

## **Continuing Professional Development of Teachers**

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### **Abstract**

This study determined the continuing professional development of teachers in Sorsogon East District for S.Y. 2016-2019. It described teachers' level of agreement, CPD activities attended by the teachers and their challenges. Survey-questionnaire was employed as the main instrument. Frequency count, percentage and rank were the statistical treatments utilized. Along the level of agreement on the requirements for the renewal of license, three years(3years) revalidation system got a common adjectival rating of agree with an average weighted mean of 3.58. Mandatory 45 CPD units for teachers obtained a weighted mean of 2.19 with neutral description. Out of the 160 teacher-respondents, 148 teachers were participant to in-service training and it was the topmost type of CPD activity. Along academic track, a sum of 67 teachers or 39.88 percent earned their diploma in master's degree. It was concluded that the teachers are neutral on the requirements for renewal of license while they agree on the recognition of credit units and career progression and specialization. Limited professional development activities are attended by the teachers. There are problems encountered by the respondents along the requirements for renewal of license, recognition of credit units, career progression and specialization, professional track, academic track, self-directed training, and productive scholarship that delimits their completion of the mandatory CPD credit units. A continuing professional development plan is proposed.

**Keywords:** academic track, career progression and specialization, continuing professional development, professional track, productive scholarship

## 1. Introduction

The rating obtained by the pupils indicate a fleeting view of the outcome of our current educational system. These quantitative data serves as a basis to gain broader perspective in upgrading the quality of education. There is a widespread agreement that the provision of effective and appropriate forms of continuing professional development (CPD) for teachers is the major solution in improving the quality of education (Kelly, 2006; Desimone, 2009; Dadds, 2014). Reimers (2003) also concluded that:

The professional development of teachers is a key factor in ensuring that reforms at any level are effective. Successful professional-development opportunities for teachers have a significant positive effect on students' performance and learning. Thus, when the goal is to increase students' learning and to improve their performance, the professional development of teachers should be considered a key factor, and this at the same time must feature as an element in a larger reform. p.29

Teachers' continuing professional development is one of the priorities in most countries and considered as an integral part of education reform. Based from the Eurdyse report (2018) on teaching careers in Europe, CPD is mandatory in elementary and secondary teachers. Attendance in CPD program is needed for promotion in countries like France, Latvia, Lithuania, Hungary, Romania, Slovenia, Albania, Montenegro and Serbia. Even though CPD is considered as statutory task in Sweden, teachers were given options whether to participate or not. In South Africa, teachers are also compelled to undergo professional development since 1994 to sharpen teachers' expertise in carrying out their duties. Likewise in Kenya, CPD programmes began in 1963 due to large number of untrained teachers.

Successful CPD programs promote teachers' performance and student learning outcome. Kallestad and Olweus (1998) conducted a study on Norwegian teachers which revealed large impact of teachers' professional preparation and development on their behavior in the classroom and school. Yarema (2005) suggested that the CPD program had meaningful impact on teachers' perception in Michigan along their science content knowledge. Similarly, teachers' participation in professional development activities have a positive impact on teachers' beliefs and practices, students' learning, and the implementation of educational reforms (UNESCO ISO 2006).

On the other hand, other studies proven that there is a need to further improve it in terms of policy-making, planning, implementation, assessment, models and types and resources. As reviewed by the National Staff Development Council [NSDC] (2001), conventional model of professional development for teachers are ineffective. These models typically rely on short duration workshops, school in-service programs and presentations by outside "experts".

Continuing Professional Development in the Philippines was reinforced by Republic Act 10912, otherwise known as CPD Act of 2016. It took effect on August 16, 2016 and mandated professionals to improve their work practice through development programs like seminars, trainings and post graduate studies. The purpose of this law is to upgrade their competence in performing their field of profession and become internationally competitive based from the Philippine Qualifications Framework (PQF) and the Association of Southeast Asian Nations (ASEAN) Qualification Reference Framework.

Every three years, professionals in our country are required to renew their license in the Professional Regulatory Commission (PRC) with their additional formal learning, non-formal

learning, informal learning, self-directed learning, online learning activities and professional work experience. The matrix of CPD activities intended for teachers involves professional track, academic track, self-directed and productive scholarship. It also includes participation to training, in-service training, study tour and socio-civic activities. Serving as resource speaker, facilitator demonstration teacher, coach, awardee and inventor can also gain credit units. Production and utilization of training module, strategic intervention material (SIM) and book and authorship and publication of action research, article in professional magazine and book are also included. Under the law teachers are required to accumulate at least 45 credit units. From January to June 2017 the minimum CPD units required is 0%, July to December 2017 is 30%, January to December 2018 is 60% and January 2019 onwards is 100%.

