LIVED EXPERIENCES OF HIGHER EDUCATION INSTRUCTORS IN SENIOR HIGH SCHOOL:
CHALLENGES AND IMPACT ON PROFESSIONAL DEVELOPMENT

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The Academic Year 2016-2017 ushered the beginning of the full implementation of the K to 12 program of the Department of Education (DepEd) as mandated through R.A. 10533 otherwise known as the Enhanced Basic Education Act of 2013 which featured the adding of the last two years in the Basic Education commonly referred to as the Senior High School. The said educational breakthrough and advancement has threatened the security of tenure of university teachers both from the public and private schools, respectively.

Through this new government program, the HEI college teachers were given an option in their teaching profession. It is at this point that the researchers decided to embark on this study which aims to have an in-depth understanding on different experiences of instructors from higher education institutions teaching in senior high school, their challenges and impact on their professional development. The main sources of data were from the interviews and focus group discussion participated in by the teachers who came from both public and private higher education institutions. Thematic analysis was done to analyze and interpret the results of the study. Teachers encountered different challenges like a shift in school culture, school climate and work habits which are all evident in the public school system. Support system from the school administrators and the entire government agency was perceived having a great impact on the professional development of the teachers currently deployed in the senior high school.

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Different higher education institutions encountered a problem of non-enrollees during S.Y. 2016-2017 and S.Y. 2017-2018.

Different instructors from the higher education institutions were faced with the problems of taking a leave of absence because of the implementation of the senior high school program. The Commission of Higher Education or CHED gave different scholarship grants to those instructors who were affected but the number of grants will not fit to the total number of instructors affected. This situation resulted in a scenario where different instructors were forced to transfer to senior high school since the Department of Education opened doors for them by giving them good remuneration specifically graduates of Master’s or Doctorate degree or giving them provisional five (5) years from the time they were accepted in order to be a LET (Licensure Examination for Teachers) passer.

It is in this light that the researchers who are the pioneer teachers in the implementation of Senior High School in the Philippines, are motivated to conduct this study to foster the culture of research that will be beneficial not only to the students but also to the teachers. They believe that this study will provide the Department of Education with data and information on how to develop different professional training programs to the different higher education instructors who are teaching in senior high school. The researchers are also motivated to conduct this study to be able to share their knowledge and skills that they believe will help the Department in the Division Level in formulating teachers’ development program for all the teachers currently teaching in senior high school who came from higher education institutions.

Research Questions:
The major purpose of the study is to know the different experiences of different higher education instructors teaching in senior high school and the different challenges and impact on their professional development. Specifically, the study sought to answer the following questions: (1) What are the experiences of higher education instructors in teaching senior high school? (2) What are the different challenges that the teachers encountered in teaching? and (3) What is the impact of teaching in senior high school on their professional development?

Literature Review:
Professional development is vital for teachers. They are expected to plan and provide direction to their careers. They are encouraged and permitted to undergo formal, informal, non-formal and self-directed learning. Through these modes of learning, teachers are able to accumulate knowledge, skills and values necessary to be an effective teacher. Aside from learning, salary schedules also encourage teacher learning by offering higher salaries to individuals with more training, degrees or credits (Keller, 2002). These are passports to get high salary because of promotion.

It is crucial that schools and communities recognize the importance of developing teachers as lifelong learners. As the Department of Education aims to develop lifelong learners with the help of stakeholders as mentioned in DepEd Order No. 9, series of 2016, “Family, community, and other stakeholders are actively engaged and share responsibility for developing lifelong learners.” it is equally important that teachers should also be given opportunities to be lifelong learners too.

Lifelong learning is viewed as involving all strategies that are put in place to create opportunities for people to learn throughout life. It is about learning of what, how, when and where one wants to learn (Hursen, 2013). From participants’ responses, Lifelong Learning Opportunities (L3O) for SHS teachers is categorized into five areas: Improving the Teaching Craft Opportunities, Collaboration Opportunities, Leadership Opportunities, Idea Sharing Opportunities and DepEd and School Opportunities.

Methodology:
This study utilized the qualitative method of research to determine the different experiences of higher education instructors teaching in senior high school, the challenges and impact to their professional development. The respondents of this study were the former higher education instructors who are teaching Grade 11 senior high school students in the province of Batangas.

