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The Learning Experiences of Guro 21 Completers: A Phenomenology

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Abstract- *The purpose of this undertaking was to describe the learning experiences of GURO 21 Completers in the workplace. Employing phenomenological approach with 14 GURO 21 completers, who underwent in depth interview and focused group discussion, the results of the interview were transcribed, translated and coded to produce root and branch codes. As regards to the experiences, the following were the emerged themes:overload of tasks and responsibilities, scarce technological and financial resource, opportunity to be under tutelage of first-rate mentors, personal and professional achievement, heightened commitment and capability, reinforced instructional competence. As to their coping strategies, the themes were: collaboration and sharing, embracing technology, organization and planning, creativity and innovation and diligence and commitment. As to their aspirations, the themes generated were PLLP is an indispensable tool, 21st Century teachers are life-long learners, 21st Century teachers have special traits and competencies and 21st Century teaching require suitable resources and facilities.*

Keywords- *educational management; Guro 21 completers; 21st century teachers; Philippines*

1. INTRODUCTION

In any school change effort, the role of the school administrator through every stage of implementation is critical. The attitudes and actions of school leaders surrounding new technologies will encourage and support teachers as they engage in learning opportunities and explore new tools. Creating 21st century education system requires broad and intensive use of technology and a strong technology infrastructure. Schools cannot possibly prepare students to participate in a global economy without making intensive use of technology. These obstacles are holding schools back in maximizing the impact of technology as a catalyst for improvement. Despite this nearly ubiquitous access to computer technology, there is a significant gap between the presence of technology and its usage in the classroom (Crockett, Jukes, & Churches, 2012)[13].

Further, the biggest concern about developing a data-based literacy action plan is that it will not guide action. Too many times, a plan is developed only to be left on the shelf. Most strategic planning in education is ineffective because the documents produced are fragmented, complicated, and convoluted, and often do not lead to improve student outcomes. In other words, the improvement plans are difficult to use, rarely used, or both. School improvement plans that do not focus exclusively and directly on curriculum implementation and improving instruction are not helpful in creating a learner-centered environment (Schmoker, 2009)[75].

In addition, in the Philippines, Republic Act 9155 otherwise known as "An Act Instituting a Framework of Governance for Basic Education, Establishing Authority and Accountability, Renaming the Department Of Education, Culture And Sports as the Department of Education, and for Other Purposes" in August, 2001, clearly defines the role of the school head, that of an instructional leader and administrative manager. This indicates that the principal must provide constructive support and should obtain the resources and materials necessary for teachers to be successful in the classroom, and should be abreast of the latest development in teaching, learning, assessment, motivation, classroom management and assessment. However, in the past, school heads tend to focus on the second role and delegating the role of an instructional leader functions to the teachers in the school (Ganad, 2014)[24].

Similarly, various reforms have been made with the institutionalization of the School-Based Management (SBM) by the Department of Education (DepED) and just recently, the introduction of the Instructional and Curricular Excellence for School Leadership in Southeast Asia (ICeXCELS). ICeXCELS is a short course on instructional and curricular leadership comprised of two flexible learning modules designed for Southeast Asian school heads. The online platform is being managed by SEAMEO-INNOTECH Flexible Learning Management System or iFLEX (Moir, 2010)[49].

So, technically, insofar as the instructional design of the learning materials is self-instructional, incorporating adult learning principles and gives the learner opportunities to study the materials at their own pace and preferred time and place when they are on their own. The principal

source of learning is print-based self-instructional learning modules but online discussion sessions through chat and discussion boards via a learning management system make the course more interactive. The modules are also by SEAMEO-INNOTECH Flexible Learning Management System or iFLEX (Mafora, 2012)[45].

In order to address issues and concerns on the experiences in Guro 21 completers, I am motivated to conduct a phenomenological study to help in support of the K to 12 reform program of the Philippine Department of Education (DepEd).Although research indicates that computer technology can help support learning and is especially useful in developing the higher-order skills of critical thinking, and scientific inquiry by engaging students in authentic however; it is only a small sliver of the far-reaching utility of technology as a powerful enabling tool for a full range of essential knowledge and skills. In this sense, I will explore some explanations that may help understand this phenomenon and implementation of this plan may take challenges along the way.

1.1 Purpose of the Study

The intent of this phenomenological study was to better understand the learning experiences of Guro 21 completers in implementing their action plans in their respective schools and how these teachers are seeing their work and their classrooms transform as they improve their lessons and teaching using technology. In this study, I focused specially on the how to develop and enhance the teachers' facilitating skills for them to effectively play their role as teachers in the 21st century.

1.2 Theoretical Lens

This study is viewed from the idea of Dwyer (1987)[18] that good instructional theory tells us to keep the learner engaged and motivated, and that a variety of stimuli can help to achieve this goal. Online, however, these advanced efforts to engage may actually backfire, slowing computer performance to a crawl. The learner not only loses attention, but perhaps patience and temper. Learners will leave a computer e-learning environment faster than a face-to-face classroom. There is no one to insult but the computer. They get up and walk away frustrated, tainting the experience with the frustration. In presenting a seminar on "Techno Stress," the author heard many stories of computer learners completely abandoning an online tutorial due to frustration from one source or another. Again, the instruction drives the technology, not vice-versa. Relative to this, Beer (2000)[3] said clearly that computer instruction may not be appropriate for novice computer users who have little or no experience using the World Wide Web (WWW) and pointed that not all learners who would benefit from the training have access to computers in their workplace. Many office networks have firewalls that prevent two-way computer interaction. Therefore, we must first determine what is the appropriate audience for the subject matter, but also the level of expertise required, or conversely, we must select the technology expertise appropriate for our target audience.

1.3 Delimitations and Limitations

GURO 21 is a menu of flexible learning courses that aims to address the teachers' needs in relation to the technological advances and changing educational trends of the 21st century. GURO21 is also expected to enhance the teachers' knowledge, skills, attitudes, and values on teaching and learning in the new century.

The study involved teachers of both public and private schools from Region XI only, particularly Davao Oriental. The data were gathered from seven teachers, through in-depth interviews and seven teachers through focus group discussion. The study was dependent on the ability of the informants and participants to describe their experiences and answer the interview questions. Informants and participants have varying degrees of knowledge and experience to the learners in GURO 21st course and therefore, may be subjective. Since administrative permission is necessary to gain access to informants, principals and superintendents were informed of the study and its purpose. This may have affected the teacher's responses because of the concerns that administration would find out what teachers stated in the interviews. To avoid a negative public perception of their school or their teaching, teachers were less compelled to reveal their true thoughts on some issues.

The study is based upon open-ended questions through one-on-one interviews and focus group discussion. Due to the fact that there were only seven informants for the in-depth interviews and seven participants for the focus group discussion, the results of the investigation may not be generalizable to other regions of the country. This study is descriptive in its investigation.

