UNVEILING TEACHER IDENTITY IN THE CONTEMPORARY MILLIEU THROUGH THE LENS OF PUBLIC SCHOOL EDUCATORS

LINDA CADION MAHOMOC

Abstract: **Education has to be relevant and functional to respond to the needs of the society. The breakthrough of technology forced the educational technocrats to provide trainings and transform the teachers to acquire the skills necessary in this 21st century. This study unfolds the teacher identity of the public secondary school educators whose ranks were Teachers 1 or 2 and have served the Department of Education from 13 to 37 years. Using the phenomenological approach in which the 11 informants in the in-depth interview and 6 participants in the focus group discussion (FGD) underwent the face-to-face interview with the researcher. Data analysis was subjected to NVIVO to extract the core ideas from the bulk of information as shared by the participants in this study. Results revealed that the educators despite that they were not promoted and appreciated remained dedicated in accomplishing their tasks. Positive personal qualities, enhancement of professional skills through classroom activities and social relationship with the people in the academe through the years forged in the formation of their teacher identity. Their commitment to their profession has been professed by them and recognized by their colleagues. Passionate in educating their students, they willingly extend their services even beyond their classroom duties. Although they were not prioritized in attending trainings to become trainers, these teachers become experts through their years of experiences. Inability of utilizing their expertise by the school principal contributed to their sad plight. Their worth as public educators has been surpassed by the issues confronted by the government educational system.**

Keywords: **Education, public, school, teacher identity, classroom, study, educational system.**

1. INTRODUCTION

"By three methods we learn wisdom, first by reflection, which is the noblest, second by imitation, which is the easiest, and third, by experience, which is the most bitter."

Confucius (551-479 BC)

Absolutely, educators at the present time have stayed in the service for their personal commitment to teach, others joined the teaching force to become someone whom they idolized while the rest have taught because they were in the profession for years. Whatever was the reason of these teachers in educating the youth, all of them have undergone the forging in the formation of becoming an educator. According to Maskit (2014) the teachers' roles, responsibility entrusted to them, expected commitment , and the variety of people's personality in the academe to deal with placed an individual in the complexity of teaching. Studies in relation to strategies, dynamism between the teacher and students, factors affecting learning, attitudes of students toward their subjects, school and curricular activities, personal and professional characteristics of teachers, and more are just few to mention. However, this study focuses in teachers' personal, social and professional characteristics as the teachers develop and project their "teacher identity" as they do, grow, and progress in their jobs.

The teacher should change in congruence to the progress brought by technology. They should upgrade their skills in using technology as tool in teaching strategy. At present, classrooms are equipped with computers and other gadgets that assist the teachers in facilitating instructions inside the class. According to Mac Meekin (2014), the presence of social network and websites could provide numerous bulk of information to enrich the teachers' lessons. Though classroom instructions depict the creativity of the teachers in teaching process, the focus in the role of the teacher as viewed by people in the academe (Anhorn, 2008) and the passion to continuous learning and teaching (Culross,2007) still dominate over other causes why teaching becomes rich for educational researches.

Professional identity of the teacher has widened its scope because of the diversification in society due to new global concepts in education.(Flores and Day, 2006; Riopel, 2006; Thomas & Beauchamp, 2007) Within this new milieu, the necessity for teachers to learn how to cope up in this rapidly changing society (Cameron, 2011) has been recognized and become subject for professional development. Examining the teacher identities according to Bernstein (2000) seemed to place the teachers positioned in multiple and contradictory ways. While the teachers struggled to project the desired identities, the contradictory roles attached to them became a site for contestation. In an environment with people coming from different cultures, practices would sometimes be opposite to what had been used to. The scenario calls for re-examining what practices in the culture would help educational practices become lifelong knowledge and skills that equipped them to live with dignity and distinct identity. In this manner, the learners have also committed themselves in the preservation of their own culture.

On the other hand, teachers have experienced various problems as they perform their tasks in school. One of the major factors identified for the worse student achievement was blamed to the teachers who are new in the service. (Rivkin, Hanushek and Kain, 2005) This was supported by other authors claiming that this type of teachers who did not have real experiences were less effective (Clotfelter, et. al., 2007). The sophistication of those who are considered "experts" in their teaching career is not acquired yet. Expert teachers manifest more enriched conceptual repertoires in teaching compared to those novices.

Aside from deficiency in making the class effective, some teachers failed to handle unruly students (Melnick and Meinster, 2008). The workplace can be very persuasive, demanding, restrictive and constrained which placed the teachers in an environment full of anxiety and confusion (Samuel, 2008). As a result to this negative emotion, the teacher's performance would be affected and eventually the students too.

According to Brown, (2006) the new teachers realized that the behavior of the students in the real classroom setting was different compared to the time during their pre-service trainings. Since they were not exposed on how to handle a class with this type of students, these teachers felt confused and pressured. School pressures and emotional conflicts may cause isolation among affected teachers, thus, the condition would eventually develop a negative teacher identity (Cherian and Daniel, 2008).

These differences among the teachers who are contemporarily present in the public schools work cohesively in the same milieu. I would like to investigate what kind of teacher identity has developed among the teachers in the public secondary school. I want to know and discover how their personal, social skill and professional experiences helped them develop their teacher identity.

Purpose of the Study:

The purpose of this phenomenological study is to identify the personal qualities, professional skills and social relationships of the public school teachers as they work for the development of their identity as teachers. Through in-depth interview with the participants in the study, they are able to share their actual experiences and how these experiences help them grow as teachers. According to Flores and Day, (2006), the development of professional identity is a product of dynamic process in which a person manifested his/her values in making sense to what he/she does and these things are influenced by his/her personal, social and cognitive interpretations about things.

In this attempt, the public school teachers viewed themselves and their contemporaries on how the teacher identity has developed as they continuously perform their jobs. Their shared experiences provide insights to the teachers in the public school particularly those who are still new in the service and to those who would like to serve in the government. Since the public school system has been bombarded with multifarious problems and issues (Durban & Catalan, 2012),

participants in the study would be those in the lowest ranking positions, Teachers 1 and 2. These teachers have served for quite a time in the department and I believe they have experienced the problems and they can shared through their experiences the things valuable or disturbing to them. Many teachers in the public schools despite from the number of years they extend in the service have remained in the teacher rank level. The expected results from this study help in identifying key factors that shaped, reshaped, and/or sustained the teachers in their careers (Flores & Day, 2006) despite of not being promoted and recognized.

Research Questions:

The researcher seeks to discover teacher identity of those who have served in the public schools for quite a time. I would like to know how the teacher participants answer these questions.

RQ1. How do the public secondary school teachers view their teacher identities?

RQ2. What are the factors that forged in the formation of your teacher identity and to your colleagues?

RQ3. What insights can the participants of this study share to their peers and the academe in general?

Theoretical Lens:

Several authors have scrutinized what and how teacher identity is formed. Through the lens of the public secondary school educators in the contemporary environment, they view their identity as teacher including theirs. Their ideas of what is teacher identity despite of personal, economic, political and religious affiliations, the experiences of the teachers in the formation and development of identity will have some connections from these theoretical ideas.

Bernstein (2000), theorized that in contemporary times, varying treatise on identities are projected among teachers, because within human nature lies the concept of being free and autonomous creature who exercise choice in determining behavior (Merriam and Brochett, 2007). The self is viewed as multidimensional and always in the process of "becoming" and learning occurs "in-between" spaces, aesthetic embodiment between self and society, that put self and society in relationship with one another (Ellsworth, 2005).

Macleod (2003), stated that a theory of learning that conceptualizes individual thinking, refers to a learning inside the head that is compatible with insights from the situated learning theorists. This theory would lay the basis for a pedagogy that bridges the gap between the "knowledge in the world" and "knowledge in the head."

Schwandt (2007), theorized that learning and development grounded in master narratives of modernity posted the notion of a rational, autonomous subject, a self that has a human nature, capable of acquiring knowledge, has a capacity in social and moral progress through social institutions.

In viewing the identity of teachers, Hamman, et. al., (2010), utilized the lens of "possible selves", both expected and feared, and cited a difference in the pre-service and beginning teachers. Identity formation though teachers were given limited time, have capacity in developing identities.

Significance of the Study:

This phenomenological study aims to know how teachers' experiences influence them in the formation of their teacher identity. Through their experiences those who are involved in educational system as well as those who are interested to teach in the public schools would be aware of the things happening in the academe.

The detailed accounts of the participants in the study would provide some insights how the teachers are influenced in their formation stage, adapting characteristics that are practiced in the schools where they served and clinging to the ideas what they believed are the right things to do. (Flores and Day, 2006) Then, the teachers developed the identity despite of the many problems they encountered in the service. Knowing the challenges that they have encountered and the distinctions that they have attained in the development of their identities in handling classes, students with behavioral problems, indifferent parents and others would be beneficial to the stakeholders in the schools. (Biesta, 2007; Day, Sammons, Stobart, 2006; Swennen and Bates, 2010)

The new approach in the Department of Education in which performance among schools is based from the administrator's reports and accomplishments, teachers' performance based on students' achievement in national evaluation and reduction in the number of drop-outs and failures, the study would provide valuable information regarding the teacher's identity at present time. From the results, the Department could provide some measure or scheme in relation to this matter.

Stakeholders would value the information on the teachers' professional identity. The principal and department heads could utilize the information if teachers have still maintained the desirable qualities despite that they are not among those who rose from ranks and received higher salaries.

Information gathered from the study would provide some insights to the future researchers who would like to study about teacher identities of public secondary schools.

Definition of Terms:

Teacher Identity: This refers to the teacher's characteristics and qualities which were formed when they were forged through their education until they professionally practice their profession as teacher. This identity is recognized and developed among the teachers as they undergo the processes related to the formation of this identity. In this study, the teacher identity among public school teachers is assessed by themselves and their colleagues in the academe. This identity could be personal, social and professional characteristics which are essential elements in the teaching jobs. (Marcelo, 2009; Smith, 2007)

Contemporary Millieu: The term refers in current time (Bernstein, 2000) where teachers in a particular public school work together under the same management. Doing their tasks under one organization with common vision, mission and goals, these teachers perform the tasks entrusted to them. Although they are under the same management, sharing the resources provided by the school, they are expected to develop their craft in varying characteristics.

Lens of Public School Teachers: The term is used as to how the participants create and provide characteristics of themselves in performing their tasks as teachers. This study does not provide fixed characteristics of teacher identity, the participants themselves make their own criteria for telling that theie colleague possessed this characteristic as educator. How they grow personally, develop their social skills, and how they practice the profession in the schools where they served and eventually these experiences shaped their teacher identity.

