

TEACHERS' PROFESSIONAL IDENTITY, MOTIVATION AND WELL-BEING IN THE CONTEXT OF THE K TO 12 REFORM

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ABSTRACT

The K to 12 programs which created an additional two years in high school has been a challenging experience for teachers. The purpose of this qualitative study was to determine the professional identities of the Senior high school teachers during the reform as expressed through their feelings, reactions and adjustments and to identify the factors which contributed to the shaping of such identities. The study looked into how the teachers' professional identity was constructed, shaped or transformed, considering the context of K to 12 reform, specifically the additional two years of Senior High school, together with the changes in the curriculum, administration and how these changes were implemented. The participants of the study were sixteen senior high school teachers who are full-time and in their regular status of employment. Purposive sampling was used to determine the participants of the study. The study utilized the narratives of the Senior high school teachers as they responded to a questionnaire with open-ended questions. The major themes pointed to four types of teacher implementers of the K to 12 programs. These types are a) supportive, excited explorers, b) hesitant and doubtful performers, c) confused and anxious implementers, and d) hopeful change-agents. Moreover, there were motivational factors and challenges encountered that help form and support the experiences of the teachers as well as affect their well-being as teachers.

KEYWORDS: *Professional Identity, Motivation, Well-Being*

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INTRODUCTION

Quality education is regarded as a country's pillar of success. In the Philippines, a landmark curricular reform in basic education is the implementation of Republic Act No. 10533, also known as the Enhanced Education Act of 2013. This new curriculum, popularly known as the K to 12 program seeks to improve the basic educational standards by strengthening its curriculum and lengthening the number of years from ten years to twelve years to make it at par with other ASEAN countries.

This educational policy demands teachers' preparation and expectations that can contribute to their professional identities (Bodman, Taylor & Morris, 2012). Furthermore, perceptions, and attitude in the curriculum change can provide emotional effects (Lee,

Huang, Law, & Wang, 2013) to teachers' professionalism. The implementation of K to 12 in schools is largely dependent on teachers' instruction which is influenced by their experiences in teaching, emotions and behavior.

A deep understanding of the experiences of teachers during curriculum reform is important in examining their professional practice. Studies pointed out issues of professional identity of teachers under conditions of significant change in the government policy (Sachs, 2001) and highlighted elements of teacher professional identity (Rus, Tomsa, Rebega & Apostol, 2013). These researches showed that teacher's professional identity shaped their instructional practices. These studies further emphasized the importance of examining such identity. In addition, Luehmann (2007) stated in his article that professional identity is taken as a lens to see how one's experiences impact his professional practices, beliefs, values and how he commits to his tasks. Identity development offers the field of teacher education a perspective of how to understand teachers looking at them beyond skills and knowledge. Professional identity is closely related to professional practice (Wang, 2010).

This present study looks at how teacher identities developed when teachers are experiencing a major curricular reform, the K to 12 in the Philippines. This is a qualitative study which seeks to examine teachers' professional identity during the K-12 transition in the Senior High School as expressed through their experiences and responses to the implementation of the K-12 program. It also looks into the factors which shape the formation of their professional identities in terms of motivation and well-being.

According to Castañeda (2011), the concept of identity necessarily engages the meanings surrounding the person, as well as his/her experience as a member of a social community. He highlighted that identity is argued to develop as a result of becoming members of a community. 'There is a profound connection between identity and practice' (Wenger, 1999). We fundamentally define 'who we are?' in terms of how we relate to other members of a group and how we negotiate our participation within the community. This shows that the teachers' identity is affected by his/her own practice in the process of teaching and learning, by her interactions in school and in the community, as well as on his/her experiences and on how he/she deals with different situations.

Practices and experiences within a community significantly determine the answer to 'who we are' and how we feel and think as a person. Rather than being a straightforward process, this evolves as part of a course and engages varied forms of community membership. In fact, we belong to different communities, which may be either spatially or virtually located (Castañeda, 2011). Moreover, the schema above shows how teachers' identity is constructed, shaped or transformed. As Miller (2008) puts it, Teacher identity is viewed as 'relational, negotiated, constructed, enacted, transforming and transitional'. Teachers are being exposed to different roles and different dealings in the community, and will have to face many changes in one's professional identity. This is not a fixed property of a teacher, but rather a process that evolves changes or resists as teachers gain experience, consolidate professional knowledge, and adopt plans of personal and professional development (Tsui, 2003). Hence, this process is significantly influenced by culture and the socio-political context in which teachers live and work.