Interview and focus group discussion was the main data gathering instrument. Thematic analysis was applied in getting the emerging themes with regard to their experiences in teaching senior high school and the challenges and impact to their professional development.
Results, Discussions and Findings:

In this study, qualitative means of investigation was also employed. Through an interview and focus group discussion, an examination of the current state of Senior High School teachers who came from different higher education institutions have been conducted. Shared teachers’ perspective, insights and experiences showed the need for teacher professional development program that will promote the role of senior high school teachers as lifelong learners.

The perspective of the teachers regarding some questions such as “What are your experiences in teaching in senior high school being a former higher education instructors?”; “What are the challenges that you encountered as pioneer teachers of Senior High School?”, “What is the impact of teaching in senior high school to your professional development” served as basis for the thematic analysis of data.

The Compass: Senior High School Teachers’ as Lifelong Learner

For professionals, particularly teachers, it is not common to hear the phrases “lifelong learning” or “lifelong learner”. It is essential for them to recognize the importance of this and do something about it or else their knowledge can be obsolete and they may be left behind by proactive teachers.

Lifelong learning has never been an endangered concept in education. Pioneer teachers of Senior High School are not new to this. From the discussions conducted, participants shared their perspective on lifelong learning. Their views and insights serve as values that guide them towards realization of roles as teachers and set direction for change and self-enrichment. Lieberman (1995) captures this mindset about professional development when she suggests that the traditional approach to teacher development may cause teachers to think of themselves as targets of change rather than agents of change.

Some of the participants’ perspective advocates that the worth of lifelong learning to a teacher should start from within, back to the basic, as they say. A thorough re-examination of teachers’ value system is the very first and the most important thing to consider. One should know the ultimate purpose why one is teaching in Senior High. Ms. Jane said, “Mind and heart are both important, right? (Mahalaga ‘yung mind and heart di ba), not only the intellectual but it is more on the value system why we are here? Why we are here and that at the end of the day, the teachers have one thing to share in terms of when they are asked the question ‘Why am I here?’ and then everything follows.”

The statement is furthered by Dr. Reyes, “When the teacher possesses the basic values, not only intellect because if you have only the intelligence what might happen is you just compete with your colleague wherein if you possesses the core values napagpinggningmaka-Diyos, makabayan, makakalikasan at makabansa you will value on what you are doing being a teacher and you will let yourself grow on your craft.”("Kapag taglay ng guro ang basic values, hindilangpuroutakdahilkungkatalimahanlamang ay maaaring kayo ay magsapawansamantalahang kung taglayang core values napagpinggningmaka-Diyosmakabayan, makakalikasan at makabansa ay magkakaroonkangpagpapahalagasaginagawamobilangguro at pagyayamaninmoangyongsarili.”)

Teachers who clearly know their values can easily pass it on to students. Besides being a source of knowledge and truth and facilitator of learning, a good teacher works endlessly to foster the desirable characteristics of students (Kuehn, 2016).

Mr. Reagan, a participant said, “Pursue post graduate studies. It can deepen teachers’ commitment on teaching,” which was then agreed by all participants. They believe that it is very essential to finish a post graduate course. Based on their experiences and observation to other teachers, the higher the educational attainment of a teacher, the more a teacher displays humility and easily understands and reaches out to learners. According to Tucker (2013), it has shown that teachers pursue graduate studies for different reasons, some to become better teachers. We have learned that undertaking a Master of Education degree has a positive impact on teachers and how they view themselves as educators.

Ms. Joann suggests that DepEd should level up teachers’ qualification for Senior High School. Grade 11 is likely an equivalent to first year college in the previous curriculum. A Senior High School teacher must possess professorial skills and only teachers with master’s degree or high National Certificate on skills can give the best for learners and ensure that they can receive knowledge and skills that will increase their employability.
The Wind and the Waves: Teachers’ Challenges as a Lifelong Learner

To build a new learning culture in a new setting composed of group of teachers from various backgrounds, it is essential to identify challenges that these teachers are facing.

This part would like to present category of major challenges of senior high school teachers who came from higher education institution as a lifelong learner, challenges that are to be found in many spheres of their life. Aside from financial, there are also demographic, technological, social and environmental challenges (Hursen, 2012).