Delimitation and Limitation of the Study:

This qualitative study has several delimitation and limitation. The venue of the study will be in Digos City. Participants will be delimited to 10 for those who will undergo the in-depth interview and 6 for the focus group discussion. Although the responses of the participants in this study would not guarantee of truthfulness due to the reasons that experiences of man would not be homogeneous, Shurtz, (1962), only partially clear, (Wagner, 1970), the researcher would see to it that answers which would be vague would be elaborated. The result of the study is not generalizable due to the small sample.

Organization of the Study:

In organizing this study several chapters contain statements and ideas that will explain the contents found in each chapter.

Chapter 1 of this study includes the introduction, purpose of the study, research questions, theoretical lens, significance of the study, definition of terms, delimitations and limitations and the organization of the study.

Chapter 2 presents the review of literature and relevant researches associated terms to this particular study. Articles in relation to the variables used in this study came from foreign and local sources and settings.

Chapter 3 presents the methodology which consists of the research design used in the study. The phenomenological methodology has been discussed from the ideas of Husserf to his followers. At present period, in which it portrays how this qualitative research design has evolved in the different subject areas. The role of the researcher and how the research participants are identified. The data collection, data analysis and ethical consideration will be given an utmost consideration due to the fact that they would be important in the finding of this study. The valuable information regarding the experiences of the secondary school teachers in performing their individual task will hopefully provide insights to those who are involved in the education of the students.

Chapter 4 contains an analysis of data and presentation of the results in each question regarding the experiences of the public school teachers. The in-depth interview of the study will be done by using a tape recorder to allow the researcher to play the process repeatedly in order to grasp the meanings of the discussion. Data of the study will be subjected through the NVIVO qualitative analysis software.

Chapter 5 presents the discussion and conclusion of the research findings, implication in the practices in the academe, implication for further research and concluding remarks. The findings in the study is hoped to provide valuable information to any research related to this subject.

2.   REVIEW OF RELATED LITERATURE

At present, there are numerous researches related to education because the complexity of the process becomes a good source for research, however, only few   studies when it comes to pedagogic identity of the public school teachers. Articles and studies in relation to the development of professional identity among teachers, views and concepts about pedagogic identity cited by many authors are relevant and valuable in the provision of theoretical background of the study.

Culture and Pedagogic Identity According to Some Authors Education nowadays does not only focus in the students inside the classrooms. It has become diverged due to society and culture, economy, global issues and technology. Structure in the society has changed because many schools looked at it in a wider scope due to global concept bringing the different countries closer through technology. Many schools have made major innovations because they are preparing their students to become globally competitive and ready to live and fit into the 21st century.

While other schools have focused on how to provide a curriculum considering the varied cultural backgrounds of the recipients and what scheme to take to solve the problems, the demand of educational trends becomes more challenging and difficult. Many students belong to different tribes brought with them their beliefs, practices, traditions, principles and behavior (Zion and Kozloski, 2005) when in school. If the members of this group attended schools whose teachers do not have any knowledge about the culture, then problems would crop-up causing conflicts between teacher and student.

According to Hunter and Lewis, (2006) that denying the child's identity by not recognizing what culture they came from or they would hear negative comments regarding the tribe where they belong, then, they are defamed. This could result to negative outcome, and eventually the child manifests undesirable behavior inside the classroom. It is detrimental to their attachment needs, emotional growth, education and health. Since culture is our lens through which we view the world, it is within this context on how we make sense to what we do. The education provided to the students should influence on how the teachers process learning, solve problems and teach in valuing such culture.

While the teachers have to be broad in understanding the culture, teaching is a very complex process because it does not only focus on the cognitive and technical aspect, embedded to this is the development of the students' personality, social skills, desirable values and attitudes and the practices that develop the whole personhood of an individual (Cochran-Smith, 2005; Olsen, 2008). Practices inside the classrooms focus mainly in one major aspect and this is how the lessons are delivered, understood and as evidence to such success, students' written and oral test are both satisfying. On the other hand, when it comes to problem about culture, the teachers are not given opportunity on how to handle the problem. Teachers according to Olsen, (2008) have to undergo stress examination related to race, culture, power and history in order to draw in them their insights, ideas needed to be examined and processed for the development of oneself to be ready to teaching profession.

While some teachers use metaphor in defining their teacher identity, wherein they assume "role" in doing the job this is their way of framing their "self" which according to Zhao, Coombs and Zhou, (2010), an essential mechanism, allowing a modeling of prior experience. It can be considered as a psychological modeling experience leading to new forms of conceptual insights.

Ideas about culture had been supported by Alger (2009), who shared that the use of metaphor has connection to culture in which it is conventional, experiences were culturally bound which provides limited meanings and interpretations to ones experience. Since human beings come from different cultures despite of living in one country or nation, those who are concern in education try to bridge the gap and allow the teachers to assume a broad role in providing what is best for the students.

In relation to culture, Gao (2005), also confirmed that different cultures need to confront in order to identify the boundaries and limitations, contextualized them for the academic and social concerns. These factors contributed the complexity about teaching, thus, it becomes subjects for many researches. In fact in teacher's program, several models were proposed to at least make those who take teaching as profession would acquire initial knowledge and skills on what teaching is.

The demand among teachers in coping the challenge increases significantly. Concept of educational trends has rapidly changed because of global issues and concerns, this shifting milieu places the teachers at the verge of conflicting decisions, either to cope up the demand or to leave in the profession.(Brown, 2007; Cooper and Alvarado, 2006) Teacher quality or competence is measured on how the teachers accommodate change and respond positively to curriculum reform (Carlone, Haun-Frank and Kimmel, 2010; Day and Gu, 2010).

Teachers who developed confidence, flexibility and lifelong learners have positively developed professional teacher identity (Walkington, 2005). Professional teacher identity has been recognized to be important since this quality provides a teacher the recognition in sharing ideas to those new in the service. Bringing out the knowledge, beliefs and attitudes toward a subject matter and how it is taught to the recipients posted important factors on dealing with challenges (Flores and Day, 2006; Fleer, 2011; Samuel, 2008). Moreover, some teachers who are not afraid of changes are considered "risk-takers" (Walkington, 2005). They are considered as "agents for change." They initiate the transformation of the reform-minded teachers' identity (Samuel, 2008).

In the Philippines, educational system has to be set according to international standards. The implementation of the K-12 program was the solution given by the government to conform to the international standards. (Durban and Catalan, 2012) Though, the country believes that the role of education in the national development is enormous, the education sector has been implicated by various issues and problems. The worst ever would be the appointments of those school officials due to the recommendation of politicians.(Durban and Catalan, 2012) Undeniably, there is nothing wrong to the practice. However, if the favor is given to someone who is not as smart as those who are more qualified for the job, then, the cycle of unjust practice has been tolerated in an educational arena. Providing quality education in the country is still far from reality. Despite of this frustrating condition, many teachers in the public schools have served the institution and their professional image has been recognized by the community.

How "Pedagogic Identity" Developed Among Teachers

Development of the teachers' identities started during their college days. They practice their profession in the real school and continuously grow as professional practitioners and eventually enhance their pedagogical identities (Davies, 2008; Osgood, 2006). Acquiring the "image" in the teaching field, one must undergo the complex process for a long time (Day, 2008; Forde, Mc Mahon, Mc Phee and Patrick, 2006; Valiant, 2007). As the teachers practiced their profession, they manifest progress from their ability of blending of content and pedagogy into an understanding of how topics, issues, problems are organized, presented and taught to the students despite from their diversity in interests and abilities (Loughran, Mullhall & Berry, 2004; Shulman, 2000). The responsibility entrusted to the teachers in this aspect is quite challenging because inability of the teachers to cope in this task would eventually make students indifferent leading to poor performance.

For Olsen (2008), a person has been separated by a thin line between his natural self and the nurtured self. Personhood of an individual from birth until maturity would be the product of the experiences he/she has from the varied environment where he/she is in. The "actual self" would sometimes be different from the "other self" that a person would like to be. However, our experiences at home, in school and in the community will be refined as we undergo the processes in shaping our own image. The need to redefine one's outlook in education and life itself is necessary or else these factors would hinder in the formation of one's identity. The person's family background, personal experiences, and cultural affiliation make up the individuality of the person. Cultural practices must be learned and understood in order to come up for a common perception about how education is processed in this diverse environment.

The process of envisioning the self as a professional in the development of an effective teacher identity has not been carefully examined and that the ideas about self as an ideal according to Lauriala and Kukkonen, (2005) would be based from what the society expected from them. That the teachers' notion about their "selves" as one that stands and strives hard to fit to the world he/she is in. However, the "ought" self assumes the roles expected to according to the society's view about teaching. Merriam and Brockett (2007), explained that within humanism, humans are considered "free and autonomous creatures who exercise choice in determining their behavior. Humanism emphasizes the notion of self which has the potential for growth and development for self-actualization.

The concept about the "real self" and "assumed self" might be in conflict for teachers who are strongly influenced by their environments (Flores and Day, 2006). Assuming the roles which differ from the actual "self" when one is interacting with his/her family and friends is essential to determine the efforts done to those who succeeded in their teaching profession

(Green, 2008). Teachers coming from the private schools have imbued the values which had been constantly instilled in the previous schools where they came from. In coming to the public schools, they brought with them their beliefs and practices different from those who started their career in the government schools.

Sustaining the professional teacher identity requires one to commit personally and to submit himself/herself to teach and teach (Marcelo, 2009). However, many new teachers leave teaching before attaining the level of expertise, that retention has caused problem in educational sector (Cooper and Alvarado, 2006). Retention in the service and teacher attrition becomes issues not only to developing countries but also to many developed countries. (Rizza, 2011) According to Diaz, (2010) educational reformation and equity can be achieved through excellent teaching. In the US, program for teachers to teach them to climb a steep curve in a limited time was offered, allowing the teachers even to those novices to become effective teachers despite from time constraints. To attain such attempt, teachers must be among the top graduates in the universities who manifested strong leadership other than teaching (Kopp, 2001). Offering a program to enhance skills to be effective is offered and since these students are intellectually excellent, then, they are expected to be the teachers the government would expect them to be.

Teachers who are new in their teaching career are fond of role-playing. They are idealistic and possess positive disposition about teaching. As they join in the teaching force, they carry with them their personal histories, attitudes and beliefs (Billet, 2007; Cherubini, 2009). In performing the task assigned to them, they tried to remember images and memories in carrying out the task similar to the practices they had while studying.

