



**LIVED EXPERIENCES OF FILIPINO - CANADIAN TEACHERS IN
THE PURSUITS OF PROFESSIONAL DEVELOPMENT**

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ABSTRACT

The study delves into the experiences of Filipino-Canadian teachers in selected Elementary Schools in the provinces of Alberta and Manitoba in their quest for professional development. It further investigates how they cope with the challenges and the educational insights to improve the quality of teaching. The study employed the qualitative design utilizing a phenomenological approach in which the primary instrument of data gathering was through in-depth interviews with eight (8) Filipino Canadian teachers as participants. The findings revealed that participants described their experiences as challenging, fulfilling, and overwhelming learning opportunities. Unique challenges, including cultural and language barriers, credential recognition issues, lack of representation, and financial constraints, mark their journey in pursuing professional development. The challenges are crucial for creating an inclusive and diverse education system that harnesses the full potential of all its educators. Filipino Canadian teachers overcome these obstacles by intensifying the support system, work-life balance, and a sound mindset for career advancement. They can contribute their valuable skills and perspectives to the Canadian

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education landscape. The ongoing journey on their quest for professional development empowers educators to grow, adapt, and excel in their roles. To support this quest effectively, educational institutions, policymakers, and teachers should prioritize continuous learning, personalized development plans, and collaborative practices while keeping the evolving needs of students at the forefront. Therefore, the Local Governments of the provinces of Alberta and Manitoba should formulate policies for teachers' certification and comprehensively review the available policies on professional documents within and across Canada. Furthermore, it is suggested that the survey be conducted in larger sample groups to serve as a springboard for future improvement of the school's existing programs and teachers' professional development guidelines.

Keywords: *Filipino-Canadian teachers, professional development*

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“Everybody has a story. And there is something to be learned from every experience.”

CHAPTER 1

The Problem and Its Setting

Oprah Winfrey

Rapid globalization brings substantial change to the world. The changing times in education systems engage in severe and promising educational reform. The beginning teachers encounter problems such as the “theory-practice gap,” where the discrepancy between the nature of their teacher preparation program and their experiences as licensed professionals—considering a plethora of research to formalize professional development to meet the learning needs and opportunities of teachers in this new era. With this, the nation is moving quickly to adopt common core standards and challenge schools to move more aggressively to provide continuous professional development for teachers. As the saying goes, “quality of education depends on the quality of teachers.”

Teaching is a complex professional responsibility requiring continuous development to support diverse student needs in a changing society. The growing area of studies exploring the influence of teacher professional development in the US, Australia, and the UK is through educational policies, politics, curriculum, and licensing specific to a geographical context, like requiring earning credits to maintain their teaching license. While there are commonalities across geographical settings, each situation is unique and differs concerning external factors, values

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(e.g., teacher's pedagogical philosophy), and beliefs (e.g., teacher's educational view may depend on their years (Parsons et al., 2019).

International migration for teachers emerged in the early 2000s for teaching positions in America's public schools. Teacher migration is a worldwide phenomenon between countries with strong language, cultural, and historical links. Teacher movements usually occur from developing or underdeveloped to developed countries where teachers' pay is often considered inadequate. Thus, teachers from developing countries or third-class nations such as the Philippines moved mainly to earn more and to gain new work and life experiences (Slethaug, 2007).

Darling-Hammond (1993) argues that with the continuous global professional development initiatives and the rapidly changing demands of students in China, teachers hold themselves accountable to the highest possible standard in addressing their learning and teaching needs. Responding to these needs, teachers must be committed to professional development and a lifelong learning journey (Hargreaves & Fullan, 2012).

In Canada, according to Campbell et al., 2017 ninety percent (90%) of Filipino-Canadian teachers engaged in various forms of professional development to meet the demands of the teaching profession. On the other hand, practicing teachers require professional development that is accessible, interest-driven, research-informed, and directly connected to their current practice. In addition, Campbell said that since teaching is a highly complex professional

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responsibility, it requires continuous learning to support diverse student needs across all subject areas. Consequently, Filipino-Canadian teachers engage in some form of professional development (PD) regularly to learn new content, gain insight, and apply new understandings (Canadian Teachers' Federation, 2014).

Purpose of the Study

This study focuses on the various conceptual understandings of Filipino-Canadian teachers regarding teacher's professional development (TPD) as it delves into the rationale of teacher's professional development being a significant aspect of one's teaching practice. Lastly, this paper aims to capture teachers' ideas from those in the field regarding how professional development programs are planned and designed. The study places its significance on capturing the voices of Filipino-Canadian teachers that highlight practical elements and characteristics that support professional growth and how their experiences have shaped their professional practice.

Filipino- Canadians are now one of the fastest-growing immigrant groups in Canada. It is home to many internationally trained professionals from all over the world. Among them are internationally trained teachers who have become valuable teaching staff members in various Canadian-recognized educational institutions. However, internationally trained teachers face many challenges as they complete the certification process to obtain a license to teach in Canada,

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navigate the educational system, adjust to the new environment, and overcome barriers to fully integrate into the Canadian workplace.

The trend of teacher migration to the U.S. and Canada emerged in the late 1990s. However, it was in the year 2002 that marked the start of a significant global teacher labor market in the U.S. Bartlett (2014). Likewise (Bense, 2016) reported that there were 91,126 migrant teachers with H1B or work visas to work in the largest and most diverse city to fill teacher shortages. However, over the past two decades, American and Canadian scholars (Young & Lesard, 2012) observed a distinct trend in teacher education policy o toward professionalization and deregulation.

While it is true and certainly undeniable that Filipino teachers are rarely presented in the research literature as teachers who experienced difficulties as migrant teachers adjusting to the new cultural environment. In addition, Bartlett (2014) characterized migrant teachers as workers who “go where the money is and teach the children of nations and schools that can best afford them” To counter this discourse, there is a need to explore the phenomenon from the viewpoint of the Filipino immigrant teachers themselves to fill the gap in the existing literature.

Based on the proliferating problems encountered by Filipino- Canadian teachers, the researcher is challenged to conduct a study on the lived experiences of Filipino-Canadian teachers in the pursuit of professional development.

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Research Questions

The following questions were developed to form a study exploring the experiences of Filipino-Canadian teachers in selected Elementary Schools in the Provinces of Alberta and Manitoba in the pursuit of their professional development. Specifically, this study seeks to answer the following questions:

1. What are the experiences of Filipino-Canadian Teachers in the pursuit of their professional development?
2. What is the coping mechanism of Filipino-Canadian Teachers in the pursuit of their professional development?
3. What educational insights can be drawn from the experiences of Filipino-Canadian Teachers in the pursuit of their professional development?

Education is a never-ending process. Career-minded individuals can constantly improve their skills through continuing education and become more proficient in their jobs. In educational administration, it is imperative to encourage teachers to pursue professional development to ensure the best learning outcomes for their students to be effective and satisfied in all aspects of their work. The existence and persistence of inequities in educational experiences within the school and student outcomes is a long-standing concern with considerable attention globally. Hence, the result of the study may be significant to the following sectors of the academe:

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Department of Education. This study may serve as a reference for the department in crafting policies for teachers pursuing professional development. The information gives prioritization in the research agenda that professional development is an equally important part of the teaching profession. Likewise, this study serves as the basis for creating programs and practices for teachers that should be integrated into the school system.

School Principal. The findings of this study may contribute to formulating a project proposal enriching the professional development of teachers. This study may give positive ideas to become more sensitive to the professional needs of teachers. Likewise, the results serve as the foundation for the principal in evaluating and identifying the weaknesses and challenge the Filipino- Canadian teachers to deal with their professional development and provide the basis for addressing and maintaining their quality teaching.

Teachers. This study may serve as an eye-opener for the teachers to undergo and learn their professional craft as they gain new knowledge and understanding, review and reconstruct their attitudes, beliefs, and practices as they engage and struggle with the demands of the new normal education and the change processes. It further serves as a reminder to teachers that it is vital to participate in any professional development because it has an impact on their teaching practices across geographical regions.

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Future researchers. This may serve as the basis for benchmarking Filipino- Canadian teachers' professional development and further assessing the current concerns for further study.

The following terminologies are defined operationally to understand the terms used in this study fully.

Filipino- Canadian Teachers. Refers to teachers who are initially from the Philippines, migrated to Canada, landed a job as teachers, and became Canadian Citizens.

Teacher's professional development. Refers to activities that develop an individual's skills, knowledge, expertise, and other characteristics as a teacher to improve teacher practices and students' learning outcomes. It focuses on teaching strategies to support teacher learning within teachers' classroom contexts and supporting collaboration for teachers to share ideas and collaborate in their learning.

Review of Significant Literature

This chapter presents the related studies of local and foreign authors that have a bearing on the study. Likewise, other similar researchers are included to give sufficient background and information necessary for the realization of this study. The collections of readings were carefully chosen according to their significant contribution that focuses on reflective teaching in the eyes of rural teachers.

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Teacher's Professional Development

The training of teachers is increasingly seen from a lifelong learning perspective. While initial education provides the foundations, continuous professional development provides a means for improving the quality of teaching and retaining an effective teaching workforce. It can help smooth new teachers' transition to compensate for shortcomings in teachers' initial preparation. The teacher's professional development is essential, considering that teaching is demanding and that expectations of teachers may evolve with time (TALIS, 2013).

Darling Hammond et al. (2017) discuss that achieving student competencies requires refined practices of teachers in terms of teaching forms as key drivers of education. It entails a continuous quest for growth and learning to bring refined and enhanced approaches toward effective practice. Triviño-Cabrera et al. (2021) noted the great challenges faced by teachers in terms of technology and access. The shift in the educational landscape anticipated the immediate development of plans and programs as the pandemic continues to disrupt the teaching and learning process (Hartshorne et al., 2020).

