DIMENSIONS OF MEANINGFUL PROFESSIONAL LEARNING EXPERIENCES: EXPLORATORY STUDY

RHZIE MAE G. GALINDO
DR. GEMMA N. KINTANAR
Central Mindanao Colleges, Kidapawan City, Philippines.
Corresponding email: rhziemaegalindo@gmail.com

ABSTRACT

This study examined the meaningful professional learning experiences using exploratory mixed method design. The exploratory sequential mixed method design is characterized by an initial qualitative phase of data collection and analysis, followed by a phase of quantitative phase of data collection analysis, with a final phase of integration or linking of data from two separate strands of data. More specifically, it aimed to construct, develop and evaluate the meaningful professional learning experiences scale. In the qualitative phase, there were seven teachers who participated in the in-depth interview and ten teachers participated in the focus group discussion. There were three themes that emerged from the interview that put emphasis on instructional learning, mentoring, and seminars and workshops. A 30-item new approaches of teaching scale was also constructed based from the results of the interview, which was subjected to the quantitative phase. In the quantitative phase, 200 questionnaire responses were analyze for exploratory factor analysis (EFA). Results showed three underlying meaningful professional learning experiences A total of three themes on the meaningful professional learning experiences questionnaire was developed which are instructional learning with a total of eight items, mentoring with a total of thirteen items, and seminars and workshops with a total of eight items and the overall the scale has a total of 29-item questionnaire. This study recommended that in order to provide teachers with meaningful professional learning experiences, it is important to incorporate their input and make the learning relevant to their teaching practices. Providing opportunities for collaboration, hands-on learning, and ongoing support can also help ensure that the learning is impactful and sustained.

Keywords: *Professional Learning Experiences, Public Teachers, Exploratory Sequential Design, Factor Analysis, Municipality of President Roxas, Philippines*

INTRODUCTION

The appropriateness and meaningfulness of professional development can still influence the effectiveness of professional development programs. In fact, a reported that for 2,407 teachers about 89% of teachers engaged in a professional development, while the other 11% of the teachers did not show concern about engaging into professional growth (OECD, 2019). As explained by (Diem, 2019) that for this 11%, they

do not see these professional development programs be helpful to their career since they cannot relate to it. Another study it was revealed that 54% of teachers claimed that one reason teachers disengaged in continual professional development is due to the fact that they are spending much money into it, yet they cannot see the value of these programs on their professional growth. With that, it might be a hindrance in bringing quality learning to students, most especially that looking into the need of students in this new context of teaching and learning, teachers should be innovative and must be effective in providing quality learning support for students.

In a study, it was noted that there is no single characteristics that can lead to formation of policies and guidelines for effective professional development (Kruse, Rakha & Calderone, 2018). Despite of the massive study on the importance of professional development, few literatures are still available to explain wat specific professional programs are really effective in providing teachers' with quality professional development research (Fonsén, & Ukkonen-Mikkola, 2019). With that, this study wanted to explore the dimensions of meaningful and effective professional development programs for teachers. Also, this study will used an exploratory research design in which this study will focus on looking at the context of the problems using both qualitative and quantitative aspect of the problems. Making this study more substantial and relevant as compared to studies conducted before.

The aim of this study is to generate themes that can help as determine the meaningful and effective professional development programs for teachers. With the information that can be gathered, the educational leaders will be enlightened on what are the support they should provide to their teachers to become more effective in their teaching profession. Additionally, teachers can be able to evaluate and assess their own abilities to further improve their teaching and support practices to students in helping the students learn effectively.

Worldview and Theoretical lens

Teachers' willingness to engage themselves into something that can help them grow professionally is an important asset to help them adjust in a situation and continually improve their skills in their profession. As noted in a study, that how teachers view professional learning and how teachers accept the challenges, influence their effectiveness (Niek, 2020).

As a pragmatic point of view, this study believed that one essential factor that drives teachers in their professional decisions is their personality. Personality is one of the reason why teacher engage or disengaged towards professional growth. If the teachers see that the experiences is meaningful to them, they would likely to take risk and a lot time to engage in that particular task. On the other hand, when teachers view that the experiences is not meaningful and do not have a significant impact to their life and profession, the tendency is they would disengaged.