2. METHODOLOGY

2.1 Research Design

In this research study, I applied descriptive qualitative method particularly phenomenology. In a phenomenological context, the term 'temporality' does not refer to objective, cosmic time, measured by an atomic clock, or to a merely subjective sense of the passage of time, although it is intimately related to the latter. Temporality, or 'inner time consciousness', refers to the most fundamental, formal structure of the stream of consciousness (Husserl, 2008)[36].

I used the phenomenological approach because a variety of methods can be used in phenomenological-based research, including interviews, conversations, participant observation, action research, focus meetings and analysis of personal texts. If there is a general principle involved it is that of minimum structure and maximum depth, in practice constrained by time and opportunities to strike a balance between keeping a focus on the research issues and avoiding undue influence by the researcher. The

establishment of a good level of rapport and empathy is critical to gaining depth of information, particularly where investigating issues where the participant has a strong personal stake. Interview methods and issues are discussed on Gorden (1969)[28], Measor (1985)[47], Oakley (2008), Plummer (1983)[64] and Spradley (1979)[83] among others.

In phenomenological research, phenomenological studies make detailed comments about individual situations which do not lend themselves to direct generalization in the same way which is sometimes claimed for survey research. The development of general theories which apply to situations beyond the participants or cases which have been studied) from phenomenological findings needs to be done transparently if it is to have validity; in particular, the reader should be able to work through from the findings to the theories and see how the researcher has arrived at his or her interpretations (Starks & Trinidad, 2007; Taylor, 2012[91]; Taylor & Francis, 2013[90]; Tufford & Newman, 2012)[93].

Moreover, sources of qualitative data included interviews, observations and documents (Creswell, 2007[12]; Giorgi, 2009[27]; Locke, Ishhijima, Kasari & London 2010[43]; Suter, 2012;), emphasizing two ways of collecting data if one wanted information about the lived experience of a phenomenon from another person, the traditional face to face interview and the written account of the experience, both could not be broken down easily by a statistical software.

In my study, I used specific methodologies such as in-depth interviews, focus group discussions and note-taking, giving much attention to details and importance of the emotional content to open up an array of human experiences of the subjects involved in the study. "What one seeks from a research interview in phenomenological research is as complete a description as possible of the experience that a participant has lived through" (Giorgi, 2009)[27].

2.2. Role of the Researcher

Having a personal stake in this study both as a school administrator and as a student, I felt strongly compelled to find out what are the experiences of Guro21 completers in implementing their action plans, and discover what urges teachers to engage in this kind of activity. In this study I also personally gathered the data by conducting in-depth interviews and focus group discussion which I also facilitated. Moreover, I personally analyzed the data gathered from this inquiry using research software for data analysis and insight.

2.3. Research Participants

The participants of this study were the 14 Guro 21 completers from different schools of Davao Oriental chosen through purposive sampling. Seven participants were selected for the in-depth interview which is according to Guest, Bunce & Jhonson (2006)[30] is sufficient number of participants for interview. According to Guest et al. (2006)[30], at least seven in-depth interviews or participants will enable development of meaningful themes and useful interpretations particularly for studies with a high level of homogeneity among the population. This declaration by Guest et al., 2006 happens to be within the guideline for sample sizes of five to twenty-five for Creswell (1998)[11] and at least six for Morse (1994)[51]. On the other hand, for the focus group discussion, I had seven – a number within the suggested range of seven to twelve participants (Evaluation Briefs, 2008). For confidentiality purposes, these participants were given pseudonyms and coded numbers.

2.4. Data Collection

In the collection of data of the study, I underwent these processes namely: in-depth interview, focus group discussion, and note-taking.

Before conducting the actual in-depth interview and focus group discussion with the study participants, I made sure that ethical considerations were properly observed. I applied the key principles of ethical issues (Bloom & Crabtree, 2006[4]; Bricki & Green, 2007[5]; Kaiser, 2009[37]; Mack, Woodsong, MacQueen, Guest & Namey, 2005)[44] that should be considered in any research study which are consent and confidentiality.

In-depth interviews should be done in the most rigorous ways to ensure reliability and validity (Bashir, Afzal & Azeem 2008[1]; Bricki & Green, 2007) [5]which are important concepts in qualitative researches. In order to do this, I avoided drawing conclusions from the interview but based everything on factual responses as described by the participants during the interview. This was done to remove any bias or misconceptions on the results.

Focus group discussion resembles in-depth interview, but in focus group discussion, both the strengths and the weaknesses of focus groups flow directly from their two defining features: the dependence on the researcher's focus and the group's interaction (Morgan, 2013)[50]. In order to do this, I ensured that during the focus group discussion, my full attention was on my participants, grasping every detail as they narrated their experiences and I avoided giving my opinion or disagreements on their statements. I ensured that there were no distractions or noise that might interrupt the discussion. To grasp correctly the information they provided, I always repeated the question, if necessary (Bloom & Crabtree, 2006)[4] and confirmed with my informants their answers to the questions.

Data were collected through audio recordings of interviews with the participants in a private setting either in their respective homes or private offices or another neutral site such as a quiet coffee shop or private room. This audio recording of the interview was transcribed in verbatim and was checked by the participants for confirmation if everything was taken as it is. Confidentiality was observed in all sessions and with all informants (Bricki & Green, 2007)[5], consistently

addressing them by their pseudonyms to conceal their real identity.

2.5. Data Analysis

The data that were collected and transcribed and the interview data were analyzed. Data reduction was employed. Data reduction is the abstraction of data from the transcriptions, deleting data which are not important and transforming it into a comprehensive material, easily understood by many (Namey, Guest, Thairu, & Johnson, 2007[53]; Paul, 2006[58]; Suter; 2012). This pairing and sieving of data is often termed as thematic analysis, a form of sorting and categorizing.

Data display on the other hand is the organization of data and showing it in the form of graphic organizers such as: matrices, charts, graphs, that would enable the viewer to draw his conclusion (Suter, 2012). It is one step beyond data reduction, showing the data in an arranged and orderly manner, clearly showing the interrelationships of bits of information, readily available to the viewer. At this stage, other higher order categories could come out beyond those discovered during the first step of data reduction (Namey et al, 2007[53]; Paul, 2006[58]; Sitko, 2013)[80].

Conclusion drawing and verification are the last step of qualitative analysis. It involves going back to consider what the analyzed data mean and to assess their aftermaths for the questions at hand. Verification is integrally linked to conclusion drawing, required revisiting the data as many times as necessary to cross-check or verifies the emergent conclusions (Paul, 2006).

2.6. Trustworthiness

To establish the trustworthiness of the study, four components, namely: credibility, conformability, transferability and dependability were considered as advanced by Lincoln and Guba (2013).

To establish credibility of my study, I demonstrated through strategies such as data and method triangulation (use of multiple sources of data and/or methods), repeated contact with participants, peer debriefing (sharing questions about the research process and/or findings with a peer who provides an additional perspective on analysis and interpretation), and member checking (returning findings to participants to determine if the findings reflect their experiences). I described reflexivity also contributes to the study's credibility as it helps me to make the reader more aware of possible influences on the study. This is supported by Polit, Beck & Hungler, (2006)[65]; Streubert, 2007)[88] that credibility refers to the confidence in the truth value or believability of the study's findings.

