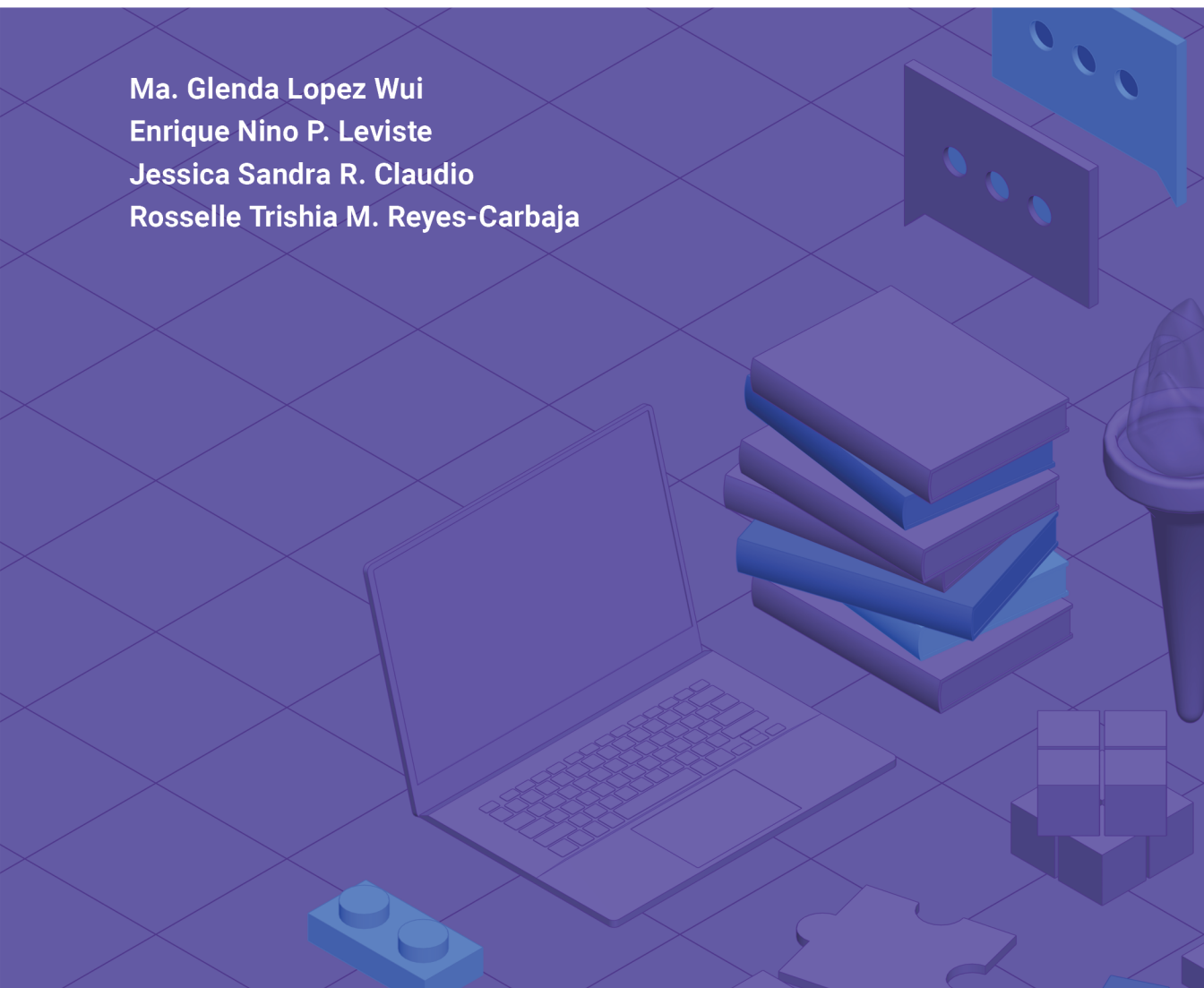




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UP PRESIDENT
EDGARDO J. ANGARA
FELLOWSHIP

The **UP President Edgardo J. Angara (UPPEJA) Fellowship** is a grant for pioneering policy research. It aims to promote high-level policy discussions and research on a wide range of topics that address national development goals and imperatives, such as science and technology, economic development, environment and climate change, good governance, and communications.

The Fellowship was established by the University of the Philippines Board of Regents on September 29, 2008 in honor of the late Senator Edgardo J. Angara, who served as UP President from 1981 to 1987 and concurrent UP Diliman Chancellor from 1982 to 1983.

Angara, also a former Senate President, is known for his contributions to Philippine education, serving as the Chairperson of the First Congressional Commission on Education in 1990, which was credited with a number of pioneering reforms in the education sector, including its “trifocalization” and the Free Higher Education Act.

In addition to his notable contributions as a legislator, Angara’s leadership also gave rise to the **UP Center for Integrative and Development Studies (CIDS)**, which he initiated during his presidency.

Officially established on June 13, 1985, and originally called the University Center for Strategic and Development Studies (UCSDS), CIDS serves as a think tank that leverages the multidisciplinary expertise of UP to address the nation's most pressing challenges. The core objectives of CIDS encompass the development, organization, and management of research on national significance, the promotion of research and study among various university units and individual scholars, the securing of funding from both public and private sources, and the publication and wide dissemination of research outputs and recommendations.

For 2024, the Higher Education Research and Policy Reform Program (HERPRP) served as the UP PEJA Fellowship Awards secretariat in partnership with the Second Congressional Commission on Education (EDCOM II).

From the Executive Director of UP CIDS

It has been a long time in the making, but I am pleased to see the UP PEJA Fellowship finally coming to fruition. After all the forums, meetings, presentations, and threads of communication between and among the PEJA Fellows, UP CIDS' Higher Education Research and Policy Reform Program (HERPRP), and the Second Congressional Committee on Education (EDCOM 2), we now have a series of papers that tackle the various facets of Philippine higher education. The series includes the study you're reading.

For much of its history, the UP PEJA Fellowship has been housed in and implemented through the Center for Integrative and Development Studies (CIDS), the University of the Philippines' policy research unit. Over the years, the Fellowship has funded and published the studies of policy scholars, many of them luminaries in their respective fields.

In 2023, after a few years' hiatus, not least because of the COVID-19 pandemic, the UP PEJA Fellowship resumed and began looking for a new set of Fellows. This time, however, UP CIDS, through its Higher Education Research program, embarked on a historic partnership with the Second Congressional Committee on Education (EDCOM 2).

Linking directly with the government in administering the UP PEJA Fellowship was a first for UP CIDS. And that this was a partnership with a national-level policy-making body made it even more special.

As I have always maintained, this type of linkage is exactly what UP CIDS, as a policy research unit, must do: embedding research within a framework of stakeholder engagement.

Guided by the policy objectives of EDCOM 2, the PEJA papers not only tackle the complex issues in education, but also show stakeholders – the state, civil society, and the teachers themselves – how we can tackle them. For all our efforts in improving education in the Philippines, what else can and should we do?

Many thanks to the PEJA fellows for their valuable contribution, and to the UP CIDS Higher Education Research Program for shepherding this important undertaking. With collaboration, great things do happen.

Rosalie A. Hall, PhD

Executive Director

UP Center for Integrative and Development Studies

From the Convenor of UP CIDS-HERPRP

We at the Higher Education Research and Policy Reform Program serve as a convening body that builds partnerships and networks that pursue a shared research agenda and build an evidence basis for policy. Our activities include fellowships for scholars who publish with us and consultancies for junior researchers who wish to begin a career in higher education studies. We maintain databases, conduct events, and publish various manuscripts on higher education.

For 2024, our full attention was devoted to the UP PEJA Fellowship Program, serving as a secretariat for the researchers who studied higher education as it intersected with government and finance, industry and agriculture, regulation and tuition and technical and vocational education, training and lifelong learning, the UP PEJA Program awards grants for pioneering work on a wide range of topics that address national development concerns. This was the very first time that the program focused on a singular topic. This demonstrates the commitment of the University of the Philippines to higher education.

With the support of the UP Foundation, we have assembled what we have been calling the *Avengers* of Philippine education. They are preeminent scholars whose findings and recommendations directly address key policy concerns. Their papers at once draw from empirical data as well as their professional expertise for which they have been identified as a UP PEJA fellow.

Fernando dIc. Paragas, PhD

Convenor

Higher Education Research and Policy Program

UP Center for Integrative and Development Studies

Letter from the Executive Director of EDCOM II

The **Second Congressional Commission on Education (EDCOM II)** is collaborating with scholars across various institutions to provide valuable insights for the development of evidence-based policies that address the unique challenges and opportunities in the Philippine education landscape.