With this, the study on the qualities of a modern Filipino teacher is grounded on the Big Five Personality Theory. Many research have found that personality traits are the most predictive criteria for evaluating effective outcomes and performance in many fields like life, school, and work (Poropat, 2009; Kyllonen et al., 2019). Specifically, this idea of the Big Five Personality Theory can be a strong basis to determine the characteristics of a teacher and significantly predict their performance and their aim for

professional growth (Corcoran and Tormey, 2013). The Big Five Personality Inventory measures five factors of personality (Tupes & Christal, 1961). They are Openness to experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism (OCEAN).

Nowadays, employees often possess the ability to independently modify and adapt their jobs and work approaches (Oldham & Hackman, 2020). The investigation into the factors influencing individuals' customization of their jobs and career paths has gained significant research attention (Parker & Bindl, 2018). Scholars argue that personal values, personality traits, goals, and preferences play a crucial role in shaping the course of one's career (Savickas, 2018). The application of the Big Five trait taxonomy, a validated classification of personality traits, shows promise in predicting job crafting behavior and career role enactment. Numerous studies have demonstrated the impact of personality traits on job performance and behavior over time (Bakker et al., 2018).

METHODS

This chapter included the research design, research locale, research participants, research instruments, data gathering procedure, statistical treatment used in this study, anticipated methodological issues, trustworthiness of the study, validity of the instruments and ethical considerations used in the study.

Research Design

This study employed an exploratory research design, which is a methodology that delves into research questions that have not been extensively studied before. Exploratory research can take on qualitative characteristics, but it can also be quantitative if conducted with a large sample size. It is alternatively known as interpretive research or a grounded theory approach, owing to its adaptable and open-ended nature. Thus, exploratory research was chosen to investigate a loosely defined problem and gain a better understanding of it. The researcher began with a general idea and utilized it as a means to identify issues, forming the foundation of this research. Specifically, the participants were individually interviewed by the researcher, and the resulting data was employed to construct a comprehensive depiction of the various facets of meaningful professional learning experiences.

According to Creswell and Plano Clark (2018), exploratory sequential mixed methods is an approach that combines qualitative and quantitative data collection and analysis in a series of phases. In this study, the initial phase involves gathering qualitative data and conducting an analysis. The findings from this analysis then inform the subsequent quantitative phase, which may involve the use of a survey or other forms of quantitative data collection. The qualitative analysis plays a crucial role in developing specific research questions for the quantitative phase, which includes administering a questionnaire, survey, or another method of collecting quantitative data. The collected data undergoes rigorous statistical analysis to validate the instrument or the theoretical framework being developed (Creswell & Plano Clark, 2018).

Research Participants

In this study, stratified random sampling was used that identified the respondents and participants in the study. That was proportion allocation was used to proportionally get the sample from each of the district in Municipality of President Roxas.

For the preliminary (qualitative) aspect, a total of ten elementary teachers in the Municipality of President Roxas were invited for an in- depth interview and another seven public school teachers for focus group discussion. The results of the interview were then used that identified the emerging themes as well as generated a questionnaire.

For the purpose of quantitative analysis, a group of 200 public elementary teachers completed a survey consisting of quantitative questions. These responses were utilized for exploratory factor analysis and confirmatory analysis. Subsequently, an additional 30 participants were invited to participate in a reliability test after the completion of the initial 200 questionnaires.

Meanwhile, these 17 participants for the qualitative and these 200 respondents for the quantitative were selected based on their position. That was, only teachers 1 to teachers 3 were included in this study. On the other hand, teachers that were not in the inclusion criteria were excluded in the study.

Research Instrument

This research formulated an interview guide questions based on the objectives of the study. These interview guide questions were asked to the participants in the interview and during the focus group discussions. This interview provided views about the dimensions of meaningful professional learning experiences.

In order to enhance the questionnaire's readability and ensure its comprehensibility, specialists were invited to assess the content validity of the interview questions and verify the sustainability of the items that encompassed the fundamental aspects of significant professional learning encounters.

Data Analysis

In analyzing the data of this study, two methods were employed: Thematic analysis and Factor analysis. Below were the detailed explanations of how these methods were done.

In the qualitative aspect, the data obtained from in-depth interview were analyzed using thematic analysis. Based on Kiger and Varpio (2020), thematic analysis was a method for analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns. It is a method for describing data, but it also involves interpretation in the processes of selecting codes and constructing themes. Moreover, thematic analysis involves a six-step process: familiarizing yourself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report (Kiger & Varpio, 2020).