To address transferability, I ensured that I have an accurate and rich description of research findings demonstrating transferability by providing adequate information for evaluating the analysis of data. I made sure that I can enhance transferability by doing a thorough job of describing the research context and the assumptions that were central to the research. The person who wishes to "transfer" the results to a different context is then responsible for making the judgment of how sensible the transfer is. Patton (2008)[59] confirmed that transferability refers to the degree in which the research can be transferred to other contexts.

To address dependability of my study, I considered the traditional quantitative view of reliability is based on the assumption of reliability or repeatability. Essentially it is concerned with whether we would obtain the same results if we could observe the same thing twice. But we can't actually measure the same thing twice -- by definition if we are measuring twice, we are measuring two different things. In order to estimate reliability, quantitative researchers construct various hypothetical notions (e.g., true score theory) to try to get around this fact (Wilkins, 2007)[96].

To enhance the conformability of my study, I used the documentation, or paper-trail, of the researcher's thinking, decisions, field notes, memos, transcripts, and the reflexivity journal or diary allow and methods related to my study.

To address transferability, I described in detail the research context and the assumptions that are central to the research and showed all data as transparent as possible. I made sure that the data are rich with descriptions, so that the person who wishes to "transfer" the results to a different context is then responsible for making the judgment of how sensible the transfer is. Ramsey (2010) confirmed that *transferability* refers to how well the findings apply to other school settings and it depends upon the similarities between the two compared settings. Rich and thick descriptions allow readers to make judgment and decisions regarding transferability.

2.7. Ethical Considerations

This study observed research ethics to prevent, reduce, or undo harm to research participants (Del Siegle, 2017)[16]. I distributed informed consent concerning this matter following Creswell (1998)[11] suggestions. Study participants were informed on the purpose and objectives of my study and only those with confirmations were scheduled for the FGD. Participants were assured that the confidentiality with regards to this activity. I made clear to the participants that they could back out if they should decide to. Del Siegle (2017)[16] stated that penalty, coercion, or shame must be avoided in the case of the participant decides not to join the focus group discussion.

3. RESULTS AND DISCUSSION

3.1. Experiences of GURO 21 completers

Reflected in Table 1 are the themes on the experiences of GURO 21 completers in their implementation of SEMEO Learning Course resulted to overload of tasks and responsibilities, scarce technological and financial resource, opportunity to be under tutelage of first-rate mentors, personal and professional achievement,

heightened commitment and capability, reinforced instructional competence.

3.1.1. Overload of Tasks and Responsibilities

The teachers of Caraga Division who attended the GURO 21course revealed the transformation in the way they governed their schools before and after the course. They appreciated much the opportunity given to them and thankful that the sacrifices and time they had devoted to finish the course gave them a new dimension to face their roles as GURO 21 completers in this 21st century era and become a 21st century teacher is to become a lifelong learner.

This finding conformed by the study of Gillespie (2001)[26] which revealed that the job of higher education academic staff has often been considered as being relatively stress-free; it has been envied for its relatively lower workload, its flexibility, tenure and the opportunity of overseas trips for conferences However, recently new challenges have imposed on them more administrative tasks e.g. entrance of private sector universities as competitors, research based performance pressures, rankings and the requirement of quality certifications to attract and retain a talented pool of faculty.

The idea is also in consonance with the study of workdays Rotherham and Willingham (2009)[69] said that the added pressures of the accountability movement requirements such as increased reporting, additional testing, differentiating instruction for diverse learners and involvement in their school communities, add time to their already full schedules. Parental expectations for thorough communications and rapid response to questions and requests add greater demands to their overflowing.

3.1.2. Scarce Technological and Financial Resource

This issue is concerned with how resources can be effectively governed within school systems. One aspect of how the effectiveness of resource use is influenced by the key foundations of school systems. The latter relate to aspects such as the level of resources available for education, sources of revenue for education such as relative importance of public and private resources and approaches to school system governance such as size of private sector, level of parental choice, and structure of schooling. Another aspect relates more directly with the governance of resource use. It includes the planning of resource use such as definition of priorities and targets, distribution of responsibilities for resource and the implementation of policies to improve the effectiveness of resource use in such as communication and consultation with relevant stakeholders about resource use.

The result is in line with the study conducted by Strand (2007) when it showed that making resource decisions is not only about distributing resources across the system but also about ensuring that such investments translate into improved teaching and learning at the school level. This issue analyses how resources can be effectively used and allocated, through specific policies and practices, to different priorities and programmes once they have reached different levels of the school system. Among other things, it considers how resources are matched to students' needs. This confirms with the study Sutton (1980)[84] which recognized that the learner's prior knowledge is a critical review of techniques for probing its organization. It helps a teacher to quickly gain a useful insight into a pupil's present ideas. He can discern the major connections in the learner's existing thought content. The theoretical assumptions underlying them and considers how easily they could be adapted in the classroom can be a part of a diagnostic approach to teaching.

The finding is also in accordance with the study of Gijlers and De Jong (2005) showed that resource utilization in the school sector does not happen in isolation. It takes place within institutional contexts that may facilitate or hinder effective resource allocation and use. This issue is concerned with how resources can be effectively managed at all levels of the school system. It looks at capacity building for resource management (including the competency frameworks and professional development opportunities available to support resource management capacity); the monitoring of resource use (e.g. audit systems, evaluation of resource managers); transparency and reporting; and incentives for the effective use of resources (outcome-based planning; rewards and sanctions.

3.1.3. Opportunity to be under Tutelage of first-rate Mentors

When we hear the word mentoring, most of us create the following image in our minds: that of an old sage (almost always male and white with long hair and often a flowing beard) sitting for hours in a secluded space and providing advice to a young person. Of course, in the real world, mentors come from all races of people, are young and old, female as well as male, and have hair or no hair. However, the popular and dominant image of a mentor helps us to become more aware of an even deeper stereotype we have of mentoring. We tend to define mentoring around "big moments."

