
Growing in the Profession: Valued Professional Journey, Unmet Goals and Desired Supports Towards an Enhanced Framework

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Abstract — The study aimed to explore on the professional journey, unmet goals and desired supports of master teachers in the Division of Angeles City during the School Year 2023-2024. The research utilized a qualitative research methodology, involving the collecting and analysis of non-numerical data. Specifically, phenomenology was used to give meaning to the experiences of the participants. Participants of the study were the master teachers. They were purposively selected using a set of criteria prepared by the researcher. Semi-structured interview was used to gather information from the participants. These questions were validated by experts before they were used. Thematic analysis was then applied for interpretation. Results tell that the valued professional journey in the profession of the participants include Fulfilling yet Struggling and Racing to the Top. The unmet goals that the master teachers have experienced in the profession are Work-Life Balance and Leaving a Legacy. Also, the desired supports on the unmet goals of the master teachers are Strict Compliance on Work and Personal Schedule and Opportunities to Lead Projects. Lastly, a career development support framework is proposed based on the findings of the study. The study has implications on improvement of human resource and management in school setting, which is expected to also have positive impact on improvement of teaching.

Keywords: *growing in profession, human resource, teaching profession, school setting*

I. INTRODUCTION

Teachers value their professional journey as they experienced various opportunities contributing to their desired growth. Needless to say, teachers grow in the profession and this is one of their motivators that keep them persevering, committed and focused on their contributions.

Amidst the ever-evolving professional world, people are embarking on a complicated voyage marked by continuous growth and change. Professional development is not merely a single course of action but a many-sided journey that is determined by factors contributing to an individual's route within a specific field. The paper here proposes a full survey of the professional path, with a view to the necessity of achievement, non-achievement, and the indispensable support of creating a more effective framework for a successful ongoing process.

As one delves into the professional development landscape, it is important to recognize the major trends that affect the contemporary professional journey. The fast penetration of technology, the interdisciplinary cooperation nudging, and the growing significance of soft skills are some of the trends that have the greatest influence on professional growth. It is thus of major importance for the people who are looking to excel in today's very competitive and always changing work environment to know the trends and all the changes they bring.

The professional path is full of opportunities and achievements, which makes it a journey to be marked. However, there are also challenges and problems to overcome in every profession. It is crucial for the total development of the individuals in their respective professions to find and solve these challenges. Typical issues are burnout, scarce availability of mentors, and not to mention the similarity of the workforce. Acknowledging and minimizing all these challenges are important because the professional growth can only be prolonged in a friendly environment.

Even though there is a wealth of professional development resources for the individual to use, there are still some significant voids somehow blocking the person from truly achieving his or her highest point of development. Indeed, such voids might expose themselves in the form of training programs not being good enough, lack of proper mentorship, or absence of the specific support systems for the person. This issue is at the core of the research -- the efforts are to track

down where kinds of interventions and improvements may be practiced for a more enjoyable professional career.

This study is designed with a variety of main goals in mind. Initially, it is to observe and examine the present-day professional development defining aspects. Secondly, it aims to point out and deal with those crucial problems that each person faces throughout his/her professional life. Thirdly, the study will go along the existing gaps in support networks and resources for professionals. Finally, the thesis will also put forward the strategies and recommendations that can effectively address presented issues and hence positively change the result.

This research is a significant source of knowledge as it may be seen as a major contributor to the continuing talk on professional development. With the help of the topic, problem and the gap's visibility within the professional scope, this research is aimed at people with aspirations and both the companies and institutions that have to provide a quality working environment and receive contributions from it. The proposed solutions aspire to be the driving force of a beneficial transformation in the professional world, which is why the researchers offer a detailed map on how to go about this and how to make it possible for people to carry out their own growth in the chosen field.

The teacher's professional journey is a process full of changes and aspects that require continuous learning, adaptation, and reflection. Ingersoll (2021) and Darling-Hammond (2022) give the teachers' role an all-important position in the education sector and stress how their professional experiences have a significant influence on themselves and their students. The paper will mainly focus on the teachers' journey becoming more and more challenging and complex over the past few decades, dealing with some critical factors like teacher retention, professional development, and mentoring playing a crucial role in a long-term and rewarding career. When talking about the profession, Ingersoll (2011) first of all points out a major problem of teacher turnover caused by the lack of proper support systems, excessive work load and no opportunities for career advances, etc. He goes on to say that it is a difficult job to not only keep trained teachers in the system but also to develop a deep insight into the professional experiences that lead to teacher satisfaction and loyalty to the profession. Conversely, Darling-Hammond (2022) stresses the importance of teachers continuously learning to improve their practices and thus be satisfied

with their jobs. The teachers who are qualified and experienced but leave the profession for various reasons implicitly indicate the need for a better understanding of the alt text="Keys" of the professional experiences that are real in various situations. these keys are actually what that make teachers satisfied and proud of their profession. Darling-Hammond (2022) points out that continuous learning can contribute to improving teaching practices and the increased satisfaction with the job. Therefore, professional development programs which are based onresultCode_ the above mentioned theories effectively, and in line with the schools' and teachers' actual needs, are suggested.

Retention of professional experience holders-tutors has a major implication on the professional path. Ingersoll (2021) points out to the horrendous rates of teacher transition, which is a blend of many things like limited opportunities, work that is too hard, and a lack of support systems, among other factors. The challenge to keep experienced teachers points to a bigger need for knowing the professional experiences that lead to teacher satisfaction and attachment to the profession. Ingersoll (2021) sheds light on the chronic problem of teacher turnover, which is a mixed bag including insufficient support systems, high workload, and limited opportunities for career growth. The hardship of holding the qualified educators can be a strong argument for the necessity of exploring deeper professional experiences that breed teacher satisfaction and dedication to the profession.

