

Factors Behind Teachers' Resistance to Participate in Professional Development in the Philippines: Basis in the Enhancement of Programs

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Abstract

Teachers, as the sole source of knowledge and skills, should have the grit to improve themselves through constant learning. The study adheres to identify the factors that hinder the participation of teachers in professional development. This study utilized a qualitative research design using a phenomenological approach. It was participated by five secondary public-school teachers with ten or above years in service working in the Philippines. The researchers used a purposive sampling in choosing the participants. Based on the result, three themes emerged: opportunities, teachers' participation, and factors impeding professional development including financial literacy, time in continuing graduate studies, and teachers' workload. Teachers have various opportunities to participate in their professional development however there are hampering factors that they need to consider. Along with the challenge of teachers to access to their professional growth and reach every student, the eagerness of teachers to deliver instruction and keep up with the trend is needed and achieved by each one. Thus, professional development must continue and make a path not only for students' achievement but also for teachers' satisfaction in their profession. This study will further enhance the crafting of a teacher's enhancement program that focuses on the strengths and best practices of teachers. It will guide every teacher in Southeast Asian countries that they should value professional development because they are the ones who create the vision for ourselves and our students, thus, personal growth and professional development are successful, the foundation that they can provide to our students is also strong.

Keywords: enhancement program, factors, professional development, teachers, resistance

Introduction

Teachers are essential for passing on knowledge to every student and are active participants in attaining the objectives outlined in the curriculum and achieving significant competencies for the students thus, teachers are also necessary to assure that students have relevant learning experiences not only in the Philippines but across the globe. In addition, a teacher's dedication cannot be gauged by the number of years spent in the profession or the impact they have on their student's lives; rather, it must be determined by how much time and effort they are willing to devote to advancing and deepening the knowledge that must be imparted to students. The participation of teachers in ongoing professional development is crucial for advancing knowledge and abilities while quickly improving the teaching and learning process (Schleicher, 2012). With these, each teacher will understand why they are losing interest in furthering their education, especially in enrolling in master's and doctoral programs as teachers' engagement in professional development is impeded by several factors or reasons.

In article evaluation, both individual and organizational variables influence teachers' learning. Teacher collaboration is important for their development, and some can manage relevant educational activities themselves. Furthermore, a favorable learning culture with a healthy environment and awareness of teachers' learning, as well as collaboration with external relevant experts, may influence teachers' professional growth. Postholm (2012) claimed that observation in classroom learning is the ideal venue for teacher development. Teachers must stay up with the modern world by elevating their personal growth and professional development to maintain their position as the finest profession and the key to the success and excellence of every student. Teachers need to work on upgrading and retooling their competencies in order to succeed in the tough environment of the future. Culajara (2021) claims that continual learning is necessary for professional development to be successful. Therefore, obtaining professional development is an excellent way for this to occur in a teacher's life. The novel of the study can provide a background on teachers' experiences, why are they not that engaged in continuing their professional development when they have been in their service as teachers for a long time. Thus, times will change, and teachers must have the sense of adaptability and being resilient. Due to professional development, there is more constant learning, as teachers improve their inherent capabilities, they also improve the quality of service they can provide to their students and schools. Likewise, Rodriguez and Ykhymenko (2021) assert that specialized professional development is harmonious with professional standards and efficient professional development structures. With this, the study adheres to determine the factors behind the resistance to participation

in teachers' professional development in one of the countries in Southeast Asia which is the Philippines, particularly in post-graduate studies, and to come up with a basis for enhancing professional programs to address the teachers' needs and shared best practices.

Research Problem

The study aims to determine the factors behind teachers' engagement in professional development. It aims to address the following questions in particular:

1. What are the professional development opportunities that teachers may encounter in their workplace?
2. How is professional development engagement in your work?
3. What are the factors that hinder a teacher from having professional development?

Literature Review

Professional development programs available to teachers include study days, one-day workshops and training courses, mentorship, information-based sessions and supervision, coaching, in-class observations, and conducting academic research, where the majority of the requirements for teachers' professional development focus on strengthening their research, subject expertise, and proficiency with digital teaching (Chin et al., 2022). Taking note of those societies' professional development mechanisms could help others provide their teachers with worthwhile educational chances (Creemers et al., 2012). Varied concepts of student learning and different perspectives on teachers were found in Kennedy's study (2016) which programs for professional development are built on learning. The cornerstone of wisdom is teachers and information for students' successful futures is the central focus of education. In support of learning and teaching processes more productive and efficient while also achieving worthwhile and fruitful learning objectives. It is important to value dedication and participation in developing competencies and capacities. According to Postholm (2012), teacher professional development entails both instructors' growth and how they learn new information and how they use it in their instruction to further students' understanding and learning. In response to the evolving trend and concerns in the educational system, Aquino (2022) explained and tried to persuade teachers to incorporate technology and enhance their digital skills. Additionally, Sancar et al. (2021) reiterated that teachers' pedagogies, resources, and personalities have an impact on student learning, and influence career growth where the PD process's steps are interconnected and dependent on one another.