This parallels with the result of the findings of the study of Perrin and Helyer (2015)[62] stressed that mentor roles and responsibilities are varied and complex. Serving as a guide, facilitator, role model, and/or ally to the mentee, a mentor must be prepared to take on a range of roles and responsibilities that may change as the mentor/mentee relationship develops over

Table 1: Themes and Core Ideas on the Experiences of GURO 21 Completers

Major Themes	Core Ideas
Overload Tasks and responsibilities	It's hard teaching while studying GURO 21 at the same time
	Had to juggle time for various role: wife, mother, teacher, trainee
	Having to teach and at the same time undergo GURO 21 class
	Teaching, administering and attending to GURO 21 class
	Taking care of family, teaching, and attending GURO 21 class
	Much time required for reading, making action plans, reflections
	Had sleepless nights complying with requirements
Scarce technological and financial resource	Poor internet access; slow internet connectivity
	No internet connection; no power supply sometimes
	Financial difficulty ; need to provide own device
	It's hard because school provides for registration only
	Had to spend for prepaid broadband; secure own laptop
	Had to do research so I can join on-line discussion
	Had to travel through rough roads just to get internet connection
	Lack quality time with family; sleepless nights
	Problem with time constraints; conflict of schedule
Opportunity to be under tutelage of first-rate mentors	Flexible learning tutor was loaded with 21st century learning styles
	Tutor was excellent; always on time in giving feedback
	Tutor was organized; smart and considerate; had scholarly ideas
	Tutor was very accommodating and always ready to assist
	Had great experience with flexible learning tutor during chat sessions and revalida
	It was a great learning experience to be part of on-line discussion
Personal and professional achievement	A big opportunity for the advancement for my career
	Peers look to up to me as a GURO 21 completer
	I have an edge over other teachers in terms of promotion
	Ii found fulfillment in my career as teacher
	Elated because I had the chance to experience on-line training
	It was a great privilege to be a flexible learner
	Was flattered by the achievement
	I felt much honored that potential was recognized
Heightened commitment and capability	My passion towards teaching was intensified.
	I changed a lot professionally; attitude as teacher was improved
	It made more committed and dedicated to the profession
	I became more creative, innovative and resourceful
	It boosted my confidence in handling 21st century learners
	Broadened my knowledge on realities of life and society
	Helped me cope with challenges of 21st century education
Reinforced instructional competence	It helped me discover new approaches in teaching and learning.
	Enhanced my skill particularly on the use technology
	Taught me to think strategies to suit every learner style
	Training helped me develop KSAVs appropriate to the profession.
	It helped me acquire 21st century teaching styles and strategies
	Was taught strategies to teach diverse learners
	I felt more competent in facilitating learning.
	I learned the importance of integrating lessons-learned in the training

time, as the needs and goals of the mentee shift, and as specific contexts and situations require different strategies. Although it's not possible to page on hold any mentor, mentee, or mentoring relationship, a mentor will generally enact a number of common roles and responsibilities. It's worth emphasizing that whatever role the mentor may take, the mentor's principal goal, as reminds us, is to invite and nurture the total autonomy, freedom, and development of those he or she mentors.

This finding is as well related to the statement of Smith and Martin (2014)[82] which stated that mentors and mentees should understand that mentors cannot be all things to their mentees. A role model is not a flawless idol to be mindlessly emulated by the mentee; an experienced

guide is not a surrogate parents who stands in as a mother or father figure; a caring facilitator is not a professional therapist who is capable of treating serious personal problems; a trusted ally or advocate is not a social worker or a financier. Often, mentors and mentees encounter problems in their relationships due to different ideas about the appropriate role(s) and responsibilities of either the mentor, mentee, or both. There are boundaries in virtually any and all relationships, and the mentor/mentee relationship is no exception. While there are no hard and fast rules, and while there may be rare exceptions, there are guidelines for what a mentor is (or should be) and for what a mentor is not (or should not be).

Many work experiences involve partnerships with local employers who agree to serve as work sites and provide on-the-job supervision. Programs that engage youth in internships, summer jobs, and part-time jobs typically have staffs who are responsible for developing and managing employer relationships. Sometimes called job developers, these staffs handle all aspects of employer relations from making an initial inquiry about partnering to establishing worksite agreements with employers to responding to any employer concerns during the work experience (Urdang, 2010)[94].

3.1.4 Personal and Professional Achievement

The GURO completers recognized that leading a school teacher is really challenging especially that they are empowered to make a difference in the schools they are handling. Part of the experiences of the teachers after their GURO 21 course is their ability to face challenges and provide solutions to the best of their ability. During the discussion and interview, each of them was given a chance to share the challenges that they faced and the solutions they proposed and implemented.

A study made by Mulford (2008)[52] elaborates on issues raised by the ACER Research Conference 2007: The Leadership Challenge - Improving Learning in Schools. It identified leadership as an area of interest to school leaders requiring explicit policy development at both a school and system level. It further revealed that a great deal of a school's success depends on which areas of school life the educational leader chooses to spend time and attention. Issues of leader recruitment and retention; leadership in pre-retirement, or small schools, or high-poverty communities; leader autonomy and responsibility; and new shared models of leadership prompted school leaders to move beyond mere technical competence but be contextually literate, organizationally savvy and leadership smart.

It was found that for the last 15 years, schools in the UK have been experiencing an unprecedented number of government imposed reforms in the quest to raise standards and increase accountability (Day,Gronn& Salas, 2004)[15]. The report revealed that the said reforms have relied for their implementation on the compliance and cooperation of principals and have generated a number of tensions and dilemmas. Various researches on successful principals in schools located in challenging socio-economic contexts reveals that vision and distributed leadership, so often key features in writings about leadership qualities, were accompanied by strong core values and beliefs, an abiding sense of agency, identity, moral purpose, resilience, and trust.

The study further revealed that support for new teachers can transform our nation's schools. By focusing on new teachers, we begin to address the student achievement gap. New teachers are traditionally assigned to the most challenging classrooms in the hardest-to-staff schools. When districts and schools organize to accelerate new teacher development, they break the cycle of inequity and provide children who are most in need of a high-quality education with teachers capable of helping them.

This result is in consonance with the concept of O'Hanlon and Clifton, (2004)[57] said that to give solutions to challenges, one must need to be an effective principal. It was mentioned previously that the "harmonious development" of each student is made possible by an effective leadership and in the same manner that the support of constituents, stakeholders, teachers, students, parents and community is inspired by effective principals.

3.1.4. Heightened commitment and capability

Regardless of the efforts of the most capable leaders in a school, accomplishing school goals depends in large part on a better understanding of the sources, nature and development of a teacher's commitment (Dannetta, 2002)[14]. An understanding of teachers' level of commitment is important because it reflects their personal interpretation of how absorbing and meaningful their work experiences are. To study teacher commitment there has to be clarity on what is actually meant by the term.

The result is parallel to the viewpoint of Yukl (2008)[98] that commitment in general refers to one's level of involvement in the organization. Commitment describes an outcome in which one agrees with a decision or request and makes a great effort to carry out that decision or request effectively for a complex, difficult task, commitment is usually the most successful outcome from the perspective of the agent who makes an influence attempt.

This result is also connected to the views of Rosenholtz (1989) referring to work motivation and commitment, argued that it is more about the design and management of tasks and circumstances within the organization than it is about the personal qualities people bring to the workplace. The term commitment is the subject of interest in many organizations since committed employees are more likely to stay with the organization. In public schools where teachers are committed, there is a positive effect on student achievement.