Ideas about the teachers who had just started in the profession were supported by Stanulis, Little and Wibbens (2012), they said that the first year of teaching is an important stage among beginners because they have to make refinement on the knowledge and skills they acquired from their initial teacher education. Success in their teaching at this stage will give impact on the quality of their career practice and willingness to continue in their profession (Rizza, 2011; Samuel, 2008).

Since teaching is learning and the process provides the new teachers in constructing knowledge through practice, then, professional teacher identity is formed in the process. Through learning activities that take place in the working environment, teachers who are new in the service acquire learning in real setting (Billet, 2007; Smith, 2007) and gradually developed the pedagogic identity.

Studies involving those new teachers in the profession concerning socialization in schools cause these teachers to take the challenges confronted them. Though they are pressured to the given tasks, the dynamics in school context helped in the formation of teacher identity. (Cherubini, 2009; Hamman, et. al., 2010) According to Cherian and Daniel (2008), and Whitelaw (2007), school pressures and emotional conflicts may cause isolation on the part of new teachers, thus, the condition prevented them from developing positive professional teacher identity.

School environment and culture sometimes put the teachers into a "reality shock" particularly those who have just started in their careers (Brown, 2006), where experiences cause them to move backwards and forwards trying to make sense of the unexpected phenomenon during their first year of teaching (Day and Gu, 2010). Experiences different from what the teachers expected in the real world put them in a quandary which of the practices would be followed and rejected, thus, exposure to such confusing condition developed uncertainty and doubtfulness.

Several factors that cause either positive or negative formation of professional teacher identity range from teaching environment, curriculum demands, and feeling of isolation. Inability to process any inadequacy in the school environment affect the formation of teacher identity (Avalos, 2010 ; Fantilli and McDougall, 2009; Rizza, 2011).

Challenges Experienced by the Teachers in their Career

Teachers who are new in the service experienced difficulty in handling a real classroom condition. They are usually blamed for the worse student achievement compared to those who have 2 and 3 years experience (Rivkin, Hanushek and Kain, 2005). Although student achievement would be influenced by many factors such as students' attitudes toward their subjects and teachers, study habits, family support and others, blaming this to the teachers new in the service is unjustifiable.

The most challenging job for new teachers was their abilities to handle the students with behavioral problems inside the classroom. Since these teachers were not exposed during preservice trainings on how to handle unruly students, the problem was also extended during their professional practice (Melnick and Meinster, 2008). In order to address the problem, mentoring, in-service training, further education equip the teachers to their professional endeavor.

Another concern of the teachers is the materials needed in instructions. When resource materials are available, they are seldom useful. (Mathews, 2011) This problem put the new teachers to stay late at night just to prepare instructional materials and lesson plans. Such condition consumed most of their time instead of visualizing what strategy is fitted for a certain topic to discuss in class.

Teacher quality or competence is measured on how the teachers accommodate change and respond positively to curriculum reform (Carlone Haun-Frank and Kimmel, 2010; Day and Gu, 2010). The diversification of society due to globalization has eventually made teachers' identity more challenging. Professional teacher identity has been recognized to be important since beginning teachers do not only viewed themselves as teachers but also shared their ideas about teaching a subject matter. Bringing out their knowledge, beliefs and attitudes toward a subject matter and how it is taught to their recipients posed important factors on dealing with challenges (Flores and Day, 2006; Fleer, 2011; Samuel, 2008).

Teachers' pedagogic identities which have started during the acquisition of knowledge from college/university studies and continuously grow until lifetime as professional practitioners contributed in the formation and enhancement of teachers' pedagogic identities (Davies, 2008; Osgood, 2006). Allowing these teachers to be exposed to an environment of cooperation, collaboration and collegiality posed and influenced positive teacher pedagogic identity. However, the opposite to this condition would likewise influenced negative result. Becoming an expert in this field, one must undergo the complex process and spend a long time to accomplish the process (Day, 2008; Forde, Mc Mahon, McPhee and Patrick, 2006; Vaillant, 2007).

As influenced by several factors, individuals have been marked based on what others viewed them as a social group. Since teaching is not merely a cognitive or technical procedure but a complex personal, social, often elusive, set of embedded processes and practices that concern the whole person (Britzman, 2003; Olsen, 2008). Many educational experts and social psychologists proposed programs and trainings for teachers' growth and development. The provision of trainings and programs that would enhance the professional skills of the teachers assures change or enrichment, in ones practice.

According to Stanulis, Little and Wibbens, (2012) the first year of teaching is an important stage among beginners because they have to make refinement on the knowledge and skills they acquired from their initial teacher education. Success in their teaching experience at this stage will give impact on the quality of their career practice and willingness to continue in their profession (Rizza, 2011; Samuel, 2008).

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Several factors that cause either positive or negative formation of professional teacher identity range from teaching environment, curriculum demands, and feeling of isolation. Inability to process any inadequacy in the school environment affect the formation of teacher identity (Avalos, 2011; Fantilli and McDougall, 2009; Rizza, 2011). Samuel, (2008) stated that the teachers' workplace can be very persuasive, demanding, restrictive and constrained which cause anxiety and confusion for teachers who are new to the department.

These teachers worked in their classroom despite of limited resources in order to establish professional teacher identity and often felt obligated to conform to the specific school culture. Failure to do what is expected from them may result to isolation from school community and eventually prevent the teachers in developing or maintaining a positive professional teacher identity (Parkinson, 2008; Whitelaw, 2007).

With this condition these teachers have to eliminate and forget what were learned in their initial education program. Samuel (2008) referred this as "wash-out effect of initial professional teacher identity." He added that the new teachers are likely to face a brick wall of resistance particularly when experienced teachers insist them that they should abandon what were learned in their colleges/universities.

The formation of teacher identity which started during the pre-service training defines a lot on how new teachers cope up the new roles taken. Establishing a relationship to students through subtle expressions of role expectations, enactment and adjustments of role as teacher eventually help in the formation of teacher identity (Green, 2008).

In the practice of the role assumed during practice teaching, new teachers suddenly realized that the expected behavior of students were different from reality leading to confusion and sometimes terrifying experience (Brown, 2006).

The experience led these teachers to develop a negative teacher identity. In doing the real task inside the classroom, beginning teachers tried to remember images and memories in carrying out the task similar to the practices they had while studying. As such, they fit in into their own teaching practice (Brown, 2006)

Existence of teacher training program to assist the new teachers in their career is essential. Professional teacher identity as defined by Beijaard, Meijer and Verloop, (2004), is the public role that teachers enact in the classroom. Behavior showed by teachers in public places that conform according to standard put the teachers in the realm of identity development. (MacDonald, 2004)

In congruence to the authors above, Green, (2008) considerably described teacher to be reform-minded with a well-developed professional teacher identity to be able to teach subject matter and content effectively even under challenging and changing circumstances (Onwu, 2008; Walkington, 2005).

In addition to the situations cited above, Durkin, (2002) pointed out the complexity and sophistication of the expert and novice teachers about teaching. Expert teacher can relate to complexity and have more enriched conceptual repertoires regarding teaching. Experience matters   teaching from those without experience is less effective compared to those with experience (Clotfelter, et. al. 2007).

The need to mentoring novice teacher is essential in school to reach the formulated goals set by the school. A study that examined the role of the principal in assisting a novice teacher and how a principal could be of help to his newest employee, it was opening an avenue on the type of leadership needed for a novice in order not to become a part of teacher attrition. (Wynn et. al, 2007) The mass exodus of teachers in the US has been identified and found out that contributory to such dilemma was due to school leadership.

According to studies, teachers who were supported in their career tend to remain committed to their roles in the class. (Goodall, Day, Lindsay, Meijs and Harris, 2005) Problems encountered in class seemed to be handled lightly because of the support of those who are in school. Teachers who do not have emotional problems in relation to their work can have a greater impact on their students (Darling-Hammond, et. al., 2009).

Teachers' experience manifested strong impact during the first few years in the profession and eventually marginal edge disappears (Clotfelter, Ladd and Vigdor, 2007; Harris and Sass, 2007) the need to sustain this vitality is through professional development and training.

Professional Development to Enhance Pedagogic Identity

One of the teacher's programs   is anchored in apprenticeship model in learning to teach to address the need for teachers to grow and develop in their profession. Teachers, according to Olsen, (2008) have to undergo stress examination related to race, culture, power and history in order to draw in them their insights, ideas needed to be examined and processed for the development of oneself to be ready to the teaching profession. Generally cultural practices are not taken seriously during pre-service trainings and teachers-to-be are not equipped with enough knowledge in handling students with different cultural orientations.

Professional identity in teachers attracts educational researchers to promote professionalization in teaching (Bullough, 2005; Riopel, 2006; Sachs, 2005). With the global trends, the functions of the schools have extended from simply teaching students to learn to coping up the diversification of society due to rapidly transformed global society (Thomas and Beauchamp, 2007) to preparing them to fit into the real world. This reality places the teachers in a more complex process to develop a strong professional identity.

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Theories of adult learning focused on the interactions between the learner and the contexts within which the learning takes place (Ahedo, 2009). The theory considers the holistic view of learning which involves the person's totality within his/her socio-cultural community (Webster and Wright, 2009). This highlights the evolving nature of an individual and how learning takes place in the environment where he/she is in. However, Wittrock, (2010), pointed out that quantifying the contributions of teacher learning would be difficult due to the complexities of learning itself.

In a study conducted by Feng, (2005), although there was a positive matching between student quality and teacher training in the students' gain score, the result could not be used to generalize the matching because of inability to control for unobserved student characteristics. It would also be biased to conclude if the result would be associated to education and training of the teachers.

Considering the characteristics of students and teachers' education and training in relation to students test scores, Aaron, et. al., (2007) and Betts, et. al., (2003) found no significant correlation between teacher experience and student achievement while Clotfelter et. al., (2007) found strong positive effects. Although there was a difference in the results, other factors were considered by Clotfelter such as course specific and end-of-course exams while the others utilized only the achievement exams. These conditions would tell that test results though they were always associated to teachers' performance, would not be conclusive. Goldhaber and Anthony (2007), said that career development is critical in making the teachers remain and continue their profession particularly quality teachers because they are the most significant factor affecting students' achievement.

