Success Stories of Junior High School Master Teachers Towards Professional Development: A Phenomenological Inquiry

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This thesis entitled **"SUCCESS STORIES OF JUNIOR HIGH SCHOOL MASTER TEACHERS TOWARDS PROFESSIONAL DEVELOPMENT: A PHENOMENOLOGY"** prepared and submitted by Noel F. San Luis in partial fulfillment of the requirements for the degree Master of Arts in Educational Management major in Educational Management has been examined and recommended for approval and acceptance.

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ABSTRACT

Professional development of master teachers involves acknowledging expertise and fostering ongoing development through individualized, self-directed learning. This study explored the success stories of master teachers' professional development, influenced by Malcolm Knowles' 1980 Andragogy Theory. Utilizing phenomenology, the research examines consciousness structures from a first-person perspective. The central structure of an experience was its intentionality, its being directed toward something, as it was an experience of or about some object. Based on the responses of the participants, my analysis revealed three emerging themes under the success stories of junior high school master teachers towards professional development were: harmonious group dynamics, supportive team player and coordinated collaboration. Recognizing group dynamics within professional development for master teachers optimizes collaborative learning experiences, enhancing both student interactions and educators' growth while fostering impactful learning spaces and collaborative skills. The educational insights that were drawn from the experiences on the success stories of master teachers towards professional development. The insights of these teachers were geared towards two themes namely: encouraging support and continual professional development. Future researchers concentrating on master teachers' growth may investigate the enduring impact of new teaching methods and their correlation with improved student learning, as well as explore expanding successful master teacher programs to enhance educators' effectiveness.

Keywords:- Success Stories, Master Teachers, Professional Development, Phenomenological Inquiry.

ACKNOWLEDGEMENT

DEDICATION

I dedicate my study and its output
To my family, who supported me
Throughout my years of master
Studies, both morally
And financially.

-NFS

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Education is a Better
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For many people, success might mean different things. It can mean gaining financial security for some, while it might mean changing the world for others. To succeed, you need to put in a lot of effort, be committed, and persevere, though, as a teacher in the government service. For our students' success as learners and for our own professional development as teachers, both are essential. Giving teachers the information, abilities, and tools they need to improve their instruction and keep up with the most recent advancements in technology and education is a continuous effort. Even while professional growth has many advantages, it might be difficult for certain people to pursue it. Some common problems that can hinder individuals from achieving professional development are time constraints, limited resources, lack of access to opportunities, lack of motivation and even fear of failure.

In the United States of America, teachers' professional development plays a vital role in mitigating the negative consequences, contributing to enhanced preschool teachers' confidence and competence in teaching music to young children (Lindvall, et., al. 2022). Scholars have cautioned, however, that not all professional development initiatives are equally beneficial and transformational. In fact, the effectiveness of depends on a wide range of factors, or critical features, which largely relate to the subject matter covered in the professional development initiative, its facilitators, the style or format of the professional development, as well as the activities and resources offered to teachers.

In addition, Deng (2022), teachers can actively work to expand their knowledge by seeking and doing professional development. Luckily, abundant training and learning options exist. It is essential to the career of every educator. Professional development enables you to acquire new abilities, think of new classroom ideas, reflect on your teaching methods, and overall keep on top of the game as a teacher. Nearly every profession requires the practice of PD. The same is true of education. After receiving a teaching credential and beginning a career at a school, learning never stops for educators. Most states require teachers in K–12 schools to undergo some kind of professional development to renew their teaching credentials.

Meanwhile, in the Philippines, teacher education landscape highlights efforts to advance professional learning as a prime contributor to effective teaching and learning (Anho and Arrieta, 2021). These are the cornerstones of better teaching performance, which produces positive outcomes in the form of student accomplishment and professional practice. As they illustrate the theoretical foundations of principles and models of effective teaching and learning processes, teachers play a crucial role in advancing research-based teaching methodologies. In terms of teaching methods, revised practices are necessary to achieve student competencies. Teaching is a career that requires constant learning and improvement. The professional development of teachers results in revised and improved methods for productive practice. In the context of education, it was assumed that the emergency remote shift would be brief. Plans and initiatives have been created while the pandemic's disruption of the teaching and learning process continues.

However, in Mindanao, as a teacher here for quite some time, I can tell that I face various challenges related to poverty, conflict, and lack of resources that affect the professional development of teachers somehow. Several efforts have been put into place to enhance the professional development of teachers in Mindanao. One such is the DepEd Mindanao Professional Development Center, which offers training and activities to develop teachers' and school administrators' capacities. Programs are available at the center on a variety of subjects, including curriculum creation, assessment, classroom management, and the use of technology in education. Moreover, another initiative is the Teacher Education Council of Mindanao (TECM)which is a group of Mindanao's universities and colleges that offers pre-service and in-service teachers' opportunities for professional growth. The mission of TECM is to advance superior teacher preparation and aid in the growth of the area.

The Impact of Professional Development on Teacher Effectiveness by Thomas J. Kane and Douglas O. Staiger (2008) is one related study on professional development that offers significant insights into the impact of professional development on teacher effectiveness and student achievement. In this study, it used a randomized controlled trial methodology to help establish a causal relationship between the professional development program and teacher effectiveness. While this study will employ a qualitative approach utilizing a phenomenological design. Since this is to extract the from the participants, result of the study will mainly depend on tier experiences, thus all possible factors may arise. With a clear gap between the two studies, it is now the role of the researcher to explore on the things that were not discovered yet.

➢ *Purpose of the Study*

The purpose of this study is to explore on the experiences of the success stories of master teachers towards professional development of their insights.

➤ *Research Questions*

Specifically, this study sought to answer the queries about the success stories of master teachers toward professional development. This study will answer to the following questions:

- What are the success stories of master teachers towards professional development?
- What personal insights can be drawn from success stories of master teachers towards professional development?

➤ *This Piece of Work would be of Significant to the Following within the Preview of this Chapter:*

The School Leaders. For school leaders, professional development is of highest importance since it is essential to their development and success as educational leaders. The result of the study will allow school leaders to formulate policies and laws that will help alleviate professional development of master teachers.

The Teachers. Teachers need professional development in order to keep current with the most effective teaching methods, hone their instructional abilities, and provide for their pupils. Teachers have the option to improve their instructional abilities, such as lesson preparation, instructional design, classroom management, and assessment techniques, through professional development programs. As a result, they may be better able to satisfy the various requirements of their pupils, provide effective learning opportunities, and guarantee high levels of student accomplishment.

The Students. While largely geared toward educators and other professionals, professional development also indirectly affects students. Students receive new information, abilities, and instructional methodologies when teachers participate in professional development opportunities, which can have a positive influence on their classroom practices. This may lead to more interesting and efficient training, greater differentiation for learners of varied backgrounds, and improved assessment procedures, all of which may eventually improve student learning results.

The terms were operationally utilized based on the context of the study to further define the answers to the queries about the success stories of master teachers towards professional development.

Success Stories. Success stories are tales or narratives that showcase the successes, successes, and favorable results of master teachers towards professional development. They generally discuss a problem or issue, the steps taken to solve it, and the success or beneficial outcome that resulted. Success stories are frequently used to highlight and celebrate achievements, share best practices, motivate others, and demonstrate the importance and significance of a particular project.

Professional Development. Professional development is the term used to describe chances for continual learning and growth that master teachers take advantage of to improve their knowledge, skills, and abilities in their profession or line of work. It is a deliberate and well-planned procedure with the goal of enhancing performance, effectiveness, and professional competence. Professional development may occur in a variety of ways, including through workshops, conferences, webinars, online courses, certifications, coaching, mentorship, and other structured learning opportunities.

➤ *Review of the Significant Literature*

This part offers pertinent research and studies that will support the investigation. This setting emphasizes the contribution of master teachers' learning insights and success stories to professional growth. Technical words used operationally in the following were changed to synonyms due to the dearth of available literature.

➤ *Professional Development*

Professional development generally refers to ongoing learning opportunities available to teachers and other education personnel through their schools and districts. Effective professional development is often seen as vital to school success and teacher satisfaction, but it has also been criticized for its cost, often vaguely determined goals, and for the lack of data on resulting teacher and school improvement that characterizes many efforts Rebora (2011). Professional development activities include formal teacher induction, the credits or degrees teachers earn as part of recertification or to receive salary boosts, the national-board-certification process, and participation in subject-matter associations or informal networks. Sawchuk, Nov. 10, (2010a).

It cannot be expected to prepare teachers for all the challenges they will face throughout their careers, no matter how good pre-service training for teachers is OECD (2009). Thus, education systems seek to provide teachers with opportunities for in-service professional development in order to maintain a high standard of teaching and to retain a high-quality teacher workforce. Training, practice and feedback, provides adequate time and follow-up support is an indication of effective professional development. Initiate program involving teachers in learning activities that are similar to ones they use in the classroom setting to enhance their capacities. Teachers share their expertise and experience more scientifically in a way that growing interest in developing schools as a learning organization will prosper.

Teaching Thought Staff (2019) expressed that professional development runs the gamut from one-shot workshops to more intensive job-embedded professional development. Teachers learn in the day-to-day environment in which they work rather than getting pulled out to attend an outside training. Professional development training events sometimes are inappropriate to support learning new ideas or skills for a teacher. For instance, a group of 100 teachers into a training event will never give them the time they need to reflect on the material, ask questions, listen to their peers, or go through activities to enhance their understanding. They may learn, understand, and agree with a new idea or technique presented in a workshop, but it's hard for them to implement that idea without ongoing support.

According to Teacher Org. (n. d.), professional development is a requirement for all teachers. It is, in a way, some form of education for teachers that can enhance or improve their teaching in their respective classroom environments. Some workshops are an hour or two, while others may be a week-long or two. These trainings are most effective when they are in the teacher's subject area where learning takes place most in their expertise and also, they best learn overall strategies for classroom management and or other topics that can benefit any age group. Any professional development opportunity should be something that will benefit both the students and teachers through various new strategies and techniques. Professional development can be highly beneficial if learnings are utilized with the aim to further improve the quality education of students. Normally, those professional development opportunities that are multi-day, require interaction among and between attendees and usually are the most useful.