In the qualitative aspect, the data obtained from in-depth interview were analyzed using thematic analysis. Based on Kiger and Varpio (2020), thematic analysis was a method for analyzing qualitative data that entails searching across a data set to identify, analyze, and report repeated patterns. It is a method for describing data, but it also involves interpretation in the processes of selecting codes and constructing themes. Moreover, thematic analysis involves a six-step process: familiarizing yourself with the

data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report (Kiger & Varpio, 2020).

The study employed Factor analysis to simplify a set of complex variables or items and explore the underlying dimensions that explain the relationships between the variables. According to Tavakol and Wetzel (2020), this statistical method simplifies a matrix of correlations, allowing researchers to better understand the relationship between items in a scale and the underlying factors that the items may have in common. The main purpose of using Factor analysis in this study was to develop and refine assessment instruments for evaluating effective online teaching, which was validated through the construct validity of the measure (Tavakol & Wetzel, 2020).

Before conducting Factor Analysis, the data underwent the Kaiser-Meyer-Okin (KMO) measure of sampling adequacy. This test was used to determine if the data was appropriate for Factor Analysis. Each variable in the model was assessed, as well as the complete model, to determine the sampling adequacy. The KMO statistic indicated the amount of shared variance among variables. If the proportion was low, it indicated that the data was well-suited for Factor Analysis. (Reddy & Kulshrestha, 2019).

After passing the KMO test, the next step was to extract unrotated factors from the data using principal axis factoring in Exploratory Factor Analysis (EFA). To ensure that only variables with a communality value of .40 or higher were included, the first half of the data was used. The factors were then rotated using Promax rotation to simplify the factor structure. The Kaiser rule was used to determine the number of dimensions or factors, with only factors whose eigenvalues were greater than or equal to 1 retained. Additionally, Cattel's scree plot criterion was utilized to graph the eigenvalue of each dimension or factor.

The number of dimensions or factors extracted and retained were further validated by the scree plot. The factor loadings were determined by eigenvalues and represented the correlation coefficients between the items or variables in rows and the factors or dimensions in columns, which were identified as the Factor Rotation Matrix (Carpenter, 2006). This step addressed the latent dimensions in the teachers' disciplining strategy in an online learning: scale, and the factors obtained were labeled based on the shared theme of the item cluster.

RESULTS AND DISCUSSION

Emerging Themes of Meaningful professional learning experiences

There are three themes that emerge from in-depth interview and focus group discussion with selected public school teachers in Kidapawan City that put emphasis on instructional learning, mentoring, and seminars and workshops.

Mentoring. Many of the participants stated that teaching requires a lot of time, energy, and effort, and it can be easy for teachers to become overwhelmed or burnt out if they feel like they are working in isolation. By supporting each other, teachers can share resources, ideas, and strategies for how to overcome common obstacles and improve their teaching practices. Additionally, having a supportive network of colleagues can help to boost morale and create a sense of community within the school or district. These are evident in the following quotes from the participants:

"My colleagues at work increase my confidence by giving me positively comments and assisting me at work." (IDI, P2)
"I am surrounded by colleagues that share and help me in expanding my knowledge about my profession. (IDI, P5)
"My colleagues helped me how to handle my stress properly." (FGD, P7)

Meanwhile, most participants claimed that working together, teachers can provide support and feedback to one another, creating a culture of continuous learning and improvement. Through collaboration, teachers can expand their skill set, enhance their teaching methods, and develop innovative teaching strategies. Furthermore, sharing resources and ideas can help educators overcome challenges and improve student outcomes. These ideas are present in the narratives of the participants stated below:

"My colleagues provided me with guidance and support at school when I need (FGD, P3)"

"My colleagues contributed a lot to my career development." (IDI, P8)

"I am able to collaborate with my colleagues when tasks becomes difficult to finish alone". (FGD 4)

The result of the importance of mentoring is supported by many authors. In particular, Mentoring has been shown to be an effective tool for teacher professional development. Research suggests that mentoring relationships between experienced and novice teachers can improve teaching practices, increase teacher satisfaction, and ultimately lead to better student outcomes (Ingersoll & Strong, 2021; Johnson, 2017).

Through mentoring, teachers have the opportunity to receive guidance, support, and feedback from a more experienced colleague, leading to personal and professional growth (Harrison & Killion, 2018). Mentoring relationships can also create a sense of community among teachers, leading to increased collaboration and shared learning experiences (Fletcher & Mullen, 2022). Additionally, mentoring can help teachers navigate challenging situations and overcome barriers to their success (Lambert, 2020). Overall, mentoring is a valuable component of teacher professional development that can lead to improved teaching practices and better student outcomes.