In the study conducted by Gaudreault and Woods, (2013) regarding teachers attrition that the percentage of teachers leaving the profession in 2008 to 2009 was higher among teachers with 20 or more teaching experience. Those with only 3 years experience, the least than those with10 to 19 years of experience. (Keigher, 2010)

Effective professional learning deepens teachers' understanding of the characteristics of their students as well as their teaching and learning. (Wyatt-Smith, Bridges, Hedemann, and Neville, 2008) Professional learning experiences include activities in which the teaching practices would gain feedbacks from colleagues (Ingvarson, Meiers, and Beavis, 2005). Adult learners and teacher practitioners have been prompted by their needs in their daily practice to engage in learning, this condition exposes them to challenging situations and gradually helped in the development of professional understanding and skills (van Eeklelen, Boshiazen and Vermunt, 2005).

The provision of a well-designed mentoring program does not only enhances excellence, it also improves retention (Stanulis and Floden, 2009), rather the process facilitates an avenue for the experienced teachers to reach the novice. As such, aside from meeting local and state standards in teaching, those new in the service feel being valued and wanted.(Texas State Board of Educator Certification. TxBESS Framework, 2005) The information provided by an expert teacher will guide the novice teacher on how to handle classes and what direction he/she heading to.

Building a successful mentoring program, those who are assigned to assist the new teachers must know the needs of these teachers. Integration of assessment in mentoring and coaching activities should be in the framework and the different aspects included during the process. (Wong and Wong, 2009) Emotional, technical and instructional are the aspects included in the framework used by TxBESS (Texas Beginning Educator Support System)

Another mentoring approach Solis, (2007) which was essential for a class with varied cultural orientation is the Culturally Proficient Model. The framework provides set of models which addresses strategies for valuing, respecting and honoring diverse backgrounds while looking deeply at one's own beliefs. The other was the use of self-directed learning and mediated thinking strategies to build the new teachers' critical thinking and teaching skills.(Costa, and Garmston, 2009) The mentoring and coaching program provides those new in the service to be valued and become fulfilled.

In support, Harrison and Killion, (2007), said that the teacher-leader model standards can be useful to guide those experienced teachers in assuming the leadership role. In this model, those who are recognized to have potentials in coaching used the guide and they can be resource providers, instructional specialists and curriculum specialists. Aside from this expertise, they can also be the classroom supporters, learning facilitator mentors, school team leaders and data coaches.

It has been recognized in the academe that teachers with designated leadership roles have stronger influence on school decisions compared to the staff teams or individual teachers (Seashore Louis, Leithwood, et.al., 2010). Through the assistance of the experts in the school, the feeling of isolation among those new in their teaching profession would be minimized.

Many countries in the world have seen the importance of education because it has been recognized that the economy has defended in human capital terms (Gilead, 2009) providing a competitive advantage in a globalised economy. Since technology brought the countries in the world to closer perspective, humankind regardless of race has equal opportunity in trading business in any forms. Lifelong learning enhances one's knowledge and skills in many aspects for a better outcome, both personal and economic (Billet, 2007).

Professional learning involves making meaning (Katz, Sutherland and Earl, 2005). This reality must be constantly addressed so as not to leave the teachers unprepared to the rapid change in society. Changes in the structure of the society due to the diversification requires the teachers to assume "roles" in order to cope up to this change. (Thomas and Beauchamp, 2007) Access to educational opportunities should be provided because teachers' roles have widened. To fulfill the functions which are supposedly under the jurisdictions of families, religious affiliations and community, professional development among the teachers is a necessity and the government must provide this.

In fulfilling the functions, the teachers must possess positive professional identity particularly in communication to deal with those involved in educative process. At present, the teachers should have the ability to meet the goals set, manage a wide range of diverged personalities and skillful in documenting students' achievements for public accountability (Day, Kington, Stobart and Sammons, 2006). Although Biesta, (2007) argued that quality does not always require measurement.

According to Freebody, (2005), the presence of locally conducted research aimed at enhancing teaching and learning provides information relevant for the basis of decision in a present situation, since some results of researches were incongruent between several factors under study. Although teacher learning is considered to be a cornerstone of quality teaching (Swennen and Bates, 2010), the availability of a research body, local in nature, projects what are essential elements applicable in the local settings.

In Australia, a study concerning a large-scale mapping for the existence of professional learning practices have been found (Doecke, et. al., 2008). There was a high relationship between professional and experienced workforce to commitment to attain professional development and efficacy.

Another professional development which has been overlooked is the peer observation. Peer observation enhances the relationship between a novice and a veteran teacher. Based from the theory of adult learning which states that adults should involve themselves in the ongoing process of planning and evaluating their own learning, this type of professional development has an impact in teacher collaboration, collegiality and learning, (Bourne-Hayes, 2010). Teacher leaders believe that all students can succeed if there will be a collaboration among teachers to support and make students realized that together with their teachers, their goals are just similar and this is the goal of success.(Robbins and Ramon-Pell, 2010).

Students' perceptions about their teachers are essential because they become lens on what approaches were employed inside the classroom. Research has proven that positive image of teachers in the students' perception, the student is likely to learn well (Ampadu, 2012). According to Middleton and Petitt, (2010), students characterized "best" teachers to those who knew them personally, identified their strengths and interests, smile at them, enthusiastic in providing the activities inside the classroom and have the ability of connecting classroom learning to real life.

Brok,Fisher and Rickards, (2006) stated that students' perceptions about their teachers were influenced to some factors such as gender, ethnic background, student age, teacher experience, class size, achievement and subject. Each of these factors contributed to a distinct effect on students' perception.

The 21st century teachers have been confronted with various problems and issues, teachers, regardless of the country in which they worked, (Thomas and Beauchamp, 2010), have to assume the roles and creating their strong professional identities. Cameron, (2011), emphasized that teacher learning as a career-long endeavor in a rapidly changing society is needed although development of professional identity would take over in an extended time (Beauchamp and Thomas, 2009).

In viewing the pedagogic identity of teachers, Hamman, et. al., (2010), utilized the lens of "possible selves", both expected and feared, and cited a difference in the preservice and beginning teachers. Identity formation though teachers were given limited time, have capacity in developing identities. Stronge, (2007), stated that the difference could be associated to the ability of the teachers in social interaction. Identity pushes someone into action, there is an interrelationship of prior influences, identity before the real practice and the ability to redevelop identity depending in a situation needed. Teachers become resilient in the things they do, thus, traditional approaches or proactive response emerged within the classroom if a certain condition calls for it. (Flores and Day, 2005)

It is cited by Ng, Nicholas and Williams, (2010), that over a course of training in which the teachers immersed the varied processes, adapting from one identity to the other does not require a long process. Teachers' beliefs about what should be done in managing this type of class surfaced in the manner that teachers showed an ability of a well-adjusted personality.

In high performing schools, a culture of collaboration and professional inquiry have achieved success in improving the student learning (Waters, Marzano and McNutty, 2008) Although some professionals found the process not easy to take due to unpreparedness of accepting comments from colleagues and thinking of private intrusion. However, the process would promote a professional community of effective practices and minimizes typical feelings of isolation.

Schooling in the United States despite from being powerful in terms of economic, social and political structures, has long been fraught with disagreement. Intellectual people keep on battling what schooling should be. Educational leaders expect many things from a school as to what images must schooling should project. Would it be a school which concerns on morality of the students, a school that produces students to make the factories operate or a school which focuses in strong leadership. These conflicting expectations maintain school controversies (Colcott, 2008).

In the study conducted by Diaz (2012), an alternative teacher program in the production of pedagogical content knowledge, the need for new teachers to step higher in a limited time. This sense of urgency came from reality that many teachers in the United States left schools. Education reform and teacher quality (Labaree, 2010) must be attained through tapping the top graduates in the best universities.

Teaching, viewed as the noblest profession because all other courses sprang from this profession, has been bombarded with controversy. The influx of technology has pressured those who are in the service for long because teaching strategies should utilize these products of technology so as not to be left from the comfort brought by technology. According to Mac Meekin (2013), teachers must be techno savvy, they should be able to facilitate students' learning in the creation, designing, contribution and questioning, relating all these to the real world and learn how to discern between right from wrong.

Traditionally, in the Filipino context, some viewed the female teachers with a stereotype image, having the eyeglasses with a tight tied hair wearing an A-cut skirt. She has to be straight, firm and dignified but when it comes to intellectual ability, those who have shown less smart are fitted to become a teacher because it would be hard for them to become a doctor, engineer, and a lawyer (E-International Scientific Research Journal, Volume-V1, Issue-1).

At present, the Code of Ethics for Professional Teachers of the Philippines (Resolution Act No. 435, 1997) stipulated that the teachers are duly licensed professionals who possess dignity and reputation with high moral as well as technical and professional competence (Department of Education, 2014). The 21st century teachers could also be described by the professional standards set for teachers. In the Philippines, the National Competency-Based Teacher Standards (NCBTS) provides descriptions of the characteristics of effective and efficient teachers. It states that teachers serve as positive and powerful role models of the values of the pursuit of learning (TEC DepEd CHED 2009).

The articles cited in the literature would somehow exhibit the pedagogic identity of the public school teachers. Essential information in the development of the teachers' image can provide valued information not only to those in the preservice institutions but most particular those permanent appointees of the educational system in the country. Since the country has established many public schools throughout the country, this study seeks how the secondary school teachers have developed their "teacher image" in the midst of problems, issues and controversies. Articles and studies related to this study are presumed to have contributed to the development of the pedagogic identities of teachers in the public school in contemporary milieu.

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3. METHODOLOGY

The chapter presents the research steps and procedures employed in the study. It includes research design, role of the researcher, research participants, data sources, interviews, data collection and data analysis.

Research Design:

The research design used in the study is the phenomenology, which according to many authors have been classified into qualitative research. The study draws the experiences of the teachers in the contemporary world as they do, grow and develop their "teacher image" or pedagogic identity.

Phenomenology in the point of view of Kant derived from his famous "transcendental idealism" distinguishing between phenomena (things as they appear) and noumena (things as they are in themselves). Phenomenology refers to the appearances of things that are in the mind and how these things are viewed worldly by men. The Kantian notion about phenomenology was not totally accepted, however, the birth of phenomenology was credited to the work of Husserl's. (Wilson, 1998)

In 20th century, Husserl had made refinement and modification in his work and called this transcendental phenomenology. Known for his prolific writings, many of his manuscripts were placed in archives. At present phenomenology as used in research is a descriptive study of the structural features of the varieties of experience, and a number of concrete phenomenological analyzes, including those of meaning, part-whole relations and intentionality. (Husserliana:Edmund Husserl-Gesammelte Werkee)

Although the things around are not all objects of sensory experience, phenomenology provides accounts of the series of experiences to intuition. Husserl added that phenomenology, then, is the study how human phenomena are experienced in consciousness, in cognition and perception, and how are these experiences valued or appreciated aesthetically. It is descriptive rather than explanatory. It does not point causal relation between things happened in the environment. Its central task is to provide a clear, undistorted description of the ways things appear. (Husserl, 1982) Since phenomenology is descriptive, its aim is to describe intentionality. In this manner, worldly things are described as they presented in conscious acts, not mental entities.