Our commitment to excellence, integrity, and ethical conduct in advancing research and disseminating knowledge, which we share with our research partners, is defined by the following principles:

The Commission is dedicated to upholding the highest standards of academic rigor in the evaluation, review, and dissemination of research publications. Our pledge is to ensure the integrity and quality of the knowledge we contribute to the scholarly community.

The Commission is committed to fostering transparency and data integrity in all aspects of research. This includes transparent communication, disclosure of methodologies and data sources, and providing clear guidelines to authors, reviewers, and the broader academic community.

The Commission promotes ethical research conduct, emphasizing the responsible and respectful treatment of research participants.

The Commission places a strong emphasis on accessibility. We are committed to facilitating the translation of research findings into accessible formats in order to engage the broader public, taking into account ethical and legal considerations. Our goal is to promote public understanding and awareness of scientific advancements.

In adherence to these principles, the members of the Second Congressional Commission on Education (EDCOM II) pledge to be stewards of good scholarly research for a better, more inclusive educational system for the Filipino people.

Karol Mark R. Yee, PhD

EDCOM II Executive Director

Declaration of Funding

This research was conducted in collaboration with the Second Congressional Commission (EDCOM II).

The funding source played no role in the design of the study, data interpretation, or decision to publish the findings as the author(s) maintained complete autonomy in the research process, ensuring objectivity and impartiality in the presentation of results.

Declaration of Interest

None

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Governance Cultures, Perspectives and Practices in Philippine Basic Education Settings

Focus on Teacher In-Service Training and Development

*Ma. Glenda Lopez Wui¹, Enrique Nino P. Leviste², Jessica Sandra R. Claudio³, and
Rosselle Trishia M. Reyes-Carbaja⁴*

Executive Summary

- School leaders identified several positive governance practices such as:
 - “Shared and participatory governance” where consultations take place between the school leader and teachers, teachers to teachers, and school to stakeholders (parents, local government units, civil society organizations).
 - “Evidence-based, data-driven decision making” where data such as student learning outcomes serve as bases for school leader decisions.

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- “Transformative leadership” where school leaders implement innovations (e.g., reading and numeracy interventions for students such as Project Sagip Basa)
- “Good role models” where school leaders model good work practices for their teachers.
- School leaders encounter several challenges in their schools, namely student dropout, unmet learning outcomes, organizational harmony (i.e., relationships between principal and teachers, and among teachers), lack of scholarships for teachers to pursue graduate studies, and inadequate school infrastructure and government bureaucracy. Some leaders shared that their requests for more classrooms to accommodate increasing student enrollment have not been met despite repeated appeals.
- Majority of teachers (98 percent) acknowledged that professional development (PD) activities provide them with opportunities for active learning. Most of them (96 percent) also appreciated that PD activities were built on previous knowledge, adapted to their personal needs, and focused on innovation.
 - Among the barriers that hinder the teachers’ participation in PD activities were cost (45.0 percent) and lack of time due to work schedule and family responsibilities (40.0 percent and 35.0 percent, respectively).
 - Although most teachers felt that they are able to deliver services that enhance students’ learning (i.e., helping students value learning, motivate them to show interest in school work, get students to believe they can do well on school work, etc.), they felt less capable of employing classroom management strategies (i.e., calm a student who is disruptive or noisy, control disruptive behavior in the classroom, and make expectations about student behavior clear). Teachers also had difficulty supporting student learning through digital technology.
- Most teachers (75.0 percent) reported experiencing stress in their work, and over a third claimed that their job negatively impacts their mental and physical health (38.3 percent and 40.0 percent, respectively). Many felt that their work leaves them less time for their personal lives (41.6 percent).

- Among the teachers' top sources of stress were: maintaining classroom discipline (61.7 percent), keeping up with changing requirements from local, district, regional or national authorities (60.0 percent), having too many lessons to prepare (58.3 percent), and addressing parent or guardian concerns (56.7 percent).
- Almost all teachers (96.7 percent) enjoyed working at their current schools, which they would recommend as a good place to work at (98.4 percent). Most (80.0 percent) also agreed that the advantages of being a teacher clearly outweigh its disadvantages and that despite the stress, they would still choose to work as a teacher if they could decide again.
- Most teachers also believed that they are valued by the media (75.0 percent), and that they can influence educational policy in the country/region (86.7 percent). Nonetheless, only over half felt valued by policymakers (60.0 percent).
- Teachers expressed that the following must be prioritized should there be a five percent increase in the education budget: improving teacher salaries (86.7 percent), reducing teacher's administration load by recruiting more support staff (81.7 percent), reducing class sizes by recruiting more staff (78.3 percent), and improving school buildings and facilities (76.7 percent).

Recommendations

- Positive governance practices should be incorporated in training for school leaders. Outstanding school leaders should be commended to inspire others.
- Consultations with school leaders and inputs from experts should be integrated to find solutions to challenges that were raised by the school leaders.
- Given that most teachers have positive opinions of their PD experiences, barriers to PD participation (e.g., cost and work responsibilities) should be addressed. PDs on classroom management and use of digital technology should be enhanced to improve teacher competence in these areas.
- To address teachers' sources of work stress, PD training on classroom management, DepEd directives and requirements, lesson preparation, and communication with parents and guardians must be improved.

- Teachers believe that should there be an increase in the education budget, salary hikes, support staff recruitment, greater teacher recruitment, and school infrastructure development must be prioritized. By addressing these concerns, policy-makers may enable teachers to feel more valued.

Key words: Governance culture, School culture, Philippine basic education, Teacher Professional Development, School leaders

Introduction

Governance culture refers to shared values, norms, practices and behaviors that influence how institutions and organizations decide, plan, prioritize, and manage operations. Law (2012) describes governance culture as the intangible framework that shapes how administrators, teachers, students, staff and other stakeholders interact with one another, and collectively navigate learning environments.

Teacher professional development plays an integral role in building robust education systems (Osamwonyi 2016). For schools to remain strong, teachers need to carry out their tasks effectively and efficiently. Training in new skills becomes paramount to secure and sustain such effectiveness and efficiency. In addition, high levels of educational attainment by teachers contribute to the promotion of improved educational standards in a country. To address education's growing needs in the context of unabated social transformations, it becomes imperative to provide sound professional development (PD) opportunities for teachers to update their skills, knowledge, and experience.

The accessibility and effectiveness of a PD initiative is tied to and influenced by governance and school culture (Al-Hinai 2007). A culture that encourages teachers' cognitive and emotional involvement individually and collectively, promotes the ability and openness to scrutinize where each one stands in terms of convictions, commitments, and beliefs, and enables the identification and implementation of appropriate alternatives for improvement or change is crucial to professional development.

As such, this study aims to:

1. Explore governance cultures in Philippine basic education contexts while drawing insights from school officials' experiences, perspectives, and practices;

2. Examine the opinions of teachers on professional development, workload assignment, and the cultures prevailing at their school; and
3. Analyze the nexus of school culture and teacher professional development.

Methodology

The study was conducted in eight elementary schools in Luzon (N=4), Visayas (N=2), and Metro Manila (N=2). The schools were a combination of high and low performers in the Grade 6 National Achievement Test (NAT). School principals and their teachers participated in the study.

Using a semi-structured protocol, in-depth online interviews lasting one to two hours were conducted with eight school principals. A total of 60 teacher respondents from the same schools participated in an online survey. The study was conducted from April to June 2024.

The teachers' survey covered the following topics: 1) socio-demographic profile of teachers, 2) teaching and qualification, 3) current work, 4) professional development, 5) teaching in general, 6) school climate and job satisfaction, and 7) school culture and organizational climate. The items for topics 1 to 6 were based on the Teaching and Learning International Survey (TALIS 2018) developed by the Organisation for Economic Co-operation and Development (OECD). The instruments developed by Gruenert and Valentine (1998) and Hoy (n.d.) were used for the last topics on school culture and organizational climate, respectively.

School culture was measured according to the following dimensions. Sample items were included below (see Gruenert and Valentine 1998):

- a. collaborative leadership (e.g., Leaders value teachers' ideas; Leaders in our school facilitate teachers working together);
- b. teacher collaboration (e.g., Teachers have opportunities for dialogue and planning across grades and subjects; Teachers work together to develop and evaluate programs and projects);
- c. professional development (e.g., Teachers utilize professional networks to obtain information and resources for classroom instruction; Professional development is valued by the faculty);
- d. unity of purpose (Teachers understand the mission of the school; Teaching performance reflects the mission of the school);

- e. collegial support (Teachers are willing to help out whenever there is a problem; Teachers work cooperatively in groups); and,
- f. learning partnership (Teachers and parents have common expectations for student performance; Parents trust teachers' professional judgments).