As a major priority policy, (Misra, 2018) said, that teacher professional development has a significant impact on classroom-level curriculum implementation context while at the same time refining strategies in relation to teaching practices and student outcomes. On the other hand, Alt (2018) suggests prioritizing the increasing ICT activities in professional development, while

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Loucks-Horsley et al. (2009) recommend designing an extensive Professional Development program using strategies to reach the goal.

Importance of Professional Development in Canada

Professional development for teachers is a high priority internationally and within Canada because they value the importance of education in a wider social, economic, and cultural policy to support the development of the people in Canada. Education policies and practices vary between and within provinces and territories. Collaborating with the different provinces and territories to learn lessons, opportunities to collaborate, and possibilities to co-learn from our different – or similar – approaches to professional learning (Campbell, C., et al. 2017). Campbell further stresses that the priority of professional learning needs identified by teachers were knowledge, skills, and practices to support diverse learners' needs, including attention to inclusion, diversity, and equity.

Across Canada, professional development is considered a legal right and responsibility of the teaching profession (Bellini, 2014). In Alberta, the provincial leaders support the professional learning of teachers. At the same time, the principals are helpful to teachers in identifying their own learning needs and providing access to time and other required resources to improve their teaching.

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The current shift to the new normal and online modality leads to cues in polishing modern practices while making sure that these efforts are deemed effective. With this, teachers' professional development should be given great attention to investment so that teachers can upgrade their skills in pedagogical strategies delivered online (Rapanta et al., 2020). Teachers may also experience anxiety, communication, and support while navigating their way toward teaching practices in the modern world, Richter et al. (2019) emphasize that motivation is an important reason to attend the professional development of teachers, therefore teachers' motivation to attend professional development must be increased.

As teacher professional development becomes a melting pot of best practices and strategies that work, teachers are given the perspective that helps them create their own professional vision and goals. In the context of online instruction, teacher professional development on the use of technology is necessary to meet the academic challenges and the socio-emotional demands of teachers and students alike Mielgo Conde, I., (2021). While the teacher's professional development is an ongoing process, the early initiatives which focused on technological advances that support pedagogy, such as multimedia and other information technology-related teaching innovations are activities that increasingly engrossed on maintaining the teaching career, which is relevant in the current situation Dos Santos, L.M. (2021).

The study of Ebaequin & Stephens (2014) emphasizes that lack of training related to professional development is seen as the root cause of stagnant interest in assuming school

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leadership roles. Likewise, Irembere (2019) noted that teachers are only seen as implementers of the curriculum. These areas can be seen as promising attempts in planning teachers' professional development. In a similar study, Gutierrez, and Kim (2017) found four elements being nurtured as teachers to enhance their own instructional practices: collaboration, sustainability, trust, and commitment.

It is part of the responsibility of the teacher to seek new knowledge and develop new skills. Growing in the profession means producing better learners. According to De Monte, J. (2013), effective professional development is structured professional learning that results in changes in teacher practices and improvements in student learning outcomes.

Professional development should be just as dynamic as the education its participants are expected to provide (Matherson & Windle, 2017). Believing that teaching and learning continue to evolve, teachers agree that they always must make themselves relevant and responsive to the needs of the students. Their conceptual understanding of professional development is about enhancing one's knowledge and skills.

Teachers are considered agents or facilitators of knowledge transfer. They teachers are required to attend training and seminars and even forced to take graduate studies despite their hectic personal and professional responsibilities, reason why they seem to give less importance to professional growth. Though experience can help but not enough to lead directly to better

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instruction. Enhancing skills, knowing strategies, and understanding content and how to unpack the content in ways that students can understand - are aspects of teaching that can be learned and improved upon (Major, L., & Watson, S. (2018).

Contrary to the saying that “you cannot teach old dogs with the new tricks”. Teachers can be trained, no matter how old they are in the profession, they can still learn not only from experts but also from young teachers and school leaders. In the new normal, technology became one of the most important tools in teaching and learning, therefore, teachers need to adapt. They are unlearned because they must relearn new knowledge and skills whose basic foundations are their previous learning. Teachers must make some twists in their knowledge and skills in teaching to make them responsive to the present needs of learners (Bautista, A., & Ortega-Ruiz, R. 2015).

Fulfilling Feelings

Lantz-Andersson et al. (2018) observed that teacher professional development is a means of exchanging and sharing information, a source of collegial support, and a source of emotional engagement and reflection. Further, it is the immediate source of sharing new ideas, an accessible space for curating new ideas, and a form of emotional and professional support. School teachers' professional development is a continuous process of improving teachers' skills and knowledge (Richter et al., 2011). Teachers need to participate in training and development programs, develop pedagogical and teaching skills, and implement innovative and effective approaches in

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the classroom intelligently and approach these processes effectively and efficiently. (Preston et al. 2017).

Multifaceted Learning Opportunities

Today, Professional development is embracing digital tools and online platforms. Teachers can access online professional development opportunities and resources to support their professional growth. These opportunities and resources include course modules and webinars, social media platforms like Twitter and Facebook, demonstration videos, virtual learning spaces, podcasts, blogs, and social sharing networks like Pinterest (Beach, 2018). However, online professional development allows teachers to lead their learning and engage in knowledge-exchange activities (Campbell et al., 2017). Moreover, teachers can interact with other teachers and with relevant and meaningful material at their own pace and convenience. Learning online has taken on a more fluid approach that can often be controlled and shaped by the individual (Parsons et al., 2019).

In countries worldwide, curriculum reform has included teaching and learning experiences that place the learner as a producer of knowledge and the continuing role of one who acquires knowledge and skills. Teaching with inquiry is a relatively complex and challenging activity. The feeling of confidence about one's ability to add teaching methods to one's repertory of teaching skills is an essential predictor of what is happening in the classroom. This confidence is known as

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self-efficacy. Teacher's sense of efficacy for inquiry teaching is an integral part of enacting inquiry in classrooms and schools. A teacher's sense of efficacy is the capabilities of students' engagement to bring about desired outcomes and learning achievement for unmotivated and challenging students (Trust, T.,2016).

Banduras' theory (2000) outlined two professional development components: personal efficacy and outcome expectancy. Personal efficacy is the conviction that an individual executes the behavior successfully to produce the desired outcome. An outcome expectancy is an individual's given behavior that leads to specific outcomes.

Developing an individual's personal efficacy beliefs could be fostered through four significant sources of influence: mastery experiences, vicarious experiences, social persuasions, and physiological and emotional states. These experiences provide the most authentic evidence of one's success Palmer, J. Dixon, J. Archer. (2015). In contrast, vicarious experiences (for example, observing an experienced teacher succeed at activities) strengthen self-efficacy by providing a helpful model that enables pre-service teachers to acquire pedagogical skills and gain confidence to try such activities in practice. The third efficacy source stems from significant others helping individuals reappraises their competencies. Supporting someone's capacity to succeed on a given task through self-improvement leads to more sustainable outcome expectations. Interpreting physical and emotional reactions is the fourth way to influence efficacy beliefs depending on their sense of efficacy, individuals' perceptions of adequate arousal as energy or

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incumbency (Bandura. et al., 2017). Varying degrees of self-efficacy determine willingness to implement innovative instructional strategies.

Teachers with higher self-efficacy can meet the needs of their students, are open to new ideas, and are more than willing to experiment with new methods to improve students' learning. Likewise, teachers are ready to adopt new teaching methods for perceiving fewer barriers to implementing inquiry-based learning (Ahokoski et al., 2017). Qablan (2016) highlighted that teacher self-efficacy created a dynamic, student-centered learning environment that significantly impacts students' ownership of their learning.

Intensifying Support system

Social support is the existence or availability of people we can rely on and those who let us know that they care about value and love us (Azano, A. P., et al., 2021). It consists of the perception that adequate numbers of persons are available for assistance and includes a feeling of satisfaction with the support they offer. Social support serves two primary functions: a) It contributes to appropriate social adjustment and development, and b) it provides a buffer against stress that can result in physical and psychological impairment through providing self-esteem and "significant others" positive social support. Within-school support variables are sources of social support available to students in the school integral to the school agency (from teachers) as an educational service provider.

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Interestingly, social support, as defined by (Heeralal, P.J.H., 2014), is one's perception of supportive behaviors from individuals in social systems that enhance functioning and maybe a buffer from adverse outcomes. Malecki added that it is the belief that one is cared for and loved, and the feelings of support contribute to the personal appraisals of esteem and value. (Maistre & Pare, 2016) agree that teachers need to feel supported in their efforts regardless of the profession; a high level of perceived support results in more successful feelings and remaining committed to a career profession. Quality relationships demonstrate reciprocity, mutual trust, and respect and are often characterized by frequent interactions that result in emotional familiarity and mutually beneficial outcomes (Heaney & Israel, 2018).

Support is most impactful when the individual has a well-developed relationship built in mutual reciprocity of respect. (Cohen, 2014) states that social support, social integration, and negative interaction influence social relationships' perceived value or quality. As teachers strive to develop relationships with students and the community, they can rely on to provide social support, the psychological state of trust grows within the dynamics of a quality relationship.

Similarly, to improve teacher retention, teachers must feel valued and supported to reduce attrition (Burke et al., 2015). Support and trust are the foundations of a quality relationship. Hence, a positive day-to-day connection with students and the community can deepen trust and support in relationships that lead to interpersonal attachment (De Angelis et al., 2013). Teachers in rural areas have essential factors in student learning and have a 20 more unique and powerful

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impact on students' lives. Teachers can facilitate close-knit connections that often involve nurturing and supportive relationships with students and their families that can enhance learning in the classroom and continue beyond the school day (Berry & Gravelle, 2013).

Administrators should look for opportunities for new teachers to meet and build relationships with teachers from other schools in the region, perhaps by letting them participate in an organization and conferences where they can find like-minded colleagues who can share teaching ideas and serve as sounding boards (Jordon, 2019).

