



**INTERNAL STAKEHOLDERS' EXPERIENCES ON SHARED REFLECTION AND
ITS CONTRIBUTION TO MOTIVATION AND PROFESSIONAL
COMMITMENT: BASES FOR INTERVENTION PROGRAM**

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ABSTRACT

This qualitative phenomenological research revealed that school leaders and teachers experienced shared reflection as a source of emotional and professional support, growth and self-awareness, and strengthened communication and sense of belonging. Furthermore, shared reflection influenced motivation through validation and encouragement, collective efficacy, and renewed enthusiasm for professional growth, and contributed to professional commitment through a sense of purpose and belonging, shared accountability, and dedication to excellence. Based on the findings, a Structured Shared Reflection Intervention Program (SSRIP) was proposed to strengthen reflective practices through leadership modeling, professional development, relational support, structured reflective activities, and continuous monitoring to enhance motivation, professional commitment, and collaborative school culture at Hua Siong College of Iloilo.

Keywords: *Shared Reflection, School Leaders, Teachers, Motivation, Professional Commitment, Phenomenological Study, School Culture*

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INTRODUCTION

Effective school leadership was widely recognized as a crucial factor influencing teacher motivation, professional growth, and institution-wide improvement efforts. Leadership that promoted collective understanding through collaborative or shared reflection encouraged teachers to participate in deeper professional dialogue, take ownership of instructional decisions, and strengthen their sense of professional commitment. Such reflective and participatory leadership practices were shown to contribute to more cohesive school cultures and better learning outcomes (Bush, 2020).

Shared reflection involved structured, ongoing opportunities for teachers and leaders to analyze instruction, student learning data, and classroom practice together—not as isolated self-reflection, but as collaborative conversations that turned evidence into collective action. Research indicated that when leaders intentionally incorporated reflective routines, such as facilitated reflective discussions, professional learning communities, or action learning cycles, teachers reported greater clarity about goals, more instructional risk-taking, and increased motivation (Khasawneh et al., 2023).

These reflective, collaborative processes interacted with leadership styles and enabling conditions. Donohoo and colleagues' framework (and related empirical work) highlighted embedded reflective practices and supportive leadership as key conditions for fostering collective efficacy—an outcome linked to enhanced teacher job satisfaction, stronger professional commitment, and improved student achievement. In essence, school leaders who promoted shared reflection fostered environments in which teachers felt empowered,

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professionally responsible, and motivated to stay and invest in the school's mission (Kaya, 2024).

Local Philippine studies also supported the connection between leadership, motivation, and commitment. Research in Philippine schools showed that leadership practices, school culture, and the provision of professional learning influenced teacher motivation, job satisfaction, and commitment, all of which were direct predictors of teaching quality and retention.

In the Philippine policy context, recent national professional development initiatives emphasized collaborative professional learning and reflective practice as essential for teacher growth. This national focus enhanced the practical importance of examining shared reflection at Hua Siong College of Iloilo. Despite growing evidence, there were still gaps in understanding how shared reflection functioned in small, private institutions and how it specifically affected teacher motivation (both intrinsic and extrinsic drivers) and professional commitment in school settings such as Hua Siong College.

Existing international studies highlighted mechanisms such as collective efficacy, supportive leadership, and professional learning communities (PLCs), but only a few explored how these processes manifested in Filipino private schools with their unique cultures, leadership structures, and expectations. Therefore, this study sought to examine the role of shared reflection within the school context. leadership practices at Hua Siong College of Iloilo and its influence on teacher motivation and professional commitment, addressing both theoretical questions and practical implications for the local context.

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MATERIALS AND METHODS

Research Methodology

This chapter presented the research methodology used in this study. It described the research method, research design, participants, sampling design, research instrument, validity of the research instrument, data-gathering procedures, and data analysis approach.

Research Method

The research method utilized in this study was the descriptive method under qualitative research, using in-depth interviews.

The descriptive method of research was a systematic approach used to observe and document various variables and conditions affecting a particular phenomenon without manipulating those variables. Its primary goal was to provide a detailed account of the characteristics, trends, and correlations within a specific population or situation (Singh, 2023).

During the interviews, the interviewer and the interviewees sat at a comfortable distance and reflected on a series of questions regarding a particular issue. The aim was to obtain the essential views of the participants on the issue within a social context through their responses to the questions.

Research Design

The study utilized a phenomenological research design. Phenomenology was considered a philosophical approach to conducting qualitative research. The goal of phenomenology was to understand how individuals viewed the world and how these views differed from commonly held perspectives by focusing on a person's subjective interpretations

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of lived experiences. Phenomenology was conducted by interviewing participants to elicit their impressions and was frequently used in fields such as psychology, sociology, and social work.

Phenomenology focused on the study of the structures of consciousness as experienced from a first-person perspective. Its central aim was to investigate and describe phenomena as they were consciously experienced, without resorting to theories about causal explanations or being influenced by unexamined preconceptions (Biemel and Spiegelberg, 2024).

Participants of the Study

Participants of this study were ten (10) teachers and school leaders from Hua Siong College of Iloilo. They were chosen based on their active involvement in reflective activities such as collaborative meetings, professional learning discussions, and instructional planning sessions that demonstrated shared reflection in the school setting.