Professional development for teachers should be analogous to professional development for other professionals NAS (2019). Becoming an effective teacher is a continuous process that stretches from the beginning experiences to the end of a professional career. Concepts in a certain discipline is a rapidly changing knowledge base, and expanding relevance to societal issues is limited; thus, teachers need ongoing opportunities to build their understanding and ability. Apart from self-learning, teachers also must have opportunities to develop understanding of how students with diverse interests, abilities, and experiences make sense with their ideas and how the teacher be able to support and guide their students on their needs.

Professional development through formal in-service training to upgrade the content knowledge and pedagogical skills of teachers, is widely viewed as an important means of improving teaching and learning Quinit (2011). It is the central intervention of the two recent research and demonstration projects, while many interventions include professional development. Professional development that provided went far beyond the "one-shot" workshop approach that has been widely criticized, instead it included intensive trainings and other forms of coaching of individual teachers. The impact of professional development programs has greatly increased teachers' content knowledge.

Mizell (2010), mentioned that professional development is the strategy schools and school districts use to ensure that educators continue to strengthen their practice throughout their career. Focusing on the needs of their students, it is the most effective professional development while engaging teams of teachers to ensure all students achieve success. Teachers then learn the problems within and solve it orderly together. Most school systems use a variety of schedules to provide this collaborative learning and work time for teachers. It is realized that the benefits to teachers and their students far outweigh the scheduling inconvenience when time set aside for professional development is used effectively and parents receive reports about students' results. Professional development is most effective when it occurs in the context of educators' daily work. All educators are engaged in growth rather than learning being limited to those who volunteer to participate on their own when learning is part of the school day. School-based professional development helps educators analyze student achievement data during the school year to immediately identify learning problems, develop solutions, and promptly apply those solutions to address students' needs. Addressing of students' needs is relevant if it takes place before classes begin or after it ends.

Professional development is a consciously designed, systematic process that strengthens how staff obtain, retain, and apply knowledge, skills, and attitudes CDC (2019). In addition, professional development is the best way to teach specific learning competency to a certain group. Choosing the appropriate learning event is necessary to understand the level of skills that may be acquired. While training providers need consistent definitions to provide the appropriate learning events, it is important to understand that training and workshops do not mean the same thing. One can produce long-term benefits, while the other may simply raise awareness.

Finally, including online and in-person events, gaining professional learning experiences to support your professional advancement wherever you are in your career is necessary. Professional development is a range of learning and support activities designed to prepare individuals for work with and for young children, as well as ongoing experiences to enhance this work (NAEYC, n. d.). These opportunities lead to improvements in the knowledge, skills, practices, and dispositions of new teaching professionals.

It is critical for veteran teachers to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture Edutopia (2008). Mentoring and coaching from experienced-teachers is critical to the successful development of a new teacher. Great induction programs create opportunities for new teachers to learn from best practices and analyze and reflect on their teaching.

➢ *Group Dynamics*

Dynamics means change, and group dynamics means behavioral change throughout the group interaction (Knowledge Review, 2023). Group dynamics are crucial to professional growth since they have a big impact on the efficiency and results of the learning process. Group dynamics are the interactions, relationships, and activities that take place inside a group, such as how members cooperate, communicate, and work toward a shared objective. It may be fostered by group dynamics, which can improve professional growth. Collaboration, idea sharing, and experience sharing among group members can enhance learning by bringing in a variety of viewpoints, insights, and feedback. Peer learning may also encourage social interaction, create a welcoming learning environment, and boost participant engagement and motivation.

British Council (2023) mentioned that group dynamics refer to the relationships between learners in a group and the impact that this has on the way they work. As not all of the elements that affect group dynamics are under the teacher's control, they must be identified in the language classroom. By selecting pertinent objectives, themes, and activity kinds, teachers may help create a favorable learning environment for their students while also building rapport. Differentiated learning in professional development can be made possible through group dynamics. Group dynamics can create opportunity for specialized or personalized learning experiences since participants may have various backgrounds, experiences, and learning preferences. Group members can help each other in obtaining the information and skills they need to achieve their professional development objectives by collaborating to identify and address their individual learning needs.

Group dynamics in the classroom help to improve how the class functions and allows the objectives set for the group to be achieved. In this article, we'll look at what they're all about (You are mom, 2023). The dynamics of a group can also help people connect and network for career advancement. Members of the group may have the chance to network, form friendships, and create connections with other professionals who can support their continuous education and professional growth. Socializing and networking inside the group may establish a feeling of community, encourage cooperation and resource sharing, and make it easier to receive continuous assistance and learn new things outside of the confines of the official professional development program. All participants may benefit from a more successful and worthwhile professional development experience by being aware of and skillfully managing group dynamics.

➢ *Team Player*

Koechig (2016) emphasized that a team of teachers can be a strong support system. Teachers emphasize and work hard to ensure that their pupils obtain the best scores possible on standardized exams. The teacher's greatest resource, her colleagues instructors, are twisted to look as her biggest adversaries while the particular pupil is left out. When a teacher acknowledges that other instructors are his or her most valuable resource, it is a brilliant, freeing moment. Teachers that are team players are eager to work together, share best practices, resources, and ideas, as well as actively participate in collaborative learning activities. They are willing to collaborate with other educators, take part in professional learning communities, and support a cooperative environment in their school or district. With this collaborative approach to professional development, educators may gain from various viewpoints, draw on one another's knowledge, and improve teaching methods.

Be a team player. It's one of those sports analogies used frequently in education (Education World, 2016). Most of the time, teachers are steadfast course-setters. In addition, we are adamant about what works and what doesn't. Our kids benefit from our commitment and self-discipline since they make learning easier and get us through each day. Participants in professional learning communities or other collaborative organizations within their school or district are frequently team players. Teachers get the chance to collaborate on problem-solving, data analysis, and lesson planning in PLCs. Together, instructors may share knowledge, offer creative ideas, and collaboratively enhance their teaching methods. PLCs may also give instructors a safe space to try out new approaches, evaluate their teaching, and generally get better at what they do.

Herrity (2023), stressed out that a team player is someone who actively contributes to their group to complete tasks, meet goals or manage projects. Team players appreciate ideas, actively listen to their coworkers, and seek to enhance the current process or product. Team players take responsibility when their team has setbacks because they recognize that the success of their team is also their personal success. Team players frequently assume leadership or mentoring responsibilities within their school or district, which can benefit their own professional growth. By mentoring fresher or less experienced colleagues, seasoned educators may pass on their knowledge and skills while simultaneously developing their own teaching abilities. Taking on leadership roles, such as department chair, instructional coach, or curriculum leader, may provide teachers new duties and tasks that will help them hone their leadership abilities and advance their careers.

➢ *Collaboration*

Successful collaboration requires clear expectations (Harrell, 2020). A team's processes and links to the work's goal can be established and documented with the use of a team charter. Consider the results of your most recent team meetings. The purpose of a team charter is to officially codify team standards and the team's intended impact. It is a straightforward document that begins with a vision and mission. Each team member matches his or her function to the group's goal and purpose. There will be agreements made around communication and decision-making under a solid team charter. A charter may, for instance, state that "We utilize email to schedule meetings. Only when we are late do we utilize text. Our agendas designate a team member to make the choice and accept responsibility for it. We also note who in the team contributes to each choice. Communication and decision-making are the largest roadblocks for teams, and creating clear protocols from the start may help prevent these obstacles. When making group choices, we try for agreement but employ a simple majority if the dialogue gets stuck.

Francis (2022) believed that teaching is at its best in a collaborative environment where teachers support one another, share ideas, provide feedback, and work together to achieve school and district initiatives as well as individual goals. Simply put, collaborative teaching refers to a method in which two or more educators collaborate to mentor and teach the same class of pupils. It also goes by the names of team teaching and cooperative teaching, and it offers instructors constant assistance and feedback. A classroom is divided in half by two teachers in a collaborative teaching method. At the same time, every instructor educates pupils in the same subject. The teachers are better equipped to give one-on-one help as needed because they oversee fewer students.

A school culture of collaborative learning and teaching is key to the successful induction of new teachers, and grows the capacity of all teachers (Planche and Donohoo, 2018). Collaboration among educators enables the exchange of concepts, assets, and best practices. When teachers work together on lesson planning, curriculum development, and instructional tactics, their viewpoints are broadened, they are exposed to fresh perspectives, and they are able to incorporate cutting-edge methods into their teaching. Collaborative sharing of resources, including as textbooks, online tools, and technology, may also help students learn more effectively while also saving time and effort.

➢ *Synthesis*

The foregoing review of significant literature and studies discussed the relevance of professional development as perceived by the school leaders of the private school sectors. In this quest, the significant literatures proposed the professional development which customized to describe the success stories of master teachers.

➢ *Theoretical Lens*

This study is coupled with Malcolm Knowles' Theory of Andragogy in 1980, which states that adult learning is any situation in which an adult is pursuing an education, a new skill, or information (University of the People, 2023). When they see a need or significance in their professional setting, adults are driven to study. They favor overseeing their own education, creating their own learning objectives, and taking part in the planning and assessment of the educational process. Because it stresses the value of relevance, experience, problem-solving, cooperation, feedback, and learner autonomy, adult learning theory is a good fit for professional development. Organizations may produce efficient and interesting learning experiences that support the expansion and development of their workforce by incorporating these ideas into the design and execution of professional development programs.

Since adult learning frequently takes place in the context of professional growth, the notions of adult learning and professional development are closely connected. The process of increasing and growing a person's knowledge, abilities, and competences in their professional sector or career is referred to as professional development. Contrarily, adult learning refers to the process of learning new things as an adult, such as skills, information, and attitudes.