Teacher's Work-life Balance

Teaching professionals' roles in this modern world is changing and evolving. This work pressure impacts teachers' personal lives and leads to an imbalance in their work and lives. Hence, work-life balance is the most crucial aspect of the success and development of educational institutions. According to Tanvi and 21 Fatima (2012), work-life balance is the perception that human beings attach equal importance to their employment and private life, while Subha (2013) defines work-life balance as the reconciliation between workers' professional work and their personal lives.

Moreover, Muhtar (2012) noted that globally, work-life balance is considered the second most essential workplace aspect of teachers. Bloom et al. (2002) assert that work was initially a matter of survival and necessity; today's work is not only considered a necessity but a source of

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satisfaction as well. In today's modern world, people and organizations are working to meet the ever-growing demands. A timely meeting of the schedules or expectations is an organizational failure. With this, employees are working hard to achieve work-life balance, creating pressure on the teachers; hence, they are forced to finish their jobs irrespective of the time limit.

Fisher and Layte (2013) consider three sets of work-life balance measures: the balance of free time, the overlap of work and other dimensions of life, and the time spent with other people. On the other hand, Singh (2013) posits that work [1] life is a crucial driver for societal prosperity and fulfillment and growth of every teacher and school. However, Murphy and Doherty (2011) estimate that it is impossible to measure work-life balance in an absolute manner because numerous personal circumstances influence it. Therefore, the perception of imbalance reflects an individual's priorities. Murphy and Doherty argue that what matters most is for the employees to distinguish between work and personal life and ensure that the line is in the right place.

Theoretical Lens

This study is anchored on Self-Determination Theory by Edward Deci and Richard Ryan (1985) who suggest that people tend to be driven by a need to grow and gain fulfillment. Each of us has different levels of motivation based on how intrinsically or extrinsically motivated we are. This theory proposes that people are motivated to grow and change by three innate and universal psychological needs such as competence, autonomy, and relatedness motivate behavior. The first

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assumption of self-determination theory is that people are actively directed toward growth. Gaining mastery over challenges and taking in new experiences are essential for developing a cohesive sense of self. Autonomous motivation is important. While people are often motivated to act by external rewards such as money, prizes, and acclaim (known as extrinsic motivation), self-determination theory focuses primarily on internal sources of motivation such as a need to gain knowledge or independence (known as intrinsic motivation).

According to self-determination theory, people need to feel the following to achieve psychological growth. Autonomy is where people need to feel in control of their own behaviors and goals. This sense of being able to take direct action that will result in real change plays a major part in helping people feel self-determined. Second, competence, where people need to gain mastery of tasks and learn different skills, and when people feel that they have the skills needed for success, they are more likely to take actions that will help them achieve their goals. Last is the connection or relatedness where people need to experience a sense of belonging and attachment to other people.

This was also supported by Maslow's Hierarchy of needs (1943). This theory suggests that we are innately driven to meet important psychological needs like belongingness and self-esteem. Maslow's hierarchy of needs is a theory of motivation that states five categories of human needs dictate an individual's behavior. Those needs are physiological needs, safety needs, love and belonging needs, esteem needs, and self-actualization needs. (Greene, & Burke, 2007).

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Another theory that would back up this study is the Broaden-and-Build Theory of Positive Emotions by Fredrickson (1998) which argues that while negative emotions narrow thought-action repertoires, positive emotions broaden these repertoires, enabling us to draw on a wide array of possible cognitions and behaviors in response to emotional stimuli. Through this lens, positive emotions leave us free to be creative, playful, curious, and experimental, and from these behaviors flow opportunities to gain new physical, social, and intellectual resources. For example, the emotion of joy in children facilitates play. Consequently, play develops critical skills and competencies, such as social-affective skills during social play, physical skills during rough-and-tumble play, and cognitive skills during play with objects (Boulton & Smith, 1992). It was argued that the positive emotion of interest reliably leads to the acquisition of new knowledge, and the emotion of love helps us develop social resources.

Attachment theory by (Ainsworth, 1964) addresses the importance of intimate relationships between infants and their caregivers for their ultimate well-being. This theory is related to the basic need of relatedness which focuses on social context relationships and is determined by the fulfillment of psychological needs (Ryan & Deci, 2000b). This shows that the development of the psychological status and the structure of the brain occurs throughout the life course of a human-being rather than solely determined by biological genes formed in early childhood. In every culture, teacher psychological wellbeing needs to emphasize teachers'

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meaningful engagement with their relation to societies and cultures (Liu et al., 2018). Moreover,
it is a fundamental human need that varies between cultures.

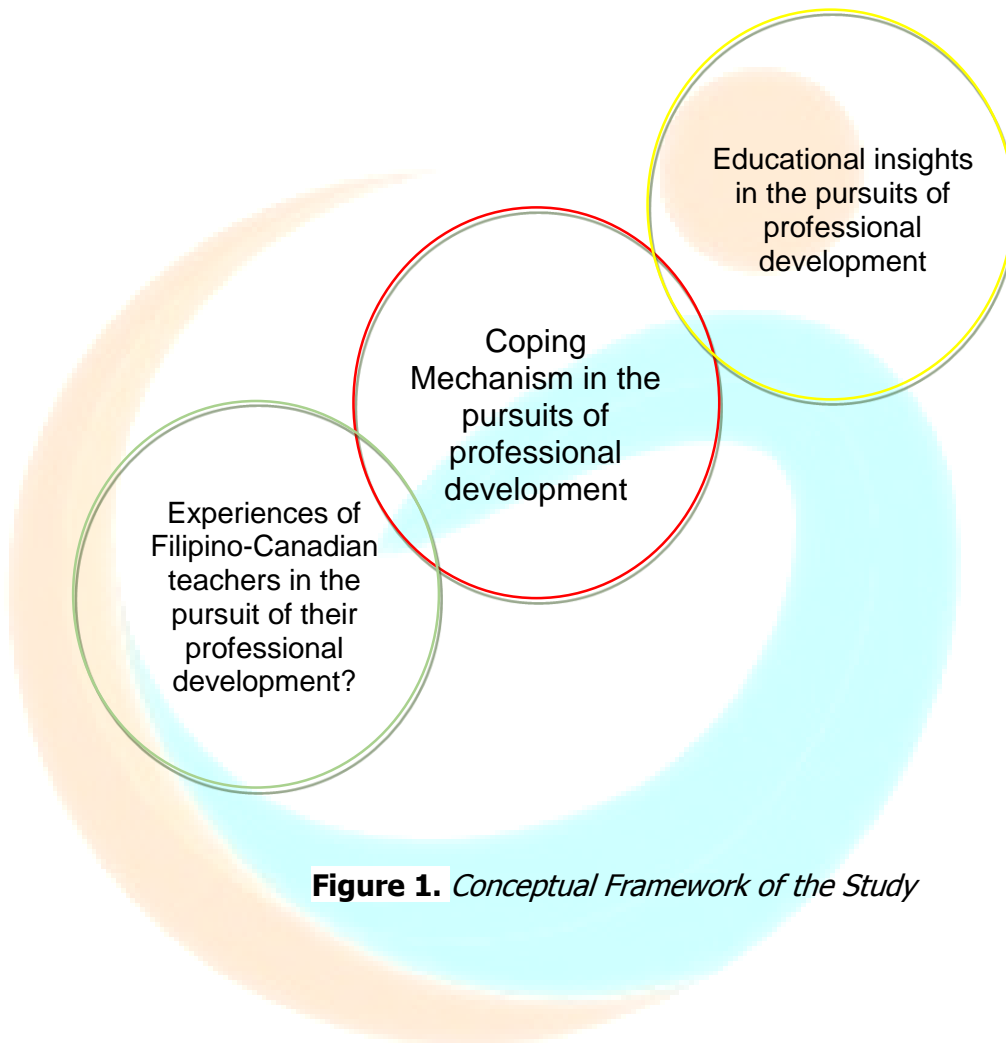


Figure 1. *Conceptual Framework of the Study*

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CHAPTER 2

Method

This chapter refers to the methods used in conducting the study. Since this study is qualitative, the following sections discuss the philosophical assumptions, qualitative assumptions, design and procedure, research participants, ethical considerations, the role of the researcher, data collection, data analysis, and trustworthiness of the study.

Philosophical Assumptions

The researcher used the three (3) basic philosophical assumptions underlying this inquiry in exploring and understanding human experiences. The researcher used the phenomenological method to uncover the meaning of an individual's experience of a specified phenomenon, focusing on a concrete experiential account based on every life (Langdridge, 2007). The principle of phenomenology is paying respectful attention to the research participants' direct experience and encouraging them to tell their own stories in their own words.

First is the Ontology. The Filipino- Canadian teacher's experiences reflect their professional development pursuits based on what they see and observe. The researcher created good relationships and interactions with the Filipino- Canadian teachers to better understand their experiences in pursuing their professional development in selected Elementary Schools in Canada.

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The realities experienced by the teachers are understood as being external to an individual or a product of their consciousness (Blaikie 2010).

Further, the use of epistemological assumption is needed to address the teacher's views in the pursuit of professional development to adjust to the culture of the community based on their experience. Likewise, this assumption concerns how the researcher acquired the idea and investigated the teachers to prove the researcher's point of view and contributed to their experiences and challenges. The axiological assumption addresses the teacher's challenges, whether they are the product of the environment or created by the teacher's experiences. The axiological belief is more on values role in research; hence, all data gathered are treated equally in the qualitative phenomenological study. After this, the researcher let the participants sign the transcription sheet, attesting to the accuracy and correctness of the transcription during the interview. In like manner, if the participants wish to remove a particular statement from the transcription, the researcher may act on it immediately.