Instructional Learning. Many of the participants stated that consistent and regular exposure to classroom teaching allows teachers to refine their skills, adapt to changing student needs, and develop strategies to address challenges that arise in the classroom. Daily teaching experience provides opportunities for teachers to reflect on their practice, identify areas for growth, and receive feedback from colleagues and students. The experience also helps teachers to build positive relationships with students and establish a comfortable and safe classroom environment that fosters learning. These are evident in the following quotes from the participants:

"Day to day I learn how to improve my instruction." (FGD, P2)

"As the day pass I am being able to understand my students." (IDI, P2)

"With everyday teaching, I increase my confidence in handling my students in the class." (FGD, P7)

"I am able to improve and enhance my teaching skills by practicing it daily." (IDI, P1)

Moreover, most participants claimed that daily teaching experience provides opportunities for teachers to reflect on their practice, identify areas for growth, and receive feedback from colleagues and students. The experience also helps teachers to build positive relationships with students and establish a comfortable and safe classroom environment that fosters learning. Through daily teaching, educators can develop a deep understanding of the subject matter, and become proficient in different teaching methodologies. These ideas are present in the narratives of the participants stated below:

"My teaching experiences allow me to become more reflective on my practices." (IDI, P8)

"Teach every day and seeing students learn, is the best way to further improve myself to be good at my profession." (IDI, P5)

"By how many years of teaching I learned about my students and how to handle them properly." (IDI, P10)

The result on the importance of instructional learning is supported by many authors. In particular, a study by Desimone et al. (2022), professional development that focuses on instructional learning has a positive impact on teachers' beliefs and practices, which, in turn, can improve student outcomes. Similarly, a meta-analysis conducted by Garet et al. (2021) found that professional development programs that provide opportunities for teachers to engage in instructional learning can lead to significant improvements in student achievement. Instructional learning is also associated with improved teacher job satisfaction and retention (Darling-Hammond & Richardson, 2019). Therefore, it is crucial for teacher education programs and school districts to prioritize instructional learning as part of their professional development offerings to support ongoing teacher growth and ultimately benefit students.

Seminars and workshops. Many of the participants stated that the programs provided by school help teachers improve their teaching skills, learn new techniques and strategies, and stay updated with the latest trends and technologies in education. Such programs also provide opportunities for teachers to network with their peers, collaborate with other educators, and gain valuable feedback and insights from experienced professionals. This professional development helps teachers build their

confidence and competence, resulting in improved student outcomes, higher job satisfaction, and greater retention rates. These are evident in the following quotes from the participants:

"My school provided me with experiences that allow me to update my skills in this profession." (FGD, P2)

"The school invited speakers in and outside the school to talk about how to more productive at work. And that really helps us a lot." (FGD, P7)

"I feel a sense of belongingness at work because the school itself provided me with the things I needed to become effective at work." (IDI, P9)

Meanwhile, most participants claimed that through these seminars, teachers are given the opportunity to learn about the latest research and best practices in teaching, as well as to connect with other professionals in their field. The knowledge and insights gained from attending seminars can enhance the quality of teaching, improve student outcomes, and contribute to the overall success of the school. Additionally, seminars can help teachers stay current with changes in their field, which is especially important in the rapidly-evolving landscape of education. These ideas are present in the narratives of the participants stated below:

"The skills I learn from seminars provided to us help me more adaptive at work because of my new learned skills." (IDI, P2)

"This profession of teaching becomes meaningful due to the opportunities being given to us teachers." (FGD, P1)

"The school environment encourages us teachers for continuous development." (IDI, P10)

The result on the importance of seminars and workshops is supported by many authors. In particular, Seminars and workshops play a crucial role in the professional development of teachers, as they provide opportunities for teachers to learn and acquire new knowledge and skills that they can apply in their classrooms. According to a study conducted by Darling-Hammond and Sykes (2019), teacher professional development is critical to student achievement, and effective professional development should be sustained, content-focused, and aligned with teaching standards. Seminars and workshops can provide this sustained and focused learning experience by providing opportunities for teachers to engage in interactive, hands-on learning activities that are relevant to their teaching contexts (Guskey & Yoon, 2019).