This study uses the concepts of Teacher Identity, Motivation and Well-being Framework. This framework focuses on understanding the concept of teacher identity which links to teacher motivation and affects the teacher's well-being. Teacher identity is one of the three interconnected pieces defining who a teacher is and what attitudes he or she has toward teaching based from what sort of experiences they bring to their work. Teaching is a difficult and demanding profession and to be an efficient and effective teacher requires that teachers give of themselves intellectually, emotionally and physically. It is also a very important job. As A. P. J. Abdul Kalam (2015) puts it, "Teaching is a very noble profession that shapes the character, caliber, and future of an individual. If the people remember me as a good teacher that will be the

biggest honor for me.” The future of a society is in the hands of those who teach society’s children and youth. Thus, it is important to understand how identities of teachers are formed because these are brought into how they deal with their students and how they teach. Teacher motivation refers to the different professionally related factors within the school context that encourage teachers in their work.

Teacher motivation sustains teachers when difficulties arise and may help them feel satisfied and proud to be a teacher. Motivational factors can include a.) Support from supervisors, b) support from colleagues, c) opportunities to learn, d) Opportunities to participate in decision-making on school-related matters, and e) regular, reasonable compensation. Understanding how these factors influence teachers is a key to providing them with the encouragement and support they need to be effective teachers (IRC, 2009).

Other motivation factors are found in the school environment, relationships with students, colleagues, community, and the act of teaching and facilitating learning, deserve consideration as well. Different factors have power to motivate and/or discourage teachers in crisis and post-crisis contexts. They need to be studied and acknowledged, with appropriate and context-specific steps taken to support rather than diminish teacher motivation.

Teacher well-being refers to lived experiences and factors *outside* of the school context and which are related to community and family. These well-being factors encourage teachers in their work and sustain them when difficulties arise. They may help teachers feel happy, satisfied and proud to be a teacher (IRC, 2009).

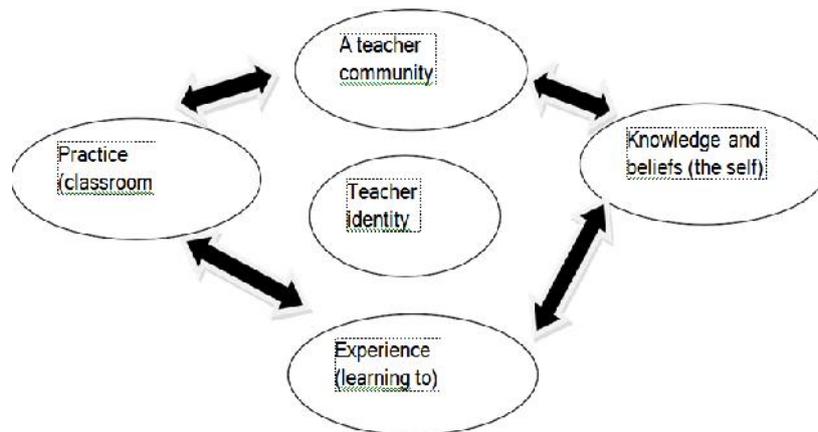


Figure 1: The Constitutive Domains of the Concept of Teacher Identity.

RESEARCH DESIGN AND METHODS

This study utilizes the qualitative research design, specifically the phenomenological research design. This involves trying to understand the essence of a phenomenon by examining the views of people who have experienced that phenomenon. Specifically, the phenomenon referred to this study is the K to 12 reform through the addition of two years called the Senior High. According to Chambers (2013), phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon (Creswell, 2013). As Raagas (2010) defined it, phenomenological study attempts to understand people’s perceptions, perspectives and understandings of a particular situation. Typically, interviews are conducted with a group of individuals who have first- hand knowledge of an event, situation or experience. The interview(s) attempts to answer two broad questions: What have you experienced in terms of the phenomenon? What contexts or situation have typically influenced your experiences of the phenomenon (Creswell, 2013).

In this study, the phenomenon refers to the implementation of the two-year senior high school, which greatly affects the school and the community. Specifically, this study explores the professional identities of Senior High School teachers in a private senior high school in Cagayan de Oro City as expressed in their reactions, feelings, and experiences about the K to 12 reform implementation, through their individual narratives. Furthermore, it looked into the factors that may have supported these identities such as motivation and well-being.