Qualitative Assumptions

It is necessary to understand the participants' experiences to capture the varied meanings and details of their experiences involving their professional development. The researcher used the qualitative method to explain, clarify, and elaborate on the importance of different aspects of the human life experience. The researcher should consider the principle of 'no harm' to

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participants and be aware of the potential damage inflicted on them. Sometimes a conflict between the right to know (defended based on benefits to society) and the right to privacy (advocated based on the rights of the individual) may happen (Bloor & Wood, 2006). However, the researcher implemented strategies to protect the personal information of the participants, such as securing data storage methods, removal of identifier components, biographical details amendments, and pseudonyms (applicable to names of individuals, places, and organizations). The researcher is responsible for protecting all participants in a study from potentially harmful consequences that might affect them because of their participation. It is getting increasingly common for research ethics committees to seek documented proof of consent in a written, signed, and ideally witnessed form.

The researcher anchored the study in constructionism, which states that all qualitative research is interpretive, explaining that individuals construct reality through interactions within their social worlds. According to Crotty (1998), constructed meanings as to people engage with the world they are interpreting. As a researcher, I use various methods to collect qualitative data about participants' interactions and experiences related to a phenomenon. Consequently, data analysis happens throughout the data collection process and involves the identification of recurring patterns, or themes, that characterize the data (Merriam, 2009).

The data I collected must be responsive to support the findings during the early stages of my data analysis and willing to relinquish ideas every week (Morse et al., 2002). Gay et al. (2006)

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explain that researchers must be patient and reflective as they strive to make sense of multiple data sources. During a qualitative study, the researcher attempts to gradually narrow and focus on critical aspects of the data using an inductive analysis process. The researcher holds the information strictly confidential to protect the respondent's identity, as there would be no guarantee otherwise (King, Henderson, Stein, 1999). Furthermore, written consent puts the informants at risk in investigating sensitive topics, and audio-recorded verbal permission would be more appropriate (Brenner, 2006).

Development of personal relationships with participants may be inevitable while collecting specific data. Therefore, researchers should seriously consider the potential impact they may have on the participants and vice versa, and details of such interactions should be mentioned clearly in research proposals. Overall, the role of the researcher as (a) stranger, (b) visitor, (c) initiator, (d) insider-expert, or other should be well defined and explained Mendieta et al., (2014). They further quoted that preparing an ethical protocol can cover issues in a qualitative research project from planning through reporting.

Design and Procedure

To understand better the Filipino- Canadian teacher's pursuits for professional development, the researcher employed a phenomenological research design and methodology to achieve the objectives of this study. This research design describes rather than explains the

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challenges and experiences of the Filipino- Canadian teachers' glimpse at reflective teaching from the start of perspective, free from hypotheses or preconceptions. According to Creswell (2007), the researcher conducts qualitative research to explore the problem or issue that needs to be exposed. It begins by exploring the teacher's experience through participants' narration of either a single or shared incident or shared condition. Then identify the variables that can be measured or hear their voices through interviews. These are all good reasons to explore a problem rather than using predetermined information from the literature or relying on results from other research studies. This method examines the phenomena through the subjective eyes of the participants. On the other hand, Willis (2007), as cited by Bound (2011), phenomenology focused on the subjectivity of reality, continually pointing out the need to understand how participants view themselves and the world around them.

In this study, the researcher described the experiences encountered by Filipino- Canadian teachers in pursuing their professional development. Further, it explains how professional development helps teachers to become effective and what educational insights can be derived to enrich their professional development. The researcher needs to use an interview guide to ensure that the data collected from the participants are the same. The interview guide includes open-ended questions and topics to help structure the interview. Still, when needed, the interviewer explored, probed, and asked additional questions to clarify and expand on a particular topic. The interview guide helps make interviewing several participants more systematic and comprehensive

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by defining the issues to be explored (Patton, 1990). The researcher used structured open-ended questions so that the participants could represent their views and perspectives in their own words and terms and take the questions in any direction they chose (Patton, 1990).

Since qualitative research studies subjects in their natural setting, all interviews were face-to-face at a time convenient for the participants and recorded for transcription purposes. When needed, the researcher used follow-up interviews after transcription to clarify meaning or explore areas in more depth.

Ethical Considerations

Qualitative research generally requires the researcher's sense of accuracy and responsibility for managing the data. Bound (2012), as cited by Amorado & Talili (2016), stated that in most cases, ensuring the data gathered by the researcher from the participants is self-reflective, has adequacy of data, and adequacy of data interpretation.

Considering the nature of qualitative studies, the interaction between researchers and participants can be ethically challenging for the former, as they were personally involved in different stages of the study. Therefore, observation of the specific ethical guidelines in this respect is essential. This phenomenological study adheres to the essential elements and principles of the Belmont Report (1979), which strictly observed the principles of respect for persons, beneficence, and justice. This study was subjected to the evaluation of the Rizal

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Memorial Colleges, Inc. - Research Ethics Committee (RMC-REC) for the entire board review of the ethical aspects of the investigation as regards the dimensions of research ethics that include social value, informed consent, vulnerability issues, risk-benefit ratio, privacy and confidentiality of information, justice, transparency, qualification of the researchers, adequacy of facilities and community involvement.

In the qualitative study, the participants must be well informed about the purposes and how the reports were disseminated (Bogdan and Biklen, 1998 as cited by Alla 2008). They need to be aware of any burden raised and the time required to participate with the researcher in interviews. Teachers in selected Elementary Schools need to sign an informed consent form and know of any potential risks involved while participating in the study (Erickson, 1986).

All information that the researchers gathered from the participants should be taken with utmost confidentiality as agreed upon by the participants and the researcher during the conduct of the study. On meeting with the participants, the researcher would introduce themselves and explain the study's purpose. Inform the participants' rights to participate to avoid misinterpretation of their responses as being affected by stress because of not being adequately prepared. A person's identity and privacy in the research can be personally harmful; thus, informed consent would be necessary to ensure confidentiality and protection, signifying their willingness to share and participate in the research. Confidentiality would also be maintained when examining the information, and anonymity to ensure the data collected would not harm

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any participants; thus, using pseudonyms was also applied to protect the image of the participants.

Research Participants

In a qualitative research study, having a small yet appropriate group of participants is a common practice. There were eight (8) participants Filipino- Canadian teachers in selected Elementary and tertiary Schools in the provinces of Alberta and Manitoba. These teachers are experiencing issues in their pursuits for professional development. The participants were chosen according to the following criteria: The participants must be bonafide Filipino- Canadian teachers in selected Elementary and tertiary Schools in the provinces of Alberta and Manitoba, currently employed and had been teaching for at least three years. The qualified participants shared their journey in pursuing professional development and ensured that they had plenty of opportunities and experiences with the phenomenon being studied.

The researcher utilized purposive sampling since the main interest of this study works with small samples to achieve an in-depth understanding of the phenomenon and to create rapport with the participants to obtain authentic, in-depth information (Hesse-Biber & Leavy, 2011). Likewise, Creswell (2013) and Lichtman (2012) pointed out that purposive sampling allows the researcher to choose the most effective informant available in the study.

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Role of Researcher

The role of the qualitative researcher is to find the answers to the research questions proposed in the study through conversations with people. These conversations focus on what happens in a real-life setting of Filipino-Canadian teachers pursuing professional development. This study inspires me because I am a Filipino-Canadian working in Canada, and I have many Filipino teacher friends who encountered experiences and challenges in pursuing their professional development issues, which motivates me to write this study. Patton (2002) cited that the researcher is an instrument in qualitative research. As the instrument, I did not manipulate, stimulate, or externally impose the situation's structure (Wiersma, 2000). I made observations, took field notes, asked interview questions, transcribed, and interpreted the responses. The researcher's interpersonal skill was essential in this study. I always maintained openness, and my ability to listen, observe, and respect participants and their perceptions, settings, and other ethical issues contributed meaningfully to the success of this study.

In qualitative research, my fundamental role as a researcher is to become the primary data collector and principal investigator. My responsibility is to facilitate and lead the semi-structured virtual interview. During the virtual interview, I recorded clearly and verbatim the conversations with the consent of the participants to ensure the clearness of the participant's actual responses. It is also my responsibility to observe the behavior of the participants and a

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note taker. The collected and recorded data were analyzed, and themes came out reflecting the true ideas of the research participants.

I am aware of possible biases due to my current professional role and responsibilities as a teacher. However, I used the concept of bracketing, which means holding a phenomenon up for inspection while suspending presuppositions and avoiding interpretations (Hatch, 2002). Lichtman (2006) also said that the researcher must place their thoughts in brackets to avoid influencing their thinking about the phenomenon. When words are in brackets, they may be set aside and treated as a unit..

Finally, I made a synthesis, combined all the information into a narrative form, documented all the information and findings to the best of my ability, and set aside the preconceived biases and experiences of working as a teacher to increase the reliability and validity of my study.

Data Collection

The purposive sampling method was employed to interview Filipino- Canadian teachers who were likely to have relevant and rich sources of information about the topic. The researcher would seek permission first from the graduate school dean Dr. Pablo F. Busquit, to conduct my study in selected Elementary and tertiary Schools, in Calgary City. The approved letter serves as the guiding post for the collection of data. While seeking permission from the Department of

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Education concerned, I started constructing a research question and having it validated by the panel of experts, preferably the study's experts. Once granted permission to conduct the study and the questionnaires validated, started communicating with my participants through face-to-face and social media such as Facebook, telephone, or cell phone and began setting interview schedules.

