2019) purported that teachers are active agents of change and that they personally direct or self-direct their learning. Further, the researchers asserted that despite the challenges that the teachers have encountered, they can still achieve what they envisioned to be, simply because they have the capacity to exercise autonomy over their learning.

Teachers are also resourceful. De Vera (2020) utilized the term learned resourcefulness for teachers who have acquired the skills of regulating the uncontrolled situations such as the challenges that they experience in their schools' FDP to achieve the target outcomes. For instance, if they have felt the insufficiency of funds but they are certain that engaging in research can make them better teachers, then they can exhort efforts such as putting on linkages which can provide them the needed financial support. Moreover, resourceful teachers have been reported to be more resilient against occupational stressors and burnout, and possess more advantage in achieving the target performance. Above all, the resourcefulness of teachers has been positively linked with high level of students' achievement (Capulso & Sicat, 2019; Kennett et al., 2019).

Teachers have tried to surpass the challenges by upholding positive disposition despite the concerns that they are currently facing. Literatures have shown that positive disposition predict the level of the teachers' perceived success. The rationale behind this is the psychological capacity of the person to think more logically and act accordingly when the mind is freed from negativity. Positive outlook or disposition is indirectly linked with the level of the teachers' self-efficacy. Teachers with high sense of self-efficacy have been found to perform better and have the advantage of facilitating positive learners' achievement (Barni et al., 2019).

Working solitary in times of difficulties would only worsen the scenario, but working with teams that provide supportive and nurturing environment can surely lighten the load. One effective means of coping with the challenges is through working or collaborating with a team, and building a network or alliances. This group of professionals are expected to provide the needed support for the teachers. Communicating concerns and finding feasible solutions can come easy since the group is composed of teachers who have more or less the same expertise with the others and are very knowledgeable of the locale, hereby giving an advantage of finding linkable solutions to the problems in school. Teachers who work together have been reported to improve the achievement of their students (Didion et al., 2020; Mora-Ruano et al., 2019).

Teachers can take advantage of the vacation for relaxation and self-regeneration. Reports have shown that positive and enjoyable activities can relieve stress which is essential in improving the performance of teachers. Physical activities have been reported also to cause positive behavior change (Braun et al., 2019; Wu et al., 2019).

Insights on the Faculty Development Program

On the part of the teachers, FDP is essential because it is a means of improving teaching effectiveness. This matters a lot because effective teaching influences the quality of students' outcomes. This also improves teaching engagement which fuels the desire to continue performing the tasks despite the adversities (Guraya & Chen, 2019).

In a case study to explore the impact of the FDP through the aspects on awareness, practice, and self-efficacy, it was found out that after the training, a change in perspectives occurred. The training caused an increased awareness of the multifaceted roles of the teachers. This awareness has led to a change in behavior, specifically in the way classes are being handled. An improved strategy on catering to the needs of the students has been noted as well.

Satisfying the needs of the students become the center of the preparations and activities done during classes without sacrificing the target competencies to be complied. The trainings have also caused an improved self-efficacy on the part of the teacher (Latouche & Gascoigne, 2019). Similarly, studies have pointed out the significance of a multidimensional faculty development program. Contrary to the usual design, an FDP can be more effective if the cognitive, emotional, behavioral and motivational aspects are being considered. This may be very taxing on the part of the faculty development program developer but researches have found this to be very effective considering the diverse cultures of the teachers and the kind of students that they are dealing with.

FDPs should stimulate the understanding of what teaching is and what it should be. Moreover, it also should allow the teachers to fully understand how learning should take place and how to attain and maintain the engagement of the students to learn. The task of the teachers in the society is very crucial since they are primarily responsible for nurturing the individual students in a way that their potentials are honed thoroughly. Teaching experience helps in deciphering what to do but comprehensive faculty development program can facilitate the logical implementations of the set of actions that teachers can do to achieve the target learning outcomes (Latouche & Gascoigne, 2019).

A study investigating the continuity of the teachers' understanding of the concept of inquiry after undergoing a particular development program, showed that after the training, the teachers are able to transfer the knowledge that they have learned to the learners. The program can be considered effective then. However, since there was no continuity in the training, the level of teachers' practice has decreased (Steinert et al., 2019).

One of the contributory factors of the discontinuity of the program is the lack of funds. In this sense, school administrators should reconsider how funds are being allocated to support the professional development of the teachers. The impact of teacher trainings is better understood and appreciated when it is designed as a long term training. Most

often, training designs are limited to three days, with little to no follow up on what have become of the teachers after the training. It has to be acknowledged that the acquisition and development of new knowledge or skill takes some time to be processed and practiced (Ejdys et al., 2019).

The study of Rodríguez-Abitia et al. (2020) explored the content-based training for teachers' pedagogical improvement. Result showed that the training design has been effective in improving the conceptual understanding of the teachers on the specified subject matter utilized in the research, which are science and mathematics. Teachers were found to be very focused during the training and were able to come up with instructional materials that they can utilize in their classes. An implication from the findings in the study substantiated the kind of support that administrators should invest in professional developments sessions. The impact of the training can last for a few days only if there would be no follow up sessions.

The way teachers learn and practice what have been learned varies and the duration of the impact of the development program is dependent on the support mechanism that the administration provides for the teachers. For trainings to be meaningful for the teachers and to be assured that this can cause behavioral change in the way they handle their classes, the trainings should be sustained. It should not be a one-shot deal and be left on one side imagining that changes can significantly happen at an instant and would last for the entire duration of the teachers' teaching lives. Moreover, pedagogical changes do not happen automatically; it takes some time to be processed, it needs reinforcement (Kim et al., 2019).

In a sense, the expected productivity of the teachers cannot be expected to happen right away. For instance, in training teachers to cope with the changes in the pedagogical contents, it cannot be expected right away that they can come up with the best instructional materials. FDPs can facilitate teachers to build their confidence in teaching. Again, this cannot be an outright event. Consistency is the key to the aspired pedagogical changes. In any faculty development program, it is expected that the teacher participants come in with varying expertise, length of service and above all, from different in cultures (Martin et al., 2019).

The effectiveness of the FDP design can be measured if all these differences can be put together and that the teachers undergoing the training would have more or less similar understanding. Although it is expected that the rate of knowledge transfer would vary. Added to this, the extent of change in the pedagogical practices are expected to vary. Effective FDP designs are those that provide an avenue for monitoring the progress of the teachers as they return to their classes. The purpose of the development program would be futile if the intentions of the program terminate at the end of the session. It has to continue and be monitored if the program has facilitated the improvement in the students' achievement (Cooc, 2019).

Endeavors to improve the teaching practice cannot be done by an individual, this entails a consorted efforts of the entire organization. Of particular significance is the leadership of the school heads, since the school-based programs come from their initiatives and vision. They set the direction of the school. At the school level, the professional growth of the teachers is enhanced with leaders who recognize the importance of the quality of instructional delivery. FDPs can be reinforced in various ways and one considered significant is promoting teacher collaboration (Kim et al., 2019). The success of the teachers' instructional strategies can bring about an improved academic achievement of the students. Collectively, this can facilitate the success of the entire school (Choy & Chua, 2019).

Finally, the presented literature reiterated the practices, perspectives and insights on the faculty development program of the different schools across the globe. Despite the distance, common challenges have been observed in line with the aspiration of the educational system to improve the quality of students' outcomes. The presented body of knowledge have acknowledged the capacity of the teachers to surpass the challenges when driven by passion. Improvement in the outcomes or the achievements of the students can happen when the teachers have also significantly improved their content understanding and have reflected improved practices.

Moreover, teachers and administrators alike aspire a lot when it comes to students' achievement but without specific focus, the development programs would turn out to be insignificant. Being an effective teacher is not a choice, it is a responsibility. For school administrators, the top priority is the achievement of the students which can start from facilitating and consistently supporting the professional development of the teaching force.

III. METHODOLOGY

Presented in this chapter are the nature of the study, the research design used with regard to presentation, analysis and interpretation, the philosophical assumptions, role of the researcher, research participants, the data collection process, data analysis, trustworthiness which includes the following: credibility, confirmability, transferability and dependability of the study and all individuals involved and the ethical considerations in the process.

Research Design

With my intent to examine the lived experiences of the teachers with regards to the faculty development program in public secondary schools, I employed qualitative research method because I believe that this can pave the way for the collection of rich data resource from the teachers who have experienced the phenomenon in this study. With reference to Creswell (2007), qualitative research is done if a researcher wants to have an in-depth, detailed understanding of a problem or issue which cannot be drawn out from quantifiable data.

Specific and significant pieces of information can emerge from speaking and listening to the people concerned, visiting their houses and workplaces and letting them share their stories and experiences (Denzin & Lincoln, 2005). Further, qualitative research allows the researcher to make sense of or interpret, phenomena in terms of the meanings that people bring to them. The findings and implications were from the described experiences and point of views of the participants; hence it is essential that consistent monitoring and self-scrutiny is done. The proceedings are done to ensure that what are presented are from the participants' perspectives and are not from the biases of the researcher.

Specifically, this study employed phenomenology. Phenomenological study is concerned with the study of human perception of the events or a phenomena from the participants involved in the study and going more deeply into their thoughts, allowing the essence of the experiences to surface as described by the participants, through lengthy reviews (Campbell, 2011; Creswell, 2007; Speziale and Carpenter, 2007; Willis, 2007). Phenomenology is employed if the intended outcome is to capture the essence of the experience (Husserl, 2014). It is a means of understanding the enigma of life in rich details (van Manen, 2017).

In phenomenology, the essence of the lived experiences of a particular group is extracted and utilized to understand a particular phenomenon. It attempts to understand the complexity of a phenomenon through the voices of the participants in the study. The study begins with a phenomenon to be considered rather than an association of the theory (Johnson & Christensen, 2010).

On my personal perspective, I utilized phenomenology as the research design because through this, I was able to derive concrete understanding of the complex phenomena which cannot be expressed in scaled details. I was able to explore and hear the voices of the research participants and facilitated their journey as they looked back to their experiences, together with the emotions embedded in them. The collated data were presented in a way that can be easily understood and reflected on by the end users. I firmly believe that the data gathered are essential in recommending appropriate programs that can better benefit the teachers and the academic sector in general.

Considering the principle of phenomenology as described by Moustakas (1994), this research is designed in a way that the wholeness of the experience is taken into consideration and in the process, the essence of the said experiences is explored. In this type of approach, the researcher has to exercise epoché and see the phenomenon as it exists.

I utilized bracketing to minimize personal presumptions that may pose negative effects in the research process, in this sense, I am reducing the inaccuracies and was able to ensure the rigor in the conduct of the research study. I was aware of my own presumptions and remained vigilant to my own views such that these cannot interfere with the views of the participants as recommended in the protocols mentioned in the works of Starks and Trinidad (2007), Taylor (2012) and Tufford and Newman (2010). Further, I must learn to set aside my own prior knowledge and experiences to fully capture the experiences being told by the participants with an open mind in conducting this research. I was interested to know how things happened, how people interpret their experiences, and how they find meaning to these experiences.

Through phenomenological reduction the inherent biases and preconceptions of the researcher was held in abeyance so that it did not influence the object of study. The world is purely phenomenal realm, and the essence of the phenomena was allowed to emerge through data reduction (Dowling, 2007). Within the context of this research, I acknowledged and documented my personal experiences and prejudices prior to the onset of the study. This was done to lessen the biases and judgment to a domain of pure phenomena. Hence, the emergence of the essence of the phenomena was made possible.

In addition, the participants' own words were used throughout the process of data analysis and phenomenological depiction. The process of combining was employed throughout the course of the study. The method was examined and the phenomena by the subjective the subjective eyes of the representatives, focusing on subjectivity of reality and continually pointing out the need to understand how humans view themselves and the world around them, and in the process, the researcher set aside all personal experiences and opinions to fully grasp the experiences of the participants, identifying the essence with reference to the protocols of Creswell (2007).

The objective was to extract a common theme from the experiences of the subjects, convert these experiences to a description of the universal essence of the phenomena and grasp their very nature. The multiple realities experienced by the participants themselves—the insider perspectives, was considered to understand the complex phenomenon (Creswell, 2007).

Nonetheless, sources of qualitative data included interviews, observations and documents (Creswell, 2007; Giorgi, 2009; Locke et al., 2010; Suter, 2012), emphasizing two ways of collecting data if one intends to report about the lived experience of an event from another person, the traditionally face to face dialogue and the written account of the experience, both can never be broken down easily by a statistical software.

In my study, I used distinct methodologies such as in-depth interviews, focused group discussion and note-taking, giving much consideration to details and importance of the passionate content to open up a line-up of human experiences of the subjects involved in the study. As said, what one seeks from a research interview in phenomenological research is a complete description as possible of the experience that a participant has lived through (Giorgi, 2009).

In my research study, I was able to classify themes of the phenomena with thirteen informants for the in-depth interview and eight participants for focused group discussion. According to (Creswell, 2007; Giorgi, 2009; Kvale & Brinkmann, 2009), in a subjective qualitative research such as phenomenology, it is advisable that for in-depth conversations, researchers could interview 5 to 25 participants who had undergone their way the same phenomenon, if one wants to achieve the target of representativeness and generalizability as a proof, from a small number of research participants.

Nevertheless, sample sizes of 10 to 15 are adequate, provided representatives are able to provide rich descriptions of the phenomena (Speziale & Carpenter, 2007). Moreover, Hancock et al. (2009) further stated that focus groups are considered to work quite well with approximately eight people.

Role of the Researcher

Many have acknowledged the tremendous demands for quality education as it is one of the driving factors for economic development. Producing quality graduates requires every school to be manned with quality teaching force. However, teachers clamor on their self-perceived inefficacies particularly that majority have been products of an old curriculum and traditional classrooms. They have been banking on the upgrading seminars, activities or programs dubbed as the faculty development program.