The qualitative sampling procedure used was purposive sampling. There are sixteen teachers who are the participants in this study from four departments: Science Technology Engineering and Mathematics (STEM); Accountancy and Business Management (ABM); Physical Education (PE) and Filipino. Questionnaires with open-ended questions were distributed to the participants after their permission was secured. The interview questions are as follows:

- What adjustments did you have as you implement the K to 12 Reform?
- Did you find the implementation easy? Hard? In what particular areas?
- What are your reactions? Feelings? During the reform?
- What motivates you to support or not to support the changes in the curriculum?
- Are there things in any way that help you adjust through the demands of the reform?

The qualitative responses were grouped into categories of identity and factors. Professional identity was drawn from the responses of the teachers on their experiences, reactions and adjustments as they implemented the K to 12 Reform.

The analysis focused on identifying central themes from the data by searching for recurrent emotions allowing the researchers to code, connect different categories into central themes. The coding process is patterned from the principles of Strauss and Corbin as cited by Creswell, 2012.

To establish 'rigor' which refers to validity and reliability of qualitative research results, the model proposed by Lincoln and Guba was used. This model has four components which include credibility, transferability, dependability and conformability. Credibility gives others the opportunity to relate with their own experience the experiences in the study because the participants are free to share their interpretations. Transferability is the quality of qualitative research where the findings and methods can be used in other contexts and with other respondents by "describing the demographic and geographic" profile of the study (Thomas & Magilvy 2011). Dependability is an element wherein another researcher can do the "decision trail" used by a previous researcher in terms of methods. Finally, conformability occurred when the first three elements were established and that the researchers are aware of their prejudices and biases about the research.

Approval to conduct the study was obtained from the Institutional Review Board of the university. Participation is voluntary. After which, the results of the study will be disseminated to Senior High School administrators and faculty through a Brown bag session at the school campus.

In this study, the following terms are operationally defined for clarity and better understanding:

Professional Identity: is the concept which describes how we perceive ourselves within our occupational context and how we communicate this to others, during their experiences in the K to 12 Reform.

Teacher Motivation: The different professionally related factors within the school context that encourage or discourage teachers in their work.

Teacher Well-Being: The different factors outside the school context – related more to community and family – that encourage teachers in their work, sustain them when difficulties arise, and may help them feel happy, satisfied, and proud to be a teacher. Teacher well-being factors can also discourage teachers and make them feel insecure, worried, etc.

Table 1: Information about the Participants According to Subjects Taught

Teacher	Strand/ Subjects taught
T1 T2 T3 T4 T5 T6 T7 T8 T9 T10 T11	Filipino Filipino ABM ABM STEM STEM STEM STEM
T12 T13 T14 T15	STEM STEM PE
T16	PE PE PE PE
	PE

RESULTS

Two components are described in this section: (1) teacher professional identities expressed through their reactions, feelings and experiences of the K to 12 curriculum reform and the (2) factors that contributed to these identities in terms of motivation and well-being factors.

Problem 1: What are the Experiences of the SHS Teachers during the K-12 Implementation?

The senior high teachers have different experiences and challenges during the implementation of the K to 12 Reform. Majority of them have hesitations and were doubtful of the new educational system.

One dilemma was in handling the learners. The learners were mostly aged 17- 18, while there were a few who aged below 15 years old, because of the bridging program. This is one factor that makes the learners very diverse.

To the teachers who experienced teaching in college, they needed to adjust to what senior high school should be, which is very different from the college. The subject mastery may be similar to college but the delivery of the lesson or its implementation should be different in senior high school.

The role of the administration is also very important during the implementation of the K to 12 Reform. There were difficulties experienced because of the system of the information dissemination or how organized the administration is.

There were adjustments done by the teachers during the implementation of K to 12 reform and these are presented in Table 2.

Table 2 shows Majority of the respondents really found it difficult to conform with the implementation of K to 12 because of a lot of factors. First, is in handling the students and in meeting the students' expectations.

Another is the grading system where the Performance task has the highest weight. As observed, the learners were bombarded with a lot of tasks and were having a hard time to get high grades.

Third, is the need to align the topics to the curriculum guide, and the need to prepare requirements such as the ACID plan and the IPP lesson plan?

