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Professional Development of Public Secondary School Administrators: Basis for Lifelong Learning Framework

Carla Marie V. Baldovino

Quezon National High School, DepEd Quezon

Abstract

There is a need for school administrators of today to adapt to the current radical changes in the educational system. This includes the application of lifelong learning as stated in the United Nation's sustainable development goals. For this reason, this study sought to develop a lifelong learning framework that will help enhance the professional development of school administrators. Data were gathered and processed using quantitative and qualitative approaches. The findings revealed that only limited formal lifelong learning activities were attended by public secondary school administrators in the Division of Quezon due to the following emerging barriers: money, time, age, fear and necessity. The respondents' knowledge of, skills in and attitudes towards lifelong learning are deemed to be strong; however, results have shown that they have less knowledge compared to their skills and attitude. Eagerness is a stimulating factor which is vital in order to involve in the process of learning. Thus, results from this study showed that time, energy, confidence and self-motivation are some existing needs perceived by the respondents. Moreover, it also suggests that the administrators must be equipped with proper and ample knowledge of lifelong learning concepts since unconsciously they are already actively engaging themselves in it through their different daily activities. Furthermore, it is essential to create a specialized framework that will aid them to pursue continuous progress throughout their profession. Hence, a lifelong learning framework for the professional development of public secondary school administrators was proposed and served as the primary outcome of this study.

Keywords: framework, lifelong learning, professional development, school administrators

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1. Introduction

Lifelong learning should be an integral part of today's generation. This is due to the underlying precept that learning is too important to be left to schools and that the responsibility for learning throughout life and from life lies with individuals. In this sense, lifelong learning is sustainable learning. Sustainability in education should start first with educational managers which includes school heads, among others.

Nordstrom (2006) mentioned that lifelong learning is the continued educational experience that utilizes non-credit academic courses, educational travel, community service and volunteerism to fully engage the brain, heighten physical activity, and maintain healthy social relationships [1]. On the other hand, Cope and Kalantzis (2009) believed that learning can be experienced by anyone and that a learner can engage knowledge about anything [2]. With this idea, it can be quite confusing for school administrators to successfully engage in lifelong learning. Thus there is an existing need to develop a framework that will help them in their pursuit of lifelong learning and professional development in general. In connection, Knapper (2006) noted that a framework for lifelong learning must first tackle its dimensions where people plan and monitor their own learning and at the same time engage in self-evaluation and reflection [3].

According to the United Nations Educational, Scientific, and Cultural Organization (2012), there were many inter-linked processes that have been launched in order to shape the 2015 post developmental agenda. As part of this, the Global Thematic Consultation on Education proposed "Equitable Quality Education and Lifelong Learning for All" as the overarching goal for education (UNESCO & UNICEF, 2013) [4]–[5].

In spite of the programs that have been implemented in order to achieve quality education, thus, promoting lifelong learning, there is a current predicament in education that can be regarded as both in terms of access and in terms of quality. Several data from UNESCO (2015) can be directly connected with the current progress of lifelong learning in its member countries including the Philippines. It is said that only 25% of countries achieved 50% improvement levels of adult literacy and equitable access to basic and continuing education for all adults, 32% of countries are very far in attaining this goal. If these problems should be accounted for, the development of a flexible framework for lifelong learning becomes essentially a must [6].

The country's advance to a modern K to 12 education system would require a group of school administrators who are dedicated lifelong learners, globally competitive and drivers of excellence in their work. Thus, a lifelong learning framework for school

heads should be in place to enhance their professional development. The framework should appropriately address the needs of lifelong learning, provide a summary of best practices and cultivate deep interest in lifelong learning among school administrators.

2. Objectives of the Study

The main objective of this study was to investigate the school administrator's lifelong learning activities and their views as inputs to a lifelong learning framework for professional development. Specifically, the study sought to achieve the following objectives: To document lifelong learning activities of public secondary school administrators in the Division of Quezon, analyze their knowledge of, skills in, and attitudes towards lifelong learning, analyze their views and perceptions of lifelong learning; assess their needs with regard to lifelong learning and probe on the factors which stimulate them to engage themselves in lifelong learning

3. Materials and Methods

The study was carried out with the use of a descriptive research design. Survey method was used to gather data from the public secondary school administrators. The data gathered includes their lifelong learning activities, views and perception about lifelong learning, needs while undergoing lifelong learning and the stimulating factors that drives them to pursue lifelong learning.

Qualitative research design was also employed. Interview method was used to collect qualitative data that were coded and transcribed in order to analyze and interpret pertinent data.

4. Respondents of the Study

The respondents of this research were 182 public secondary school administrators coming from the four districts comprising the Division of Quezon. They represent all the school heads in the province of Quezon. From 182, only 163 completed the questionnaires having 90% retrieval rate

5. Sampling Procedure

The total population of 182 public secondary school administrators in the Division of Quezon was used in this research. All of them were surveyed. On the other hand, school administrators that were interviewed were chosen purposively by their professional rank which was properly coded for the reason that the researcher believes that those school administrators have the necessary professional and personal experience which could help put more value on the intent of the study.

6. Data Analysis Plan

The data gathered from the survey through the administration of a research instrument which was subjected to a reliability testing through Cronbach Alpha was appropriately coded and encoded using Statistical Package for Social Sciences version 23 (SPSS version 23).

In general, this study used descriptive statistics such as frequency counts, mean, standard deviation, percentages, range, and rank. Additionally, multivariate statistical techniques were employed to further determine the underlying factors from amongst the variables included in the study and come-up with a stochastic model which serve as basis of the framework.