This is in consonance with the study of Kushman (2014)[40] that as student learning increases; teachers gain intrinsic rewards and thus become more committed. Teacher commitment to students may not necessarily contribute much to student learning. Although high teacher commitment may not increase academic success, Firestone and Pennell (1993)[21] noted that low teacher

commitment can contribute to a reduction in student achievement. Teachers with lower levels of commitment develop fewer plans to improve the academic quality of their instruction. They are less sympathetic toward students, have more anxiety, and have less tolerance for frustration in the classroom.

3.1.5. Reinforced Instructional Competence

The issue of instructional competence has been canvassed on many planes with many researches focusing on the issues faced by novice teachers in a classroom and how they fare in comparison with experienced teachers. In Pakistan's educational setting, this issue has been analyzed from multiple perspectives, since instructional competence becomes an issue of pivotal concern in an environment where the education system has been exposed to rigorous experimentation as it strove to rise out of its colonial past. In addition, limited resources, negligence and political manipulation became the primary obstacles in the strengthening of the education system.

The finding is in consonance to the study of Skinner (2005)[81] that instructional competence is a multi-faceted concept, with its definition falling within many domains. These domains range from "eligibility to teach" to teachers using "a variety of appropriate teaching methods and strategies to assess high-quality student learning; understand the developmental needs of their students; and who themselves are active and reflective in the ongoing strengthening of the professional skills of teaching and learning.

The finding is parallel to the viewpoints of Beck, Kosnik & Rowsell, 2007[2]; Schulz (2005)[76] that a number of authors and researchers have dealt with the assumptions underlying the construct of instructional competence in multiple frameworks. Instructional competence, being inextricably bound with student learning has always penetrated into many learning theories about the acquisition of knowledge on the part of the students. More specifically, the idea of competence vis-à-vis a novice teacher has been canvassed in great detail by numerous researchers.

3.2. Strategies that GURO 21 Completers Adapted to Implement Plans

Presented in Table 2 are the themes on the strategies that GURO 21 Completers adapted to implement plans such as collaboration and sharing, embracing technology, organization and planning, creativity and innovation and diligence and commitment.

3.2.1. Collaboration and Sharing

It is a common belief that school cannot exist without the help of teachers who will extend moral and financial support to the different programs and projects that the school will implement after its consultation with some or all of them. It was already mentioned that it is already a foregone conclusion that the sharing and learning with co-teachers, head and students really help the school in various ways. Further, the situation is different now teacher who are already embracing their role as GURO 21completerswill present a more concrete ways to help the learners achieve improved learning outcomes. Therefore, the support of the stakeholders is based on the informed decision on what they can do to help in improving the academic performance of the learners which is a product of their collaboration.

This agreed with the idea of Gajda and Koliba, (2007)[23] that collaboration is a ubiquitously championed concept and widely recognized across the public and private sectors as the foundation on which the capacity for addressing complex issues is predicated. The study further emphasized that for those invested in organizational improvement; high-quality collaboration has become no less than an imperative. To do this, there is a need to do an approach to demystifying and assessing interpersonal collaboration and use their consultancy work with school improvement stakeholders to illustrate a multistage collaboration evaluation process. At this stage, a wide range of organizational settings are encouraged to utilize collaboration theory and the evaluation strategies presented herein to cultivate stakeholder capacity to understand, examine, and capitalize on the power of collaboration.

The study conducted by Lawson (2010)[41] emphasized that collaboration is a complex intervention with multiple components. It is both a process innovation and a product innovation, and it entails institutional development and change. These and other defining features implicate its contingencies. The study added that in fact, collaboration may be a defining feature of competent and optimal practice, and the failure to collaborate may be indicative of negligence and malpractice. It was pointed out by Runhaar, Sanders and Yang (2010)[70] the importance of stakeholders for effective school functioning, student support and well-being, community health and development. Furthermore, schools can collaborate with a wide variety of stakeholders to obtain the resources they need to achieve important goals for students' learning. Working successfully with stakeholders, the study further revealed, will improve school programs and curricula, strengthen families and expand students' learning experiences.

Key stakeholders like teachers, students and parents can be a source of potent force to help the school head achieve effective school leadership (Odhiambo & Hii, 2012)[55]. Findings highlight the complexity of school leadership practices. Key stakeholders provided with a useful emphasis on core school leadership dimensions, which they associate with effective school outcomes and improvement. These include administration, responsibility to ensure quality teaching and learning and

Table 2: Themes and Core Ideas on Strategies that GURO 21 Completers Adapted to Implement

Major Themes	Core Ideas
Collaboration and Sharing	Consultation with school head
	Subjected myself to mentoring by principal
	"Two heads are better than one"
	Sought ideas and enlightenment from principal
	Share learning with co-teachers, head and students
	Extend help to co-teachers who need computer literacy y
	Share learning through school-based training
	Disseminate learning in a school-based learning
	Conduct SLAC sessions to implement GURO 21
Embracing Technology	Accept technology, befriend it, adapt it, and utilize it
	Ensured that technology is part of teaching-learning
	Used downloads/videos to support teaching strategies
	Taught students ICT skills relevant to subject
	I employ ICT assisted teaching-learning approach
	I structure my classroom for 21st century education
	Encourage use of electronic class record
	Utilized technology to support teaching and researches
Organization and Planning	Made my own Personal Lifelong Learning Plan (PLLP)
	Integrated my PLLP in my daily life as a teacher
	Made classroom management plan consistent with PLLP
	Used PLLP as guide to implement different strategies
	Prepared module employing technology
Creativity and Innovation	Employ knowledge/ skills to teach diverse learners
	Develop strategies suitable to varied learning styles
	Explore new things; keep abreast with changing world
	Make use of reflection of learning at the end of the session
	Evaluate it strategies used are effective
	Understand practical applications for info gathered
	I keep myself updated on 21st century education trends
	Establish harmonious relationship with learners
	Manage time properly and wisely; prioritizing
Diligence and Commitment	Applied strategies learned during GURO 21 sessions
	Utilized KSAVs learned from the training
	Conducted research as additional references
	Downloaded topics which could further develop students' critical thinking
	I attend trainings whenever possible
	Commitment to work as a teacher
	Positive attitude and flexibility
	Willingness to learn; interest to learn

relational leadership. Stakeholders answer most consistent with school effectiveness and improvement provides principals with an important knowledge base for practice.

In the research conducted by Leinhardt and Willert (2002)[42] reported collaborative project on school violence and safety that was conducted for a partnership on the nature, extent, awareness, and management of violence in schools from school stakeholders. Recommendations for enhancing building-level leadership by creating more effective channels of communication with the entire educational community are included. Collaboration also provides strategies for enlisting support within a community for designing or enhancing effective violence prevention and intervention programs.

3.2.2. Embracing Technology

Teachers still need to establish learning purpose and to determine the best means for attaining that desired learning. Embracing technology, however, has increased the number and variety of these best means. Teachers must use computers competently in their classrooms, both as vehicles of pedagogically sound instruction and for classroom management. Technology can indeed open the world to learners of all ages.