Organizational climate was measured by the following dimensions. Sample items were included below (see Hoy n.d.):

- a. supportive behavior (e.g., The principal goes out of his/her way to help teachers; The principal uses constructive criticism);
- b. directive behavior (e.g., The principal rules with an iron fist; The principal checks the sign-in sheet every morning);
- c. restrictive behavior (e.g., Routine duties interfere with the job of teaching; Teachers have too many committee requirements);
- d. collegial behavior (e.g., The teachers accomplish their work with vim, vigor, and pleasure; Teachers leave school immediately after school is over);
- e. intimate behavior (e.g., Teachers' closest friends are other faculty members at this school; Teachers invite faculty members to visit them at home); and,
- f. disengaged behavior (e.g., Faculty meetings are useless; There is a minority group of teachers who always oppose the majority).

Findings

Opinions of School Leaders

Socio-demographic Profiles of School Principals

The ages of the interviewed principals ranged from 49 to 63 years old, with the average age being 53.5 years. The participants had 4 to 15 years of work experience as principals in their current and previous schools. Prior to becoming principals, the participants had 16 to 24 years of teaching experience (see Table 1).

TABLE 1. SOCIO-DEMOGRAPHIC PROFILES OF THE SCHOOL PRINCIPAL PARTICIPANTS

SCHOOL*	GENDER	AGE	NUMBER OF YEARS AS PRINCIPAL IN CURRENT SCHOOL	NUMBER OF YEARS AS PRINCIPAL IN OTHER SCHOOLS	NUMBER OF YEARS WORKED AS A TEACHER
Silayan	F	63	1	14	24
Ginabayan	F	50	7	0	18
Angkatan	F	55	6	0	16
Sinambahan	F	50	6	0	21
Palara	F	53	2	5	16
Bagong Ornamento	F	50	4 months	4	16
Lunduyan	F	58	3	1	20
Paligsahan	F	49	7	0	21

*Pseudonym

Positive Governance Practices

“Shared and participatory governance”

When asked about their governance styles, some principals characterized it as “shared governance” where the roles in their organizations are delineated and delegated. When talking about how shared governance was practiced in their school, the principal from Ginabayan said:

We have this shared governance. The way we govern, I ask the school head, I do not only decide for a particular project that we need to implement in the school. I need to ask ideas from the teachers and our communities, especially the PTA (Parent Teacher Association) because they always help and support us in the implementation of our school projects and programs. We share our vision with our stakeholders, barangay LGU, PTA, and teachers, and we work with them. I always ask for their opinions for what is good for our school.

The conduct of consultations with teachers and other stakeholders such as the PTA is reflective of participatory governance. For example, the principal of Sinambahan shared that she has different focal persons at her school whom she consults for decisions, saying:

Beyond my position, I have the focal person, the master teachers, the grade level chairperson, subject coordinators... In my case I do not always talk to the teachers because I talk to focal

persons first before they can disseminate the concern to their mentees so that master teachers and grade level chairs can be competent in terms of leadership. All are documented, we have documentation... we disseminate to people the minutes of the meeting.

We have focal persons for different concerns and I consider their ideas as well. Although I have my ideas on how to solve problems, but it is better to hear ideas from them because the perspectives of the principal as the school head can be different from the teachers. So we meet at a point where we can agree on something.

The Lunduyan principal requests help from the BJMP (Bureau of Jail Management and Penology), PNP (Philippine National Police), BFP (Bureau of Fire Protection), and LGUs (Local Government Unit) for their projects. For example, they invite resource persons from these offices to share their work experiences with the students. Likewise, the LGUs sponsor the transportation needs of their students when attending inter-school competitions.

The principal of Palara also shared that cause-oriented organizations provide various support for their school in the form of capacity-building (e.g., training for parents to better support their children's learning), scholarships for teachers' graduate studies, and in-kind donations (e.g., eyeglasses for students, computers, and school supplies).

"Evidence-based, data-driven decision-making"

Evidence-based, data-driven decision-making is important for some of the principals. The principal of Silayan expressed that decisions adopted by their school are driven by data, saying:

We go to data. The result of assessment tests, performance tests of children, if we see good results, we sustain [our programs]. But if we see there's a need to remediate, there's a need to enhance, we adjust our programs.

We need to have data results before we make steps. I myself believe in data-driven strategies, so we cannot do something without having data. What does this data tell us, what are the results of periodic tests, which areas students performed well. If they underperformed, were there errors in teaching?

"Transformative leadership"

Transformative leadership is another governance practice identified by the principal of Silayan to better confront the challenges of educational leadership under evolving

contexts. She said that her long experience in the education sector has taught her to adapt to changes:

I can be considered a seasoned principal, seasoned teacher, going through different eras. The present situation in leadership may be different from the past according to the demand of leadership to manpower. In the past, if you were the school head, you had the authority. You rarely consult your subordinates for decision making. But now, it should be different.

“Good role models”

School leaders also believe that being a good role model is important. The principal from Bagong Ornamento said teachers might not perform their tasks well if they see that their school leader is not performing her duty.

Challenges in Governance

School leaders identified several challenges that they have encountered in their schools, namely student dropout, unmet learning outcomes, organizational harmony (i.e., interpersonal relationships between principal and teachers, and among teachers), and inadequate school infrastructure and government bureaucracy. Some leaders claimed that their repeated requests for more classrooms have not been addressed. They also expressed that only a few teachers pursue graduate studies that could have aided their promotion due to a lack of scholarships.

Speaking about student dropout rates, the principal from Silayan said:

For example, [students] dropout, to save the children, we talk to teachers on what we should do. If parents are not compliant to go to school [to meet with the teachers], we make home visitation. [However], in our area, some places are harmful for our teachers and not safe for home visitation. [In those cases], teachers communicate [with the students and parents] via messenger, calls, letters. But if they do not respond, our last resort, which we find very effective, is write a letter to them and send it to the barangay, and it is the purok (officials) who will deliver the letter directly to their doors. They [students and parents] realize the problem and students return to school. A lot of souls were saved because of that. We go to LGU to help us, to save these children and be in school because they're supposed to be in school.

The Poblacion principal shared their experience about the persistent problem of lack of classrooms due to increasing enrollment, saying “because of increasing enrollment, we lack buildings. We have makeshift classrooms. We have requests (for classrooms) to the

school division and LGU. But until now, we are still waiting for blessings. They have not acted on our requests.”

Opinions of Teachers

Socio-demographic Profile of Teachers

- 80.0 percent of respondents were female.
 - 41.7 percent had Master’s units and 25.0% had completed their Master’s degree.
 - 80.0 percent had been teaching in their current schools for more than 8 years.
 - 81.7 percent of respondents were ranked Teacher I - III
 - 33.3 percent of respondents taught at least two subjects
 - 48.3 percent taught *Edukasyon sa Pagpapakatao* (EsP)
- (See Tables 2 – 7)

TABLE 2. GENDER OF RESPONDENTS

GENDER	FREQUENCY	VALID PERCENTAGE
Male	12	20.0%
Female	48	80.0%
Total	60	100.0%

TABLE 3. AGE OF RESPONDENTS

AGE RANGE	FREQUENCY	VALID PERCENTAGE
Less than 25-30 years old	11	18.3%
31-35 years old	3	5.0%
36-40 years old	7	11.7%
41-45 years old	8	13.3%
46-50 years old	9	15.0%
51-55 years old	10	16.7%
56-60 years old	10	16.7%
More than 60 years old	2	3.3%
Total	60	100.0%

TABLE 4. HIGHEST EDUCATIONAL ATTAINMENT OF RESPONDENTS

HIGHEST EDUCATIONAL ATTAINMENT	FREQUENCY	VALID PERCENTAGE
Bachelor's degree	18	30.0%
With Masters degree courses	25	41.7%
Completed Masters degree	15	25.0%
With PhD degree courses	1	1.7%
Completed PhD degree	1	1.7%
Total	60	100.0%

TABLE 5. NUMBER OF YEARS TEACHING IN CURRENT SCHOOL

HIGHEST EDUCATIONAL ATTAINMENT	FREQUENCY	VALID PERCENTAGE
Less than 2 years	8	13.3%
3-4 years	3	5.0%
7-8 years	1	1.7%
More than 8 years	48	80.0%
Total	60	100.0%

TABLE 6. DESIGNATION IN CURRENT SCHOOL

DESIGNATION	FREQUENCY	VALID PERCENTAGE
Master Teacher I - IV	10	16.7%
Instructor I - III	1	1.7%
Teacher I - III	49	81.7%
Total	60	100.0%

TABLE 7. SUBJECTS CURRENTLY TAUGHT BY RESPONDENTS

SUBJECT	FREQUENCY	PERCENTAGE OF CASES (N = 60)
Filipino	20	33.3%
English	19	31.7%
Mathematics	13	21.7%
Science	15	25.0%
Araling Panlipunan	16	26.7%
Edukasyon sa Pagpapakatao (EsP)	29	48.3%

SUBJECT	FREQUENCY	PERCENTAGE OF CASES (N = 60)
Music, Arts, Physical Education, Health (MAPEH)	19	81.7%
Technology and Livelihood Education (TLE)	17	28.3%

Note: This is a multiple response question.