Meanwhile, a five-point scale with the following ranges and verbal interpretation was used in the survey instrument:

Scale	Verbal Interpretation	Range
5	Very Strong	4.21 – 5.00
4	Strong	3.41 – 4.20
3	Less Strong	2.61 – 3.40
2	Weak	1.81 – 2.60
1	Very Weak	1.00 – 1.80

Moreover, recording device was used to record the interview. The data gathered through this are properly coded and transcribed. For more accurate transcription, Gail Jefferson's (2004) transcript notation was used [7]. The qualitative data were analyzed

according to the statements, answers and observations that were generated. Qualitative interpretive approach was utilized in this study where the focus is on extending understanding of individual's experiences (Elliot, 2005) [8]. The guideline of Taylor-Powell & Renner (2003) was also utilized in the analysis of the qualitative data. It started on the identification and familiarization with the data, focusing on the analysis, focusing on the case, categorizing information, identification of patterns and connections within and between categories and interpretation of data. The themes and connections visible in the study were used to explain the findings [9].

7. Results and Discussion

The following results and analysis were derived from the one hundred sixty-three completed questionnaires retrieved out of the 182 target respondents. This resulted in a 90% retrieval rate.

TABLE 1: Summary on Levels of Agreement and Participation of Respondents on Lifelong Learning Activities (n = 163).

Activities	Rank	General Weighted Mean of Level of Agreement	Rank	General Weighted Mean of Level of Participation	Coefficient of Correlation (Agreement & Participation)
Formal	1	4.4196 (Very Strong)	3	3.4339 (Strong)	computed ρ = 0.155
Non-Formal	2	4.4180 (Very Strong)	1	3.7128 (Strong)	(significant at α = 0.05)
Informal	3	4.3799 (Very Strong)	2	3.5184 (Strong)	

Table 1 reveals the summary of the level of agreement and the level of participation of respondents in formal, non-formal and informal lifelong learning activities. It shows how they strongly agreed on the different activities listed on the questionnaire where formal activities were ranked first with a general weighted mean of 4.4196 and informal activities ranked least with a general weighted mean of 4.3799.

On the other hand, looking at their level of participation, respondents' ranked non formal as their top participated activities and formal activities were ranked least.

Meanwhile, the computed ρ (spearman rho coefficient of correlation) is 0.155. The computed ρ with a sig. value = 0.048 was tested to be statistically significant at 0.05 level of significance (alpha: α = 0.05). This means that there is significant relationship between the levels of agreement and participation of the respondents in terms of the

statements under the lifelong learning activities. Furthermore, it emphasizes how the respondents agreed and at the same time participated on the different lifelong learning activities.

To further analyze these results, chosen school administrators were interviewed with the same question. There are codes that emerged upon analyzing the reasons of the administrators in engaging themselves to formal lifelong learning activities. It has been coded and summarized in the next table.

TABLE 2: Codes Derived from Extract 1.

Extract	Question	Answers	Codes
1	A high level of agreement on formal lifelong learning activities had been established. Now, assessing your level of participation on formal lifelong learning activities from scale rating of 1-10, 10 being the highest and 1 being the lowest. What rate would you give and why?	P1: I think I am not able to participate to the following formal activities because there are some barriers like time, money and effort pero I think that I need this kind of activities. P2: 5 parang I am too old kasi to participate in the formal activities na nakalagay dito. P3: ahmm 6, honestly im afraid to finish my doctorate because of the research, nakakatakot, baka hindi ko kaya and malaking pera din ang kailangan doon. P4: ako I would rate it 7 nakapagdoctoral naman kasi ako pero hindi ko tinapos kasi sa promotion kailangan lang ay 18 units para mapromote ka noong panahon naming.	Money Time Age Fear Necessity

After a thorough reading of transcripts, extracts from these were analyzed. The researcher has come up with the following codes such as money, age, fear and necessity. These codes were based on the interpretations of the researcher following qualitative analysis.

The respondents provided interrelated reasons on their rate of participation to this dimension. According to Scanlan as cited in Kops (2008), understanding participation requires an examination of the multi-dimensional concept of barriers which means

that there is a need to identify the problems and hindrances that an individual is having while learning and upon learning something [10]. Furthermore, Cross as cited in Kops (2008), suggested a framework of participations including barriers and motivation which may be beneficial for conceptualizing the broader idea of participation as it is important on achieving professional and personal growth [10].

Money was the primary factor that hinders the school administrators to participate in a formal lifelong learning. It is included in the situational barriers; Kops (2008) defined this kind of barriers as conditions external to the individual beyond his control that limits participation, which also includes location, convenience, transportation and mobility [10]. Another code that emerged was age. The respondents viewed age as an impediment to pursue formal lifelong learning activities. Age is included in the systemic barriers as well as gender, geographic location, and the politics of educational delivery. Fear and necessity, on the other hand, are included in the dispositional factors which are related to the personal characteristics and capabilities of an individual

According to the model proposed by Rubenson (2006), the aptitude and impending potential of individuals to participate in learning is influenced by structural and institutional conditions as well as embattled strategic measures [11]. It was presumed that different types of welfare regime have a different effect on the barriers and how one will be able to overcome those. Other studies have shown that situational barriers are more perceived by younger and middle aged adults (Rubenson, 2006) [11]. On the other hand, low level of participation to learning is most likely having something to do with negative schooling experience (Smith, 2002) [12].

TABLE 3: Summary on the Levels of Agreement of Respondents on their Knowledge of, Skills in, and Attitude towards Lifelong Learning (n = 163).