Apelgren (2010), that phenomenology can be associated to the different views between the classic phenomenology of Hegel and empirical phenomenology of Husserl. While Hegel's view was closely tied to philosophy, Husserl's was on psychology. One directs in going from natural consciousness to philosophical wisdom the latter was more on the "what" about things. (Laitinen and Sandis, 2010) Understanding of a phenomenon is primarily based in intuition and logical thinking.

In this study, the phenomenological description of the experiences is to be performed from a first person point of view. This will be done to make sure that the respective item described in the study is as exactly as is experienced, or intended, by the subject. According to Huddleston (2011), this type of research allows the researchers to live with those who experienced the phenomena under study. This allows the researchers to understand the experiences and recognize key factors significant to the purpose of the study. Since participants respond differently to similar condition, employment of varied strategies will be taken in order to capture the lived experience shared according to how they will be shared by the participants.

Primarily, phenomenological study unfolds the meaning, structure, and essence of the lived experiences of a person, or a group of people experiencing a phenomenon (Christensen, Johnson and Turner, 2010). In the public school where the study will be conducted, the lived experiences of the teachers in this particularly big school would be enormous. Their shared experiences from the start of their services, through the development of their pedagogic identities and how these teachers sustained them would be learned and recorded.

According to Daniels (2000) ,the people under study tell their stories according to how they experienced the problem. So in this situation, it emphasized on the understanding a person's experiencing of a problematic situation. In this study, teachers in the public school will teach under varied stressful experiences in dealing with the students, parents, heads and those who are in the academe. However, the condition is perceived differently among these teachers.

Moustakas, (1994) known to be founder of phenomenological research had described phenomenological analyzes grounded on heuristic process which include immersion, incubation, illumination, reflective actions and creative synthesis. Thoroughness in this type of research according to Pereira, (2012) should be rigorous. Methodological procedure must be concerned how plausibility will be minimized if possible avoided in illuminating experiential process.

In phenomenological methodology according to (Shutz, 1962), people are engaged in the process of making sense of the world. This is done through the interaction with their families, colleagues, and people that surrounded them. The social process however, will be interpreted by others that those activities are not of practical interest, but only of cognitive interest. For ordinary person, acting in the world is just part of the totality of the person's experiences. The selection of experiences according to its relevance, thus, this makes sense for such experience. Teachers in a contemporary environment who worked together would similarly be under the same situation or experience, perceived the condition or situation differently depending on how they make sense to the things they do inside the classroom or dealing with their fellows in school.

Presumably, the different aspects of behavior of the human beings would depend on how the people viewed and made "constructs" of everyday life. According to (Shutz,1964), the models of human action are created through a process of typification, first, the process in our sense-making about the world and second, social types. Social type is dependent on the person's perception on the situation. The person associates an experience to the type of actor, type of action, and type of personality. Mannheim (1936), stated that person's knowledge as a product of material social conditions but on the other hand, knowledge is derived from people's practical experience of the world.

In this case, teachers' experiences in the development of their pedagogic identities varied significantly because knowledge of the man who acts and thinks within the world of his daily life is not homogeneous; it is(Husserl, 1982) incoherent, (Daniels, 2000) only partially clear and (Wagner, 1970) not all free from contradictions. Shutz (1962), added that each of us takes roles that we would like to take because such roles fit to the ideal type. Teachers' resiliency to different situations to cope up in a problematic situation in school has been practiced among teachers in order to survive in their job. While some are cunning and smart enough to find opportunities and exploit the condition for their comfort and benefit

Clausen, (2012) expressed that the rich human experiences and social interactions of man in the society cannot be presented by using methods that reduce human characteristics to numbers and treated them like variables in quantitative study. Although qualitative research had been subject for debates due to its small size of sampling and of being not objective, there were things in human world were events are understood if explicitly expressed on how these phenomenon happened in a course of time. Brickmann and Kvale, (2005) mentioned about the "qualitative progressivity myth", where methodology in doing the study has been improved and from the bulk of data taken in interviews if properly processed and analyzed will provide information valuable to human's existence.

The contention above was supported by Fraenkel and Wallen (2006), who stated that qualitative research design explores concepts and make "sense" to these concepts, describe multiple experiences to understand the meanings of these lived experiences.

Byme (2001), added that phenomenological research method scrutinizes the lived experiences of those involved in the study to discover and understand the meanings of these experiences. Narrative data from those who share their experiences will be systematically collected and analyzed using a method that will provide the truthfulness of the data.

Role of the Researcher:

The researcher has to perform several roles in carrying out the processes involved in this study. After I will be granted by the institution authorities to conduct the study, the processes involved in the conduction of the study will also be done.

First, I will identify my research participants from the schools under the Division where I come from They will undergo the orientation regarding what the study is all about. I will facilitate the orientation but this will only progress once the participants signed the consent that they willingly submit to the in-depth interview and focus group discussion. I will also assure them that their identity will be held with utmost secrecy so as not to expose them to any hazards in relation to their participation in this study.Since the characteristics of the participants have been identified the sampling will be purposive.

Purposive sampling will be manipulated in the selection of samples, in which they are categorized to belong to Teacher Rank Position (Teacher 1and 2). The in-depth interview will be done with the use of a tape recorder to allow me to review the process in order for me to grasp the valuable information and give meanings to the shared experiences of these participants. At the same time, I have to bring with me a record note to write any forms of gestures or facial expressions during the interview. I do the transcribing and translating the data with the assistance of an expert/colleague.

Data from the interview will be transcribed and processed to get the meaning in the lived experiences of the participants. Since the data will be expected to be in great volume, the researcher must secure the assistance of an expert in handling the data. The preparation of the results of the study and present valuable implications will be my final role as researcher. I have to assure my participants that their identity will be hidden and they will not experience any harm in the conduction of the study.

Research Participants:

Participants in this study will be selected based on their personal characteristics and professional qualities. Teachers 1 and 2 are the lowest ranking in the public school system. A teacher has to upgrade himself/herself by taking up post graduate study before he/she can apply for the next rank. Inability to upgrade the qualification professionally, the teacher remains in the rank of Teacher1. After serving for years, then that is the only time he/she could apply for the rank of Teacher 2. The study utilized the purposive sampling. Welman and Kruger, (2000) proposed purposive sampling as the most essential type of non-probability sampling technique in which samples of the study possess the characteristics needed. Purposive sampling will be done since distinct characteristics will be identified first among the expert and beginning teacher in order to become a participant. Since not all veteran teachers possessed expertise in classroom teachings as shared by those in the academe particularly school heads and department heads, participants in this study must be examined according to the required characteristics.

Data Collection:

Data of this study will come from the participants who undergo the in-depth interview using the interview guide questionnaires. The gathering of data will only happen as soon as the participants have signed the consent form. Preliminaries will be done such as the permission of the university panel to conduct the study, permission of the superintendent and principal of the school where the study will be conducted and complying the requirements for the installation of NVIVO program in the laptop.

Informed consent among the participants makes a study undeniably reliable, valid and ethical since any untoward incidence may be prohibited. The consent of the participants legally protects them from any forms of human rights violation. (Ancker, 2004) The in-depth interview will be recorded using the tape recorder. The process will record the answers of these participants and since these answers will be recorded, then it could be played again in order for the researcher to grasp the valuable information needed in the study.

The idea above is supported by Pereira, (2012), who stated that thoroughness in phenomenological research in order to be judged as valid must take into consideration methodological congruence which means that the process to be undertaken should absolutely accurate. In order to attain this the recorded answers will be played again and again to extract the valuable information needed in the findings of this study. Facial expressions and bodily movement could be recorded by taking notes. The researcher would take note particularly in the manner what emotions are obvious as these teachers share their experiences.

Data Analysis:

The recorded in-depth interviews will be manually transcribed and checked. The purpose of having it recorded is to focus on understanding the meaning of the description of the phenomenon. I should use the methodology of reduction and analysis of specific statements to tease out overarching themes. (Peneira, 2012) With the use of audio tape recorder, transcriptions will be done repeated to dig the essence of the process made. Absence of strategic analysis would place the data to merely an answering the questions given. Criteria for the control or validation of analysis of the results must be set for such standard improves the interview quality of analysis. (Olsen, 2002)

Using the NVIVO program, I will gather all the source materials and record analytical thoughts in one secure project title. I can manipulate my data even if this is a combination of documents such as PDFs, spreadsheets, databases, audio, video or pictures. The program assists me in managing my bibliographical data by importing data from applications like Endnote, Zotero or RefWorks. I can build a bibliography in NVIVO and export it to a reference management tool when I will be ready to write my findings.

Coding my sources will be done using the program. The gathered materials will be coded into themes or nodes. Using the Quick Coding bar or I can do the reference management code or take advantage of auto coding. The program provides practical tools to make coding quick and easy. Then, I have to organize my nodes in folder and build node hierarchies that will be suited to my work.

Make and classify "case" nodes, use sophisticated text analysis tools to help me find meaning in unstructured data. I will look for specific words for words with similar meanings. I will utilize the "run queries" to uncover trends or see how the ideas are related. Use the visualizations to gain new perspectives on my materials. NVIVO 9's new visualization techniques help me see the patterns and connections in my data (NVIVO 9 GETTING STARTED, Copyright @ 2011 QSR International Pty.Ltd. ABN.47 006 357 213)

Trustworthiness:

Trustworthiness as defined by Lincoln and Guba (1985), referred to the findings as worthy for an attention. In such case, a qualitative research has been associated to issues and controversies if the processes involved would guarantee a finding worth of an attention. According to Loh (2013), questions of the quality of research were folded in tortuous windings, which essentially were unproductive since each study has been grounded to either epistemological and ontological paradigms. As such strategies employed by individuals and groups in organizational contexts utilize the resources either power or influence to sustain their interest and much more further them into their satisfaction (Hoyle, 1985).