Teaching and Qualification

All respondents received formal education or training on classroom practice in some of the subjects they teach, student behavior and classroom management, and monitoring students’ development and learning (Table 8).

However, fewer respondents have had training in facilitating students’ transition from elementary to high school (71.7 percent), teaching in a multicultural/multilingual setting (76.7 percent), and facilitating play (80.0 percent). As such, they also feel less prepared in these aspects of teaching (Table 9).

A little more than half of respondents (51.7 percent) reported that teaching was not their first choice as a career (Table 10). Respondents felt that the opportunity to influence the development of children and young people (86.7 percent) and contribute to society (81.7 percent) were highly important factors when considering a teaching career. Practical reasons were weighed as well, as most respondents felt it was highly important that teaching offered a steady career path (76.7 percent) and job security (70.0 percent) (Table 11).

TABLE 8: ELEMENTS IN FORMAL EDUCATION/TRAINING

ELEMENTS	FREQUENCY*	PERCENTAGE
Content of some or all subject(s) I teach	58	96.7%
Pedagogy of some or all subject(s) I teach	58	96.7%
General pedagogy	55	91.7%
Classroom practice in some or all subject(s) I teach	60	100.0%
Teaching in a mixed ability setting	56	93.3%
Teaching in a multicultural or multilingual setting	46	76.7%
Teaching cross curricular skills (e.g. creativity, critical thinking, problem solving)	58	96.7%
Use of ICT (information and communication technology) for teaching	52	86.7%
Student behavior and classroom management	60	100.0%
Monitoring students’ development and learning	60	100.0%

ELEMENTS	FREQUENCY*	PERCENTAGE
Facilitating students' transitions from elementary to high school	43	71.7%
Facilitating play	48	80.0%

Note: Only the frequency of “yes” answers are counted for each element.

TABLE 9. PREPAREDNESS IN TEACHING

ELEMENTS	NOT PREPARED AT ALL		SOMEWHAT PREPARED		WELL PREPARED		VERY WELL PREPARED		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Content of some or all subject(s) I teach	1	1.7	6	10.0	24	40.0	29	48.3	60	100.0
Pedagogy of some or all subject(s) I teach	2	3.3	4	6.7	29	48.3	25	41.7	60	100.0
General pedagogy	2	3.3	4	6.7	30	50.0	24	40.0	60	100.0
Classroom practice in some or all subject(s) I teach	2	3.3	2	3.3	27	45.0	29	48.3	60	100.0
Teaching in a mixed ability setting	4	6.7	6	10.0	31	51.7	19	31.7	60	100.0
Teaching in a multicultural or multilingual setting	6	10.0	7	11.7	33	55.0	14	23.3	60	100.0
Teaching cross curricular skills (e.g. creativity, critical thinking, problem solving)	2	3.3	4	6.7	25	41.7	29	48.3	60	100.0
Use of ICT (information and communication technology) for teaching	4	6.7	5	8.3	29	48.3	22	36.7	60	100.0
Student behavior and classroom management	2	3.3	2	3.3	21	35.0	35	58.3	60	100.0
Monitoring students' development and learning	2	3.3	1	1.7	22	36.7	35	58.3	60	100.0
Facilitating students' transitions from elementary to high school	3	5.0	11	18.3	26	43.4	20	33.3	60	100.0
Facilitating play	4	6.7	11	18.3	28	46.7	17	28.3	60	100.0

TABLE 10. TEACHING AS FIRST CHOICE

IS TEACHING YOUR FIRST CHOICE AS A CAREER?	FREQUENCY	VALID PERCENTAGE
Yes	29	48.3%
No	31	51.7%
Total	60	100.0%

TABLE 11. IMPORTANCE IN BEING A TEACHER

ELEMENTS	NOT PREPARED AT ALL		SOMEWHAT PREPARED		WELL PREPARED		VERY WELL PREPARED		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Teaching offered a steady career path	1	1.7%	1	1.7%	12	20.0%	46	76.7%	60	100.0
Teaching provided a reliable income	1	1.7%	1	1.7%	26	43.3%	32	53.3%	60	100.0
Teaching was a secure job			2	3.3%	16	26.7%	42	70.0%	60	100.0
The teaching schedule (e.g. hours, holidays, part time positions) fit with responsibilities in my personal life		2	3.3%		21	35.0%	37	61.7%	60	100.0
Teaching allowed me to influence the development of children and young people			3.3%		6	10.0%	52	86.7%	60	100.0
Teaching allowed me to benefit the socially disadvantaged			8.3%		16	26.7%	39	65.0%	60	100.0
Teaching allowed me to provide a contribution to society			3.3%		9	15.0%	49	81.7%	60	100.0

Current Work

On average, respondents spent a total of 38.51 hours per week on tasks related to their job at school. Of this total, an average of 22.34 hours per week were spent teaching (Table 12).

Among job-related tasks, respondents spent the most time preparing for lessons (8.05 hours), general administrative work (4.14 hours), and marking students’ work (3.84 hours).

They spent the least amount of time counseling students (2.24 hours), communicating with parents/guardians (2.53 hours), and engaging in PD activities (2.56 hours).

TABLE 12. TIME USE OF TEACHERS

DURING YOUR MOST RECENT COMPLETE CALENDAR WEEK, APPROXIMATELY HOW MANY 60 MINUTE HOURS DID YOU SPEND IN TOTAL...	AVERAGE NUMBER OF HOURS	STANDARD DEVIATION
On tasks related to your job at this school	38.54	27.30
On teaching at this school	22.34	12.69
On other tasks		
Individual planning or preparation of lessons either at school or out of school	8.05	6.49
Teamwork and dialogue with colleagues within this school	3.08	2.87
Marking/correcting of student work	3.84	3.00
Counseling students (including student supervision, mentoring, virtual counseling, career guidance and behavior guidance)	2.24	2.67
Participation in school management	3.02	3.46
General administrative work (including communication, paperwork and other clerical duties)	4.14	5.48
Professional development activities	2.56	2.34
Communication and cooperation with parents or guardians	2.53	3.94
Engaging in extracurricular activities (e.g. sports and cultural activities after school)	2.64	7.76

Professional Development

Most respondents took part in formal induction activities during their first employment (61.7 percent), while some took part in these activities in their current school (35.0 percent) (Table 13).

Only 68.3 percent of respondents reported that they currently have an assigned mentor, and only 31.7 percent were currently assigned as mentors for their fellow teachers (Table 14).

In the past 12 months, the three most common PD activities that respondents participated in were: attending in-person courses/seminars (94.9 percent), participating in networks of teachers specifically for teachers’ professional development (88.1 percent), and peer/self-observation and coaching (83.1 percent) (Table 15).

During PD activities, most respondents encountered topics related to pedagogical competencies in their respective subjects/fields, curriculum knowledge, student assessment practices, student behavior and classroom management, analysis and use of student assessments, and teacher-parent/guardian cooperation (Table 16).

In terms of support, most respondents received materials needed for PD activities (59 percent), non-monetary professional benefits (48.7 percent), and non-monetary rewards (46.2 percent) (Table 17).

PD activities provide teachers with opportunities for active learning, which 83.3 percent of respondents deemed as the most positive impact of these activities. Apart from this, most respondents (96 percent) appreciated that PD activities are built on previous knowledge, adapted to their personal needs, and focused on innovation (Tables 18 and 19).

Cost (45.0 percent) and lack of time due to work schedule and family responsibilities (40.0 percent and 35.0 percent, respectively) were the primary barriers that hinder respondents from participating in PD activities (Table 20).