Activities	General Weighted Mean of Level of Agreement
Knowledge	4.3657 (Very Strong)
Attitude	3.8032 (Strong)
Skills	3.7772 (Strong)

Table 3 reveals the summary of the level of agreement of respondents on their knowledge of, skills in and attitude towards lifelong learning. Thus, the results show a very strong agreement on their knowledge with a general weighted mean of 4.3657 and a strong agreement on attitude (GWM = 3.8032) and skills (GWM = 3.7772).

Results revealed that many of the school administrators ranked digital competence as their least participated knowledge. Digital competence refers to an individual's ability to use technologies to investigate, create and communicate in order to participate effectively at home, school, workplace and community.

For this reason, the researcher decided to ask some respondents on their point of view regarding the results.

There are codes that emerged upon analyzing the answers given by the chosen respondents regarding their opinion on the factors affecting their agreement in digital technology. It is presented on the next table.

TABLE 4: Codes Derived from Extract 2.

Extract	Question	Answers	Codes
2	Many of the respondents find variable digital competence as the least strong. In your opinion, why is it so?	*P1: Perhaps they do not have the full knowledge and experience on the usage of those variables*	Knowledge Skills Resistance to change Availability of resources
		P2: Maybe those respondents are just like me, I don't have the privilege of having those gadgets and information technology equipments in my former school	
		P3: Most of the time yung mga computer namin ay not properly maintained laging nasisira at walang marunong na gumamit o kaya ay mag ayos ng mga sirang	
		P4: We are in a third world country karamihan sa eskwelahan ditto sa Quezon does not have quality hmmm technological facilities and most are hesitant to change particularly in the evolution of technology	

The knowledge for utilizing digital technologies is very important because it affects the motivation and challenges the individual to use, implement and integrate it in the everyday course of work. In an Australian research, Newhouse (2002) found that many of the academicians lacked the basic understanding and skills to use computers and were not passionate about the changes and incorporation of additional learning allied with bringing computers in their field of practices [13]. In connection to this, a worldwide survey conducted by Pelgrum, (2001), national representative samples of schools from 26 countries found out that teachers lack knowledge and skills in ICT primarily in primary and secondary level. Furthermore, the study of Balanskat, Blamire & Kefala as cited in Makgato (2008) revealed that the primary reason of not using ICT and media in their work was the lack of ICT skills [14]-[15].

On the other hand, there are several studies that support the resistance of administrators to change concerning the use of digital technologies and media. Schoep as cited in Balanskat. Blamire & Kefala (2006) found that administrator's attitudes and inherent resistance to change were a significant factor in the usage of new technological tools [15]. At a wider level, the British Educational Communications and Technology Agency as cited in Riasati (2012) argued that resistance to change is an important factor to administrators use of new technologies in education [16]. Moreover, Watson as cited in Bingimlas (2009) argued that the use of new technology in the educational system requires changes and administrators, teachers and students will handle this change differently [17].

Several researchers indicate that lack of access and availability of resources could also influence the use of digital technologies. The study of Sicilia (2005) showed how administrators complained about how difficult it was to access computers and media resources [18]. In a European study by Empirica head teachers as cited in Korte & Husing (2006), it was found that lack of access and availability is the largest obstacle like the lack of computers and appropriate digital materials [19]. They concluded that one third of the European countries still do not have internet access. More so, Albirini (2006), discovered that inadequate computer resources were one of the greatest difficulties to technology assimilation in schools [20].

In order to alleviate the difficulties school administrators are experiencing, Maxwell (2001) suggested that group unity and joint effort allow greater participation and performance. It is noted that efficient administrators allow team working under their leadership. To this end it may be concluded that a leader bridges the space between where the school is at present and where it would be in future [21].

TABLE 5: Level of Agreement on Views and Perceptions on Lifelong Learning (n = 163).

Rank	Variables / Statement	Min	Max	Std. Deviation	Weighted Mean	Narrative Description
1	I am an advocate of lifelong learning.	2.00	5.00	.62673	4.4172	Strongly Agree
2	Lifelong learning helps me grow professionally.	2.00	5.00	.66967	4.3865	Strongly Agree
3	I think lifelong learning is a continuous process.	3.00	5.00	.61686	4.3620	Strongly Agree
4.5	I believe that lifelong learners have strong attitudes towards success.	3.00	5.00	.55035	4.3497	Strongly Agree
4.5	I am able to learn new ideas and skills through lifelong learning.	2.00	5.00	.60383	4.3497	Strongly Agree
36	Financial support is needed in order to practice lifelong learning.	2.00	5.00	1.07459	3.6503	Agree
37	I am aware that I am practicing lifelong learning	2.00	5.00	.85217	3.6380	Agree
38	I find it easy to practice lifelong learning.	2.00	5.00	.96747	3.5828	Agree
39	I am motivated to pursue lifelong learning	1.00	5.00	1.02628	3.4724	Undecided
40	My age does not hinder me from learning new things.	2.00	5.00	1.01118	3.3620	Undecided
General Weighted Mean					**4.0796 (Agree)**	

Legend: 4.15 – 5.00 Strongly Agree; 3.41 – 4.20 Agree; 2.61 – 3.40 Undecided; 1.81 – 2.60 Disagree; 1.0 – 1.80: Strongly Disagree

Table 5 reveals the respondents' responses on their level of agreement on the views and perceptions on lifelong learning. A total of 40 variables was ranked and reduced to highest and lowest 5.