Adult learning is crucial in the context of professional growth because it enables people to continuously enhance their knowledge and abilities to adapt to shifting work settings and stay up with developments in their sector. Formal and informal learning activities, including workshops, seminars, conferences, online courses, mentorship, and on-the-job training, are frequently a part of professional development. These educational opportunities are created with adults in mind, taking into consideration their unique learning preferences, experiences, and past knowledge.
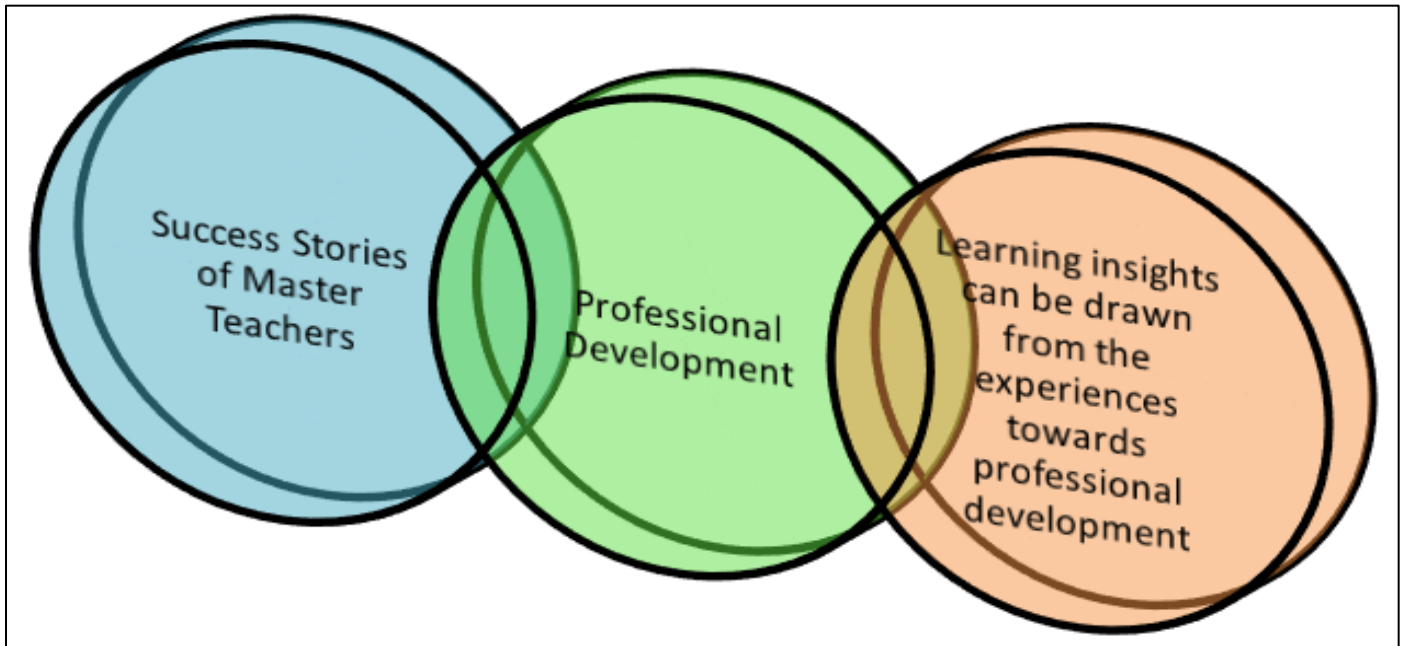
Fig 1 Theoretical/Conceptual Framework of Study

CHAPTER TWO
METHOD

The methodology of this study is presented in this section. This included the following: underlying philosophical and qualitative presuppositions, the study design, the environment, the participants, ethical issues, the researcher's role, data collecting, data analysis, and the veracity of the data.

➢ *Philosophical Assumptions*

According to Creswell (2005), this study made use of the three (3) fundamental presumptions that qualitative research employs. These four premises—ontology, epistemology, rhetoric, and axiology—had an impact on the methodology the researcher created.

Ontology. Reality is arbitrary and multifaceted. It implies that how everyone perceives and interprets something varies. Creswell (2012) stated that the reality that people experience is regarded as an ontological problem that must be studied or researched to be addressed. As a result, I will look at the viewpoints of the participants who had firsthand experience with professional development as a researcher and instructional leader. I will rely on the information which they will be sharing during the conduct of focused-group discussion (FGD) and individual interview.

Epistemology. As a researcher, I tried to close the gap between my personal perspective and my work as a researcher, as indicated by Creswell (2012), considering epistemological assumptions. This implies that in order to be an effective researcher, I worked with others, spent time with the participants in the field, and develop a "insider" status. As a result, I can say that thanks to my interactions with the participants, I were able to grasp what they said throughout the debate.

Axiology. Creswell (2012) emphasized how important values are to a study's axiological presumptions. As the basis for improving the existing method or system for the professional development of master teachers, I regarded the information provided by my participants as being of the utmost value in this study.

Rhetoric. Rhetorical presumptions state that the researcher employs certain phrases as well as a literary and personal narrative in the study. Following it, I created the texts for this study informally, using my own voice and qualifiers like "credibility," "transferability," "dependability," and "confirmability" in place of "internal" and "extrinsic" validity.

During the interview, I carefully watched the participants' gestures, annoyances, and facial expressions for this study. Even though it was conducted online, I personally watched to see how the participants responded. More so on their unique perspective on the subject.

➢ *Qualitative Stance of the Study*

The qualitative approach used to define, describe, and elaborate the significance of many elements of the human life experience. Therefore, because they participated in human behaviors, researchers can analyze people's experiences. Researchers who are aware of the possible damages that might be inflicted upon study subjects should take the principles of no "no harm" to participants into consideration. Naturally, there may occasionally be a contradiction between the right to know and the right to privacy (advocated based on an individual's rights) (Bloor & Wood, 2006).

Pseudonyms (used for names of people, places, and organizations) and secure data storage techniques (applied to names of people, places, and organizations) are some of the effective approaches for protecting personal information (Bloor & Wood, 2006). It is becoming more typical for researcher ethics committees to need written, signed, and, ideally, witnessed documentation of consent.

➢ *Design and Procedure*

Qualitative research was employed in this project. Particularly phenomenological research which gathered and processed non-numerical data via the examination of certain groups or locales to derive meaning that would improve our comprehension of social life Crossman, 2017. According to Creswell (2012), a subjective outline will be offered as a technique for looking into and understanding the significance that people or groups attach to a social or human issue. The research process comprises the use of posed questions and methodologies, information generally gathered in the participant's surroundings, information analyzed inductively moving from particular to general issues, and the scientist's explanations of the relevance of the findings.

The research represented and guided the selected participants, who oversaw their respective schools in Davao Del Norte, using the phenomenological method. Subjective phenomenology aims to investigate ways to represent the real-life professional development experiences of master instructors. The main emphasis will be on importance, the worth of experience, tactical strategy or survival, relayed stories, trials, and similar topics Waters (2017).

➤ *Ethical Considerations*

Planning a research study requires a thorough grasp of academic research, its goal, and what constitutes ethical research. To prevent any rights breaches, this study was conducted with rigorous adherence to ethical norms. The foundation of this chapter is the issue of ethical research. The researcher took steps to safeguard the volunteers from damage and from unneeded stress.

The fact that this study involved non-native English speakers as subjects might lead to extra ethical considerations for researchers.

To refer all these participant groups, I coined the acronym "EAL" (English as Additional Language). The difficulties that might occur while doing research with non-native English speakers are highlighted by Koulouriotis (2011). Ethics were always a factor in research because of cultural barriers, problems with translation, and conceptions of power and authority. She said that a significant percentage of ESL (English as a Second Language) research carried out by teacher-researchers in nations where ethical issues could not be explicitly addressed. With this, this chapter examined principles of ethical deliberations that researcher working in the field of EAL are considered and contextualized. Some of these principles are discussed below.

First is the informed consent. The participants were asked to sign an informed consent form outlining their participation in the study. The terms and conditions were read and signed by them. It is claimed that they are not under any danger or coercion to take part in the activity.

Second was peer debriefing. Due to the researcher's exposure to inattentive peers during the focus group discussion (FGD), this was done.

Third, the information gathered during the interview and FGD were kept in private. The confidentiality of participants' identities is upheld. Real names will not be utilized, just pseudonyms.

Fourth is intrusiveness. The participants' time and schedule were properly considered. It was guaranteed that the FGD took place at a time that works for them. Recall that unethical research nearly always makes participants and researchers feel exposed and vulnerable in undesirable ways. Thus, the validity and reliability of the data that were obtained.

➤ *Research Participants*

The master teachers in the division of Davao Del Norte are the main participants in this inquiry. Since the study concentrated on the participants who are really administering the academic institutions, the participants will be determined using the purposive sampling method. These individuals were chosen because they organized participation in school-related activities to get professional development experience. They served as a reliable source of data for this inquiry.

A lower sample size was needed for qualitative analysis than for quantitative ones. The size of the qualitative sample should be sufficient to collect enough information to adequately characterize the studied phenomena and answer the research questions. The achievement of saturation aimed of qualitative researchers.

Saturation happened when including more people in the research did not produce new insights or data. The notion of saturation was suggested by Glaser & Strauss (1967) as a means of obtaining an acceptable sample size in qualitative investigations. There were also suggested guidelines. Creswell (1998) advised 5–25 for phenomenological research, and Morse (1994) suggested at least six. The researcher used these suggestions to estimate the number of people she would require, but in the end, the precise number of participants needed should depend on when saturation was achieved. Seven educational leaders will collectively be acknowledged in this study and included in the examination's probe.

Most academics contend that the idea of saturation should be the main consideration when choosing a sample size for qualitative research Mason (2010). Many people have described saturation as the moment at which the data-collecting process stops producing any fresh or pertinent data.

Chain-referral sampling, often known as snowball sampling, will be used in this investigation. When samples were required to exhibit qualities that were uncommon or challenging to locate, this non-probability sampling technique was applied Research Methodology. For instance, this study investigated master teachers' experiences with professional development initiatives at their individual institutions. Without a member who is prepared to share connections of other members, it would become progressively difficult to locate original data sources from the master teachers. Primary data sources nominated other possible primary data sources that may be utilized in the sampling process. In other words, the snowball sampling approach relied on recommendations from original participants to produce new subjects.

Members of the sample group who would be recruited through chain referral were subjected to the sampling procedure. In particular, the linear snowball sampling method used in this investigation, in which each sample group began with just one subject and just one recommendation from that subject. The referral added to the sample group, and just one further reference was given by him or her. Until the sample group is complete, this pattern will be followed.

Five master teachers in the junior high school were be chosen to take part in this study. Each participant received a unique code to conceal their identity and allowed them to freely communicate their thoughts and understanding of the phenomena. The group's participants came from various stations in Davao Del Norte Division public schools. Regarding their professional progress and success stories, each will be offered their comments.