Lastly, the respondents highlighted the need to have encouraging and empowering administration. There were a lot of required paper works which were given to the teachers in the 11th hour, and which were required to be submitted the soonest. This somehow added pressure to the teachers.

Table 3 shows According to some respondents, It was difficult in the first phase but the difficulty gradually decreases, due to the adjustments done by the teachers, and through constant seminars and trainings, and their teachable attitude. These difficulties are considered birth pains expected during the transition or change of the educational reform. Changes run from the implementation of the K to 12 guidelines at the administration level to the teaching and learning process of the students. Issues on their professional identity were evident in how they react and deal with the changes.

To sum up the results, the different identities of teachers during the curriculum reform were shown in terms of the participants' reactions, feelings, and adjustments done during the reform. Their emotions, reactions and adjustments varied according to what they experienced during the transition.

Table 2: Senior High Teachers' Adjustments during the Implementation of the K to 12 Reform?

Strands	Responses
Strand A	<ul style="list-style-type: none"> • Level of performance, since I am expected to handle supposed to- be college students • Emotional stability, because of our 2-3 year age gap, there is a huge tendency that we will create a close relationship, we could treat them as siblings instead of students • Physical attributes & professionalism. I should maintain a professional approach and should possess professional physical attributes towards my students & sense of authority • Subject mastery and subject details – these are the few that I made adjustments with regards to the K to 12 reform specifically in the Senior High school level. • Studying curriculum guide and areas of specialization that was never taught to us in college regarding the new K to 12 programs • The change of our social lives needs a standard of teaching that can go with us. Providing sufficient time for mastery of
	<ul style="list-style-type: none"> • Concept and skills and teaching strategies are the adjustments I have. • Adjustment sa system sa school-Hindi sila organize sa pagbigay ng mga information, iba ang sinabi ng isang head, iba naman sa isang head; there's a need to be more flexible and more patience.
Strand B	<ul style="list-style-type: none"> • Changing or creating new curricula for the new subject or courses to be offered. Aside from that, one we design to bridge new competencies over the pre-given competencies from the Deped • Adjustments I have – negative mindset about the program from the students, and parents, financial instability of the university because of the program
Strand C	<ul style="list-style-type: none"> • There are things I have to adjust in terms of how I handle SHS students. However, I am quite confused as to whether I will handle them like JHS do or like a college professor- students who have graduated earlier because of the bridging program are a bit challenging to handle. • New lessons for Grade 11 and 12; Time period of lesson delivery • This is my first year of teaching so there's nothing to adjust.(2) • It's just that subjects under SHS are very challenging. • As a new SHS teacher, I cannot say a lot about my adjustments as I implement the K to 12 Reform. In terms of the subjects that I am handling, I can say that the curriculum guide has helped me in terms of making lessons with aligned competencies. • Several adjustments especially the way youi treat the students – that they are an intermediate of high school and
	<ul style="list-style-type: none"> • College students.

Table 2 Contd.,

Strand D	<ul style="list-style-type: none"> • Need to learn ACID plan with their corresponding TG based from CG-curriculum guide. – Application of unpacking the learning competencies. • Schedule of PE class, instead of once a week, 2 hours per meeting, they made it twice a week, 1 hour per meeting. (2) Learning of students is too short. • Acceptance of the program by complying the requirements for G11 and G 12 acid plan and IPP (2) • The learners: whenever possible, I had to go down or adjust to their level. Strategies had to be varied. Sometimes, spoon feeding was one way of imparting them the lessons. • Paper works: far from the usual practice in college, more paper works were introduced to us so that I really had to double my effort in learning the tasks given/ assigned to me. • I attended a lot of trainings/ seminars and workshops about K to 12 program, to fully understand the new educational reform • making adjustments of classes and subjects to be taught to • the students
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Table 3: Responses of Respondents on Whether The Implementation of the Reform Is Easy or Hard and in What Areas