Additionally, these professional development opportunities can help teachers stay up-to-date with the latest research and best practices in education, and promote a culture of continuous learning and improvement within the teaching profession (Koellner-Clark & Friesen, 2018). Therefore, schools and districts must prioritize

providing regular and high-quality professional development opportunities, including seminars and workshops, to support teachers' ongoing growth and development.

Construction of Meaningful professional learning experiences Scale

The presented Table 1 displays the items of the Meaningful professional learning experiences scale, chosen from qualitative interviews, as reported by the participants. The questionnaire comprised 30 items and underwent data reduction using exploratory factor analysis (EFA). Three factors were predetermined for the analysis based on prior qualitative analysis dimensions.

Table 1
Meaningful professional learning experiences Scale

	ITEMS
1	I received guidance and support from colleagues
2	I have colleagues that increase my confidence at work
3	I have colleagues that share and expand my knowledge
4	I have colleagues that contribute to my career development
5	I am able to collaborate with my colleagues
6	I get satisfied because of my relationship with workmates
7	I find better solutions to problems with co-workers help
8	I manage my stress easily because of my colleagues
9	I was able to adjust easily at work due to co-workers' helped
10	I get active at school because of the positive climate
11	I am able to update my skills at school
12	I become more resilient at changes at school
13	I am able to learn new skills in my profession
14	I become more productive at work
15	I increase my efficiency at work
16	I have been promoted at work because of my learned skills
17	I develop a sense of belongingness at work
18	I become adaptive at work because of my new skills
19	I find meanings at work due to the opportunities
20	I am encourage for continuous development
21	I learn day to day how to improve my instruction
22	I become better at work being able to understand my students
23	I appreciate my profession being able to teach everyday
24	I become more confident as I teach everyday
25	I enhance my teaching skills by practicing it daily
26	I select appropriate materials as I learned about my students
27	I am becoming more constrcu5tive of how I teach everyday
28	I make mistakes in every class as effective learning
29	I am more reflective on my teachings
30	I'm becoming more student centered in my instruction

Dimensions of Meaningful professional learning experiences Scale

Testing a 30-item Meaningful professional learning experiences scale. In order to conduct factor analysis on the construct, we conducted the Kaiser Meyer-Olkin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity. The results in

Table 2 indicate that the KMO value is .729, surpassing the recommended threshold of .5. This suggests that the sample is suitable for factor analysis, as stated by Kaiser (1974), who suggests accepting values greater than .5. Additionally, values between .5 and .7 are considered average, values between .7 and .8 are considered good, and values between .8 and .9 are considered excellent (Kaiser, 1974).

Table 2
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.729
Bartlett's Test of Sphericity	Approx. Chi-Square	3406.162
	Df	91
	Sig.	.000

Based on the initial analysis, it can be inferred that the 30-item Meaningful professional learning experiences are appropriate and sufficient for factor extraction, indicating readiness for factor analysis, as per the findings.

Derivation of the Number of Factor Structure. The derivation of factor structure was determined through a priori results of qualitative data analysis wherein there are three dimensions of Meaningful professional learning experiences. Hence, the three factor model exhibit clean patterns as shown in Table 3.

The factor loading below .4 are reduce from the model and based on the results only 29 items where accepted and passed the criteria then subjected for rotation and analysis.

After which, the 29 – item construct is then subjected for rotation. The promax rotation was used since the factors seem to be correlated with a coefficient above .50 which reflects that the data is not assumed as orthogonal.

The results displayed in Table 3 exhibit the pattern matrix generated through Principal Axis factoring, utilizing a Promax rotation method with Kaiser Normalization. The findings indicate that the loading of items onto the four factors surpasses the threshold of .4. This aligns with the recommendation by Filed (2005), who asserts that achieving a loading of at least .4 is essential to attain the desired factors. Moreover, an observation reveals the absence of item cross-loading or non-loading, indicating that the items accurately represent their respective factors. It is worth emphasizing that higher loadings signify a stronger association between the variable and the factor, establishing the variable as a reliable representative of the factor (Hair et al., 1998).