Davao del Norte is strategically located at the southeastern part of Region XI, bounded by Compostela Valley on the northeast, Bukidnon on the northwest, Davao City and Davao Gulf on the south. It became a province on May 8, 1967 by virtue of R.A. 4867, together with the creation of Davao Oriental and Davao del Sur. Because of the creation of new schools divisions, Davao del Norte division is currently composed of 11 districts, 185 public elementary schools, 41 public secondary schools, 18 public integrated schools, 24 private elementary schools, 12 private secondary schools, 18 public pre-schools and 21 private pre-schools.

➤ *Role of Researcher*

The core role of the researcher was the primary source of knowledge in a subjective study. The expert used FGD as a subjective information-collecting approach. Participants met in a semi-organized writing format. The debate on the members' core values copied during the FGD. This is to ensure that only sincere responses were verbatim recorded.

The researcher also developed into a member spectator at the same time. This demonstrated how the researcher would unwittingly observe the members' behavior throughout the course of a guided FGD. Without a doubt, the analyst assumed the roles of the observer, questioner, note-taker, and transcriber. To complete the assignment, just like with quantitative approaches, it was necessary to utilize specialist talents appropriately. According to (n. a, n. d.), proficiency in the following areas were necessary: explaining, studying without bias with potential participants, conducting interviews correctly, accorded it to the design, making appropriate field observations, choosing appropriate artifacts, imaging, journal portions, and so forth; handling data per design, analyzing, and interpreting the data per design.

➤ *Data Collection*

The process of acquiring data involved several processes, including the ones listed below. First, a written request for authorization to conduct the study was sent in a letter from the dean of the graduate school to all participating schools in the Davao del Norte Division.

Following approval, a letter was issued to the master teachers at the chosen schools inviting them to sign up as research participants based on the school heads' rereferrals. A questionnaire created by the researcher will be created and put through face validation. During the FGD, the mirrored guiding questions was posed. Focus groups were used to collect the data. Additionally, every interview was audio recorded and completely transcribed. The correct process was followed during this epidemic, hence online interviews utilizing Google Meet or Zoom was be used. Thematic content analysis was used to examine participant responses.

Whatever technique of data collecting was used, and regardless of the researcher's philosophical stance, a lot of data had to be generated Sutton (2015). Using current technology, audio recordings were made of what was said and done during an interview or focus group.

The researcher made the most of audio recording data collecting, and after verbatim transcription of the recordings, data analysis may start. A 45-minute audio-recorded interview took place. An experienced researcher/transcriber has 8 hours to complete. The "field notes" were used by the researcher to supplement audio-recorded interviews. The researcher were able to record impressions, contextual circumstances, actions, and nonverbal clues in the field notes that the audio recording would not have been able to effectively capture.

Field notes assisted to put the interpretation of audio recording data into context and serve to remind the researcher of contextual considerations during data analysis. In addition to the interview, the researcher also collected some handwritten notes in a tiny notebook.

➢ *Data Analysis*
In the analysis of data, the following tools were presented and discussed below.

Textual data gathered from the focus group discussion were analyzed through thematic analysis. In doing so, I incorporated the use of thematic analysis. Qualitative data analysis is an inductive and iterative process that transforms data into findings (Patton, 2020). While there are several approaches to analyzing phenomenological data and adopted Moustaka's modification of the Stevick Collaizzi-Keen method as explained by Creswell (2007). Applying this method, the first step is to take the bracket of my own experiences. While this is way impossible because a qualitative inquiry is not free from biases, the researcher stuck to the notion of Moustakas (1994) who opines that the researcher must be completely receptive to the informants' responses.

This study follows the triangulation techniques of data gathering, which was very useful means of capturing more details, but also, no matter how big or small the study may be (Holland, 2009). Moreover, Nightingale (2020) mentioned that this technique is to analyze results of the same study using different methods of data collection. It is used for three main purposes: to enhance validity, to create a more in-depth picture of a research problem, and to interrogate different ways of understanding a research problem. Triangulation of sources, methods, and results to check the validity of data gathered from participants, deciphering patterns, highlighting the insights of teachers in the traits of master teachers in the provision of technical assistance, and crystallization of findings or the creation of themes are the main things to consider when analyzing the data being gathered.

The next step is to develop a list of significant statements from the interviews and other data. These were statements concerning how the participants are experiencing their teaching and addressing the challenges. Every statement was considered to have significant value; however, irrelevant or repetitive statements were omitted, leaving only the most relevant and valuable information needed in line with the purpose of the study.

Clustering the remaining statements into themes or units with meaning as undertaken next. The researcher examined the responses of the participants to intellectualize statements that express and those that imply meanings and wrote a description of the experiences that the teachers in the study had. This description explained what happened and included direct quotations of the teachers' statements. Creswell (2007) terms it a textural description of the experiences.

Triangulation. Noble and Heale (2019) stated that the Triangulation is used to increase the credibility and validity of research findings. Credibility refers to trustworthiness and how believable a study is; validity is concerned with the extent to which a study accurately reflects or evaluates the concept or ideas being investigated. Triangulation, by combining theories, methods, or observers in a research study, can help ensure that fundamental biases arising from the use of a single method, or a single observer are overcome. Triangulation is also an effort to help explore and explain complex human behavior using a variety of methods to offer a more balanced explanation to readers.

➢ *Framework Analysis*
In the analysis of data, the following tools were presented and discussed below. Analysis of content by theme. One of the most well-known forms of study in subjective research, according to Guest (2012), was thematic content analysis. It emphasized, pinpointed, analyzed, and recorded samples (or "topics") inside material, as stated by Maglente (2018). Subjects are created crosswise over informational collections that are relevant to a certain study issue and were essential to the depiction of a wonder. This method also placed a strong emphasis on association and a detailed depiction of the informative collection. Topical research went beyond only adding phrases or word content and continued to identify specific and unmistakable ideas within the data.
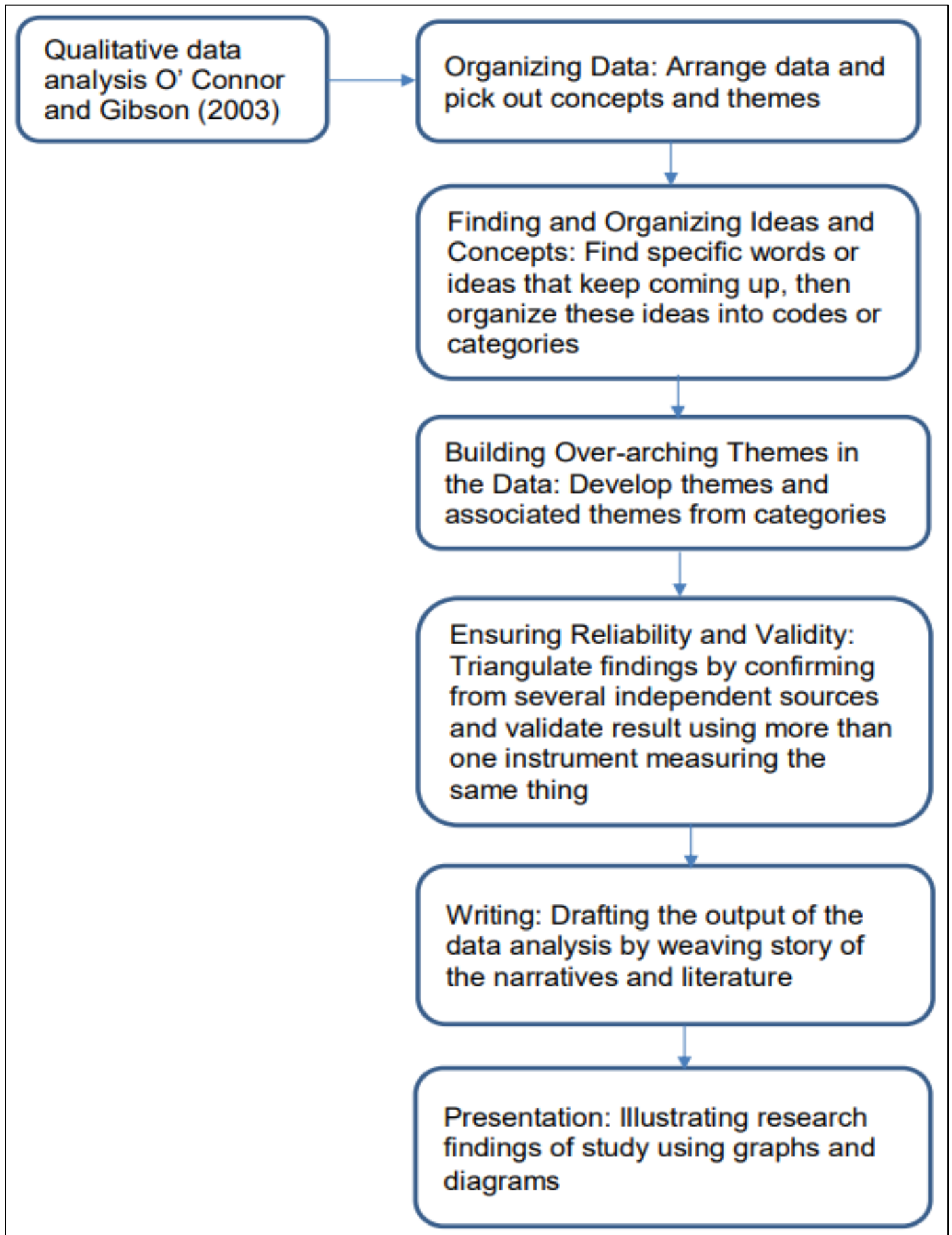
Fig 2 Analytical Framework of the Study

➤ *Trustworthiness of the Data*

According to Maglente (2018), maintaining high believability and objectivity increased a report's credibility. It is referred to as validity and reliability in quantitative investigations.

Validity, in the context of the exploratory study, referred to the subjective scientist's confidence in the accuracy and truthfulness of the findings. To ensure reliability, qualitative experts employed triangulation to demonstrate the credibility of the examination study's results, answering the question of how to determine the validity and precision of the findings. The subjective analyst also established transferability by showing that the assessment of the study's findings was applicable in various contexts, including similar conditions, populations, and phenomena. Detailed description was utilized by the subjective experts to showcase the applicability of the examination research's findings across multiple contexts, locations, and situations. (Olivia, n.