TABLE 13. PARTICIPATION IN INDUCTION ACTIVITIES

ELEMENTS	YES, AT THIS SCHOOL		YES, DURING MY FIRST EMPLOYMENT		WELL PREPARED	
	N	%	N	%	N	%
I took part in a formal induction programme	21	35.0%	37	61.7%	2	3.3%
I took part in informal induction activities	25	41.7%	25	41.7%	10	16.6%

TABLE 14. MENTORING ACTIVITIES

ELEMENTS	YES		NO	
	N	%	N	%
I currently have an assigned mentor to support me	1	1.7%	1	1.7%
I am currently an assigned mentor for one or more teachers	1	1.7%	1	1.7%

TABLE 15. PARTICIPATION IN PROFESSIONAL DEVELOPMENT ACTIVITIES

DURING THE LAST 12 MONTHS, DID YOU PARTICIPATE IN ANY OF THE FOLLOWING PROFESSIONAL DEVELOPMENT ACTIVITIES?	N	% OF CASES
Courses/seminars attended in person	56	94.9%
Online courses/seminars	46	78.0%
Education conferences where teachers and/or researchers present their research or discuss educational issues	42	71.2%
Formal qualification programme (e.g. a degree programme)	17	28.8%
Observation visits to other schools	12	20.3%
Observation visits to business premises, public organizations, or non-governmental organizations	16	27.1%
Peer and/or self observation and coaching as part of a formal school arrangement	49	83.1%
Participation in a network of teachers formed specifically for the professional development of teachers	52	88.1%
Reading professional literature	45	76.3%
Other	32	54.2%

TABLE 16. PROFESSIONAL DEVELOPMENT TOPICS

WERE ANY OF THE TOPICS LISTED BELOW INCLUDED IN YOUR PROFESSIONAL DEVELOPMENT ACTIVITIES DURING THE LAST 12 MONTHS?	N	% OF CASES
Knowledge and understanding of my subject field(s)	44	88.0%
Pedagogical competencies in teaching my subject field(s)	47	94.0%
Knowledge of the curriculum	47	94.0%
Student assessment practices	47	94.0%
ICT (information and communication technology) skills for teaching	46	92.0%
Student behavior and classroom management	47	94.0%
School management and administration	40	80.0%
Approaches to individualized learning	46	92.0%
Teaching students with special needs	26	52.0%
Teaching in a multicultural or multilingual setting	34	68.0%
Teaching cross curricular skills (e.g. creativity, critical thinking, problem solving)	43	86.0%
Analysis and use of student assessments	47	94.0%
Teacher parent /guardian co operation	47	94.0%
Communicating with people from different cultures or countries	31	62.0%

TABLE 17. PROFESSIONAL DEVELOPMENT SUPPORT

FOR THE PROFESSIONAL DEVELOPMENT IN WHICH YOU PARTICIPATED DURING THE LAST 12 MONTHS, DID YOU RECEIVE ANY OF THE FOLLOWING?	N	% OF CASES
Release from teaching duties for activities during regular working hours	16	41.0%
Non-monetary support for activities outside working hours (e.g. reduced teaching time, days off, study leave)	10	25.6%
Reimbursement or payment of costs	14	35.9%
Materials needed for the activities	23	59.0%
Monetary supplements for activities outside working hours	8	20.5%
Non-monetary rewards (e.g. classroom resources/materials, book vouchers, software/apps)	18	46.2%
Non-monetary professional benefits (e.g. fulfilling professional development requirements, improving my promotion opportunities)	19	48.7%
Increased salary	12	30.8%

TABLE 18. IMPACT OF PROFESSIONAL DEVELOPMENT ACTIVITIES

THINKING OF ALL OF YOUR PROFESSIONAL DEVELOPMENT ACTIVITIES DURING THE LAST 12 MONTHS, DID ANY OF THESE HAVE A POSITIVE IMPACT ON YOUR TEACHING PRACTICE?	FREQUENCY	VALID PERCENTAGE
Yes	50	83.3%
Not Applicable	10	16.7%
Total	60	100.0%

TABLE 19. IMPACT OF PROFESSIONAL DEVELOPMENT ACTIVITIES

THINKING OF THE PROFESSIONAL DEVELOPMENT ACTIVITY THAT HAD THE GREATEST POSITIVE IMPACT ON YOUR TEACHING DURING THE LAST 12 MONTHS, DID IT HAVE ANY OF THE FOLLOWING CHARACTERISTICS?	N	% OF CASES
It built on my prior knowledge	48	96.0%
It adapted to my personal development needs	48	96.0%
It had a coherent structure	46	92.0%
It appropriately focused on content needed to teach my subjects	44	88.0%
It provided opportunities for active learning	49	98.0%
It provided opportunities for collaborative learning	47	94.0%
It provided opportunities to practice/apply new ideas and knowledge in my own classroom	46	92.0%
It provided follow up activities	47	94.0%

THINKING OF THE PROFESSIONAL DEVELOPMENT ACTIVITY THAT HAD THE GREATEST POSITIVE IMPACT ON YOUR TEACHING DURING THE LAST 12 MONTHS, DID IT HAVE ANY OF THE FOLLOWING CHARACTERISTICS?	N	% OF CASES
It took place at my school	46	92.0%
It involved most colleagues from my school	47	94.0%
It took place over an extended period of time (e.g. several weeks or longer)	30	60.0%
It focused on innovation in my teaching	48	96.0%

TABLE 20. BARRIERS TO PROFESSIONAL DEVELOPMENT

HOW STRONGLY DO YOU AGREE OR DISAGREE THAT THE FOLLOWING PRESENT BARRIERS TO YOUR PARTICIPATION IN PROFESSIONAL DEVELOPMENT?	STRONGLY DISAGREE		DISAGREE		AGREE		STRONGLY AGREE		TOTAL	
	N	%	N	%	N	%	N	%	N	%
I do not have the prerequisites (e.g. qualifications, experience, seniority)	16	26.7%	26	43.3%	16	26.7%	2	3.3%	60	100.0%
Professional development is too expensive	4	6.7%	29	48.3%	17	28.3%	10	16.7%	60	100.0%
There is a lack of employer support	14	23.3%	25	41.7%	19	31.7%	2	3.3%	60	100.0%
Professional development conflicts with my work schedule	6	10.0%	30	50.0%	22	36.7%	2	3.3%	60	100.0%
I do not have time because of family responsibilities	8	13.3%	31	51.7%	18	30.0%	3	5.0%	60	100.0%
There is no relevant professional development offered	6	26.7%	34	56.7%	9	15.0%	1	1.7%	60	100.0%
There are no incentives for participating in professional development	12	20.0%	28	46.7%	20	3.3%	0	0.0%	60	100.0%

Teaching in General

Almost all respondents agreed that teachers in their school are open to change and provide practical support to each other for the application of new ideas (96.7 percent). In addition, most also agreed that teachers search for new ways to solve problems, and strive to develop new ideas for teaching and learning (96.6 percent).

Most respondents frequently (one to three times per month to once a week or more) engaged in collaborative activities with fellow teachers in their schools (i.e., exchanging teaching materials and working with other teachers to ensure common standards in evaluating students’ progress). Interestingly, about a third of respondents (31.7 percent) mentioned that they never engage in joint teaching.

Most respondents claimed that while they feel they are able to deliver services that enhance students’ learning (i.e., helping students value learning, motivate them to show interest in school work, get students to believe they can do well on school work, etc.), they feel less capable of employing classroom management strategies (i.e., calm a student who is disruptive or noisy, control disruptive behavior in the classroom, and make expectations about student behavior clear).

Respondents also mentioned that they find it difficult to support student learning through digital technology. This is likely due to the fact that more than half of respondents (65 percent) were aged 40 and above, and were also adjusting to using advanced technologies in teaching. Access might also be an issue since not all schools have sufficient information communication technology (ICT).

TABLE 21. OPINION ON CO-TEACHERS

THINKING ABOUT THE TEACHERS IN THIS SCHOOL, HOW STRONGLY DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS?	STRONGLY DISAGREE		DISAGREE		AGREE		STRONGLY AGREE		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Most teachers in this school strive to develop new ideas for teaching and learning.	1	1.7%	3	5.0%	34	56.7%	22	36.7%	60	100.0%
Most teachers in this school are open to change.	1	1.7%	1	1.7%	37	61.7%	21	35.0%	60	100.0%

THINKING ABOUT THE TEACHERS IN THIS SCHOOL, HOW STRONGLY DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS?	STRONGLY DISAGREE		DISAGREE		AGREE		STRONGLY AGREE		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Most teachers in this school search for new ways to solve problems.	1	1.7%	1	1.7%	35	58.3%	23	38.3%	60	100.0%
Most teachers in this school provide practical support to each other for the application of new ideas.	1	1.7%	1	1.7%	31	51.7%	27	45.0%	60	100.0%