Back to Basic: The Classroom Management

Although this is not a new problem, this is a challenge that has received less attention but is nevertheless a huge concern for teachers: classroom management. Duck (2007) as Al-Zubi (2013) says that research over the past few decades has consistently indicated that new teachers feel unprepared when it comes to classroom management skills.

Some senior high school teachers, came from higher education institutions and do not have any teaching experience in teaching high school. In result, they have encountered problems regarding classroom management. Ms. Len, one of the interviewees said, “I think what is lacking to me is in classroom management, I worked in industry for 13 years.”(“Angnakukulangananakosasariliko ay sa classroom management, 13 years akosa industry.”) Aside from the 18 units of Certificate in Professional Education, it is her first time to teach. She has problems on how to get learners’ attention and it can somehow make her feel so ineffective. Effective classroom management decides the effectiveness of teachers teaching quality and students learning. Their role is crucial in influencing the behaviors of students (Riaz, 2009).

Classroom management problem is not only a problem of SHS teachers from industries and higher education institutions but of other newly hired teachers too. According to Unal (2012), “years of experience” plays a significant role on teachers’ beliefs on choosing their classroom management style.

It is needed therefore to provide a teacher education program which includes classroom management courses to inexperienced teachers.

The Misassignment:

This challenge happened when a teacher is asked to handle a subject which is not his area of specialization. “Just like in my case who is a Business Administration graduate, maybe I can teach well on ABM subjects but then I am teaching Bread and Pastry, Personal Development, which is under HUMSS or Humanities and Social Sciences strand.”(“Katulad in my case naisang Business Administration graduate, siguro I can teach well on ABM subjects but then I am teaching Bread and Pastry, Personal Development, pang HUMSS s’ya.”) This is a statement of Mr. Rence regarding the assigning of teaching loads and this is a serious concern for senior high school teachers considering that they were ranked according to specialization. But what happened in the actual teaching is a different thing. In addition, some teachers say that are not sure if they are effective teachers in handling a non-specialized subject. Teachers behave differently when they are teaching outside the content area familiar to them and a lack of subject-content teaching knowledge leads to stress (Ingersoll, 2004).

The misassignment of teachers was thought to be a serious obstacle to professional development (Ingersoll, 2002). This can bring confusion to teachers. For instance, Ms. Len wants to enroll in a post graduate course but not sure on what program to enroll. “I am not sure if I will take Master’s in Social Science or Masters or MBA (Master in Business Administration).” (“Hindi koalamkung Social Science baang i-take kosa Masters or MBA (Master in Business Administration).”) This is the area of concern. The misassignment should be addressed and should not be overlooked to help teachers see a clearer direction for their teaching career in senior high school.

Furthermore, in terms of instructional supervision, Ms. Jane, a Master Teacher I who has specialization in Social Science said that she is assigned to supervise TVL teachers. She said, “I’m handling TVL teachers and of course content-based I don’t know how to do it… So I guess this is where support system of agency or even of industry enters when it comes to TVL.” (“I’m handling TVL teachers and of course content-based hindikoalam how to do it… So siguroodoonpapask a ‘yung support system ng agency or even ng industry when it comes to TVL.”)
Deepening of the Content and Contradicting Pedagogy :

In today’s implementation of senior high school, another challenge for teachers is the in-depth delivery of the subject matter content and the best way to execute it. Of course, the two are indispensable to each other. An obvious but silent issue between teachers from higher education institutions and from junior high school is their differences in delivering instructions. Ms. Joann said, “Since they came from higher education institution, they brought what they are usually doing not in congruent to the CG or Curriculum Guide.” (“Since galingsilasa higher education, dalanila ’yungkasanyanannila, ’yunghindsila nag angkla dun sa CG.”) Ms. Teresa furthered, “They have acquired and accomplished many things, they ways they are doing in HEI and then we, from junior high school it is just an easy thing but for them, it is a big deal that they need to adjust on that matter.” (“Maramisilangbagaynakuhanananila, nakasaayannasa HEI taposngayongditosa senior high parang kami namanmananggalingsa junior high mahiligbagay ‘yunsaaainperoparangsanikananalapakalakingbagaynakailangannilangmag ajusttalagasabagaynayun.”) She is referring to the teaching strategies being implemented in the basic education. The usual scenario in a basic education class since 2012 is that it is learner-centered and the teacher is only a facilitator of learning. Former Secretary Armin Luistro (2012) said “In the K to 12 program which will be implemented in June, it will be enjoyable, less burdensome and learner-centered.