Confirmability measured how unbiased the exploration study's findings were. In the end, this meant that the findings were dependent on how the group responded rather than any prospective tendencies or personal impulses of the analyst. This includes making sure that the interpretation of what the examination participants stated was not affected by analyst tendency to suit a certain narrative. Subjective scientists would provide a review trail to provide confirmability, outlining each stage of information analysis done with the intention of providing support for the decisions reached. This suggests that the findings of the exploratory research accurately captured the responses of the participants (Olivia, n.d.).

Finally, reliability was the extent to which the investigation could be repeated by other experts, and the conclusions would be dependable. At the conclusion of the day, a guy should have enough information from your exploration answer to replicate your research and obtain comparable findings as your study produced. To establish steadfastness, a subjective analyst would use request review, which required an outsider to review and analyze the examination process and the information investigation in order to ensure that the findings were predictable and could be repeated (Olivia, n. d.).

After the conduct of an interview and focus group discussion to the identified participants, I gathered essential information that might help my study. The following steps presented in the framework above (Figure 2) were to be followed which is adopted from the Giorgi's four-phase phenomenological method, Ojala (2018). Questions like: What are the success stories of master teachers towards professional development? What learning insights can be drawn from the experiences of master teachers toward professional development?

As seen in the question matrix in the appendices, follow-up questions were also posed. The group interview ran between 45 and 60 minutes, and was transcribed using the audio recorder as a guide. Pages from participant interviews that had been transcribed made up the whole collection of interviews. Giorgi's phenomenological approach, which was briefly depicted in the above graphic, was be used to examine the data. In the first stage, I carefully reread each interview multiple times and provide a detailed account of each participant's trip.

Using each participant's transcription and their own phrases or expressions, I separated the meaning units of their journeys during the second stage of data collection. I may even let them use their own language to do so. After I separated out their responses and experiences, I summarized and compiled them into themes (phase 3), as we formerly knew them.

The themes were structured such that the most important ones are put in a hierarchy that reflects their interrelationships. The importance of each subject was determined by how the participant describes their experiences and how they refer to or elaborate on them using the material gathered in chapter 1. This structured group of meaning networks was composed of meaning structures. The journey of each participant represented in a significant viewpoint that will be published.

The language was altered at this stage to represent a third-person viewpoint (phase 4). The meaning structures of every participant were combined to determine the central subject of their journey.

➤ *Research Instrument*

The preparation, tactics, and experiences of expert instructors served as the study's foundation and documentation. The inspection used a loosely arranged meeting to collect data. According to Crabtree (2006), a semi-organized meeting will be used when you won't have more than one chance to speak with a person and when you send a few questioners out into the field to obtain information. Meetings are frequently preceded by perception, informal conversation, and unstructured talking to help the analysts get a keen understanding of the point of interest necessary for developing appropriate and substantial semi-organized queries.

Furthermore, according to Keats (1999), the inclusion of open-ended questions and questioners who were willing to follow relevant topics even if they deviated from the meeting agenda allowed for the identification of more insightful ways to view the issue at hand. This made the person asking the question appeared organized, strong, and composed throughout the discussion. Semi-organized gatherings gave participants the chance to express their opinions on their own terms. Semi-structured gatherings would produce reliable, nearly comparable subjective data.

CHAPTER THREE
RESULTS AND DISCUSSIONS

Within this chapter, I am excited to unveil the captivating revelations that have surfaced from our in-depth exploration of the interview data. As we delve into the various themes that have emerged through our analysis, I will guide you through comprehensive discussions that directly align with the core objectives of our study. To ensure an authentic representation of our voices of participants, I have artfully integrated their responses into the narrative. However, before we embark on this enlightening journey into their insights, allow me to introduce you to the symbols that serve as our guideposts in navigating this intricate tapestry of perspectives. Throughout the interview transcriptions, I have employed codes – concise yet evocative labels – to distinguish each research participant. These codes, denoted as P1 through P6, not only uniquely identify our contributors but also infuse a personalized essence into their invaluable contributions.

- *Success Stories of Junior High School Master*
- *Teachers towards Professional Development*

Figure 3 shows the success stories of master-teachers towards professional development in junior high school. The stories were experienced by junior high school teachers whom they experienced in pursuit to professional development; the major themes were: harmonious group dynamics, supportive team player and coordinated collaboration. The responses of the participants were formally labeled with codes to maintain anonymity as indicated in the study ethics and focus on their responses, which are far more significant, in order to formally guide the readers. Codes P1–6 correspond to participants 1-5. The interview transcription that was delivered and may be seen in the Appendices clearly shows the codes.

Having accumulated years of experience as an educator, I've had the valuable opportunity to engage with a diverse range of narratives, reflections, sentiments, and emotions expressed by master teachers. These narratives provide a deep insight into the complex array of experiences they navigate, particularly concerning the notable achievements of junior high school master teachers in their journey towards professional growth.

➢ *Harmonious Group Dynamics*
The harmonious group dynamics among master teachers hold significant relevance in the context of professional development. When master teachers collaborate seamlessly, sharing insights, experiences, and innovative strategies, it fosters a supportive environment that promotes collective growth. In a harmonious group, the diversity of expertise and perspectives contributes to a well-rounded approach to addressing challenges and exploring opportunities. This synergy encourages open dialogue, effective problem-solving, and a continuous exchange of knowledge, ultimately enriching the professional development journey. The positive group dynamics not only enhance individual mastery but also create a platform for mutual learning, nurturing a culture of collaboration that benefits both master teachers and the broader educational community.

The presented statements were thoughtfully composed with a genuine intent to highlight and elucidate the traits exhibited by master teachers within the realm of professional development.

So during our discussions specially in our clinical supervision we our sharing of ideas, exchanging of opinions, and of course for me as master teacher I'm still gaining knowledge from them, especially in our LAC session we are going to have our conferences
pre or even the post observation that we have during our class observation, no gaps at all.

Dynamics means change and group dynamics means behavioral change throughout the group interaction (Knowledge Review, 2023). Group dynamics are crucial to professional growth since they have a big impact on the efficiency and results of the learning process. Group dynamics are the interactions, relationships, and activities that take place inside a group, such as how members cooperate, communicate, and work toward a shared objective. It may be fostered by group dynamics, which can improve professional growth. Collaboration, idea sharing, and experience sharing among group members can enhance learning by bringing in a variety of viewpoints, insights, and feedback. Peer learning may also encourage social interaction, create a welcoming learning environment, and boost participant engagement and motivation.

This implies that group dynamics play a pivotal role in the realm of professional development as they significantly influence the effectiveness and outcomes of the learning journey. These dynamics encompass the intricate interplay of interactions, relationships, and collaborative endeavors within a group, shaping how its members collaborate, communicate, and collectively strive towards common goals. For master teachers, the implications are profound, as harmonious group dynamics facilitate an environment conducive to open dialogue, mutual learning, and the exchange of diverse perspectives and strategies. By fostering positive interactions and cohesive teamwork, master teachers can harness the power of collective wisdom, enhancing their own professional growth and contributing to a culture of continuous improvement in the field of education.

➢ *Another Participant Expressed that:*

Teamwork, then collaboration, once we have a meeting we introduce all sort of help that we can extend for them not to aloft from us, and they can feel comfort and smooth sailing works rather than inducing stress instead. There is no room for stress in this job Sir. (P2)

British Council (2023) mentioned that group dynamics refer to the relationships between learners in a group and the impact that this has on the way they work. As not all of the elements that affect group dynamics are under the teacher's control, they must be identified in the language classroom. By selecting pertinent objectives, themes, and activity kinds, teachers may help create a favorable learning environment for their students while also building rapport. Differentiated learning in professional development can be made possible through group dynamics. Group dynamics can create opportunity for specialized or personalized learning experiences since participants may have various backgrounds, experiences, and learning preferences. Group members can help each other in obtaining the information and skills they need to achieve their professional development objectives by collaborating to identify and address their individual learning needs.

The implication of understanding group dynamics in the context of professional development for master teachers lies in recognizing how the relationships and interactions among learners within a group can profoundly influence their collaborative efforts and overall learning experience. By comprehending the dynamics at play, master teachers can tailor their instructional strategies to foster a cohesive and supportive learning environment. This awareness allows them to create targeted interventions, promote effective communication, and harness the collective strengths of learners, ultimately enriching the teaching process and contributing to the master teachers' own growth as facilitators of impactful and collaborative learning spaces.

Interactions with my colleagues help me a lot to become a professional by sharing ideas, exchanging opinion so gaining knowledge also from their interactions. Then if you evaluate it that it can help to achieve the purpose and goals you just have to go with the flow with them.(P4)

Group dynamics in the classroom help to improve how the class functions and allows the objectives set for the group to be achieved. In this article, we'll look at what they're all about (You are mom, 2023). The dynamics of a group can also help people connect and network for career advancement. Members of the group may have the chance to network, form friendships, and create connections with other professionals who can support their continuous education and professional growth. Socializing and networking inside the group may establish a feeling of community, encourage cooperation, and resource sharing, and make it easier to receive continuous assistance and learn new things outside of the confines of the official professional development program. All participants may benefit from a more successful and worthwhile professional development experience by being aware of and skillfully managing group dynamics.

Recognizing and harnessing group dynamics in the classroom holds significant implications for the professional development of master teachers. Profoundly understanding group dynamics empowers master teachers to establish an optimal learning environment, fostering effective interactions among students to achieve educational goals. Through skillful utilization of group dynamics, master teachers can craft activities that stimulate collaboration, peer learning, and active participation, thereby enhancing the learning journey, fostering diverse viewpoints, and nurturing essential interpersonal proficiencies among students. In the context of professional development, this knowledge equips master teachers to orchestrate collaborative learning ventures for their colleagues. By transposing these principles into teacher training, they can orchestrate workshops, dialogues, and exercises that cultivate collective problem-solving, idea exchange, and skill elevation. This holistic approach not only enriches the advancement and efficacy of the teaching community but amplifies the positive impact on both educators and students alike.

➢ *Supportive Team Player*

Master teachers embodying a supportive team player attitude play a pivotal role in fostering effective professional development. Their commitment to creating a positive and empowering atmosphere encourages colleagues to openly share experiences and challenges. Through offering guidance, sharing resources, and providing moral support, these master teachers cultivate an environment conducive to open dialogue and mutual learning. This collaborative approach nurtures camaraderie, trust, and collaboration among educators, resulting in improved skill development and the exchange of innovative teaching practices. By embracing the role of a supportive team player, master teachers not only enhance their personal growth but also contribute to the overall advancement of the teaching community, fostering a culture of continuous improvement in the realm of professional development.