TABLE 22. TEACHING PRACTICES

ON AVERAGE, HOW OFTEN DO YOU DO THE FOLLOWING IN THIS SCHOOL?	NEVER		ONCE A YEAR OR LESS		2-4 TIMES A YEAR		5-10 TIMES A YEAR		1-3 TIMES A MONTH		ONCE A WEEK OR MORE	
	N	%	N	%	N	%	N	%	N	%	N	%
Teach jointly as a team in the same class	19	31.7%	8	13.3%	12	20.0%	7	11.7%	4	6.7%	10	16.7%
Observe other teachers' classes and provide feedback	8	13.3%	13	21.7%	22	36.7%	9	15.0%	6	10.0%	2	3.3%
Engage in joint activities across different classes and age groups (e.g. projects)	8	13.3%	16	26.7%	17	28.3%	12	20.0%	5	8.3%	2	3.3%
Exchange teaching materials with colleagues	4	6.7%	7	11.7%	17	28.3%	9	15.0%	11	18.3%	12	20.0%
Engage in discussions about the learning development of specific students	3	5.0%	4	6.7%	20	33.3%	11	18.3%	13	21.7%	9	15.0%
Work with other teachers in this school to ensure common standards in evaluations for assessing student progress	2	3.3%	5	8.3%	19	31.7%	12	20.0%	12	20.0%	10	16.7%
Attend team conferences	5	8.3%	3	5.0%	16	26.7%	20	33.3%	8	13.3%	8	13.3%
Take part in collaborative professional learning	1	1.7%	4	6.7%	20	33.3%	18	30.0%	10	16.7%	7	11.7%

TABLE 23. PERCEPTION OF SELF-EFFICACY

IN YOUR TEACHING, TO WHAT EXTENT CAN YOU DO THE FOLLOWING?	NOT AT ALL		TO SOME EXTENT		QUITE BIT		A LOT		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Get students to believe they can do well in school work	1	1.7%	5	8.3%	5	8.3%	49	81.7%	60	100.0%
Help students value learning	0	0.0%	5	8.3%	3	5.0%	52	86.7	60	100.0%
Craft good questions for students	1	1.7%	4	6.7%	14	23.3%	41	68.3%	60	100.0%
Control disruptive behavior in the classroom	0	0.0%	8	13.3%	16	26.7%	36	60.0%	60	100.0%
Motivate students who show low interest in school work	1	1.7%	5	8.3%	4	6.7%	50	83.3%	60	100.0%
Make my expectations about student behavior clear	0	0.0%	8	13.3%	12	20.0%	40	66.7%	60	100.0%
Help students think critically	0	0.0%	5	8.3%	13	21.7%	42	70.0%	60	100.0%
Get students to follow classroom rules	0	0.0%	7	11.7%	8	13.3%	45	75.0%	60	100.0%
Calm a student who is disruptive or noisy	0	0.0%	9	15.0%	8	13.3%	43	71.7%	60	100.0%
Use a variety of assessment strategies	0	0.0%	7	11.7%	11	18.3%	42	70.0%	60	100.0%
Provide an alternative explanation for example when students are confused	0	0.0%	6	10.0%	11	18.3%	43	71.7%	60	100.0%
Vary instructional strategies in my classroom	0	0.0%	6	10.0%	16	26.7%	38	63.3%	60	100.0%
Support student learning through the use of digital technology (e.g. computers, tablets, smart boards)	0	0.0%	9	15.0%	27	45.0%	24	40.0%	60	100.0%

School Climate and Job Satisfaction

Most respondents (75.0 percent) reported experiencing stress in their work, and over a third claimed that their job negatively impacts their mental and physical health (38.3 percent and 40.0 percent, respectively). Many felt that their work leaves them less time for their personal lives (41.6 percent) (Table 24).

Among their top sources of stress were: maintaining classroom discipline (61.7 percent), keeping up with changing requirements from local, district, regional or national authorities (60.0 percent), having too many lessons to prepare (58.3 percent), and addressing parent or guardian concerns (56.7 percent) (Table 25).

Nevertheless, almost all respondents (96.7 percent) enjoyed working at their current schools, which they would recommend as a good place to work (98.4 percent). Most (80.0 percent) also agreed that the advantages of being a teacher clearly outweigh its disadvantages and that despite the stress, they would still choose to work as a teacher if they could decide again (Table 26).

Most respondents also believed that teachers are valued by the media (75.0 percent), and that teachers can influence educational policy in the country/region (86.7 percent). Nonetheless, only over half felt valued by policymakers (60.0 percent) (Table 27).

Respondents were also asked what issues should be highly prioritized, should there be a 5 percent increase in the education budget. Their top spending priorities were as follows (Table 28):

- Improving teacher salaries (86.7 percent)
- Reducing teachers administration load by recruiting more support staff (81.7 percent)
- Reducing class sizes by recruiting more staff (78.3 percent)
- Improving school buildings and facilities (76.7 percent)

When asked how many more years they would want to work as a teacher, respondents had an average answer of 13.47 years (SD = 10.21).

TABLE 24. IMPACT OF WORK ON WELL-BEING

IN YOUR EXPERIENCE AS A TEACHER AT THIS SCHOOL, TO WHAT EXTENT DO THE FOLLOWING OCCUR?	NOT AT ALL		TO SOME EXTENT		QUITE BIT		A LOT		TOTAL	
	N	%	N	%	N	%	N	%	N	%
I experience stress in my work	1	1.7%	5	8.3%	5	8.3%	49	81.7%	60	100.0%
My job leaves me time for my personal life	0	0.0%	5	8.3%	3	5.0%	52	86.7	60	100.0%
My job negatively impacts my mental health	1	1.7%	4	6.7%	14	23.3%	41	68.3%	60	100.0%
My job negatively impacts my physical health	0	0.0%	8	13.3%	16	26.7%	36	60.0%	60	100.0%

TABLE 25. SOURCES OF STRESS

THINKING ABOUT YOUR JOB AT THIS SCHOOL, TO WHAT EXTENT ARE THE FOLLOWING SOURCES OF STRESS IN YOUR WORK?	NOT AT ALL		TO SOME EXTENT		QUITE BIT		A LOT		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Having too much lesson preparation	5	8.3%	20	33.3%	20	33.3%	15	25.0%	60	100.0%
Having too many lessons to teach	11	18.3%	18	30.0%	21	35.0%	10	16.7%	60	100.0%
Having too much marking	6	10.0%	23	38.3%	24	40.0%	7	11.7%	60	100.0%
Having too much administrative work to do (e.g. filling out forms)	10	16.7%	17	28.3%	15	25.0%	18	30.0%	60	100.0%
Having extra duties due to absent teachers	24	40.0%	16	26.7%	14	23.3%	6	10.0%	60	100.0%
Being held responsible for students' achievement	8	13.3%	17	28.3%	17	28.3%	18	30.0%	60	100.0%
Maintaining classroom discipline	8	13.3%	15	25.0%	19	31.7%	18	30.0%	60	100.0%
Being intimidated or verbally abused by students	29	48.3%	15	25.0%	12	20.0%	4	6.7%	60	100.0%
Keeping up with changing requirements from local, district, regional, or national authorities	10	16.7%	14	23.3%	20	33.3%	16	26.7%	60	100.0%
Addressing parent or guardian concerns	5	8.3%	21	35.0%	19	31.7%	15	25.0%	60	100.0%
Modifying lessons for students with special needs	12	20.0%	21	35.0%	15	20.0%	12	20.0%	60	100.0%

TABLE 26. GENERAL FEELING ABOUT JOB

WE WOULD LIKE TO KNOW HOW YOU GENERALLY FEEL ABOUT YOUR JOB. HOW STRONGLY DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS?	STRONGLY DISAGREE		DISAGREE		AGREE		STRONGLY AGREE		TOTAL	
	N	%	N	%	N	%	N	%	N	%
The advantages of being a teacher clearly outweigh the disadvantages	2	3.3%	10	16.7%	39	65.0%	9	15.0%	60	100.0%
If I could decide again, I would still choose to work as a teacher	0	0.0%	12	20.0%	32	53.3%	16	26.7%	60	100.0%
I would like to change to another school if that were possible.	15	25.0%	31	51.7%	11	18.3%	3	5.0%	60	100.0%
I regret that I decided to become a teacher.	26	43.3%	28	46.7%	4	6.7%	2	3.3%	60	100.0%
I enjoy working at this school.	0	0.0%	2	3.3%	36	60.0%	22	36.7%	60	100.0%
I wonder whether it would have been better to choose another profession.	11	18.3%	17	28.3%	26	43.3%	6	10.0%	60	100.0%
I would recommend this school as a good place to work.	1	1.7%	0	0.0%	31	51.7%	28	46.7%	60	100.0%
I think that the teaching profession is valued in society.	1	1.7%	3	5.0%	26	43.3%	30	50.0%	60	100.0%
I am satisfied with my performance in this school.	1	1.7%	0	0.0%	39	65.0%	20	33.3%	60	100.0%
All in all I am satisfied with my job.	2	3.3%	0	0.0%	35	58.3%	23	38.3%	60	100.0%