However, in a higher education institution, the learning atmosphere is very different. They are very much familiar with the teaching strategy that they did when they were in colleges or universities. Mostly, teacher uses lecture and discussion method. Ms. Mayumi said, “There are really things to correct because this is their last foundation years, the two years, so there is a need to remove what should be removed. And then in college, with high standards, they can lower their standards so that teachers and students can meet halfway but definitely not all things being done in junior high school should be done in senior high.” (“May kailangantagalang i-correct, dahilito na ‘yung last foundation years nila, ‘yungdalawangtaon, so kailangamangtanganal ‘yungkailangantanganal at then ‘yungsa college namataasnamanpanwendingibabaparamagmemeetangasila halfway perohinditalagagwedena halos lahatingginawasawa junior high ay gagawin din sa senior high.”)

In terms of deepening the content, it is necessary for teachers to have Masteral or Doctoral degree to have a wider range of knowledge on the subject of their specialization. Mr. Germin added that senior high schools teachers should have deeper expertise within the area of specialization. He said, “The MA o PhD should not be only in general subject like in English but with specialization like Literature, Linguistics so that the teacher will have deeper understanding and acquiring deeper knowledge and skills about the subject he/she is teaching in senior high school if he/she will take that kind of specialization in graduate studies so that he will be able to perform to teach the subject with proficiency and competency.” (“Ang MA o PhD ay hindilangsanahalimbawasa English nageneral kung hindi specialization pa within the specialization kasiangproblemaangdami naming English major pero general lang e may tinatawag pa nahalimbawa Linguistic, meron pa ‘yang iba’tibangklase, satinginkopara mas magingmalalim, mahusayangisangguro ‘wag nasiya mag mamajor ng general para ‘yungtalaganglalimmakuhaniya at mababahagisaiba.”)

Based on the observation of some teachers, teachers from HEI cannot be questioned in their skill on deepening the subject content. Like what Ms. Teresa said, “When it comes to the content, we cannot contest them”. (“Pagdatingsa content, we cannot contest them.”) But Ms. Joan said “But they must be aware or having a sort of reminder that they should not fill in too much information if it is not included in the curriculum guide.” (“Dapatmagkaroon silangpinaka reminder na ‘wag magsuotngkumbaganapakaramiparamanitingdaminggustongpasokkasainawalanasa curriculum guide.”) In this challenge, participants agreed that it is necessary that teachers should give more focus on content written in the Curriculum Guide and lower down strategies based on students’ ability.

On Papers and Tasks :

Accomplishing required paper works and being assigned for ancillary services may affect teachers’ professional development. This significant challenge of senior high school teachers can sometimes overpower and overshadow their primary role as classroom teachers.

The participants said that they want to concentrate on teaching and giving the best effort to deliver quality education but sometimes doing ancillary services get in the way. Ms. Jane said, “I hope there is a proper distribution of ancillary tasks so that the teacher can really concentrate to their primary role that is being a teacher.” (“Sana
Ms. Mayumi added, “As a teacher instead of focusing yourself on your mastery which is teaching the subject, you have many paper works and tasks that disturb you that is not really important.” (“As a teacher na instead nanakafocus sa mastery mo, andaming pang paper works at tasks nanakakabalahan hindinamanmasyadongimportant.”) A study of Flook, et. al (2013) suggests that some teachers showed psychological symptoms and burnout due to improvements in observer-rated classroom and performance on a computer task works.”

On Senior High School Culture and Teachers’ Identity:
The purpose of this part of the study is to describe one of the identified challenges of senior high school teachers in their new working and learning environment.

Junior high school teachers have ways of doing things for years: they use a prescribed syllabus, a prescribed textbook, a prescribed grading system and a prescribed teaching method. But SHS teachers have their own sentiment on this. Ms. Jane mentioned that establishment of own culture of Senior High School and identity of SHS teachers are two things that have to be constructed in order for SHS to be separated from junior high school.