As an educator, the researcher has become keen about the difficulties encountered by teachers in renewing their license, validating collected CPD units and conforming to the new policy. With the large population of teachers, not all were given the chance to attend regional, national and international trainings for free. Participating in seminars sponsored by accredited CPD providers requires money and others were coerced to apply for loan just to earn training certificates. The minimum registration fee of national seminar is P2, 500 and teachers who are assigned in far-flung areas need to spend for travel, lodging and meals in order to comply the obligatory CPD units.

These situations motivated her to initiate a study on the continuing professional development of teachers in Sorsogon East District. It is one of the four districts of Sorsogon City Division which is composed of 14 schools and 290 teachers. With the overlapping tasks accepted by the Department of Education and too much paper works performed by the teacher-respondents, the researcher can only grasp the task of at least documenting the status of teachers in acquiring the required minimum credit units and propose a humble measure to lessen the heavy burden of the teachers.

Through the data gathered and interpreted in this study, it may give a description of the actual situation of teachers. It may help the policy-makers in formulating decisions, casting wise votes and initiating programs that will support the enforcement of the controversial law. Though it triggered deluge negative reactions and clamor to repeal the CPD law there is no progress yet on its complete abolishment. CPD is still an obligatory requirement for the renewal of license under the new proposed Implementing Rules and Regulations (IRR). From 45 CPD units it now decreased to 15 units every three years. The incomplete CPD credits and identified problems encountered by the teachers for the last three years in this research may serve as a good basis for the Department of Education, Sorsogon City Division in bridging the gap and crafting an effective continuing professional development plan.

## **2. Objectives of the Study**

### **General Objective**

This study determined the Continuing Professional Development (CPD) of teachers in Sorsogon East District for S.Y. 2016-2019.

### **Specific Objectives:**

1. What is the level of agreement of teachers on the implementation of the CPD program along the requirements for renewal of license, recognition credit units, career progression and specialization?

2. What are the CPD activities attended by teachers in terms of professional track, academic track, self-directed track and productive scholarship?
3. What are the problems encountered by teachers along the identified variables?
4. What could be recommended based on the result of the study?

### 3. Materials and Methods

This study determined the continuing professional development of teachers in Sorsogon East District for S.Y. 2018-2019. It was a descriptive research because the data are meant to describe as reflected in the instrument. The respondents of this study are composed of the 168 elementary teachers who were randomly chosen from the 14 public schools in Sorsogon East District. Survey-questionnaire was employed as the main instrument. It was subjected to interpretation and analysis with the use of appropriate statistical measures and tools. Documentary analysis was also incorporated. Frequency count, percentage and rank were the statistical treatments utilized.

### 4. Results and Discussion

This chapter presents, analyzes and interprets gathered data from the respondents. Presentation was done through tables with corresponding discussions to make it clearer and more understandable to the readers.

#### Level of Agreement of Teachers on the Implementation of the CPD Program

This section presents the teachers' level of agreement on the Continuing Professional Development (CPD) program along requirements for renewal of license, recognition of credit units, and career progression and specialization. Weighted mean was used to analyze the data.

**Requirements for Renewal of License.** Table 2A shows the level of agreement of the teachers on the CPD program in terms of the requirements for the renewal of license.

**TABLE 2A**  
**Level of Agreement on the Requirements for Renewal of License**

Indicators	WM	Desc
1. Renewal of license every three (3) years	3.58	Agree
2. Accreditation of earned CPD units	2.78	Neutral
3. Submission of supporting documents and forms	3.04	Neutral
4. Accomplishment of affidavit of undertaking for incomplete CPD units	2.70	Neutral
5. Requirements on the picture	3.79	Agree
6. Utilization of the new online renewal system	3.70	Agree
7. Application fee of P500.00 for self-directed learning	2.61	Neutral
<b>Overall Weighted Mean</b>	<b>3.17</b>	<b>Neutral</b>

Along the level of agreement on the requirements for the renewal of license, three years (3 years) revalidation of the professional identification card, requirements on the picture and

utilization of the new online renewal system got a common adjectival rating of agree with an average weighted mean of 3.58, 3.79 and 3.70. On the other hand, teachers were neutral on the four remaining indicators such as accreditation of earned CPD units, submission of supporting documents, accomplishment of affidavit of undertaking for incomplete CPD units and application fee of P500.00 for self-directed learning. The 7<sup>th</sup> indicator got the lowest weighted mean of 2.61.