Conceptual Framework

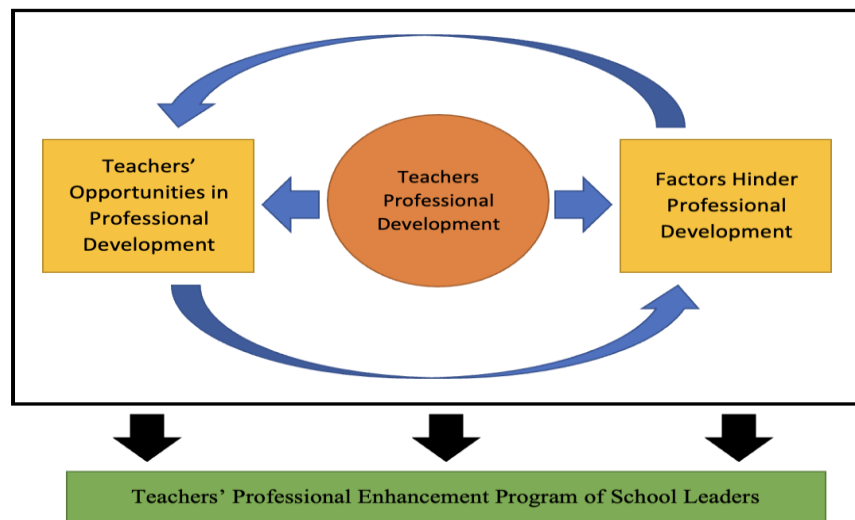


Figure 1 Conceptual Framework

The figure shows the interrelationship between the teachers' professional development, teachers' opportunities, and factors hindering professional development. The exploration of the variables will be the basis of the creation of the teacher's professional enhancement development program. Teachers as the driving force of teaching and learning, need to deepen and expand their knowledge and skills in the aspect of their profession. Thus, there are a few who have hindrances they are facing, and this is the loss of senses or drive to push through and upskill their capabilities. With the study, we will better understand the aspects and thoughts of teachers who can be improved and pay more attention to their professional development. because when they improve themselves and their ability, they also improve the quality of service and education. As constant learning is proven to be the key to increasing the level of quality and self-improvement.

Methodology

Research Design

The researchers employed qualitative research in this study using phenomenological approach. To grasp a study question, qualitative research employs a humanistic or idealist perspective. It is employed in order to grasp people's ideas, feelings, attitudes, behavior, and relationships. It generates non-numerical input (Pathak, et al., 2013).

Participants

The researchers employed a purposive sample strategy to select the participants, who represented one teacher in all departments with academic ranks ranging from teacher 1 to teacher 3 and at least 10 years of experience serving in one of the secondary public schools in the Philippines. The teachers are promoted not because of their professional development but because of years in service. They are promoted from teacher 1 to teacher 2, and teacher 2 to teacher 3 because of years in service. They are belonged to the seasoned teachers that losses their drive to pursue their professional development. In addition, most of the participants were married. Purposive sampling is referred to as a non-probability sample where the items selected for the survey are chosen at the decision of the authors (Campbell et al., 2020). The primary purpose of purposive sampling method is to concentrate on specific features of a group that are relevant to curiosity in order to effectively answer research questions.

Table 1 Profile data of the respondents

Participant	Age	Sex at birth	Years in Service	Teaching Position	Civil Status
P1	44	Female	16	Teacher III	Married
P2	31	Female	10	Teacher I	Married
P3	30	Male	10	Teacher II	Married
P4	59	Male	28	Teacher I	Married
P5	53	Female	25	Teacher II	Single

Instrument and Procedure

Focus group discussions (FGD) and an interview guide were used by the researchers. This was subjected to expert validation to ensure that the questionnaire's content covers and answers the study's goals. The interview contains open-ended questions that give freedom to each participants to share their experiences and acquire in-depth understanding or their lived experiences as teachers that is why they no longer pursue their professional growth and development. The teachers participants are much more willing to share all their lived experiences as the opportunities and factors stated that affects to participate professional development. A focus group discussions (FGD) is similar to group interviewing in that a moderator (interviewer) guides a small group in a loosely arranged discussion of various topics of interest.