Participating SHS teachers also said that it is acceptable if they will embrace some parts of what have been implemented in the junior high school, the lesson plans, the strategies and all those paper works. However, bringing up of all ways and culture of junior high to senior high is a big no. Senior high school is equivalent to first year in college in the previous curriculum and schools should increase the employability of each student. Mr. ne said, “Let us try to reinvent the system in senior high so that we can really reach the main objective of the program, I do hope DepEd is open for that.” (“Let us try to reinvent the system in senior high so that we can really reach the main objective of the program, so sanabukas din ang DepEd.”)

Ms. Mayumi added that senior high school teachers should be given academic freedom. However, it is written in Article 14, Section 5, of the Constitution that academic freedom shall be enjoyed in all institutions of higher learning and this freedom is not enjoyed in high schools. “I hope academic freedom should be given to SHS teachers just like in college because in junior high school, they are only contained in the box.” (“Sana bigyan ang academic freedom ang SHS teachers gayasa college kasisa junior high school nakakabonkalang.”) All participants agreed that SHS teachers, especially those who finished postgraduate studies are more mature to handle issues on politics, religion and the like and can manage the mind of learners who are in few years will be college students.

Ride the Waves: Opening Opportunities to Pioneer Senior High School Teachers:
Below are tables that present different opportunities that can be provided to senior high school teachers that can have an impact to their professional development. Brief discussions are given with support from literature.

1) L3O: Improving the Teaching Craft

- Creation of Personal Development Plan
- Seminar on Classroom Management

Table 1: L3O: Improving the Teaching Craft.

Creation of Personal Development Plan (PDP):
Teachers, especially those who are new in the service can be given a seminar to improve their teaching craft related to different areas of lifelong learning skills and the expected output is the creation of PDP. This PDP includes the needs and interests of teachers and identify criteria for the success in their career. Each teacher’s plan should include criteria which measure the impact of their learning on their teaching practice and on the impact of learning to their students (Archer et.al, 2001).

Seminar on Classroom Management:
This is not limited to newly hired teachers. To develop teachers as lifelong learners, it is important that they are equipped with the right classroom management skills. Teachers should be encouraged to explore their beliefs,
attitudes and mindsets about teaching as part of the change process (Senge et al., 2000). Teachers have to reflect and think about their classrooms, their teaching skills, their strengths as well as their weaknesses to gain more understanding on themselves as teachers (Hammond, 1998).

2.L3O: Collaboration Opportunities

- Collaborative Research of Teachers with Community Participation
- Collaborative Module Standardization

Table 2:- L3O: Collaboration Opportunities.

Collaborative Research of Teachers with Community Participation:
Senior High School had its birth a year ago; more researches are needed to study its impact to the society. SHS teachers should take this chance to strengthen the culture of research. Ms. Jane said that SHS teachers should make collaborative researches not for the sake of compliance but to encourage community participation to address different issues that revolve around senior high.

Research collaboration can take on many forms: teacher and teacher, academic and teacher, whole school practitioner teams and community practitioner collaboration (Christianakis, 2010). Collaboration between different practitioners can offer opportunities for interdependence, diverse thought and blurred boundaries (Fox, 2003).

Collaborative Module Standardization:
SHS teachers, especially those who have masteral or doctoral degree with the subject can collaborate for the creation of modules per subject that can be implemented within the Division or even Regional or National levels. SHS teachers can reinvent the system by creating standardized modules that will address the needs of the learners. Collaboration amongst teachers can help build and strengthen solidarity (Keffer et.al., 1998).

3.L3O: Leadership Opportunities

- The Master Teachers’ Role
- Coaching Sessions

Table 3:- L3O: Leadership Opportunities.

The Master Teachers’ Role:
There should be separate orientation and training for Master Teachers (MTs). MTs from HEI are not too familiar with their duties and responsibilities aside from teaching the subject. Ms. Mayumi said that MTs from HEI like her wants to be clearly oriented with the role of MTs especially in terms of instructional supervision because as of now they are just taking instructions and advises from MTs at junior high school.

Coaching Sessions:
Coaching session is another opportunity for MTs to novice teachers in terms of content and even collaborative work of teachers in terms of strategies. Coaching is an essential component of an effective professional development program. Coaching can build will, skill, knowledge, and capacity because it can go where no other professional development has gone before: into the intellect, behaviors, practices, beliefs, values, and feelings of an educator (Aguilar, 2013).