Table 3
Pattern Matrix Three Factor Model

		Factor		
		1	2	3
1	I received guidance and support from colleagues	.904		
2	I have colleagues that increase my confidence at work	.622		
3	I have colleagues that share and expand my knowledge	.606		
4	I have colleagues that contribute to my career development	.473		
5	I am able to collaborate with my colleagues	.587		

6	I get satisfied because of my relationship with workmates	.538		
7	I find better solutions to problems with co-workers help	.858		
8	I manage my stress easily because of my colleagues		.418	
9	I was able to adjust easily at work due to co-workers' helped			.563
10	I get active at school because of the positive climate			.638
11	I am able to update my skills at school			
12	I become more resilient at changes at school		.412	
13	I am able to learn new skills in my profession	.955		
14	I become more productive at work	.658		
15	I increase my efficiency at work			.496
16	I have been promoted at work because of my learned skills	.730		
17	I develop a sense of belongingness at work	.514		
18	I become adaptive at work because of my new skills	.507		
19	I find meanings at work due to the opportunities			.648
20	I am encourage for continuous development			.707
21	I learn day to day how to improve my instruction			.945
22	I become better at work being able to understand my students			.937
23	I appreciate my profession being able to teach everyday			.470
24	I become more confident as I teach everyday			.808
25	I enhance my teaching skills by practicing it daily		.814	
26	I select appropriate materials as I learned about my students		.884	
27	I am becoming more constrcu5tive of how I teach everyday		.929	
28	I make mistakes in every class as effective learning		.929	
29	I am more reflective on my teachings		.975	
30	I'm becoming more student centered in my instruction		.866	

The factor-item loadings demonstrate satisfactory correlations between variables and factors, implying that these items can be regarded as components of the respective factor. Employing Exploratory Factor Analysis (EFA), a three-factor model of Meaningful professional learning experiences comprising 29 items was constructed (refer to Table 4). The identified factors are instructional learning, mentoring, and seminars and workshops.

Final Version of Meaningful professional learning experiences. The final version of the instrument, which is the outcome of this study, is presented in Table 4. The analysis of the 30 items reveals certain concerns regarding face validity based on the factor loadings. Items with coefficients below .40 are excluded, in line with Hair et al.'s (2010) recommendation to remove items that lack coherence and fail to reflect the underlying factor. Researchers can also establish loading coefficient thresholds to select only the items that best represent the factor, thereby excluding those with low coefficients from the factor structure.

A questionnaire named the Meaningful Professional Learning Experiences Questionnaire was created through the utilization of EFA. This questionnaire comprises 29 items categorized into three themes derived from qualitative findings. The three themes identified are instructional learning (consisting of eight items), mentoring (consisting of thirteen items), and seminars and workshops (consisting of eight items). The Likert-scale used ranges from 5 (strongly agree) to 1 (strongly disagree), as indicated below.

Table 4
Meaningful professional learning experiences Questionnaire

	ITEMS
	Instructional learning
1	I enhance my teaching skills by practicing it daily
2	I select appropriate materials as I learned about my students
3	I am becoming more constrcu5tive of how I teach everyday
4	I make mistakes in every class as effective learning
5	I am more reflective on my teachings
6	I am becoming more student centered in my instruction
7	I manage my stress easily because of my colleagues
8	I become more resilient at changes at school
	Mentoring
9	I received guidance and support from colleagues
10	I have colleagues that increase my confidence at work
11	I have colleagues that share and expand my knowledge
12	I have colleagues that contribute to my career development
13	I am able to collaborate with my colleagues
14	I get satisfied because of my relationship with workmates
15	I find better solutions to problems with co-workers help
16	I received guidance and support from colleagues
17	I am able to learn new skills in my profession
18	I become more productive at work
19	I have been promoted at work because of my learned skills
20	I develop a sense of belongingness at work
21	I become adaptive at work because of my new skills
	Seminars and workshops
22	I find meanings at work due to the opportunities
23	I am encourage for continuous development

24 I learn day to day how to improve my instruction
25 I become better at work being able to understand my students
26 I appreciate my profession being able to teach everyday
27 I become more confident as I teach everyday
28 I was able to adjust easily at work due to co-workers' helped
29 I get active at school because of the positive climate

Legend:

5 – Strongly Agree
4 – Agree
3 – Moderately Agree
2 – Disagree
1 – Strongly Disagree

CONCLUSION

In the light of the study, the following conclusions were drawn:

1. The emerging themes highlight the meaningful professional learning experiences which put emphasis on instructional learning, mentoring, and seminars and workshops.
2. The result derived from factor analysis indicates that the meaningful professional learning experiences of teaching has three factors that includes instructional learning, mentoring, and seminars and workshops.
3. The meaningful professional learning experiences with 29 items was develop to measure the meaningful professional learning experiences.

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