The path of the debate is typically pre-planned, and even most mediators rely on an outline, like an interviewer's guide, to ensure that certain aspects of the study are covered (Mishra, 2016). Furthermore, it is a wonderful method for bringing people with similar histories or perspectives together to discuss a certain topic of interest. A mediator (or group facilitator) leads a group of participants by proposing topics for discussion and aiding them in engaging in lively and spontaneous communication among themselves. Furthermore, an interview guide is necessary to concentrate on the research (Morris, 2015). This assists the researcher in gathering the essential data to meet the study's aim.

Data Analysis

The researcher used thematic analysis to analyze the replies of the teachers. Thematic Analysis (TA) would be a straightforward, versatile, and increasingly popular method of examining qualitative data. Learning how to do so provides the qualitative researcher with a firm foundation in the essential competencies necessary to engage in various procedures in qualitative data analysis (Clarke et al., 2015; Braun & Clarke, 2012).

Ethical Consideration

Although some of the information and/or data received from the respondents' involvement were secret, particularly during the FGD process, trust and guarantee of protection of personal information must be explicitly communicated to the respondents. Ethical concerns while doing an investigation will not only imply gaining the faith and credibility of your respondents but also will represent the researcher's and the study's reputation.

All information acquired through the interview guide (self-created questionnaire) and during the interview process will be kept strictly secret. Audio-recorded interviews will be carefully maintained and filed, and transcriptions obtained from the interviews will represent the real discourse during the process, including the researcher's opinions.

Results and Discussion

This section will highlight the professional development opportunities available to teachers, the process through which teachers deal in professional development, and the impediments to professional development that teachers may face in the workplace. The study will serve as the foundation for the formulation of the teacher's professional development program. As the result of the study, three themes were emerged: *opportunities, teacher's participation and factors*.

As the guiding factor of both education and learning, teachers must enhance and broaden their professional knowledge and abilities. Thus, there are a few individuals who face obstacles, such as a loss of perception or motivation to persevere and improve their skills.

1. Opportunities for Professional Development of Teachers

Being a teacher is a vocation that your heart is devoted to developing and shaping each individual to be the best as possible in their future. With the quality services and education offered by a school, the teachers are the support of each other to reach each organizational goals and develop each individual. In building the roadmap towards efficient and effective delivery of instruction, teachers adhere to becoming the better version of themselves in facilitating teaching and learning as well as growing individually by unlocking their capabilities. As asserted by Castillo (2019), the entire purpose of any profession is to provide the best service possible, and this is certainly relevant for teachers. DepEd Order 35 series 2016 enclosed the policy on the conduct of the Learning Action Cell as a strategy for improving and reskilling teachers' professional development as a school-based activity. The Learning Action Cell (LAC) is a professional development in a school where the small circle of colleagues and sharing takes place. Through this, each member of the organization has more knowledge and ability to improve and strengthen their principles in teaching and learning process. Through LAC sessions, more ideas will be given and everyone will be able to share their best practices through making connections, collaborations and improving the competencies. As a result, schools provide different professional development opportunities for teachers to enhance their knowledge, aptitudes, and skills as instructional tools such as Learning Action Cell (LAC), In-Service Training (InSeT), and attending seminars, workshops, and training.

P1 mentioned that “... *Learning Action Cell (LAC) and In-service training (InSeT), ...were some of the professional developments that we experienced in our school*” which was agreed by the other participants.

This means that there are various opportunities for teachers in their professional development as they practiced and conducted the said activities. In an organization, it is its duty to unleash the powerful capabilities of each member, thus, enhancing their potential to meet the needs of their stakeholders should be addressed. One of the professional developments conducted in the school is the Learning Action Cell (LAC). As reiterated by Javier (2022) setting out the 21st teaching and learning ways of delivering instruction through expansion of learning and capabilities can be put through accelerating change. Change is constant, and everyone is encouraged to accept new ideas and progression in order to maintain a smooth flow

of instruction and develop as a teacher. Bernabe (2019) stated that the Learning Action Cell (LAC) allows teachers and administrators to assess the performance and development of boosting the performance of the school and optimizing the programs for teachers' professional development. Thus, attending workshops, seminars and training would be a great help in upskilling, retooling, and enhancing teachers' inherent capabilities towards students' achievement.

