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RESEARCH ARTICLE

LIFELONG LEARNING THROUGH LIFE GIVING FORCES IN PUBLIC ELEMENTARY SCHOOLS OF CALAMBA CITY: AN APPRECIATIVE INQUIRY

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Abstract

The main thrust of the study was to discover and describe the life-giving experiences of Public Elementary School Teachers in the Schools Division of Calamba City that influence and promote lifelong learning. The investigation utilized the AI (Appreciative Inquiry) 4D-Model (Discovery, Dream, Design and Destiny) which uncovered themes of lifelong learning through life-giving forces in the Schools Division of Calamba City. This study offered a unique way of solutions to redirect the thinking of school administrators and teachers to consider the life-giving forces and positive attributes present in their own organization. The findings of the study revealed the nine (9) superordinate themes that provided depth to “what is life-giving” in lifelong learning” from the Discovery, Dream, Design and Destiny phases in which if given attention leads to an improved organization. In the final analysis of the study, it came up with the statement that the destiny of a teacher is to be the influencer of lifelong learning.

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Introduction:-

Pursuant to Article 11, of R.A. No. 7836 otherwise known as the Philippine Teachers Professionalization Act of 1994 as stated in paragraph (a), section 6, P.D. No. 223, the Board for Professional Teachers adopted the Code of Magna Carta for Public School Teachers to promote and improve the social and economic status of public school teachers, their living and working conditions, their terms of employment and career prospects in order that they may have compared favorably with existing opportunities in other walks of life. The code was also adopted to attract and retain in the teaching profession more people with the proper qualifications, being recognized that advance in education depends on the qualifications and ability of the teaching staff and that education is an essential factor in the economic growth of the nation as a productive investment of vital importance.

On the contrary, the chronically overworked state of public-school teachers in the Philippines is well-known (Esguerra 2018). The workload of public-school teachers is not only limited to teaching but also to other non-teaching tasks. Given this workload, actual teaching is increasingly being side-lined by the multitude of other responsibilities and roles that teachers play. Following the tragic suicide of four public school teachers in 2018, Esguerra zealously thinks of possible ways to hamper if not totally stop this senseless killing of oneself. Among the reasons why victims took their own lives are the workloads of a teacher and the inconsiderate school heads. Furthermore, the researcher was greatly affected with four suicides of teachers in 2018 which prompted her to do something that would somehow alleviate teachers' burden in teaching since most of the reasons for those suicides were triggered by inconsiderate school heads and school-related work loads.

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The researcher agrees with Cooperrider (2012) that there is a need to discover the root causes of success rather than root causes of failure. This coincides with the researcher's belief that there are things in any organization that give life to teachers to work hard and contribute towards the realization of DepEd vision.

They also added that at a more personal level, teachers usually have intimate knowledge of students' personal challenges. During home visitations, teachers learned how much of a challenge it is for students to come to school. There were cases when children were hungry, had to work, or are primary caretakers of their younger siblings. Teachers were personally affected as they felt bad for the children. They tend to give the students plenty of space to fail or skip school, then still promote them to the next grade level. In the end, teachers are meant to facilitate learning, as such, they should be models of lifelong learning (Albert 2018).

The general psyche of the Filipinos as warm and relational people is affirmed in the findings of the study of Viernes and De Guzman (2005). Transcendental in orientation, the Filipino, in general, and the Filipino teacher, in particular, remains an active vessel that actively seeks harmony, unison, rapport, especially affinity with people. A Filipino is judged as a good person in the measure that he or she is able to relate with a wide range of personalities in and outside of his own circle. The respondents seemed to be very much aware of this idea and consequently use the same criteria in their relations with colleagues.

Viernes and De Guzman (2005) discussed further that the effects and value of relationships in the workplace that vary among people depending on the culture of a particular context imply the need for other studies to be conducted exploring how cultural contexts relate to teacher performance and adjustment, with a view to understanding the phenomena of human relationships.

Reform efforts are often dictated by people outside of education who try to create a "one size fits all" approach according to research in school improvement. School reform frequently feels discouraging as it focuses on the failures of students, teachers, and administrators. According to Buchanan (2011) such efforts, "Rarely result in new vision and are notorious for generating defensiveness." The traditional approach to problem-solving looked at what is going wrong and attempt to improve it. It is likewise suggested that AI is a change process that "has a positive focus, is essentially self-organizing, encourages deep reflection and avoids the pitfalls of manipulation of school administrators." (Dickerson and Helms-Stevens, 2011).

Meanwhile, Cooperrider and Sekerka (2003) Theory of Positive Organizational Change as refined by Cooperrider (2012), suggests that AI fosters organizational change in three ways: (1) by elevating and extending the topic of inquiry; (2) by creating a broadening and building effect; and (3) by establishing strengths (relationships, resources, and ideas) that 'eclipse' the organization's problems. In elevation of inquiry, the organization's members are encouraged to widen their focus on and understanding of their work setting to see more of what is possible. The co-inquiry process into what is good about an organization creates amplified positive emotions in the AI participants, which then broadens their thinking and enhances their creativity regarding possible change initiatives. The newfound relatedness combined with the clarity of strengths helped to activate collective energy which created a positive effect on the organization.

In this study, the researcher explored the experiences of public elementary school teachers of what has been life-giving in pursuing lifelong learning. The study determined the essence of life-giving forces among teachers and their longing and capability to learn for personal development and growth. This also led the teachers to construct a stronger institution which in turn, provided them a more rewarding lifelong learning journey. The researcher, believed that, in order to provide an appropriate response for educational challenges and demands in public schools, the school head should take the lead in instilling the desire for lifelong learning in their teachers, and they should be role models by participating in lifelong learning and by being appreciative and advocate of life giving forces and that teachers be lifelong learners as well. The study described how the public elementary school teachers were tracking lifelong learning and was supported by life giving forces in the educational system. The researcher utilized Appreciative Inquiry (AI) 4D Model of Cooperrider and Whitney (2005). Its first three phases are – Discovery, Dream, and Design. Each phase provided information for the fourth phase of AI which was set "Destiny" for the school. The goal during this phase created concrete actions that brought the ideal future to fulfilment.

The present study aimed to redirect the thinking in educational research from the problem-solving focus towards the forces that strengthen and give life to the school and foster lifelong learning. One realistic intention demonstrated

the life-giving forces of public elementary schools. Another consideration was to show how these life-giving forces supported the framework of lifelong learning.

Background of the Study:

Under the Magna Carta for Public School Teachers, every public-school teacher has a regular full-time teaching load and is mandated to devote a maximum of six hours of actual classroom instruction a day. However, each teacher has several additional administrative or student support roles assigned to them. Among these are paperwork on seminars and trainings they were tasked to attend and additional designations such as student guidance, budget, disaster response, and health. Similarly, teachers are expected to participate in the implementation of various government programs, such as mass immunizations, community mapping, conditional cash transfer, deworming, feeding, population census, antidrug, election, among others. (David, Albert, and Vizmanos, 2019)

Regional Memorandum No. 550, s. 2018 contains “Measures to Enhance Teachers’ Welfare in CALABARZON Public School” section C.3 states that the Appreciative Inquiry shall be used in all class observation processes”. The policy also gives emphasis in the “strengthening of work-life balance for teachers and school officials”. Teachers are not required anymore to prepare or submit reports on weekends, holidays and vacation. It also indicated that in rare instances where activities cannot be scheduled on a school day, service credits shall be granted to teachers who volunteer to join the activities mentioned.

Having been a school head for three years, a master teacher in 6 years, and being in service as educator in a total 23 years, researcher extensive experiences in education formed the basis of this study. First and foremost, she believed that teachers and administrators are natural inquirers. Albeit one’s inquiry is unique to one’s own experiences and interactions, they innately construct meaning from their interactions with others. The researcher was engaged in countless hours observing, teaching, and interacting with teachers and co-administrator in a multitude of socially and culturally diverse educational institutions. These extensive exchanges have confirmed her beliefs that teachers and school administrators construct meaning and make sense of the world around them through their relationships and experiences with others. The unique interplay comprised the organizational experiences for each individual. Particularly, it was her belief that the rapport between teacher and school administrators is instrumental in creating authentic lifelong learning experiences in the institution. Teachers and school administrators learn from each other, and when teachers are empowered in the organizational process, they have the opportunity to achieve their full potential.

The study focused on redirecting the thought of public-school educators on the forces that give life, empower and energize organizations rather than putting emphasis to problems and finding solutions. This further harvested best practices that gave meaning and concretized lifelong learning which is the dream of the Department of Education. Through this, it is clearly understood that appreciative inquiry explored the strength of teachers in the organizations.

Contrary to many researches, it sought for opportunities and highlighted the positive core among people in the organization. This likewise gathered collective strength of schools as well as the key champions of lifelong learning toward a better quality of Filipino.

In this study, the researcher applied Appreciative Inquiry (AI) to describe the experiences of public elementary school teachers of life-giving forces that supported teachers’ inclination to lifelong learning activities.

This study was linked to Appreciative inquiry (AI) as the examination of what imparts life to humanly constructed systems when they operate at their best (Whitney & Trosten-Bloom, 2010). Since it is believed to be a strength-based approach, it purposefully focused on recognizing and valuing the unique gifts and skills of people and organizations as social systems of boundless capacity (Whitney & Trosten-Bloom, 2010). This approach was grounded in a positive topic and was used to fuel organizational change by engaging participants in an inquiry of memorable achievements and affirmative values and beliefs (Barrett & Fry, 2005). Whitney & Trosten-Bloom, 2010)

Objectives Of The Study:-

The current study can contribute to the teaching practice and profession and school administration in a multitude of ways: (a) it provided a focus on the discovery of life-giving forces through an Appreciative Inquiry model, (b) it identified impact of life giving forces lifelong learning activities, (c) it presented opportunities for social construct

and sense-making through generative discourse, collaboration, and narrative co-creation about the best of what is and what could be, and (d) it cultivated relationships among teachers and school administrators by empowering them as agents of change.

By discovering life-giving forces through an Appreciative Inquiry in public elementary schools, an AI based training program guided the research so that alternative supervisory and administrative practices to enhance creative thought, higher-order thinking skills, and teacher's engagement could be created.

This collaborative effort advanced new relationships and assisted in the development of a collective vision towards lifelong learning outcomes supported with life-giving forces. These newly developed relationships cultivated a positive self-awareness for individuals and their respective organization, afforded teachers insight into the differing learning needs and motivations of their students, enriched participants in reflective practices, and motivated students about their own learning. Collectively, this positive model of discourse presented opportunities for more engaging activities and authentic learning experiences and empower student and teacher voice in the learning process.

The current study also extended the social constructionist aspects of AI in the context of an educational setting. As acknowledged by Adams (2007), critical to the process of innovative teaching and improved student learning is the shift from teacher to student knowledge acquisition and application to student-constructed and co-created knowledge generation. The current prescriptive narrative imposed on the field of education continued to hinder opportunities to support lifelong learning activities with life giving forces.

Materials And Methods:-

The study utilized a qualitative approach based on components of Appreciative Inquiry (AI) through an instrumental case study research design. As supposed by Creswell (2014), qualitative studies rely on participant viewpoints through deep questioning and analysis of themes. This instrumental case study involved systematic processes that sought solutions to problems and facilitated improvements in an educational setting using a qualitative methodology with a focus on AI.

AI is a model for navigating and instigating change through the identification of an organization's positive attributes (Dematteo & Reeves, 2011). Cooperrider and Whitney (2005) describe AI as a discovery of the best in people. AI suggested that people and organizations evolve through affirmative questioning that strengthens a system's ability to increase positive potential.

This methodology was selected for the purpose of uncovering themes of lifelong learning through life-giving forces among public elementary school teachers in the Schools Division of Calamba City. AI was the most appropriate for this qualitative study due to the involvement of the researcher, use of thematic analysis, and the generative components embedded in the methodology.