Generally, looking at the different aspects of the requirements for the renewal of license, neutral description predominated. These findings indicate that the respondents are autonomous in terms of the prerequisite documents to be submitted during their application. They are much aware of the significance of submission of the prerequisite documents to reduplicate and extend the validity of their professional identification card.

“National Board Certification is the gift I gave to myself and to my students. It has bonded me to my profession. It has centered my practice and it has invited me to really know my students”, said Crystal Culp, NBCT. Teachers’ license is considered as the best proof of professional growth. Therefore, it is a card that certifies educators’ qualification to put into practice the roles and responsibilities of a teacher and to uplift the process of dispensing knowledge to the young generation.

**Recognition of Credit Units.** Table 2B shows the level of agreement of the teachers on the CPD program in terms of the recognition of credit units.

**TABLE 2B**  
**Level of Agreement on the Recognition of Credit Units**

Indicators	WM	Desc
1. Mandatory 45 CPD units for teachers	2.19	Neutral
2. Allocation of 3 credit units per hour for resource speaker/trainer/demonstration teacher	3.48	Neutral
3. Allocation of 1 credit unit per hour for facilitator	3.60	Agree
4. Allocation of 20 credit units per year for in-service training	3.81	Agree
5. Allocation of full credit units for master's degree	3.80	Agree
6. Allocation of full credit units for doctorate degree	3.79	Agree
7. Allocation of 10 credit units per year for post-doctoral diploma	3.74	Agree
8. Allocation of 5 credit units for researcher in local and 10 credit units for international	3.75	Agree
9. Allocation of 2 credit units per day or maximum of 20 credit units per study tour/visits	3.63	Agree
10. Allocation of 5 credit units for school-based or non-school based socio-civic activities	3.75	Agree
11. Allocation of 5 credit units for research paper	3.79	Agree
12. Allocation of 5 credit units for program, module and developed materials	3.73	Agree
13. Allocation of 10 credit units for authors in local and 15 credit units	3.71	Agree

for international		
14. Allocation of 20 credit units for single author of pamphlet and 40 credit units for single author of book or monograph	3.76	Agree
15. Allocation of maximum of 5 credit units for article in professional magazine/newspaper	3.76	Agree
16. Allocation of full credit units for inventions or creative work	3.93	Agree
17. Allocation of 5 credit units for school level recognition or title, 10 credit units for division level, 15 credit units for regional level and 40 credit units for national level	3.92	Agree
<b>Overall Weighted Mean</b>	<b>3.65</b>	<b>Agree</b>

Mandatory 45 CPD units for teachers obtained a weighted mean of 2.19 and allocation of 3 credit units per hour for resource speaker/trainer/demonstration teacher acquired a weighted mean of 3.48. These two indicators have a description of neutral. The remaining fifteen indicators, has weighted mean ranging from 3.60 to 3.93 and adjectival description of agree.

As a whole the level of agreement on the recognition of credit units garnered an over-all weighted mean of 3.65 and description of agree. Guskey (1986) explained that a variety of factors contribute to teachers perception including that the majority of the programmes are implemented without taking into account two crucial factors: (1) what motivates the teachers to engage in professional development and (2) the processes whereby change in teachers typically occurs.

It is apparent that despite of the sudden application of CPD Law the teachers portrayed obedience and they tried to keep abreast with the changes brought by the policy-makers. Teachers are indeed good agents of change.

**Career Progression and Specialization.** Table 2C shows the level of agreement of the teachers on the CPD program in terms of the career progression and specialization.

In terms of career progression and specialization both promotion of classroom effectiveness, status and compensation of public school teachers and application of the principle “equal pay for equal work, training and experience” got an assigned score of 4.29 weighted mean. Reclassification through Equivalent Record Form (ERF) acquired the second highest result with a weighted mean of 4.16 while the lowest is promotion through ranking with 3.93 weighted mean. The total rating is 3.65 which indicates agree.