Professional development which is linked to the ongoing growth of teachers comes to the forefront as a very important factor. The point that Darling-Hammond (2022) underlines the necessity of continuous opportunities in the field of teaching and thereby also for the sense of security and contentment in one's job. After all, good professional development programs that have their basis in the research and are designed for the specific needs of teachers also contribute to the growth and increased effectiveness of teachers in the classroom.

On the other front, mentoring is the single most influential factor from a teaching professional development perspective. According to the paper of Inman and Marlow (2021) on job security and job satisfaction, mentorship was the theme which presented itself clearly. Mentors are the primary sources of advice, encouragement, and belongingness which make it easier for beginners to enter the teaching profession. Setting up mentorship programs that provide continuous

advice, support, and, connection is of utmost importance to make the workplace a good and friendly place for employees at all levels. Although there are not enough of them, the emotional health of teachers is a very important aspect of their work life. This is the reason why the paper of Kyriacou (2021) dealt with the challenges of teachers in the view of their feelings and how they manage them at the workplace, e.g., stress and burnout, which can have a very negative impact on the teachers' level of job satisfaction and even their retention as teachers. In order to have a successful and satisfying teaching career for a long time, it is vital to accept and handle the emotional aspects of the job as well.

The occupational paths of the teachers are very closely linked with the main changes in the learning and instruction field. Fullan (2022) claims that teachers are more than merely being change facilitators; they are being change agents. So, when educational systems get transformed, teachers should be in the process of finding out more and new ways of teaching, integrating new technologies, and making curriculum adjustments. This simply attracts the idea that teachers have to be learners forever and possess a positive attitude towards learning all through their professional lives. Being a part of a teacher's team is another gateway to their professional development. Hargreaves and Fullan (2022) value for school to have communities of professional learning and at the same time encourage collaborative cultures as part of the establishment of collaboration. Fellow teachers can easily be a tremendous help in the process of a teacher's professional progress through sharing their previous experience and handling the problem together. This helps to foster a collective responsibility feeling in terms of student achievement.

It's the teachers' foremost professional ambition to focus on the quality they deliver. Darling-Hammond (2022) testament to the vital part that apt teaching methods play and the teachers' commitment to consistently enhance their teaching skills to have students learn more effectively. And the road to achieving this aim is facilitated by the professional development programs and ongoing training activities which have become the norm for teachers.

Teachers are often the ones who initiate a change in the educational system and therefore it is a frequent thing for them to be involved in decision making, advocacy, and of course taking on leadership roles. Smylie and Denny (2022) have considered this point a very good one stating that it is important to have teachers in all sorts of leadership positions in the school and community.

This goal includes doing more than just "being where the action is" since it implies participation in the design of the curriculum, and, also, the support of the desirable educational policies.

Teacher's craving to continue learning and growing remains a common thread whatever may be the stage of their career. Inman and Marlow (2019) are of the opinion that it is a must for instructors to acquaint themselves with the latest ideas, technology, and methods in education. They will be able to do so by getting higher degrees, taking advantage of the workshops, and being part of the learning communities where they will be.

Teachers commonly state that one of their principal aims is to establish good connections with learners. The social and emotional aspects of education stress the absolute necessity of creating a class environment that is safe and welcoming to all students, and this is where the primary goal of many teachers of building good relationships with students fits in excellently. References such as Kyriacou (2021) and others point out how crucial it is for the students' health and school success that the relationship between teachers and students is a good one.

Combs and Mills (2021) have pointed out that mentors play an extremely important role in the happiness of teachers. The latter could not only count on support from their mentors but also have conversations about their teaching practice, and even have major issues resolved through the mentorship. All these activities build a professional community and support from which the teachers derive overall happiness.

Further studies like Smith and Pearce (2020) have shown that teachers' job happiness is significantly related to the extent of recognition and appreciation that they get for their hard work. The happiness and motivation of teachers increase when they feel that their work is recognized whether by official recognition programs or by small acts of kindness. This consequently makes them more on track in their career and more willing to stay with the same profession.

Another group of researchers Jenkins and Gabe (2021) also believe that it is the teachers who have a big say in educational policy. The proposed policies are more welcome when the teachers share the same academic and ideological goals that the policies are there to foster and they are also happier at work. The closer the teachers and policymakers' bonds, the more positive and interdependent relationships are going to be.

The correlation between teacher satisfaction and the presence of adequate resources and administrative support is very strong according to Ryans (2021). Teachers who are provided with the necessary materials, technology, and admin support are not only able to teach more effectively but are also much happier in their professional endeavor.

Leadership and career advancement opportunities are the main factors in teachers' job satisfaction, with the importance of the first one being discussed as early as in 2020 (Smith & Pearce, 2020). This is because the professionals who can clearly see their jobs and field of progress are more likely to love their jobs and feel that they have satisfied their professional aspirations at the end of the working day.

Being able to juggle between professional and family demands is a big deal for teachers' happiness, particularly because it was relatively recently in 2021 that the necessity of the above universal principle was brought to the fore (Kirkan, 2021). Institutions that prioritize the way their teacher's well-being, furnish a conducive work environment, thereby resulting in the job satisfaction and commitment to achieve long-term professional objectives.