This program is supported by mandates from the Republic of the Philippines and the Department of Education. To wit: Republic Act 10192 or the Continuing Professional Development Act of 2016; DO 21, s 2018 or the Implementing guidelines on the allocation and utilization of the human resource development funds for personnel in schools and learning centers. However, it appears that the needs of the teachers have not been addressed. An added concern is on living up with the standards set forth in DO 42, s. 2017 or the National Adoption and Implementation of The Philippine Professional Standards for Teachers.

In line with these, I undertook this study, to find out the underlying factors of the said phenomenon, to make the voices of the concerned teachers be heard and to contribute to the initiation of appropriate programs for the teachers and consequently, improve the quality of Philippine education. I believe I am a fitting researcher for this endeavor because I am a classroom teacher for quite some time and have experienced several FDPs ranging from school-based up to the international level. I believed that my experience was enough for me to see the phenomenon as it is during the interview. Further, I believed that both my experiences and readings were enough to make myself fully detached from the participants' narratives so that what appeared in this paper were purely their shared thoughts and ideas and not an offshoot of my biases.

Having a personal stake in this study both as a teacher in the Department of Education and as a student of Doctor of Education, I directly gathered the data by conducti the in-depth interviews with all the thirteen informants and eight participants for the FGD, which I facilitated, with the assistance of a colleague who took down notes and served as one of my independent reader and analyst. Moreover, I asked also the help from another nonpartisan reader and analyst. We analyzed the data accumulated from the audio recordings of the interviews and FGD. After coming up with the same findings, I employed an expert professional data analyst for data analysis and translation and thereafter, formed my personal insights.

Research Participants

The participants in this study are currently employed as teachers in public secondary schools in the Compostela Valley Division. The participants were selected based on an inclusion criteria; hence, they are purposively selected. Cohen et al. (2000) posited that the participants for phenomenological studies should be selected for the purpose of providing the data intended in the study. In this connection, the following criteria determined the thirteen (13) participants for the in-depth interview and eight for the focus group discussion: public secondary school teachers who have permanent position; assigned in either District I or II; and who fall within the following brackets: one to five years

(new teachers), six to 10 years (relatively new teachers), 11-15 years (mid-career teachers) and 16 years and above (near retirement).

The researcher sought the help of a gatekeeper who had access to the participants intended for the study (Harvey, 2012). The role of the gatekeeper was to provide recommendations of the participants based on the criteria. I personally contacted the prospected participants and explained to them the purpose of the study. The voluntary nature of their participation and the confidentiality of their information in the presentation of the results were also explained and emphasized. After going through with the protocols, I was able to convince them to participate.

For qualitative researches, it was suggested that a rich data resource can be obtained from a minimum of five to a maximum of 25 informants (Creswell, 2007). These informants should have experienced the same phenomena. On the other hand, Englander (2012) posited that qualitative research is not concerned with the number of participants. What is essential is that the data obtained from the informants are essential in realizing the objectives of the study. Furthermore, central emblems in the development of Psychology such as Freud, Piaget and Skinner refined their theories based on research, associating only a number of subjects and without depending on a statistical analysis (Giorgi, 2009; Kvale & Brinkmann, 2009; Ouellet & Dumouchel, 2009).

In this study, I opted to get just a considerable number of participants for my research with thirteen informants for the in-depth interviews and eight participants to engage in focused group discussions. For the newly hired and near retirement, I have set the highest number of participants for their category because I believe that they can provide a rich comparison of responses. The same number of informants were invited from the relatively new and mid-career teachers. A total of 13 informants for the in-depth interview.

For the focus group discussion, the group consisted of four (4) teachers from District I and four (4) teachers from District II in the Division of Compostela Valley, all of them were selected based on the set inclusion criteria; a total of eight participants in the discussion circle. The number of participants were patterned from the assertion of Hancock et al, (2009) that focused groups are considered to work well with approximately eight persons (Hancock et al, 2009). I believed that the participants are already a considerable number that can provide adequate, and credible information which can lead to significant findings.

Before the actual interviews I had a preliminary meeting with the participants and informants to establish rapport; so as to gain their trust and confidence. This was also an opportunity for me to explain the purpose of the study, the importance of their role in the outcome of the research study, address their queries, apprehensions, review some ethical considerations and completely fill in the consent forms. This was also a good chance to review the research questions with the participants. In this way, they would have time to ponder on their experiences before the actual in-depth interview. This is very important in doing a qualitative research because the formulation of a good level of rapport and empathy is critical in developing a positive relationship during in-depth interviews and consequentially, gaining depth of information, particularly where investigating issues where the participant had a personal stake (Bloom & Crabtree, 2006; Denzin & Lincoln, 2005; Dundon & Ryan, 2010).

Only teachers who have gone through school-based faculty development program were included in my study. I made sure that my informants have fully understood the extent of their involvement. In the preliminary meeting, they were made to understand that during the actual interview, emotional outpour might come along with the flashback of memories for them to be prepared so as to avoid the adverse crack of emotions. Although being emotional might be unlikely considering that the phenomenon is not very sensitive, I deemed it important not to underestimate the extent of the phenomenon being studied. I assured them that I had understood their doubts and apprehensions and I never intended in any way to cause them harm. I made it sure that they felt comfortable and encouraged them for their utmost openness. I had conveyed the message that they were important to me and expressed awareness to their feelings. I made it a point that I do not make anything that may lead to culture biases. I displayed courtesy, politeness, and talked without prejudices in order to gain their trust (Bloom & Crabtree, 2006).

I also emphasized to them that we might encounter problems along the way but the outcome of the study would be very relevant in solving the problem on the current faculty development program practices. I made them understand that their contribution to this study could make a difference in the future faculty development program implementation in their schools.

Data Collection

In the collection of data of the study, I underwent these processes namely: interviewing in-depth the study-informants, conducting focus group discussion with the participants and note-taking.

Before conducting the actual in-depth interviews and focus group discussions with the study participants, I made sure that ethical considerations were properly observed. I applied the key principles of ethical issues (Bloom & Crabtree,

2006; Bricki & Green, 2007; Mack et al., 2005) that should be considered in any research study which are consent and confidentiality.

The conduct of the preliminary steps in data collection relied on the cue provided by the gatekeeper that the conditions required have been met and that data collection can commence. Through purposive sampling, the participants were identified. I followed the protocols of Bloom and Crabtree (2006) on the establishment of rapport with the study participants prior to the conduct of semi-structured interviews. With the establishment of good rapport, the interviewees are expected to feel that they are safe and comfortable as they share their experiences.

Hence, I carefully selected the venue of the interview such that it is away from distractions and would warrant privacy, with the consideration of the informant's preference. An informal meeting with each of the key informant was done. The meeting was as informal and just appeared as a simple meet-up. At this time, the key informants were made to understand the objectives of the study, extent of their participation, as well as the pertinent details of the study for them to have a grasp of the study. They were also made to understand that everything would be done in confidentiality. Upon the participants' declaration that they have understood the nature of the study, the extent of their participation and have expressed their willingness to participate, I requested them to sign a written consent.

In-depth interview is one approach that was undertaken in to gather information from the study informants. The in-depth interview is a technique designed to elicit a vivid picture of the participant's perspective on the research topic (Mack et al, 2005). It is more than just an approach to understand the participant's experiences but it is going deeper into their thoughts and behavior, listening to their inner voice to explore new issues. Through the interview process, the researcher listened to the participants' descriptions and then repeatedly reviewed and studied the data as they were transcribed (Penner & McClement, 2008).

The aforementioned strategy required time and space so that I could draw out portions of experiences and insights from the informants. First, I had to make my participants feel comfortable and to convey the message that I am interested in what they were saying. It is important to closely internalize what the informants would share, particularly on the details of their school's faculty development program. In-depth interviews should be done in the most rigorous ways to ensure reliability and validity (Bashir et al., 2008; Bricki & Green, 2007) which are important concepts in qualitative researches. To do this, I avoided drawing conclusions from the interview but based everything on factual data as described by the participants during the interview, to remove any bias or misconceptions on the results. Also, the themes of the phenomena were limited to the shared experiences of the thirteen informants for the in-depth interviews.

Focus group discussion was done after all schedules with the key informants were completed. I also scheduled an informal meeting with the group and appreciated their willingness to take part as research participants. I elaborated the purpose of the discussion and spent time in answering their queries. They were also requested to sign a consent form and we agreed on the date, time and place for the conduct of the actual FGD. During the conduct of the FGD, I paid full attention since the discussion was audio-recorded and I made it a point that discussion and interaction flowed freely as recommended by Morgan (2013). To ensure confidentiality, they were assigned with codes based on their seat arrangement in the discussion circle.

In the process of in-depth interviews and focus group discussions, I asked the help of a colleague to do the note-taking while I facilitated the interviews. During the interviews, there might have been instances that certain details were not adequately expressed or even missed out because the informants were not that articulate or well-equipped in communicating with people. This might have created misconception and ambiguity.

To avoid such misconceptions and ambiguity, I repeated the question as often as necessary, even utilizing vernacular to clear out some ambiguity (Bloom & Crabtree, 2006) and confirmed with my informants their answers to the questions, to ensure that I was able to grasp correctly the information they provided. In every instance, I needed to be flexible and be able to adjust to the moods of my interviewees. To ensure that all information were documented thoroughly, making sure that no important detail was missed out, note-taking was applied and audio recording was only done with the consent of the informants (Mack et al, 2005; Penner & McClement, 2008).

Analysis of Data

Analysis of the data in a research study entails summarizing the mass of the data gathered and presenting the output in a way that communicates the most important features presented (Hancock, 2007). Data were handled through data reduction, data display, conclusion drawing and authentication; in a sense, the qualitative content analysis is any of the qualitative data reduction and sense-making effort that takes a volume of qualitative material attempts to identify the core consistencies and meanings (Graue, 2015).

Data reduction allows a simple and efficient way for communicating the findings. It is the abstraction of data from the transcriptions, deleting those which are unimportant and transforming it into a comprehensible material which is easily understood by many (Namey et al., 2007; Paul, 2006; Suter, 2012). The pairing and sieving of data is termed as

thematic analysis. Creswell (2007) described thematic analysis is a way of seeing, as well as a process for coding qualitative information. I handled the data from the transcript and arranged them accordingly. The expertise of a professional data analyst was sought during the data reduction process.

Data display on the other hand is the organization of data and showing it in a form of graphic organizer such as: matrices, charts, graphs that would enable the viewer to draw his/her conclusion (Suter, 2012). It is one step beyond data reduction, showing the data in an arranged and orderly manner, clearly showing the interrelationships of bits of information, readily available to the viewer. At this stage, other higher order categories could come out that was beyond those discovered during the first step of data reduction (Namey et al, 2007; Paul, 2006; Sitko, 2013).

Conclusion, drawing and verification were the last step of qualitative analysis. It involves going back to consider what the evaluated data means and to weigh their informants for the questions at hand while having its verification, integrally related to conclusion drawing, requiring revisiting of the data and as many times as necessary to cross-check or verify these coming outcomes (Paul, 2006). At this point, no definitive judgments were made but rather, the data were allowed to speak by themselves by the development of the conceptual categories and detailed themes. These themes were usually implanted in a structure of interconnected ideas that make sense.

The conceptual framework was then interpreted with reference to the related literature on the subject in an attempt to explain, with a theory, the phenomenon being studied by the researcher. Two independent readers and analysts who are experts in the field of study along with the researcher, form a triangulation team wherein each examined the data and compared individual findings to obtain a deeper and broader understanding of how each investigator viewed the issue. Triangulation was used to ensure the validity of the data by using more than one person to collect the data, thereby increases its reliability (Speziale & Carpenter, 2007).

If the findings of the different investigators arrived at the same conclusion, then the researcher would be confident that the result of the research study is reliable. Many different interpretations were treated before the researcher formed an argument in the most obvious way possible so that others could judge the validity of the study (Sitko, 2013). In making an interpretation of the report I took into account what data was included and information was disposed of. This way interpretation written is clear and precise, properly identified which of the information is factual description or plain personal view of the researcher (Griffiths & McLeod, 2008). An interesting and readable report provides sufficient definition to show the readers understand the basis for a translation, and sufficient interpretation to allow the reader to understand the descriptions (Graue, 2015).

Trustworthiness

The establishment of trustworthiness in qualitative research requires appropriate documentation (Bloomberg & Volpe, 2008). The utilization of multiple sources and their consideration during data triangulation is an essential element in the establishment of trustworthiness (Lincoln & Guba, 1986). To establish the steadiness of the study, I observed its four components. These are the following: confirmability, credibility, dependability and transferability.

Credibility. This refers to the evaluation of whether or not the research findings represent a credible conceptual interpretation of the data drawn from the participants' original data (Graneheim, & Lundman, 2004; Guba & Lincoln, 2005). To established credibility, I utilized peer debriefing strategy as suggested by Guba (1981) since this provided an avenue for exposing the data into questioning for further validation.

Hence, I employed the assistance of my colleague to assist in the data gathering procedure, particularly in taking note of the details that I may not have been able to capture during the interview and another professional who shall take part as another independent reader. The three of us read and analyzed the same data and compared our independent analyses. Arriving at the same findings with my independent readers and analyses strengthened the confidence of my study.

Triangulation (Onwuegbuzie & Leech, 2007) also took place to further reduce the personal biases of the researcher. Multiple data sources were utilized in the process. Member-checking was also employed as suggested by Guba and Lincoln (2005). Through this, the participants get to see their transcript and can verify whether the interpretation was based on the original essence of their narratives. This protocol was in accordance with the suggestions that to ensure the credibility of the findings, the researcher has to come up with the same evaluation and come up with similar conclusion with the peer-researchers who have also the first-hand information (Bitsch, 2005; Suter, 2012).

Confirmability. This refers to the extent by which the findings can be confirmed or substantiated by other researchers (Ramsey, 2010; Suter, 2012). This process has to be undertaken to establish that the findings presented were not an offshoot of the researcher's imagination or biases.