Strands	Responses
Strand A	<ul style="list-style-type: none"> • It is hard because you have to meet your students' expectations You cannot easily express your thoughts especially on social media. • In terms of my students' experiences, they are really bombarded with a lot of tasks and are having a hard time getting an A-, they seem to see the grading system's standard so high. On our part, teachers are having a hard time learning the new concepts and guidelines for Kto12. • I found it difficult to adjust because of few certain topics that really needs much more attention and time on studying so that I can be the first expert in the said subject/ topic • The implementation is hard at first because parents and other stakeholders are not fully ready of the program. Some students are having difficulties constructing sentences and explaining their ideas in the subject. Students don't give much effort to the subject. • I find it hard. They need to take more a dialogical rather than a prescriptive stance. It must be encouraging and empowering, not over- demanding and discouraging. It must capiotalize on the good will of people who want this reform to work • Hard; Lalo na if the school heads are not organized to give informations and some informations "agad-agad" ibinibigay at "agad-agad" rin ipasa. K to 12 will be much easier if the heads mismo alam ginagawa nila,
Strand B	<ul style="list-style-type: none"> • In the first place, it was not easy, because we need to equip myself, as a teacher, on how to align our courses offered to Deped mandate, and considering also some external or physical needs, like classroom, facilities and laboratories. • I find it difficult to implement the K to 12 program because of the hesitancy of the students. They wanted to act as college students but are still bounded to as a high school student.
Strand C	<ul style="list-style-type: none"> • Easy in terms of ready lessons • It is very hard in terms of the subjects. Since most of it should be done in college. Challenging on the part of the teachers, especially in the delivery of the content. • Hard especially given the limited time in the classroom, it is difficult to hit all the competencies that are written in the curriculum guide. • It's not particularly easy or hard, somewhere in between. Easy as I have experienced teaching 5th grades and also a bit hard because of the context of the lessons for grade 12 • Hard-In the curriculum itself because it is still very unclear. It just goes to show that Deped is not ready for this transition.

Table 3 Contd.,

Strand D	<ul style="list-style-type: none"> • It's quite hard in preparing TG with IPP, unpacking the redundant LC from grades 11-12. • Sometimes easy and sometimes hard, especially in making the acid plan for G11 and 12. But as time goes by, I have already adjusted to the K to 12 programs. • Implementation, was at first, hard, especially in making the ACID plan, testing questionnaires with TOS, and the like. Later on, I was used to the routine already. I was able to adjust to the reform. • It is moderate only, because as time goes by, I have already adjusted to the program • It was hard at first, but through constant training and the willingness to learn the new program, it flows smoothly
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Table 4: Distribution of Four Types of Implementers According to Their Experiences, Reactions, Feelings, and Adjustments

Type	Teachers
Supportive, excited explorers	Teacher 1,2,4,5,10
Hesitant and doubtful performers	Teacher 7, 8,16
Confused and anxious implementers	Teacher 3,9,11,12,13,14
Hopeful change-agents	Teacher 6,15

Teachers as Supportive and Excited Explorers in the Reform

The study indicated that five teachers described themselves as excited, happy to implement and support the reform. Teacher 1 said, “I felt happy because the reform offers job opportunities to teachers.” Teacher 1 also expressed concern to parents for the additional two years that they will be spending for their children however Teacher 1 is positive about the reform. Teacher 2 expressed support because the curriculum given to senior high school students is the same for the college students who belong to the old curriculum. These teachers voiced out their appreciation of the new program. These teachers generally agree to the K to 12 reform, its goals and objectives. “I appreciate and personally like the new educational system that we are applying right now,” Teacher 4 said.

Teachers as Hesitant and Doubtful Performers in the Reform

In the study, three teachers expressed difficulties experienced because of the system of the information dissemination or how organized the administration is.

There is an experience of exhaustion and frustration. The most typical emotional characteristic of these teachers involve hesitation. They are doubtful on whether they have done the changes rights. As Teacher 7 mentioned, “My reaction is hesitation. I have bias on my experiences during my educational training and I think my training is better than today’s.” The reason of hesitation may also come from unclear information. Teacher 8 commented, “I felt very excited and doubtful. This is because of some news I’ve heard before that the Philippines is somehow not ready in terms of facilities.” The feeling of hesitation was experienced on the first few months. “I am hesitant at first,” Teacher 16 said.

Teachers as Confused and Anxious Implementers of the Reform

The confusion of the teachers stems from the new lessons to be taught in Grade 11 and 12. They are adjusting to the time period of lesson delivery. The teachers expressed confusion and frustration over the newness of the program and the heavy performance tasks. The main source of anxiety is the pressure coming from the demanding tasks of teaching and adjusting to the new curriculum. Teacher 12 observed, “There is a lot of paperwork because of the need for documentation. The

work load is a bit similar to teaching grade school students only with older students.