This finding of the study corroborates with Dwyer (2007)[19] that personal enthusiasm for the enhanced

learning that technology can encourage is not for the possibility of fast-paced, entertaining reading and math skill programs but for technology's ability to open the world to learners. It is, therefore, the role of the teacher to know when it is and is not best to integrate technology significantly in the learning process and, subsequently, what technology to use and how to use it.

It is in line with the study of Green and Hannon (2007) stressed that the models used for the evaluation of instruction in teacher preparation programs have perhaps become more intricate than in the past. Although evaluators have traditionally looked for accurate material presented in the most effective manner, they now expect to see effective applications of available technology. Teachers must be highly proficient in their understanding of technological applications and available resources lest they be inappropriately impressed with cute-but-unnecessary technology and unaware of the possibilities of emerging applications.

This corroborates with the study of Klopfer(2008) [39]said that with the increasing amount of information accessible to students, teachers must not only help students identify information and technology for instructional use but also guide students in evaluating the technology itself and the quality of information presented. Accountability for learning, therefore, is tied to the appropriate selection and use of available resources. This is not a new idea in evaluation, but the available resources have significantly increased. Basic computer skills such as keyboarding, use of search engines, and design of spreadsheets are no longer enough in the area of technology. Teachers must be accountable for their knowledge of technology directly attached to their areas of instruction how to use it, how to demonstrate its use, and how to evaluate its impact on students' learning.

3.2.3. Creativity and Innovation

Just as business and industry must constantly adapt to the rapid shifts in this 21st century, so must education. This calls for a culture of innovation informed by data, research, and critical and creative thinking. This skill set promotes creative thinking and the ability to work creatively with others. This concludes with the idea of Sawyer(2008)[74] that innovation and creativity are very valuable competencies in knowledge societies. Yet one question remains – do educators have the courage to disrupt conventional wisdom and encourage learners to improvise and pursue innovations that matter the most? In today's economy, innovations emerge from improvisational teams.

The result is relative to the study conducted by McLoughlin and Lee (2008)[46] that the ultimate goal of learning is to stimulate learners' capacities to create and generate ideas, concepts and knowledge. To this end, there is a need for meaningful learning experiences that tap into and expand learners' creativity, not extinguish it (Robinson, 2006)[67]. Teachers can play a key role by encouraging, identifying and fostering creativity (Saavedra & Opfer, 2012)[72].

This is also in consonance with the idea of Scott (2015)[77] that the cultivating creativity and innovation also demands that learning environments be transformed to support such growth. According to Sawyer (2008)[74], environments that prepare learners for a knowledge intensive society will look very different from the standard model. The standard learning model, Learning 1.0, evolved in the early part of the twentieth century and incorporates the aspects of schooling generally considered 'normal and proper: students divided by grades, lessons by subjects, tests at the end of the year, and high school units collected until graduation'.

The result is also aligned with the study of Dawes and Wegerif (2004) that creativity is often described as an essential skill that can and should be fostered in a review of the interconnection between technology, learning and creativity, Loveless (2002) shows how technology allows individuals to produce high quality work in a range of media that provide opportunities for creativity.

3.2.4. Organization and Planning

Good planning is the first step to an effective classroom, a well-planned class reduces stress on the teacher and helps minimize disruptions. When teachers know what they need to accomplish and how they are going to do it, they have a better opportunity to achieve success with the added benefit of less stress. Further, when students are engaged the entire class period, they have less opportunity to cause disruptions. Obviously, the demeanor of the teacher, the quality of the lesson, and the method of delivery all play into an effective day in class. With that said, it all starts with a good plan.

This is in consonance to the concept of Karnataka (2012) explained that planning is an important attribute of management in achieving the aims and objectives required of education. The plan being a policy statement and is equally required helps in to policy making. Planning is a process that determines the future course of action and is undertaken at all levels of management. It is continuous and includes the process of perception, analysis and conceptual issue.

Moreover, this adheres on the idea of Shinn, Walker and Stonner (2008)[78] that the organization is a means to bring the plan into existence. It is a media through which goals and the objectives of administration are achieved. Management is an art and a science. It is the process of decision making and a control over the action. Management is a social process, involves group effort; aims at achieving pre-determined goals, a distinct entity and is required at all levels of organization.

This agrees the idea of Pierangelo and Giuliani, (2007)[63] that the current system of classroom planning and organization is criticized for being teacher centered. There is no preference for the students in organizing the classroom activities. The end point or the outcomes of classroom transactions are not clearly defined. Same kinds of activities are provided for all children irrespective of their varied abilities to learn. Lack of proper training for the teachers in planning and organizing

classroom processes is another fact. Activity based teaching is finding no way practically in classrooms. The projects most of the times are away from providing the real experiences for the students in the natural setting. These need to be addressed.

Also, this is consonance with the idea of Wilson (2009)[97] that lack of proper and professional guidance in planning and organizing the school and classroom activities is the other fact. There is no common understanding, keeping in mind the growth and development of children at various stages. Everyone thinks on his/her own and plans accordingly. The success is not assured in this kind of plans due to lack of proper training in planning and organization of the curricular and co-curricular activities.

This result also jibes to the idea of Council of the European Union, (2009b) that in enhancing creativity and innovation, including entrepreneurship, at all levels of education and training has been named as one of the four strategic objectives of European Education and Training 2020. The conclusions of the Council on developing the role of education in a fully-functioning knowledge triangle encourages education and training institutions to ensure that curricula and teaching and examination methods at all levels of education incorporate and foster creativity, innovation and entrepreneurship.

3.2.5. Diligence and Commitment

Teachers, as workers, should be allowed, and do have a right, to strike for salaries and better working conditions. However, we also need a teaching corps that will fight for the rights of their children. Teachers continue to have an immense influence in society and they should not let circumstances deface their potentially good work. Teacher unions will surely win the support of the civil society if they can be seen as interested in what the government, communities and families are rooting for. The struggle for improved teaching should be a continuing struggle that teachers fight for as professionals. There are no better placed people in fighting for teacher development than teachers themselves.

The results are aligned with the study of Zainudin, Junaidah and Nazmi (2010)[99] pointed that teachers' commitment is one of the most crucial factors in the success of future education. This is because teachers are directly involved within the educational process and they are responsible to equip their students with knowledge and good manners. At present, due to raising demands for teachers, the traditional familiar roles and everyday jobs of teachers have been redefined. Thus, teachers' commitment to the school must be an essential aspect to focus on to produce world class teaching and to maintain talented human capital

Previous study revealed that teacher's commitment is a key for the relationship between teachers and students and hence affects students' achievement (Firestone & Pennell, 1993[21]; Hulpia, Devos, & Vankeer, 2011[35]; Rosenholtz, 1989)[68]. Therefore, teacher's organizational commitment is important for school effectiveness, which indirectly able affects the students' outcomes.

The findings are parallel with the study of Meyer and Allen (1997)[48] described organizational commitment as a psychological state that is concerned about how individuals feel about their organizational engagement and the desire to continue to remain with the organization. They stated that organizational commitment is a multi-dimensional construct with three components, namely affective commitment, continuance commitment and normative commitment. Affective commitment refers to where employees feel emotionally attached to the values, objectives and goals of the organization.