To assure the confirmability of the findings in this study, I saw that I have laid down my personal assumptions and preconceptions about the phenomenon and have fully understood that I have to unload all of these in order to handle the data from the participants. I used the bracketing approach as part of my methodology to suspend personal bias. The

employment of reflexivity and the use of an audit trail helped me in presenting the findings from the perspectives of the study participants. These steps were undertaken with reference to the views of Bloomberg and Volpe (2008).

Transferability. To address transferability, I described in detail the research context and the assumptions that are central to the research and showed all data as transparent as possible. I made sure that the data are rich with descriptions so that the person who wishes to transfer the outputs to a different context is then confident making the judgment of how rational the transfer is. Ramsey (2010) confirmed that transferability refers to how well the findings apply to other school settings and depends upon the similarities between the two compared settings. Rich and heavy descriptions allow the readers to make judgment and decisions regarding transferability. The detailed narrations in the article may empower the readers to transfer the material to other settings and thus regulate whether the findings can be conveyed (De Wet, 2010).

Dependability. To establish the dependability of my study, I ensured consistency during the data collection and analysis by doing the code-recode system during data reduction and applied the peer examination and investigator triangulation of the data collected and analyzed. This made the study reliable. Dependability is a criterion which is considered equivalent to reliability and similarly concerned with the stability of the results over time (Ramsey, 2010; Sinkovics et al., 2008). Moreover, Suter (2012) cited that dependability is improved by common qualitative strategies such as audit trail, rich documentation, triangulation and also by traditional methods such as inter-coder or inter-observer agreement and code-recode consistency using the same human instrument.

Ethical Considerations

Since my research study involves the teachers, naturally they were hesitant to disclose the information and withheld data with a presumption of the administrators' reactions against them. However, as part of research rigor, I ensured that my study is guided by critical principles to address their apprehensions and advocate trust such as the respect for persons, its beneficence, justice, the consent and confidentiality (Mack et al, 2005).

True to the voluntary nature in the participation of this research endeavor, the participants had the opportunity to withdraw at any time. With this, an individual who originally consents to take part in a study has the right to withdraw or opt not to participate the study at any time, as well as the right to decline to respond to any specific question(s) or take part in a certain set of procedures. Respect for persons requires a responsibility to ensure the freedom of the research participants. Prior to conducting a study, it was necessary to secure permission from the Division Heads and Superintendents of schools in the research locale as part of the preliminary procedures to demonstrate the respect for persons (Creswell, 2007).

Informed and voluntary consent is a mechanism for establishing that people understand what it means to participate in such particular research study so that they can decide in a conscious, deliberate manner whether they want to participate or not. Informed and voluntary consent is one of the most significant instruments for ensuring respect for persons during research (Mack et al, 2005).

Before I conducted the in-depth interviews and focused group discussions, I explained verbally and in writing the objectives and purpose of the research study and made clear that the proceedings would be audio-taped. After getting their approval, I asked them to sign a written consent. The informants were also informed of the findings and results of the study since I believe that they have the right to know because they are the key participants and that they are worthy for a recognition.

Beneficence entails moral obligation to ensure that the participants interest are taken cared of. It requires a commitment to minimize the risks associated with the research, including the psychological and social risks, and maximizing benefits that are due to research participants (Mack et al., 2005). To minimize the risks or harm that may come to the participants, anonymity of a respondent in relation to the information shared will be maintained (Bloom & Crabtree, 2006). Participants will be protected at all times so data or files of information will not be left lying around in notebooks or in unprotected computer files (Bricki & Green, 2007)

Confidentiality of the findings and protection of the identities of the informants by using a coding system to hide their true identities were explained to them (Maree & Van der Westhuizen, 2007). Teachers were informed that this entire database will be recorded in digital voice recorders, field notes, typed transcripts and other related materials would be broken upon completion of the analysis.

Respect to right of privacy was given due importance and confidentiality in the study (Bricki & Green, 2007). The participants were informed that they have the right to refuse to answer to any of the interview questions if they do not feel comfortable to do so.

Justice requires a commitment to ensure a fair circulation of the risks and the benefits resulting from the research. It is essential to build into the research plan a method of recognizing the contributions that the participants make to the success of the research procedure and to compensate them in several ways for their efforts (Bloom & Crabtree, 2006) in conducting the study.

I ensured that the participants were spared from spending any amount for the interview and their comfort was my priority. There were tokens of gratitude given for their contributions. According to Bloom and Crabtree (2006), a research should enrich the freedom of the participants more than it improves the author's career.

IV. RESULTS

Presented in this chapter are the experiences of the study participants, their insights and perceptions as well as the constructs which emerged from the information gleaned through in-depth interviews and focus group discussion.

This chapter is divided into four parts: Part 1 tackles the participants' data from which the qualitative data were collected. Part 2 covers the data analysis procedures and the steps in the categorization of the emergent themes from the result of the in-depth interviews and focus group discussion. Part 3 deals with the responses to the in-depth interview and focus group discussion questions under each research problem and part 4 contains the summary of the responses.

Participants

There were thirteen key informants in this study, five males and eight females who are currently teaching in public secondary schools in the province of Compostela Valley. The number of informants were based on the suggestions of Creswell (2006) that a rich data resource can be obtained from interviewing 5 to 25 participants. They were purposively selected based on an inclusion criteria to select those that can provide the data intended in the study (Cohen et al, 2000). In this connection, the following criteria determined the thirteen participants for the in-depth interview and eight for the focus group discussion: public secondary school teachers who have permanent position; assigned in either District I or II; and who have served the school for either of the following brackets: 1-5 years (new teachers), 6-10 years (relatively new teachers), 11-15 years (mid-career teachers) and 16 years and above (near retirement). For purposes of confidentiality, the participants were given assumed names and codes as presented in Table1.

Focus Group. One focus group discussion was conducted with eight participants, two males and six females. Hancock, et al, (2009) asserted that a group with 8 participants can work well as focus group. All of them were also chosen in the same way as the key informants. The discussion was conducted to gain added insights and concepts on the challenges and prospects of concerned public secondary school teachers on faculty development program. This was also used as bases to strengthen and verify the findings. For purposes of confidentiality, they were referred to according to their number in the discussion circle.

Participants were identified through the help of a gatekeeper. Gatekeeper is a term that refers to persons who are able to arbitrate access to social role, field setting or structure (Harvey, 2012). The gatekeeper was my initial contact that led me to the participants. Pre-meetings with the participants brought in the element of trust which I needed to get them to share insightful information about the controversial topic. Though I met some of them for the very first time during the interview, they trusted me enough to answer each of my interview questions completely since we belong to the same governing body in the academe.

Table 1
Participants' Information

Assumed Name	Code	Gender	Location	Years of Teaching Experience
Anna	IDI_1	Female	District I, ComVal	17
Beth	IDI_2	Female	District II, ComVal	15
Charlie	IDI_3	Male	District II, ComVal	20
Dexie	IDI_4	Female	District II, ComVal	10
Ernst	IDI_5	Male	District II, ComVal	18
Faye	IDI_6	Female	District II, ComVal	15
Gail	IDI_7	Female	District II, ComVal	4
Hazel	IDI_8	Female	District II, ComVal	22
Iza	IDI_9	Female	District I, ComVal	6
Jane	IDI_10	Female	District I, ComVal	3

Kent	IDI_11	Male	District I, ComVal	20
Lex	IDI_12	Male	District I, ComVal	3
Mark	IDI_13	Male	District I, ComVal	5
P1	FGD_1	Female	District I, ComVal	20
P2	FGD_2	Female	District I, ComVal	15
P3	FGD_3	Female	District I, ComVal	3
P4	FGD_4	Female	District I, ComVal	12
P5	FGD_5	Female	District II, ComVal	15
P6	FGD_6	Male	District II, ComVal	6
P7	FGD_7	Male	District II, ComVal	6
P8	FGD_8	Female	District II, ComVal	5

The focus group discussion was quite interesting. The participants interacted freely without fear of being misunderstood, since majority of them have been acquainted with each other during division-wide trainings. Since everyone is a teacher in Compostela Valley Division, they can relate right away with the practices in other schools in the division and the schools of the participants were familiar for them. It made the discussion very stimulating. It made possible the emergence of ideas that could not have surfaced if these have not been mentioned by others. This may be the reason why a few of those issues, minor differences though, did not surface during the in-depth interviews.

The interviews took place in various places: in the learning resource center, in a conference room, in a cafe, and in the informant's residence, while the focus group discussion was conducted in a café where a corner and quiet spot was reserved for the activity. FGD was conducted on schedule suggested by the owner such that foot traffic is very seldom. I used a tape recorder along with a journal to record notes from the interview and focus group discussion as suggested by Boyce and Neale (2006). I employed the help of my co-candidate in the graduate school program to assist me with the note-taking. I also asked the informants to sign the informed consent and secured their approval to audio-tape before each interview. There were those who did not want to record the conversation, hence, the researcher, together with my colleague have to record the information through manual note taking. The participant who refused for audio recording were asked to review the notes after the interview. The participants also requested that apart from their identity, their school should not be mentioned in the study.

Experiences of the public secondary teachers regarding the faculty development program in their school

From the data collected on the experiences of the study participants, seven major themes emerged as presented in Table 2. The following are the themes: Anchored on teachers' training needs; Sporadic and Arbitrary; Ambiguous faculty development program; Lackluster faculty development program; Not properly communicated and disseminated; and Inadequately Funded.

Anchored on Teachers' Training Needs

Responses to the questions asked on experiences about the faculty development program in their schools revealed that in general, it is anchored on the training needs of the teachers. It emerged from the interviews and discussions that the bases for the FDP included both personal and professional growth needs of the teachers. Some of these needs were apparently found in the areas indicated in the Individual Performance Commitment and Review Form. On the other hand, the school heads can also identify the training needs of the teachers through the yearly assessment in the form of Results-Based Performance Management System. Moreover, the assessments made personally by the teachers and the ones done by the school administrators yielded valuable information where the contents of the FDP are based from.

Table 2

Themes and Core ideas on Experiences of Teachers regarding Faculty Development Program in Public Secondary Schools

Major Themes	Core Ideas
Anchored on teachers' training needs	Basis of FDP are assessment of personal and professional growth needs of teachers The bases are the areas for improvement identified in IPCRF. The RPMS is a venue where school head can identify actual training needs. Our school has a FDP based on the teacher's assessment and administrators' evaluation. It is anchored on the evaluation of the teachers' performance.
Sporadic and arbitrary	There is no continuity on the program; it is not developmental. Some training is not applicable to enhancing instruction; i.e. gender development, spiritual formation; disaster management, public health, etc. Maybe the administrators just include whatever they think is important in the INSET. There were sessions on <i>Gender and Development, Child Protection</i> , etc. The direction of the program was not on professional competence. Problem on addressing the learning gaps was not taken into consideration.
Ambiguous	I have no idea on the basis for the trainings/seminars conducted. School offers relevant trainings but I'm not certain of their basis. I actually don't know the framework of our FDP. There are inputs given to teachers but I don't consider it a program. I cannot recall of a program that supports the needs of teachers. FDP is offshoot of benchmarking done by administrators. School has no FDP, though most teachers are sent to trainings prescribed by Dep Ed. I think the challenge is the consistency of the implementation.

Continuation of Table 2

Major Themes	Core Ideas
Lacklustre	Teachers seem to lack the passion or motivation to be fully engaged. Participation of teachers is not so good. The ones sent on trainings did not share what they have learned. Echoes of seminars are not "intense". The challenge is on the lack of time due to work overload. No information on the seminar/training conducted was circulated. Needs were not addressed; there is no proper coordination. If there is FDP in our institution, it has not been laid down openly. FDP is not evident in our school; have not heard of it. We rely on division memos for invites to seminar-workshops. Teachers did not have the opportunity to convene and talk about their training needs.
Inadequately funded	There are insufficient funds for faculty development program. There are no resources allocated for the trainings/seminars. MOOE allotted cannot cover cost of FDP. What I can infer is that the school doesn't have budget for FDP.

Gladness was apparent on the participants as they confirmed the existence of faculty development program in their respective stations. Mark (pseudonym) did not show any second thoughts when he confirmed the bases for their school's FDP. He expressed that:

Yes, there is a faculty development program in our school. The usual bases are from the assessment of the personal and professional growth needs of teachers to assist the 21st century teachers in attaining their roles which are also anchored in DepEd's national goals (DIICVIDIFDPPSS_3-Q1).

It also emerged that the IPCRF was used as bases for the FDP. To wit:

The school has an FDP. These are based on the development needs of the teachers as reflected on the Individual Performance Commitment and Review Form (DIICVIDIFDPPSS_8-Q1).

The bases of the faculty development program of our school are the teachers' needs and aspects for improvement especially those identified in their Individual Performance Commitment and Review Form (DIICVFGDFDPPSS_P5-Q1).

The Results-Based Performance Management System (RPMS) was also revealed to be an important data resource for the school heads so that they can identify the training needs of the teachers. This affirms that FDP is anchored on the training needs of the teachers. Kent (pseudonym) spoke with confidence and have expressed a sense of assurance that his professional needs are addressed through their school's FDP.

In his narration:

At the end of the year, the teachers were rated based on the key result areas in the RPMS. From there, an individual professional development need will be filled in and it is an avenue where our school head can identify our actual needs (DICVFGDFDPPSS_11-Q1).

Outputs from the evaluation of both the teachers' and administrators were also utilized in the schools' FDP. A participant in the focus group discussion showed enthusiasm as she narrated:

Our school has faculty development program and it is based on the teachers' assessment and administrators' evaluation (DIICVFGDFDPPSS_P8-Q1).