Our main task as master teachers is to make the feel that we are behind them and support at all times in their quest for quality delivery of education. And most importantly be at the center of every unavoidable misunderstandings among co-worker so that it will not be necessary at all to bring it into the Division Office. Many years ago, the principal and a mere teacher were called by the grievance committee of the Division, so what we are striving to perform is to be fair and respect the rights of each other. (P2).

Koechig (2016), emphasized that a team of teachers can be a strong support system. Teachers emphasize and work hard to ensure that their pupils obtain the best scores possible on standardized exams. The teacher's greatest resource, her colleagues instructors, are twisted to look as her biggest adversaries while the particular pupil is left out. When a teacher acknowledges that other instructors are his or her most valuable resource, it is a brilliant, freeing moment. Teachers that are team players are eager to work together, share best practices, resources, and ideas, as well as actively participate in collaborative learning activities. They are willing to collaborate with other educators, take part in professional learning communities, and support a cooperative environment in their school or district. With this collaborative approach to professional development, educators may gain from various viewpoints, draw on one another's knowledge, and improve teaching methods.

The significance of cultivating a collaborative team of teachers as a strong support system has a profound impact on the professional development of master teachers. A united team brings together diverse perspectives, experiences, and expertise, establishing an environment where master teachers can openly exchange ideas, share successful methods, and collaboratively tackle challenges. This collective synergy amplifies the reservoir of knowledge and skills, enabling master teachers to fine-tune their instructional approaches, experiment with innovative methods, and consistently evolve. The team's reciprocal assistance, constructive critique, and shared resources offer master teachers a robust framework to navigate their journey of professional growth. Moreover, the dynamic interactions within the team foster an ongoing cycle of learning, adaptation, and advancement, thereby enriching the teaching community and elevating the overall quality of education.

You will lead and guide as a master teacher, lead the group, then you can get the interactions. Then support different programs of the school being implemented and initiated, thus, there is no room to not be supportive if your goal is to have good result.(P3).

Be a team player. It's one of those sports analogies used frequently in education (Education World, 2016). Most of the time, teachers are steadfast course-setters. In addition, we are adamant about what works and what doesn't. Our kids benefit from our commitment and self-discipline since they make learning easier and get us through each day. Participants in professional learning communities or other collaborative organizations within their school or district are frequently team players. Teachers get the chance to collaborate on problem-solving, data analysis, and lesson planning in PLCs. Together, instructors may share knowledge, offer creative ideas, and collaboratively enhance their teaching methods. PLCs may also give instructors a safe space to try out new approaches, evaluate their teaching, and generally get better at what they do.

The implication of embracing the "Be a team player" principle, often drawn from sports analogies and frequently emphasized in education, holds significant relevance for the professional development of master teachers. By embodying a team player attitude, master teachers actively contribute to a collaborative and supportive environment within the teaching community. This fosters a sense of camaraderie, open communication, and mutual respect, which are crucial for sharing innovative teaching methods, exchanging effective strategies, and addressing common challenges. A team player mindset promotes the spirit of collective growth and improvement, as master teachers work collaboratively to enhance their instructional practices, refine their skills, and create a positive impact on student learning outcomes. Ultimately, this principle encourages a culture of cooperation and continuous learning, nurturing a cohesive teaching community that strives for excellence in education.

By leading the groups we are ideas, opinions, through conferences, effective learnings, I also ruled out my idea so I gain from their perspectives, in order for to cope up resolution for the betterment of our department (P4).

Herrity (2023), stressed out that a team player is someone who actively contributes to their group to complete tasks, meet goals or manage projects. Team players appreciate ideas, actively listen to their coworkers, and seek to enhance the current process or product. Team players take responsibility when their team has setbacks because they recognize that the success of their team is also their personal success. Team players frequently assume leadership or mentoring responsibilities within their school or district, which can benefit their own professional growth. By mentoring fresher or less experienced colleagues, seasoned educators may pass on their knowledge and skills while simultaneously developing their own teaching abilities. Taking on leadership roles, such as department chair, instructional coach, or curriculum leader, may provide teachers new duties and tasks that will help them hone their leadership abilities and advance their careers.

The implication of embodying the qualities of a team player, where individuals actively contribute to group efforts to achieve tasks, goals, or projects, holds significant value for the professional development of master teachers. By appreciating and embracing the ideas of their colleagues, master teachers create an environment that fosters open communication and collaboration. Actively listening to fellow educators enables master teachers to gain diverse perspectives and insights, leading to the enhancement of current processes and products. This team player mentality encourages the sharing of effective teaching practices, innovative strategies, and collective problem-solving, ultimately enriching the professional growth of master teachers. It contributes to a culture of continuous improvement and fosters a sense of unity within the teaching community, positively impacting student learning experiences.

➢ *Coordinated Collaboration*

The importance of master teachers engaging in coordinated collaboration holds significant implications for effective professional development. When these educators unite with a sense of coordination, they establish a platform for the exchange of diverse insights, experiences, and strategies. Through the synergy of their collective expertise, master teachers can provide a comprehensive array of viewpoints, resources, and solutions to address intricate challenges. This coordinated collaboration cultivates an environment wherein educators can collaboratively brainstorm innovative approaches, share best practices, and jointly solve problems. By embracing this collaborative endeavor, master teachers can magnify their influence on fellow educators, fostering skill enhancement, augmenting instructional quality, and ultimately enriching the professional advancement of the entire teaching community.

Here in the school sir, there are ahead master teachers already, I have observed them and made some inquiries what did they do why they became master teachers. pon knowing that they have took the master's degree, so what I did   is I enrolled myself in master's degree with hope to take chance to be promoted like the someday. Then in came to pass that finish my master's degree then I applied master teacher eventually I was qualified (P3).

Successful collaboration requires clear expectations (Harrell, 2020). A team's processes and links to the work's goal can be established and documented with the use of a team charter. Consider the results of your most recent team meetings. The purpose of a team charter is to officially codify team standards and the team's intended impact. It is a straightforward document that begins with a vision and mission. Each team member matches his or her function to the group's goal and purpose. There will be agreements made around communication and decision-making under a solid team charter. A charter may, for instance, state that "We utilize email to schedule meetings. Only when we are late do we utilize text. Our agendas designate a team member to make the choice and accept responsibility for it. We also note who in the team contributes to each choice. Communication and decision-making are the largest roadblocks for teams, and creating clear protocols from the start may help prevent these obstacles. When making group choices, we try for agreement but employ simple majority if the dialogue gets stuck.

The implication of establishing clear expectations for successful collaboration is crucial for the professional development of master teachers. When expectations are well-defined, master teachers can navigate collaborative efforts with a shared understanding of their roles, responsibilities, and goals. This clarity fosters effective communication, reduces misunderstandings, and promotes a harmonious working environment. By aligning their efforts toward common objectives, master teachers can leverage their collective expertise to develop innovative teaching methods, exchange valuable insights, and collectively address challenges. Clear expectations enhance accountability, encourage active participation, and contribute to a productive collaborative culture that ultimately elevates the quality of professional development initiatives and positively impacts the teaching community.

I believe that by working hand in hand maybe sharing ideas in achieving common goals, share knowledge, skills for quality education, give positive role, even if ther reactions are negative feedbacks ,but we should focus to our   goal for the good (P4).

Francis (2022) believed that teaching is at its best in a collaborative environment where teachers support one another, share ideas, provide feedback, and work together to achieve school and district initiatives as well as individual goals. Simply put, collaborative teaching refers to a method in which two or more educators collaborate to mentor and teach the same class of pupils. It also goes by the names of team teaching and cooperative teaching, and it offers instructors constant assistance and feedback. A classroom is divided in half by two teachers in a collaborative teaching method. At the same time, every instructor educates pupils in the same subject. The teachers are better equipped to give one-on-one help as needed because they oversee fewer students.

The implication of fostering a collaborative teaching environment is paramount for the professional development of master teachers. In such an environment, master teachers can harness the collective wisdom of their peers, exchanging insights, innovative practices, and constructive feedback. Collaboration facilitates a cross-pollination of ideas that can enhance instructional strategies and improve student outcomes. By working collectively to achieve broader educational objectives while also pursuing personal growth, master teachers contribute to a culture of continuous improvement and shared success. This collaborative spirit not only strengthens the teaching community but also enhances the collective expertise and effectiveness of master teachers, leading to a more impactful and enriching professional development journey.

What I did Sir? Yah, ah for that, ways that you do to work with other, actually it is needed to work collaboratively, so in my level Sir I used to talk with my co-teachers who are under of that particular subject, and then we tried to look for a solution to improve our endeavors. Ah, this is by subject actually to meet or to come up with good resolved to the problem Sir.(P6).

A school culture of collaborative learning and teaching is key to the successful induction of new teachers, and grows the capacity of all teachers (Planche and Donohoo, 2018). Collaboration among educators enables the exchange of concepts, assets, and best practices. When teachers work together on lesson planning, curriculum development, and instructional tactics, their viewpoints are broadened, they are exposed to fresh perspectives, and they are able to incorporate cutting-edge methods into their teaching. Collaborative sharing of resources, including as textbooks, online tools, and technology, may also help students learn more effectively while also saving time and effort.