**TABLE 2C**  
**Level of Agreement on the Career Progression and Specialization**

Indicators	WM	Desc
1. Promotion of classroom effectiveness, status and compensation of public school teachers	4.29	Agree
2. Application of the principle "equal pay for equal work, training and experience"	4.29	Agree
3. Classification of teacher position into three levels (I,II,III) with salary grades 10,11,12	3.96	Agree

4. Classification of master teacher position into four levels (I, II, III, IV) with SG 16,17,18,19	4.05	Agree
5. Promotion through ranking	3.93	Agree
6. Reclassification through Equivalent Record Form	4.16	Agree
7. Alternative career line options either as administrator (Elementary School Principal) or classroom teacher (Master Teacher)	4.04	Agree
<b>Overall Weighted Mean</b>	<b>4.10</b>	<b>Agree</b>

A closer examination to the overall rating which is 4.10 weighted mean, it revealed that teachers are satisfied to the current teacher career path. But their acceptance indicate that they were open for any upgrade in position and salary increase.

This is supported by Javier Luque (2018) who mentioned in a forum initiated by Philippine Business for Education (PBE) that issuance of right compensation is the vital factor to teacher quality. A teacher who is well-paid and provided with conducive classroom, adequate learning materials and modern school facilities will likely become a productive representative of the state in upholding quality education.

### Continuing Professional Development Activities Attended by the Teachers

This section reveals the various CPD activities attended by the teachers along professional track, academic track, and self-directed activities. To analyze the data, frequency and rank are used.

**Professional Track.** Table 3A shows the CPD activities attended by the teachers along professional track. The table draws out the number of teachers involved in the following CPD activities for three years with the corresponding frequency and rank.

Out of the 160 teachers who participated in this study, 148 teachers were participant to in-service training and it was the topmost type of CPD activity attended by the respondents. Participant to training ranked 2<sup>nd</sup>; documenter to training ranked 3<sup>rd</sup>, facilitator to training ranked 4<sup>th</sup> and resource speaker to training ranked 5<sup>th</sup>.

**Table 3A**  
**CPD Activities of the Teachers along Professional Track**

Indicators	F	Rank
1. Participant to Training	136	2
2. Resource Speaker to Training	49	5
3. Facilitator to Training	84	4
4. Documenter to Training	89	3
5. Participant to In-Service Training (LAC, INSET)	148	1

In an empirical study conducted by Asiyai, Romina I. (2016), it was revealed that 43 teachers agreed that in-service training helped to increase teachers' knowledge of teaching methods and 35 teachers claimed that it also helped teachers' communication skills. This implies

the benefits of in-service training which is also referred as “continuing education” in teaching and learning.

**Academic Track.** Table 3B shows the CPD activities attended by the teachers along academic track. It illustrates the advanced degree partaken by the teachers.

Along academic track, a sum of 67 teachers or 39.88 percent earned their diploma in master’s degree. Only 3 teachers or 1.78 percent finished doctorate degree while none engaged in post-doctoral diploma .

The low frequency of teachers’ enrolment indicate some problems in pursuing their academic track. It was also observed that there was a large decrease in the number of teachers who continue their doctorate degree. Furthermore, the low survival rate of the respondents entails some internal and external factors that affect their attendance to this type of professional development.

**Table 3B**  
**CPD Activities of the Teachers along Academic Track**

Indicators	F	Rank
1. Master's Degree	67	1
2. Doctorate Degree	3	2
3. Post-Doctoral Diploma	0	3

Tucker Janice and Fushell Marian (2013) examined the teachers’ decisions to pursue graduate programs and their career choices following completion of their studies. The result of the survey showed that only 10.2 percent prepare for doctoral studies because the top reason of the respondents in completing a Master of Education with 81.9 percent is to receive a salary increase. This means that some teachers who graduated in masteral has no plan to go after deeper and broader studies.

**Self-Directed Training.** Table 3C shows the CPD activities attended by the teachers along self-directed training. It indicates the eight undertakings of the respondents with their self-learning initiatives. In terms of self-directed learning, in-service training ranked 1<sup>st</sup>; participant to training ranked 2<sup>nd</sup>; participant to study tour/visits ranked 3<sup>rd</sup> and resource speaker to training ranked are at the bottom.