Jane (pseudonym) confirmed that FDP has really answered her needs particularly that she's a unit earner. She described herself as a struggling teacher before because she was not exposed to the same trainings that were experienced by those who graduated in full education programs. In her account:

The school where I am connected has a faculty development program. As a unit earner in the field, I deem it very important that the training design is based on my needs. I think my immediate supervisor makes the necessary recommendations during the evaluation of my performance for the entire year. The general needs of the faculty are taken into consideration, say, computer literacy as the basic need since almost all school records are computerized (DICVIDIFDPPSS_10-Q1).

Sporadic and Arbitrary

The participants revealed the other side of their school's faculty development program. No continuity, impractical for instructional enhancement, not directed towards professional competence and inability to address the learning gaps and the like have drawn substantial amount of negative notion about the FDP in their stations.

Some of the key informants and the participants in the succeeding sub- questions unravel an experience which negatively described the existing faculty development program in their respective stations.

This time, a participant in the FGD was saddened as she shared that in their school, there was no continuity in the program intended for faculty development. A glean of frustration was expressed in her face as she narrated

Walay continuity sa program tungod kay walay evaluation nga gi-initiate ang administration pagkahuman sa gi-implementar nga programa (DICVIIFGDFDPPSS_P1-Q1).

There was no continuity on the program because the administrators did not initiate any evaluation after its implementation.

Because the description pointed out that there was no continuity in the program, hence, it was also deemed as not developmental. A participant took a deep breathe before she uttered the following:

There is no clear and sustainable program. There were attempts of establishing programs, for example, there was a session on basic computer operations like turning it on and off, shortcut keys and the like. The next session was supposed to be applications like Microsoft excel or more advanced like Corel Draw but then it was not realized. One factor that I think has affected the continuity and sustainability of the program is on the quality and efficacy of the planning process (DIICVFGDFDPPSS_P4-Q1).

Contrary to the gladness showed by the other informants in the previous presentation of data, this time, Lex (pseudonym) admitted that he felt fortunate that the school has initiated programs for the professional growth of the faculty, however, he expressed that some of those that were included were not applicable in enhancing instructional practices.

In a month, we have scheduled meetings where there are inputs from different sectors such as Public Health Office, Department of Social Welfare and Development, Red Cross, Disaster Management and some religious organizations. Sometimes, there were sessions on Gender and Development or on Child Protection Policy. These are also important but the ones needed for the improvement of classroom instruction were not focused on (DICVIDIFDPPSS_12-Q1).

Such response is also apparent in the narrative of Faye (pseudonym) as she expressed her observations on the inclusion of their school's faculty development program.

Siguro kung unsa lang ang mahuna-hunaan sa mga administrators nga importante sa mga teachers ang i-apil sa INSET. Sila ang nagaplanu ug nagadesisyon para sa mga teachers (DIICVIDIFDPPSS_6-Q1).

Perhaps the ones included in the INSET were those that the administrators thought as important for the teachers. They plan and decide in behalf of the teachers.

Moreover, FGD_1 describes the FDP in her station as not gearing towards the improvement on professional competence.

The faculty development was focused on the enhancement of the personality and social aspect. For instance, a stakeholder would come and share product information, provide health awareness or gender and development. The program is not geared towards the improvement of the teacher's professional aspect (DICVFGDFDPPSS_P1-Q1).

In connection with the preceding response, FGD_3 shared similar sporadic nature of the FDP. She shook her head, glanced to the group and began to elaborate that the trainings are not what she needed.

My problem on addressing the learning gaps of the students was not taken into consideration in the scheduled trainings. Because of these, the literacy gap of the students are not being addressed (DICVFGDFDPPSS_P3-Q1).

Ambiguous Faculty Development Program

A good number of participants pointed out the ambiguity of the faculty development program in their respective stations. This can be gleaned from their responses on this theme.

IDI_6 recounted her experiences and raised her shoulders as she shared that she did not know the basis of the school's FDP.

I have no idea what are their bases for the conduct of trainings and seminars in the school during INSET. At times I would consider the program as non-existent since the objectives are not clear and that the trajectory is not set (DIICVIDIFDPPSS_6-Q1).

Similarly, IDI_9 expressed that though the school has relevant trainings, she is not certain on their bases.

The school has spiritual development sessions and relevant trainings. It is not certain what were the bases of those sessions or trainings (DICVIDIFDPPSS_9-Q1).

In terms of the structure of the FDP, FGD_6 compared his experience in the public school and when he was in the private school. He recounted that the FDP in the private institution has a clear training path.

As of the moment, the school has no clear structure of the program. Unlike in the private institution where the school has a clear direction on what will be the training path for a particular school year or what specific aspect will be given more emphasis (DIICVFGDFDPPSS_P6-Q1).

With regards to the inputs given during the trainings, Lex (pseudonym) accounted:

During faculty meetings, most of the time (if not all the time), there is an allotted time where discussion on various topics from finances, physical, emotional, and many others are being tackled. There is no exact theme on what would be discussed. In general, it is not focused on the strategies for the improvement of instruction or classroom management perhaps. However, I don't consider it as a faculty development program (DICVIDIFDPPSS_12-Q1).

Despite of the fact that programs for faculty development is an offshoot of the benchmarking of good practices that administrators have garnered after their visit with other schools, the narration of FGD_1 still suggests the ambiguity of her school's FDP.

The faculty development program in our school was based on the DepEd's memoranda. Interestingly, it is also a result of the benchmarking done by the

administrators. When they happen to visit a school in the nearby locality and they find it interesting or a good practice, right there and then it would be implemented in the school. Since the program does not necessarily a “one-size fit all”, if it fails, it is left unevaluated and another program is put in place as seen effective from another school (DICVFGDFDPPSS_P1-Q1).

It took some time for FGD_6 to add to the discussion. After a moment of silence, he recounted that he cannot think of a program being implemented in his station that supports the needs of the teachers.

Faculty development program? As a relatively new teacher, I cannot recall of a program in school that supports the needs of the teachers. I was expecting localized or school-based trainings on classroom management or even computer-aided instruction, however, these were lacking (DIICVFGDFDPPSS_P6-Q1).

Some schools rely on the trainings designed by DepEd, this is attested by the following accounts:

The school has no faculty development program but then most teachers are sent out for trainings. The said trainings were described by the division/regional/national offices of DepEd (DIICVIDIFDPPSS_4-Q1).

The Education Program Supervisor (EPS) for the subject that I am teaching paved way for me to have undergone trainings that I needed for instruction. For instance, last year, the training was focused on the subject matter, then recently, it deals with test construction. In the future, it might be on research-related outputs (DICVIIIFDPPSS_P2-Q1).

Another idea that contributed to the ambiguity of the program was accounted by a participant in the FGD:

I think the challenge is on the inclusion of an appropriate faculty development program and the consistency on the implementation. What actually happens now is that a spur of the moment thought training design is implemented even if it is not needed and not practical (DIICVFGDFDPPSS_P6-Q1).

Lackluster

From the shared experiences, a theme on lackluster was identified. This suggests the uninspiring view of the respondents about the faculty development program in their respective schools. This can be gleaned from their responses on this theme.

I think several teachers lack the passion to be fully engaged in the faculty development programs. Coming on late or not paying attention are only few of the dreadful sights that I see on scheduled school-based trainings (DIICVIIIFDPPSS_3-Q1).

Isa sa mga napansin ko ay hindi ganun ka effort ang participation ng mga teachers. Minsan pa may mga sessions na pwede naman sana maging lively kaya lang hindi mag-cooperate ang iba (DICVIIIFDPPSS_1-Q1).

One of the things that I noticed was that the teachers are not exerting much efforts to participate. There are times when the session is supposed to be lively but turned out otherwise because others failed to cooperate.

FGD_2 was quiet disappointed when she shared that what have been learned by her colleagues have not been relayed to those who did not have the opportunity to participate.

The ones sent on trainings did not share what they have learned to the group. It seemed to be a culture that when the seminar was over, the participants seem not to bother initiating an echo session. It's not just everything would be blamed on the system because it's actually us teachers that can contribute much to the kind of system that we have right now (DICVFGDFDPPSS_P2-Q1).

On the extent of the echo session, Beth (pseudonym) described it as superficial only.

Inputs during Midyear Program Review and Evaluation (MPRE) can be considered as part of the faculty development program. Some sessions were allotted for those who have attended the seminar to echo. However, the echo sessions are mostly not done intensely. The impact is only on the surface because there was no deepening on the topics presented (DICVIDIFDPPSS_2-Q1).

Lack of time is considered by Hazel (pseudonym) as a factor that can cause the loss of interest in attending the training.

There were times when the scheduled training has a conflict on the scheduled activities in schools. In this case, one gets to choose of whether to be trained or to attend to the primary responsibility in school with the students (DIICVIDIFDPPSS_8-Q1).

The response is also substantiated by the narration of FGD_6.

One of the challenges that I encountered was intending time for FDP in a busy schedule of the school. For example, a session on health and wellness would be schedule on the day when grades are due (DIICVFGDFDPPSS_P6-Q1).

Not Properly Communicated and Disseminated

A number of participants pointed out that they have experienced poor communication channels and poor dissemination of information. This can be picked up from the responses in this theme.

On the circulation of information, Faye (pseudonym) accounted:

There is no information dissemination on the seminar/training conducted. Should I just regard this as a usual lapse because I belong to a big school? There were times when I was shocked after my class and that some teachers are already gathered in the hall in attendance to a particular training (DIICVIIIFDPPSS_6-Q1).

In addition, Faye (pseudonym) also shared that if there is a program intended for faculty development, it did not hit the target needs.

There are some needs in our area which were not addressed because there is no proper coordination to subject areas to determine what are the needs of the teachers (DIICVIIIFDPPSS_6-Q1).

A poor information dissemination was experienced by Mark (pseudonym) when he was not aware whether their school has FDP or none.

I am not aware if our school has FDP. If there is FDP in our institution, it has not been laid down in an open table (DICVIDIFDPPSS_13-Q1).

On the other hand, Gail (pseudonym) firmly said that she has not heard of a faculty development program in the school where is currently stationed. For professional growth, most of the time, the teachers rely to the memorandum from the Division office for trainings.

It's already my 4th year in this school but then I haven't heard of any faculty development program to enhance my teaching strategies. Since FDP is not evident in our school, the teachers only rely on the memoranda or invitations for the participation of seminar/workshop from the Division office (DIICVIDIFDPPSS_7-Q1).

FGD_2 further confirm the previous responses presented in this theme.

In terms of the faculty as a whole, a program addressing their common needs is lacking. What I mean is that only few individuals got the ones that they need. One thing also is that teacher do not have the opportunity to convene and talk about their training needs. The individual needs were only written in the evaluation form but this was not discussed with the school administrators (DICVIIIFDPPSS_P2-Q1).

Inadequately funded

The participants revealed that the programs and activities for the teachers' professional growth were not allotted with enough funds. In their accounts:

In public schools, there is an insufficient fund for faculty development program. In most cases, if teachers propose for the conduct of a specific, the usual response from the administration is "*...we don't have enough budget for that, try finding an alternative*". Why would an alternative be asked? Isn't it that in the School Improvement Plan, FDP should be included then? How I wish I was able to utter those concerns to our school head (DICVIIIFDPPSS_11-Q1).

Lex (pseudonym) was hesitant to discuss matters about finances in school, it took him some time to share. He recalled their school's transparency board and finally he shared what he has in mind.

I was trying to recall what were those that the school expended as posted in the transparency board. But I cannot recall something about faculty development. I guess because the training needs of the teachers require more resources especially on the financial aspect. With it, the school may not have allotted resources for these considering the other expenses that needs to be addressed (DICVIDIFDPPSS_12-Q1).

FGD_8 mentioned about the allocations of the school's MOOE.

Usually, the school's material and other operating expenses (MOOE) allocation is not enough to provide or cover the expenses for the FDP. The MOOE allocation is dependent on whether the school is categorized as big or small. Bigger schools have more MOOE allocation, but even in our school which is categorized as small school, the fund is still not sufficient, then one you can just imagine the case in small schools (DIICVFGDFDPPSS_P8-Q1).

Mark (pseudonym) shared what he assumed that the school has not set a budget for the FDP.

I'm not in the position to divulge things that I am not so sure about. The FDP is not evident in our school. Faculty meetings and updates on what is happening around is not part of this program, I supposed. However, these are what we are having at present. Administrators come in and out but this concern remains the same. Perhaps what I can infer is that the school doesn't have budget for this. It is a fact that makes it impossible for the conduct of FDP (DICVIDIFDPPSS_13-Q1).

Coping with the experienced challenges on the faculty development program

From the data collected through the above questions, there were five main themes which emerged from the responses as shown on Table 3. Self-directed Learning and Initiative; Ingenuity; Optimism and Positivity; Peer Collaboration; Network and Alliance Building.

Self-directed Learning and Initiative

Both responses from in-depth interviews and focus group discussion have noted that being self-directed and taking initiative help them cope with the experienced challenges on FDP.

Charlie (pseudonym) was certain when he said:

I took the initiative to engage myself to online researches. In this way, I set the trajectory of my own learning; after all, the benefits that I can get from these will not be other person, but me (DIICVIDIFDPPSS_4-Q2).

The optimism of FGD_8 lightened the mood in the room with her idea of self-learning.

I make use of online resources to enhance myself. Since these resources are free, I took the chance to download and learn from these materials.

Hindi ako nag-aatubili na mag-subscribe sa mga short courses sa internet. Minsan feeling ko masyado ng busy pero dahil gusto ko, nagagawa ko (DIICVFGDFDPPSS_P8-Q2).

I didn't hesitate to subscribe in short courses online. At times, I felt like I'm too busy for this, but because I want it for myself, I am able to do it.

Table 3
Themes and Core Ideas on How Teachers Cope with the Challenges Experienced on Faculty Development Program

Major Themes	Core Ideas
Self-directed learning and initiative	I subscribe to online short courses; learn from online researches. I do self-learning; I practice on my own. Invested time, money and effort. I extract the information that I need through browsing the internet. I don't rely on the support of the school or just wait to be sent to a seminar.
Ingenuity	Had to settle with the Learning Action Cells (LAC) sessions.