As can be seen from it, variable "I am an advocate of lifelong learning." was ranked first with a weighted mean of 4.4172 corresponding to a verbal interpretation of "Strongly Agree", while least rated is variable "My age does not hinder me from learning new things." with a weighted mean of 3.3620 corresponding to a verbal interpretation of "Undecided". Overall, the level of agreement of respondents on their views and perceptions on lifelong learning was "Agree" (GWM = 4.0796).

Being an advocate of learning is not an easy task, there are many considerations that should be given appropriate attention and action. The National Partnership for Excellence and Accountability in Teaching (NPEAT) as cited in Bredeson & Johansson

(2000) identified eight design principles based on current research and best practices in schools [22]. According to their study there are eight most effective professional developments, one of which is about continuous and on-going follow up support for further learning. School administrators' ability to influence the structure, culture and mission of the school is needed in the development of the school as a whole.

School heads are known to be the key players who afford strong leadership in staff development through their advocacy, support, and ability to influence others. Likewise, the Standards for School Leaders articulate information, outlooks, and performance competencies that administrators need to promote the achievement starting to themselves, their teachers, staff and students by advocating, cultivation, and supporting a school culture and instructional program conducive to all learning and staff improvement (Bredeson & Johansson, 2000) [22].

From the variables that was studied, motivation and age are the factors that were least ranked by the respondents and received an undecided description. In an article written by McCombs (2003), she stressed out that a motivated person is a lifelong learner and the life learner is a motivated person [23]. According to her, all learners have a natural inclination to learn and learners have a vast internal context of beliefs, goals, opportunities, feelings and motivation that can augment or impede with the eminence of views and thought processing.

Therefore, motivation is really subjective. In order to maximally be motivated, learners must: (1) See schooling and education as personally relevant to their interests and goals. (2) Believe that they process the skills and competencies to successfully accomplish these learning goals. (3) See themselves as responsible agents in the definition and accomplishment of personal goals. (4) Understand the higher level thinking and self-regulation skills that lead to goal attainment. (5) Call into play processes for effectively and efficiently encoding, processing, and recalling information. (6) Control emotions and moods that can facilitate or interfere with learning and motivation. (7) Produce the performance outcomes that signal successful goal attainment. These recommendations of McCombs (2003) could be helpful to the respondents of this study, particularly the principals who have ranked "I am motivated to pursue lifelong learning" the least [23].

Overall, based on the principles mentioned, motivation to learn is an inside, naturally happening capacity of human beings that is improved and cultivated by quality of interactions and relationships, opportunities of personal choice and accountability or consequential learning tasks. Lifelong learning is also an innate inclination of humans to

continue to grow, discover, and develop that is facilitated by revealing the satisfaction of learning and dropping unconstructive thoughts and belief systems.

Many researches have been conducted in relation to participation and non-participation in adult education and training that promotes lifelong learning. The exact proportion of adults who participates in adult education and training varies from study to study, depending on not only time and place, but also the design of the study and how learning activities is defined by Cross as cited in Larson & Milana (2006). As an example, the percentage of adults participating in learning activities range from 12 percent in one study to 98 percent in another study [24]. The split of adult participating in adult education and training also differ from study to study in other context. Simultaneously, with a much broader definition, Chisholm (2004) found that 31 percent of all Europeans plus Norwegians and Icelanders in 2003 had participated in some form of education and training within the last twelve months (Chisholm, 2004) [25]. It could be implied that age is really a factor that hinders an individual to practice lifelong learning, although this cannot be generalized but still it has an effect on the amount of participation and eagerness of lifelong learners.

The forty different variables under the views and perceptions of respondents on lifelong learning was further analyzed employing dimension reduction tool, specifically using principal component analysis with varimax rotation and Kaiser normalization. From the forty original variables, 17 views and perceptions remained. These are (1) I practice lifelong learning more in the classroom setting. (2) I think lifelong learning is a continuous process. (3) I think that lifelong learning improves my interpersonal skills as a principal. (4) I think lifelong learning enhances my professional status. (5) Lifelong learning provides activities that enable me to practice my critical thinking ability. (6) Financial support is needed in order to practice lifelong learning. (7) I encourage my teachers to practice lifelong learning. (8) Lifelong learning develops my intrapersonal skills (9) Lifelong learning develops my intrapersonal skills. (9) I believe that lifelong learners are determined and committed in achieving their goals. (10) Lifelong learning develops my social and communication skills. (11) I employ variety of lifelong learning activities. (12) I become more community oriented through lifelong learning. (13) I am eager to continue my studies. (14) I am motivated to pursue lifelong learning. (15) I understand the concept of lifelong learning. (16) Lifelong learning helps me in having the skills to identify access and use resources wisely and efficiently. (17) I am advocate of lifelong learning. The analysis summarized how the views and perception of principals can be subdivided by categorizing its meanings, thus, the forty variables

are now trimmed down into seventeen which implies that there are variables with the same thoughts and inferences.

TABLE 6: Level of Agreement on the Needs Necessary to Practice Lifelong Learning (n = 163).