One of the most popular ways to increase the well-being of the teaching staff is by having them work together in the classroom (Jenkins & Gabe, 2021). The majority of teachers agree that they become easier to participate in group work due to the support of the school, and the constant feeling of contributing and reaching shared goals; besides, they would not like to lose their jobs.

In a study by Boyd in 2019, the very important role of school leaders in teacher professional growth that distinguishes high from average schools was underscored. The research focused on the school principal as one who plays a significant role in creating a positive school culture. Part of the being discussed is the principal that is actively involved in teacher professional development process, critically assessing and supporting new teacher gradation and tenured teachers suggestions.

Southeast Asian countries having linguistic diversity create special difficulties that different teachers face and that require customized solutions. Hall and Poedjosoedarmo's (2021) study take on language thematic matters in Indonesia and insists on the necessity of specifically tailored seminars in maintaining a multilingual classroom. Guidance for teachers to go through these complications and to collaborate for solutions are what they need from network-based

professional development. The cooperation and peer learning of the teachers through their professional networks significantly grow their knowledge together. A study by Thanh et al. (2019) in Vietnam has revealed that teacher networks have such an impact on the professional growth of South East Asia educators that they can be described as one of the principal bearers of their development purposes and practicing the art of teaching.

The professional journeys of teachers in the Philippines are marked by a rich tapestry of experiences, challenges, and aspirations. The policy landscape significantly shapes the professional journeys of teachers in the Philippines. Aquino (2020) emphasizes the role of government policies in shaping teacher training and development. Initiatives such as the K to 12 program and the Results-Based Performance Management System (RPMS) illustrate how policy decisions impact the professional pathways of teachers by influencing curriculum, assessment practices, and performance standards.

Mentorship and peer cooperation are of great importance for the advancement of the teaching profession in the Philippines. Macaranas (2020) conducted a study that statically proved how mentorship programs are so important, and through the influence of seasoned educators, this way of learning give support to some of the teachers. Learning communities and professional growth are also correlated, the latter being the way wherein the former might be encouraged.

Teaching the teachers in the Philippines can be guaranteed through continuous professional learning opportunities. Reyes et al. (2020) argue that it cannot be teachers alone bringing development but only through continuous training; that is why it has to be the government's responsibility. The research also recommends the provision of easily accessible workshops, seminars, and training sessions that are in line with the changing education requirements and that also support teachers with their skills issue.

Teacher satisfaction and motivation are two of the most significant things in attaining professional goals for teachers around the world. "Recognize and reward" is the primary advice given in the paper by Villegas and Ancheta (2020) for all school systems that require human excellence. They discuss the need of teacher recognition programs and monetary benefits that may help them stay committed to their learning path. Moreover, rewards based on merit can cause teachers to eagerly attend the training or any other professional development activities.

Lack of access to educational resources and infrastructure is a significant roadblock for teachers' professional growth in the Philippines. Resource constraints and their effect on professionals' and teachers' activities are analyzed in the research of Pijano and Peña (2019), calling for a teacher who is equipped with teaching materials, technology, and infrastructure that supports the application of teaching methods and the innovation of education.

The other issue is that the teachers along the way have to face the challenges of the socio-economic factors. The study conducted by Santos (2022) treats the issue of the disadvantaged societies and explains how the impoverished teachers' lives are taking a toll. The study results put stress on the targeted and support policies to become socio-economic disparities-free because, then, all the teachers will have the same opportunities to professionally develop and improve their teaching skills.

The community engagement and the parents' involvement are bringing a lot to the table in the Philippines and more specifically to the professional development process of teachers. Fajardo (2021) elaborates on the constructive effect of community backing on teacher development and argues that community support is equal to or even more vital than traditional educational support. Interactive efforts that involve the parents, the local community, and educational institutions together can create an environment conducive to the teachers, leading to their professional goals being successfully met.

Teachers' who can keep their mental health along with their work-life balance are on the right path to raise their status professionally. Aguilar (2020) researches the extent to which stress and burnout impact teachers' job satisfaction and career growth. One has to acknowledge that the strategy of promoting well-being and guaranteeing a good work-life balance is a must in order to make teachers stick to their career.

DepEd Order 42, s. 2017, introduces a competency-based framework for professional development. This shift towards a competency-driven approach aligns with international trends emphasizing the importance of teacher competencies (Fullan, 2020). Fullan advocates for competency-focused professional development, arguing that it enhances teacher effectiveness and contributes to improved student outcomes.

The order places a strong emphasis on the Results-Based Performance Management System (RPMS) as a mechanism for assessing and enhancing teacher performance (DepEd Order 42, s. 2017). The RPMS aligns with the broader concept of performance management in education (Armstrong, 2020). Armstrong contends that performance management systems, when well-structured, contribute to the continuous improvement of employee performance, including that of teachers.

DepEd Order 42, s. 2017, encourages the establishment of Professional Learning Communities (PLCs) among teachers. Hord (2020) asserts that PLCs provide a collaborative structure for teachers to engage in ongoing professional development. The order's recognition of PLCs reflects an understanding of the importance of collaborative learning environments in enhancing teacher effectiveness and job satisfaction.

The comprehensive professional development of the teachers is a major aspect of the DepEd Matatag Agenda. Dionisio (2023) discloses that the agenda puts much-needed, constant and effective professional learning events for teachers at the top of its planned implementations. Good quality professional development is needed to keep teachers conversant with pedagogical advancements, which in turn improves their teaching skills.

The Matatag Agenda, in addition, promotes peer mentoring and active collaboration as means to enhance teacher quality. Miranda (2023) insists on the powerful effect of mentoring on teacher development and Fernandez (2023) points out the importance of collaborative learning environments in the school. Both of them state that these two strategies work synergistically and have the effect that the teacher develops and grows emotionally.