Added by P4, *“having initiatives to attend training and workshops that might develop attributes in teaching”*.

Kulshrestha and Pandey (2013) competence and highly professional performance in the field of education between a teacher's skill level and a student's performance has a significant cause and effect. Training increases new teachers' effectiveness, moreover, Brende (2015) for a person to develop and evolve, learning is crucial. Thus, teachers find creative ways to carry out their duties as members of a "noble profession" (Ancho & Bongco, 2019). Having initiatives for oneself growth and development could make the learning and teaching process meaningful and successful as teachers enhance their capabilities, and students' achievements can be attained.

P3 also shared that... *“school offers different professional development opportunities that address the trend and enhance the teachers' competencies like DepEd Memos, Advisories and initiatives to participate in local professional development activities.”*

This means that teachers have the grit to participate in different professional development opportunities that strengthen their capabilities in delivering instruction as well as not being left behind by the trends in education. With these, the school offered localized and contextualized programs that addressed the teachers' needs and made connections through collaboration and increasing their competencies towards students' achievements.

2. Teachers' Participation in Professional Development

Structural support must be implemented so that the school can assist teachers (Sumbilla et al., 2022), teacher education displays efforts to advance professional development as a key factor in efficient teaching and learning (Ancho & Arrieta, 2021). As teachers want to retool and upskill their competencies and connection, professional development is a must. With the participants' responses, professional development becomes a trend in the teachers' path toward success and achievement, thus, developing their inner capabilities and exploring their external motive and power to unleash a better version of themselves make them live their principles to ignite the sparks to the students' lives.

As shared by P1 “...It helps me to become updated on the recent trend in education, especially in technology.”

In addition, P5 explained that it will increase her knowledge in the subject she handles and become a more effective teacher, even though she has been in the service for a long time, still pursues what is new. This statement was agreed upon by P4 who reiterated that it grows and develops his teaching skills and mastery of the lesson. This means that professional development opens the door of opportunities for teachers to become updated with the trend and mainstream the curriculum implementation as it addresses the 21st-century competencies.

As reiterated by P5 that “...through professional development, it increases my knowledge in my subject handle and I become a more effective teacher who, even though I have been in the service for a long time, still pursues what is new”.

Moreover, P3 shared that “...engagement in professional development can enhance inner capabilities to extend to my students”.

Teachers serve as a support and a way for each individual to improve and expand their ability, so each teacher should raise their path towards success and become an efficient and effective teacher in delivering instruction. This implies that beyond teachers' professional development are also holding their personal growth for improvement. Professional development is a key to students' achievements and delivery of instruction, and constant learning should be in the hearts and minds of every teacher. With each additional knowledge specifically in attaining the addressed goals of our curriculum, as a teacher and part of the organization for the good and beautiful future of each student.

Furthermore, P4 added that “...Participating in postgraduate or training-level professional development helps you grow and build teaching skills and subject-matter mastery”.

Hence, Brown et al. (2021) emphasized that teachers should explore how differentiated instruction can help to establish and maintain fair instructional practices while resolving inequalities in student access to and use of technology. This will be leeway on improving teachers' capabilities towards students' success. As reiterated by Fajardo (2020) teachers should act with understanding, respect, and compassion toward their students and need to be aware of the various types of students and teachers in order to know how to interact and engage. To welcome and accept change, efficiency and excellence are still required. Having a sense of adaptability and engaging in professional development while holding responsibility as a member of the organization should go hand in hand.

3. Factors impeding teachers' professional development

As a result, the study will help every teacher who wants to provide a development and holistic approach to every student. Everyone has a role to play in the beauty and success of the curriculum goals, especially the teachers who are committed, dedicated, and passionate about lighting the spark of learning throughout our ages. Based on the responses of the participants, financial capability, time management and lack of eagerness to pursue graduate studies where the factors why teachers tend not to continue professional development particularly in enrolling/pursuing post-graduate studies. P5 mentioned that she prioritizes the needs of her family rather than attending seminars or workshops or even continuing her graduate studies.

Financial Literacy

In an organization, they have a culture where when they have been in the service for a long time, they lose their eagerness to learn, and their ability to pursue master's and doctoral degrees is elevated, especially among teachers who are family members. As Casingal and Ancho (2021) stated that there should be financial literacy programs that strive to deal with the issues and worries and guide and educate the public teachers on finances. One of the challenges for teachers is the lack of finances. They tend to divide their budgets among their basics and priorities to the point that they forget to attain post-graduate studies.