I incorporated the learning that I had from past experiences.
 I learned to adjust, adapt and be flexible.
 I keep a journal of things that went good and those that didn't go well.
 I learned to trivialize on things that I have no control of.
 I benchmark on good practices; adopt the one suited to my need.

Optimism and Positivity

I don't think of the negative things or those that are lacking.
 I focused on what is good and positive.
 I don't count on what is wrong with the system; I just do my share.
 I welcome and accept opportunities as they come.
 I just perform my task as a teacher without the negative feeling.
 I try to be open-minded and flexible to changes.

Continuation of Table 3

Major Themes	Core Ideas
Peer Collaboration	Have meeting with peers in order to share information with them. I just consult my peers if I encounter problems; communicate with them. I develop good rapport with co-teachers; learn from them.
Network and Alliance-building	I get actively involved in professional organizations. I look for sponsors or collaborate with stakeholders as the need arises. I communicate my concerns to the school administrators. I seek assistance of stakeholders like the Parents-Teachers Association. I actively participate in programs/trainings provided by the Division office; private sector I seek help from our school head and supervisors.
Self-regeneration	I make sure I relax if I feel tired. I spend time with my family. Take a break, relax, and go out of town, I watch movie or read novels. I motivate myself to relax if bombarded with paper works.

Jane (pseudonym) invested on time, personal money and effort in order to fill in the need.

I enrolled in masteral. It is hard to divide my time but I have to endure it. At the same time, I also took the initiative of completing the Trainer's Methodology (TM) I for Technical-Vocational NC II holders (DICVIDIFDPPSS_10-Q2).

FGD_2 finds the use of online resources beneficial.

I extract the information that I need on the subject matter through browsing the internet. It is a fact that as a teacher, I don't have everything, always and always, there is a spot where I need to learn and relearn. The internet is a vast resource that I usually visit for the concepts that I need to know. I cannot wait for the content-based upgrading session to be done because I may be waiting for nothing (DICVFGDFDPPSS_P2-Q2).

For FGD_4, resting on ones laurels is not an option. She does not rely on the what the school would offer.

Ako ang nagapagita ug pamaagi. Dili ko naga-depende sa unsay ihatag nga suporta sa among school head. Dili pud ko nagahulat kung kanus-a ko mahinumduman ug paapil ug seminar o training. Kung kaya nako mag-spend, ako na ang mobayad para makaapil sa mga trainings (DICVFGDFDPPSS_P4-Q2).

I find ways on my own. I don't rely on the support from our school head. Furthermore, I don't wait when will I be remembered to be sent to attend seminar or training. If I can afford it, I spend on my own to participate in trainings.

Ingenuity

The respondents were able to demonstrate their ingenuity when faced with challenges. They made use of their skills or cleverness to solve problems on their own. The following are their accounts:

Before, I seem to be very stuck with the school's practices in terms of the FDP. The Learning Action Cells (LAC) session that was initiated by the faculty made a difference. LAC sessions were done in our department, together with my colleagues. It is an avenue for us to discuss the concerns that I encounter with classroom management as well as the improvement of academic achievement among students (DIICVIDIFDPPSS_2-Q2).

I incorporated the learning that I had from past experiences and made use of them to make my practices better (DICVIDIFDPPSS_11-Q2).

In addition, the participant expressed that:

Kung baga maningkamot nalang para ma-improve ang akong kaugalingon. Bisan gabalik-balik lang ang trabaho nato nga mga teachers, lain-lain pud ang mga involve ug ang mga pamaagi. Akoa pud nga ginaliuna-huna pirmi unsa ang dapat ug mas mayo pa nga buhaton (DICVIDIFDPPSS_11-Q2).

I strived to improve myself. Even teachers seem to have routinely work, the people involve and the experience vary. Thus, I always bear in mind what should be done and what will be the better way of doing it.

Iza (pseudonym) shared similar means of coping, that is to adjust, adapt, and be flexible.

I have learned to adjust and be flexible. Whenever there are concerns or things that I do not like, I tried to adjust. Should there be something new, I have learned to adapt. Somehow with the things that seem to be a routine for public schools, I simply learn to adapt so that I will not be bothered anymore (DICVIDIFDPPSS_9-Q2).

Lex (pseudonym) kept a journal himself to cope up with the challenges. He recalled:

Once, I have attended a session sponsored by a private institution which suggested the use of journal. I was amazed when the speaker shared how effective the journal was. I tried to adapt it and it worked. In the journal, I log in those things that went good as well as those things that did not turn out well. With those things that did not turn out well, I made a lot of reflection. I also wrote my reflections in it. I used them as bases to improve myself (DICVIDIFDPPSS_12-Q2).

In addition:

Usahay ma feel nako ang burden nga akong nabuhat sa mga estudyante. Maka-reflect ko nga unta dili to mao ang nahitabo. Tapos naa dayon ang huna-huna nga sa sunod dili na dapat mausab (DICVIDIFDPPSS_12-Q2).

At times I felt the burden that I caused to my students. As I reflected, I realized that it shouldn't have happened. This should not happen again.

Similarly, a participant also mentions about taking time to reflect. In her words, she said:

I reflected on my experiences whether good or bad. I made some readings to help me figure things out. Importantly, I plan my actions so that I will not be stressed out when faced with the same challenge (DII CVFDGFDPPSS_P8-Q2).

Being trivial is another way of coping the challenges as mentioned by Iza (pseudonym). In her account:

I managed to adapt when things are becoming uneasy. There are things that I treated as trivial. Seeing those stuff in this way helped a lot in relieving myself from being burdened with the things that I have no control (DICVIDIFDPPSS_9-Q2).

Kent (pseudonym) demonstrated his ingenuity through benchmarking.

It's not bad to see how others perform. I look for the good practices of my colleagues. In this line of profession, benchmarking seems to be a very abused resort when trying to perform better. Others would just copy and copy without thinking it fits for their own situation. I make it a point that when I benchmark for good practices, I adapt only those that are applicable (DICVIIFDPPSS_11-Q2).

Optimism and Positivity

The attitude of seeing a challenge positively is one key factors in coping the challenges experienced by teachers on FDP. Trying to accept things as they are and not dwelling on what is not good emerged from the responses of the teachers.

Anna (pseudonym) showed optimism and positivity when she didn't think of the negative things nor those that are lacking. In her words:

Kung mag sige ko ug huna-huna sa mga panghitabo nga dili mayo sa among institution, ako a lng ginapahirapan ang akong sarili (DICVIDIFDPPSS_1-Q2).

If I will keep on thinking the bad things that happen in our institution, I am only making things hard for myself.

She added:

I only focused on what is good and positive. Anyways, entertaining what is unpleasant would not make me better (DICVIDIFDPPSS_1-Q2).

Similarly, participants pour out their way of coping in a positive way. They were firm when they shared:

I don't count on what is wrong with the system, I just do my share to improve the system. Remember that as part of the institution, if ever there is something wrong with it, I am also liable to it (DICVFDGFDPPSS_P1-Q2).

I welcome and accept opportunities as they come. I owe it to myself to be open in exploring with what is there and being positive with what will come (DIICVIIIFDPPSS_P8-Q2).

Gail (pseudonym) did not entertain negativity as she performs her task.

I owe it to my students to be the best. There are things that I cannot change like the absence of FDP in our school. In order to cope up, I just perform my task as a teacher without the negative feeling. If ever there are loopholes, I patch them up with the best that I can (DIICVIDIFDPPSS_7-Q2).

Beth (pseudonym) took things with an open mind and flexibility. Her eyes widen when she said:

Wala na man pud ko'y mahimo kung dili ko maging flexible, ako ra man gihapon ang masakitan (DIICVIDIFDPPSS_2-Q2).

I have no choice but to be flexible, otherwise, I will just be hurting myself.

Peer Collaboration

Collaborating with peers provides an opportunity for growth. From the interviews and discussion, it came out that as part of the coping mechanism, teachers meet their peers to share information, communicate their concerns, develop and build relationship and even discuss relevant matters in line with their profession.

Ernst (pseudonym) shared that he would go with his peers in order to share information with them. He recalled:

A mutual exchange of ideas would usually take place when I am with them. I learned from them as they also learned from me (DIICVIDIFDPPSS_5-Q2).

Aside from the sharing of information, he added:

Bisan naa mi sa gawas sa eskwelahan, mag discuss gihapon mi sa akong mga kauban na teachers kung unsaun pa nga mapamaayo ang among serbisyo sa mga estudyante. Halimbawa, maghisgot mi sa mga kabag-ohan ug mga bag-o nga pamaagi sa pagtudlo. Kung sa una okay ra kayo nga dili mogamit ug computer sa pagtudlo, karon kay dili na (DIICVIIIFDPPSS_5-Q2).

Even if we are not in school, we still discuss on how to improve the services that we give to the students. For example, we talk about the innovations or new strategies in teaching. If before it is tolerable that we don't use computers when we teach, now it has to be used.

Gail (pseudonym) finds it effective to ask her peers whenever she encounter problems in line with her profession. She communicated that:

My burdens are lightened when I communicate with my peers. This helped me survived in the public service. It's not just I am too lazy to deal things on my own, its actually recognizing the fact that we always need others (DIICVIDIFDPPSS_7-Q2).

Similarly, a participant shared that she sought the assistance of her peers. In her account:

Since my previous employment was in grade school, I was reluctant when I first handle teaching loads in secondary level. The school where I am connected now has FDP but I think I am not learning much. I survived through the assistance of my peers in the department. I also endeavored to develop good rapport with others (DICVFGDFDPPSS_P2-Q2).

Network and Alliance-building

It surfaced from the interviews and discussions that building networks and alliances rather than living in isolation is an effective means of coping with the experienced challenges in FDP.

A smile filled with enthusiasm is apparent on the face of Mark (pseudonym) as he expressed that he is actively involved in professional organizations.

I am actively involved in professional organizations where I get to communicate with other professionals. I even have online friends from the foreign countries. Through these professional organizations, I get to attend to conventions, although not for free, but at least I have a chance to brush elbow with the experts in the field (DICVIDIFDPPSS_13-Q2).

On the other hand, IDI_12 look for sponsors when the need arises.

Lisod mangita ug sponsors unya usahay dili ko comfortable especially kung masagunsonan ug pa-sponsor. Pero I know nga importante kayo ning pakig-link sa mga stakeholders (DICVIDIFDPPSS_12-Q2).

It is difficult to look for sponsors and more so I felt uncomfortable especially when I would ask for sponsorship in succession. But I know that it is important to establish linkage with the stakeholders.

Jane (pseudonym) do not look for anyone else to address her concerns, she communicate it directly to the person/s concerned.

I communicate my concerns to the school administrators. They are the right person to discuss these matters with. I also seek for the assistance of stakeholders like the Parents-Teachers Association (PTA) (DICVIDIFDPPSS_10-Q2).

FGD_6 just showed his being proactive rather than being reactive in his narration.

I actively participated in any development programs provided by the Division office or trainings sponsored by private institutions. I have to grab these chances because we don't have FDP in our school. It is sad to note but its reality (DIICVFGDFDPPSS_P6-Q2).

Self-Regeneration

It emerged during the interviews that teachers can do self-regeneration. Taking time to relax when tired and spending time with people and activities that lifts the spirit are only few of the means of self-regeneration.

Charlie (pseudonym) mentioned that at times, people took things very hard when in fact it can be done with ease, just see to it that you take some time to relax when you are tired.

Usahay man gud ginapalisod nato ang tanan or gina-seryoso nato ang mga butang. Bisan kapoy na, go lng gihapon pirmi. But after all these years, na-realize nako nga kung kapuyon na ta, especially kung wala na pud jud ka mahimo para sa is aka event, relax lang sa. Ako, I see to it nga maka relax ko pag maka feel nako ug kakapoy (DIICVIDIFDPPSS_3-Q2).

Sometimes we make things hard for ourselves or we take things seriously. Even if we are tired, we are always on the go. But after all these years, came to realize that I have to relax when I feel tired, particularly when there is nothing that can be done for a particular event.

FGD_7 cope with the challenges through bonding with his family.

There is no one who can better understand your needs than your family. Whenever I feel that things don't go the way I expected them to be, I see to it that I spent time with my family. I bond with them so that I can feel comfortable and be able to regain my strength (DIICVFGDFDPPSS_P7-Q2).

For Gail (pseudonym), her means of coping is through looking for a relaxing outlet.

Take a break. relax, go out of town, watch movie or read novels. At times there is need to redirect our attention other things otherwise we get intoxicated with what is happening around. Be happy (DIICVIDIFDPPSS_7-Q2).

Dexie (pseudonym) has an interesting way of coping with challenges. She said, everyone experiences challenges. She shared that:

Nganong magpa-stress man daw ko? Unsaun nalang kung masakit ko, maunsa palang ko ani (DIICVIDIFDPPSS_4-Q2).

Why would I have stressed out myself? What if I would get sick, what would happen to me.

Insights of the teachers on the faculty development program

From the data collected on the experiences of the study participants, six major themes emerged as presented in Table 4. These themes helped me determine which core ideas to report. These are the themes: FDP can work holistically; FDP should be based on a framework; FDP should be enforced and reinforced; FDP should be consultative and participative; FDP should be amply funded; Teachers can rise up to the challenge.

Holistic program simple means looking into the aspects that can bring about the total formation of teacher, say social, emotional, and so on. It seeks to develop not only the mind but also the entire being. For FDP to really address the needs of the teachers, it should be based on a framework and not on a spur of a moment thought. To ensure its sustainability, FDP should be enforced and reinforced. It should also consider the ideas of the teachers - meaning consultative and participative. Programs should be sufficiently funded to ensure its implementation. Finally, a big part of succeeding from the challenges on FDP lies on ones capacity rise up to the challenge.