The Matatag Agenda does not miss the point on providing teachers with the best recognition and incentives, which in the end, practically speaking, form the center of the whole deal. Villegas (2023) contend that recognizing and appreciating teachers for the hard work they do have a lot to do with job satisfaction and even the commitment to professional growth. The other face of the agenda in terms of employment, which is the one that focus on recognitions, also matches the world standards from which the Philippines is no exception.

The Matatag Agenda has put teacher well-being and work-life balance on the map as major issues. Agoncillo (2023) also argues that stress and burnout have a negative effect on teacher satisfaction and career success, which is the same claim the agenda makes in the case of supporting the whole educator's well-being. Enabling teachers to maintain a healthy work-life balance is a sine qua non for their staying in business. There is the more prominent issue of the need for infrastructure and technological support being a part of the Matatag Agenda. The study by Castro (2023) gives a key point of technology and education going hand in hand. Making available and working with modern resources and tools is a key factor for teachers' and education delivery quality improvement, as seen in the Matatag Agenda.

The main agenda of Lacsina (2020) was to determine the effectiveness of the retooling professional development supports and their relationship with the teaching performance of public elementary Grade One teachers in the Division of Pampanga during the School Year 2019-2020 as inputs for a proposed school-based plan for sustainability. The quantitative descriptive-correlational design was adopted in the study. A total of 101 Grade One teachers were the respondents of the study. The main tool used was the researcher-made questionnaire and was validated by experts with the documentary analysis. Data were treated statistically using weighted mean, mean, and multiple regression analysis.

The findings indicated that the different retooling professional development supports were assessed as very effective as shown by the following: SLACs ($M=3.87$), Seminars and Trainings ($M=3.83$), IPPD ($M=3.86$), Mentoring ($M=3.86$), Coaching ($M=3.89$) and RPMS monitoring ($M=3.84$). The level of the teaching performance of the teachers was at the very satisfactory as evidenced by the mean rating of 4.46. Analysis also showed that the only retooling professional development predictor of the teaching performance of the teachers was Empowering Teachers through the IPPD as supported by the beta coefficient of 0.253 with the p-value of 0.014. Based on the result of the multiple regression analysis, a School-Based Plan to Sustain the Retooling Professional Development Support for Teachers was proposed.

The study of Roque (2021) determined the assessments of the school heads and intermediate level Araling Panlipunan teachers on need-based professional development in the East District of Lubao, Division of Pampanga as basis for inputs for localized implementation

policy. The quantitative-descriptive method was employed involving the population of school heads and teachers. Findings showed that the school heads and the teachers both indicated a very much important assessments and their assessments differed significantly based on the t-test analysis. In addition, the mean assessments of the school heads and the teachers on the extent of the benefits of need-based professional development programs was at the very great extent and their assessment did not differ significantly as shown by the t-test analysis. Further, there were given factors that contribute to the successful conduct of the professional development program for teachers were very much important. Moreover, the proposed inputs for localized implementation policy on school-based professional development programs included the assurance on needs prioritization and job-embedded supports. Lastly, the study may have implications on the policy implementation in the conduct of school-based professional development programs for teachers.

It is evident from the review of related literature provided relevant concepts about professional journey and goals of teachers. This study was undertaken to explore on the lived experiences of the teachers on their professional journey as an input for the development of a proposed career development support framework.

Statement of the Problem

The study aimed to explore on the professional journey, unmet goals and desired supports of master teachers in the Division of Angeles City durin the School Year 2023-2024.

Specifically, the following questions were answered:

1. How do the master teachers describe their valued professional journey in the profession?
2. How do the master teachers describe their unmet goals though they have experienced growth in the profession?

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3. How do the master teachers describe the desired supports on their unmet goals?
 4. Based on the themes formed, what career development support framework may be developed?

Significance of the Study

The following are expected to benefit from this study:

Central Office Policy Makers on Human Resource Development. By focusing more on the well-being of teachers, as outlined in the Matatag Agenda, policymakers can benefit from the testimonies and themes that emerged in this study. They can use the themes to come up with their policy agenda and then write Memoranda or even Orders that will help instructors grow professionally all the time.

Regional Chiefs on Human Resource Development. They also make rules for instructors' professional growth. To support the field with responsive guidelines, they can use the testimonies and themes to improve the Central Office's rules. This will provide teachers greater confidence in their ongoing professional development and advancement. The professional path of teachers is more focused on their growth because the central and regional levels have harmonized policies that are based on evidence.

Division Chiefs on School Governance and Operations Divisions. The Schools Division Office is in charge of making sure that the policies are put into action. This is also the main job of the Chiefs of SGOD. The real programs will help instructors grow in their careers, which may even make them happier at work and lead to better teaching.

School Heads. School leaders can gain from a more nuanced understanding of how master teachers view their important professional path, unmet ambitions, and desired supports. This information can help create and improve support strategies that are specific to the needs and goals of experienced teachers. School leaders can make more effective and responsive frameworks that

help teachers keep growing by aligning professional development programs with the themes that have been found. Acknowledging and addressing valued professional experiences, unfulfilled objectives, and sought-after supports helps foster a healthy and supportive school culture. The results can help school leaders create an environment that encourages teachers to keep learning, work together, and grow as people. This can make teachers happier at work and help keep experienced teachers in the school community.