TABLE 27. OPINION ON SALARY AND VALUE FOR TEACHERS

HOW STRONGLY DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS?	STRONGLY DISAGREE		DISAGREE		AGREE		STRONGLY AGREE		TOTAL	
	N	%	N	%	N	%	N	%	N	%
I am satisfied with the salary I receive for my work	10	16.7%	28	46.7%	19	31.7%	3	5.0%	60	100.0%
Apart from my salary, I am satisfied with the terms of my teaching contract (e.g. benefits, work schedule)	4	6.7%	15	25.0%	35	58.3%	6	10.0%	60	100.0%
Teachers' views are valued by policymakers in this country/region	2	3.3%	22	36.7%	31	51.7%	5	8.3%	60	100.0%
Teachers can influence educational policy in this country/region	1	1.7%	7	11.7%	42	70.0%	10	16.7%	60	100.0%
Teachers are valued by the media in this country/region	0	0.0%	15	25.0%	38	63.3%	7	11.7%	60	100.0%

TABLE 28. SPENDING PRIORITIES

THINKING ABOUT EDUCATION AS A WHOLE, IF THE BUDGET WERE TO BE INCREASED BY 5%, HOW WOULD YOU RATE THE IMPORTANCE OF THE FOLLOWING SPENDING PRIORITIES?	STRONGLY DISAGREE		DISAGREE		AGREE		TOTAL	
	N	%	N	%	N	%	N	%
Investing in ICT	3	5.0%	19	31.7%	38	63.3%	60	100.0%
Investing in instructional materials (e.g. textbooks)	4	6.7%	21	35.0%	35	58.3%	60	100.0%
Supporting students from disadvantaged or migrant backgrounds	7	11.7%	24	40.0%	29	48.3%	60	100.0%
Reducing class sizes by recruiting more staff	3	5.0%	10	16.7%	47	78.3%	60	100.0%
Improving school buildings and facilities	5	8.3%	9	15.0%	46	76.7%	60	100.0%

THINKING ABOUT EDUCATION AS A WHOLE, IF THE BUDGET WERE TO BE INCREASED BY 5%, HOW WOULD YOU RATE THE IMPORTANCE OF THE FOLLOWING SPENDING PRIORITIES?	STRONGLY DISAGREE		DISAGREE		AGREE		TOTAL	
	N	%	N	%	N	%	N	%
Supporting students with special needs	1	1.7%	15	25.0%	44	73.3%	60	100.0%
Offering high quality professional development for teachers	4	6.7%	13	21.7%	43	71.7%	60	100.0%
Improving teacher salaries	0	0.0%	8	13.3%	52	86.7%	60	100.0%
Reducing teachers administration load by recruiting more support staff	2	3.3%	9	15.0%	49	81.7%	60	100.0%

School Culture and Organizational Climate

Teachers generally had positive opinions of their school culture and organizational climate. In terms of school culture, collegial support and unity of purpose scored the highest among the dimensions (Table 29). With regard to organizational climate, teachers gave the element of supportive behavior the highest score (Table 30).

TABLE 29. SCHOOL CULTURE FACTORS

FACTORS	NO. SURVEY ITEMS	CRONBACH'S ALPHA	AVERAGE RATING (OUT OF 5)	STD. DEVIATION
Collaborative Leadership	11	0.954	4.30	0.48
Teacher Collaboration	6	0.909	4.26	0.45
Professional Development	5	0.843	4.30	0.39
Unity of Purpose	5	0.936	4.36	0.44
Collegial Support	4	0.879	4.35	0.45
Learning Partnership	4	0.882	4.30	0.45

TABLE 30. ORGANIZATIONAL CLIMATE DIMENSIONS

DIMENSIONS	NO. SURVEY ITEMS	CRONBACH'S ALPHA	AVERAGE RATING (OUT OF 5)	STD. DEVIATION
Supportive Behavior	9	0.944	3.82	0.94
Directive Behavior	9	0.881	3.65	0.85
Restrictive Behavior	5	0.267	2.91	0.56
Collegial Behavior	8	0.732	3.62	0.63
Intimate Behavior	7	0.767	3.18	0.76
Disengaged Behavior	4	0.769	1.98	0.95

Discussion

PD participation and areas for improvement

Lack of time due to heavy workload. One of the most notable obstacles to PD participation is the lack of time caused by teachers' heavy workloads. According to the participants, many teachers find it difficult to strike a balance between teaching responsibilities, lesson planning, grading, and other administrative duties. In effect, there is little to no time to engage in PD activities. Studies show that teachers, particularly those in under-resourced schools, are often stretched thin and unable to attend PD sessions due to exhaustion or other commitments (see Avidov-Ungar 2018; Skaalvik and Skaalvik 2021).

Professional Development on Information Communication Technology (ICT). Despite the widely acknowledged benefits of information technology for student learning, teachers identified this as one area where they felt they needed more training. Therefore, PD training for ICT should be enhanced.

Low ICT competency is also affected by a lack of universal access to technology in Philippine public schools. Based on the 2022 data of the Department of Education, only about 80 percent of schools in basic education had access to functional computers (DepEd 2022).

Moreover, only 64 percent of elementary schools, 72 percent of junior high schools, and 67 percent of senior high schools had Internet access. The digital divide is particularly evident in non-Metro Manila schools. For instance, 98 percent of elementary schools in the National Capital Region (NCR) had Internet access, compared to only 51 percent in Region IX (Alampay and Capule-Navarro 2023).

To summarize, PD training on ICT should be conducted concurrently with efforts to make functional computers and Internet access available to all public schools in basic education.

Support from leadership. Though the sentiment was not strongly articulated by the participants, there were some cases where a lack of support from school leadership in terms of funding, time allocation, or encouragement to pursue PD also serves as a barrier. If administrators do not prioritize PD, it becomes difficult for teachers to allocate time and effort for it (see Zepeda 2019).

Classroom management

Classroom management was identified as one of the top sources of work-related stress. Teachers felt less able to implement classroom strategies such as calming a student who is

disruptive or noisy, controlling disruptive behavior in the classroom, and clearly defining expectations about student behavior.

Classroom management has been identified as one of the most important factors that impact student learning (R.J. Marzano, J.S. Marzano, and Pickering 2003). Classroom disruptions take valuable teaching and learning time, which have direct repercussions on the quality of teaching and student learning. It is challenging for teachers to manage student behavior and teach complex lessons at the same time; if teachers have to choose between the two, it is usually instruction that is compromised (Freiberg, Huzinec, and Templeton 2009).

Given the impact of classroom management, it is therefore imperative that schools adopt programs that would help them in this area. One such program is the Consistency Management & Cooperative Discipline (CMCD) developed by educators in the United States (Freiberg, Huzinec, and Templeton 2009). The CMCD is:

An instructional and classroom management program that provides teachers, administrators, students, and school staff with the tools needed to build community and organizational capacity within their schools. The program emphasizes preventing discipline problems before they begin, improving school and classroom climate as well as student behavior, and effectively managing instructional time, resulting in greater student achievement (Freiberg et al. 2009, 64).

Effective programs such as the CMCD can lead to improved student test scores (Freiberg, Huzinec, and Templeton 2009), increased teaching time as a result of the reduced time for disciplining (Opuni 2006), and decreased stress and mental health-related absences on the part of the teachers (Freiberg and Stein 2003). These illustrate the importance of a well-managed classroom environment for teaching and learning.

Role of culture in training teachers in basic education

A basic education institution's openness and preparedness to offer, support, and sustain PD programs for its teachers is emblematic of how enabling (or enfeebling) school culture is.

A positive school culture supports teacher PD. Some characteristics commonly associated with positive school cultures include: individual success of teachers and students are valued and celebrated; relationships among the teachers are collegial, collaborative and

productive; and, teachers strive to perform according to high professional standards (The Glossary of Education Reform 2013).

Additionally, teacher training in basic education must be profoundly responsive to and reflective of cultural contexts. Culture influences how basic education teachers are trained to engage with increasingly diverse student populations, produce inclusive curricula, and carry out culturally relevant pedagogies. By fostering cultural competence, addressing language diversity, and promoting equity through the recognition of cultural biases, PD programs ensure that educators are equipped to meet the needs of all learners.

Cultural competence and diversity awareness. Teacher training programs prepare educators to work with students from diverse cultural milieus, particularly in increasingly multicultural societies. Cultural competence—the ability to understand, respect, and adapt/tailor teaching practices to diverse cultural contexts—is an important skill that teacher training programs must focus on.