Faculty Development Program Can Work Holistically

The faculty are aware of the benefits of FDP. One of the major themes that emerged during the in-depth interview and focus group discussion is that FDP can work holistically. The intention is to support the personal, professional and organizational well-being of teachers.

Iza (pseudonym) admitted that can be used to develop her total personality.

The FDP is not only developing my professional aspect but also in other ways. One of which is my spiritual aspect. Part of the activities in school is that speakers are invited to give spiritual enhancement sessions. The sessions did not incorporate religion that is why the teachers are not reluctant to attend. It enables me to develop my spirituality. Though I also hope that it can provide an opportunity for the development of other aspects in my life (DICVIDIFDPPSS_9-Q3).

Table 4

Themes and Core Ideas on Insights of Teachers on the Faculty Development Program in Public Secondary Schools

Major Themes	Core Ideas
FDP can work holistically	<p>FDP enabled me to develop my spirituality as well.</p> <p>FDP develops teachers' growth personally and professionally.</p> <p>It improves my camaraderie with other teachers.</p> <p>It improved my teaching skills and my teaching strategies.</p> <p>I was able to get updates on school governance.</p> <p>The trainings I have attended enhanced my knowledge and skills;</p>
FDP should be based on a framework	<p>The FDP should be based on training needs as reflected in the RPMS.</p> <p>Identifying specific needs of the teachers should be top priority.</p> <p>It has to be framed with a theme per year.</p> <p>There should be consistency and targets for the FDP.</p>
FDP should be enforced and reinforced	<p>Administrators should start crafting a comprehensive FDP for the school.</p> <p>It's high time for school administrators to really have a workable FDP</p> <p>Make it compulsory for all teachers to attend trainings and schooling.</p> <p>Make the FDP specific, concrete and comprehensive.</p> <p>Conduct assessments/evaluation for every activity undertaken.</p> <p>Utilize assessment tools to determine teachers' needs/areas for improvement.</p> <p>Conduct more programs and activities that will boost teachers' capacity in management and leadership.</p>

Continuation of Table 4

Major Themes	Core Ideas
FDP should be consultative and participative	<p>Have constant dialogue with teachers on what they need to improve.</p> <p>Administrator should elicit ideas from teachers when they frame the program.</p> <p>Always make it a habit to consult to the curriculum heads in making decisions.</p> <p>Culture of partnership should be cultivated.</p> <p>Participate actively on any faculty development or related activities.</p>

FDP should be amply funded	Allocate more budgets for the realization of the faculty development programs. The program should be sustainable and viable. Apportion additional funds for the trainings.
Teachers can rise up to the challenge	Keep on learning; be a catalyst of good change. Just do your work and find ways to improve. If we keep on complaining, we will find ourselves in doom. Be motivated and open minded to change; be risk-takers. If there's a will, there's a way. Just continue to study and learn; conduct researches. Welcome opportunities and win over challenges with positive attitude. Always accept challenges as part of growing professionally. Teachers just have to deal with it. Establish good relationship with everyone.

Faye (pseudonym) affirmed that she benefited from their school's FDP particularly because she have noted personal and professional growth.

It will genuinely develop the personal and professional aspects of the teachers. That's if the bases were really from the needs of the teachers who wanted to improve the teaching competence and to boost the morale. (DIICVIDIFDPPSS_6-Q3).

Dexie (pseudonym) have noted that the sessions on their faculty development program have improved the interpersonal relationship between and among colleagues.

It is an avenue when we get together with other teachers. We get to relate with one another. It improves the camaraderie with other teachers (DIICVIDIFDPPSS_4-Q3).

Jane (pseudonym) was thankful that the school where she is currently stationed initiated sessions for faculty development because it helped her in improving her pedagogical practices.

As a newbie in the field, I am thankful for the school's initiative on sessions that can improve my professional performance in class. I love it when the topic is focused on teaching strategies. I get updates on this. It improved my teaching skills and my teaching strategies (DICVIIIFDPPSS_10-Q3).

The same context was mentioned by IDI_7 and Ernst IDI_5 on the benefits that they got from the school's FDP.

Through the FDP, I am able to learn more on matters related to school administration. Although I expected more than this because I get ideas about this from the post-graduate program which I am currently enrolled. In addition, I also get updates on school governance (DIICVIDIFDPPSS_7-Q3).

I benefitted a lot from the FDP. I am able to get pieces of information and tips on how to improve myself. The trainings that I have attended enhanced my knowledge and skills (DIICVIIIFDPPSS_5-Q3).

Faculty Development Program should be Based on a Framework

The FDP is envisioned to have a structure so that it will actually serve its purpose. It emerged from the interviews and discussions that FDP should be based on the training needs of the teachers. The use of the teachers' RPMS is desired for the training needs to be identified. It also emerged that the teachers would prefer to have an annual theme for the FDP. Consistencies in the targets and implementations are also desired.

FGD_1 suggested that an FDP can work well if it is based on the RPMS that teachers filled in.

The trainings or development programs should be based on the consolidated data on weaknesses and individual training needs of the teachers as reflected on the yearly RPMS (DICVFGDFDPPSS_P1-Q3).

Jane (pseudonym) did not hesitate to utter that the needs of the teachers should be the school's top priority.

There is a need to assess the program. There is a need to determine if the program was effective and will it be worth repeating. The identification of the needs of the teachers should be given top priority (DICVIDIFDPPSS_10-Q3).

For an FDP to have a direction, FGD_3 suggested that it has to be framed with a theme for the year.

It has to be framed with a theme per year. For example, if this year is content-based, the following year will have to be on strategies. It shouldn't be the ones that we have right now, say the focus is on classroom management, but then all in a sudden, another activity is inserted because a stakeholder made a request (DICVFGDFDPPSS_P3-Q3).

Similar thoughts were found in the narration of Dexie (pseudonym).

There should be consistency and targets for the faculty development program. Personally, I don't think the school should focus on retreats only. There are so many needs that should have been given attention. To name two of them - the development of communication skills and classroom management (DIICVIDIFDPPSS_4-Q3).

Faculty Development Program should be Enforced and Reinforced

A number of respondents shared their insights on the need to enforce and reinforce the FDP.

Beth (pseudonym) was disappointed when she said that their school didn't have FDP. Her tone was firm when she expressed:

Had it been that the school has FDP, there could have been a lot of improvements. I suggest that the administrators should start crafting FDP (DIICVIDIFDPPSS_2-Q3).

Gail (pseudonym) thought of the same thing.

It's high time for the school administrators to really have a faculty development program (DIICVIIIFDPPSS_7-Q3).

She was hesitant to add her statement, but eventually it came out:

In our classes in post graduate school, I know that this kind of program should be part of the school head's annual plan. Maybe, just maybe, they all just end in papers. I am not really sure because I haven't seen the actual school plan. It's just my opinion (DIICVIDIFDPPSS_7-Q3).

On the other hand, Charlie (pseudonym) brought back the issue on poor participation from the teachers when a session on faculty development is called. Hence, in order to ensure high participation rate, he suggested to make it compulsory for all teachers to participate.

Make it compulsory for all teachers to attend trainings and schooling. I believe the school administration has to impose this. It is not unusual to find uncooperative members of the faculty. Unfortunately, those who were not cooperating were most of the time, the ones who should be trained (DIICVIDIFDPPSS_3-Q3).

For Iza (pseudonym), FDP should be enforced by the school administrators.

The school administration should make the program specific, concrete and comprehensive. (DICVIDIFDPPSS_9-Q3).

Ernst (pseudonym) suggested on what seem to be missing in any FDP. He articulated:

There is a need to conduct assessments for every activity undertaken. What I do not like is that as per practice in our school, what is good about it were not articulated and the loopholes were never attended to (DIICVIDIFDPPSS_5-Q3).

Another way of enforcing and reinforcing the FDP came out from the FGD_8.

There is a need to conduct more programs and activities. Although content-based trainings are important, but perhaps of equal importance are sessions that will boost the teachers' capacity in management and leadership skills (DIICVFGDFDPPSS_P8-Q3).

FDP should be Consultative and Participative

Several ideas came out with a common notion that the FDP should involve the teachers during the planning and that it should be an avenue that will invite active participation.

FGD_5 quoted:

The school administration must have a constant dialogue with the teachers. It is hoped that through this, the teachers may be able to improve themselves professionally (DIICVFGDFDPPSS_P5-Q3).

From Dexie's (pseudonym) point of view, the administrators should elicit ideas from the teachers when they frame the program.

She added:

The administration should create a team for such program. In this way, the teachers can suggest what to include in the program. There should also be

core/point persons who will look into the implementation and evaluation of the program (DIICVIDIFDPPSS_4-Q3).

Ernst (pseudonym) pointed out that the administrators should make it a habit to consult the curriculum heads in making decisions. He quoted:

The curriculum heads are the ones in close contact with the teachers, with whom they share their strengths, weaknesses and needs. So, it is just proper that school heads should include them when they decide what to include in the program (DIICVIDIFDPPSS_5-Q3).

Lex (pseudonym) emphasized the need to cultivate the culture of partnership. In her account:

When I was employed in the private school, the teachers are given the chance to join the year-end evaluation and planning. It's an avenue for us to suggest what to include in the faculty development program. I suggest that the school administrator will also ask us teachers when they frame the development program intended for the faculty (DICVIDIFDPPSS_12-Q3).

Participant 5 expressed the idea that the teachers should also do their share every time there is an activity related to FDP. She uttered:

The teachers should actively participate on any faculty development or related activities whenever available. It's not every day that we have something like this, other schools even have none. Perhaps what is needed is for teachers to change the way they look at FDP (DIICVFGDFDPPSS_P5-Q3).

Faculty Development Program should be Amply Funded

As viewed by some respondents, the funds for FDP should be more than sufficient. Here are their accounts:

Most of the time, our clamor is the minimal funding that we get for a session relevant for our development to be done. We were often directed to outsource. But what if the resources are enough? What I can suggest is for the school administration to allocate more budget for the realization of the faculty development program. Though, I understand that in the school budget, there is a parcel set for the FDP, however since the school works on a limited budget, in most cases, it cannot sustain the needs (DICVFGDFDPPSS_P2-Q3).

Similar idea was shared during an interview.

Aron mas ma achieve ang gusto nga mahitabo na kalambuan, kinahanglan nga dungagan pa ang funds para sa mga faculty development program. Dili man siguro ma realize ang mga programs kung kularang primi ang pundo. Dili pud maayo nga sa bulsa sa mga teachers mag gikan tanan kay naa man nay allocation dapat (DICVIDIFDPPSS_1-Q3).

In order to achieve the desired improvements, it is necessary to add more funds for faculty development program. I think that programs cannot be realized with insufficient funds. It is not also good that the teachers will

spend from their own pockets because there is supposedly an allocated fund for this.

Another point emerged from FGD_3 when she deciphered that FGD should be sustainable.

The program should be sustainable. It has to be framed with a theme per year. For example this year will be content-based, the following year will be strategies. Then, if ever there are new members of the faculty, the senior faculty will echo to cope up with the training progression (DICVFGDFDPPSS_P3-Q3).

Teachers can Rise Up to the Challenge

During the interview, Charlie (pseudonym) posed a reminder on one of the major roles of a teacher. He said:

Always be reminded that our Creator has chosen us to mold the innocent minds of our students, Keep on learning. Be a catalyst of good change (DIICVIDIFDPPSS_3-Q3).

Gail (pseudonym) advised that despite of the experienced challenges, teachers just have to deal with it. She quoted:

Just do your work and find ways to improve (DIICVIDIFDPPSS_7-Q3).

This is further supported by the idea of FGD_3 when she said:

There is a need for teachers to move out from their comfort zones. Again, as teachers, I believe we have to be the first to improve before we can improve our students. Students look at us like models. If we just keep on complaining on what is not provided on us, we will find ourselves in doom and unable to move out from the dark (DICVFGDFDPPSS_P3-Q3).

Similarly, Jane would want the teachers to have that innate motivation as she said:

Teachers need to motivate themselves, make the necessary adjustments in order to attune with the school program (DICVIDIFDPPSS_10-Q3).

FGD_2 reinforces the idea by saying:

My dear fellow teachers do not use the lack of resources as a reason for not improving If there's a will, there's a way. Following on this principle will make us feel better and will make us perform our task with quality despite the deficiency in the system (DICVFGDFDPPSS_P2-Q3).

Further, the following accounts posed good reminders that teachers have the innate capacity to surpass the challenges.

Just continue to study and learn. This can be achieved through conducting researches in order to solve the challenges that may arise. Welcome opportunities as they come. For the challenges that come, win over them with positive attitude (DIICVFGDFDPPSS_P8-Q3).

Always accept challenges as part of growing professionally (DIICVFGDFDPPSS_P7-Q3).

Teachers just have to deal with it (DIICVIDIFDPPSS_7-Q3).

Teachers must establish good relationship with all the personnel in the school. With this, it is easy to ask for guidance and help when the need arises (DIICVFGDFDPPSS_P6-Q3).

V. Summary

From the results of the study based from the responses of both the in-depth interview informants and the FGD participants, the following themes on faculty development program surfaced:

In general, the faculty development program (FDP) is anchored on teachers' training needs since the activities are based on the results of the teachers' personal needs and professional growth assessment. However, there are those who experienced otherwise as they described the FDP as sporadic, ambiguous, lackluster, poorly communicated, selective and limited, and inadequately funded.

With the aforementioned challenges, the teachers tried to cope up with these through being self-directed and taking initiatives, exercising ingenuity, being optimistic, collaborating with peers, establishing network as well as alliance building and involving into self-regeneration activities.