Participants of the Study :

The study was participated by 12 teachers. The first session was conducted in Mayapa Elementary School on January 12, 2020 and was participated by six (6) selected teachers from Southville VI Elementary School, Bubuyan Elementary School, Kay-Anlog Elementary School, and Burol Elementary School.

The second session was conducted in Jose Rizal Memorial School on February 19, 2020, participated by six (6) selected teachers from this school, Calamba Elementary School and Jose Rizal Memorial School. Pseudonyms have been used to maintain anonymity of the participants, and institutional locations have been changed:

Vanessa is a Teacher II who is a fresh graduate in Master's Degree and an English Coordinator in her school. She has been teaching for eight years and has developed modules in Reading.

Inah is a newly promoted Teacher III from the time this interview happened and has been a Gender and Development coordinator for five years and has been recognized for her outstanding accomplishment awarded in Gawad Calambayani which makes her very happy to share in the interview. She has been in the public service for more than five years. She is also a research enthusiast but it is her first time to experience participating in an an Appreciative Inquiry event.

James has been in his school for 11 years and had been involved in administrative work delegated by his principal. He is involved in sports activities in school. He has contributed a lot to his school having been trusted by his principal leading to the recognition of their school as Best Performing School in the entire region.

John is a Teacher III at present and currently enrolled in Philippine Normal University. He is also involved in a qualitative study at present.

Marjorie is at present a candidate for a Master Teacher's position and has already garnered numerous citations like being one of the outstanding teacher in Calamba City. She is also a doctorate student in LSPU, Los Baños and according to her, this was also her first exposure to Appreciative Inquiry.

Ivy is a newly promoted teacher III. She exhibited a jolly disposition in life. She is the school teacher counselor of one of the biggest schools in Calamba City and has been a demonstration teacher in character education. She has served in a private institution for five years as school principal and she is now in the public school for seven years.

Philip is a teacher I in Calamba East District and has been serving the public school for four years and actively involved in school paper management. He displays good skills in the communication during the interview and very much interested in Appreciative Inquiry.

Sha is the current program manager of 4Cs project in her school with partner sponsor from California USA. She is a teacher II and has been in public school for 10 years.

Masi is a disbursing officer in her school aside from teaching kindergarten. She is a teacher I and three years in service. This is her first involvement in a study like this.

Cecil is a faculty member in a multi-awarded school in her district. She is now thirteen years in the service and involved in story writing in her school that contributed much in the performance of the school when it comes to literacy and numeracy.

Chona is a faculty president of her school who is in her ninth year in the public school. She is a jack of all trade in her school. She already served as a national demonstration teacher and a regional facilitator in Early Language Literacy and numeracy. This was also her first experience with an Appreciative Inquiry episode.

Vilma is a Master Teacher in her school and has been actively involved in research as part of her key result area. She is the oldest among the participants with sixteen years' experience in the teaching profession. She is also involved in journalism and has reached competition in the national level.

Sampling Technique:

In determining the participants of the study, the researcher considered to apply purposive sampling technique which is commonly associated with qualitative approaches. Its activities involved selecting a subset of persons or things from a larger population (Scott & Morrison, 2007).

This purposive sampling were based on the following criteria: each teacher have more than three years of teaching experience; each is known for their active involvement in lifelong learning activities; and, is professionally independent in the application of skills vital to the teaching and learning process (Career Stage 2, DepEd Order no. 42, s. 2017).

Research Instrument:

Several tools were used in the collected of data for study. These tools were carefully selected based on the guiding principles of AI. Specifically, observations, journaling, semi-structured interviews with AI protocols, and participant created documents were the tools that guided the collected data for the study. These instruments contributed to the core of the inquiry process in the Discovery and Dream phases and assisted in synthesizing the emergent themes that surfaced during the first two phases and led to participant to create opportunity map and lifelong learning plan.

Additionally, the appropriateness, trustworthiness, reliability, and administration of the data collection tools were delineated in the context of the first three phases of the AI 4D Model.

The semi-structured interviews between participants were selected for use during the Discovery and Dream phases which is composed of a set of questions to be asked on every stages of AI workshop, namely: AI Workshop I: Discovery and Dream Phases; and, AI Workshop II: Design and Destiny phases.

The interview guide questions were validated by the Chief Executive Officer (CEO) of Future by Design Pilipinas, an official partner of the Department of Education on its training program. A School Head, hailed as Outstanding Researcher by DepEd Region IVA - CALABARZON, and the Head of the Research and Planning Unit of SDO-Calamba City also contributed on the validation of the research instrument.

Each stage of the interview and focus group discussions were guided by Focus Group Interview Questions, as follows:

AI Workshop I:**Discovery Phase:**

1. What are your impressions of the experiences that were shared by other teachers?
2. What did you learn about life giving forces during the interviews?
3. What is your experiences of life-giving forces in your schools?
4. Based on the experiences shared by teachers from other school, what life-giving forces caught your attention?

Dream Phase Opportunity Map Provided:

1. What are your impression of the ideas presented in the opportunity map?
2. What possibilities excite you, given the opportunities shared?

AI Workshop 2:**Design & Destiny Phases co-created Lifelong Learning Plan:**

1. What do the design elements of making 'life giving forces' tangible presence look like in your school's lifelong learning plan?
2. How do you describe the design and individual commitment on your lifelong learning plan?
3. 3, What are the observable indicators that will tell you have been successful with your goals/actions?

Moreover, an additional Interview Summary Protocol, was used to further advance the themes and highlights from the interview protocols. Horan (2017) explained that these summary sheets are used as a tool for recognizing the quotable quotes, moments of golden innovations, and themes that emerged during the initial interviews.

Data Collection Procedures:

The researcher first obtained informed consent of and from the Schools Division Superintendent and respective School Administrators, and the research participants before they participated in the study.

The informed consent of the participants is sought and they were asked to specify their preferred venues for the interview and the introductory sessions were scheduled one week later. Permission to audiotape the interviews were obtained and all interviews were recorded both by audio-recording and note taking.

The procedures of the study were discussed through a special meeting as requested from concerned higher officials and participants.

Data collection involved an iterative process through a systematic process that consisted of the first three phases of the AI 4D model (Cooperrider & Whitney 2005) - discovery, dream, design, and destiny. These iterative processes were: focus groups, semi-structured participant discussions, observations and journaling, and documents created through participant synergenesis (Bushe & Paranjpey, 2015).

Through a systematic process that consisted of the first three phases of the AI 4D (Discovery, Dream, and Design and Destiny) model, semi-structured participant interviews, participant-created stories, and co-constructed opportunity map and lifelong learning plan were central to the overall data collection procedures.

During the initial Discovery phase, teachers collaborated together to uncover current and past experiences of what is life-giving methods in their lifelong learning. Following the discovery phase, participants engaged in the Dream phase. During this phase, teachers imagined endless possibilities of lifelong learning and then co-created opportunity

map based on the Discovery and Dream phases. The final part of the study afforded teachers the opportunity and participated in the Design phase by coalescing the Dream and Discovery phases to create individual/school lifelong learning plans. Rich description of the data collection process through observations and journaling, as well as protocols for the data collection procedures, contributed to the reliability, consistency, and dependability of the study (Roberts, 2010).



Figure 2:- Overview of data collection procedures and correlating protocols.

During the Discovery phase of the AI Study, teachers were assigned partners and participated in semi-structured interviews that presented affirming, open-ended questions.

The Dream phase was also central to the research design. This phase extended the research design from a postmodern change perspective by contributing to the narratives that participants co-created. These narratives created a chance for participants to use past and present experiences to envision a better future. The methodology exercised during the dream phase assisted in transforming learning experiences for all those involved.

Design and Destiny Phases is the rounding out the AI portion of the instrumental case study. This phase plays a critical role in the study, because it affords teachers the chance to merge the positive core with the envisioned future to design opportunity map and lifelong learning plan. The research approach employed empower teachers as lifelong learner and allowed collaborative action to occur.

Analysis of Data:

Each interview was transcribed without reference to any non-verbal communication soon after it was conducted. Interviews were transcribed and verbatim transcription was done in order to secure the many details relevant to this research.

Thematic analysis then followed, which is basically a search for patterns within data where emerging themes become the categories for analysis. While there are no hard-and-fast rules on what should be identified as a theme, the following definition of a 'theme' served as guide: "Themes are recurrent and distinctive features of participants' accounts, characterizing particular perceptions and/or experiences, which the researcher sees as relevant to the research question" (King and Horrocks, 2010).

The analysis of the interview data involved a coding process which Scott and Morrison (2005) described as an early phase of a researcher's reinterpretation of the research participants' interpretations.

The coding process started with descriptive coding which is an initial identification of themes. King and Horrocks (2010) cautioned that these initial codes should stay relatively close to the data with the researcher avoiding any temptation to speculate on what might lie behind what the participant said or to interpret it in the light of theory.

The second stage focused on interpretative coding which entailed grouping together descriptive codes that seemed to share some common meaning and creating an interpretative code that captured the shared meaning for each set.

In the final stage of coding, overarching themes were defined based on the interpretative codes. Throughout the coding process, it was important to constantly compare the codes for similarities and differences and to keep on going back to the data to clarify the codes at all stages. The coding process was done first within each case and then across cases. It ended with a saturation level when no new insights and interpretations seemed to emerge from further coding anymore indicating that a satisfactory conceptualization of what is life-giving in lifelong learning had been arrived at.

The triangulation tool for the study was the synergogenesis. Using synergogenesis, narratives were co-constructed by participants to further the collective understanding of the common themes that were emerging (Bushe, 2013). This involves the creation and sharing of first-person narrative stories to catalyze conversations that answer a central question Bushe (2013). The co-created narratives were written on chart paper and served as a tool for triangulating data collected from the discovery and dream phases.

This data collection protocol contributed to the Poetic Principle of AI (Cooperrider & Whitney, 2005) by establishing a baseline for the final coalescing of the Discovery and Dream phase, paving the way for the final phase of the study, the Design phase.

To account for reliability, a careful documentation of the data collection procedures will be employed in this study including a verbatim transcription of the interviews and notes taken during the interviews will be kept to allow anyone to follow and understand the data that lead to the conclusions or to attempt a replication in another setting. However, like all qualitative research it must be understood that any replication will never give exactly the same results.

Results And Discussion:-

This chapter presents the analysis of the findings of the study on the experiences of public elementary school teachers of what has been life-giving to them as they inclined to lifelong learning activities. It includes an examination of shared testimonies and narratives with data analysis. As such, this research was guided by the central question:

How life-giving experiences shared and promoted by Elementary School Teachers in the Schools Division of Calamba City Influence and Promote Lifelong Learning?

The AI Discovery, Dream, and Design Phases allowed participants to explore experiences that are life-giving to public elementary school teachers that promote lifelong learning in school.

Meanwhile, the research questions have been answered in the tables provided.

Discovery Phase:

Problem Statement 1: What experiences are life-giving to public elementary school teachers that promote lifelong learning in school?

This part presents the findings of the study during the Discovery Phase. Teachers collaborated together to uncover current and past experiences of life-giving forces to public elementary school teachers that promote lifelong learning in school. The discovery of life-giving forces was guided by four (4) main interview questions during the FGD.

Interview Question No. 1. What are your impressions of the life-giving experiences that were shared by other teachers?

Table 1:- Annotated Exemplars on Participants' Impressions of the Life-Giving Experiences Shared by Other Teachers.

Participants	Responses	Researchers' Observation
Vanessa	All teachers are contented with their profession.	The participant replied with excitement
Sheryl	Teachers here showed that they really follow their dreams to become a teacher so for them to empower their abilities in teaching and handling pupils	
James	In here, although teachers experienced several difficulties in teaching, they still make a way to look at the positive side of teaching to continuously achieve their goals for children	
Marjorie	As for the teachers, school serve as the second home for them knowing that they were not able to spend most of their time with their own family	
Edna	It serves as the foundation to develop their skills, become matured.	
Philip	Learn to accept the behavior of learners and adapt the system of organization.	
Sha	When we start teaching, we realized that this profession may improve us in every aspect.	The respondents shared casually
Vilma	The significant and value of teaching developed. Respect to colleagues, having positive mind, learn for being discipline in all aspect.	
Marie	Imparting time and effort to the struggling and misbehaved learners is one of the best parts of being a teacher.	
Myrna	the tons of workload easily done when you have the positive mind for time management and learning experience.	
Pete	We gained not only knowledge from the seminars we attended but we also gained the respect from parents, co-worker and students.	
Chona	School serve as our second home. The principal as our guide to be a better teacher, the colleagues as the sibling that gives inspiration when we are down, give advises to us to be effective teachers, the parents who become our stakeholders and the pupils where we allot our time to improve them for their future.	

