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Experiences of Local School Board Teachers: Basis for a Training Design

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***Abstract*—** This descriptive phenomenological study sought to explore the experiences of local school board teachers regarding professional development programs. The participants were five Local School Board Teachers, who were all purposively chosen based on the following criteria. First, the participant must be a Local School Board in Anilao. Second, the participant must be more than 2 years being a Local School Board. Lastly, the participant must be more than 2 years in the RQA but not yet hired as permanent teacher.

Data collection was conducted through semi-structured interviews with each participant. The result shows that Local School Board Teachers have encountered various experiences that can make them stay or leave their job as an LSB Teacher, however one of the reasons that keeps them stay is their continuous and undying passion in teaching and mentoring students. Based on the responses of the participants, they have sacrificed getting a higher salary just to gain experience and have it used in ranking. Most teachers that are permanent in DepEd had already enough struggles but being an LSB teacher with only an allowance is a challenged on how a certain teacher had to encounter just to have that experience and used in the ranking. Local School Board Teachers had gained experiences may it be good or bad but with this, it helps them become more productive and well-rounded that can help them when they become permanent teachers.

This study aimed to know the experiences, challenges and other factors affecting the Local School Board Teachers in the public elementary schools in Anilao. This investigated the experiences behind what other people expect from a regular or permanent teacher to Local School Board Teacher. This also identified the perceived experiences that the Local School Board Teachers has, focusing on student learning, teacher development, and stakeholder participation. By focusing on the lived experience of each Local School Board Teacher in the public elementary school in Anilao, the study offers practical insights into teacher training, suggesting areas needing further support for the development of the Local School Board Teachers.

***Keywords*—** Life Experiences, Local School Board, Training.

I. INTRODUCTION

The professional development of teachers plays a critical role in enhancing teaching quality and improving student outcomes. As education systems evolve, there is an increasing need to design training programs that effectively address the challenges teachers face in their daily practice. This is particularly true for teachers working within local school boards, where training needs may vary based on regional requirements, student demographics, and available resources.

Despite the growing emphasis on continuous professional development, the experiences of local school board teachers regarding these programs are often underexplored. Understanding these experiences is essential for designing more effective and relevant training programs.

Recent research has highlighted that professional development should be purposeful, sustained, and aligned with teachers' actual classroom experiences. Effective professional development includes key elements such as active learning, collaboration, and sustained duration, ensuring that teachers not only receive content knowledge but also engage in practice and reflection (Darling-Hammond et al., 2022). However, many teachers report that existing programs are often burdensome, disconnected from their immediate needs, or lack sufficient support for implementation (Robinson et al., 2023). This mismatch between training content and teachers' needs may contribute to feelings of disengagement and ineffective teaching practices (Kim & Green, 2024).

In the case of local school board teachers, these challenges may be compounded by regional differences

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in educational priorities and available resources. Understanding teachers' lived experiences in relation to these training programs can provide critical insights into how current professional development efforts can be enhanced. By focusing on teachers' perspectives, this study aims to identify gaps in existing programs and explore the specific challenges teachers face, particularly in terms of the relevance and impact of training on their classroom practices (Miller et al., 2025). This study aims to know the lived experiences of local school board teachers and what training design can be proposed for the local school board teachers based on their lived experiences.

The findings of this research provide valuable information for designing a more effective training program tailored to the needs of local school board teachers. By aligning professional development with the unique contexts in which teachers work, this research aims to contribute to the development of training programs that foster improved teaching practices, job satisfaction, and overall student success.

II. METHODOLOGY

The descriptive phenomenological research approach was used to understand the essence of a phenomenon as experienced by individuals. This methodology, based on the philosophical foundations of Edmund Husserl and later expanded by scholars like Giorgi and Moustakas, is primarily concerned with uncovering the meaning of lived experiences (Moustakas, 1994; Giorgi, 2009). In this study, the phenomenon under investigation is the lived experiences of local school board teachers regarding professional development programs. By utilizing this approach, the researcher seeks to uncover teachers' perceptions, emotions, and challenges regarding these training programs, thereby identifying factors that can guide the design of future professional development initiatives.

For this research, the participants will consist of teachers from public schools in Anilao, a locality that represents the context within which the training experiences are explored. The sample will be purposively selected to ensure that participants have direct experience with the professional development programs offered by the local school board. The participants must belong to the following criteria. First, the participant must be a Local School Board in Anilao. Second, the participant must be more than 2 years being a Local School Board. Lastly, the participant must be more than 2 years in the RQA but not yet hired as permanent teacher. As the aim of descriptive phenomenology is to explore the lived experiences of individuals, a smaller sample size of 5 participants, is considered appropriate for in-depth exploration (Creswell & Poth, 2018).

The data collection method for this study will involve semi-structured interviews, which allow participants to freely express their thoughts and feelings while also guiding them to discuss their experiences with training programs in a structured manner. In accordance with phenomenological principles, interview questions will be open-ended and designed to encourage rich descriptions. Participants will be asked to reflect on their experiences with local school board professional development programs, including what they found helpful, what challenges they encountered, and how the training affected their teaching practices and career development.