3.3. The insights of GURO 21 completers obtained from their personal & long life learning plan

The thematic analyses of data derived five essential themes from the categorical statements of insights from the participants are shown in Table 3, namely: PLLP is an indispensable tool, 21st Century teachers are life-long learners, 21st Century teachers have special traits and competencies, and 21st century teaching require suitable resources and facilities.

3.3.1. PLLP is an indispensable tool

Designing Personal Lifelong Learning Plan is an effective tool of evaluating the 21st century teacher. Teachers were able to identify, assess and evaluate if they equipped with the KSAVs (Knowledge, Skills, Attitude and Values) needed for the 21st century education, to know the level of competencies in the different literacy. It also assesses strong and weak point leading to plan an action for the amelioration of implementing the lifelong learning plan to be the 21st century teacher.

The results are congruent with the study of Halverson, Grigg, Prichett & Thomas (2007)[31] pointed that equipping teachers with knowledge, skills, attitude, and values for the 21st century helped them to take the first steps towards the goal to become a good teacher if not best by introducing the Knowledge, Skills, Attitudes, and Values (KSAVs) essentials in the 21st century, lead to gain knowledge in new learning perspectives in the light of the changes and challenges in the 21st century, not only in our country's educational system, as well as in the context of Southeast Asian educational system. Learning the significance of the four pillars of learning, identified as the key towards 21st century education was integrated and related in daily teaching activities as the basis of good education to the different types of learners with the different types of literacy involved in handling teaching and learning activities.

The study is also aligned to the study of Bybee and Starkweather (2006)[8] argue that teacher and support staff professional development used to focus mainly on how to use technology, and that today, the focus now is on instructional strategies and needs. The authors state that technology education professional development

needs to focus on how to use technology to improve student achievement and how to teach a standards-based lesson infused with technology. The P21 initiative states that, "all professional development efforts should exist as part of an aligned system of teaching and learning that includes 21st century skills standards, curriculum, instruction, and assessments.

3.3.2. 21st Century Teachers are Life-Long Learners

Transformation in the school and the teachers happened as the school heads play their role as a transformational leader. They implemented in their schools with their teachers, stakeholders and students what they learned in the GURO 21 course.

The result is in conformity with the research conducted by Watson, Gemin & Ryan (2008)[95] that e-learning will transform all forms of education and learning in the 21st century. Ellis (2005)[20], however, argued that a commitment to teaching 21st century skills will enable educational leaders to improve teaching an course quality, b) move to performance and competence based modes of learning, ensure that every student is college or work ready, and enable educators to be more flexible and creative in the ways they assist and engage students with learning disabilities and students that are needing a more challenging curriculum.

This result is also parallel to the idea of Silva (2008)[79],stressed that an advocate for the meaningful assessment of 21st century learning states that school systems should be investing in curriculum and professional development, but not forgetting to invest in rethinking traditional forms of student assessment. Silvia added that the potential exists today to produce assessments schools—elements integral to efforts to ensure the accountability and equity mandated both locally and federally. The efforts to assess this 21st century skills are still in their early years and that school districts will have difficulties in developing the ability to deliver these assessments at scale.

3.3.3. 21st Century teachers have special traits and competencies

Further, the result is also parallel to the idea of Organization for Economic Cooperation and Development (OECD) (2006) that competency is more than just knowledge or skills. It involves the ability to meet complex demands, by drawing on and mobilizing psychosocial resources such as skills and attitudes in a particular context. For example, the ability to communicate effectively is a competence that may draw on an individual's knowledge of language, practical IT skills and attitudes towards those with whom he or she is communicating.

The findings are parallel the study of Rychen (2003)[71] pointed that the key competencies can be identified on the basis that they make a measurable contribution to educational attainment, relationships, employment, and health and well-being outcomes, and do so for all individuals, not only those in a specific trade, occupation, or walk of life .

The results are aligned with the study of by Pellegrino and Hilton (2012)[61] stressed that the cite evidence that people skills are an important determinant of occupations and wages. Traditionally, cognitive competencies in critical thinking, analysis, and problem solving have been regarded as key indicators for success. However, changing economic, technological, and social contexts in the 21st century mean that interpersonal and intrapersonal competencies have become much more important than in the past.

Furthermore, as mentioned previously, there is a growing body of research (Duckworth, Peterson, Matthews & Kelly, 2007; Dweck, 2010[17]; Tough, 2012)[92] demonstrating that non-academic, intrapersonal competencies such as perseverance, grit, tenacity, and a growth mindset have a strong relationship with an individual's capacity to overcome challenges and achieve long-term success. These competencies are often linked to well-being and can be found in various competency frameworks under labels such as life and career skill

Table 3: Themes and Core Ideas on Insights of GURO 21 Completers

Major Themes	Core Ideas
PLLP is an indispensable tool	PLLP is my vehicle to becoming a 21st century teacher.
	The PLLP is my guide to reach my vision in life and career.
	It's my guide to be a successful 21st century teacher
	It's like the Bible that would always keep me on track
	It describes the importance of 21st century literacies.
	A plan we can incorporate in daily contact with students
21st century teachers are life-long learners	Teachers should not cease learning.
	Teachers should always be exposed to seminars/trainings.
	Learning is a continuous process; it has no age limit
	Be always open to change and become agents of change
	Should keep themselves updated; continue to attend trainings.
21st century teachers have special traits and competencies	Teachers must be ahead in terms of technology.
	They should not be outsmarted by students.
	They have broad understanding of human life experiences and realities in contemporary times.
	Believes that "I cannot teach what I don't possess"
	Has commitment and passion to make great things happen
	Considers classroom as a place of learning and mutual respect.
	A 21st century teacher always seek innovations
	Teachers should work with a heart; touch lives
21st century teaching involves a change in teaching pedagogy	To be a 21st century teacher is to be a leaner-centered.
	Teachers are no longer merely transmitter of information.
	Research is now an important component of 21st teaching.
	Teachers should be abreast with current trends.
	Teachers must be aware of new learning styles
	Inculcation of intellectual curiosity; hallmark of lifelong learning
	Technology is a crucial component of teaching & learning
	They value cooperative learning.
	Teachers of today adapt to research-driven curriculum
	Teachers know how to address individual differences.
21st century teaching require suitable resources and facilities	Outfit classrooms with vital ICT resources.
	Provide students with opportunities and needed resources.
	Schools without ICT resources for learners will be left behind.
	Students without gadgets will not stand a chance.

Researchers have identified students' awareness of how they learn and their ability to learn on their own as essential educational outcomes for ongoing success in today's and tomorrow's world. Hattie (2012)[32], Fullan and Langworthy (2014)[22], as well as the Waterloo Global Science Initiative (Brooks & Holmes, 2014)[6] are among those who make the case that learning the process of learning must become the core purpose of education in the 21st century.