Table 1 presents the impressions of the respondents on experiences that were shared by other teachers. Some of them were impressed that teachers are treating the school as their second home, like those shared by:

Marjorie: "As for the teachers, school serve as the second home for them knowing that they were not able to spend most of their time with their own family."

Chona: "School serve as our second home. The principal as our guide to be a better teacher, the colleagues as the sibling that gives inspiration when we are down, give advises to us to be effective teachers, the parents who become our stakeholders and the pupils where we allot our time to improve them for their future."

Meanwhile, other respondents were impressed by other teacher's optimism in spite of the struggles they experience. These impressions manifested from the testimonies of:

James: In here, although teachers experienced several difficulties in teaching, they still make a way to look at the positive side of teaching to continuously achieve their goals for children.

Myrna: the tons of workload easily done when you have the positive mind for time management and learning experience.

Marie: Imparting time and effort to the struggling and misbehaved learners is one of the best parts of being a teacher.

On the other hand, the respondents were also impressed by the testimonies which manifest that “teaching as learning experience”. These testimonies are as follows:

Edna: It serves as the foundation to develop their skills, become matured, learn to accept the behavior of learners and adapt the system of organization.

Philip: Learn to accept the behavior of learners and adapt the system of organization.

Sha: When we start teaching, we realized that this profession may improve us in every aspect.

Sheryl: Teachers here showed that they really follow their dreams to become a teacher so for them to empower their abilities in teaching and handling pupils

The following testimonies expressed that the respondents were impressed with teachers who shared the “contentment and respect”:

Vilma: The significant and value of teaching developed. Respect to colleagues, having positive mind, learn for being discipline in all aspect.

Vanessa: All teachers are contented with their profession.

Pete: We gained not only knowledge from the seminars we attended but we also gained the respect from parents, co-worker and students.

The findings implied that, teaching indeed is an honorable profession. As a teacher begins in this profession, the journey to a challenging and continues learning was also initiated. It also implied that the life-giving experiences, like optimism, contentment, and respect, are also the essence of teaching.

The findings also noted that “school as their second home”, and “teaching as learning experience” are also among the life-giving forces experiences of public-school teachers that developed the significance and value of teaching.

Interview Question No. 2. What did you learn about life giving forces during the interviews?

Table 2 shows the annotated exemplars of life-giving forces learned by the teachers. It reveals the teachers’ discussion of “life giving forces” they learned during the interviews. Two of the teachers talked of learning “life giving forces” that made them contested with their profession:

Vanessa I learned that teachers are contented with the benefits they received from teaching kids.

Chona If you achieved your goal in what you did with their help or by yourself you will feel the contentment and everything can be your foundation to make it better again next time.

During the focus group, the teachers also learned that optimism and a heart for teaching are “life giving forces”. They testified as follows:

Sha: Teaching is not easy profession but if we put our heart into it we realized that even though it’s not your choice you learn a lot of things from it.

Vilma: Time passes by and we did not notice that we already love that profession. Positivity and discipline to our job make us a better teacher and make us matured.

James: Although teachers feel several pressures in different factors or problems they encounter in teaching, still they find ways to overcome those in a positive way.

Sheryl: Teachers here realize that even they thought they were not a perfect teacher, still they exerted all their efforts to sustain the pupils educational needs.

Table 2:- Annotated Exemplars On Life Giving Forces Learned By Teachers.

Participants	Responses	Researchers' Observation
Vanessa	I learned that teachers are contented with the benefits they received from teaching kids.	The participant replied with excitement
Sheryl	Teachers here realize that even they thought they were not perfect teachers, still they exerted all their efforts to sustain the pupil's educational needs	
James	Although teachers feel several pressures in different factors or problems they encounter in teaching, still they find ways to overcome those in a positive way	
Marjorie	Although some teachers were not given opportunities to attend professional trainings, still teachers feel that with their colleagues and their sharing of experiences satisfy their professional needs.	
Edna	Doing a profession that someone pushes us to take it affects our life. We can't express our true feelings, can't do what we want to do, but my passion to the job cause a good performance	
Sha	Teaching is not easy profession but if we put our heart into it we realized that even though it's not your choice you learn a lot of things from it.	
Vilma	Time passes by and we did not notice that we already love that profession. Positivity and discipline to our job make us a better teacher and make us matured.	
Chona	If you achieved your goal in what you did with their help or by yourself you will feel the contentment and everything can be your foundation to make it better again next time.	

Another "life giving force" learned by a teacher is "sharing of experiences". Her testimony is as follow:

Marjorie Although some teachers were not given opportunities to attend professional trainings, still teachers feel that with their colleagues and their sharing of experiences satisfy their professional needs.

The findings implied that the teachers learned that benefits and achievement of goals are "life giving forces" that yields contentment. Those "life giving forces" are connected to each other. In a public-school setting, the school is recognizing teachers' achievements from time to time. A simple "certificate of appreciation or recognition" could earned teachers equivalent points for ranking and promotion.

On the same manner, the teachers also learned that "optimism" and "a heart for teaching" are "life giving forces". Having a heart for teaching lightens burdens and leads teachers in learning a lot of things from this profession. Love for teaching is earned from everyday experiences and learning from the school. A teacher could not notice that his/her heart already belongs to teaching. Not until one day, when a teacher realized that he/she cannot leave his/her students and his/her soul is craving for school works, and exerted all efforts to sustain student's needs.

The findings also considered "sharing of experiences" as a "life giving force". In the absence of opportunities professional trainings for some teachers, "sharing of experiences" contributed learning that could satisfied their professional needs. This could be offered during in-service training (INSET) or Small Learning Action Cell (SLAC) session.

Interview Question No. 3. What are your experiences of life-giving forces in your schools?

Table 3 reveals the annotated exemplars of teachers' experiences of life-giving forces in their school. It reveals the teachers' discussion of "life giving forces" they learned from their own school. Two of the teachers talked of "life giving forces" they learned from school that made them contented with their profession:

James: I observed in the school where I belong that even there were teachers who are in the service for so many years, I can still see their passion for their job and their dedication to stay doing it.

Marjorie: School also gives teacher the feeling of being at home.

Table 3:- Annotated Exemplars of Teachers' Experiences of Life-Giving Forces in School.

Participants	Responses	Researchers' Observation
Vanessa	Same experience as those teachers who shared their stories.	The participant is confused.
Sheryl	Being in the teaching profession for 5 years, I also realize that even school works becomes more difficult as it seems, still I also feel that I am still blessed with this job because I enjoyed it and what I can do for the pupils.	The participants answered seriously.
James	I observed in the school where I belong that even there were teachers who are in the service for so many years, I can still see their passion for their job and their dedication to stay doing it.	
Marjorie	School also gives teacher the feeling of being at home.	
Edna	Some teachers have the same situation which is teaching is not their first choice of profession.	
Sha	Maturity during the first year of teaching and adjustment to the new environment and system.	
Vilma	Stable salary of a teacher motivates them to continue the profession as well as the adjustment to the job.	
Chona	Establish the good relationship to administration, colleagues, parent and pupils.	

Two teachers shared that from what they learned from schools, "feeling blessed" and "good relationship" are "life giving forces". Their testimonies are as follows:

Sheryl: Being in the teaching profession for 5 years, I also realize that even school works becomes more difficult as it seems, still I also feel that I am still blessed with this job because I enjoyed it and what I can do for the pupils.

Chona: Establish the good relationship to administration, colleagues, parent and pupils.

Meanwhile, one of the teachers considered "stable salary" as a "life giving force" as she shared:

Vilma: Stable salary of a teacher motivates them to continue the profession as well as the adjustment to the job.

The findings implied that the "life giving forces" a teacher could be learned from school that made them contented with their profession are "passion for job" and "dedication to stay". This is a manifestation that teachers in public school are not stopping from learning. The more they inclined into developing new teaching approaches and discovering innovative strategies, the more their passion to job is strengthen. As teachers devour each day in school the more, they became feel at home, their "dedication to stay" persistently building up.

The findings includes stable salary as life giving force. Stable salary is not just monetary value, for teachers it life security which is one of the basic needs to people to survive.

Interview Question No. 4. Based on the experiences shared by teachers from other school, what life-giving forces caught your attention?

Table 4 presents the annotated exemplars of the experiences of life-giving forces in other school that caught the attention of the teachers.

As shown in the table, when the teachers were asked of life-giving forces experienced from other school that caught their attention, the following responses provided experiences different from other school:

Vanessa: Teachers still feel satisfied with their job and love their job as they serve longer in the government.

Sheryl: That in some point those teachers from other school as compare in the school where I am in, a lot of them are really enjoying and appreciating their job moiré as I expected.

On the other hand, the following testimonies manifested similar experiences of life-giving forces:

Edna: The similarity is teachers do the job and try to share their wisdom to learners because of the salary and others do not because of money but because they already love the job.

Table 4:- Annotated Exemplars on Experiences of Life-Giving Forces in Other School that Caught Teachers' Attention.

Participants	Responses	Researchers' Observation
Vanessa	Teachers still feel satisfied with their job and love their job as they serve longer in the government.	The participant replied with excitement
Sheryl	That in some point those teachers from other school as compare in the school where I am in, a lot of them are really enjoying and appreciating their job moiré as I expected.	
James	I realize that teaching really is a hard task and it becomes more complex but we can adapt with difficulties and problem it has	
Marjorie	I realized that teachers chose to stay in this job not just because of its benefits but when they also have good relationships with their co-workers.	
Edna	The similarity is teachers do the job and try to share their wisdom to learners because of the salary and others do not because of money but because they already love the job.	
Sha	They have to adapt the system of organization and try to apply and attain the real content of curriculum.	
Vilma	Doing the same curriculum, trainings, strategies and approaches to achieve the best education of the learners.	
Chona	Develop new family, encounter problem regarding parents, co-worker or administration but still come up in a pair decision and good communication.	

Marjorie: I realized that teachers chose to stay in this job not just because of its benefits but when they also have good relationships with their co-workers

Chona: Develop new family, encounter problem regarding parents, co-worker or administration but still come up in a pair decision and good communication.

The findings show that schools have different experiences of life giving forces like, job satisfaction, job appreciation and enjoyment, and adaptation. Meanwhile, similar experiences of life-giving forces are salary and benefits, love for job, new family which is relevant to second home, and good relationship. The forces of fair decision and good communication are also similar experiences in public schools.

The findings implies thatlife giving forces like, job satisfaction, job appreciation and enjoyment, and adaptation were not commonly experience in public schools. These probably have been the experiences in small to medium sized schools where exigency of work is very minimal. A small number of work force is enough to provide the needs of small number of clientele. In large and very large school, job satisfaction and appreciation could happen among teachers who strived harder along with a large number of teachers to achieved their goals for themselves and be recognized by their schools.

Dream :Phase

Problem Statement 2: What are the possibilities of applying such life-giving experiences to the teachers' lifelong learning?

This part presents the findings of the study taken from the Dream Phase Session. At this point, the FGD was guided with an Opportunity Map and three (3) interview questions. Before the FGD begins, the researcher presented a draft of Opportunity Map depicting the ideas on life-giving experiences of the teachers and the lifelong learning activities. Through this opportunity map, teachers were asked of their impressions on ideas and the possibilities that excite them, given the opportunities shared.

Interview Question No. 1. What are your impressions of the ideas presented in the opportunity map?