Thematic analysis will be employed as the method of analysis for this descriptive phenomenological study. Colaizzi's (1978) method of phenomenological analysis will serve as the guiding framework for the data analysis process. Colaizzi's method is particularly suitable for phenomenological research because it emphasizes participants' lived experiences and the meaning they attach to those experiences. By using this approach, the study will focus on gaining a deep understanding of teachers' experiences with professional development programs, which can then inform the design of more relevant and impactful training initiatives. Colaizzi's method is also rigorous in ensuring that the findings are grounded in the participants' perspectives, thereby enhancing the validity and trustworthiness of the results (Colaizzi, 1978).

The use of descriptive phenomenological research, specifically Colaizzi's thematic analysis method, provides a robust framework for exploring the lived experiences of local school board teachers. Through in-depth interviews and systematic analysis, this study aims to uncover the challenges and needs of teachers regarding professional development programs. The insights derived from this research will be crucial in designing more effective training programs that align with teachers' real-world needs and contribute to their professional growth.

III. RESULTS AND DISCUSSION

Research on Local School Boards (LSBs) reveals their role in local governance and their impact on education. While some studies focus on their effectiveness in

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improving the student outcomes, others explore the experiences of local school board members and the challenges they face. After a thorough conduct of semi-structured interview with the participants, the following are three (3) emerging major themes.

Theme 1: Lived Experiences of the Local School Board Teachers (Fulfillment)

Teachers shared different insights based on their stay and personal experience as Local School Board. After analysis, two sub-themes: fulfillment and sacrifices have emerged.

According to Participant 1

It's hard because we have a small allowance but I'm happy because I can help my pupils in their studies. Sometimes, I thought of finding a new job than staying in this kind of situation, having an allowance of 3,000 but because I'm happy of my work I accept it anyway.

According to Participant 2

Being a Local School Board teacher is a complex and demanding profession, but the potential to positively impact students' lives and contribute to the community makes it a rewarding career for many. The specific challenges and rewards will vary considerably depending on the individual circumstances.

According to Participant 3

For me being a Local School Board means serving not just as an educator but as a vital part of the community. It's about teaching with heart, especially in underserved or marginalized areas, where education can truly transform lives.

According to Participant 4

Because of my love to my pupils and my love to my profession I stay. Even though I have a low allowance I was still eager to teach my pupils. I'm happy when I'm teaching and can inspire young minds.

According to Participant 5

Being a School Board Teacher made me able to love my profession more because even in a small amount of time being with pupils inside the classroom, I was able to inspire pupils. Seeing them go to school and learn something is the greatest reward for me.

Local School Board Teachers have encountered various experiences that can make them stay or leave their job as an LSB Teacher, however one of the reasons that keeps them stay is their continuous and undying passion in teaching and mentoring students.

Theme 2: Lived Experiences of the Local School Board Teachers (Sacrifices)

According to Participant 1

I become a Local School Board because I don't have any choice, I need this to gain experience for ranking.

According to Participant 2

I choose to become a local school board to practice my profession while waiting for an item.

According to Participant 3

I choose to become a local school board teacher for the experience. Especially, we need an experience to have an extra point for our ranking system. Despite the urge to earn a higher salary, I prefer to sacrifice because I need to compete to become an RQA.

According to Participant 4

In ranking purposes, to gain experiences.

According to Participant 5

Even though I'm aiming to have a higher salary to help my family financially I need to sacrifice first, I need to be a Local School Board to be able to gain experience.

Based on the responses of the participants, they have sacrificed getting a higher salary just to gain experience and have it used in ranking. Most teachers that are permanent in DepEd had already enough struggles but being an LSB teacher with only an allowance is a challenged on how a certain teacher had to encounter just to have that experience and used in the ranking.

Theme 3: Actions taken by the School Head to Help LSB become a well-rounded educator

School head should also take accountable with the improvement of his/her teachers especially those LSB teachers that are already giving their time and effort.

According to Participant 1

Yes, the school head provided training, mentorship, and opportunities to join committees, which helped me grow as a well-rounded educator.

According to Participant 2

Yes, the school head practice us on how to make forms so that when we become permanent it will be easy for us and he always understand us.

According to Participant 3

I observe more specific actions that help me to become an effective teacher, and he always guide me in difficult situations

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According to Participant 4

Yes, I did. My school head is the reason why I can speak in public because she always boosts my confidence by picking me as a Master Ceremony every time we have a school program, and she assigned me in different grade level so that I can have a prior knowledge in handling different environment.

According to Participant 5

Yes, like giving a task to improve your teaching style

Local School Board Teachers had gained experiences may it be good or bad but with this, it helps them become more productive and well-rounded that can help them when they become permanent teachers.

IV. CONCLUSIONS

In conclusion, research on Local School Board Teachers provides valuable insights into their role in local education and the challenges they face. Understanding the experiences of local school board teachers, the impact of their decisions, and the importance of community engagement is crucial for improving school governance and ensuring quality education for all students. Based on the given responses by the Local School Board Teachers, they emphasize that there is a sacrificial action made for them to gain experience and have it as an additional point in the ranking system for permanent position in DepEd. In addition, the Local School Board Teachers has mentioned the practical actions or tasks as well given to them by their respective school heads to become more productive and well-rounded teacher even they are not yet permanent. All these lived experiences of the Local School Board Teachers should be given of equal importance as what they give to the permanent teachers as they had equal sacrifices as well with those of other teachers.

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