Participants perceive the FDP as such that it can work holistically. They supposed that this would have better serve its purpose through upholding the idea that it should be based on a framework. Furthermore, to attain sustainability, it should be enforced and reinforced. FDP should be designed in way that teachers can participate in making decisions on what to include in the program and how it should be done. Finally, the participants have discerned the fact that for an effective FDP to be realized, it has to provide holistic training and reach to others.

VI. DISCUSSION

This chapter presents the discussion, conclusions, implications for practice and implications for future research based from the themes developed during the data analysis. As this study has clearly indicated, its purpose is to discover the challenges and prospects of public secondary school teachers in their school's faculty development program (FDP). It aims to go deeper into the core of the issue to bring the feelings and insights of the participants to the surface and to find out what constructs may be derived from the findings. It is in this interest that I opted to adopt the qualitative research method, particularly the phenomenological approach in my research study.

It is in this interest that I opted to adopt the qualitative research method, particularly the phenomenological approach in my research study. Phenomenology is uptight with the study of human approach of events or phenomena from certain happenings in the actual world and recollecting the experiences of the participants that are involved in the study, going deeper into their thoughts, classifying the essence of the experience as defined by the participants, through the lengthy discussions (Campbell, 2011; Creswell, 2007; Speziale & Carpenter, 2007; Willis (2007).

Phenomenological qualitative approach is quite ideal in surfacing issues such as the experiences of the public school teachers in FDP, bracketing personal assumptions and the usual way of looking at things. It is also in line with the said framework that the 13 participants for the in-depth interview and eight for the focused group discussion, were invited to share their experiences, their challenges, coping mechanisms and discernment on the phenomenon under study. The participants in this study currently employed as secondary public school teachers in the division of Compostela Valley. They are all regular teachers ranging from relatively new teachers to tenured teachers. Based on the results of the study, the challenges experienced by the teachers in the faculty development program in their respective stations did not hinder them from what they envision to be. Hence, several themes emerged from the results.

Experiences of the public secondary teachers regarding the faculty development program in their school

As revealed in the interviews and discussions, FDP is *anchored on teachers' training needs*. They based this notion from their personal experiences wherein their schools' FDP is an offshoot of the assessments done by the school administrators to determine their personal and professional growth targets. The utilization of Results-Based Performance Management System (RPMS) is found to be a specific means for such assessment as well as the areas identified in the Individual Performance Commitment and Review Form (IPCRF).

As emerged during the interviews and discussions, there were participants who shared that their school's FDP helped a lot particularly among unit earners. They deemed the FDP as important in filling in the gap in instruction. They have also shared that the yearend Individual Performance Commitment and Review Form (IPCRF) that the teachers

annually filled in was used as bases in crafting development programs in schools. Thus, these imply that these teachers have experienced FDPs that were really based on what they actually needed in the field.

The findings were in cognizance with that of Tastan et al. (2018) that FDPs can facilitate in the improvement of the teachers' performance. The improvement of performance is only possible if the FDP is crafted based on the needs of the teachers. No one knows the needs of the teachers better than themselves. Thus, using the yearend reports and assessments have been found to be crucial so that the program would really serve its purpose.

Similarly, the findings parallel that of Mupa and Isaac- Chinooneka (2019) that the trainings that teachers received during FDP session were intended to address their training needs. Further, it is expected that after the training, they can transfer the learned knowledge and skills into concrete demonstration of appropriate and proficient pedagogies in the conduct of their classes. It is also supported in the assertion of Udvari-Solner and Thousand (2018) that significant outcomes were observed from the teachers who have gone through development trainings.

The findings can be explained through the perspectives of self-regulated learning wherein teachers get to learn what they ought to learn from the development trainings that they were attending. Teachers facilitate their own learning and on the way they transfer these learning to their students.

The participants shared that they experienced a *sporadic and arbitrary* FDP.

This description come out from the notion of the participants that there is no continuity in the program and that it is not developmental. The trainings included in the program are based on the personal or random choice of the administrators instead of basing it on a system. As claimed by some participants, the trainings are not found to be applicable to improve their skills in classroom instruction. In addition, the problems on addressing the learning gas of the students was not taken into consideration.

In contrary to those who have perceived the FDP as being anchored to their needs, there were those also who experienced otherwise. These findings are supported in the literature that there were school administrators who failed to organize FDP in a way that would answer the need of the teachers. In support to the findings of this study, Mofield (2020) affirmed that the existence of under theorized faculty development programs have been noted in some schools.

These kind of FDPs were just crafted from spur of a moment thoughts that were the target outcomes were just according to the organizer's preference alone. Had it been that the teachers were included in the planning of the training, then it could have addressed the problems of the teachers. This parallels the assertion of Widana et al. (2020) that principals have to consult the teachers on their instructional needs so that these can be addressed properly. For them to be abreast on the current practices in instruction, they also need to reoriented or refreshed so that they can guide the teachers under them.

The description of FDP as *ambiguous* surfaced from the experiences of the teachers as they shared that they have no idea on the basis of the trainings/seminars conducted. The framework of the training is also unknown as well its direction. It has been revealed also that the trainings attended by the teachers are the ones initiated by the division office and not the school's initiative. It has been noted that the consistency of the program is a challenge as well.

Training with no known direction wasn't perceived as advantageous by the participants. In fact, they hoped that the school should have bases on the crafted FDPs. The noted ambiguity in the experienced FDP parallels to the findings that there were school administrators who did not consider the linearity between what the faculty needs since they only consider those that were needed for recognition or accreditation (Algahtani et al., 2020). Further, it has to be considered that the FDP should be geared towards what the teachers need and not on what the administrators envision to achieve.

In support, Philipsen et al. (2019) asserted that school administrators should craft programs and have it tailor-fit for to the professional needs of the faculty. This means that there should be clear direction on what the FDP should be achieved before implementing this. It has to be in coordination with the teachers so that they will be properly guided on what to expect and on what they would gain out from the program.

Based on the experiences of the participants, it came out that there were instances when the FDP in schools is described as no longer motivating for the teachers; thus, it is *lackluster*. They lack the passion or motivation to be fully engaged in the program. The participation is not so good. In cases when not everyone is given the chance to participate in the training, the ones sent to attend did not echo what have been learned. If ever there is an echo session, it is not intensely done which adds more to the dull engagement. The lack of time due to work overload is also one of the factors that deter the teachers from participating.

Serious setbacks might happen if teachers no longer see the FDP as motivating. For the FDP to really serve its purpose, other than having it aligned with the needs of the teachers and the target outcomes, it should also encourage maximum active participation. This is in cognizance with the notion of Chapman and Guay-Woodford (2008) that the professional journey is driven by passion. This passion is supposed to be honed, nurtured and continuously be fueled by the institution. However, as institutions shift their interest, so does the passion among professionals diminish.

Relating the said experiences with related studies, I found it in association with the idea that FDP should be addressed as adult learning (Fink, 2018). Furthermore, the kind of development activities or trainings that the faculty experiences would shape their perspectives and influence the way they respond to faculty development programs.

The nonparticipation of the faculty could also be viewed through the volume of work that they were facing in school, hence, they were no longer interested to be part of any trainings. This is cognizance to the literature that when teachers were bombarded with so many things to do, their motivation to attend development trainings was reduced to a level when they even be tagged as uncooperative. This is supported with the findings that time constraints or the conflict on which to prioritize - professional development or the completion of the piles of tasks that were all urgent, were found to have deter the teachers' participation in FDP (Tack & Vanderlinde, 2019).

The participants have revealed that the communication lines between school administrators and teachers is hampered; hence, details on FDPs are *not properly communicated and disseminated*. They have claimed that the information on seminar/training conducted is not circulated or not being laid down for everyone to know. Proper coordination is not observed; the reason why the needs of the teachers are not addressed. Other teachers even mentioned that their school does not have FDP because they haven't heard of it and if ever there is, it has no clear structure. Their attendance on FDP is reliant on division memos or invitations. The teachers claimed that they did not have the opportunity to convene and talk about their training needs.

These findings is supported with that Martin et al. (2019) wherein one of the barriers of teachers' engagement in FGD was the lack of awareness about professional development opportunities related to their field. Other that institutions should provide opportunities for faculty to improve, they should also lay down the framework of their programs. This framework entails a number of expectations from the faculty. With these, it is imperative for the institutions to open communication lines with their faculty(Bernadine, 2019).

Poor communication and dissemination channels lead to ineffective faculty development program. It is ineffective when it doesn't address the needs of the teachers, in short, it hasn't served its purpose. Steinert et al. (2019) asserted that the framework of a program should be in coherence with the target achievements. This coherence cannot be seen with a one-sided perspective, it should be from both perspectives - administrators and faculty.

A program of any sort cannot run without sufficient resources. The participants have expressed that based from their experiences, the FDPs are *inadequately funded*. Participants claim that there are no resources allotted for FDP or if there is, it is insufficient. The school's maintenance and other operating expenses (MOOE) cannot cover the cost of FDP. This insufficiency is assumed to be the reason for the vague and unsustainable program in public schools.

The findings is supported with the notion that sufficient funds are a requirement for the implementation of FDP. For schools with established FDP, upgrading of the program is not expensive, but for beginners, this entails bigger funds (Ali, 2018). Further, varying funding requirements should be satisfied in order to realize the various types of trainings needed by the educators at various levels. The case on fund insufficiency would raise a question of whether or not the FDP support has brought about significant changes to the beneficiaries.

Coping with the experienced challenges on the faculty development program

One of the themes that emerged in order to cope with the challenges experienced on FDP is geared towards *self-directed learning and initiative*. Ideas on subscribing to online courses, self-learning, self-practicing, taking the initiative to learn and be trained notably surfaced. Others do not rely on the support of the school nor wait to be sent for trainings.

The findings is supported with the theory of self-regulated learning of Dewey (1916) which posited that teachers who are involved in learning or development activities are believed to be learning to learn. They were responsible for their learning and that they don't rest on others to provide them with what to learn.

Self-directed learning is patterned from significant experiences. In support to the findings, Philipsen et al. (2019) asserted that it presents a challenge for teachers but provides an opportunity for lifelong learning. The assertion of Tack and Vanderlinde (2019) on the theory on adult learning was used as basis for setting the goals for continuing education. In it, the adult learners -the teachers for instance, should be led to learn in a manner that should capacitate them to become self-directed learners. A self-directed learned takes initiative to course all actions towards achieving the set goals.

The participants expressed the idea that they are practicing *ingenuity*. From the interviews and discussion, the ingenuity of teachers surfaced as they settle with learning action cells to replace the FDP when the school cannot provide one. In this way, the teachers can exchange relevant information and discuss means of addressing concerns. Others utilize past experiences, keep a journal of events, make reflections, trivialize on things that may seem out of control and benchmark on good practices for adoption.

For instance, a participant did allow herself to be stuck in the old practices, rather she fully utilized the LAC sessions in order to improve herself. The findings can be associated with the findings of Capulso and Sicat (2019) that gave emphasis on the resourcefulness of the teachers in order to achieve the desired results. It was found out that resourceful teachers cause significant achievement levels of the students as compared to those who rested on their laurels.

Radiating *optimism and positivity* amidst the challenges is a psychological process. From the data gathered, the participants show how to get out of a challenge through embracing what they think can lighten the challenge. They don't think of what are negative and lacking and just focused on those that are good and positive. Others should do their share instead of counting what is wrong with the system, welcome opportunities as they come, perform the tasks with a light heart. While others tried to be open-minded, flexible and accept the reality in the system.

In the study of Barni et al. (2019), it was suggested in the findings that positive traits that buffer against adversity might contribute to teacher effectiveness. Teachers can cope with challenges through reflective teaching practices. Lindvall and Ryve (2019) strongly suggested the facilitation of reflection on one's teaching practices. In this study, the faculty members who looked more deeply into their practices have shown significant improvements on their philosophical orientations in teaching.

The theme on *peer collaboration* emerged from the shared experiences such as meeting and consulting with peers in order to share information with and discuss concerns. The development of good rapport with colleagues is also associated with peer collaboration.

One of the dangers that a faculty can encounter in the field of profession is isolation (Mora-Ruano et al., 2019). A network of supportive colleagues is one of the considered influential factor for faculty productivity. A collaborative mentoring activity is deemed significant in career development. Traditional approaches to FDP can be made more satisfying and cost-effective when teachers collaborate with their own peers. Aside from improving teaching efficacy, working with peers improved relationships and negotiation and conflict management (Steinert et al., 2016).

Peer collaboration has been incorporated by academic institutions in their faculty development program. It is true to schools with established FDP but to those which are lacking in this aspect, the faculty addressed this concern through working closely with peers. Kim et al. (2019) affirmed that collaborating with peers in the same discipline can fill in the gap in conceptual understanding and skills. Further, the feeling of having peers to share with the stress arena serves as an avenue for the creation of support system that would bring about the understanding of the problem and eventually a direction for coping.

With what is lacking or missing in the school, the participants deemed it important to establish *alliance and networking*. Ideas on this theme include actively involvement in professional organizations, looking for sponsors and participating programs initiated by stakeholders. On the other hand, others have expressed communicating their concerns and seeking assistance from the school administrators themselves instead of looking for people outside of the institution. All of these are means of building network and alliance.

Alliances are build when being in isolation poses danger to academic advancement. Recognition of the limitations to one's capacity is crucial in this aspect. The findings is in agreement to literature discussed by Mora-Ruano et al.,(2019) which put emphasis on alliance building as a means of moving out of the traditions and surpassing the challenges of fragile resources in public schools. In addition, the affirmed the benefit of collaborating with external partner. Findings in this study revealed the impact of the academic institutions networking with industrial firms. The industrial firms have gained an increased access to the researches and discoveries in the academe while the faculty member received funds for their outputs and in pursuing potential researches.

Amidst the challenges experienced by the participants in their school's FDP, it turned out that one way of coping is achieving *self-regeneration* or relaxation. From the ideas taken during the in-depth interview and discussion, they make sure to take time to relax when they feel tired. Some spend time with their family, others would take a break, relax and even go out of town. Another means of self-regeneration is to watch movie, read novels and motivate one's self to relax when bombarded with paper works.