Time in Continuing their Graduate Studies

One of the factors of teachers not being engaged in continuing their graduate studies is their time. They have a lack of managing time with their workloads, family, and personal things that they need to meet. They prefer to devote their time and expenses to the needs of their family. Their time is also a factor because a teacher does not run out of work time to meet the needs of each student in terms of knowledge and skills. With the workload they have, they don't have time to engage themselves in graduate studies instead, they dedicate it to having the initiative to learn by attending webinars, seminars, and workshops.

Teachers' Workload

Teachers are the prime mover of learning and should have time for preparation, facilitation, and implementation of the learning and teaching process.

P2 stated that “...*lack of time because of the nature of work of teachers*”.

This means that teachers hinder their chance to upskill their abilities because of the workload provided by their school which is just following the order of higher-ups. This is one of the factors that need to be addressed to help their teachers not only in complying with their tasks even their duties and responsibilities as teachers but also in providing them a lot of

opportunities for them to grow both personal and professional attributes. Consequently, teachers are also normal people who also need to carve out time for themselves and meet priorities in life. Based on the participant's responses, lack of time is one of the factors why they do not pursue postgraduate studies because they no longer know how to manage their time due to paperwork and also meeting the needs of their families. In reality, teachers are very committed and dedicated to achieving the addressed goals of the curriculum and preparing to reach every student.

Chughati and Perveen (2013) teachers should be acknowledged for delivering better outcomes in their classes and every teacher should have a manageable workload. Gul et al. (2021) study recommended that teachers maintain efficient technology use and complete their tasks on schedule to avoid disturbances and provide excellent work. This is to strengthen the study of Jomud et al. (2021) workload significantly influences a teacher's level of burnout. One of the factors that came out of the teachers is why they don't have the eagerness to continue professional development in post-graduate studies and their teachers' workload comes out of this.

Conclusions

Based on the results of the study, the teachers have various professional development offered by Department of Education particularly Learning Action Cell (LAC) which was intended for enhancing and reskilling the teachers in school. With this, the school provide and conduct different trainings, seminars, and workshops to keep up with and follow the given memorandum order. As the result, the school strengthening their capacity to satisfy their stakeholders' interests should indeed be addressed particular in their teachers. In addition, participation of teachers in professional development increase their knowledge and become effective teachers as they undergo the retooling and upskilling in every session. Developing their inner capacities and investigating their exterior motivation and power to liberate a stronger version of themselves enables them to embody their principles and kindle the flames in the lives of their learners. However, there are factors that affect the teachers' engagement and personal reasons in continuing professional development including financial aspect as priority of teachers in life as for their family, time and workloads. As a response to the challenge of the modern world, increasing and elevating teachers' knowledge and capabilities, and continuous engagement in professional development is an answer for this challenge. However, there are a few teachers who do not have the choice to study post-graduate because of the priorities in their lives like meeting the needs of the family, the time they will spend at work, and the workload associated with paperwork, classes preparations, instructional materials, and ancillary works. As a result,

despite the department's offering of training, workshops, and seminars for teachers, they have forgotten the constant learning through post-graduate education during their service years of almost 10 and above. Nevertheless, despite their decision to withhold post-graduate studies, they are confident in their ability to pursue the world of innovation because the school supports them in continuing to grow and develop as they take on programs to improve teachers' capabilities like In-Service Training (InSeT) and Learning Action Cell (LAC).

Going forward to the new phase of learning, teachers must have the grit to increase their capabilities in delivering instruction through professional development. Hence, motivation and commitment to their principles should go hand in hand to learn more theories and apply them in their practices. Teachers as the sole source of knowledge should go along to the progressive world of evolving and upskilling as constant learning makes a path towards success. This research will aid every teacher in Southeast Asian countries that professional development is important since we are the ones who create the vision with ourselves and our students. Once personal and professional development are successful, we can create a solid basis for our students.

Recommendations

Based on the conclusions, the following recommendations were drawn:

1. School leaders may continue providing meaningful and successful Learning Action Cell (LAC) and In-Service Training (InSeT) that addresses the strengths and weaknesses of teachers in delivering instructions. However, it was suggest to enhance their programs not limiting to trainings, seminars, and workshops.
2. School leaders may create a teacher's capability program that will engage teachers to participate and have motivation for continuing professional development by offering appealing trainings, workshops, enhancement program and scholarships for continuing graduate studies.
3. Further researchers may conduct similar studies for consistency and continuation that may cover a wide range of participants and countries involve in the study. They may also utilize other research design.

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