To support to such claim (Smith and Hodkinson, 2008) stated that there in no certain term in providing characteristics as to give criteria for quality in a research study, however, lists of characteristics would determine quality in qualitative research. These qualities associated to trustworthiness are confirmability, credibility, transferability and dependability. (Lincoln and Guba, 1985)

Confirmability refers to how well the research findings are supported by the data collected. Data gathered through the interviews done by the researcher with the participants provide bulk of information, however, confirmability has been considered an issue of presentation. (Lincoln and Guba, 1985; Graneheim and Lundman, 2004) I believe that through the in-depth interview with the identified participants, the data collected from the process will provide the valuable information that would answer the purpose of this study.

In the establishment of credibility which is associated to internal validity, this quality refers to how the study measures or tests what is measured or tested.(Shenton, 2002) This aspect would scrutinize how congruent are the findings to reality. In order to facilitate credibility in this study, I have to select a procedure which will provide me some measures in arriving to my purpose. Ensuring the line of questioning in my instrument through the assistance of the experts in order to come up with credible conceptual interpretation of the data drawn from the participants' original responses (Lincoln and Cuba, 1985)

In establishing credibility, the quality of research should manifest "rigour." Data collection should allow a prolonged engagement where the researcher and participant would have a face-to-face interview, allowing the participants to explicitly and elaborately answer each question in the interview guide. A persistent observation should also be done, peer debriefing to gather the essential experiences of the participants. In the matter of negative case analysis, I should carefully focus my attention on the emotions associated to these events. The question on how well categories and themes cover my data for analysis, assuring that no relevant data would be excluded in the process or the other way in which irrelevant data are included. Since the study is grounded in empirical ground, agreement between the researcher and participants in relation to responses, which should be within "reality." However, Torrance (2013), emphasized that it is essential to discuss imperfections in a study, it is a matter of judgment to ascertain quality and trustworthiness of the qualitative research.

Establishing dependability or reliability overlap methods, theory/perspective, analysis should be examined for consistency. Test the coding scheme, level of agreement and the process of inquiry. Conduct the dependability audit to assure accuracy in data. Sparkes (2002) suggested a criteria list, which are not limited in aspect to allow addition or subtraction as the form and purposes of inquiries change.

I have to apply what has been suggested by Lincoln and Guba, the audit trail to have a guide in establishing trustworthiness in the study.

In transferability, participants should be acquainted to the purpose and methodology of study in order for them t   o associate the experience to previous study that they had experienced or in case the event has not been experienced, the initial knowledge would serve as the basis for identifying transferability in a study. Description regarding the details, research contexts and assumptions should be included in order to allow the participants to arrive to ""generalisability" (Lincoln and Guba, 1985) in the case they transfer the results to different contexts.

Ethical Consideration:

In the matter of ethical consideration, I make sure that the participants would not be harm in the conduction of the study. Although the nature of qualitative research is subtle and different compared to quantitative research, Punch (1994), pointed out that seldom we hear ethical failures in qualitative compared to the latter. However, Batchelor and Briggs (1994), claimed that ethical failures are usually caused by unpreparedness of the researcher with the unpredictable nature of qualitative research. Along this issue, I should see to it that the participants will be informed of the purpose of the study at the same time that their identity will not be divulged. Participants will be informed and they have to sign the informed consent   to avoid the implication of legal impediment. According to several authors, the informed consent has been referred to as a negotiation of trust. (Field, and Morse, 1992; Kvale 1996; Munhsall, 1988) During the conduction of the study, the participant or informant has the right to stop the process any moment he/she wants. Any data coming from the participants could not be used to other purpose.

In the same manner, Bailey (1996), the informed consent agreement contained the information related to the study, purpose of the study, its procedure and even the benefits of the participants. Through my end, I have to orient them about the study in order for those who are not put into writings would also be covered. The researcher would assure them that their participation and their identities will be held confidential so as not to violate their privacy.

4.   RESULTS

In this chapter are the shared experiences of the study participants, their insights and perceptions about themselves and others in the formation of their identity as teacher which came out through in-depth interviews and focus group discussion.

The following research questions provided the data from the participants of the study.

1. How do the public secondary school teachers view their teacher identities?

2. What are the factors that forge in the formation of your teacher identity and to your colleagues?

3. What insights can the participants of this study share to their peers and the academe in general?

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 pertains to the responses to the interview and FGD questions under each research problem and part 4 presents the summary of the responses.

Participants:

Key informants: There were eleven key informants in this study, eight women and three men who all currently teaching in a government school These eleven informants came from different departments. Five of them started in the private school and transferred in the public school while six worked in the public school after their college. Their teaching experience ranged from 13-30 years but their designations were only teachers 1 and 2. The experiences they have shared

during the in-depth interview were sorted out and had been categorized as experiences in developing and forging their personality, insights and perceptions in relation to the formation of their teacher identity. Although the study did not tackle about sensitive issues, the participants were still given assumed names as presented in Table 1 for the purpose of confidentiality.

Focus Group: The focus group discussion consisted of six participants, four men and two women. The youngest in relation to service rendered in the public school was 13 years while the oldest was almost 30 years. They were those who accepted the invitation to become participants of the study. They were coming from four different departments and were chosen based on their current positions. The discussion was conducted in a private restaurant and I felt the hesitation in doing the task since the two informants who arrived at the venue first were not very familiar to me. However, the participants to this FGD openly shared their experiences when everybody came, although two of them were not feeling well. One participant was a talker and initiated the participation of the others by asking them also their ideas about the given questions.

They answered the same set of questions as in the informants in the in-depth interview. Four of them were recommended by a colleague who has served in the school for so long. From the FGD, there were several issues that came out which were not even mention in an in-depth interview. In that session, they openly expressed their ideas about the interview questions with no reservations.

The focus group discussion was rich and lively. Although there were issues mentioned regarding their participation to unprofessional activity, the concerned teacher just laughed about it and commented that those who accused him were actually the culprit. This was completely different from the interview since the informants seemed to be discrete in giving their ideas. I used a recorder and a notebook to record observable gestures from the informants. I asked their signatures in the consent and approval for recording the conversation until the discussion ended.

Table 1: Participants Information

Assumed Name	Gender	Years Experience	Current Designation	Department	Study Group
Angel	Female	27	Teacher 2	Mathematics	Interview
Mary	Female	17	Teacher 2	Values	Interview
Erik	Male	18	Teacher 1	Mapeh	Interview
Reina	Female	21	Teacher 1	Science	Interview
Rey	Male	27	Teacher 2	TVE	Interview
Vernie	Female	26	Teacher 1	Mathematics	Interview
Nena	Female	27	Teacher 1	Values	Interview
Lourdes	Female	22	Teacher 2	English	Interview
Rommy	Male	20	Teacher 2	English	Interview
Elsa	Female	36	Teacher 2	Filipino	Interview
Carol	Female	39	Teacher 1	Aral. Pan.	Interview
P1	Female	20	Teacher 1	Science	Focus Group
P2	Male	25	Teacher 1	TVE	Focus Group
P3	Female	19	Teacher 2	Science	Focus Group
P4	Male	35	Teacher 1	Mapeh	Focus Group
P5	Male	25	Teacher 1	TVE	Focus Group
P6	Male	13	Teacher 1	Aral. Pan.	Focus Group

Categorization of Data:

The completion of the interviews and focus group discussion lasted for a week, the audio-taped conversation were transcribed, translated and analyzed. During the formal data analysis, three steps were undertaken patterned after the study of Mines, (2011). At first, the reduction of data in which the data transcribed were carefully chosen, cut down and organized using the trial version of the research software nvivo8. The presentation of data was done by displaying them in the table as shown in tables 2, 3 and 4. This was patterned after the study of Amparo (2011) which made use of two classifications.

To categorize the data, the themes were presented in the research question and referred to as major themes. Opposite the major themes in the table are the core ideas from the responses of the participants. These core ideas were based on the similarities of the responses of the participants in the research questions given. The last step involved the conclusion drawing and verification. At this portion, the preliminary ideas and patterns about the finding are developed which according to Miles and Huberman (1994), the preliminary ideas and patterns about the findings are developed.

To establish the trustworthiness of my study, I followed what were suggested by Lincoln and Guba (1985) such as credibility, dependability, transferability and confirmability. The techniques I followed for credibility were member checking and peer debriefing. Before the conduction of the interview and focus group discussion, the participants in the study were provided with the interview guides and were asked any point that needed an explanation. After the interview and FGD, a copy of the transcript proceeding was given to each of them for their feedback and attest to the correctness of their answers. I personally handed the transcript to the informants and participants and they confirmed to the objectivity of the data. Luckily, none of the informants argued about what were written in the copies. They all signified their agreement and approval by signing the participant verification form.

In the categorization of the emergent themes and categories, I discussed them with my data analyst during a session conducted solely for such task. The results of that session made some refinement in choosing more fitted terminologies used for the theme and categories. There was difficulty in reaching theme saturation due to the varied responses from the informants. However, the triangulation was accomplished due to the reason that the study had come up with more than two sources (Creswell and Miller, 2003). These were the readings from literature, the key informants and FGD participants.

In the case of transferability, the result of this study may not be considered generalizable due to small samples. But, Gempes, et.al (2009) stated that when credibility, confirmability and dependability are ensured in a qualitative study, then transferability is also addressed.

Research Question No.1: How do the public school teachers view their teacher's identity?

This research question 1 has been followed with several questions to generate comprehensive discussion on the above statement. How many years have you been teaching? Why do you choose teaching as a profession? How do you perceive yourself as a teacher? How about your colleagues, how do you look at them as teachers? What is your general impression of the secondary school teachers of today?

From the data collected on the shared ideas of the study participants, six main themes emerged as presented in Table 2. These themes enlightened me which core ideas to consider. These themes are 1) committed mentors, 2) qualified professionals, 3) molders of character, 4) judge of character, and 5) underpaid and unappreciated workers.

Committed Mentors:

Considering that the informants and participants belong to the lowest positions in teaching, Teachers 1 and 2, they readily answered that preparation of the lesson is done before going to class, attendance to classes are regular, extending efforts in knowing the students despite of the large class size, accommodating, a friend, a counselor, the passion to teach, touch the lives of the students, doing the job religiously, openness to learn and serve and eagerness to learn and attend seminars.

Informant Reina *(pseudonym)* who serves for 21 years and still teacher 1 admits that although there were times her passion to teach was shaken by personal problems and pressures from school authorities, these did not weaken her dedication to educate the youth. Like her, Angel, Mary, Erik and Rey *(pseudonyms)* shared how they wanted to know their students well, let the students realized the importance of education to one's life and at least contribute to the development of desirable values and knowledge they needed. Although they have seen others for not doing their duties as teachers, most of the informants said that they do their jobs religiously not to get the approval from anybody but because they felt this is their duty. They took the course though at first this was not their first choice but because it was the only profession affordable to their parents. While in the job, the feeling to serve devotedly grew in their hearts.