Data Analysis

For data analysis, I applied Colaizzi, as cited by Suryani (2016), seven steps to analyze the data collected in the interview. In the first step, I read each participant's transcription several times to understand the research participant's challenges and experiences. I used the English language when conducting interviews. After completing the transcription exercises, I took time to reflect on the responses to both the online interview and the transcription processes. I was vigilant when it came to the analysis process so as not to include my story as part of the findings of the study. In the second step, once I complete the revised transcripts of the online interview, I read through each again to refresh my knowledge of their respective content, after which I began identifying the significant statements of the perception, challenges, and experiences of the Filipino- Canadian teachers. This process involves identifying sentences and phrases that directly relate to the phenomenon under investigation. The researcher proofread the significant statements to ensure they reflect the statements linguistically in the participant's expression. To analyze the significant statements, I carefully organized the formulated meanings, created

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common theme clusters across all accounts, and classified them into categories. Finally, I integrated the results into a comprehensive topic description and returned it to each participant to verify and confirm the results.

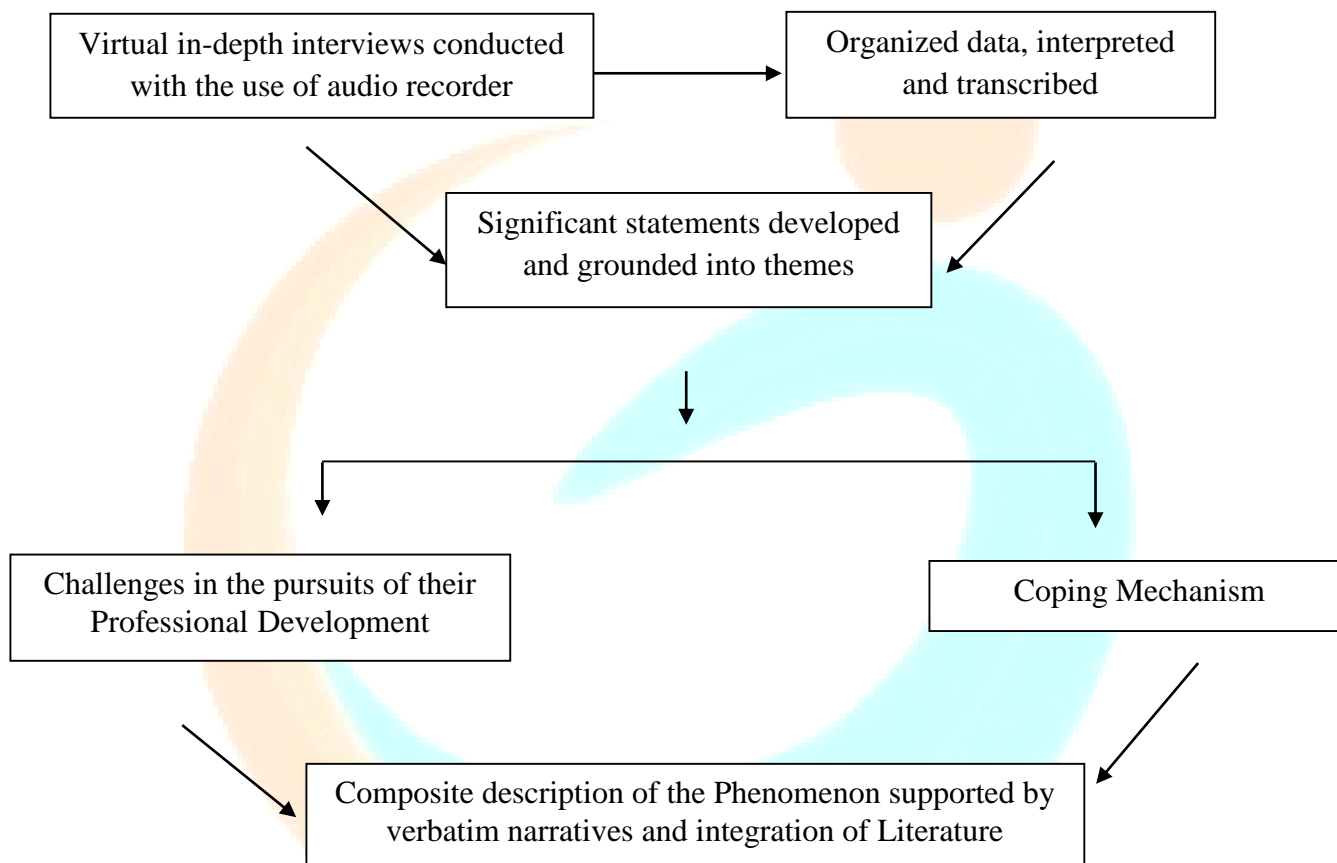


Figure 2. Analytical Framework of the Study

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Trustworthiness of the Study

The trustworthiness of a qualitative study can be increased by maintaining high credibility and objectivity. A research definition of trustworthiness is a demonstration that the evidence for the results reported is sound and that the argument made based on the results is strong. To maintain high trustworthiness in a qualitative study, Denzin and Lincoln (2003) suggested four criteria to ensure a valid interpretation of data: credibility, transferability, dependability, and conformability.

Credibility contributes to a belief in the trustworthiness of the data through the following attributes: prolonged engagement, persistent observations, triangulations, and member checks. To attain this, I ensured triangulation and member checking because they were primary and commonly used methods to address credibility. Member's checks occur when the researcher asks participants to review both the data collected by the interviewer and the researcher's interpretation of that interview data. Trust is an important aspect of the member check process.

Transferability is the generalization of the study findings to other situations and contexts. Transferability is not considered a viable naturalistic research objective. The context in which qualitative data collection occurs defines the data and contributes to the interpretation of the data. Purposive sampling was used to address the issue of transferability since specific information was maximized in relation to the context in which the data collection occurs.

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Dependability is the process within the study that should be reported in detail, thereby enabling a future researcher to repeat the work, if not necessarily to gain the same results. Thus, the research design may be viewed as a “prototype model”. Such in-depth coverage also allows the readers to assess the extent to which proper research practices have been followed. So, to enable the readers of the research report to develop a thorough understanding of the methods and their effectiveness, the text should include sections devoted to the research design and its implementation.

Confirmability is dependent upon validity; therefore, many qualitative researchers believe that credibility has been demonstrated. It is not necessary to separate and demonstrate dependability. However, if the researcher permits us to describe the terms, then credibility seems more related to validity, and dependability seems more related to reliability. Sometimes, data validity is assessed using a data audit. A data audit can be conducted if the data set is rich-thick so that an auditor can determine if the research situation applies to their own circumstances. Thus, to achieve this, I transcribed my interviews and then appended them to this paper.

Since a qualitative researcher’s perspective is naturally biased due to their close association with the data, sources, and methods, various audit strategies can be used to confirm findings (Bowen, 2009). Therefore, the trustworthiness of interpretations and findings depends on demonstrating how they were reached (Mauthner & Doucet, 2003).

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CHAPTER 3

RESULTS AND DISCUSSIONS

This chapter presents the various challenges, coping mechanisms, and educational insights that can be drawn from the experiences of Filipino-Canadian Teachers in the pursuit of their professional development. Their experiences and challenges were given meaning through themes extracted from the transcribed narratives of the ten (10) teachers as participants. It was summarized in figure form, followed by a comprehensive discussion of each category and theme. In view of these, I was able to categorize three (3) themes derived from the findings of the study, and these were challenging experiences, fulfilling feelings, and multifaceted learning opportunities.

Challenging Experiences. This was the first theme that emerged from the narrative exposition of the participants. They described their experiences pursuing professional development as challenging, and adjusting to new ways of teaching and passing teacher certification exams to meet the demands of teachers' qualifications and limited time processing the teachers' certificates. Here are the narrations of the participants:

When I arrived in Canada, my degree of education and teaching experiences from our country were not recognized and acknowledged. I was really weakened by the policy they have. I was challenged to look for a means to work with the degree I earned. (P 2)

It was a life-changing for me because I needed to adjust to the culture, the environment, my colleagues, and the entire community. (4 &5)

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The participants' experiences showed that getting to Canada presented challenges. They mainly described their experiences as confusing, upsetting, financially draining, and burdensome. Frustrations at how the Canadian government unrecognized the degree they earned in their country of origin. The challenge of working abroad is to accomplish personal growth and professional development. De Mesa and de Guzman (2006) suggested that teachers must be re-socialized in their respective new roles, realizing that professional learning and various teaching and learning concepts are imperative today. Darling-Hammond L. et al. (2015) agree that teaching is a highly complex professional responsibility that requires the development of knowledge, skills, and practices to continuously learn and sustain over time to support the diverse needs of students across different ages, subjects, school context, and background circumstances. Some said that:

- Many discouragements along the way while pursuing my teaching career. (P1)
- Financially draining while processing my papers for professional certification (P5)
- Limited time to process my teaching certificate application because I needed to spend time working first to earn a living for myself and my family. (P2 &6)
- Tiring but compensating job. It's a life-changing experience. (P 1 & 4)

Filipino teachers consider working abroad for economic reasons; however, only some realize that teaching abroad implicates daily emotional battles. Teachers were stunned and bewildered by new practices, such as differences in values, beliefs, and habits (Markoulis, 2020). Despite the unfavorable circumstances, teachers still learn to widen their perspectives and

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standpoints to adapt (Serin, H. (2017). Exposure to different classroom approaches and teaching styles creates new things to know and new cultural habits to adapt and gain new life perspectives (Celik, B. 2017). One participant expressed that:

I struggle when pursuing my professional teacher. I attended a seminar from MAFTI (Manitoba Association of Filipino Teachers, Inc.) and I spoke to some of the coordinators and asked ("How to become a Teacher") through that, the door opened, I was able to teach, and my journey started. (P3)

Professional development is vital to career growth, enabling individuals to enhance their skills, knowledge, and competencies to stay relevant in a constantly evolving job market. However, while the benefits of professional development are clear, the journey is not be possible without challenges. The responses of participants need help with their desire to teach in Canada. The Canadian Teachers' Federation (2014) emphasizes that immigrant educational qualifications are increasing in Canada. The trend suggests that teaching is a highly complex professional responsibility that requires continuous learning to support diverse student needs in a changing society. To this end, Filipino-Canadian teachers engage in professional development to learn new content and gain insight to improve their teaching.