Table 5 reflects the annotated exemplars of teachers' impressions on ideas presented in the opportunity map. It expresses that, when asked about their impression of the ideas presented in the opportunity map, they respond as follows:

Table 5:- Annotated Exemplars on Teachers' Impressions on Ideas Presented in Opportunity Map.

Participants	Responses	Researchers' Observation
Vanessa	In general, the icons were interdependent to each other and has significant role in the field of Education/organization. Specifically, the doors of opportunities in educational institutions are endless and teachers give high regard to optimism	The participants replied confidently
Inah	The idea that caught my attention was the sharing of best practices and giving advice to motivate teachers to enjoy the teaching profession.	
Sheryl	Background for opportunity growth is better green than yellow because the meaning stands for itself. Fonts should be bigger. There must be legend.	
James	The illustration shows a unique idea which shows a person with lifelong learning opportunities. It must be friends for success and growth for everyone.	
John	The ideas that caught my attention is the relationship and collaboration, building rapport with colleagues and sharing of practices.	
Marjorie	It clearly shows connections among the general ideas. The icon at the center representing lifelong learning could be something that is evidently acknowledged	
Edna	It makes Lifelong learning evident and easy to understand. However, the icon at the center is not clear in what it signifies. All in all appearance of the ideas and connections lead to produce lifelong learning.	
Ivy	What caught my attention is how icons like relationship, maturity, and attitude became component of a lifelong learner.	
Sha	The opportunity map shows that connections between components of lifelong learning made each interrelated with each other.	
Masi	My attention was caught with how about draw the icons holding hand showing that there is no one left behind. The arrow in the opportunity growth must be thicker/fatter to see that there is depth and it is really growing/ascending.	
Cecil	Through the map, I understand how lifelong learning like attaining higher education, and adapting to technological knowledge, give us opportunities to learn more on teaching profession and encourage self-growth that contribute for the betterment of education.	
Chona	The center icon of the opportunity map and the color it represents was not emphasized. But, my attention was caught by its impression of lifelong learning opportunities that help teachers develop their personality as a whole and become competitive in every aspect of life.	

Sheryl: Background for opportunity growth is better green than yellow because the meaning stands for itself. There must be legend. What caught my attention was the sharing of best practices and giving advice with motivated teachers. "doors of opportunities in educational institutions are open and endless", and "teachers give high regard to optimism"

James: The illustration shows a unique idea which shows a person with lifelong learning. It must be friends for success and growth for everyone.

John: The ideas that caught my attention is the relationship and collaboration, building rapport with colleagues and sharing of practices.

Ivy: What caught my attention is how icons like relationship, maturity, and attitude became component of a lifelong learner.

Sha: The opportunity map shows that connections between components of lifelong learning made each interrelated with each other.

Masi: My attention was caught with how about draw the icons holding hand showing that there is no one left behind. The arrow in the opportunity growth must be thicker/fatter to see that there is depth and it is really growing/ascending.

The findings of the study on the teachers' impressions on ideas presented in opportunity map shows that lifelong learning activities could be interdependent to each other. What caught their attention of what is life giving are: sharing of best practices, high regard to optimism, relationship and collaboration by building rapport.

The findings also yield impressions on physical meaning of opportunity map like, the color of opportunity growth is better green because the meaning stands for itself. The icon of lifelong learning could something that shows infinity. It implies that for teachers, learning is an infinite task. The findings also manifest that teachers are dreaming of "no one left behind". For teachers, everyone must be given opportunities to get involve on lifelong learning activities and become competitive in every aspect of life.

The general impressions on opportunity map establishes a dream for teachers for endless learning opportunities in educational institutions. This is an indication that teachers really are inclined to lifelong learning. Thus, the door for opportunity to grow in knowledge must be kept open for all.

Interview Question No. 2. What possibilities excite you, given the opportunities shared?

Table 6 presents the annotated exemplars of the possibilities that excite teachers, given the opportunities shared.

As shown in Table 6, when asked about the possibilities that excite teachers, given the opportunities shared, two among the teachers provides direct response as follows:

Inah: I am excited on how maturity and attitude of a person is defined and developed in the context of being in the field of teaching.

John: It is so exciting to see how the brighter side of being in this profession drives our optimism and motivation at work and to our colleagues and learners.

Table 6:- Annotated Exemplars on the Possibilities that Excite Teachers' Given the Opportunities Shared.

Participants	Responses	Researchers' Observation
Vanessa	That if I always look at the brighter side and be optimistic, there will be possibilities for excitement and motivation at work and to the people I may encountered.	The participant replied with excitement
Inah	I am excite on how maturity and attitude of a person is defined and developed in the context of being in the field of teaching.	
Sheryl	The possibilities that excite me are opportunity for growth relationship and collaboration	
James	Excited to know more about the given graph. Most importantly, define maturity and attitude of a person when she is already in the field of teaching.	

John	It is so exciting to see how the brighter side of being in this profession drives our optimism and motivation at work and to our colleagues and learners.	
Marjorie	The possibility of a lifelong learner. To never stop in constant search to acquire all these opportunities and be able to inspire others to do the same	
Edna	The possibility of becoming a better person and a better teacher not only for myself but also on my pupils.	
Ivy	The possibility of achieving my goals through following ideas are presented in the opportunity map.	
Sha	I am so excited about the ideas of the opportunity map. What excites me is the possibility that lifelong learning brings out identify in every individuals.	
Masi	What excites me is the opportunity of having a principal that looks on the capabilities of every individual in the school and used it to improved oneself.	
Cecil	The possibility that excites me is that lifelong learning is indeed happening in reality, where a teacher takes a threat as an opportunity and a weakness as a source of strength. In this manner that the pursuit of lifelong learning process is supported by life giving forces.	
Chona	Excited to know my capabilities in sharing this opportunities by enjoying my profession with the learners and colleagues.	

Masi: What excites me is the opportunity of having a principal that looks on the capabilities of every individual in the school and used it to improved oneself.

Cecil: The possibility that excites me is that lifelong learning is indeed happening in reality, where a teacher takes a threat as an opportunity and a weakness as a source of strength. In this manner the pursuit of lifelong learning process is supported by life giving forces.

The findings imply that the teachers are looking into possibilities of continuous opportunities for lifelong learning towards the achievement of their goal. This verified the dream established from the previous discussion which is an endless learning opportunity in educational institutions. This is an indication that during this session, this dream started to sinks on teachers' aspirations.

The outcome of this activity during dream session shows the willingness of teachers to take hold of lifelong learning activities with life giving forces at hand. This is an indication that after they discovered that life giving forces occurs in their daily life in schools, the certainties of pursuing lifelong learning opportunities came at hand. The modified opportunity map strengthens their willingness to pursue the dream for an endless learning opportunity in educational institutions.

Design and Destiny Phases:

Problem Statement 3: How did the teachers create life-giving experiences for the organization in the desire to promote lifelong learning?

This part presents the discussions of findings gathered from Design and Destiny Phases. The FGD during these phases allow the teachers to explore how they created life-giving experiences for the organization in the desire to promote lifelong learning. This exploration of data was guided with four (4) interview questions.

Interview Question No. 1. What do the design elements of making 'life giving forces' tangible presence look like in your lifelong learning plan?

Table 7 reveals the annotated exemplars of description of design elements of 'life giving forces' tangible presence in teacher's lifelong learning plan.

Table 7:- Annotated Exemplars of Description of Design Elements of ‘Life Giving Forces’ Tangible Presence in Teacher’s Lifelong Learning Plan.

Participants	Responses	Researchers’ Observation
Vanessa	The school has a culture of positive influence for every personnel which will serve as the foundation of the school success and has a strong bond that leads to teacher empowerment.	The participant replied with conviction
Inah	70% of the teachers are benefitted with scholarship and enrolled in graduate studies	
Sheryl	A school based research center that accommodates teachers who are willing to share best practices through mentoring and coaching	
James	Not all teachers engage in lifelong learning because they have some issues or there are negative issues in their life.	
John	Dedicated educators with passion and influence on lifelong learning	
Marjorie	Recognition of teachers and pupils’ accomplishment through tarpaulin display; coaching among highly proficient teachers to new teachers	
Edna	The life-giving forces in our school is the reward system and the teachers’ motivation to parents and also to the students. The school also gives rewards to teachers. These rewards act as a driving force to everyone in the school to do their best to achieve school goals.	
Ivy	The school as a better place for learning and training with efficient and productive teachers and employees.	
Sha	For me it simply achievement of the goal through the cooperation and responsiveness of principal, teachers, students, parents and stakeholders.	
Masi	A normal practice of discussions and exchanging of ideas read from professional magazines, blogs, DepEd orders and memorandum and other more that contributory to lifelong learning.	
Cecil	Love for work and being resilient	
Chona	Candidates for promotion are working as one in making each qualified to the position. The “willing to wait” and ‘I will help you” attitudes are parts of the school culture.	

As shown in table 7, when asked about the design elements of making ‘life giving forces’ tangible presence look like in their lifelong learning plan, some mentioned, some talked about recognition and reward system, as testified by:

Marjorie: Recognition of teachers and pupils’ accomplishment through tarpaulin display; coaching among highly proficient teachers to new teachers.

Edna: The life-giving forces in our school is the reward system and the teachers’ motivation to parents and also to the students. The school also gives rewards to teachers. These rewards act as a driving force to everyone in the school to do their best to achieve school goals.

Meanwhile, positive influence, strong bonding, cooperation, and sharing of best practices were also mentioned in the FGD, by the following:

Vanessa: The school has a culture of positive influence for every personnel which will serve as the foundation of the school success and has a strong bond that leads to teacher empowerment.

Sheryl: Willingness to share best practices through mentoring and coaching

Sha: For me it simply achievement of the goal through the cooperation and responsiveness of principal, teachers, students, parents and stakeholders.

Masi: A normal practice of discussions and exchanging of ideas read from professional magazines, blogs, DepEd orders and memorandum and other more that contributory to lifelong learning.

There is one teacher who talked that the tangible presence of 'life giving forces' is the culture of "willing to wait" and 'I will help you' attitudes, as she shared:

Chona: Candidates for promotion are working as one in making each qualified to the position. The "willing to wait" and 'I will help you' attitudes are parts of the school culture

The results implies that the tangible presence of life giving force in lifelong learning plan looked like recognition and reward system. For this is because, recognition and reward system encourage teachers to persevere their own plan of development. Thus, it is considered as life –giving force for them to pursue lifelong learning. The finding also showed that life giving forces look likes, positive influence, strong bonding, cooperation, and sharing of best practices. It affirmed that the tangible presence of these forces driven teachers towards lifelong learning.

It is quite interesting that the testimony states that life giving force looked like "reading habit time". This meant a lot of things for the teacher. This habit is a chance to bond with her students and their parents. Eventually, the teacher learned a strategy to encourage parents' participation on their child's education.

Interview Question No. 2. How do you describe the design and individual commitment on your lifelong learning plan?

Table 8 reveals the descriptions of the design and individual commitment on teacher's lifelong learning plan. During The FGD, a teacher described the design of her lifelong learning plan as follows:

Edna: The lifelong learning plan that I designed for myself is something that will remind me of my goals whenever I feel down or unsure and it will remind me of what I should do. For my school's lifelong learning plan, it is something that I want to fulfil not only for myself but also for my pupils and to those people I work with so that I can be of help to our schools' growth.

Ivy: Focus on my goals as a lifelong learner by being able to apply the traits in the opportunity map discussed previously. I learned to be committed on the thing that will help me achieve my goals and ton always look at the positive side of each situation.

A simple but direct response was solicited from Sheryl, as she spoke:

Sheryl Lifelong learning was designed accurately and SMART (Specific, Measurable, Attainable Results, and Time bound). Every individual commits to be more passionate in teaching and learning.

Each of the teachers shared different responses from the given question as follows:

Vanessa: A school promoting positive influence to the lives of the pupils who will transfer good work and attitude. An individual/teacher committed for lifelong learning and who are passionate to teaching and learning.