Rank	Variable / Statement	Min	Max	Std. Deviation	Weighted Mean	Narrative Description
1	Moral support from families	3.00	5.00	.41364	4.8037	Strongly Agree
2	Personal financial resources	4.00	5.00	.46988	4.6748	Strongly Agree
3	Moral support from peers and colleagues	4.00	5.00	.47636	4.6564	Strongly Agree
4	Support fund from external source	3.00	5.00	.51561	4.6503	Strongly Agree
5	Financial needs allotted by the institution e.g. department of education	3.00	5.00	.53251	4.5706	Strongly Agree
	General Weighted Mean				4.6712 (Strongly Agree)	

Legend: 4.21 – 5.00 Strongly Agree; 3.41 – 4.20 Agree; 2.61 – 3.40 Undecided; 1.81 – 2.60 Disagree; 1.00 – 1.80 Strongly Disagree

Table 6 reveals the respondents' responses on their level of agreement on the needs necessary to practice lifelong learning. As can be seen from it, variable "Moral support from families" was ranked first with a weighted mean of 4.8037 corresponding to a verbal interpretation of "strongly agree", while least rated is variable "Financial needs allotted by the institution e.g. department of education" with a weighted mean of 4.5706 corresponding to a verbal interpretation of "strongly agree". Overall, the level of agreement of respondents on the needs necessary to practice lifelong learning was "strongly agree" (GWM = 4.6712).

In a paper published in the University of Tasmania, it was discovered that there is mounting shortages of school administrators, but modest proof, of a declining eminence of candidates for school administrative positions. The explanations for this deficiency can be faction under societal, system and school influences and disagreeing expectations, directives and responsibilities (Mulford, 2003) [26]. comprise inexorable change, growing and sometimes The rationale for this is the unmet needs of school

administrator to pursue and continue on learning so that they would be more effective leaders. One reason that has always been advanced for poor results in schools is that school heads are not properly skilled and qualified for school management and leadership, and as a result there are those who call for professional development of school administrators. However, in order to grow professionally, an individual requires specific needs to achieve their goals.

The data shows strong agreement of the respondents for the needs that they are expecting in order to practice lifelong learning from which learning will be effective if you are satisfied will all the factors that would help you to learn. Different kinds of support are badly needed; however, there are studies from which the job of an administrator was seen as too challenging, taxing, lonely, lacking support, and only for particular groups in society. Day as cited in Mulford (2003) argued that this situation needs to be redressed and that any scheme for the professional development of school leaders needs to take into account factors such as the stages of leadership [26].

On the other hand, Reitzug (2002) noted that most often school heads' find themselves isolated and alone in the school situation [27]. This result on the notion that support from colleagues, families and peers are needed by the school heads' that would aid in the effectiveness of their everyday work. It was also suggested that having a network of support could come from human resources across dissimilar schools who intermingle recurrently to converse and distribute practices around a scrupulous focus.

Different needs entail the necessity of school heads to practice lifelong learning. On a study of Darling-Hammond & Mclaughlin (2000), administrators are receiving the support they need makes them more enthusiastic to work from which more knowledge and skills are produced by them [28]. Similarly, the case studies in the Fair Go Project (2006) found that individuals who were enthusiastic and interested in their profession were recognized by their superiors as quality workers who were enhancing professional development [29].

In order to fully address the issue on the needs of the school administrators to practice lifelong learning, the researcher interviewed chosen respondents to give their opinion and perception regarding such topic.

After a thorough reading of transcripts, data was extracted and were analyzed. The researcher has come up with the following codes such as time, energy, confidence and self-motivation. These codes were based on the interpretations of the researcher extracted from the interview of the chosen school administrators. It signifies their perceptions on what other needs are needed necessary to practice lifelong learning.

TABLE 7: Codes Derived from Extract 3.

Extract	Question	Answers	Codes
3	*As a school head what are your needs in order to practice lifelong learning aside from the variables mentioned in the questionnaire?*	*P1: hmmm time, hmmm energy napapagod din naman ako sa dami ng trabaho sa school*	Time
			Energy
		P2: confidence at oras kasi sa edad ko ngayon ahmm wala na ako oras na mag aral pa ng kung ano ano	Confidence
			Self-motivation
		P3: ako hmmm self motivation siguro	
		P4: wala naman halos ganyan din ang kailangan	

It has been mentioned that time and energy is needed by the respondents in engaging themselves in learning. Darkenwald & Merriam as cited in Larson & Milana (2006) included time and energy in the situational factors that affect a person in participation to learning [24]. The problem that arises with time is that there are people who are hesitant to spend free time left on learning activities. On the other hand, job commitments and additional learning experience requires too much energy but that does not essentially mean that that the vocation is unbearably using so much energy that nothing is left for free time. Yet some principals would argue that they do not have enough time to participate in lifelong learning. It might also be that the energy left is rather being depleted on something else than education, training and further learning. It could therefore mean that other activities are given more concern in relation to time and energy (Larson & Milana, 2006). In addition, Chisholm's et al. (2004) study answered why people do not participate on extra learning activities was primarily because of time, energy and money constraints. Lack of time, nevertheless, is a very indistinct construct and very complicated to interpret. As Desjardins (2006) expressed it, how much time is put aside for learning activities depends on the life circumstances [30]. Lack of time may in fact say more about how a person prioritizes

his time than how much time is left for other activities when work is over (Larson & Milana, 2006) [24].

Confidence and self-motivation on the other hand are other codes that were derived in the extract. According to Cross as cited in Larson & Milana (2006) it is a dispositional factor. There is sometimes a resistance to learn because there are no boosts in the level of a person's self-confidence land self-motivation leading to many worries that impede them to participate in any kind of learning [24]. However, studies show that lack of confidence in own capabilities is drastically more likely for older individual aging from 55-64. On the study of Tuijnman (2001), only 16-24 years old individuals have no statistical significant difference in the likelihood compared to the oldest age group [31]. The oldest and the youngest at the labor market, thus, seem to be most likely to lack confidence in their own abilities when it comes to contributing additional learning. Moreover, lack of confidence less likely to be a hurdle for the working in an institution and self-employed compared to the unemployed. Thus, it might be that being at any working place have a positive influence on the confidence in own abilities.