Fulfilling Feelings. The demands of the teaching profession require professional development that is accessible, interest-driven, research-informed, and directly connected to their current practice. The unique approach of Canada in governing teacher education programs gives

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fulfillment and motivation to teachers. Though it varies greatly between jurisdictions, it extends beyond government requirements to the institutions and their specific expectations and focus of teachers.

I am proud and dignified because I obtained the license without undergoing a bridging program. (P2)

It was a purposeful journey. It broadens my horizon in teaching. (6)

I have become a better teacher and can master more knowledge and skills. (P4)

The participants' experience in professional development allows the teachers to feel fulfilled and satisfied and learn through exchanging and sharing information, obtaining collegial support, and a source of emotional engagement and professional support (Lantz-Andersson et al., 2018). School teachers' professional development is a continuous process of improving teachers' skills and knowledge, and intelligent ways of dealing with it involve participation in training and development programs, the development of pedagogical and teaching skills, and the implementation of innovative and effective effectively and efficiently (Preston et al., 2017).

TALIS (2013) supports that teachers' training is increasingly demanding from a lifelong learning perspective. It provides the foundations for continuous professional development for improving the quality of teaching and retaining an effective teaching workforce. Some participants claimed that after taking the teachers' professional development program, they felt confident in their teaching career, got promoted, and increased their salary. According to Campbell et al.

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(2017), professional development allows teachers to lead learning and engage in knowledge-exchange activities. Likewise, it is all about building a skill set and knowledge base for the field. Some participants agreed that pursuing further studies in teaching in Canada is an excellent option for aspiring Filipino Canadian teachers. Canada is a gorgeous place to study and build a career in teaching and welcoming other fields. Here is their narration:

When we went here in Winnipeg, Manitoba, many people said that I could not become a Certified Teacher here. But, when I met my Manitoba Association of Filipino Teachers Inc. (MAFTI), I hoped to return to my teaching profession. They were the ones who encouraged and motivated me to go through all the processes that I needed for me to achieve my goals and dreams of having my permanent teaching certificate. (P1)

As a Filipino teacher, I must say people never get enough education, regardless of age or status we all need to continue education. Being a Filipino-Canadian teacher is really overwhelming, because since I was a child, this was the profession I had in mind. And now that I experienced both, I can say I am blessed and grateful. (P5)

The extensive experience assisting teachers who apply for professional development across Canada resulted in successful admissions. The findings from the Canada study indicate that subject-specific, curricular, and pedagogical knowledge continue to be important. The level of need, however, varies by individual, career stage, school panel, and school system. Teachers who did not have access to dedicated professional development funding did not have opportunities to engage in professional learning outside their school for many years. In contrast, teachers who had applied for and received professional development were highly connected and

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active in professional networks and learning opportunities (Butt & Farooq, 2019). The narration of the participants implies that professional development made them more confident in teaching diverse students, and they became effective and efficient teachers and earned more. However, in contrast to their success, they struggle so much to achieve their dreams. The participants expressed their feelings when they started working in Canada as Filipino- Canadian teachers:

I encountered attitude and behavior problems, language as a barrier, and reading comprehension skills. (P4)

The school system is difficult, and some teachers need to treat them better during the starting years. (P1)

I suffered from homesickness during my first year in Canada. I diverted my attention to work well and found some friends to help build self-confidence. (P3 &5)

Teachers acclimate to probable loneliness, being away from loved ones, and learning a new culture and it's difficult. However, Grimes, (2010) claims that the educational environment of a teacher is automatically impacted by all the cultural factors that influence daily life in a new country. It was noted that every participant responded differently; some accepted the culture, while others rejected it. Moreover, Filipinos are known for having an incredibly tough environment; therefore, they constantly demonstrate the value of resilience. Their desire to provide a better life for their family because what they were earning was not enough, and teaching in Canada was a good opportunity and somewhat of an accomplishment for them and their families.

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It was difficult for me. I felt alone as a professional. I even asked myself if it was my fault because I did not socialize with them, and they did not help me. Or was it simply because I did not bother asking for help? (P6)

Sometimes, I felt my pride kept me from asking for help from my co-workers because I felt like I was already a veteran teacher and should already know how to face any problems. I was not open-minded when I started teaching as a Filipino-Canadian teacher. (P3)

Acquiring and utilizing professional development in the 21st century is essential for three reasons: we must keep learning relevant, create teacher leaders, and add knowledge to the current body of education research. Professional development allows instructors to keep current on curriculum standards and the latest teaching strategies (Nadiah, M.B. & Cabauatan L.I..2021). Regarding school-wide initiatives, professional development increases the skill sets of individuals and, as a result, increases the overall value of the department and grade-level teams. Due to the need for continuous professional development, there are many models and methods of professional development, including graduate education programs, professional conferences, online training courses, and school and district-wide PD cohorts.

To survive in a different environment, one needs to adapt. The participants believed that to adjust to the foreign culture, they needed to learn the culture that would benefit them while living in another country and develop their teaching career. Armstrong (2008), as cited in Hong (2017), suggests that teachers' immersion in international experiences and understanding the

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culture of students with diverse cultural and linguistic backgrounds affects their dealing with diversity and multicultural education in school.

Multifaceted Learning Opportunities. In today's rapidly evolving professional landscape, the traditional approach to professional development is being supplemented and, in many cases, supplanted by multifaceted learning opportunities. Multifaceted learning acknowledges that growth does not occur in a vacuum but is a dynamic, interconnected process fueled by diverse experiences, skills, and knowledge sources. The participants shared their experiences on pursuing professional development, shedding light on how this approach can help them excel in their careers.

I become a better teacher by being able to master more knowledge and skills. (P4 &7)

I enthused and modeled to my fellow Filipino-Canadians and inspired the young ones to pursue post-secondary education. (P2)

It widens my horizon. I got promoted and became speaker in different professional development events. (P1)

While specialization is essential, the ability to adapt and acquire new skills broadens career prospects and enhances professional resilience. The statement of the participants concurred with the idea of (Campbell et al., 2017) that professional development allows teachers to lead their learning and engage in knowledge-exchange activities with their colleagues through interaction at their own pace and convenience.

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Through professional development, teachers embrace the complexity of the modern world by encouraging individuals to learn from diverse sources, think critically, and apply knowledge across disciplines, thus fostering holistic growth and equipping learners to thrive in an ever-changing landscape. Embracing this approach can lead to a more informed, adaptable, and creative society ready to tackle future challenges. (Trust, T.,2016) confirms that a teacher's sense of efficacy is the capability of engagement to bring about desired outcomes and learning achievement for unmotivated and challenging teachers.

The learning opportunities acquired in professional development are advantageous and essential for career growth and success. The participants commented on the importance of opportunities for teachers to get out of their school and expand their professional networks, learn new ideas, see new practices, and access new resources. These are the thoughts of the participants when interviewed.

I continue to strive for the best to nourish and flourish my skills, abilities, and gifts in teaching. (P3)

I was chosen to be a trainer in a seminar workshop for the first time. Able to connect with new friends and colleagues. (P6)

It improves my managerial and technological aptitudes, thus making me feel effective as an educator. (P2)

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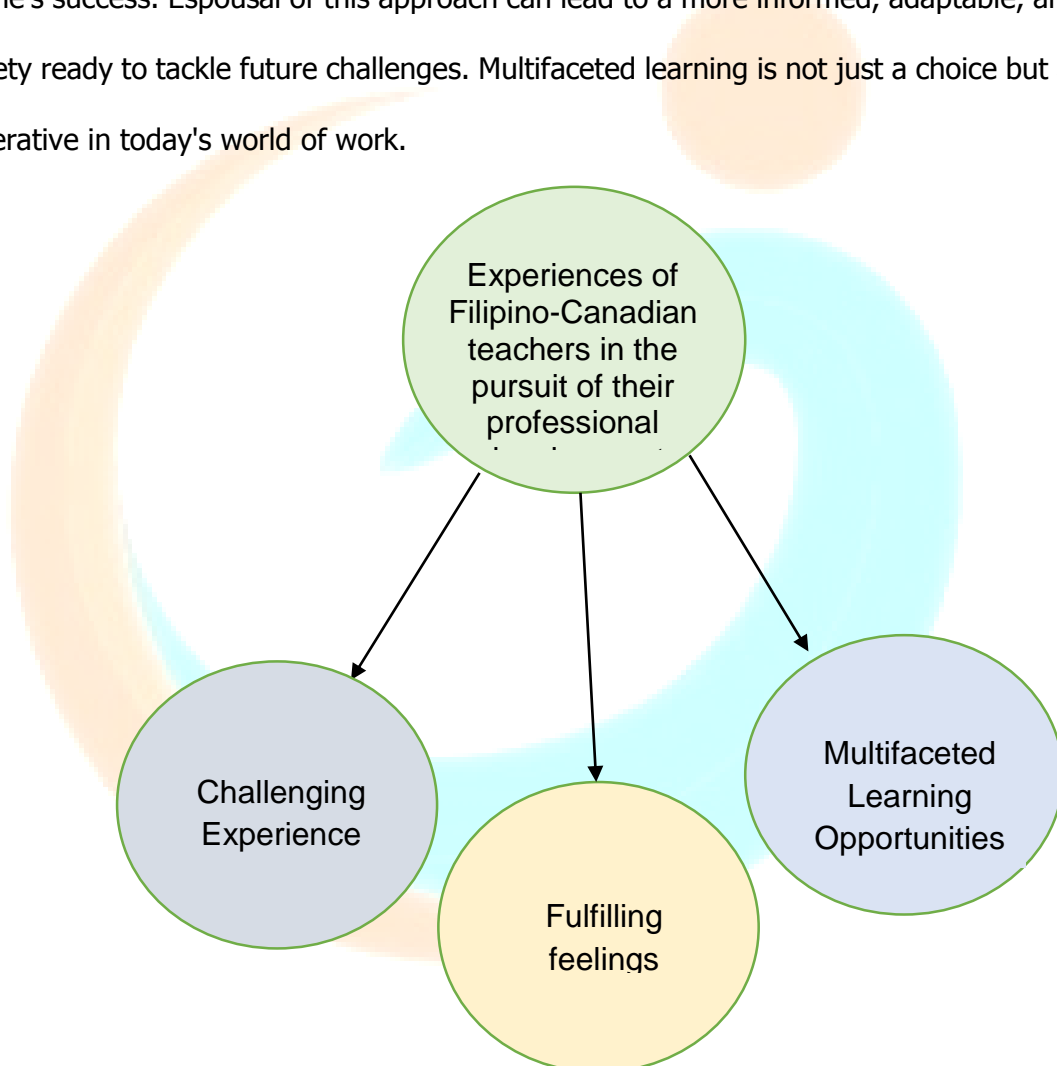
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The statement of the participants coincides with the idea Palmer, J. Dixon, and J. Archer. (2015) which states that developing an individual's personal efficacy beliefs could foster four significant sources of influence: mastery experiences, vicarious experiences, social persuasions, and physiological and emotional states. These experiences provide the most authentic evidence of one's success. Espousal of this approach can lead to a more informed, adaptable, and creative society ready to tackle future challenges. Multifaceted learning is not just a choice but a strategic imperative in today's world of work.