T12 I have observed that there are a lot of paperwork, I think because of the need for documentation. The work load is a bit similar to teaching grade school students only with older students. The teachers felt anxious of the documentation work which is supposedly an important task of a teacher.

Teachers as Hopeful Change-Agents for the Reform

This group of teachers responded a positive outlook about the reform. They mentioned that there are difficulties but they saw the curricular reform as the solution to the educational problems of the country. Teacher 6 responded, “I am hoping that this reform will answer our problem in our educational system that was lagging behind global standard. I felt somehow happy if this will really help our problem in education.

Problem 2: What are the Factors That Contributed to the Teachers' Professional Identities in Terms of Their Motivation and Well-Being?

During the reform, there were a lot of changes faced by the teachers and these changes were coupled with challenges. Moreover, these changes also led to adjustments especially on the part of the teachers. Majority of the teachers asked in this study find the K to 12 reform implementation as hard in terms of learning new topics and competencies. Some teachers experienced difficulty in the area of dealing with parents and administrators. Some teachers are confused and hesitant but they still join the implementation. The teachers did a lot of adjustments which range from emotional adjustments; learning the subject matter to gain a more confident level to face the students; acting to be professionals; preparing the physical self as they face their students; studying curriculum guide and areas of specialization; changes in how they manage their social lives; adjustment with the system in the school and with administrators and the need to be more flexible and more patience. The teachers also

adjusted in dealing with parents with negative mindsets about the program; and how to deal with students; how to unpack the competencies; learning the teacher’s guides and curriculum guides; leaning variety of strategies; how to manage paper works and to willing fully subjects oneself to trainings to learn about K to 12.

Nevertheless, there were motivational factors mentioned by the participants which enabled them to adjust positively or negate with the changes in the curriculum.

Table 5: Teachers' Motivation to Support or Not to Support the Changes in the Curriculum

Strands	Responses
Strand A	<ul style="list-style-type: none"> • My belief that education is the solution, hence, I support the changes because it is also how we grow • Contentment, preparing them for the realm, and students’ diversity, are my motivation to support the said curriculum. Why? Because of the diversity of learners that I have, I found contentment for they are entering the first phase of reality and we are the ones who are responsible for their preparation. • my belief that the changes in curriculum is promising and it is wonderful, because it focuses on the performance of the learners and is aligned to equipping the 21st century learners with basic skill in life. • my belief that this new educational system we can have globally competitive graduates thus our economic status will raise and this will give us a lot of opportunities to be better in whatever field we are taking. • none

Table 5 Contd.,

Strand B	<ul style="list-style-type: none"> • My belief that the reform is relevant to our learners and they will graduate soon as competent graduate • I have to motivate myself by putting into my perspective that the effect of this is for the good of the country
Strand C	<ul style="list-style-type: none"> • The idea that upon graduating in this kind of curriculum, people who would like to pursue an endeavor abroad will no longer enter school for another 2 years, made me feel positive about the changes. • I don't have any motivation yet, But I believe this new curriculum needs a chance to be supported • The idea that this reform will produce quality, competitive students, job ready and better individuals • I can see that this will lift up the kind of education we have in the country. This new curriculum will help the students be equipped with the necessary skills which will ake them competent locally and globally. • The senior high program is a great way to transition students from high school to college. I strongly believe that the curriculum can help students be prepared for college. • That goal of providing quality education that these children deserve.
	<ul style="list-style-type: none"> • No other choice, we need to support or no teaching load. • As a teacher, it motivates me to perform everything in my field of specialization, and I really admire all the people who give their full support to the program, and maybe, the student is more knowledgeable in the field of Physical Education • The learners motivated me to push harder to support those changes. Seeing in their faces the excitement especially when it comes to performance task, I am determined to share more of what I have as a physical educator. I really support the new program because it helps our student more knowledgeable in the field of sports and fitness • The SOE motivates me to support this new educational reform through series of trainings

Table 6 presents the factors that help teacher's as just to the demands of the reform.