4.L3O: Idea Sharing Opportunities

1. Merging of Teaching Strategies: HEI and Junior High
2. Teachers as Curriculum Developers
3. Policy Recommendations
4. On SHS teachers’ qualification
5. On teaching loads, On support from industries

Table 4:- L3O: Idea Sharing Opportunities.
Merging of Teaching Strategies:
HEI and Junior High. There can be selection of master teachers from HEI and from JHS who will share ideas and then collaborate in designing of strategies that will eventually meet the teaching practices done in HEI and in JHS. Daily Lesson Plan can be the final output for this.

Teachers as Curriculum Developers:
Master teachers can be given a chance to be involved in the development or enhancement of the Curriculum Guide. After all, teachers are the bridge between students and curriculum. According to Pakantar (2013), the process of curriculum framing and preparation of textbooks be decentralized so as to increase teachers’ involvement in these tasks.

Policy Recommendations:
Pioneer SHS teachers can recommend future policy on SHS implementation in terms of teachers’ qualification, distribution of teaching loads and support from industries especially on TVL track based on their personal experiences during the first year of SHS implementation.

On SHS teachers’ qualification:
Participants of FGD agreed that a senior high school should have a professorial skill and a wide-range and in-depth content knowledge of the subject that he is teaching. SHS teachers can have an involvement on the modification or levelling up of teachers’ qualification, (2) On teaching loads. School leaders can have a benchmarking of the expertise of teachers and alignment of these to school needs so that proper teaching load can be given and misassignment can be avoided. Ms. Germin said, “The skills can be developed, nurtured and fruitful if the teacher can be able to know where and how it can be improved.”(“Angkahusayan ay magigingmaunlad, mayabong, mabungkungangisangguro ay matutuokyo kung parasaanba at paanobasiyapaaulinar.”) Referring to misassignment, Du Plessis (2016) said that teaching practices potential to be transformed into positive challenges and professional learning opportunities depending on leaders support (Du Plessis, 2016). (3) On support from industries. TVL is a very special track. For skill enhancement of teachers and increase of employability of senior high school graduates, SHS teachers can recommend that support from private industries can be considered. Ms. Jane suggested that skilled individual from the industry are deprived in teaching at SHS due to lack of qualification prescribed by DepEd but they are really the ones who are skilled in some areas of TVL. SHS teachers suggest that skilled individual from industry can teach at SHS with several conditions.

5.L3O: DepEd and School Support Opportunities

Table 5:

| Scholrships on Post Graduate Studies |

Table 5:- L3O: DepEd and School Support Opportunities.

SHS teachers, particularly the financially-challenged but deserving teachers can be given opportunities for scholarship in pursuing post graduate studies. Leithwood et al. (2002) identified teachers’ perception of the congruence between their personal and school goals and also their perception of the presence of support (structural, human resource, financial and positive climate) that will help with the accomplishment of the goals.

Conclusion and Recommendation:-
Based on the results of the study, it was shown that the newly hired senior high school teachers who came from different higher education institutions through their experiences can be called lifelong learner educators. This can be seen as they perform their duties and responsibilities as senior high school teacher and develop themselves through different professional development programs they are attending to.

As they entered the public school teaching as a senior high school teacher, they encountered different challenges like the classroom management, the misassignment of teachers wherein they were given teaching loads which are not along their line of specialization and the deepening of the content and contradicting pedagogical approaches in teaching. In addition, they faced problems in accomplishing different paper works and ancillary works and adapting to a new environment where there is a senior high school culture and teacher’s identity.
Different opportunities have occurred to form higher education institutions teaching in senior high school being the pioneer teachers in the implementation of senior high school in the Philippines. The lifelong learning opportunities are Improving the Teaching Craft Opportunities, Collaboration Opportunities, Leadership Opportunities, Idea Sharing Opportunities and DepEd and School Opportunities.

The Department of Education can use the results of the study to come up with different Professional Development program to all senior high school teachers not only teachers from higher education institutions but also those from industry or transferred from elementary and junior high school. Special attention also should be given to newly hired teachers without teaching experience or with a teaching experience of 1 to 3 years. The professional development program may include the different activities in every learning opportunity as presented in the result and discussions.

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