Marjorie: If I were to design my plan It would include passion; engagement and collaboration; build and innovation and commitment. Love for work and being resilient

Sha: I want to see my school as a better place for learning and training with efficient and productive teachers and employees.

Masi: If everyone can comply to the duties and responsibilities being implemented. For example, coming to school on time.

Chona: For me lifelong learning plan for myself is necessary to pursue my goals that as individual motivation to learn and a variety of learning opportunities are the ultimate keys to implementing lifelong learning successfully. It indicates that continuing this plan is throughout life

Table 8:- Annotated Exemplars of Description of Design and Individual Commitment on Teacher's Lifelong Learning Plan.

Participants	Responses	Researchers' Observation
Vanessa	A school promoting positive influence to the lives of the pupils who will transfer good work and attitude.	The participant replied with hopeful thoughts
Inah	An individual/teacher committed for lifelong learning and who are passionate to teaching and learning.	
Sheryl	Lifelong learning was designed accurately and SMART Every individual commit to be more passionate in teaching and learning.	
James	The lifelong learning plan I have includes the respect for each other. The school must be sensitive to the emotions regarding the teaching work.	
John	Teachers are more open to change for the love of lifelong learning	
Marjorie	If I were to design my plan It would include passion; engagement and collaboration; build and innovation and commitment	
Edna	The lifelong learning plan that I designed for myself is something that will remind me of my goals whenever I feel down or unsure and it will remind me of what I should do. For my school's lifelong learning plan, it is something that I want to fulfill not only for myself but also for my pupils and to those people I work with so that I can be of help to our schools' growth	
Ivy	Focus on my goals as a lifelong learner by being able to apply the traits in the opportunity map discussed previously. I learned to be committed on the thing that will help me achieve my goals and ton always look at the positive side of each situation.	
Sha	I want to see my school as a better place for learning and training with efficient and productive teachers and employees	
Masi	If everyone can comply to the duties and responsibilities being implemented. For example, coming to school on time.	
Cecil	My lifelong learning plan simply indicates continuity works, attainment of knowledge and wisdom throughout life	
Chona	For me lifelong learning plan for myself is necessary to pursue my goals that as individual motivation to learn and a variety of learning opportunities are the ultimate keys to implementing lifelong learning successfully.	

The discussions manifest that teachers had different designs of lifelong learning plan. This indicates that each is adhering on their own personal learning needs or with the needs of their school. One compelling response is a lifelong learning plan design that reminded her goals as a teacher especially when she is being discouraged. This indicates also that reminding her goal in teaching is her drive to keep her profession.

Meanwhile, adhering an accurate and SMART (Specific, Measurable, Attainable Results, and Time bound) designs is a compliance to procedures on designing lifelong learning plan. Other designs arose from the discussions promoted positive influence and variety of learning opportunities.

On this part of the Design and Destiny Phases, the teachers were asked to design a Lifelong Learning Plan and presented in to the group. The teachers were instructed that their design needs to response on what they have learned from the AI sessions. Thereafter, an FGD was called to discuss their output.

Interview Question No. 3. What are the observable indicators that will tell you have been successful with your goals/actions?

Table 9 reflects the annotated exemplars of observable indicators telling successful goals/actions to teachers.

As shown in Table 9, when asked about the observable indicators that will tell they have been successful with their goals/actions, the following shared specifically on achieving higher education

Vanessa: Obtained a doctorate degree. Sustaining and multiplying my knowledge/skills to my colleagues. Apply my knowledge and skills to my profession.

Edna: Finish master's degree; diploma; Finish doctorate degree.

James: To be lifelong learner influencer and a doctorate degree holder.

Meanwhile, the following teachers are more specific on promotion:

Sheryl: Appointed to T-III / Master Teacher position

James: Appointed to T-III position / Master Teacher position

Marjorie: Inspire others pursue their career one step higher from where they are right now.

Table 9:- Annotated Exemplars of Observable Indicators Telling Teacher's Success.

Participants	Responses	Researchers' Observation
Vanessa	Obtained doctorate degree Apply my knowledge and skills to my profession. Sustaining and multiplying my knowledge/skills to my colleagues.	The participant replied with excitement
Inah	Better performing teacher and well performing students.	
Sheryl	Appointed to T-III / Master Teacher position Achieve 100% learning development of my pupils in terms of reading skills. Recently, I still have 2 pupils who are struggling readers and has difficulty in spelling	
James	Appointed to T-III position / Master Teacher position To be lifelong learner influencer and a doctorate degree holder.	
John	My pupils learned a lot from me and bring those learnings wherever they go	
Marjorie	Became more compassionate while making myself a lifelong learner Inspire others pursue their career one step higher from where they are right now.	
Edna	Finish master's degree; diploma Finish doctorate degree	
Ivy	*I hope to achieve for this year is to be able to produce pupils who are equipped with knowledge they needed and the attitude to be lifelong learners.	
Sha	An individual performing the duties and responsibilities to the best of their abilities.	
Masi	A teacher who is deeply rooted to the main objective where nobody is left behind.	
Cecil	Telling my success is my full ability to influence others to do their part of making the school and oneself responsible to their profession.	
Chona	All learners young and old, obtain the academic requirements they need for further learnings.	

For the following teachers, success is their performance of duties and responsibilities:

Sha: An individual performing the duties and responsibilities to the best of their abilities.

Cecil: Telling my success is my full ability to influence others to do their part of making the school and oneself responsible to their profession.

On the other hand, for the following teachers, success tellers is the performance of their students at present and who became they are:

Inah: better performing teacher and well performing students.

Sheryl: Achieve 100% learning development of my pupils in terms of reading skills.

John: My pupils learned a lot from me and bring those learnings wherever they go

Ivy: I hope to achieve for this year is to be able to produce pupils who are equipped with knowledge they needed and the attitude to be lifelong learners.

Chona: All learners young and old, obtain the academic requirements they need for further learnings

The above cited discussions reveals that the observable indicators of teacher's success lies on their achievement of highest educational level (Doctorate Degree) and promotion to position Teacher III and eventually, Master Teacher Position. Along with these, the teachers also includes the achievement of learning for their pupils indicates a successful goal for them. Teachers also considered being a lifelong learner and influencer as indicator of success.

The findings implies that the teachers' indicators of success of goal achievement are all manifestations of that they are relying their success on lifelong learning. Teacher's success is not just to achieve. To achieve their goal, they have to implore on using all life-giving forces available as they undergo on a lifelong learning.

Problem Statement 4: From the experiences of teachers, what themes emerged on 'what is life-giving' in lifelong learning?

Analysis of the interview data from surfaced during the Discovery, Dream, and Design and Destiny phases revealed nine superordinate themes related to "what is life-giving" in lifelong learning".

Discovery Phase:

This section examined the findings associated with Discovery Phase that revealed four superordinate themes these superordinate themes related to experiences public elementary school teachers that are life-giving on their lifelong learning.

As shown in Thematic Chart A, from the testimonies of the teachers emerged the superordinate theme: **Vocation** or Respond to A Calling, from their impressions of the life-giving experiences. It also shows that from the "**Vocation** or Respond to A Calling" emerged subordinate themes: second home, optimism, learning experience, mutual respect, and contentment.

The school as a second home, knowing that, according to teacher Marjori: "they were not able to spend most of their time with their own family". As a home, teachers found a place that they can have a family. Teacher Chona described the family structure in school as: "The principal as our guide to be a better teacher, the colleagues as the sibling that gives inspiration when we are down, give advises to us to be effective teachers, the parents who become our stakeholders and the pupils where we allot our time to improve them for their future."

Meanwhile, in teaching, optimism is a life-giving force for teachers James, and Marie, to stand still with their calling. Although teachers experienced several difficulties in teaching, teacher James shared that "they still make a way to look at the positive side of teaching to continuously achieve their goals for children". For teacher Marie "Imparting time and effort to the struggling and misbehaved learners is one of the best parts of being a teacher". For teacher Myrna, optimism drives other life-giving force. According to her, "the tons of workload easily done when you have the positive mind for time management and learning experience".

Based on the narratives of teachers Edna, Sha, and Philip, teaching as a vocation also provides learning experience. This life-giving force is also the forefront of lifelong learning for teachers.

Table 10:- Thematic Chart A – Vocation.

Participants	Responses	Subordinate Themes	Superordinate Themes
Marjorie	As for the teachers, school serve as the second home for them knowing that they were not able to spend most of their time with their own family	Second Home	VOCATION or Respond to A Calling
Chona	School serve as our second home. The principal as our guide to be a better teacher, the colleagues as the sibling that gives inspiration when we are down, give advises to us to be effective teachers, the parents who become our stakeholders and the pupils where we allot our time to improve them for their future.		
James	In here, although teachers experienced several difficulties in teaching, they still make a way to look at the positive side of teaching to continuously achieve their goals for children	Optimism	
Marie	Imparting time and effort to the struggling and misbehaved learners is one of the best parts of being a teacher.		
Mynna	The tons of workload easily done when you have the positive mind and time management.		
Sheryl	Teachers here showed that they really follow their dreams to become a teacher so for them to empower their abilities in teaching and handling pupils	Learning Experience	
Edna	It serves as the foundation to develop their skills, become matured.		
Sha	When we start teaching, we realized that this profession may improve us in every aspect.		
Philip	Learn to accept the behavior of learners and adapt the system of organization.		
Vilma	The significant and value of teaching developed. Respect to colleagues, having positive mind, learn for being discipline in all aspect.	Mutual Respect	
Pete	We gained not only knowledge from the seminars we attended but we also gained the respect from parents, co-worker and students.		
Vanessa	All teachers are contented with their profession.	Contentment	

According to teacher Edna, learning experience “serves as the foundation to develop their skills, become matured”. Which also, according to teacher Sha made them “realized that this profession may improve us in every aspect”. Also, through learning experience, teacher Philip that he” learned to accept the behavior of learners and adapt the system of organization”.

Teachers Vilma and Pete shared another life-giving force in this vocation and it is mutual respect. According to teachers Vilma: “The significance and value of teaching is respect to colleagues, having positive mind, learn for being discipline in all aspect”. Teacher Pete added that “We gained not only knowledge from the seminars we attended but we also gained the respect from parents, co-worker and students.”

Finally, teacher Vanessa added contentment as a life-giving force in this vocation. It is noteworthy to mention in this study, that during the interviews, teacher Vanessa, spoke with conviction that “all teachers are contented with their profession”. This is all true based on the fact that most of the teachers ended their career, on the highest extreme of age limit, if not in coffin. This defined contentment.

Teaching as a profession is hard task especially in public school. But once a professional teacher experienced the day-to-day task in the school, he/she gets into the deeper meaning of this profession. As things getting harder in the

school, their willingness into stay is also strengthened. This is because there are life-giving giving forces that drives them to stay and performed their task. Eventually, teachers learned that teaching is a vocation and the reason why there are in the school is because they respond to a calling. In this realization that they consider school as their second home. Actually, in most public school, teachers informally address their principals as tatay/nanay as much as they call their students as “anak”. They address parents as “tatay/nanay” if they are older and “kuya/ate” if they are about their age. They may not call they co-teachers as “kuya/ate”, but the spirit of being a family is always there, like making themselves available in times of each other needs. The setting of school as a second home commands mutual respect from which learning experiences are shared between and among each individual in the school. Another life-giving force is optimism that keeps teachers to focus on their tasks. For teachers as long as failure is inevitable, their optimism is indestructible. Teachers are called to teach. Therefore, they will teach and they will not stop until their students pass through their learning struggles.

Thematic Chart B revealed the superordinate theme emerged: love of teaching as a life-giving force learned by teachers during the interviews. It also shows that from the “Love of Teaching” emerged subordinate themes: Commitment, Patience, Selflessness, and Passion for Teaching.

During the interview, contentment emerged once again as a life-giving force. Only this time, it is based from what the teachers learned during the interviews while the first one is their impression of the life-giving experiences. According to teacher Vanessa, during the interviews, she learned that contentment is a life given force. She talked specifically that “teachers are contented with the benefits they received from teaching kids”. Meanwhile, teacher Chona explained “that you will feel the contentment and everything can be your foundation to make it better again next time.”