Teachers. Perhaps they will benefit from a contemplative look at their professional journey. The research findings, teachers can get their career plans in order by pinpointing the experiences they cherish, goals they have not reached as yet, and support they need. Making this self-awareness part of their routine can enable the teachers to set realistic career targets, identify the right people to support them, and pick the right opportunities that will eventually carry them on the path to continued professional growth. Without even realizing it, teachers can in fact make their professional development needs known if they can make out the typical patterns in their valued experiences and unmet goals. Mentorship or other special training opportunities are among the forms of help that teachers can ask for if knowing is there. Personal and more impactful professional development experiences might just be a result of such clearer and more direct communication which is essential for goal attainment and workplace satisfaction.

Future Researchers. The research establishes a foundation for subsequent scholars by elucidating the intricate relationships among esteemed professional trajectories, unfulfilled objectives, and sought-after assistance among master educators. Researchers might expand upon this basis by examining specific facets, analyzing variances across other contexts, or assessing the enduring effects of customized support structures on teacher retention and professional satisfaction. The study's results can help create policies and practices for teacher professional development that are based on facts. Future researchers may utilize this knowledge to influence educational policy discussions, promote targeted support systems, and contribute to continuous initiatives aimed at improving the overall quality of teaching and learning inside educational institutions.

Scope and Delimitation

This qualitative study focused on the professional journey, unmet goals and desired supports of master teachers in the Division of Angeles City. The collection of the information through semi-structured interview with the master teachers will cover the School Year 2023-2024.

The study was delimited to the testimonies of the master teachers on their professional journey. It was confined on their unmet goals though they have experienced growth in the profession. Moreover, it covered the desired supports on their unmet goals. Lastly, after completing the thematic analysis, a career development support framework was developed.

Definition of Terms

The following are defined conceptually and operationally to better understand the study:

Goals. For the purpose of this research, "goals" will be operationalized as specific, observable, and measurable targets that master teachers articulate regarding their professional development. These can include objectives related to instructional innovations, leadership responsibilities, research endeavors, or any other domain contributing to the holistic growth of master teachers.

Professional Journey. Professional journey will be operationalized as a composite construct capturing the qualitative aspects of master teachers' experiences, challenges, and growth within the teaching profession. It will involve narrative accounts, reflective narratives, and documented instances that provide a comprehensive understanding of the individual trajectories of master teachers.

II. METHODOLOGY

This chapter discusses research design, respondents and sampling technique, instrumentation, data collection and data analysis.

Research Design

The researcher has used a qualitative approach by taking up phenomenology as the method. Qualitative research design generally forms a broad and flexible methodology that aims at understanding, interpreting, and analyzing the complex phenomena inside their environment, capturing individual's respective subjective experiences and meanings attached to their daily routines. And that allows for the subject not to be just an object of the study, but to be the one who chooses a path through the whole process; thus everything is considered by him in a very subjective manner. Therefore, there is subjectivism per se in thinking and understanding the phenomena, but at the same time, the importance of context and the generation of reality first and foremost remains the emphasis. A qualitative investigation then is more or less like a dialogue with the phenomena, which is taking place between interpreter and phenomenon. But neither of the sides dominates the process. It is rather the dynamics of the exchange between the two that directs the outcomes (Denzin & Lincoln, 2018; Creswell & Poth, 2018). The qualitative research is mainly influenced by the constructivist view, which is sensitive to the context and perspective of the research. To Interviews, observations, and content analysis are some of the methodologies that qualitative researchers would utilize to gather data that provides a context and full picture of the research context, thereby enabling the identification of patterns, themes, and nuanced interpretations of the phenomena under investigation (Merriam & Tisdell, 2016; Creswell & Creswell, 2017). The research method allows for the exploration of professional journeys, unmet goals, and support needs of master teachers in the context.

The phenomenological approach, initially stated by Husserl and subsequently expanded by scholars such as van Manen and Moustakas, constitutes a qualitative research methodology dedicated to examining and comprehending individuals' lived experiences, perceptions, and the interpretations ascribed to phenomena. This method aims to reveal the core of a phenomenon by

setting aside preconceived notions and assumptions, prompting participants to articulate their experiences in comprehensive detail using open-ended interviews, reflective writing, or alternative data gathering techniques (Creswell, 2013). The focus is on comprehending the subjective, first-person perspective of participants, revealing the structures and meanings inherent in their experiences, while recognizing the researcher's reflexivity in interpreting these insights (Creswell, 2013).

The study was qualitative in approach because it will mainly dwell on the testimonies of the participants. Their lived experiences will be explored on the aspects of describing their professional journey, unmet goals and needed support .

Participants of the Study

The study covered the Division of Angeles City. It was including the public elementary school teachers particularly the master teachers. The selection of the said participants was done through purposive sampling suiting to the nature of the study. The researcher intended to take 10 Master Teachers as the participants of the study. Those who have outstanding rating for the last three years, and are currently coordinators or leaders were chosen as participants.

Research Instrument

The primary method of data collection from participants involved semi-structured interviews. To maintain order and focus during face-to-face interviews with learner-participants, the researcher created an interview guide.

For content validity, the interview items underwent assessment by experts to evaluate their relevance. Following the experts' evaluations, the Content Validity Index (CVI) will be computed to ensure that the interview guide items align with the established norm of CVI. Lynn's norm (1986, cited in Yusoff, 2019) recommends involving 6-8 experts and aiming for a CVI of 0.83.