TABLE 8: Level of Agreement on the Stimulating Factors in Lifelong Learning (n = 163).

Rank	Variable / Statement	Min	Max	Std. Deviation	Mean	Narrative Description
1	Professional and personal development	4.00	5.00	.35544	4.8528	Strongly Agree
2	Curiosity	4.00	5.00	.36146	4.8466	Strongly Agree
3	Rewards e.g. acknowledgements, monetary rewards, promotions and praises	2.00	5.00	.42448	4.8282	Strongly Agree
4	Encouragement	3.00	5.00	.41364	4.8037	Strongly Agree
5	Wanting to learn	4.00	5.00	.39844	4.8037	Strongly Agree
6	Self-satisfaction	4.00	5.00	.41190	4.7853	Strongly Agree
	General Weighted Mean				4.8200 (Strongly Agree)	

Legend: 4.15 – 5.00 Strongly Agree; 3.41 – 4.20 Agree; 2.61 – 3.40 Undecided; 1.81 – 2.60 Disagree; 1.00 – 1.80 Strongly Disagree

As can be seen from Table 8, the variable "Professional and personal development" was ranked first with a weighted mean of 4.8528 corresponding to a narrative description of "strongly agree", while least rated is variable "Self-satisfaction" with a weighted mean of 4.7853corresponding to a narrative description of "strongly agree". Overall,

the level of agreement of respondents on the needs necessary to practice lifelong learning was "strongly agree" (GWM = 4.8200).

Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which constitute, through these, to the quality of learning. It is the process by which, alone and with others point of view and lengthening their commitment as change agents to the moral purposes of administration; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their administrative lives (Gall, 1999) [32]. Professional and personal development is a stimulating factor for the principals to keep on learning and sharing new ideas, thoughts and skills.

Rewards are very important in any working condition; it stimulates the actions of a person that mostly lead to success. Frase as cited in North American Association of Educational Negotiators (2009) offers one reason why measures relying on external rewards have been inadequate [33]. There is vast research evidence, that academicians' most satisfying reward is accomplishing this goal, and that the work-related features most imperative to them are those that permit them to perform their expertise successfully. In addition, curiosity or intellectual stimulation promote oneself to echo on what they are trying to attain with and how they are going to do it; it assists chances for more learning and continual learning in his or her own practice.

Other stimulating factor is self-satisfaction. Data from the National Center for Education Statistics (1997) confirm that staff appreciation, parental support, teacher partaking in school decision making, influence over school policy, and control in the school are the factors most strongly associated with administrator's satisfaction [34]. Other research concurs that most principals need to have a sense of accomplishment in these sectors if they are to persevere and excel in the difficult work of teaching (NAEN, 2009) [33].

Moreover, Menec (2003) agreed that every individual used compensatory methods to maintain their eagerness to continue learning [35]. Her study concluded that life satisfaction and activity are considerably related, although life satisfaction may be seen as a precursor rather than an upshot of activity and the benefits of activity are not straight but arbitrated by context and self-concept.

It is just true that there is need for motivational and stimulating factors in able to participate actively in learning, thus, an interview had been conducted to support this stance.

TABLE 9: Codes Derived from Extract 4.

Extract	Question	Answers	Codes
4	*As a school head, what factors stimulates you in order to practice lifelong learning, aside from the variables mentioned in the questionnaire?*	*P1: Interest on the topic to be learned by receiving something that would make my efforts worthy; I just want to learn new things sometimes.* *P2: Mas maganda yung natututo ka at nageenjoy at the same time, if the activities are all fun and enjoyable ay mas lalo siguro ako sisipagin na matuto pa.* *P3: I find it easier to participate when I know that I have friends and colleagues that will also participate in those activities oh kung may seminar, mas aattend ako kung may kakilala ako doon di ba ganun naman talaga yun.* *P4: I think I am stimulated because I have a goal to achieve, kaya nga may mission and vision tayo ito yung magsisilbing inspiration natin to work harder and better.*	Wanting to learn Socialization Achieving a goal

Table 9 shows the emerging codes that were derived on the transcript that was extracted from the interview. It was analyzed and interpreted as wanting to learn, socialization and achieving a goal. These codes and categories pertain to the factors that stimulate administrators to participate on lifelong learning.

Wanting to learn involves gaining knowledge for its own sake. It has been indicated that they are willing to participate in learning because they have a thirst and eagerness to discover new knowledge, thus, they have inner drive for intellectual stimulation. They wanted to learn for the mere pleasure of learning which was clearly expressed by the answer of respondent 1 (P1).

The second code that emerged was socialization. Specifically, it tackles how the respondents enjoy the benefit of socializing with known people making them more

motivated to learn. Perhaps, they find emotional supports from friends and by meeting new people while at the same time, learning.

The last code that emerged was achieving a goal. Having an objective or goal aid in pursuing learning which in turn uses their mental abilities to address specific issues. This has been linked to self-directed learning which gives an individual his own inclination for directing and taking charge of their learning (Kops, 2008) [10].

8. Stochastic Model

To come up with a stochastic model, multivariate statistical technique was employed – specifically Logistic Regression.

Stochastic model is a probabilistic model where a dependent variable which in this case is professional development can be predicted by independent variables which in this case are activities and support. The stochastic model was formulated from the findings of respondents' level of agreement and participation on lifelong learning activities (with a general weighted mean of 4.4058, equivalent to strong), concept (with a general weighted mean of 4.3356, equivalent to strong) and support (with a general weighted mean of 4.7456, equivalent to strong. The stochastic model is hereby presented below:

$$EPD = f \text{ (Activities, Concept, Support)} + \varepsilon_i$$

read as, enhanced professional development is a function of activities, concept, and support.