Table 11:- Thematic Chart B – Love of Teaching.

Participants	Responses	Subordinate Themes	Superordinate Themes
Vanessa	I learned that teachers are contented with the benefits they received from teaching kids.	Contentment	Love of Teaching
Chona	If you achieved your goal in what you did with their help or by yourself you will feel the contentment and everything can be your foundation to make it better again next time.		
James	Although teachers feel several pressures in different factors or problems they encounter in teaching, still they find ways to overcome those in a positive way	Patience	
Vilma	Time passes by and we did not notice that we already love that profession. Positivity and discipline to our job make us a better teacher and make us matured.		
Marjorie	Although some teachers were not given opportunities to attend professional trainings, still teachers feel that with their colleagues and their sharing of experiences satisfy their professional needs.	Selflessness	
Edna	Doing a profession that someone pushes us to take it affects our life. We can't express our true feelings, can't do what we want to do, but my passion to the job cause a good performance.	Passion for Teaching	
Sha	Teaching is not easy profession but if we put our heart into it we realized that even though it's not your choice you learn a lot of things from it.		
Sheryl	Teachers here realize that even they thought they were not a perfect teachers, still they exerted all their efforts to sustain the pupils educational needs		

During the interviews, teachers Vilma and James learned that patience is a life giving force. Patience made teachers unnoticed the passing of time, and drives positivity and the discipline to their job. According to teacher Vilma “this

makes a better and matured teacher and loved this profession”. On the part of teacher James, he learned that patience is driving force that made them found the ways to overcome pressures in teaching in a positive way.

Meanwhile, during the interviews, teacher Marjori learned selflessness as a life-giving force in teaching profession. She talked that “Although some teachers were not given opportunities to attend professional trainings, still teachers feel that with their colleagues and their sharing of experiences satisfy their professional needs”. This experience attributed to the characteristics of being selfless. Teachers are willing to share with their colleagues every bit of information they learned from trainings.

On the other hand, teachers Edna, Sha, and Sheryl talked about another life giving force they during the interviews, which is passion for teaching. For teacher Edna, even though she felt no freedom to express her own feelings or to do what she wants to do, her passion to this job caused a good performance. Meanwhile, for teacher Sha, teachers learned a lot of things by putting their hearts into teaching. This, according to teacher Sheryl, made her to exert “all their efforts to sustain the pupils’ educational needs”.

This is what teachers learned during the interviews, love of teaching is the very life-giving force that drives their commitment, patience, selflessness, and devours their passion for it. Having a heart for teaching lightens burdens and leads teachers in learning a lot of things from this profession. Love for teaching is earned from everyday experiences and learning from the school. A teacher could not notice that his/her heart already belongs to teaching. Not until one day, when a teacher realized that he/she cannot leave his/her students and his/her soul is craving for school works, and exerted all efforts to sustain student’s needs.

As shown in Thematic Chart C, from the testimonies of the teachers emerged the superordinate theme: (Teaching is a) Good Job, from their experiences of life-giving forces in their schools. It also shows that from the “(Teaching is a) Good Job” emerged subordinate themes: blessed, stability, passion for teaching, and god relationship.

Table 12:- Thematic Chart C – (Teaching is a) Good Job.

Participants	Responses	Subordinate Themes	Superordinate Themes
Sheryl	Being in the teaching profession for 5 years, I also realize that even school works becomes more difficult as it seems, still I also feel that I am still blessed with this job because I enjoyed it and what I can do for the pupils.	Blessed	(Teaching is a) Good Job
Vilma	Stable salary of a teacher motivates them to continue the profession as well as the adjustment to the job.	Stability	
James	I observed in the school where I belong that even there were teachers who are in the service for so many years, I can still see their passion for their job and their dedication to stay doing it.	Passion for teaching	
Chona	Establish the good relationship to administration, colleagues, parent and pupils.	Good Relationship	
Marjorie	School also gives teacher the feeling of being at home.		
Sha	Maturity during the first year of teaching and adjustment to the new environment and system.		

The subordinate theme passion for teaching emerged once again from the discussions of experiences of life-giving forces in their school. Teacher James talked of this “life giving forces” he learned from his school like: “I observed in the school where I belong that even there were teachers who are in the service for so many years, I can still see their passion for their job and their dedication to stay doing it.

Teacher Sheryl talked that in her five years of experience of teaching in her school, she learned that she is indeed blessed. She specifically shared that “even school works becomes more difficult as it seems, still I also feel that I am still blessed with this job because I enjoyed it and what I can do for the pupils.”

Meanwhile, for teacher Vilma, she learned in her own school that “stability” is a life giving force that drives her lifelong learning. She specifically mentioned that “Stable salary of a teacher motivates them to continue the profession as well as the adjustment to the job.”

On the other hand, teachers Chona, Marjorie, and Sha learned “good relationship” as a life giving forces in their school. Teacher Chona specifically shared “Establish the good relationship to administration, colleagues, parent and pupils”. This good relationship for teacher Marjorie is the feeling of being at home and help teacher Sha to mature during the first year of teaching and with her adjustment to the new environment and system.

The findings implies that being blessed with a stable job, a god relationship, and a passion for teaching concludes that indeed teaching is a good job. A good job that creates life giving forces for teachers to embrace lifelong learning. This is a manifestation that teachers in public school are not stopping from learning. The more they inclined into developing new teaching approaches and discovering innovative strategies, the more their passion to job is strengthen. As teachers devour each day in school the more they became feel at home, their “dedication to stay” persistently building up.

As shown in Thematic Chart D, from the testimonies of the teachers emerged the superordinate theme: Appreciation (of Teaching Job), from the experiences of teachers from other school of life-giving forces that caught their attention. It also shows that from the “Appreciation (of Teaching Job)” emerged subordinate themes: Job Satisfaction, Good Relationship and Adaptation.

Table 13:- Thematic Chart D – Appreciation (of Teaching Job).

Participants	Responses	Subordinate Themes	Superordinate Themes
Vanessa	Teachers still feel satisfied with their job and love their job as they serve longer in the government.	Job Satisfaction	Appreciation (of Teaching Job)
Sheryl	That in some point those teachers from other school as compare in the school where I am in, a lot of them are really enjoying their job more as I expected.		
Edna	The similarity is teachers do the job and try to share their wisdom to learners because of the salary and others do not because of money but because they already love the job.		
Marjorie	I realize that teachers chose to stay in this job not just because of its benefits but when they also have good relationships with their co-workers.	Good Relationship	
Chona	Develop new family, encounter problem regarding parents, co-worker or administration but still come up in a pair decision and good communication.		
Sha	They have to adapt the system of organization and try to apply and attain the real content of curriculum.	Adaptation	
James	I realize that teaching really is a hard task and it becomes more complex but we can adapt with difficulties and problem it has.		
Vilma	Doing the same curriculum, trainings, strategies and approaches to achieve the best education of the learners.		

As shown in the table, appreciation of teaching job as a life-giving force drives more other life-giving forces like, Job Satisfaction, Good Relationship and Adaptation. Those are the life-giving forces of lifelong learning of teachers from other schools that caught the attention of the teachers who attended the FGD.

What caught the attention of teachers Vanessa, Sheryl, and Edna is the experience of job satisfaction of teachers from other school. Teacher Vanessa talked that “teachers still feel satisfied with their job and love their job as they serve longer in the government. Meanwhile teacher Sheryl shared that, in some point, a lot of teachers from other

school are really enjoying their job more as I expected. For Mam Edna, she love her job, not because of money or salary but the experience of sharing their wisdom to learners.

Meanwhile, good relationship emerged once again during the interviews regarding life giving experiences that caught the attention of teachers understudied. On the FGD, Marjorie realized that “teachers chose to stay in this job not just because of its benefits but when they also have good relationships with their co-workers”.

The attention of teachers Sha, James and Vilma was caught by adaptation. According to teacher Sha, “they have to adapt the system of organization and try to apply and attain the real content of curriculum. Meanwhile, teacher James shared that what caught his attention is adaptation. Teacher James realized that teaching really is a hard task and it becomes more complex but he can adapt with difficulties and problem it has. Teacher Vilma learned to adapt in doing “the same curriculum, trainings, strategies and approaches to achieve the best education of the learners”.

The findings show that schools have different experiences of life giving forces like appreciation of teaching job. Appreciation in a life giving force driven by job satisfaction, good relationship and adaptation. Meanwhile, the life giving force like good communication, was experienced by teacher in other school. Job satisfaction and appreciation could happen among teachers who strived harder along with a large number of teachers to achieved their goals for themselves and be recognized by their schools.

Dream Phase:

This section examines the findings associated with Dream Phase that revealed two superordinate themes these superordinate themes related to possibilities of applying such life-giving experiences to the teachers’ lifelong learning. It presents the themes that emerged from the findings of the study taken from the Dream Phase Session.

As shown in Thematic Chart E, from the testimonies of the teachers emerged the superordinate theme: Comprehensive Ideas (for Lifelong Learning), from their impression of the ideas presented in the opportunity map. It also shows that from “Comprehensive Ideas (for Lifelong Learning)” emerged subordinate themes: Significant, Unique, Collaborative, Evident, Interrelated, and Competitive.

Table 14 shows that the teacher’s impression of the ideas presented in the opportunity map, like relationship and collaboration, opportunity for growth, maturity and attitude, and technology and instructions are comprehensive for Lifelong Learning in school. It was said to be comprehensive because of it is significant, unique, collaborative, evident, interrelated, and competitive.

For teacher Vanessa, the significant role of these ideas for lifelong learning in the field of education/organization are interdependent to each other while teacher James was impressed with its unique idea of a person with lifelong learning opportunities.

Teachers Inah and John were impressed with its collaborative ideas. The attention of teacher Inah was caught by the ideas of the sharing of best practices and giving advice to motivate teachers to enjoy the teaching profession. Meanwhile, the attention of teacher John was caught by the ideas of relationship and collaboration, building rapport with colleagues and sharing of practices.

Table 14:- Thematic Chart E – Comprehensive Ideas (for Lifelong Learning).

Participants	Responses	Subordinate Themes	Superordinate Theme
Vanessa	In general the icons were interdependent to each other and has significant role in the field of Education/organization.	Significant	Comprehensive Ideas (for Lifelong Learning)
James	The illustration shows a unique idea which shows a person with lifelong learning opportunities. It must be friends for success and growth for everyone.	Unique	
Inah	The idea that caught my attention was the sharing of best practices and giving advice to motivate teachers to enjoy the teaching profession.	Collaborative	

John	The ideas that caught my attention is the relationship and collaboration, building rapport with colleagues and sharing of practices.		
Marjorie	It clearly shows connections among the general ideas. The icon at the center representing lifelong learning could be something that is evidently acknowledged	Evident	
Edna	It makes Lifelong learning evident and easy to understand. All in all appearance of the ideas and connections lead to produce lifelong learning.		
Cecil	Through the map, I understand lifelong learning. Attaining higher education and adapting to technological knowledge give opportunities to learn more, and encourage self-growth for the betterment of education.		
Sha	The opportunity map shows that connections between components of lifelong learning made each interrelated with each other.	Interrelated	
Masi	My attention was caught with how about draw the icons holding hand showing that there is no one left behind.		
Chona	My attention was caught by its impression of lifelong learning opportunities that help teachers develop their personality as a whole and become competitive in every aspect of life.	Competitive	

For teachers Marjorie, Edna, and Cecil, the ideas in opportunity map is evident. Teachers Marjory spoke that “it clearly shows connections among the general ideas and the center icon representing lifelong learning could be something that is evidently acknowledged”. According to teacher Edna, “it makes Lifelong learning evident and easy to understand and all in all appearance of the ideas and connections lead to produce lifelong learning. Meanwhile, through the map, teacher Cecil understood lifelong learning in a way that it was like attaining higher education and adapting to technological knowledge which give opportunities to learn more, and encourage self-growth for the betterment of education.