**Table 3C**  
**CPD Activities of the Teachers along Self-Directed Training**

Indicators	F	Rank
1. Participant to Training	82	2
2. Resource Speaker to Training	17	8
3. Demonstration Teacher	35	5
4. Facilitator to Training	27	7

5. Coach	44	4
6. Participant to In-Service Training	93	1
7. Participant to Study Tour/Visits	75	3
8. Participant to Socio-civic Activities	34	6

The results further show that the teachers took personal discretion to obtain the required CPD credit points. In-service workshops and seminars that are not accredited by the CPD council are considered as self-directed learning. Teachers do not rely solely on complimentary in-house training programs and capacity-building provided by government institutions. They took initiative on how to upgrade their teaching skills and competencies in accordance to the demand of our current educational system and Filipino learners.

Karanja Njeri (2017) identifies the benefits of self-directed learning: (1) an individual develops strong problem solving skills, (2) it is a stress-free learning process, (3) learning experience become meaningful, (4) learning is led by curiosity and (5) has different mode of learning. Teachers therefore can engage in adult learning at their own pace and through the use of contemporary mode of literacy.

**Productive Scholarship.** Table 3D shows the CPD activities attended by the teachers along productive scholarship. It presents the eight produced and released printed pieces of writing of the teachers. Production and utilization of Strategic Intervention Material (SIM) placed 1<sup>st</sup>; production and utilization of training module placed 2<sup>nd</sup>; awards placed 3<sup>rd</sup>, and invention placed 10<sup>th</sup>. Out of 168 teachers 12 teachers were able to produce strategic intervention material, 9 teachers made a training module and only 5 teacher’s reaped recognition/title.

**Table 3D**  
**CPD Activities of the Teachers along Productive Scholarship**

Indicators	F	Rank
1. Production and utilization of training module	9	2
2. Production and utilization of strategic intervention material (SIM)	12	1
3. Production and utilization of workbook	4	4.5
4. Authorship and publication of action research	3	6.5
5. Authorship and publication of article in newspaper or professional magazine	3	6.5
6. Authorship and publication of book	4	4.5
7. Invention	1	8
8. Awards	5	3

The table clearly demonstrates that teachers in Sorsogon East District have poor scholastic achievement because of some factors that hinders their declaration of creative works. Among the four CPD schemes, productive scholarship is the least participated activity and appeared to be the most difficult undertaking of the respondents.

Production of books, articles, technical paper and other academic output signifies high level of teachers' career growth. Altbach, Philip G. (2014) stressed that one indicator of academic success is publication in authorized refereed journal. Worldwide competition is inevitable and generation of number of scholarly works is an edge and key in achieving prestige and excellence.

### **Problems Encountered by the Teachers on the Continuing Professional Development Program**

This section presents the various challenges encountered by the teachers on the continuing professional development program in terms of the requirements for renewal of the license, recognition of CPD units, career progression and specialization, and the several CPD activities attended by the teachers like professional track, academic track, self-directed training, and productive scholarship. Frequency and rank are used to analyze the data.

**Requirements for Renewal of License.** Table 4A reveals the challenges encountered by the teachers on the requirements for the renewal of license. As to problems encountered by the teachers, incomplete earned CPD units is the leading problem with the sum of rank of 438.5 along the requirements for the renewal of license. This is followed by large population of license applicant with the sum of rank of 523.5, short validity of license with the sum of rank of 530.5 and the last is renewal and authentication fee with the sum of rank of 783.

**TABLE 4A**  
**Problems Encountered by the Teachers on the Requirements for Renewal of License**

Indicators	Sum of Ranks	Final Rank
1. Incomplete earned CPD units	438.5	1
2. Short validity of license (3-year validity)	530.5	3
3. Lengthy process of license renewal	596.5	4
4. Poor service of PRC online portal	636.5	5
5. Large population of license applicant	523.5	2
6. Renewal and authentication fee	783	6

Teachers declared their consent toward the implementation of the CPD law based on the result of table 2A. However, the demand for 45 CPD credit points for three years was unattainable for majority.

In a study conducted by Romiro G. Bautista et. al (2017) on Continuing Professional Development Program as Evidenced by the Lenses of QSU Licensed Professional Teachers, one of the interviewee mentioned the following:

“45 units is something (actually, it is too much). The problem is: much of the training are provided in an expensive registration and usually offered only in the major cities of the country by the tiger commercial-private organizations. The INSET provided by the university are not even counted as it is not accredited by the governing board. Would it not be better if the government provide training (as we are serving its people) to our reach or the governing board will provide or assign training in the area...”