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Figure 3. Experiences of Filipino-Canadian teachers in the pursuit of their professional development

Coping mechanism of Filipino-Canadian Teachers in the pursuit of their professional development

Pursuing professional development is a universal endeavor, but Filipino-Canadian teachers' unique experiences and coping mechanisms in this journey deserve special attention. Filipino- Canadian educators, often hailed for their dedication, resilience, and commitment to excellence, face distinct challenges and opportunities as they strive to advance their teaching careers within the Canadian education system. This study delves into the coping mechanisms employed by Filipino- Canadian teachers as they navigate the complexities of professional development, highlighting their determination to make a positive impact in their adopted homeland. Three themes generated from the interview are an augmenting support system, a sound mindset, and work balance.

Intensifying Teachers' Support System. Intensifying the support system for teachers is not only a moral imperative but also a strategic move to improve the overall quality of education. By addressing the teachers' challenges, we can ensure they are better equipped to provide a high-

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quality education to our students. The participants express that a well-supported teaching force improves student outcomes, a more vibrant society, and a brighter future. It is time to prioritize the professionals who shape our future leaders. Here are their narrations:

We have an orientation purposely to build good relationships with the school community to help and guide us in innovative practice when integrating new conceptual and technological tools in teaching practice. (P2)

The Manitoba Association of Filipino Teachers Inc. (MAFTI) encouraged and motivated me to go through all the necessary processes to achieve my goals and dreams. Likewise, I am thankful to MAFTI, my great mentor who led me to my profession's success. (P4).

Administrative support continues to be essential to help teachers feel fulfilled. Supportive working environments correlate to teachers' job satisfaction derived from supportive leadership. Second, this support helped teachers stay in their existing teaching positions and impacted their general satisfaction level (Conley and You, 2017) (Olsen & Huang, 2018). The study of (Coburn et al., 2012) Claims that happy teachers are more likely to stay in the profession when they feel supported by colleagues and mentors, especially when they are new and learning their craft. Moreover, the feeling of being appreciated by some administrators supports and pushes the teachers to the limit. It helps us to understand the cultures and adopt the way of living and lifestyle of the teacher by exposing us to professional development and studies.

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Considering the teachers' workload, we viewed education not only as a way of developing people's skills but also as a way of preparing our teachers to be resilient. If schools aim to produce quality graduates, teachers must develop their teachers to be in optimum health (Smith & Gillespie, 2007). To do this, a teacher must be psychologically healthy. There are online workshops, training, and classes that teachers could attend, as well as on-site workshops and classes (Cunningham & Cordeiro, 2020).

With the bulk of work, sometimes I could say “why did I become a teacher? I feel so much physical and emotional boredom. The administration should make a program to ease our burden of workload). (P3)

The support I got support from my colleagues and my family serves as my inspiration to stay in school. (P 5)

I feel grateful, proud, honored, and humbled to be a Filipino-Canadian Teacher because I serve Filipino students and students of different nationalities (P1).

The teachers realize that they work because of their family and colleague support. Support and trust of the family are the foundations of a quality relationship. The optimistic and harmonious connection of the family can deepen the level of trust and support that leads to interpersonal attachment (DeAngelis et al., 2013). While praises and encouragement serve as the source e of motivation for teachers, they significantly influence psychological well-being to improve teachers' performance. Darling-Hammond confirmed this, L. (2016) affirms that social support helps

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individuals reduce the amount of stress experienced and helps individuals cope better in dealing with stressful situations.

Poor interpersonal relationships with friends and family influence teachers' psychological well-being. Social support from significant others lessens frustrations and pressures achieved in school and favors teachers' psychological well-being. Richter et al. (2019) emphasize that Filipino Canadian teachers' support systems are deemed their lifesavers. The support systems focused on financial, material, mental, and emotional support. The participants believed that the support system was priceless when facing challenges in producing their work permits and transitioning to Canada. All participants agreed that family was their primary source of support during trying times, both in terms of emotional and financial support.

In Alberta, the Teachers Growth, Supervision, and Evaluation Policy (Alberta Education, 2015) requires all employed teachers in the province to complete an annual growth plan outlining learning goals and activities the teacher intends to engage in over the next year.

The experience I had as a classroom volunteer and other related work activities in schools in Canada enhanced my confidence in teaching (P3)

Intrinsic motivation is always the approach I take to be resilient. Joining activities/meetings with great speakers level up my professional growth. (P1)

The statements of the participants that teachers matter; thus, continuous improvement in education is not an option but a necessity OECD, (2005). Though they said that CPD is

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expensive, a teacher's knowledge is tacit, intuitive, and results from chance. It is designed to be dynamic, not static (Donaldson, 2013). Similarly, in 2007, McKinsey reinforced that the centrality of teacher quality in the world's best-performing school systems cannot exceed the quality of its teachers. They are not simply implementers of the curriculum but the key players in ensuring relevant and high-quality education.

Intensifying teacher support systems is not only a commitment to the educators themselves but also an investment in the future of our society. Empowering teachers with the tools, resources, and support they need enhances their professional growth and positively impacts the quality of education provided to students. By fostering a continuous learning, well-being, and collaboration culture, we can ensure that educators are equipped to inspire and guide the next generation of leaders, innovators, and citizens, ultimately building a stronger and more prosperous society.

Work-life Balance. Work-life balance is one factor that enhances teachers' effectiveness and satisfaction. It has been proven repeatedly that a good work-life balance results in the wellness of the faculty and improves student behavior. In today's fast-changing world, for teachers to have an enjoyable and stress-free life, balance is essential to the teacher's well-being Tanvi and Fatima (2012). Two participants expressed the importance of a teacher's work balance as they narrated that:

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Working in school and at home is really stressful. I go out for a vacation with friends and sometimes with my family. (P 3)

I make sure I have my family for family bonding. I make sure that I go to the mall and other cool places to unwind and be ready for the next day to work again. (1 & 2)

According to the participants, achieving work-life balance is becoming more and more difficult for teachers. Hence, teaching professionals need very much consideration in maintaining their work-life balance. Singh (2013) suggests that teachers need to maintain a supportive and healthy work environment to enable them to have a balance between work and personal responsibilities to strengthen their loyalty and productivity—the crucial driver for teachers to prosper and fulfill their growth. Likewise, Murphy and Doherty (2011) said that what matters most is for the employees to distinguish between their work and personal life and ensure that the line marks are in the right place. Today, teaching is one of the most challenging and stressful professions, and the stress among teachers contributes to illness and causes mental health problems.

Teachers' workload demands much of their time in the school and extends to their homes and then get prepared for the following day. With increasing demands and work-life pressures, conflicts between work and personal roles seem to increase. Teachers must spend extra hours

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daily to be effective and productive in their profession, reach higher levels, and face the challenging atmosphere the next day. As the participants express their sentiments as:

Sometimes I feel upset and cannot understand my feelings. I am emotionally disturbed because of problems in school and in the house. (P 5)

Having a cup of coffee relieves from stressful workday. Going sightseeing with friends. (P1)

Attending community activities and going to church drives away my homesickness. (P3)

Working the whole day to meet the growing demands of workloads at school and home burdens teachers. A timely meeting of the expectations in a school activity is an organizational failure. With this, teachers are working hard and giving their heart and soul to achieve work-life balance, creating enormous pressure and forcing them to finish their jobs irrespective of the time limit. Fisher and Layte (2013) recommend work-life balance measures such as giving a proportion of free time, spending time with other people, and reconciling between workers' professional work and personal life. Bloom et al. (2012) confirm that work is a matter of survival and necessity but a source of satisfaction as well. In addition, (Yadav & Punia, 2013) confirm that average performance is neither technical skills nor intelligence; instead, it is something else that cannot be defined in words. The extra-role behavior improved the quality of work life.