Data Collection

The initiation of the data collection process involved the formal communication of requests for interview approvals. The Graduate School officials, the Schools Division Superintendent, the Public Schools District Supervisor, and the School Principal all got a thorough letter of request. These people were all important sources of information for the study. Once the necessary approvals were in place, the interviews were carefully planned, taking into account the key informants' specialized knowledge and availability. This planned and approved method makes sure that the data gathering phase starts in an organised and official way.

Ethical Considerations

This research gives utmost priority to the rights and welfare of all participants, in line with the ethical standards prevailing in research. As a starting point for the research, the researcher shall humbly ask specific permission from the appropriate authorities, such as key informants like school administrators, the Schools Division Superintendent, the Public Schools District Supervisor, and the School Principal. This initial step is quite essential to keep things open and transparent and to establish a ground for collaborating on the project. The ethical practice of informed consent will be strictly followed throughout the study undertaking.

The key informants were provided with all of the information that was available to them prior to the beginning of the process of data collection. This material included the major objective, the aims, and the anticipated findings of the study. This action was taken prior to the beginning of the process of data collecting. As a consequence of the utilization of this strategy, individuals were endowed with the capacity to make an informed decision regarding whether or not they intended to take part in the study. Not only did this provide them with a sense of autonomy, but it also ensured that the activities they took part in were carried out in a manner that was in accordance with their tastes and the level of comfort they were experiencing at the time.

The persons who took part in the activity would not be subjected to any kind of financial burden, as stated in the previous statement, and participation would be entirely voluntary. When

considered in this context, the only reason why participants would want to take part in the research is the desire to share their thoughts and experiences with other individuals.

For the purpose of protecting the identities of the principal informants and ensuring that their anonymity was preserved, the highest feasible precautions were taken. Each and every one of the findings that were gained from the interviews, in addition to any personal information that was gathered throughout the course of the research, were handled with the utmost professionalism and complete discretion. Because the researcher took the utmost precautions to guarantee that the information provided by the participants would be kept confidential, the participants will experience a higher sense of trust and openness throughout the procedure.

It was essential that the key informants had this grasp in order to increase the possibility that they had a complete understanding of the ethical concept of disengaging without regard to the consequences of their actions. The participants were told of this information, and they were also advised that they were free to withdraw from the study at any time without being subjected to any adverse consequences during the withdrawal process. Therefore, it was vital to provide this guarantee in order to guarantee the preservation of the ethical standards of respecting the autonomy of the individuals who were involved and making sure that the concept of voluntary involvement was maintained.

Few of the values that are supposed to be kept by the ethical standards that guide this research project include an informed consent, openness, voluntary involvement, privacy, and the chance to withdraw from the study without suffering any consequences. These are only few of the values that are intended to be preserved. The purpose of these principles is to provide a defense for the values that are believed to be important by the participants. The implementation of these ethical measures was done with the purpose of ensuring that the research was carried out in a trustworthy manner, safeguarding the rights of the individuals who participated in the study, and assisting researchers in being responsible and moral within the context of the professional and academic environment.

Data Analysis

The gathered testimonies of the participants were subjected to a rigorous and exhaustive thematic analysis using the tried-and-tested model of Braun and Clarke in 2006. The analytical process is known for its clarity in detecting, examining, and presenting patterns for qualitative data, especially in thematic interpretation.

The procedure began with getting familiar with the data gathered, so that the researcher can dive into the richness of the participants' stories. This was followed by the generation of initial codes that reflect on major concepts and prominent themes found in the testimonies. The codes were grouped into possible themes that reflect the patterns and variations in the data.

The next phase includes examining and refining the identified themes to ensure that they are representational and meaningful of the content within the testimonies. This is an iterative process and can include re-examining the data, revising codes, and merging themes in order to improve the overall relevance and coherence of the analysis.

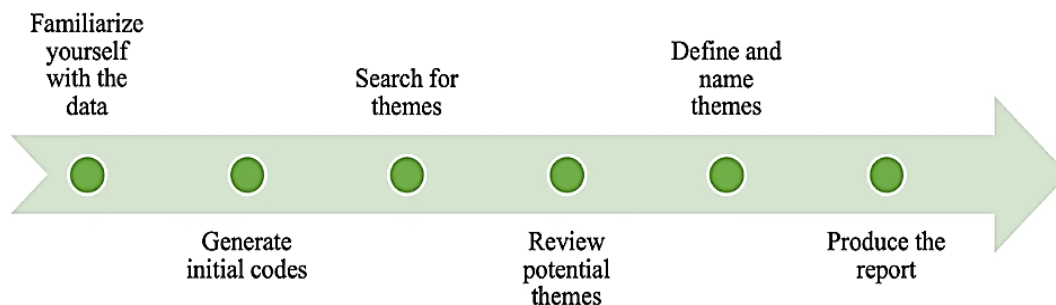


FIGURE 1
THEMATIC ANALYSIS MODEL

III. RESULTS AND DISCUSSION

This chapter presents the results with the analysis and discussions in view of the problems posed in the study.

1. Valued Professional Journey in the Profession of the Master Teachers

The researcher looked into the valued professional journey in the profession of the participants.

Theme 1: Fulfilling yet Struggling

The journey of the master teachers in their work in Department of Education is considered fulfilling yet struggling. In the work master teachers, they are tasked to be given full teaching load because of the title in their name as master teachers. They are the ones who were prioritized to have the full teaching loads. This is aligned with the CSC instruction regarding working hours that teachers may be given a maximum of six hours in teaching. With this, master teachers are given full teaching loads first before others will be given loads. Even though there is glory on the name master teachers, the work of master teachers is really demanding.