**Recognition of Credit Units.** Table 4B reveals the challenges encountered by the teachers on the recognition of credit units. It exhibits the five problems along recognition of CPD points. Full implementation of CPD is the prevailing challenge on the recognition of credit units with the sum of rank of 356.5. Lack of knowledge on matrix of CPD activities for professional teachers is another concern with the sum of rank of 452.5 and long accreditation process of self-directed learning is the least difficulty with the sum of rank of 683.5.

**TABLE 4B**

**Problems Encountered by the Teachers on the Recognition of Credit Units**

Indicators	Sum of Ranks	Final Rank
1. Lack of knowledge on Matrix of CPD activities for professional teachers	452.5	2
2. Unrecognized in-house and free training by government agencies	497.5	3
3. Full implementation of CPD	356.5	1
4. Unaccredited excess credit units for the next three years	525.5	4
5. Long accreditation process of self-directed learning (60days)	683.5	5

Unrecognized in-house and free training by government agencies also hamper the accumulation of the necessary credit points. Some training certificates were not accredited because the training provider was not recognized by the CPD Council. This lead to incomplete earned CPD units of the professionals which is the topmost problem of teacher on the requirements for renewal of license. Others were forced to attend seminars and pay expensive registration fees offered by private institutions to acquire CPD units.

IER Staff (2017) mentions that Centre amend law for unrecognized teacher training institutes in India. A modification to the National Council for Teacher Education (NCTE) Act of 1993 was pursued to accredit seminars sponsored by universities and other institutions. The acknowledgement of unauthorized teacher education courses is supported by the Department of School Education and Literacy.

**Career Progression and Specialization.** Table 4C reveals the challenges encountered by the teachers on the career progression and specialization. Excessive workload ranked as the foremost constraint on the career progression and specialization with an average rank of 319.5. Lack of units in masters and doctorate degree ranked second with an average rank of 423.5 and the last is unhealthy working environment with an average rank of 672.5.

**TABLE 4C**

**Problems Encountered by the Teachers on the Career Progression and Specialization**

Indicators	Sum of Ranks	Final Rank
1. Excessive workload	319.5	1

2. Lack of units in master's and doctorate degree	423.5	2
3. Low motivation	618.5	4
4. Ranking System	477.5	3
5. Unhealthy working environment	672.5	5

In a study conducted by Mwijage, Denice (2015 on Challenges Facing Promotion of Teachers in Public Secondary Schools: The Case of Ilemela Municipal Council it was revealed that 38 (63.3%) respondents were promoted but not on time and 22 (36.7%) respondents were not raised to the next rank since their starting position. It suggests trouble in promotion process because some qualified applicants do not advance to higher position with the school year.

**Professional Track.** Table 4D reveals the challenges encountered by the teachers on the CPD activities along professional track. Costly registration fee of trainings and seminars is the top limitation with sum of rank of 464 along professional track. It is followed by poor information dissemination of trainings sponsored by accredited CPD providers with a sum of rank of 583 and lack of awareness on accredited CPD providers with a sum of rank of 618.5 and the least constraint is ineffective in-service programs.

**TABLE 4D**  
**Problems Encountered by the Teachers on the Activities Attended by the Teachers along Professional Track**

Indicators	Sum of Ranks	Final Rank
1. Lack of awareness on accredited CPD providers	618.5	3
2. Poor information dissemination of trainings sponsored by accredited CPD providers	583	2
3. Poor information dissemination of trainings sponsored by non-accredited CPD providers	627	4
4. Costly registration fee of trainings and seminars	464	1
5. Far CPD venues	641	5
6. Duration of CPD	742	6
7. Ineffective in-service programs	1022	7

Rogers, Everret M. (1971) explain that the primary goal of dissemination is to help the people become conscious of the new idea, product or service. Studies also revealed that even though communication through media is the most feasible way of spreading information, interaction between people is still the most effective means of reception of knowledge and transformation.

**Academic Track.** Table 4E reveals the challenges encountered by the teachers on the CPD activities along academic track.

Limited financial resources is the main limitation with sum of rank of 391 in terms of academic track. It is succeeded by lack of time to pursue post-graduate studies with sum of rank of 408, family responsibility with sum of rank of 520 and the last concern is lack of interest.