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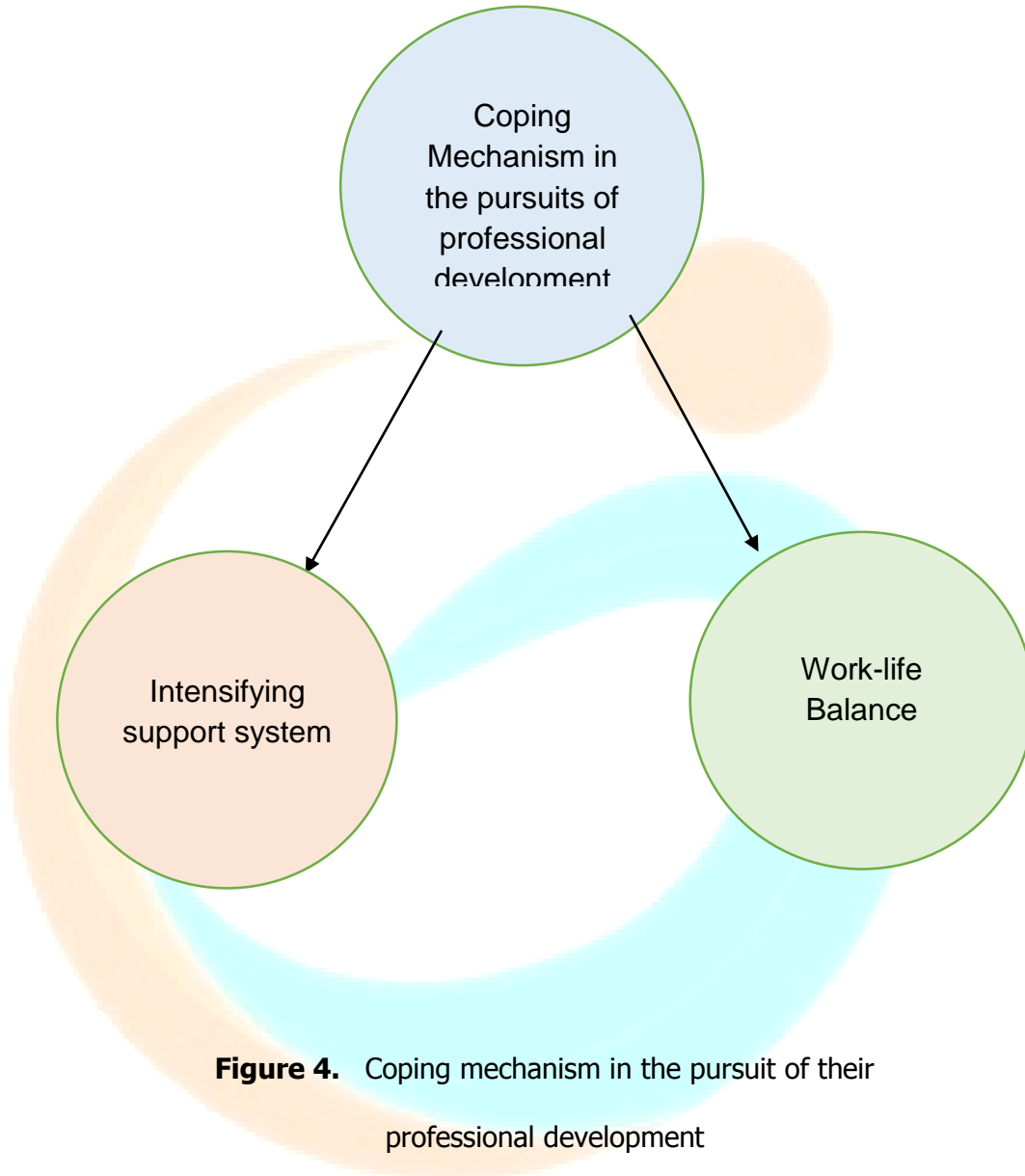


Figure 4. Coping mechanism in the pursuit of their professional development

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Educational insights for Filipino-Canadian Teachers in the pursuit of their professional development Teacher professional development is critical in ensuring the continuous improvement of education systems. It is an ongoing journey that requires commitment, adaptability, and a focus on improving teaching practices and student outcomes. By incorporating these insights, educational institutions can create more effective and supportive professional development programs for Filipino-Canadian teachers. Here are some educational insights into the pursuits of teacher professional development:

Lifelong Learning is Essential: Teaching is not a static profession; it evolves with time. Teachers must learn lifelong to stay updated with new teaching methods, technologies, and educational theories. Professional development should not be a one-time event but a continuous process. In the context of teacher education policy in the four provinces in Canada, certification requirements in each province show how teachers' professionalization is governed— either by the government or by self-regulating bodies to provide an overview of the institutions offering teacher education and indicate the standards deemed necessary before the issuance of certification.

Professional development for teachers is not just a box to be checked; it is the key to unlocking the potential of educators and students alike. In a rapidly changing educational landscape, teachers must continuously hone their skills to meet the diverse needs of students, adapt to new technologies, and navigate evolving educational policies. Professional development learning is deepening one's professional knowledge and refining skills; professional learning can

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occur through various PD opportunities (Muijs et al., 2014). Teachers are not a homogenous group; they have unique strengths, weaknesses, and areas of interest. Effective professional development recognizes this diversity and tailors' programs to meet individual needs.

The professional development school (PDS) model has been implemented in many parts of the US for several decades, but not in Canada Dawn Buzza et al., (2010). The model is intended to facilitate the creation of communities of practice and enhance the coherence between university coursework and teachers' field experiences. It is vitally important to consider continuously the teacher competence level training as a driving, integrating, and transforming element that motivates participation. In the same way, it is also essential to determine whether this training contemplates the processes of teacher collaboration in its different modalities (Krischesky & Murillo, 2018).

Balancing Theory and Practice

While theoretical knowledge is essential, it becomes genuinely impactful when connected to practical application. Professional development programs should equip teachers with actionable strategies and tools they can implement immediately in their classrooms. Teachers must see how new ideas align with their daily teaching practices and contribute to student learning.

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Continuous Evaluation and Improvement

The Assessment of professional development programs' effectiveness should regularly be assessed. Data on student outcomes, teacher performance, and program impact should inform ongoing improvements. Professional development should not be static but evolve in response to changing educational needs. Teacher professional development is not an expense but an investment in the future of education. By adhering to these insights, educational institutions can design and implement programs that empower teachers, enhance student outcomes, and create a dynamic, responsive educational ecosystem. A commitment to ongoing professional development is the hallmark of a thriving educational community.

CHAPTER 4

Implications and Future Directions

This section is the recaps of the findings of the study. It delved into the pursuits of professional development of Filipino-Canadian teachers. The primary part dealt with their experiences, revealing that Filipino-Canadian teachers have a challenging experience pursuing professional development but fulfilling feelings and have multifaceted learning opportunities.

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The Filipino Canadian teachers take all the opportunities offered to them for professional development, which is nearly impossible to achieve if they remain in the Philippines. Despite homesickness and difficulty in achieving certificates to work as teachers, they remain optimistic in their search for greener pastures, thus finding this in Canada as the pull factor.

Working abroad entails a lot of discouragement and struggles, such as non-recognition of their teaching experiences and non-recognition of the degree earned. Despite the situation, teachers chose their profession because of their passion for teaching and social prestige. The support received from one's friends, superiors, co-workers, and family members can significantly help the teachers face and overcome the challenges encountered in the pursuit of professional development. Though teaching is stressful, if we build trust and confidence between our students and colleagues, we will have a work-life balance. Achieving a healthy work-life balance tremendously impacts individuals, their families, organizations, and society. It can improve physical and mental health, stronger relationships, and increase job satisfaction. Failure to maintain a work-life balance can result in stress, health issues, strained relationships, and negative consequences for individuals and organizations. Balancing work and personal life are an ongoing process that requires conscious effort and prioritization, but the benefits are significant for all aspects of life.

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Implications

Teachers' professional development is a dynamic and essential component of modern education. Investing in teachers' growth and development may improve their effectiveness in the classroom and contribute to the overall quality and success of the education system.

In this study, the researchers aimed to contribute to the international debate with evidence from Canada concerning the policies and practices to support effective professional learning and development, addressing the challenges and the possibilities for future improvement. It further reviews the details of the teacher education policy in Canada in four provinces. Review the certification requirements in each province and show how teachers' professionalization is governed.

The pursuit of teacher professional development is vital for teachers to understand and value the nature of teachers' professional practice and enable their potential as leaders for educational improvement through a system of ongoing professional development, learning opportunities, and collaboration as required in policy and practice. Likewise, the findings indicate that system- and school-directed professional development can be essential to support current priorities. However, teachers' and other educators' flexibility is balanced for identifying specific professional learning needs and linking them to their students and schools. Opportunities for

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teachers to lead their own and colleagues' learning can benefit individual and collective professional learning and support practice changes to benefit students' learning.

Future Directions

This study is conducted on a small scale or scope. It is encouraged that parallel studies may be conducted in a broader range to verify the findings. A thorough and more in-depth inquiry into the challenges of Filipino-Canadian teachers in the pursuits of professional development is recommended to find meaning as to how they will cope with the challenges to ensure among the teachers, better work-related well-being to have more extraordinary adaptability and a lesser degree of struggles and challenges. To widen the influence of this study, the following may be initiated in the future:

Local Government of Alberta and Manitoba. This study would contribute to the department's effort in formulating policies for teachers' teaching certification and comprehensively review available policy and professional documents, websites, data, and other relevant resources within and across Canada. in four provinces of Canada. The outcome of this study is a substantial reference to enrich the initiatives for improving teacher professional development.

Administration. The administrators should listen to teachers' experiences pursuing professional development to understand better the complexities of working in the Filipino-

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Canadian Community. It also aids in understanding how teachers grow and develop their personal and professional relationships with the community and the impacts of health issues, both physical and mental health. Similarly, the researcher would urge the educational research community to continue valuing diversity, not just in our research topics and findings but also in the epistemologies, stances, and methodologies we bring to our work and contributions.

Since this study is limited to a smaller sample, it is suggested that the survey be conducted in larger sample groups to reveal the relationship between teacher self-efficacy and psychological well-being. The result of this study may serve as a springboard for the future improvement of the school's existing programs and guidelines on teachers' professional development.

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