These participants were chosen because of their direct engagement with their capacity to provide meaningful insights into how shared reflection affected teacher motivation and professional commitment.

Sampling Design

A purposive sampling method was used in selecting the participants for the study. According to Nikolopoulou (2023), purposive sampling is a non-probability sampling technique in which participants are intentionally chosen based on characteristics relevant to the study's objectives. Also known as judgmental sampling, this method enabled the researcher to identify individuals who could provide rich, detailed information about the phenomenon under

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investigation. It was particularly suitable for qualitative research, where depth of understanding was prioritized over breadth or representativeness. To minimize researcher bias, transparency in selection criteria and the consistent application of validation procedures were maintained throughout the process.

Research Instrument

The main data-collection tool used in this study was a researcher-made interview guide.

The interview guide focused on key areas such as:

1. Teachers’ and leaders’ understanding of shared reflection in their professional context;
2. Experiences of participating in reflective practices;
3. Perceived effects of shared reflection on teacher motivation and commitment; and
4. Leadership practices that support or hinder shared reflection.

To ensure accuracy and completeness of the data, interviews were recorded—with the participants’ consent—using a voice or video recorder.

Validity of the Research Instrument

Before data collection, the interview guide was reviewed by the research adviser, the Dean of the Graduate School, and a panel of experts in educational research, testing, and language. The validators evaluated each item based on its clarity, relevance, and alignment with the study’s objectives. Specifically, content-related validity was established by ensuring that the interview questions aligned with the study variables—shared reflection, teacher

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motivation, and professional commitment. It comprised open-ended questions designed to elicit comprehensive responses regarding participants' experiences, perceptions, and reflections on shared reflection, teacher motivation, and professional commitment. The evaluation process also confirmed that the wording and sequencing of the questions were suitable for eliciting meaningful and accurate data. Changes were incorporated in response to the experts' comments and suggestions.

Data-Gathering Procedures

The researcher initially obtained permission from the thesis adviser, the Dean of the Graduate School, and the administration of Hua Siong College of Iloilo before conducting the study. Permission was also obtained from the individual participants. To ensure the participants' comfort and convenience, the interviews were conducted personally by the researcher in venues preferred by the participants. Each participant signed a consent form indicating voluntary participation and granting permission for audio and/or video recording.

The data were gathered through individual, in-depth interviews that were audio-recorded to secure the correctness of the responses. In addition, notes were documented to record nonverbal behaviors and relevant contextual observations during the interviews. After all interviews were completed, the recordings were transcribed verbatim and organized systematically for data analysis.

Data Analysis

The data collected from the in-depth interviews were analyzed using thematic analysis, following the six-phase framework of Braun and Clarke (2023). The analysis began with (1)

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familiarization, where all interview transcripts were read and re-read to gain a deep understanding of the participants' experiences. During this process, initial ideas and insights were noted. This was followed by (2) generating initial codes, wherein significant and meaningful segments of the data relevant to shared reflection, motivation, and professional commitment were systematically identified and labeled.

Subsequently, the researcher (3) searched for themes by organizing related codes into broader categories that reflected emerging patterns in the data. These preliminary (4) themes were then reviewed and refined to ensure that they accurately represented the participants' responses and were coherent across the dataset. In the next phase, the (5) themes were defined, naming the essence of each theme and its importance to the research objectives.

Finally, the analysis concluded with the production of the report, in which the identified themes were systematically presented and substantiated with selected excerpts drawn from the participants' narratives. These themes were interpreted in relation to the objectives of the study and relevant literature to provide a comprehensive understanding of internal stakeholders' experiences of shared reflection and its contribution to motivation and professional commitment, serving as bases for the proposed intervention program (Braun & Clarke, 2023).

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RESULTS AND DISCUSSIONS

This study explored the experiences of school leaders and teachers of HUA SIONG COLLEGE OF ILOILO on shared reflection as a professional and relational practice, serving as a basis for proposing an intervention program to strengthen motivation and professional commitment. The study aimed to describe how shared reflection was experienced within the school setting, how it influenced motivation, and how it contributed to professional commitment among educators.

The research method utilized in the study was the qualitative method using in-depth interviews. The research design was phenomenological, and thematic analysis was employed to capture the lived experiences and meanings expressed by the participants.

The participants of the study were five (5) selected school leaders and teachers from HSC of Iloilo who were actively involved in shared reflection activities. The participants were selected based on their direct experience and engagement in reflective practices within the institution.

The researcher conducted individual in-depth interviews with the participants. A voice recorder and note-taking were used in gathering the data, with the consent of the participants. Confidentiality and strict ethical considerations were considered throughout the data-gathering process.

After completing the series of interviews, the researcher consolidated, transcribed, analyzed, and interpreted the data using thematic analysis. The narratives were examined to

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identify recurring patterns, meanings, and themes that reflected the shared experiences of the participants.

The following were the findings of the study:

Based on the results of the in-depth interviews with the participants, the experiences of internal stakeholders regarding shared reflection activities included emotional and professional support, growth and self-awareness, and strengthened communication and sense of belonging.