**TABLE 4E**  
**Problems Encountered by the Teachers on the Activities Attended by the Teachers along Academic Track**

Indicators	Sum of Ranks	Final Rank
1. Lack of time to pursue post-graduate studies	408	2
2. Limited financial resources	391	1
3. Unavailability of scholarship grants	525	4
4. Lack of interest	679	5
5. Family responsibility	520	3

Having a family entails obligation to your husband and children. Family responsibility was treated as the third challenge of the respondents. The civil status and gender of teachers also affects their level of participation to CPD programs.

This is supported by a research conducted by Barranda Allan E. (2011) on the status of continuing professional development of teachers in Rapu-rapu East District. It revealed that a number of 57 or 51.8 percent teachers absorb their family obligations such as child birth, child rearing and anxiety in leaving their children. This implies that female teachers are handling multifarious tasks at home aside from being mothers.

**Self-Directed Training.** Table 4F reveals the challenges encountered by the teachers on the CPD activities along self-directed training. It can be gleaned on the table that absence of relevant professional development is the chief problem with an average rank of 545, it is succeeded by personal funding of study tour/visits/benchmarking with an average rank of 601 and the least restriction is limited opportunity to serve as demonstration teacher .

**TABLE 4F**  
**Problems Encountered by the Teachers on the Activities Attended by the Teachers along Self-Directed Training**

Indicators	Sum of Ranks	Final Rank
1. Absence of relevant professional development programs	545	1
2. Limited opportunity to serve as resource speaker	633.5	3
3. Limited opportunity to serve as coach	681	5
4. Limited opportunity to serve as facilitator	722	6
5. Limited opportunity to serve as demonstration teacher	843	7
6. Lack of supporting documents for socio-civic activities conducted	650.5	4
7. Personal funding for study tour/visits/ benchmarking	601	2

The research performed by Brenda R. Beatty (2006) revealed that the challenges of insufficient professional development and opposition to change are caused by mismatch domain to some aspects of teachers lives such as personal, professional and organizational. The result showed that teaches utilized intrinsic motivation in leading their own professional growth. Therefore, schools are recommended to sustain the fulfillment experienced by the teachers in their adult learning.

**Productive Scholarship.** Table 4G reveals the challenges encountered by the teachers on the CPD activities along productive scholarship. Lack of training to conduct research/technical paper is the principal challenge with a total rank of 372 along productive scholarship. The second is lack of fund to publish article in newspaper or professional magazine with a total rank of 427. It is followed by poor enthusiasm in writing with a total rank of 528 while the last constraint is having low self-esteem.

**TABLE 4G**  
**Problems Encountered by the Teachers on the Activities Attended by the Teachers along Productive Scholarship**

Indicators	Sum of Ranks	Final Rank
1. Lack of training to conduct research/ technical paper	372	1
2. Lack of fund to publish article in newspaper or professional magazine	427	2
3. Poor enthusiasm in writing	528	3
4. Low self-esteem	631	5
5. Unclear guidelines on inventions and having recognition/title	550	4

Roger Hancock (1997) discloses the reasons of teachers' reluctance to research in terms of teacher status, teachers' working conditions, teachers' confidence and difficulties to integrate research methodologies into their everyday practice. He summarize that lack of expectation for teachers to administer research, laborious teaching profession, lack of confidence, poor self-trust, fluctuating educational reform and unrelated research methodologies and educators' professional ways of working in the classroom are the difficulties observed.

### 5. Conclusion and Recommendation

From the findings mentioned above, the following conclusions were drawn:

1. Limited professional development activities are attended by the teachers.
2. Teachers are amenable of the implementation of CPD Law and its significance to their profession but their attendance to trainings must be well-funded.
3. Information dissemination by the Professional Regulation Commission needs to be improved.
4. A continuing professional development plan is proposed.

Based on the findings and conclusions, the following recommendations are given:

1. Policy-makers may consider the level of agreement and limitations experienced by teachers in amending the features of the Continuing Professional Development Act of 2016.

2. Scholarship grants may be provided to aid the teachers financially and maximize their survival rate in post-baccalaureate studies.
3. Training and short term courses may be conducted to develop the writing proficiency of teachers and increase their production and publication of scholarly works.
4. Wide information dissemination may be implemented so that professionals can access different types of CPD.
5. The proposed continuing professional development plan may be adapted.
6. A similar study employing different research methodology may be made for an in-depth investigation on the constraints observed.

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