> My first choice was actually engineering but because my parents can't afford it, I landed in
> teaching. Then I started liking it. (DCIILM_5_Q1)

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Table 2: Main Themes and Thematic Statements on How Public Secondary School Teachers View their Teacher Identities

Main Themes	Thematic Statements
Committed mentors	I always prepare my lessons before going to my class.
	I go to my classes regularly; I come to school early.
	I like to get to know my students.
	I try to be accommodating as a teacher.
	I want to really be of help to my students and touch their lives.
	I am a friend and a counsellor to my students.
	Teachers do their job religiously.
	I really love to teach; because it means continuous learning
	I am open to learn and serve
	Still eager to learn and attend seminars
Qualified Professionals	Academically qualified
	knowledgeable enough to be a teacher
	With impressive credentials
	Engaged in a noble job
	Possess knowledge and skills to teach
	Facilitator of learning
Molders of character	I am a formator
	I teach values to my students
	I motivate my students to be the best they can be
	I am concerned about my students' welfare
	I am a disciplinarian
Judge of character	Some teachers live beyond their means.
	Some teachers step on other people's toes just to obtain promotion.
	Some teachers undermine fellow teachers who are poor.
	Teachers like to engage in intrigues and rumor-mongering.
	There are "corrupt" teachers and administrators.
	Some teachers are "cheaters", dishonest, gossips.
	Some teachers talk negatively about other teachers.
	Some teachers are just there for the salary.
	Some teachers do not do their job well.
Underpaid and unappreciated workers	Most teachers are financially hard-up.
	Most teachers are deep in debt
	They are not recognized by their superiors

Qualified Professionals:

Angel, Reina, Lourdes and Mary (*pseudonyms)* said that if they looked at the teachers in the school, most are academically qualified. In fact they are proud to be part of the faculty members in the school. As they viewed themselves and their colleagues, qualities such as knowledgeable enough to be a teacher, impressive credentials, possessed knowledge and skills in the fields they are assigned and facilitator of learning, these are the characteristics they gave for themselves and their colleagues.

> I am really grateful that I am one of the faculty In this institution. I told my husband that if you
> want to look for committed educators, you can find them in DiCNHS.(DCIILM_4_Q4)

Rey and Elsa (pseudonyms) shared how proud are they to become teachers because for them, this is a noble profession.

Molders of Character:

The key informants are proud to become a formator, a disciplinarian, concerned for the development of values and welfare of the students, and motivator to the students to be the best they can be. Although they have noticed that these are gradually diminishing among the educators, that only few are emphasizing this in the class, but Mary, a Values teacher is really delighted if she heard teachers from other department include values in their lessons.

> If I happened to pass a class and I heard the talking about values, I felt relieved because at least
> there are teachers who helped us in this area.(DCIILM_2_Q4)

Judge of Character:

The teachers in the public school have a hard time in telling about their identity as teachers. But if asked about their colleagues, they said that some teachers live beyond their means the main reason they were buried in debts. Others who are economically sufficient undermined those who are hard up. Negative attitudes such as cheaters, dishonest, gossips are associated to some teachers in this secondary school.

> I felt being undermined because I have been buried in debt. Before my colleagues ignored my
> presence but when my son passed the bar exam and I won a car in a raffle draw, they have changed.
> (DCIILM_7Q4)

Teachers like to engage in intrigues and rumor-mongering. While Rommy and Lourdes (pseudonyms) supported such claims emphasizing that there are really teachers who have the nerve to step others' toes for one's benefit, particularly in relation to promotion. There are teachers who do not do their job well and are just there for the salary. However, they were just few.

Underpaid and Unappreciated Workers:

Since these key informants are mostly Teachers 1 and 2, they felt that they are not well compensated. But the informants and participants in the study did not blame anyone for this. They expressed that they remained in the position because they did not also enrol to further studies.   Even if they have done their work well, they did not receive any recognition from their superiors. However, in the FGD, though they realized that they are not promoted, P1, P2 and P3 emphasized that the retention in the position is a choice. Despite of not being promoted as long as they are happy, this is what matters most.

> I really planned to apply for promotion but not now. If I would not be lucky to get the promotion,
> then, "magpa-reclass." (DCFGD_P1_Q5)

Research Question No. 2: What are the factors that forged in the formation of your teacher identity and to your colleagues?

The following questions were asked to provide data regarding the formation of their teacher identity. In the academe the teachers gradually transformed their personality, professional skills and social relations. During the practice of their teaching career, the identity gradually submerged. Questions raised were the following: In what way that you can say teaching techniques or strategies are most effective to you. How do you assess student's learning? How do you deal with the unmotivated student? What techniques would you use to handle discipline problems that may arise in your classroom? Describe your approach with a parent and a colleague who is upset with you and you know you are right. What kind of principal would you like to work for? What kind of people do you find it difficult to work with and why?

Table 3: Main Themes and Thematic Statements on factors that forged the formation of   teacher Identity and that of colleagues

Main Themes	Thematic Statements
Passion for the profession	I love to teach
	I like to share my knowledge
	I worked as a catechist and developed love for teaching
	Teaching is a noble profession
	I do my responsibilities; I do not bother with what others say about me
	Teaching is challenging.
Nature of the profession	Teaching is a stressful job
	Education is a continuous process of learning
	Teaching helps me improve my personality, gain knowledge, hone skills
Teachers' Teaching Craft	My strategies would depend on students' abilities
	I usually expose my students to technology to access them to the bulk of information

	I taught them learning by doing. Practical Work Approach
	I expose them to the realities in life and I ask them to portray their output or write something about it.
	In teaching, "I tell how and show how."
	Teaching by showing or teaching by example
Teachers' techniques in handling problems	I personally talk to my students if they do not perform in class
	I advice them to study hard
	I keep on telling them that education is to prepare them to a brighter future.
	I make them as my friends. In friendship there is always respect.
	If the students are hopeless despite of my effort of telling them, then I called their parents or guardians.
Assessment Techniques	I usually have written and oral assessment
	If my students can react quickly, I considered it a sign of learning
	If their bad attitudes were no longer shown in class, I prefer a life witnessing indicator in assessing learning
	I assess their learning through a project or an output
	I let them do the boardwork
	I encourage them to send their work through e-mails so I can easily give my assessment
	I maintain a functional assessment, but our ultimate assessment would be before taking the National Competency(NC)
	I monitor their learning regularly but sometimes it's frustrating.
	I do the practical assessment due to the nature of the subject
	My assessment would be oral, written and practical.
Teachers' Social Relations	I will not fight but I will always explain my side.
	I know, I cannot please everybody.
	I will explain my side, if they will not accept it, I ignore them.
	I do not assert myself. I just listened to those who have issues on me.
	I like to work for a principal who listens to the side of the teachers.
Teacher Preference on Principal's Personal Qualities	I admire the present principal for being approachable and friendly
	I like intelligent person with a heart
	I like someone who doesn't only good to listening but he also provides solutions to issues
	I like a person who is fair and just.
	I like a person who is understanding, down-to-earth and friendly.
	I like intelligent, practical and down-to-earth.
	I like friendly and someone who extends help to the teachers on passion of the profession.

Passion for the profession:

Teaching for other teachers is a challenging job. For some teachers though teaching is a stressful job, the passion is still intense. According to Reina (pseudonym) she loves to teach even to others whom she just meets (like tricycle driver, peddler). She has the passion to share her knowledge to others. May (pseudonym) developed her love for teaching when she became a catechist. When she was hired as a Values teacher in the public school, she experienced difficulty in the medium of instruction due to the reason that her tongue used to speak the dialect. However, her passion to teach enabled her learn to speak the medium and made the task easy.

Teaching is a noble profession. Rey (pseudonym) I do my job without thinking of any material reward. For me it is my way of doing my responsibility and I do not bother what others say about me.

Nature of the Profession:

Although teaching is so stressful due to its broad scope, many other professionals would like to take the job. Teachers' time is almost consumed to instruction preparation, a counselor to their own students, partner of the parents in the

development of their children and other related activities entrusted to teachers. The work continuously hones the teachers' knowledge, skills and eventually developed their personality.

Teachers' Teaching Craft:

Angel (pseudonym) shared how hard it was when she imagined her first year of teaching. She commented "talk chalk" , this was the common strategy she used in the class. As she underwent trainings and sharing with colleagues, her craft in teaching gradually developed I can still remember when my students came and thanked me for teaching them Math. It was an ego boosting; I felt I have a purpose as a person. Then from that on, I always looked forward every opening of classes to meet new students eager to learn. Rommy (pseudonym) used technology most of the time in teaching English in class. He will tell his class that tomorrow their teacher would be from other country. Looking at him in amazement, students bombarded him with a lot of questions where the teacher came from and what lesson would he/she give to them. Then when the students experienced that the teacher was from a video addressing them like their own teacher, Rommy realized how alleviating the technique he used in class. Nena (pseudonym) Rey shared that in his field TVE, the most effective strategy is "teaching how and show how." After demonstrating how things are done, the students do the process and come up with an output. Then most of the informants commented strategies will only be effective on the kind of students present in class because those who were assigned to slow learners class, there are strategies that will not work on them.

Teachers' Techniques in Handling Problems:

Key informants in this study usually were assigned to the general section. They were exposed to students with behavioral problems. Erik, Vernie, Nena, Elsa, Lourdes (pseudonyms) shared their personal encounters to this type of student and came up with the same technique. Make these students your friends but if they abused the relationship," impose the iron hand in a velvet glove." The students will undergo the long process of settling their problems which usually ended to "dropping-out" from school.

Assessment Techniques:

Assessing students' learning as one of the duties of teachers projects how the teacher's techniques vary from each other. Only one teacher mentioned about how functional is his assessment given to students. One also expressed that she did not focus in assessment for the fact that her time was consumed in teaching her students. She felt inadequate in giving assessment since she felt that the students needed more time to discuss the topics taken in class.

> I really maintain a functional assessment in preparation for the National Competency (NC) to be
> taken by the students.(DCFGD_5 _Q2)

Teachers' Social Relations:

Parts of the life of the teachers are the people in the academe. These include the students, colleagues, parents, coordinators, heads, principal, staff and others. Working with these people would sometimes create conflict. Rey shared his experience when a parent was angry because his son was defeated in a competition. I remained calm although deep inside was a burning emotion to counter attack his allegations. Deep inside, I was mad because he immediately went to the superintendent to complain.