The implies that a school culture rooted in collaborative learning and teaching is of utmost significance for the professional development of master teachers. Such a culture not only aids in the seamless integration of new teachers but also nurtures the growth and skill enhancement of all educators. By sharing experiences, exchanging strategies, and collectively problem-solving, master teachers can guide new teachers through effective practices while also refining their own instructional approaches. This collaborative culture promotes a sense of shared responsibility for student success, drives innovation, and cultivates a dynamic learning environment that benefits both educators and students alike. The active engagement of master teachers in this collaborative ecosystem not only elevates their expertise but also contributes to the continuous advancement of the entire teaching community, fostering an environment of collective growth and excellence.
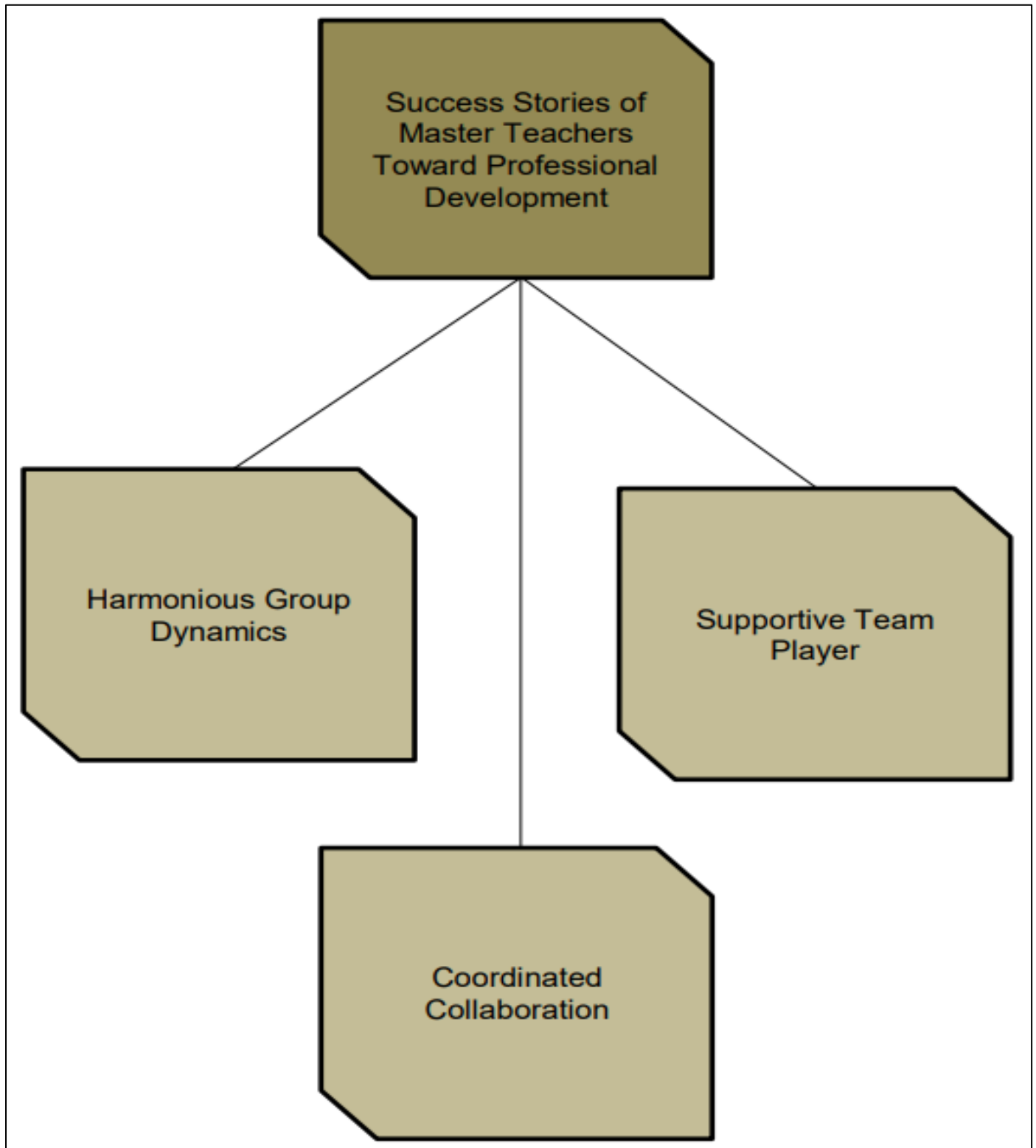

Fig 3 Emerging Themes on the Success Stories of Junior High School Master Teachers Toward Professional Development

- *Personal Insights Drawn from the Success Stories of Master Teachers towards Professional Development*

Figure 4 showed the educational insights that were drawn from the experiences on the success stories of master teachers towards professional development. The insights of these teachers were geared towards three themes namely: encouraging support and continual professional development.

During the discussion, as an experienced teacher, I listened to anecdotes, sentiments, feelings, and emotions shared by fellow educators about their success stories towards professional development.

➢ *Encouraging Support*

Ongoing support holds immense importance in nurturing my journey of perpetual professional development as a master teacher, acknowledging the ever-evolving nature of expertise. Participating in workshops, seminars, and webinars allows me to embrace current methodologies and engage with fellow educators, enriching my perspectives. The mentorship I receive bridges the gap between my experience and that of emerging educators, fostering a shared learning experience. Engaging in collaborative communities sustains my active involvement, providing a space for valuable discussions on pedagogy and assessment. Self-directed learning through online platforms and literature empowers me to take charge of my growth. Ultimately, this continuous support strengthens my dedication to improvement, enriching the quality of my teaching and cultivating an environment of excellence that benefits both my students and the broader education community.

It is my dream to become a teacher and I really thank God because he gave more blessings to become a master teacher right now, as a I am very much thankful to my friends, my co-teachers encouraged me to enroll masteral. As to develop myself professionally, and these masteral units that I have road and brought me to my promotion as MT (P1).

According to pınar Karatas and Karaman, support is one of the main factors to assist teachers. This criticality addresses the challenges faced in initial years of teaching. Since beginning teachers make decisions to either stay in the profession or drop out, instead of alienating novice teachers, educational leaders ought to organize collaborative opportunities with beginning teachers. Such endeavors may help provide the necessary environment fostering safety, belonging, and self-esteem for novice teachers.

The implication of providing robust support to the professional development of master teachers is substantial. This support acknowledges that the journey of growth and enhancement is ongoing, regardless of the level of expertise attained. By offering various avenues such as workshops, mentorship, collaborative communities, and self-directed learning, educational institutions foster an environment where master teachers can continually refine their skills, explore new methodologies, and stay updated with the latest educational trends. This investment in support not only enriches the teaching quality of master teachers but also contributes to a thriving educational ecosystem. Ultimately, the implication is that such comprehensive support translates into improved student learning outcomes and the cultivation of a culture of excellence within the education community.

My colleagues especially our master teacher 2 Sir Bong and our head teachers, but their help motivate us to to strive hard to become master teacher Sir (P2).

Moreover, Singh and Billingsley (1998), supported that the largest direct effect on teachers' professional commitment was from peer support. These findings indicate the importance of principals' leadership in enhancing teachers' commitment and the effect principals can have on teachers' collegial relationships. Ideas for enhancing teachers' commitment to the teaching profession are suggested.

The implication for the professional development of master teachers is underscored by the significant impact of peer support on teachers' professional commitment. The study's findings highlight the crucial role that principals' leadership plays in strengthening teachers' commitment and shaping their collegial interactions. These findings emphasize the influence of school leadership in fostering a supportive and collaborative environment, ultimately enhancing teachers' dedication to their profession. As a result, there is a call for proactive measures to bolster teachers' commitment, suggesting avenues for principals and educational institutions to prioritize and enhance teachers' professional growth, well-being, and sense of community within the teaching profession.

➢ *Continual Professional Development*

Continual professional development is integral to understanding master teachers' progress and effectiveness. These educators value staying current in pedagogical techniques, technology, and research, refining their strategies to meet students' evolving needs. Their commitment to ongoing learning is evident in their pursuit of workshops and training. By sharing insights, they empower fellow educators, fostering a culture of growth and excellence in education. This dynamic journey highlights their dedication to enriching student experiences and cultivating a community of educators committed to continual improvement.

First Sir to become a master teacher, of course enroll in recognized graduate school (P1,).

Effective professional development is supportive because it considers the needs, concern, and interest of individual teachers along with those of the school or district. Considerations include teachers' personal and professional needs, individual learning preferences and input regarding what and how they will learn. At it's best, such professional development is customized by school, classroom and grade level, engaging individuals from all levels. When teachers feel supported, they are more willing to take professional risks by trying new things (Hunzicker, 2011).

Effective professional development for master teachers is characterized by its strong support system, considering both individual educators' requirements and the broader educational goals of the institution. This involves recognizing and addressing teachers' personal and professional needs, incorporating their preferred learning methods, and involving them in shaping their learning journey. Ideally, this support is tailored to suit various school contexts, classroom dynamics, and grade levels, ensuring engagement across all educational tiers. By creating an environment where master teachers feel valued and assisted, they become more inclined to step out of their comfort zones and experiment with innovative teaching approaches, leading to continuous growth and advancement in their practice.

Actually on of the best professional development assess me as master teacher is my credential, my requirements as master teacher because I'm a graduate of master in educational management and doctor of philosophy major in educational leadership (P5).

As cited by Bautista and Ortega-ruiz (2015), professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students' growth. Teacher professional learning is a complex process, which requires cognitive and emotional involvement of teachers individually and collectively, the capacity and willingness to examine where each one stands in terms of convictions and beliefs and the perusal and enactment of appropriate alternatives for improvement or change.