For teachers Sha and Masi, the ideas in the opportunity map were inter related. According to teacher Sha “the connections between components of lifelong learning made each interrelated with each other.” The attention of teacher Masi was caught with an idea of sketching icon, like holding of hands showing that there is no one left behind.

Lastly, the attention of teacher Chona was caught by an idea that lifelong learning opportunities is somehow competitive. She said that “help teachers develop their personality as a whole and become competitive in every aspect of life”.

The findings of the study on the teachers’ impressions on ideas presented in opportunity map shows that lifelong learning activities could be interdependent to each other. It also manifested teachers dreaming of no one should be left behind lifelong learning. Everyone must be given opportunities and be involved in it.

As shown in Thematic Chart F, from the testimonies of the teachers emerged the superordinate theme: “Persevering (Lifelong Learning)” from possibilities excite them, given the opportunities shared. It also shows that from “Persevering (Lifelong Learning)” emerged subordinate themes: Opportunity for Growth, Unstoppable, Achievement of Goal.

Table 15:- Thematic Chart F – Persevering (Lifelong Learning).

Participants	Responses	Subordinate Themes	Superordinate Theme
Inah	I am excited on how maturity and attitude of a person is defined and developed in the context of being in the	Maturity	Persevering (Lifelong Learning)

	field of teaching.		
James	Excited to know more about the given graph. Most importantly, define maturity and attitude of a person when she is already in the field of teaching.		
Sheryl	The possibilities that excite me are opportunity for growth relationship and collaboration		
Edna	The possibility of becoming a better person and a better teacher not only for myself but also on my pupils.		
Sha	I am so excited about the ideas of the opportunity map. What excites me is the possibility that lifelong learning brings out identify in every individual.		
Masi	What excites me is the opportunity of having a principal that looks on the capabilities of every individual in the school and used it to improved oneself.		
Cecil	A teacher takes a threat as an opportunity and a weakness as a source of strength.		
Chona	Excited to know my capabilities in sharing these opportunities by enjoying my profession with the learners and colleagues.		
Marjorie	The possibility of a lifelong learner. To never stop in constant search to acquire all these opportunities and be able to inspire others to do the same	Unstoppable	
Ivy	The possibility of achieving my goals through following ideas are presented in the opportunity map.	Achievement of Goals	

The excitement for Opportunity for Growth, according to teacher Dinah is on “how maturity and attitude of a person is defined and developed in the context of being in the field of teaching”; while for teacher James, it is “to know more about the given graph and on defining maturity and attitude of a person when she is already in the field of teaching”.

The possibility that excited teacher Sheryl is the “opportunity for growth relationship and collaboration”; while for teacher Edna, it is the possibility of becoming a better person and a better teacher not only for myself but also on my pupils.

On the other hand, teacher Sha get excited “with the possibility that lifelong learning brings out identify in every individuals”; while teacher Masi was excited with “the opportunity of having a principal that looks on the capabilities of every individual in the school and used it to improved oneself”.

The opportunity that excited teacher Cecil is the opportunity for “teacher to takes a threat as an opportunity and a weakness as a source of strength”; while teacher Chona was excited to know “her capabilities in sharing this opportunities by enjoying my profession with the learners and colleagues.

For teacher Marjorie, persevering for lifelong learning is Unstoppable as she expressed that “the possibility of a lifelong learner. To never stop in constant search to acquire all these opportunities and be able to inspire others to do the same”

Meanwhile, for teacher Ivy, persevering for lifelong learning is an Achievement of Goal. She explained that “the possibility of achieving her goals through following ideas are presented in the opportunity map”.

Design and Destiny Phases:

This section examined the findings associated with Design and Destiny Phases that revealed three superordinate themes these superordinate themes related to **creating life-giving experiences for the organization in the desire to**

promote lifelong learning. It presented the themes that emerged from the findings of the study taken from the Design and Destiny Phases.

As shown in Thematic Chart G, from the testimonies of the teachers emerged the superordinate theme: School Culture (of Lifelong Learning), from their sharing of design elements of making ‘life giving forces’ tangible presence look like in their school lifelong learning plan. It also showed that from “School Culture (of Lifelong Learning)” emerged subordinate themes: Positive Influence, Research Hub, Dedicated Educators, and Reward system.

As shown in the table, from the shared designed elements of making ‘life giving forces’ tangible presence look like in their lifelong learning plan emerged School Culture of lifelong learning.

This culture of lifelong learning is manifested by the existence of presence of positive influence between and among stakeholders which according to teacher Vanessa “would serve as the foundation of the school success and has a strong bond that leads to teacher empowerment”. Teacher Chona supported this by adding that “candidates for promotion are working as one in making each qualified to the position. She also emphasized that “the ‘willing to wait’ and ‘I will help you’ attitudes be part of the school culture”. It could be manifested by, as shared by teacher Masi by “a normal practice of discussions and exchanging of ideas read from professional magazines, blogs, DepEd orders and memorandum and other more that are contributory to lifelong learning”.

Table 16:- Thematic Chart G – School Culture (of Lifelong Learning).

Participants	Responses	Subordinate Themes	Superordinate Theme
Vanessa	The school has a culture of positive influence for every personnel which will serve as the foundation of the school success and has a strong bond that leads to teacher empowerment.	Positive Influence	School Culture (of Lifelong Learning)
Chona	Candidates for promotion are working as one in making each qualified to the position. The “willing to wait” and ‘I will help you” attitudes are parts of the school culture.		
Masi	A normal practice of discussions and exchanging of ideas read from professional magazines, blogs, DepEd orders and memorandum and other more that contributory to lifelong learning.		
Sheryl	A school based research center that accommodates teachers who are willing to share best practices through mentoring and coaching	Research Hub	
Ivy	The school as a better place for learning and training with efficient and productive teachers and employees.		
John	Dedicated educators with passion and influence on lifelong learning	Dedicated educators	
Sha	For me it simply achievement of the goal through the cooperation and responsiveness of principal, teachers, students, parents and stakeholders.		
Marjorie	Recognition of teachers and pupils’ accomplishment through tarpaulin display	Reward System	
Edna	The life-giving forces in our school is the reward system. These rewards act as a driving force to everyone in the school to do their best to achieve school goals.		
Inah	70% of the teachers are benefitted with scholarship and enrolled in graduate studies		

Meanwhile, Sheryl, Ivy and Masi contributed on the idea of the presence of a Research Hub in the school. Teacher Sheryl described that “it accommodates teachers who are willing to share best practices through mentoring and coaching. Teacher Ivy added that “the school as a better place for learning and training with efficient and productive teachers and employees”.

On the other hand, dedicated educators are essential in the school culture of lifelong learning. Dedicated educators who are according to teacher John, has “passion and influence on lifelong learning. For teacher Sha the achievement of goals can be done “through the cooperation and responsiveness of principal, teachers, students, parents and stakeholders”.

Meanwhile, the tangible presence of reward system is also necessary in school culture of lifelong learning. According to teacher Edna, “rewards act as a driving force to everyone in the school to do their best to achieve school goals”. Teacher Marjorie suggests “recognition of teachers and pupils’ accomplishment through tarpaulin display, while teacher Inah specifically mentioned that if “70% of the teachers are benefitted with scholarship and enrolled in graduate studies”, then that is one example of tangible presence of culture of lifelong learning in the school.

As shown in Thematic Chart H, from the testimonies of the teachers emerged the superordinate theme: Goal Orientation (of Lifelong Learning), from their sharing of design and individual commitment on their lifelong learning plan. It also showed that from “Goal Orientation (of Lifelong Learning)” emerged subordinate themes: Passionate, Innovative, Focus, and Responsive.

The goal orientation of teacher’s individual commitment to lifelong learning includes being passionate. This appear on the testimony of Teacher Inah, who shared that “a teacher committed for lifelong learning and are passionate to teaching and learning”, while teacher Sheryl added that “every individual commits to be more passionate in teaching and learning”.

Table 17:- Thematic Chart H – Goal Orientation(of Lifelong Learning).

Participants	Responses	Subordinate Themes	Superordinate Theme
Inah	An individual/teacher committed for lifelong learning and who are passionate to teaching and learning.	Passionate	
Sheryl	Lifelong learning was designed accurately and SMART, Every individual commits to be more passionate in teaching and learning.		
John	Teachers are more open to change for the love of lifelong learning	Innovation	
Marjorie	If I were to design my plan It would include passion; engagement and collaboration; build and innovation and commitment		
Edna	The lifelong learning plan that I designed for myself is something that will remind me of my goals whenever I feel down or unsure.	Focus	Goal Orientation (of Lifelong Learning)
Ivy	Focus on my goals as a lifelong learner by being able to apply the traits in the opportunity map discussed previously. I learned to be committed on the thing that will help me achieve my goals.		
Chona	For me lifelong learning plan for myself is necessary to pursue my goals that as individual motivation to learn a variety of opportunities as ultimate keys to embrace lifelong learning successfully.		
Sha	I want to see my school as a better place for learning and training with efficient and productive teachers and employees	Responsive	
Masi	If everyone can comply to the duties and		

	responsibilities being implemented. For example, coming to school on time.		
Cecil	My lifelong learning plan simply indicates continuity works, attainment of knowledge and wisdom throughout life		
James	The lifelong learning plan I have includes the respect for each other. The school must be sensitive to the emotions regarding the teaching work.		
Vanessa	A school promoting positive influence to the lives of the pupils who will transfer good work and attitude.		

Innovation also appeared on the goal orientation design and individual commitment on teachers lifelong learning plan. According to teacher John “teachers are more open to change for the love of lifelong learning”. Therefore, according to Marjorie, the design of the plan “would include passion, engagement and collaboration, build and innovation and commitment.

Meanwhile, goal orientation design and individual commitment on their lifelong learning plan should have a Focus. The focus of the lifelong learning plan of teachers Ivy and Chona is on their goal. Teacher Ivy focused on her goals of being able to apply the traits in the (lifelong learning) opportunity map, where she learned to be committed on thing that will help her achieve her goals. For teacher Chona, it is necessary to pursue her goals as her individual motivation to learn a variety of opportunities as ultimate keys to embrace lifelong learning successfully. Finally, for teacher Edna, the design of her lifelong learning plan is something that will remind her of her goals whenever she feels down or unsure.

Another goal orientation design is that the individual commitment on their lifelong learning plan is Responsive. Responsive in a way that in designing the plan, teacher Sha wants to see her school as a better place for learning and training with efficient and productive teachers and employees”; that “everyone can comply to the duties and responsibilities being implemented”, as shared by Masi. In being responsive, teacher Cecil mentioned “continuity of works, attainment of knowledge and wisdom throughout life”. Teacher James, however, include: respect for each other”, that “the school must be sensitive to the emotions regarding the teaching work”. For teacher Vanessa, being responsive is like “a school promoting positive influence to the lives of the pupils who will transfer good work and attitude”.

As shown in Thematic Chart I, from the testimonies of the teachers emerged the superordinate theme: Influencer (of Lifelong Learning), from their sharing of observable indicators that tell they have been successful with their goals/actions. It also shows that from “Influencer (of Lifelong Learning)” emerged subordinate themes: Higher Educational Attainment, Promotion, Model Educator, and Improved Learning Outcomes.

The findings shows that anyone could tell that a teacher have been successful with his/her goals/actions if she/he became an influencer of lifelong learning. As an influencer of lifelong learning, a teacher has to achieve higher educational attainment, like the goal of teachers Vanessa and Edna: to “obtained doctorate degree”. For teachers Sheryl and James, the indicator of their successful achievement of goal is their promotion to higher position, like appointed to Teacher III or Master Teacher position.

Meanwhile for teachers Marjori, Sha, Masi, and Cecil, the indicators of the successful achievement of their goals is being a model teacher. According to Marjorie, being model teacher, she would “became more compassionate while making herself a lifelong learner and inspire others pursue their career one step higher from where they are right now”. For teacher Sha, as a model teacher, she could be “an individual performing the duties and responsibilities to the best of her abilities”, while for teacher Masi, she could be a teacher who is deeply rooted to the main objective where nobody is left behind”.

