

## **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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