Where,

PD means enhance professional development

Activities includes formal, non-formal and informal

Concept includes knowledge, skills and attitude

Support includes needs and stimulus

ε_i is the error term and all other variables not included in the study constant

The study found out that lifelong learning activities and support are significant factors contributing to predicting the respondent's professional development.

9. Conclusion and Recommendation

The following conclusions were drawn from the findings of the study.

1. The lifelong learning activities of public secondary school administrators in the Division of Quezon are grouped into three dimensions whereas their level of agreement and participation was assessed:

   1.1. Formal lifelong learning activities: All of the variables have been strongly agreed by the respondents where continuing education e.g. enrolled in an MA/MS course/s in a college/university was ranked first and continuing education e.g. enrolled in a PhD or Doctorate program/course in a college university was ranked least. Meanwhile, continuing education e.g. enrolled in an MA/MS course/s in a college/university was strongly participated by respondents while Pursuing educational grants or scholarship inside and outside the country was less strongly participated by them.

   1.2. Non-formal lifelong learning activities: In-service training in the school level ranked first while attending seminars and workshops in the international level ranked least in the level of agreement among the respondents. All variables however have been strongly agreed by them. On the other hand, speakership was ranked first while attending seminars and workshops in the international level was the least rank variable regarding their level of participation.

   1.3. Informal lifelong learning activities: Small group discussion with co-school heads had been strongly agreed and participated by the school heads' while Implementations of new organizational policies and procedures was least ranked in terms of their level of agreement. Meanwhile, committing mistakes was less strongly participated by them.

2. Knowledge of, skills in and attitudes towards lifelong learning.

   2.1. Social and civic competences ranked first while implementations of new organizational policies and procedures ranked least in the level of agreement of their knowledge of lifelong learning.

   2.2. Ability to take the perspective of and empathize with others from diverse background and cultures ranked first while Ability to read, understand and produce text in foreign languages ranked least in the level of agreement of their skills in lifelong learning. However, all the variables had been strongly agreed by the respondents.

   2.3. Respect the values and privacy of others ranked first while responsible use of the interactive media ranked least in the level of agreement of the attitudes

towards lifelong learning. All of the variables had been strongly agreed by the respondents.

2.4. The prevailing factors for the low agreement to digital competences are knowledge, skills, resistance to change, and availability of resources.

3. The respondents strongly agreed that they perceive themselves as an advocate of lifelong learning while some perceived age as a hindrance for learning new things

4. Moral support from families was perceived to be mostly needed by the respondents to practice lifelong learning while financial needs allotted by the institution e.g. department of education was the least ranked among the variables given. Time, energy, confidence and self-motivation had emerged to be the existing needs perceived by the respondents.

5. Professional and personal development was the primary stimulating factor perceived by the respondents while self-satisfaction was the least ranked among the variables given. Wanting to learn, socialization and achieving a goal had emerged to be the existing stimulating factors perceived by the respondents.

The following recommendations were drawn from the findings of this study.

1. School administrators must participate more on formal lifelong learning activities and create a strategic plan to combat the barriers that impedes the practice of continuous learning while engaging in formal trainings and workshops regarding the use of digital technologies, thus, this will help them embrace the changes that are happening in the 21st century.

2. School administrators must advance their knowledge of lifelong learning by simply appointing themselves to various resources that could help them improve their knowledge

3. School administrators should promote lifelong learning in all ages by making their school be aware of the concepts, benefits and impact of lifelong learning to their institution and mostly to their professional development.

4. School administrators should be made aware of the advantages and affirmative effect of different kind of lifelong learning activities for this may increase their motivation leading to enhanced professional development.

Appendix

Lifelong Learning Framework for Enhanced Professional Development of Public Secondary School Administrators
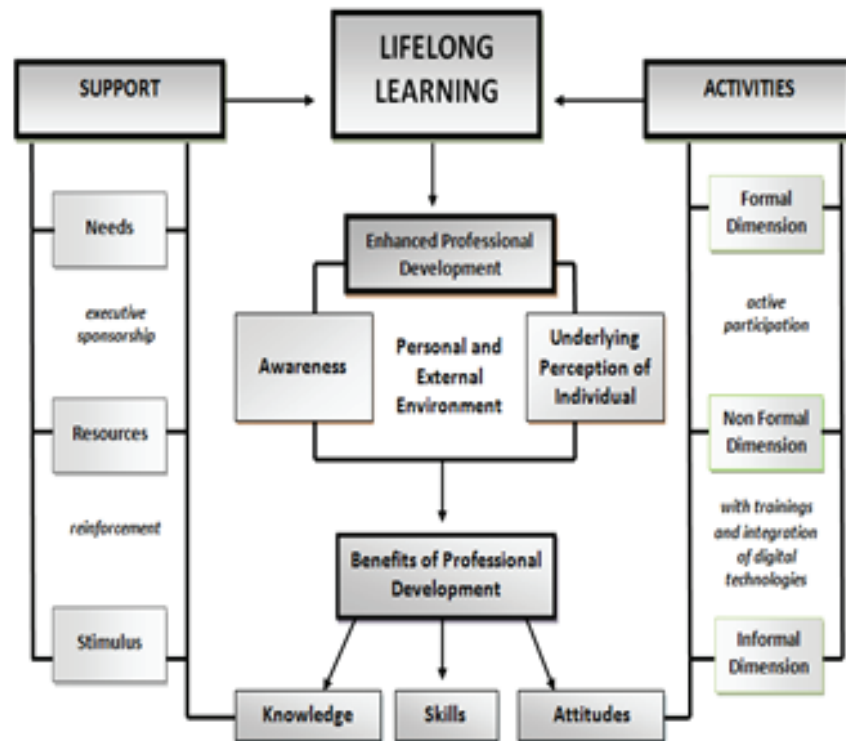
The pursuit of knowledge is a never ending progression. People seek learning in his every day passage towards the future, while along this journey; diversity of circumstances may be experienced. As a leader of an academic institution, particularly the school administrators, they are encouraged to continue uplifting themselves in harmony of being an advocate of wisdom to all the members of the school, especially the learners. They will serve as an inspiration to all aspiring leaders to practice the habit of learning new things, sharing innovative and creative ideas and generating an atmosphere that upholds lifelong learning.