A member in the focus group, P1 was still intense recalling an incident with a colleague.

> I experienced that Ma'am Vivian (pseudonym) shouted at me in a meeting telling me not to
> include the museum in our field trip. She accused me of making my own itinerary. I just told her
> of course, we had money for the entrance fee. What's wrong with that we have money!
> (DCFGD_P1_Q7)

Then when we were in Davao taking our lunch, she approached me and told me that she had a fight with her husband. Now, we are best of friends, co-makers always.

> How about me? I have been accused of "corruption" in school Ma'am Pauline (pseudonym) told
> me that few teachers thought

> I am making money since I was helping in the supply office. Well, they do not have any evidence,
> why should I worry? (DCFGD_P2_Q5)

Angel recalled her experience with a principal on a conflict not related to her teaching.

> I was called by the principal in her office and persuaded me to stand in her side because there was a problem between the her and the teachers cooperative that time. It happened that I was an auditor of the cooperative. I told her I don't like to get involved in the issue. But, I experienced the pressures from her since then. (DCIILM_11_Q5)

Lourdes recalled her experience and talked in a trembling voice how her colleagues embarrassed her.

> I can't forget how two of my colleagues gave me a lecture about relinquishing their rights to promotion just because I requested them to sign my papers for my application to Teacher 3. In the first place, they didn't seek promotion during that time. "Wala man unta sila mag-papromote adto nga time. Grabe kung makalecture." (DCIILM_8_Q4)

Teachers' Preference on Principal's Personal Qualities:

Key informants prefer to have an intelligent principal to manage the school. When a person is intelligent, he /she knows how to motivate the teachers to excel in their teaching performance. He/She does not just rely in the kind of management of his/her department heads. As the head of school, he/she must perform as overseer from the instruction down to the cleanliness of the school.

The following sharing pointed out the difference between two styles of management...

> If I were to choose I would prefer an intelligent principal. It is not easy to manage a school, when the person is brilliant he/she knows how to tap responsible people to assist him/her in the job. (DCIILM_P1_Q5)

> Celeste said, intelligent people know their work well because they look at things in different perspective. With that attitude, they manage the organization objectively. (DCIILM_I! _Q5)

> The former administration was focused in the academic performance of the students. The teachers were always stressed and tensed because once she heard complaint about a teacher, right there and then, she observed classes. (DCIILM_9_Q5)

> However in the FGD, the participants unanimously agreed that the present principal possessed positive qualities. We like the style of the present management. Teachers are relaxed and they are comfortable in the presence of the principal. (DCFGD_P1-5_Q5)

> I have been here for 27 years, the principal listens to the problems of the teachers. In my case I approached him because I was given an unsatisfactory rating in one of the items in my PAST. He provided a solution immediately. (DCFGD_P5_Q5)

> Many teachers find him easy to deal. You can approach him anytime. But the only problem is that the head has an autonomy of running the department. What if the head does not like you? (DCFGD_P1_Q5)

> I admire him for being friendly and approachable. I never heard the teachers complaining about him so far. (DCFGD_P4_Q5)

Research Question No. 3: What insights can the participants of this study share their peers and the academe in general?

This question has been followed with a series of questions to extract the substance of this study. In general how do you assess the secondary teachers in relation to their professional qualities?; What practices in the public schools hinder the quality of service to its clients?; What is the strength and weakness of public education today?; What are the things that you would like to say about the teacher identity (personality, professional skills and social relation) in the public schools?

Quality and Worth of Public School Faculty:

The key informants of the study expressed their opinions based from what they observed in the school. They agreed that at present the standard of teachers hired in public schools is raised. Reina (pseudonym) expressed how fortunate she is to be part of the faculty In this institution.

> Before I was hired in this school, I taught in two barangay schools.I witnessed the attitudes of the teachers in those schools. They did not perform religiously. From their attendance to teaching, they were mediocre. Unlike in this school where most of the teachers do their duties. (DCIILM_4_Q1).

> Every time the school wins in a competition, I am very proud to be part of the faculty. Hearing the parents that they would like their children to be admitted to the Special programs is really something. (DCIILM_1_Q1).

> I would say that most teachers here in DiCNHS are really qualified.In fact, some of them are really experts in their fields. (DCIILM_10_Q1).

The FGD also agreed that the present list of faculty members of the school manifested quality, expertise, and social responsible individuals. Although there are few who are not worthy for such recognition, but in every department the number is quite few. One of the members in FGD commented:

> If there are faculty members who are considered "sore" by others, this was due to the fact that their department head failed to motivate and inspire them professionally. They too lacked the managerial skills in running the department. (DCFGD_ P4_Q1)

> There are many teachers-potentials in the government. Many teachers   are dedicated to their job and hardworking. (DCFGD_P1_Q1)

Existence of Corruption and Bureaucracy:

The goal of education department is to raise the quality of education in the country. The new program, K-12 in which it is already in its fourth year of implementation will soon be having the senior high school in the SY 2016-2017. Together with the key informants and FGD participants, they believed that there are things happening which are not given serious attention by the government like school facilities. Although DiCNHS is a big school but its facilities are not adequate to cater the incoming senior high school students. Hiring of new teachers are based on political connection and closed relations to appointing officials. School and department heads were appointed not due to educational qualifications but through their connections   to the appointing officers.

> What I cannot understand in DepEd is the monitoring scheme. Teachers 'performance is strictly monitored and evaluated but principals and school/department heads are not. (DCIILM_4_Q2)

> Correct! They keep on telling us that we have to do this in order to have a passing mark in PAST. Now, its performance-based output. That in everything we do, we have to include a paper as mode of verification (MOV). It seemed that they do t trust the teachers anymore. (DCIILM_5_Q2)

> There are really teachers who cannot be trusted. There are "monkey business" going on which involved teachers. (DCIILM_6_Q2)

> Teachers use their own money to fix and beautify their rooms. Then in the next school year, the teacher is assigned to another room. (DCIILM_11_Q2)

> Actually when I was new in the service, I wanted to study further. I did not proceed because a senior teacher expressed his intention to take that scholarship. But he did not pursue. When I planned to take a Master's degree someone told me what for? Look who were recognized and given promotion. It was then I realized that only those favored by the principal were given the opportunity. (DCIILM_II!)

> If you are not favored by the heads and principal, you cannot be recommended in attending trainings and seminars. Most often seminars and trainings are given to the same teachers. (DCIILM_P1)

Teachers are always pressured from doing their log plans, instructional materials, studying due to the new program, attending meetings and other related duties, but sometimes the favored ones did not do these things religiously, commented by few key informants.

Context in Current Education Reforms:

The key informants and participants of this study expressed their worries of the K-12 program. Despite that the DepEd officials announced that the department is ready, the teachers in the field cannot grasp the readiness they were talking about. Classrooms in DiCNHS were limited the reason the school has the shifting. One of the problems in school was the number of drop-outs although the administration kept on prodding that these absentees should not be dropped, that they should be given grades and not "dropped" so that the school's performance will not be affected. The additional two year would not really solve the quality of Philippine education instead the same problem will crop up in the department.

> I cannot understand why the government created such law. This will only end just like how the problem in delinquency was addressed. We have laws that protect the youth from not being punished despite that they were caught in the act, but the social institution that should take care of them do not have equipped facilities. What is the ratio of youth with problems in the law to social worker anyway? (DCIILM_11_Q3)

Flaws In Philippine Education System:

When the teachers were asked what they can say about the education system, several concerns came out from the key informants and participants.

> I have a student whom I fetched from a recreation center. I have not done this to my own children. Then, I heard that he was bragging that I was so concern about him. He commented, "Bai pasar jud ta ba." Teachers became laughing stock by students. (DCFGD_P3_Q4)

> How can we make our students competitive if they can hear from the administration that we should not fail them Every time we have a meeting regarding this matter, students were also in school listening.(DCFGD_8_Q4)

> Teachers who seriously taught in class and have failures seemed to be responsible for the low performance given to school. (DCIILM_4_Q4)

Other countries pay much just to learn how to speak English, but our country went back to learning our dialect. There was already a report that our graduates showed less proficiency in speaking English compared to our Asian neighbors.

We were recognized to be good speakers in English before, now it's gone. (DCIILM_11_Q5)

I cannot understand, in fact I planned to write the DepED why Araling Panlipunan in high school. This subject is taught in Filipino. Then in the college, History, Geography, Economics, components of social studies are all given in English. (DCIILM_10_Q5)

At the time when the world is into global language, we go into mother in our curriculum. Why we do not use our national language as medium of instruction, few commented for using the dialect of the "Tagalogs" as national language. Our proficiency in our own language is deteriorating. The key informants and participants were divided in this issue.

Table 4 Main Themes and Thematic Statements on insights that the study participants can share to peers and the academe in general

Main Themes	Thematic Statements
Quality and worth of public school faculty	Most teachers are really worthy of recognition.
	Many teachers are dedicated to their job
	Teachers in our school are qualified and hardworking.
	Standard of teachers hired in public schools is raised
	They possess ideal qualities, professional expertise and social responsibilities which are essential in their profession
	There are many teachers-potentials in the government
Existence of corruption and	There are things happening which are not given serious attention by the government.

bureaucracy	Heads were appointed from political connection
	Some teachers are hired due to their "connections"
	Teachers performance is monitored and evaluated but principals/school heads are not.
	There are "monkey business" going on which involve teachers
	Students are given leakage to pass the test
	Seminars and trainings are given to the same people
	Promotion is only given to a few favoured by the principal
	Teachers use their own money to beautify their classrooms
Training Fatigue	Attending seminars is a waste of time.
	Attending seminars is boring
	There's nothing new learned.
	Sometimes I think I am better than the speaker.
Contexts in current education reforms	The country is not prepared for K to 12
	There are no facilities and teachers for senior high school
	The additional 2 years is added burden to parents
	There will be more drop outs
	The additional 2 years will not improve the quality of Phil. Education
Flaws in Phil. education System	We do not use our national language as medium of instruction
	Our proficiency in our own language is deteriorating
	At a time when the world is into global language, we go into mother tongue in our curriculum
	When compared with other countries, our education is way behind
	Teachers are blamed for failing grades
	Some teachers are made as laughing stock by students.
Issues in public school education	Lack of parental support
	There are many factors that cause the deterioration of education in the country
	Government support to education is very limited
	There are many factors that cause the deterioration of education in the country
	There are many factors that cause the deterioration of education in the country
	New teachers are not as dedicated to the profession as older ones.
	Students are mass promoted even if they don't deserve it.

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