During the in-depth interviews with the participants, it was found that the contribution of shared reflection to internal stakeholders' motivation included validation and encouragement, collective efficacy, and renewed enthusiasm for professional growth.

Furthermore, the results of the in-depth interviews revealed that the contribution of shared reflection to internal stakeholders' professional commitment included a strengthened sense of purpose and belonging, shared accountability, and dedication to excellence.

Based on these findings, the study proposed the development of an intervention program that institutionalized structured shared reflection activities to further strengthen collaboration, motivation, and professional commitment among school leaders and teachers within the school community.

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Conclusion

Based on the findings of the study, the following insights were drawn:

Shared reflection had a significant role in fostering a supportive and collaborative professional environment among educators. Teachers and school leaders experienced emotional and professional support through reflective dialogue, which strengthened their sense of connection and belonging within the school community. Shared reflection also promoted professional growth and self-awareness, allowing educators to critically examine their practices, learn from one another's experiences, and continuously improve their instructional and leadership approaches. The experiences highlighted the relevance of reflective practices in enhancing collaboration, strengthening relationships, and promoting a culture of mutual support within educational institutions.

Shared reflection contributed significantly to educators' motivation and professional commitment. Through validation and encouragement, collaborative problem-solving, and exposure to diverse perspectives, educators developed enthusiasm for professional and personal growth and greater confidence in addressing challenges within their teaching practices. Shared reflection also fostered collective efficacy, where educators recognized their ability to work together in achieving common goals and improving student learning outcomes.

Furthermore, shared reflection strengthened professional commitment by cultivating a stronger sense of purpose and belonging, promoting shared accountability among educators, and encouraging dedication to excellence in professional practice. Reflective dialogue enabled

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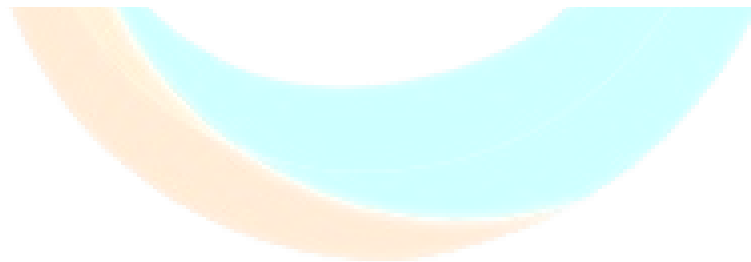
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teachers and school leaders to align their actions with shared values and institutional goals, reinforcing their responsibility to maintain high standards.

The implementation of structured shared reflection activities could serve as an effective strategy for strengthening collaboration, motivation, and professional commitment among educators. Schools might benefit from integrating regular reflective discussions, collaborative meetings, and professional learning sessions that encourage educators to share experiences, address challenges collectively, and explore innovative teaching practices.



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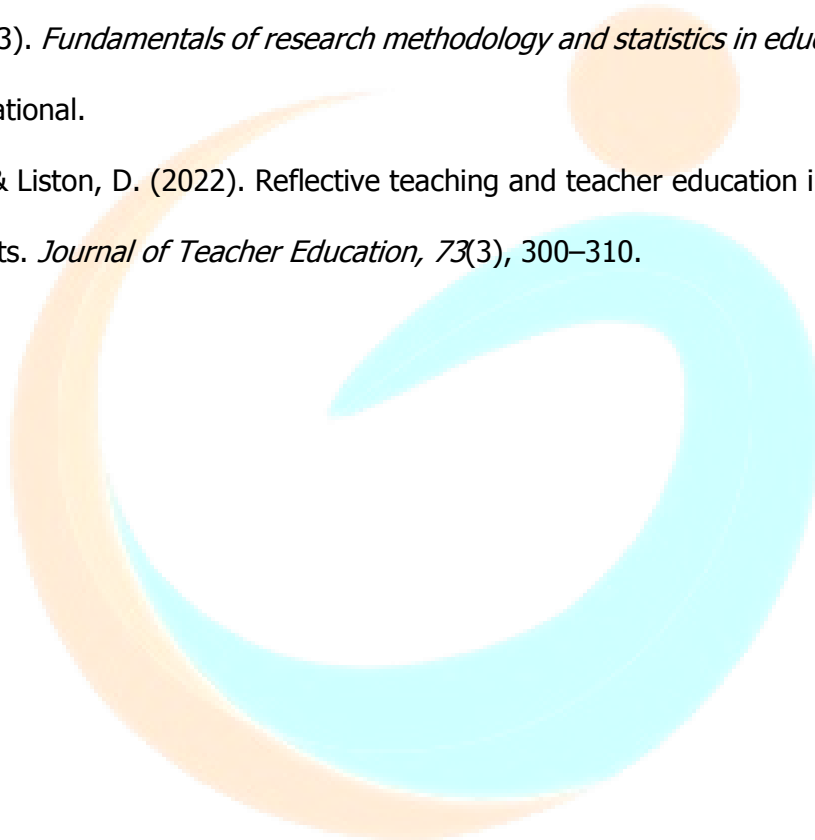
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