Every detail in this framework is related with each other. Every component will work effectively with the support of each variable. Hence, that there is really a strong desire to promote lifelong learning to all the principals which is particularly being focused on their activities, views and perceptions of lifelong learning. Integration of different point of view that will strengthen their professional development must be taken into consideration as well yet the primary goal of this framework must be evidently visible.

The goal of disseminating information that would lead to an awareness that must be act upon by all the principals in the Philippines, so that their professional development can have an effect on the quality of education we are rendering especially now that we are adapting to the current changes and developments of the educational system. May all of the readers use this framework to gain something that would help them in their everyday battle in their own field of specialization.

To summarize, this framework was crafted with the utilization of a stochastic model. It explains the necessary variables that would help the school administrators enhance professional development while practicing lifelong learning.

However, enhanced professional development will not be accomplished without a general awareness and individual perception of how they will be able to achieve this goal knowing that there are several factors that should be taken into consideration, specifically those that includes in their personal and external environment. They must be able to combat every barrier that may arise and shall be able to experience the benefits of being professionally developed.

Professional development on the other hand will amplify the knowledge, skills and attitude of the principals so that they will be able to participate on the formal, non-formal and informal activities.

According to the findings of the study, there is a need to increase the knowledge and skills of school administrators with regard to digital technologies, thus, this framework suggests, an integration of digital technologies to all the activities of lifelong learning.

Moreover, findings also show the low level of participation on the formal lifelong learning activities, thus, this framework suggests an active participation of school administrators for this will generate a favourable outcome for them.

All of these will not be achievable without a support system. The needs and resources are necessary desires that must be maintained. Thus, it is suggested that an executive sponsorship that will encourage them to pursue on learning.

Meanwhile, stimulus or motivating factor is an integral element of participation from which it must be reinforced. All of these variables will help in the process of practicing lifelong learning that will lead to the enhanced professional development.

This framework is proposed to the respondents, mainly the secondary school administrators of the division of Quezon. Understanding this framework will assist them in their journey of being a lifelong learner while enhancing their professional development. This framework envisions every success of a leader.

Lifelong learning framework delineates a structure of plan on how to further assist the professional development of public secondary school administrators in Quezon province. This includes different lifelong learning activities from formal, non-formal to informal dimensions, necessary needs to practice lifelong learning, motivating factors and support system. This framework aims to encourage all the administrators to enhance their professional development by being more competent and skilled with strengthened positive attitudes towards lifelong learning.

A comprehensive plan of this lifelong learning framework for the professional development of secondary administrators is detailed on the following table.

Contributing Components	Objectives	Strategies	Persons Involved	Time Frame	Source of Fund	Expected Output
Lifelong Learning Activities (Formal Dimension)	•Encourage continuing formal education •Engage in a variety of formal lifelong learning activities •Introduce other activities that fall under formal dimension	•Lobby with DepEd and relevant policy makers for more scholarship grants and other financial assistance to school principals •Relaxation of requirements for study leave application •Benchmarking of different ideas among the stakeholders	•Administrators of the Division of Quezon •Related and legitimate professional organization of school administrators	Every summer	•Administrative fund (Division Level) •Organizational fund	•Increased number of encouraged administrators in continuing education. •Increased number of principals engaging in different formal lifelong learning activities •Introduction of other activities concerning formal dimension
Lifelong Learning Activities (Non Formal Dimension)	•Solicit participation in non formal lifelong learning activities among school administrators •Adapt digital competencies among school administrators	•Orientation and awareness program on the different available non formal lifelong learning activities offered by governmental and non governmental agencies •Integration of digital competencies with non formal activities.	•Researcher •DepEd Information officers •Secondary school administrators	Year-round	School fund/MOOE	•Increased participation in non formal lifelong learning activities among school administrators •Enhanced digital competencies of school administrators
Lifelong Learning Activities (Informal Dimension)	•Develop familiarization on the different informal lifelong learning activities	•Organizing a small group discussion among principals in the division of Quezon.	•Researcher •Secondary school administrators	Year-round	School fund/MOOE	•Awareness on the different informal lifelong learning activities
Support System (Needs)	•Identify needs supporting lifelong learning	•Organizing a focus-group discussion	Researcher	Every summer	School fund/MOOE	Inventory of needs by school administrator supporting their lifelong learning
Support System (Resources)	•provide tangible and non tangible resources supporting lifelong learning	•allocation of appropriate budget	Secondary school administrators	Every summer	School fund/MOOE	Availability of resources supporting lifelong learning
Support System (Stimulus)	•Reinforce lifelong learning through the provision of stimulus	•Empowerment of school administrators in the utilization of lifelong learning stimulus	Secondary school administrators	Year-round	Personal fund	Reinforced knowledge, skills and attitude towards lifelong learning

Author's Note

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