This theme is formed on the following key points of the participants:

I am handling eight sections in class that is why I am able to teach more pupils (P3)

The name master teacher is nice yet there is a burden on the huge number of works to be done (P4)

Fulfilling because you are called master teacher but you are also working a lot compared to others (P6)

Job fulfillment is a key indicator of how employees feel about their jobs. It is an indicator of work behavior, such as hierarchy, citizenship, absenteeism, and turnover. Job contentment can help to mediate the link between identity issues and corrupt work behavior. According to Pestonejee, job satisfaction can be defined as the total of a representative's sentiments in four critical areas (Pandey & Chauhan, 2021).

Theme 2: Race to the Top

Employees' performance is determined by the quality and quantity with which they carry out the duties and obligations assigned to them. If a company's performance is poor, it will suffer from a competitive disadvantage. In the case of the master teachers, their journey is a race to the top. There are only a limited number of teachers who can become master teachers. With this, teachers are racing to be master teachers first due to high salary.

This is found on the following statements:

You are in a race to the top (P1)

There is a race who will become master teacher first (P2)

Many want to become master teachers but slots are limited (P5)

I needed to transfer to another school so I can become master teacher (P8)

Eko (2015) cited that career development is an individual process of enhancing one's abilities in order to achieve their desired career. The program can be properly developed and constructed utilizing scientific methodologies that can help the company's operations both today and in the future. A solid career development can have a significant impact on the firm if it is effectively managed. This career development is viewed as an investment in both the organization and its people. A career development program allows the organization to improve the ability of its

employees while also increasing the number of employees who have the ability. Employees might be motivated or encouraged to take advantage of career development opportunities.

2. Unmet Goals that Master Teachers Have Experienced in the Profession

The researcher also dwelt into the unmet goals that the master teachers have experienced in the profession. Data from semi-structured interview resulted to the following themes:

Theme 1: Work-Life Balance

The quality of work-life balance is an important factor influencing teachers' overall well-being. It refers to the balance of work-related tasks and personal life, which includes family, leisure, and social events. Maintaining a positive work-life balance is crucial for teachers' mental and physical health, job satisfaction, and overall performance. However, in recent years, there has been a growing body of evidence regarding the impact of poor work-life balance on teacher performance.

This unmet goal is found on the following statements:

I thought I will have a better life, instead I got more work (P1).

Work-life balance is at risks (P2).

It did not help to have a good work-life balance (P6).

Yabut et al. (2023) stressed how important it is to put in place work-life balance policies that meet the specific demands of teachers at all levels of the profession. The study strongly urged the creation of fair and inclusive rules that encourage a healthy balance between teachers' professional duties and their personal well-being, taking into account the different situations and needs of teachers in both public and private schools. These regulations are meant to help teachers

with their diverse needs and situations, creating a helpful and appropriate environment for long-term work-life balance.

Theme 2: Leaving a Legacy

When someone leaves a legacy, he or she creates an impact that will remain beyond his or her lifetime on this earth. Legacies are vehicles that extend one's identity, life's work, and significance into the future to outlive the physical body. Master teachers see that they are not yet able to leave a legacy in their work because they are still working on it.

This is underscored on the following ideas of the participants:

I was able to leave a legacy yet (T5).

I am still working on the legacy I want to leave (T7).

Something to be remembered (T9).

Something that will make the people remember me as a teacher (T10).

Yamada (2025) pointed out that most people want to be remembered. This is where legacy comes in. What they do in the current time will trigger the things that will make them be remembered by people around them. On the part of the master teachers, they know that they can do more and better that will help them leave a trace in the schools where they are working. They want to make sure that people will see them as someone who did their best for the pupils and for the school.

3. Desired Support on the Unmet Goals of Master Teachers

The researcher also dwelt into the desired supports on their unmet goals. Data from semi-structured interview resulted to the following themes:

Theme 1: Strict Compliance on Work and Personal Schedule

Assessing work–family balance has grown significantly over the past three decades. Within organisational behaviour research work–family balance was initially included as a component of occupational stress theories, due primarily to the recognition that psychological health at work could be influenced by non-work, personal demands. Since then, however, the investigation of work–family balance has become a driving force in itself, producing a virtual ‘explosion’ in research in recent years.

Master teachers see that what they need is to make sure that they can attend both on their work and family matters as shown in the following details:

Respect on our time at home (P1).

It is more on ensuring that work ends in school (P2).

No deadline on the stop (P4)

Balancing work and famil time through strict implementation of mental health activities (P6).

Most people's life revolve around two important aspects: work and family. Work-family balance is defined as a person's ability to be equally involved in both duties at home and at work, as well as maintain a balance between the two (Ashari et al., 2024). Furthermore, another study discovered that employees experience problems such as low job satisfaction and excessive stress as a result of an imbalance between their personal and professional lives. Furthermore, the realms

of work and family place significant pressures on people, forcing them to struggle to meet the expectations of both areas adequately.

Theme 2: Opportunities to Lead Projects

Most of the times, those who are leading are the ones being remembered in every organization. To leave a mark, it is important that one has a work that will leave huge impact in the education sector. Master teachers see that they need chance to lead projects so they can give and contribute well on its success.

This support is the one that will help the participants on their unmet goals as shown in the following responses:

Chance to lead programs (T5).

*I see the value of giving us the chance to lead
(T7).*

*It is by allowing us to share what we know
and letting us do it (T9).*

Trust and opportunity to lead (T10).

Muna (2022) underscored that leadership potential will only shine once the person is given the chance to lead. With this, it is very important that those who have potentials are given chances. This will benefit both the students, teachers and the school heads because all of these aim to help in providing quality education to learners.