Table 18:- Thematic Chart I – Influencer (of Lifelong Learning).

Participants	Responses	Subordinate Themes	Superordinate Theme
Vanessa	Obtained doctorate degree	Higher	Influencer (of Lifelong Learning)

	Apply my knowledge and skills to my profession. Sustaining and multiplying my knowledge/skills to my colleagues.	Educational Attainment	
Edna	Finish master's degree; diploma Finish doctorate degree		
Sheryl	Appointed to T-III / Master Teacher position Achieve 100% learning development of my pupils in terms of reading skills.	Promotion	
James	Appointed to T-III position / Master Teacher position To be lifelong learner influencer and a doctorate degree holder.		
Marjorie	Became more compassionate while making myself a lifelong learner Inspire others pursue their career one step higher from where they are right now.	Model Educator	
Sha	An individual performing the duties and responsibilities to the best of their abilities.		
Masi	A teacher who is deeply rooted to the main objective where nobody is left behind.		
Cecil	Telling my success is my full ability to influence others to do their part of making the school and oneself responsible to their profession.		
John	My pupils learned a lot from me and bring those learnings wherever they go.	Improved Learning Outcomes	
Ivy	*I hope to achieve for this year is to be able to produce pupils who are equipped with knowledge they needed and the attitude to be lifelong learners.		
Inah	Better performing teacher and well performing students.		
Chona	All learners young and old, obtain the academic requirements they need for further learnings.		

On the other hand, for teacher Cecil mentioned that her success “is her full ability to influence others to do their part of making the school and oneself responsible to their profession”. Teacher Vanessa added that as a successful lifelong learner, she could “apply her knowledge and skills to her profession, and could sustain and multiply her knowledge/skills to her colleagues”.

Conclusion and Recommendation:-

This chapter is the presentation of the summary of the findings of the study along with the offered recommendations and reflexivity statement.

The first salient finding from this AI process, through discovery phase, revealed what is life-giving to public elementary school teachers that promotes lifelong learning in school. The impressions of teacher of life-giving experiences shared by other teachers are: optimism, contentment, and respect. For them, those are also the essence of teaching. The teachers also discussed that “school as their second home” and “teaching as learning experience” are also among the life-giving forces. The teachers learned that life giving forces could be also like sharing of experiences, optimism, a heart for teaching, benefits, and achievement of goals. The FGD on teachers’ experiences of life-giving forces in their schools discussed stable salary, feeling blessed, passion for job, dedication to stay, and “good relationship”.

From the experiences of life-giving forces shared by teachers from other school, the following caught the attention of teachers: salary and benefits, love for job, new family which is relevant to second home, and good relationship. The forces of fair decision and good communication are also similar experiences in public schools, job satisfaction, job appreciation and enjoyment, and adaptation.

The second salient finding, from the Dream Phase Session, revealed the possibilities of applying such life-giving experiences to the teachers' lifelong learning. From the general impressions on ideas presented in opportunity map established a dream for teachers for endless learning opportunities in educational institutions, this dream started to sink on teachers' aspirations, during the session. On the pursuit of achieving their dream for an endless learning opportunity in educational institutions, the dream phase included the teachers' enhancement of the opportunity map. Here, teachers included ideas like, "an open book" at the center of the map; "economy and leadership", love for the learner and dedication, and, economic and leadership opportunity was inserted to the cycle learning opportunities. A legend was also added, only for clarity of information.

The third salient finding, from the Design and Destiny Phases, revealed that in the desire to promote lifelong learning, teachers created life-giving experiences for the organization, like recognition and reward system, positive influence, strong bonding, cooperation, and sharing of best practices, and so as "reading habit time" or any strategy that will encourage parents' to participate in their child's education. The life-giving experiences they created drives them in achieving highest educational level (Doctorate Degree) and the promotion to position Teacher III and eventually, Master Teacher Position. Life giving experiences drives them also in achieving learning for their pupils, and in being a lifelong learner influencer.

The fourth salient findings are the following nine (9) superordinate themes surfaced from "what is life-giving' in lifelong learning" during the Discovery, Dream, and Design and Destiny phases, in where subordinate themes emerged:

"Vocation or Respond to A Calling" emerged subordinate themes: second home, optimism, learning experience, mutual respect, and contentment.

"Love of Teaching" emerged subordinate themes: Commitment, Patience, Selflessness, and Passion for Teaching.

"(Teaching is a) Good Job" emerged subordinate themes: blessed, stability, passion for teaching, and god relationship.

"Appreciation (of Teaching Job)" emerged subordinate themes: Job Satisfaction, Good Relationship and Adaptation.

"Comprehensive Ideas (for Lifelong Learning)" emerged subordinate themes: Significant, Unique, Collaborative, Evident, Interrelated, and Competitive.

"Persevering (Lifelong Learning)" emerged subordinate themes: Opportunity for Growth, Unstoppable, Achievement of Goal.

"School Culture (of Lifelong Learning)" emerged subordinate themes: Positive Influence, Research Hub, Dedicated Educators, and Reward system.

"Goal Orientation (of Lifelong Learning)" emerged subordinate themes: Passionate, Innovative, Focus, and Responsive.

"Influencer (of Lifelong Learning)" emerged subordinate themes: Higher Educational Attainment, Promotion, Model Educator, and Improved Learning Outcomes.

Recommendations:-

From the findings of the study, there is a call to redirect thinking of people from the the educational institutions specially in the public elementary school and consider that there are life-giving forces in the organization that help them to be influencers of lifelong learning. The role of school heads and other leaders in the school is very much important to encourage every teacher to be passionate and have that hunger for learning. However, if school leaders are not able to see the positive core of every individual in the organization, we will not improve and therefore fail to succeed in any endeavor. The researcher herself has been an advocate of AI in many facets of her leadership in her stations and remarkably set footprints of too many recognitions in various award-giving body not only in her local station but in higher levels of citations.

Popularizing AI in a vast scope would mean a healthier community of lifelong learners. Every personnel in the work place must feel his/her existence and contribution be it small or large. If everyone feels appreciated, he performs more than what is really expected of him and will surely enjoy life and would not feel the burden of teaching. This study believes that no more instance of suicide will succeed if everyone knows how to appreciate the things he has; revive the calling in the teaching profession; mature and grow as days go by; communicate and collaborate well with one another; seek the help of others; and be courageous to face life challenges.

Finally, this study came up with a proposal to include in a learning action cell or in a team building activity which is an important avenue to discuss and revive lost spirit of enthusiasm at work. It is therefore encouraged that every school must take time to listen to the needs and be sensitive to the feelings of other people in the work place to avoid regrets later on. We must always remind teachers why they are in this profession, in the first place. In this manner, they will be refreshed driven to keep their profession.

Reflexivity:

I can imagine that every person involved in this process is productive, willing to accept changes and able to serve to the fullest of their abilities together with their heart and mind. Meaning they really love and value their work. They teach and help/reach out for the persons involved in this educating community who need help/ who need to be educated just like what our principal did in her project 4C'S (We Care, Clothe, Coach, Create). It is one of the definite examples of supporting the life giving forces to support lifelong learning and the members are some teachers who are willing and capable to share their time and talents. Someday, hopefully, teachers who wished to be a part of that wonderful project can join and it is better to continue this project from generation to generation even though the principal who established this project, is going to transfer in other school, her legacy must continue.

Finally, the study helped me understand well what is life-giving in lifelong learning for teachers. I learned that "what is life-giving" in lifelong learning" for my teachers is their discovery that teaching is a "vocation", that they respond to a calling. They also discovered the "love of teaching", and indeed, teaching is a good job. As teachers stay in school, they also discovered that the appreciation of teaching job and having comprehensive ideas are lifelong learning. Teachers' perseverance and the school culture of lifelong learning which goal oriented will bring them to their destiny. the destiny of a teacher is to be an influencer of lifelong learning.

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APPENDIX:-

Appendix B

For the purposes of the recording, could you state your name, years of teaching, years you have been involved with the school, and the present position you hold.

1. I am unfamiliar with [name of school], as an outsider to the school, what kinds of things should I know? How might you explain to others who are not from the school?
2. Tell me about your beginnings with this profession.
3. Describe a peak (or most memorable/significant) experience about your work in your school (peak because it was a happy or good memory, or had a positive impact on your life).
4. What do you value most about yourself? About the teachers you work with? About the administration? About the students? About the school?

Kindly describe the school's educational beliefs and values. How do they align with the Mission-Vision of the DepEd?

Kindly describe the organization of your school and its implementation of the lifelong learning activities. How are the lifelong learning activities ensured/realized in-school?

Please describe how is your school implementing lifelong learning activities?

How are the lifelong learning activities ensured or realized in-school?

Kindly describe the collaborative initiatives used to support the implementation of the lifelong learning activities. Who or which groups within or outside the school system are involved?

Can you describe some collaborative initiatives that are being practiced in your school to support the implementation of the lifelong learning activities?

Who are involved in those collaborative initiatives to implement lifelong learning activities?

Describe a specific time when you felt especially good about working with lifelong learning activities, a high point. A time when you felt your work for continuous learning and the school support were particularly successful.

Describe a high point when you felt especially good about working with lifelong learning activities?

1. What elements contributed to that success?
2. What is your understanding of life giving forces in terms of realizing lifelong learning activities?
3. Describe a time when you felt that the school was conducting a lifelong learning activity that was most life-giving to you, to the students
4. What elements do you believe contributed to making the experience life-giving?
5. A time when you felt life giving forces and the lifelong learning activities were particularly successful.
6. In the event of creating a strengths-based or Ai-based training program, what would be topics you would find most strategic and helpful to you and the school, in terms of helping promote lifelong learning?

Focus Group Interview Questions (AI Workshop I)

Discovery phase:

1. What are your impressions of the stories that were shared?
2. What did you learn about life giving forces during the interviews?
3. What (similar) life-giving experiences are observed or happen in your schools?
4. What experiences in yours and others' schools have caught your attention?

Dream Phase:

1. What did you learn about the possibilities of life giving forces during this process?
2. What did you learn about the possibilities of life giving forces on school's process of lifelong learning?
3. What are your impressions of the ideas that were shared in the opportunity map?
4. What possibilities excite you, given the opportunities shared?
5. How will you know if these life giving forces support lifelong learning?
6. What ideas caught your attention?
7. In response to what you have learned, what do you imagine is possible?
8. What would you like to add to the opportunity map?

Focus Group Interview Questions: AI Workshop 2**Design and Destiny Phases:**

1. What did you learn about life giving forces during the design process? What about during the destiny process?
2. What are your impressions of the ideas that were shared in the provocative statements?
3. What do the design elements of making life giving forces palpable presence look like in your school's lifelong learning activities?
4. What are you designing? Who needs to be involved? How do you describe this ideal process?
5. What are the observable indicators that will tell you have been successful with your short-term goals/actions? Mid-term goals/actions? Long-term goals/actions?
6. What feedback from the group resonated with you?
7. In response to what you have learned, what individual commitment have you identified?
8. What do you hope to achieve by the end of the school year?

Appendix D:**Bill of Rights for Research Participants:****As a participant in a research study, you have the right:**

1. To have enough time to decide whether or not to be in the research study, and to make that decision without any pressure from the people who are conducting the research.
2. To refuse to be in the study at all, or to stop participating at any time after you begin the study.
3. To be told what the study is trying to find out, what will happen to you, and what you will be asked to do if you are in the study.
4. To be told about the reasonably foreseeable risks of being in the study.
5. To be told about the possible benefits of being in the study.
6. To be told whether there are any costs associated with being in the study and whether you will be compensated for participating in the study.
7. To be told who will have access to information collected about you and how your confidentiality will be protected.
8. To be told whom to contact with questions about the research, about research-related injury, and about your rights as a research subject.
9. If the study involves treatment or therapy:

To be told about the other non-research treatment choices you have.

To be told where treatment is available should you have a research related injury, and who will pay for research-related treatment.