Table 6 shows analysis from the responses and narratives of the teachers revealed that they are experiencing difficulty as they implement the reform however, these teachers made adjustments to support the implementation. Though they are in mixed emotions about the reform, these teachers carried out their responsibility and there are factors which encouraged them to implement the reform. Most of the teachers' responses fall under motivational factors which include the following: teachers' belief that education is the solution, hence, they support the changes. They believe that this new educational system can have globally competitive graduates thus our economic status will raise and this will give us a lot of opportunities to be better in whatever field we are taking; the idea that this reform will produce quality, competitive students, job ready and better individuals. Other important motivational factors are the support of the administrators and the participation in trainings and workshops which aided them to become better teachers.

Table 6: Factors that Help Senior High Teachers Adjust to the Demands of the Reform

Strands	Responses
Strand A	<ul style="list-style-type: none"> • It helped me to become more selfless, be more sensitive, and be more inspiring to my students, and help them see that this reform, is not really a burden, but a chance to know themselves better and grow. • From being trained and prepared as a JHS teacher to a better SHS teacher for my students and in my field of specialization • The seminars, forums, and trainings – I was able to cope up with the demands of the new system and to respond to the needs of the learners • Inspiration and encouragement are the things we need • None

Table 6 Contd.,

Strand B	<ul style="list-style-type: none"> • Yes of course, through the seminars I joined, sharing from my colleagues who are expert in some areas. • It is the idea of development which helped me adjust through teh demands of the reform. Hopefully this reform will indeed fulfill the goals and purposes of this curriculum
Strand C	<ul style="list-style-type: none"> • The seminars provided by various organizations truly helped me understand these changes, for me to be able to go through the difficulties of this reform • The support given by the administrator • The seminars offered and attended; subject head and co-teachers • I attended seminar and workshops which have helped me understand better what is this new curriculum all about • Support from fellow teachers • Trainings that improve our skills
Strand D	<ul style="list-style-type: none"> • Patience and perseverance to embrace new things for the betterment of the reform • Yes, we support each other as a department to help each other to achieve our goal as one and to help the K to 12 demand. • Yes, seminars and trainings were a big help in embracing teh reform in the K to 12 curriculum. I am grateful that XUSHS gave me such opportunities to be a part of the university's K to 12 journey. • Yes in our department, the faculty helps each other to achieve the goal of the said program. • constant training, seminars and workshops should be implemented to all educators.

Factors that shape teachers' professional identity during the K to 12 reform

DISCUSSIONS

Majority of the respondents really found it difficult to conform with the implementation of K to 12 because of a lot of factors. First, is in handling the students and in meeting the students' expectations. Another is the grading system where the Performance task has the highest weight. As observed, the learners were bombarded with a lot of tasks and were having a hard time to get high grades. Third, is the need to align the topics to the curriculum guide, and the need to prepare requirements such as the ACID plan and the IPP lesson plan.

According to some respondents, it was difficult in the first phase but the difficulty gradually decreases, due to the adjustments done by the teachers, and through constant seminars and trainings, and their teachable attitude. These difficulties are considered birth pains expected during the transition or change of the educational reform. Changes run from the implementation of the K to 12 guidelines at the administration level to the teaching and learning process of the students. Issues on their professional identity were evident in how they react and deal with the changes. Similarly, a research paper entitled "*Teacher professional identity: competing discourses, competing outcomes,*" focuses on issues of the professional identity of teachers in Australia under conditions of significant change in government policy and educational restructuring. Two discourses, democratic and managerial professionalism are identified which are shaping the professional identity of teachers. Democratic professionalism is emerging from the profession itself while managerialist professionalism is being reinforced by employing authorities through their policies on teacher professional development with their emphasis on accountability and effectiveness (Sachs, 2010). The same issues are evident in the workplace as the school conforms with the K to 12 educational reform.

The teachers' responses vary, both positive and negative. Although most of respondents had difficulty in adjusting with the demands, the positive outlook of the respondents is more prevalent. As observed, those teachers who had teaching experiences especially in college were those who have difficulty in dealing with the demands of K-12 implementation. On the other hand, those teachers who were newly hired have less difficulty in facing the challenges. According to a study entitled

“Teachers’ perceptions of professional identity: an exploratory study from a personal knowledge perspective,” the teachers currently see their professional identity as consisting of a combination of the distinct aspects of expertise. Most teachers’ current perceptions of their professional identity reportedly differ significantly from their prior perceptions of this identity during their period as beginning teachers. On the basis of their current perceptions of their professional identity, five groups of teachers could be distinguished. These groups had different learning experiences throughout their careers for each aspect of expertise. Also, teachers from different subject areas did not undergo the same changes in their perceptions of their professional identity. The differences among the groups in teachers’ current perceptions of professional identity were not related to contextual, experiential, and biographical factors that might influence these perceptions (Beijaard, Verloop and Vermunt, 2000). The teachers’ responses towards the reform, therefore, can be attributed to their differences on how they look at their professional identity, brought about by their experiences and insights in teaching.