- To help teachers understand their students' cultural backgrounds, multicultural education must be integrated in teacher training programs, which contributes to the creation of equitable and inclusive classrooms (Banks 2005).
- It is also imperative that culturally responsive teaching be incorporated in teacher training, as teachers who understand their students' cultural backgrounds have been found to foster more productive and meaningful learning engagement (Gay 2018).

Curriculum and pedagogical approaches. Culture influences content (what is taught) and pedagogical approach (how teaching is carried out). Different cultures, specifically different school cultures, have diverse educational philosophies and expectations vis-à-vis the manner and extent of teacher-student interaction.

- Cultural dimensions such as power distance, individualism vs. collectivism, and uncertainty avoidance dictate upon and affect the teaching philosophies and styles that are embraced in different teaching and learning landscapes (Hofstede 2011).
- Meanwhile, traditional cultural values have been shown to mold educational practices, and teacher training programs in African societies. The extent and strength of educational practices' align with local customs and community expectations (Samuels 2018).

Culturally relevant pedagogy. Educators need to be immersed in culturally relevant pedagogy, which connects students' cultural experiences to their learning in meaningful ways.

- Culturally relevant pedagogy has been increasingly utilized in teacher training programs; this pedagogy consists of using students' cultural references in all aspects of learning to enhance engagement and success (Ladson-Billings 1995).
- Culturally responsive teaching practices help address the marginalization of certain students, as it helps in making them feel included, recognized, respected, and understood (Hammond 2015).

Language and communication. Teachers must be trained to practice language diversity in multilingual societies. Understanding how language affects learning, and how to teach students whose first language may not be the language of instruction are important components of this approach.

- It is important that teachers be prepared for linguistically diverse classrooms where students may speak multiple languages. Teacher training programs must include strategies for bilingual education and language-sensitive teaching (Lucas and Villegas, 2013).
- In the Philippines, integration of local languages into instruction, particularly in early grades, may help students transition to learning in the national language (Peregoy and Boyle 2017).

Addressing cultural bias and stereotypes. Teacher training programs help educators recognize and challenge their own cultural biases. This is crucial in promoting equity and avoiding the reinforcement of stereotypes.

- There is a need for teachers to reflect on their own cultural assumptions and biases, particularly in diverse classrooms where misunderstandings can lead to unequal treatment of students (Jupp and Sleeter 2016).
- Some teacher training programs in the U.S. have incorporated anti-racist education, teaching future educators to be aware of systemic inequalities and cultural biases that can impact student learning outcomes (Howard 2020).

Community and cultural context. The relationship between schools and communities is shaped by local culture. Teachers must be prepared to work in partnership with families and communities, respecting and integrating local cultural values into their teaching.

- Moll and colleagues (1992) introduced the concept of “funds of knowledge,” which suggests that teachers should draw on the cultural knowledge and experiences that

students bring from their homes and communities. Teacher training programs can help educators learn to engage with these "funds of knowledge" in meaningful ways.

- Paris and Alim (2017) advocate for "culturally sustaining pedagogy," which not only incorporates students' cultures, but also supports and preserves them within the educational system. Teacher training should include strategies to support this approach, particularly in culturally diverse and indigenous communities.

Salary increase, learning outcomes, and teacher welfare

The teacher participants expressed that salary increase should be prioritized in case of an increase in budgetary allocation for education. Some studies argue that improving teacher salary leads to better learning outcomes while a number argue otherwise. For example, a longitudinal study of public school districts in Texas, United States found that salary increases were correlated with retaining and attracting experienced teachers (Hendricks 2015). The study recommended planning for salary increments to retain experienced teachers and attain growth in student achievement. Meanwhile, a study based in England found that school productivity was correlated with teacher pay; a 10 percent gap in the wages between local labor market and teachers resulted in about a 2 percent decrease in average performance in required school examinations (Britton and Propper 2016).

Furthermore, economic rewards in the form of performance pay based on test scores have been shown to improve student achievement in the Indian state of Andhra Pradesh; a study with a large representative sample found that schools with incentives performed significantly better in math and language tests than those in control schools (Muralidharan and Sundararaman 2011).

Nonetheless, there is also evidence that financial incentives do not improve learning outcomes; a study on Washington state's incentive policy in high poverty schools illustrated that while the policy improved the hiring of board-certified teachers and reduced turnover, the pay incentive did not have a discernible impact on student test performance (Cowan and Goldhaber 2018).

Salary increases have nonetheless been shown to improve teachers' welfare. This was acknowledged even by de Ree and colleagues (2018), who found no improvement in student learning outcomes after the implementation of unconditional teachers' salary increment in Indonesia. The study determined that the pay increase "significantly improved teachers' satisfaction with their income, reduced the incidence of teachers holding outside jobs, and reduced self-reported financial stress" (de Ree et al. 2018, 993).

An increase in the salary of Filipino teachers is long overdue, given that they have been paid less than their Southeast Asian counterparts in Indonesia, Thailand, and Vietnam (Economic Research Institute 2024a, 2024b, 2024c; Philippine Go 2024). These countries with teachers receiving higher pay also perform better than the Philippines in international benchmark tests. Despite differing opinions on the impact of teacher salary increase on student achievement, what is certain in the literature is that salary increments can lead to better retention of experienced teachers, and an improvement in their welfare (Hendricks 2015). As suggested in the literature, experienced and less stressed teachers can perform better, thus positively impacting student learning (Wolgast and Fischer 2017).

Highlights

- School leaders identified positive governance practices implemented in their schools, e.g., “shared and participatory governance,” “evidence-based, data-driven decision-making,” “transformative leadership,” and “good role models.” These should be incorporated in training for school leaders, with testimonials from the principals on how these practices are implemented so that the others can learn from them. Principals with outstanding performance should be commended to inspire others.
- Challenges identified by the principals (such as student dropout, unmet learning outcomes, and lack of classrooms due to increasing enrolment) have persisted over the years. Schools with increasing enrolment should be properly monitored and their need for more classrooms must be urgently dealt with. Training on organizational management to better guide interpersonal relationships among teachers should be enhanced. As reiterated by the principals, support for teacher PD and scholarships for graduate education should be provided for the teachers, so they may be encouraged to pursue advanced degrees.
- Most teachers had positive opinions of their PD experiences. However, barriers (e.g., cost and workload assignment) to their PD participation should be addressed. Furthermore, PDs for classroom management and the use of digital technology for teaching and learning should be enhanced, given that teachers acknowledge the need to improve in these areas.
- Most teachers are stressed at work due to challenges associated with classroom management, DepEd directives and requirements, lesson preparation, and communication with parents and guardians. PD programs to alleviate these sources of work stress should be enhanced.

- Majority of teachers enjoy working at their present schools. Despite the work-related stress, they said that they would still choose to be a teacher because they are able to contribute to the development of young people.
- Teachers also felt more valued by the media than policy-makers. The teachers recommended that the government should consider increasing the education budget to provide for the following: salary increase, recruitment of more support staff to reduce administrative load, recruitment of more teachers to reduce class size, and improvement of school facilities.

Conclusion

This research analyzed the governance cultures in Philippine basic education while drawing insights from the experiences, perspectives, and practices of school officials. It also examined the opinions of teachers on professional development, and the cultures prevailing at their school. Lastly, it analyzed the nexus of school culture and teacher professional development.

Elementary school principals identified several positive governance practices that can be adopted by other schools. Additionally, PD programs should be enhanced in areas where teachers felt they needed more training such as classroom management and use of digital technology for teaching

The teachers have generally positive opinions of the culture and organizational climate in their schools. Most expressed that they enjoy working in their current schools. This is probably a testament to the school leaders' positive governance practices. Nonetheless, the research data needs further analysis on the correlation between teachers' perceptions of school culture and student academic outcomes.

In light of the teachers' generally positive opinion of their school culture despite the identification of barriers to PD participation, it can be inferred that teachers consider the barriers as structural factors that should be resolved outside the school. For instance, cost and improving workload to attend PD are concerns that would need action from higher authorities. This is also related to the aspiration of the participants to hire more teachers who can lighten their workload, so that they can attend to other matters such as PD training.

Research Implications

The study has limitations that can inform future research. Future research can involve larger samples. The teachers' survey can be complemented by interviews to further probe their opinions. Other studies may also pursue the following topics:

First, although the school leaders identified positive governance practices that they implement in their schools, further investigation on actual, on the ground practice is needed.

Second, the question of how positive governance practices translate to better outcomes for the schools also requires further investigation.

Third, in-depth examination is needed on how the teachers' positive perceptions of governance and school culture correlate with student learning outcomes. Do positive perceptions of governance and school culture translate to improved student learning? Why or why not?

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