Teachers are often challenged with the day to day challenges in the field which cause stress. One of the universally helpful practices in managing the stress is relaxation training. For teachers, this comes in a variety of ways such as simple breathing exercises, meditation, mental relaxation and the like. It has been found to reduce most problems experienced by human-service professionals (Braun et al., 2019; Wu et al., 2019).

Insights of the teachers on the faculty development program

The participants perceive that their school's *FDP can work holistically*. Holistic development encompasses the complete aspect. From the participants, they consider FDP as a factor that has made them develop their spiritual, professional, personal, social, leadership and other essential knowledge and skills.

I agree with what Belt and Lowenthal (2020) emphasized that for an FDP to be truly effective, it must integrate all aspects of development such as personal, professional and organizational. Faculty wellness and institutional quality of life, as well as opportunities for personal growth and career renewal may also be included in a holistic FDP.

The same findings on the holistic formation of teachers as a result of faculty development program was revealed by the review of Steinert et al. (2019). Based on the said review, the participants in the FDP were reported to have attained positive changes such as increased knowledge on the educational principles, a more effective teaching skills, better organizational practices and effective peer and colleague relationships. Furthermore, holistic faculty development must be undertaken together by the faculty and the institution. The holistic FDP is necessary because of the existence of an integrated faculty role (Latouche & Gascoigne, 2019).

The participants perceive that the school's *FDP should be based on a framework*. Ideas that comprise this theme made mention about the use of the one's reflected in the Results-based Performance Management System (RPMS). The school administrators prioritize the identification of the needs of the teachers. The FDP has to be framed based on the theme and that there should be consistency and targets to be achieved.

In comparing the results to related studies and readings, I found out that the responses of the participants are similar with the assertion of Kim et al. (2019) which described the FDP as a catalyst for change. The study revealed that school administrators and faculty development specialists can redesign the FDP based on a framework that supports opportunities for change. Identifying the areas for professional development is crucial since it has been affirmed that a one-size-fits all development program is no longer efficient. The most efficient framework that may be utilized is the one that is based on the evaluation of the previous activities.

I related the grounds of the informants' insight on the inclusion of theme, consistency and targets from the claim of Philipsen et al. (2019) that a framework is essential for designing tailored faculty development programs. This is not just taken from anywhere else but from a number of established education literatures. The framework is essential for systematically planning, implementing and evaluating the FDP. Steinert et al. (2019) claimed as well that FDP should be grounded on a framework.

The idea of the participants that *FDP should be enforced and reinforced* include the creation of the program if it is not evident in their school. The FDP should be workable, specific, concrete and comprehensive. It is even perceived by the participants that there is a need to make it compulsory. Assessment tools may be utilized to determine the needs of the teachers. In case the FDP is already present in the school, it is perceived to be essential that more programs that will boost the teachers' capacity in management and leadership skills should be conducted.

Gleaning from the responses, teachers perceive as Daniels et al. (2019), and Sprott (2019) asserted that a comprehensive FDP is an offshoot of the school's initial level of capacity and principal leadership. An FDP can be considered comprehensive if it does serve its purpose. The faculty inventory is an avenue for the extraction of relevant data vital for the assessment of the existing programs and for the planning of a more effective one.

In contrary to the idea that FDP should be compulsory, McLean et al. (2008) emphasized that participation in FDP is more than a requirement, it is a social responsibility and accountability.

The participants discern that *FDP should be consultative and participative*. To achieve this, the administrators should have a constant dialogue with teachers on what they need to improve. A culture of partnership should be cultivated which implies that administrators should consult the teachers or the curriculum heads in framing FDP. The teachers are expected to participate actively on any faculty development or related activities.

I agree with the notion of Choy & Chua (2019) that the teachers' perceptions and reflections on their teaching is an essential factor that will facilitate the administrators in evaluating, planning and implementing the FDP. It is fitting to recognize that the insight of the participants regarding the cultivation of the culture of partnership is rooted from an educational study. Powell and Bodur (2019) revealed that the teachers are interested to be involved in the design of an appropriate FDP. In addition, the findings in the aforementioned study pointed out the conduct of a needs assessment for the faculty in order to fit the FDP program design which will be done in collaboration with the campus personnel, instructional design community and the faculty community.

Participants are one in the idea that the *FDP should amply funded*; meaning, it should be allocated with more budget for it to be realized, sustained and viable. The creation, implementation and sustenance of an effective FDP is not an easy task, thus it requires sufficient resource allocation. Insufficient resources for this kind of programs can cause stress in a professional's work life (Slocum et al., 2019).

In the local context, Capulso and Sicat (2019) claimed in their findings that the availability of funds is crucial in increasing scholarly productivity. This has been a factor that limits the productivity of public academic institutions especially in the field of research. Findings on the need to allocate enough resources for faculty development program are found to be consistent throughout time. This cannot undermine the insight of faculty to course through the school administration that there should be enough resource allocation that will assist the faculty in their desire to improve.

The participants have aptly radiated the positive behavior amidst their current experiences in their school's FDP; thus, *teachers can rise up to the challenge*. Suggestions for moving on despite the challenges include being a catalyst for change and just performing the work instead of complaining. It is suggested that teachers have to deal with the challenges. They have to be perceived as part of growing professionally. Teachers need to find ways to improve, be motivated and open to change. Teachers have to continue learning and conduct researches. Finally, it is imperative to establish good relationship with everyone.

I agree with Latouche and Gascoigne (2019) in his assertion that teachers take greater responsibility in their role as educators and that they do not take challenges as an inevitable consequence of any inadequacy or difficulty. In order for teachers to successfully rise above the experienced challenges, they should welcome changes as they come. It should be noted that innate motivation to improve can be achieved through analyzing both failures and successes. This can be achieved through making things work as they should be instead of complaining and resisting to change. Moreover, this parallel to the finding that with appropriate engagement, the challenges turn into opportunity where an employee become innovative in their choice of solutions (Fajagutana & Guhao Jr, 2022).

Findings of the studies of Didion et al. (2020) revealed a significant relationship between establishing good relationship with collegial communities and improved scholarly outcomes. The relationship being described should be focused on professional learning that is geared towards the improvement of student outcomes. The collegial community would provide the teachers an opportunity to overcome the challenges in the professorate.

Implications for Practice

Based on the findings, the following implications for practice are offered:

On the experiences trainings which are anchored on the teachers' needs. It was described by some participants that FDP can be utilized to address the training needs of the teachers. Year-end evaluations are done to serve this purpose. With the many priorities in schools, somehow, training needs are not being addressed. It is indicative that school heads consider the realignment of priorities giving more focus on the academic life of the school, starting with the quality of the faculty. The guidelines in DO 42, s 2017 can be the starting point in crafting FDP programs.

On the sporadic, arbitrary and ambiguous FDP. It is inevitable that school heads are unable to craft programs according to the expectations of the teachers. However, this should not be a reason to sacrifice the professional advancement of the teachers. The findings are suggestive that school heads collaborate with their teachers during the planning phase. Cardno and Bassett (2015) posed a reminder that FDP should capacitate the teachers to devise ways that can improve practices.

On the lackluster view of FDP. Teachers reported that they seem to have lost the passion due to several issues such as poor quality of training and workload. The findings are indicative for school administrators to evaluate the quality of the FDP and the impact that it had on the teachers. Further, the heads of educational sector should consider evaluating the level of satisfaction of the teachers with the kind of FDP that they have experienced. Teachers with low levels of satisfaction are often not motivated. A number of motivational factors can be explored such as strengthening collegial relationship and provision of rewards and recognition (Didion et al., 2020; Mora-Ruano et al., 2019).

On the way FDPs are communicated and disseminated. With the clamor of the teachers on the poor communication and information dissemination, it is indicative that school heads have to devise a system that would track the dissemination of relevant information. It has to be made sure that all members of the organization have received the intended details. Research has proven that effective communication and information dissemination is one of the important factors that can satisfy the employee. Employees who feel satisfied in the workplace tend to perform better (Istanti et al., 2020).

On the insufficiency of funds. Since the trainings are geared towards addressing the multiple roles and demands in the teaching profession (Gordon et al., 2014), it is indicative that the school administrators revisit the resource allocation and implementation protocols to optimize the outcomes.

On the way teachers cope with the experienced challenges on FDP, particularly when they came up with a common notion that they should adapt *self-directed learning and initiative*, with due consideration on the theory of adult learning a discussed by Tack and Vanderlinde (2019), that teachers took initiatives of their own learning. That they can find ways to fill in the efficiency. The study implies that the teachers have an inner drive to make themselves professionally competitive. Despite of this, it didn't mean that the school administrators would just rely on the teachers' initiative. The findings are suggestive that the school administrators should provide them with support particularly in balancing their personal efforts to be professionally better and the performance of their roles and functions in school.

On the teachers, ingenuity, Capulso and Sicat (2019) supported the findings through pointing out the teachers' resourcefulness in order to achieve the desired results. This is indicative that the school administrators should find time

and allocate resources to look into the needs of the teachers so that they won't be distracted. They need to focus on instruction and not on outsourcing for resources that would be needed for a successful instruction.

On being optimistic and positive, positive traits that buffer against adversity might contribute to teacher effectiveness (Duckworth et al., 2009). The findings is indicative that the teachers have tried to be resilient amidst the experienced challenges on FDP. This suggest that the FDPs should be further intensified so that the teachers would also feel supported. Being resilient is a good sign of effective professionalism, however, not all the time that one can remain resilient if the support from the administrators remain to be at large.

On peer collaboration, the findings is suggestive that professional learning groups in schools should be encourage. This group provides scaffolding to those who were struggling in the field.

On alliance and network building, the findings imply that there is a need to strengthen relationship with stakeholders who can help in the provision of the scarce resource (Mora-Ruano et al., 2019). This implies that the teachers didn't have to work alone, but they can really find benefit in building connections particularly among those who can help them surpass the challenges in the academe.

On self-regeneration, this finding is suggestive that teachers have to consider their well-being too. It is suggestive that schools should initiate programs that can facilitate in the improvement of the teachers' well-being.

On the insights of the faculty on the experienced FDP, particularly, *FDP can work holistically*. It is suggestive that the FDP crafted in schools should not only address the content knowledge of the teachers but also on the skills that they need to facilitate their classes effectively. As what Levenson and Gal (2013) pointed out that the improvement of all aspect of a professional teacher must be considered in crafting an effective FDP.

On the insight that FDP should be based on framework, it can be viewed from the concept presented by McLean et al. (2008) that FDP should be tailored-fit to answer the needs of the faculty. It is suggestive that the through planning should be done by the school administrators before implementing a year-round FDP.

On the learning that FDP should be enforced and reinforced, it implied that the school administrators should encourage high participation from the faculty and that their learning from the program should be periodically assessed.

On the insight that FDP should be consultative and participative, it is suggestive that that teachers should be given an opportunity to be involved in the planning phase of the FDP. The logic is that since they were the direct beneficiaries of the program, thus, it is imperative that they were actively involved in it. As an adult learner, they should be responsible on the way they learn.

On the need for an ample fund for FDP, Capulso and Sicat (2019) claimed in their findings that the availability of funds is crucial in increasing scholarly productivity. This is suggestive that the school administrators should really allocate funds from the schools' MOOE to finance the FDP. There should be transparency on how school funds were utilized such that all members of the school can give out suggestions particularly on the utilization of the school funds for faculty training.

Teachers can rise up from the challenge, this is indicative that although teachers can find ways to solve their problems through self-reflection and improving self-efficacy however, it is highly recommended that appropriate support mechanisms are provided for them (DepEd order no.35 s 2016).

Implications for Future Research

In as much as this study is limited to a few public secondary school teachers in Compostela Valley, the following implications for future research are advanced:

Since the findings of this particular study are not generalizable beyond the 21 participants, future research may be conducted investigating the perspectives of the human resource officers and school heads or with another group of participants in order to substantiate the findings.

Further researches may be done to re-interview some of the study respondents to see whether their views and perceptions have changed over a period of time.

This study was specifically done for the public secondary school teachers. Further, this can also be viewed through the lens of the students.

Concluding Remarks

The investigation on the actual experiences of the teachers in their schools' faculty development programs has highlighted the relevance and the essence of the study. As a researcher and educator, I have experienced similar challenges and have learned to rise above the challenges for the sake of professionalism and for the sake of the achievement of my students. Although I have not contributed in framing FDP as this is out of the scope of my duties and functions, however,

in avenues where I can suggest what to include in the program, I always took chances. It is with high hopes that the findings of this research can be given due considerations in planning future faculty development programs.

The results of this study clearly substantiated the idea that teachers are adult learners who are responsible for their leaning. The findings have revealed that the experienced challenges of the teachers did not hinder them from performing, but rather, they made use of their initiative to take appropriate steps that can alleviate the situation.

Parallel data were obtained from the interviews and discussions. Validation of data through cross validation from more than two sources: First, the literature readings on faculty development program, second, the in-depth interview and the third, the focused group discussion.

The contributions of this study lie in its making available the experiences, insights and perspectives of the teachers about the phenomenon of the school-based faculty development program as well as the constructs derived from the findings. Moreover, it brings to fore the advantage of using the qualitative approach in understanding certain experiences. It has also opened opportunities and ideas for future researches.

I have validated that teachers make use of their learning and create meanings in them for the improvement of the students' learning outcomes. Teachers adapt changes, regulate them and innovate in ways that are applicable in the current context. With appropriate support, teachers can facilitate the production of quality outcomes for the students.

It is with high hopes that school administrators would fully support the needs of the teachers and that consistent evaluation, monitoring and re-planning shall be implemented. From the school level, I hope that the results of the monitoring and evaluation of FDPs be communicated to the higher offices such that the good practices can be studied on for possible cascading to the other schools and that those that require attention can be attended to.

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