3.3.4. 21st Century teaching involves a change in teaching pedagogy

With the implementation of the technology within the classroom, it completely transformed my teaching. Teachers in the 21st century we have to lead by example to embrace that change, and the change was embracing the technology within my classroom.

This is in consonance to the concept of Paavola and Hakkarainen (2014)[60], cited in McLoughlin and Lee (2008)[46] that the growing calls for pedagogical innovation reflect the view that 21st century learning will become a process of knowledge creation managed through personalized modes of learning and individualized teacher support. In this context, creativity and originality on the part of teachers and learners will be highly valued and must be fostered In the era of fast changing technology and high demands from the industry there is no choice for Business schools to have traditional teaching techniques only, they have to change accordingly, otherwise they cannot cope with the demands and not possible to produce rich high thinking order/talent skills students.

The findings are aligned with the study of Nawaz and Gomes (2014) that pedagogical reforms is needed which is possible only by recruiting teachers who are active researchers and undertake thoughtful research on teaching. One of the most important aspects of pedagogy

is broadening and redefining the curriculum so as to help the teachers learn to teach in an atmosphere which is unfamiliar and in demanding ways.

3.3.5. 21st Century teaching require suitable resources and facilities

It is widely acknowledged amongst today's educators that teachers' roles have changed dramatically since the last century. In recent years, we have witnessed rapid social and cultural changes, phenomenal advances in communication and information technologies, as well as the introduction of the Internet within schools. These factors have contributed to shape the teaching and operating cultures of schools and created shifts in our expectations of the physical learning environment. They have affected teachers, educators and researchers the world over. These miniature revolutions have given rise to an urgent need for a new generation of facilities to cater for 21st century teaching and learning needs.This result is also parallel to the idea of Heppell et al. (2004)[33] and Sanoff (2009)[73] said that the concept of "learning environment" will become increasingly significant as schools of the future become centres of lifelong learning.

Also, the results adheres on the idea of Nuikkinen, (2009)[54] which stressed that in order to plan and construct effective physical learning environments, not only technical specifications need to be elaborated; qualitative aspects also need to be considered. The concept of "quality design" has become critical the world over. It relates to school construction and, more particularly, defining a quality physical learning environment, measuring it and analyzing the results (OECD, 2006). With regard to quality criteria for school building and design, the key actors are students; requirements are determined by specific age groups, in conjunction with societal needs and regulations relating to usability and safety.

4. IMPLICATIONS FOR PRACTICE

The themes that emerged during the implementation of the GURO 21 of the learning's from the SEMEO Learning Course clearly gave the participants with a new paradigm that helped them realigned their functions from one who gave more emphasis to the teachers work than their responsibilities as GURO 21 completers.

With the technology-based collaboration and collaborative tools are also parts of the emerging vision. Collaborative practice gives teachers the ability to learn from one another, benefit from self- and peer-assessment, and to plan and build instructional strategies together.

On the coping mechanism employed by the teachers, it should be noted that when districts support professional development programs with technology-based tools, the vision of job embedded, on-demand teacher support becomes realistic. With effective learning management platforms, all teachers have the opportunity to expand access to professional development, reflect on their practice, and communicate with others, and the districts have tools to manage and track teachers' engagement and progress. In the contemporary teaching and learning environment, every teacher needs to be effective. This demands the tools and resources required to improve practice continuously.

Additionally, 21st century tools allow teachers to communicate effectively with parents and provide teachers with the ability to give students immediate feedback about how they're performing, this directly affects teacher retention and most importantly results in improved teaching quality and student learning. This new approach to professional development is increasing levels of job satisfaction and teachers are reporting a new eagerness to begin integrating online learning in their own teaching as well.The said skills developed was supported by the study of Stiggins and Duke (2008) teachers can be pivotal in the improvement of student learning by helping students develop and use sound classroom assessments that strengthen instruction and student learning. The typical teacher will spend a quarter to a third of her or his available professional time involved in assessment-related activities. If they do it well, both teachers and students gain access to evidence that can be used in making sound instructional decisions. If they do it poorly, learning will suffer. In spite of this, little of principals' preparation time is spent learning about assessments. In this era of accountability, classroom assessments are the foundation of a truly effective assessment system. These caused interplay among the internal and external stakeholders that resulted to stakeholders support and collaboration and gaining support from external stakeholders that gave the much needed support in all the programs and projects proposed the school heads.This agrees the idea of Coldren and Spillane (2007) which pointed out that the administrators, particularly those who engage in instructional leadership, play a key role in school improvement. Past research describes the types of activities instructional leaders engage in but has paid little attention to how they do it. The authors use the case of one school to unpack instructional leadership as a practice, paying close attention to the tools that constitute that practice, the contextual factors that help to define it, and how it affects teaching. The authors find that two kinds of tools—boundary practices and boundary spanners—play a significant role in constituting instructional leadership practice. Contextual factors, including student and staff composition and leaders' values and beliefs, define instructional leadership practice in important ways. Finally, policy implications are discussed. With all of those positive changes happening in the school, they developed insights and realizations that would predict future scenario of successful school environment. That would result to productive gains, avenue for change and thereby reach the point where they can be proud to say that their experiences deserve to be shared.The result of the study revealed that the school heads who participated as learners of the GURO 21

learning course experienced transformation in school governance, affirmation of prior knowledge, performed curriculum enhancement and were able to face challenges and provided solutions based from the consistent consultations with the stakeholders. These resulted to gaining substantial support from the internal and external stakeholders who have offered them with the kind of help or support that they need. As a result, they gained significant insights and realizations which they are willing to share to other school heads especially to those who have not yet experienced being trained in the course.

5. IMPLICATIONS FOR FUTURE RESEARCH

With the overwhelming support given by DepED Region XI to the GURO 21st Learning Course that range from the provisions of charging their fees to the school MOOE and providing no less than the high ranking officials from active and retired directors and superintendents of the region, it would be an interesting endeavor to conduct follow up research. This time, the researcher can choose quantitative or the combination of quantitative and qualitative methods to really find out extensively the impact of the program to the school heads, the teachers, students and the entire community served by the schools.

6. CONCLUDING REMARKS

As an administrator in the Division Davao Oriental, I have gained substantial knowledge on how my people work in their respective stations. I have already gained a huge amount of information on what went right and what went wrong which will be my bases to propose to the management team, the appropriate follow up training and capability building training-workshops to be given to school heads with various needs.

The data from the two methods of data gathering employed in this study proved to be similar and analogous. The focus group discussion thus completed the components of the triangulation technique which as Creswell and Miller (2000) asserted, is a powerful technique that facilitates validation of data through cross validation from more than two sources – the learning experiences of GURO completers, second, the in-depth interview and the third, the focus group discussion.

The contributions of this study lie in its making available the perceptions and insights of teachers on the phenomenon of GURO completer's, views, insights and the concepts derived from the results. It also opens opportunities for future researchers in as much as there is a great deal more to be learned about teacher in 21st century in the academe that has not been explored yet.

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