The implication for the professional development of master teachers lies in the multifaceted journey of teachers transitioning from learning to learning how to learn, and finally, to applying their acquired knowledge effectively in their teaching practices to enhance students' growth. This process necessitates deep cognitive and emotional engagement from teachers, both on an individual and collaborative level. It involves a self-reflective exploration of their beliefs and convictions, coupled with the openness to assess their current standing. Master teachers need to possess the capacity and willingness to identify areas for improvement and consider alternative approaches. This comprehensive approach to professional development not only empowers educators with new strategies but also fosters a culture of continuous learning and improvement, directly benefiting their students' educational experiences and achievements.
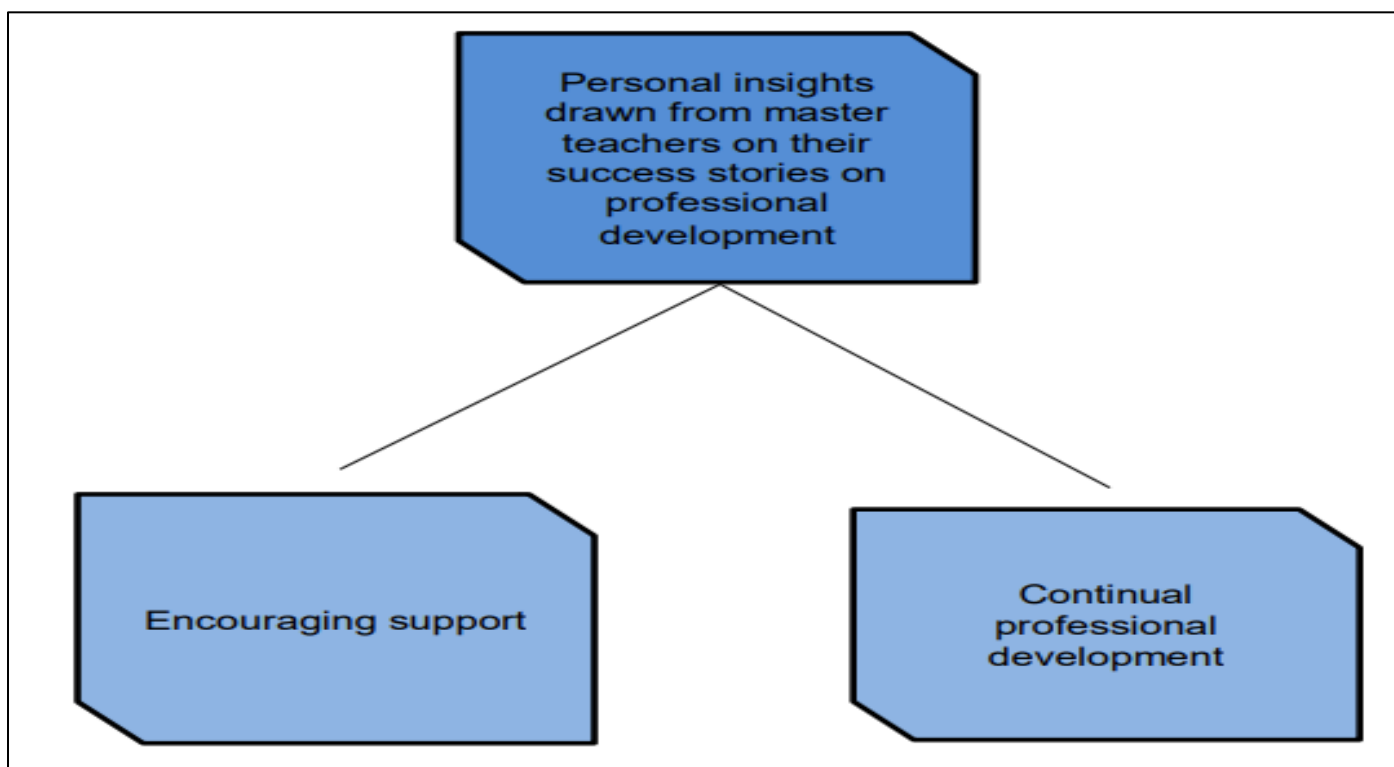

Fig 4 Emerging Themes on Personal Insights of Master Teachers on their Professional Development

CHAPTER FOUR
IMPLICATIONS AND FUTURE DIRECTIONS

This chapter offers a succinct summary of the study's main highlights, followed by an investigation into the implications drawn from the study's outcomes. Furthermore, this section delves into prospective paths for the future within the domain of master teachers' journeys in achieving professional development success stories.

The purpose of this study is to explore on the experiences of the success stories of master teachers towards professional development of their insights Thus, this study discussed the experiences of master teachers on their success stories towards professional development as well as learning insights observed.

This study is coupled with Malcolm Knowles' Theory of Andragogy in 1980, which states that adult learning is any situation in which an adult is pursuing an education, a new skill, or information. When they see a need or significance in their professional setting, adults are driven to study. Because it stresses the value of relevance, experience, problem-solving, cooperation, feedback, and learner autonomy, adult learning theory is a good fit for professional development. Since adult learning frequently takes place in the context of professional growth, the notions of adult learning and professional development are closely connected. Adult learning is crucial in the context of professional growth because it enables people to continuously enhance their knowledge and abilities to adapt to shifting work settings and stay up with developments in their sector. Formal and informal learning activities, including workshops, seminars, conferences, online courses, mentorship, and on-the-job training, are frequently a part of professional development. These educational opportunities are created with adults in mind, taking into consideration their unique learning preferences, experiences, and past knowledge.

This study also utilizes phenomenology, which is the study of structures of consciousness as experienced from the first-person point of view. The central structure of an experience is its intentionality, its being directed toward something, as it is an experience of or about some object. An experience is directed toward an object by virtue of its content or meaning (which represents the object) together with appropriate enabling conditions. Phenomenology as a discipline is distinct from but related to other key disciplines in philosophy, such as ontology, epistemology, logic, and ethics. Moreover, phenomenology is the study of structures of consciousness as experienced from the first-person point of view.

Professional development for master teachers involves a targeted approach that recognizes their expertise while fostering continuous growth. It centers on individualized learning, addressing specific needs and interests, and promoting self-directed learning strategies. This process encourages master teachers to reflect on their teaching philosophies and beliefs, embracing new methods and technologies to enhance their instructional practices. Collaborative engagement with peers and sharing best practices further enriches their professional development, resulting in more effective and innovative teaching strategies that positively impact student learning outcomes.

Based on the responses of the participants, my analysis revealed two emerging themes under the success stories of junior high school master teachers towards professional development were: harmonious group dynamics, supportive team player and coordinated collaboration.

The harmonious group dynamics among master teachers hold significant relevance in the context of professional development. When master teachers collaborate seamlessly, sharing insights, experiences, and innovative strategies, it fosters a supportive environment that promotes collective growth. Moreover, master teachers embodying a supportive team player attitude play a pivotal role in fostering effective professional development. Their commitment to creating a positive and empowering atmosphere encourages colleagues to openly share experiences and challenges. Finally, through the synergy of their collective expertise, master teachers can provide a comprehensive array of viewpoints, resources, and solutions to address intricate challenges. This coordinated collaboration cultivates an environment wherein educators can collaboratively brainstorm innovative approaches, share best practices, and jointly solve problems. By embracing this collaborative endeavor, master teachers can magnify their influence on fellow educators, fostering skill enhancement, augmenting instructional quality, and ultimately enriching the professional advancement of the entire teaching community.

The educational insights that were drawn from the experiences on the success stories of master teachers towards professional development. The insights of these teachers were geared towards two themes namely: encouraging support and continual professional development.

Ongoing support holds immense importance in nurturing my journey of perpetual professional development as a master teacher, acknowledging the ever-evolving nature of expertise. Participating in workshops, seminars, and webinars allows me to embrace current methodologies and engage with fellow educators, enriching my perspectives. Engaging in collaborative communities sustains my active involvement, providing a space for valuable discussions on pedagogy and assessment. In addition, continual professional development is integral to understanding master teachers' progress and effectiveness. These educators value

staying current in pedagogical techniques, technology, and research, refining their strategies to meet students' evolving needs. Their commitment to ongoing learning is evident in their pursuit of workshops and training. By sharing insights, they empower fellow educators, fostering a culture of growth and excellence in education.

➢ *Implications*

Engaging in the discourse, I identified a shared connection with the anecdotes exchanged among fellow educators, drawing from my considerable years of experience as a seasoned teacher. Immersing myself in the narratives surrounding teachers' interactions with master teachers' journeys of professional development success, I assimilated accounts that illuminated both their firsthand experiences and the wisdom gained. Within these accounts, discernible themes emerged, unveiling the intricate dimensions of professional growth. The study's perceptive discoveries culminated in the articulation of significant insights, underscoring the pivotal role of master teachers' experiences in addressing these facets and enriching the wider educational milieu.

The implications drawn from the master teachers on their success stories; understanding group dynamics within professional development for master teachers is crucial for optimizing collaborative learning experiences. This comprehension enables tailored instructional strategies that promote a supportive environment, effective communication, and harnessing learners' strengths. By leveraging group dynamics, master teachers enhance both student interactions and their own growth, facilitating impactful learning spaces and fostering collaborative skills. Fostering a collaborative team of teachers profoundly shapes master teachers' professional development, facilitating the exchange of ideas, successful methods, and collaborative solutions. Embracing the "Be a team player" principle cultivates cooperation, encouraging innovative sharing and collective growth among master teachers, elevating teaching practices and nurturing a cohesive community of educational excellence. The importance of establishing clear expectations for successful collaboration is pivotal in master teachers' professional development. Such clarity facilitates effective communication, harmonizes efforts, and encourages a collective approach to developing innovative teaching methods and addressing challenges. Additionally, fostering a collaborative teaching environment empowers master teachers to share insights, practices, and feedback, contributing to a culture of continuous improvement and enhancing overall educational outcomes.

On the insights drawn for the master teachers; robust support in master teachers' professional development acknowledges continuous growth and enhances teaching quality through diverse methods. Peer and principal support amplify commitment and community, reinforcing the importance of a nurturing environment for effective teaching. Effective professional development for master teachers involves strong support, addressing individual needs while aligning with broader educational goals. This approach fosters innovation, engagement, and growth, enabling teachers to transition from learning to learning how to learn and apply knowledge effectively, thereby enhancing student learning experiences.

➢ *Future Directions*

As the educational landscape evolves, the future research direction for professional development of master teachers envisions uncovering innovative strategies aligned with evolving educational needs. This includes exploring emerging technologies, refining pedagogical approaches, and examining socio-cultural influences on instructional methods. Additionally, investigating the integration of cross-disciplinary knowledge and master teachers' roles as mentors and instructional leaders within diverse educational contexts has the potential to reshape professional development paradigms, contributing to transformative growth and enriching the learning experience for students.

School leaders may help master teachers by creating a culture of learning and mentoring. They should provide chances for master teachers to share their knowledge and work together on new teaching methods. Leaders can also help master teachers use technology and research-based strategies to adapt to changes in education and give students better learning experiences.

Teachers working with master teachers' professional development can learn on their own. They can also work with others to share good ways of teaching, use technology well, and adjust to how education is changing. Learning from master teachers helps teachers improve how they teach, stay updated on education, and make learning better for students.

Students in tandem with the professional development of master teachers centers on fostering a more participatory and student-centered learning experience. This shall involves integrating student feedback into teacher development programs, allowing for co-creation of curricula and instructional approaches. By involving students as active partners in the professional growth of their educators, a collaborative educational environment can be nurtured, enhancing both teaching quality and student engagement.

Future researchers focused on the growth of master teachers shall study how new teaching methods have lasting effects. They can research how advanced teaching strategies by master teachers are connected to better student learning, helping us understand the best ways to teach. Moreover, they can explore how successful programs for master teachers can be used more widely, helping to create better ways to help teachers become even better at their jobs.

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