4. Proposed Career Development Support Framework

Using the findings of the study, the researcher came up with a proposed career development support framework. The researcher came up with a proposed career development support

framework based on the given themes of the study. The combination of the figures and themes was able to come up with a car that reflects journey.

The first two bottom parts of the diagram reflects the valued professional journey of the master teachers. This is found on the windows of the car which are Fulfilling yet Struggling and Racing to the Top. This part the ones that the master teachers are looking forward when they aim to be master teachers. The next part is the body of the car, which are the unmet goals that the master teachers have experienced in the profession including Work-Life Balance and Leaving a Legacy. These are the things that they are still trying to accomplish. Lastly, the desired supports on the unmet goals of the master teachers are Strict Compliance on Work and Personal Schedule and Opportunities to Lead Projects, which reflects the wheels.

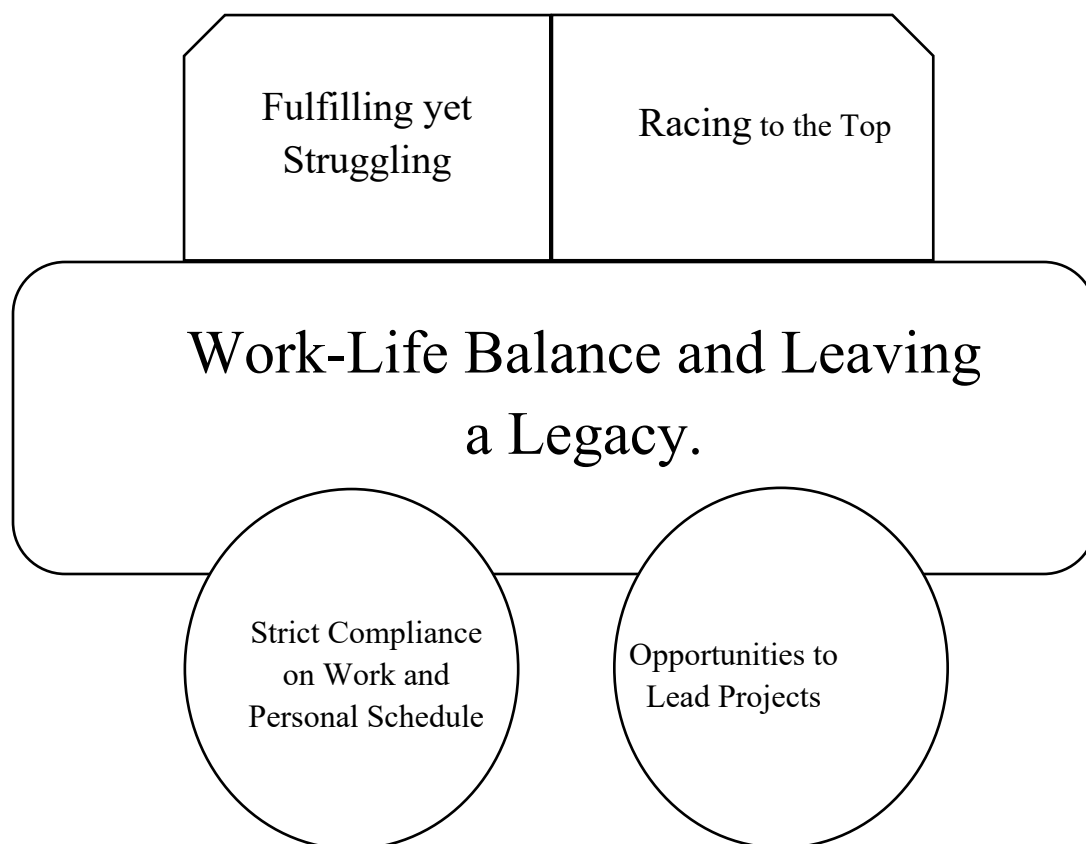


FIGURE 2
GUINTU'S PROPOSED CAREER DEVELOPMENT FRAMEWORK

IV. CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions and the recommendations of the study.

Summary of Findings

Based on the analysis of data, the following were the summary:

1. The valued professional journey in the profession of the participants include Fulfilling yet Struggling and Racing to the Top.
2. The unmet goals that the master teachers have experienced in the profession are Work-Life Balance and Leaving a Legacy.
3. The desired supports on the unmet goals of the master teachers are Strict Compliance on Work and Personal Schedule and Opportunities to Lead Projects.
4. A career development support framework is proposed based on the findings of the study.

Conclusions

The following were the conclusions drawn based on the summary of findings:

1. Master teachers see that they are already able to get their target on their career but it costs them struggles and competition among other colleagues.
2. Master teachers experience that they are struggling with the balancing of time on work and famil as well as leaving a mark that will make everyone remember their contributions in school.

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3. Master teachers desire to have help on ensuring that they can still have a healthy life while doing their best in work as highly proficient teachers.
 4. The proposed teaching model framework aims to be of great help to master teachers as their guide for their career.

Recommendations

The following are the recommendations offered based on the conclusions:

1. School heads may conduct orientation annually to teachers regarding the Expanded Career Progression in school so they will be guided accordingly.
2. Master teachers may consider strict time management of work so other tasks will not be brought at home.
3. School heads may consider implementing strict compliance on time for work and family so teachers will have healthy life in work. In addition, highly proficient teachers may be given chance to lead programs in school.
4. A career development support framework is proposed based on the findings of the study.
5. Future researchers may dwell into a study on how the school heads help their master teachers as their instructional supervisor.

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