As stated by Bosso (2017) in his policy paper series, teaching is an “emotionally intense form of work” (Leithwood & Beatty, 2008, p.4), and teachers’ emotions are central to their professional experiences, identities and values. For most teachers, because “teaching is not a job but a vocation” (Lens & de Jesus, 1999, p. 197), it is difficult for teachers to separate their professional and personal identities, and the vocational nature of teaching – or a sense of calling or mission – is a potent force in their lives. The professional orientation of teachers, or their self-perception, is often related to non-cognitive attributes – i.e. the social, emotional, interpersonal traits that impact human thought, values, beliefs, behavior, and interaction. According to Canrinus, Helms, Lorenz, Beijaard, Buitink & Hofman (2011), based on the literature and previous research, teachers’ job satisfaction, self-efficacy, occupational commitment and change in the level of motivation are indicators of teachers’ professional identity. Bosso (2017) further stated that teachers’ beliefs, commitment and sense of moral purpose likely were important factors in their decision to enter the profession, and such forces remain essential to their professional identities, so much so that a teacher’s self- image and sense of moral mission are strongly linked with their professional self- efficacy and identity. This connects to how the respondents answered the questions with regards to their responses towards the implementation of the K to 12 Reform and how they dealt with it through their initiatives and adjustments.

Alonzo (2015) concluded in her review, that the government has laid down the laws that will improve basic education but our country needs more support from other stakeholders like business and industry, parents, administrators and teachers themselves who are tasked to implement the K to 12 programs. She further stated that if we are to elevate the notion of excellence in teaching, the K to 12 program needs dedicated teachers who upgrade their competencies through continuous learning and professional development. Schools have initiated in-service training, seminars and workshops for teachers, in order for them to cope with the challenges of the new reform. DepEd conducted the mass training of teachers every summer as it gradually rolls out the K to 12 programs by grade level and it is definitely not enough. Nevertheless, venues for continuous learning is evident as Alonzo (2015) emphasized that teachers can only create upward spirals of performance in Filipino learners if, paraphrasing Dana Cotton (1967), having dared to teach, they don’t cease to learn. Then they can critically evaluate and correct the seemingly rushed production of learning materials in terms of both typographical and conceptual errors.

Teachers’ professional identities are multifaceted, complex, and dynamic, and educational policies and the broader educational climate are salient forces in teachers’ lives. Mindful of these salient and complex forces at work in teachers’ lives and in the cultures of schools, ensuring that teachers are at the forefront of educational policy efforts is fundamental (Bosso, 2017).

CONCLUSIONS

The teaching profession is indeed evolving considering the changes brought about by the K to 12 educational reform. The teachers' professional identity which encompasses his/her self-perception, beliefs and attitudes were affected by the changes brought about by the reform. Their identities were formed through how they responded, how they dealt with the demands and challenges and how they adjusted to the changes. Three motivational factors were evident in their responses and these are support from administrator, support from colleagues and opportunities to learn, and these have helped and sustained them when faced with difficulties. Other motivation factors which are evident are found in the school environment, relationships with students, colleagues, community, and their passion to teach. It is indeed imperative to note that different factors have power to motivate- to enhance morale and/or discourage teachers in crisis and post-crisis contexts.

With the K to 12 educational reform, it is important to have a better appreciation for the causes and effects of teacher motivation, morale, professional identity and related dynamics in order to have a more positive educational climate, strengthened teacher efficacy and identity and an enhanced educational experience for all students. It is therefore crucial to examine the impact of such efforts, the current educational environment, school contextual factors, and personal views and values on teachers' lived experiences. Their well-being is as important as their motivation, because when teachers are intrinsically motivated and have healthy well-being, they perceive themselves as competent professionals, feel trusted and respected, pursue meaningful professional growth endeavors, and believes they are working toward larger goals; their passion and sense of purpose are reinforced and cultivated.

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