

TEACHER'S CONTINUING PROFESSIONAL DEVELOPMENT IN THE NEW NORMAL: GROUNDWORK FOR PROJECT META (MONITORING, EVALUATION, AND TECHNICAL ASSISTANCE) PLAN

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Completed 2021



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ABSTRACT

Educators' needs vary throughout the stages of their teaching careers. That is why teachers must be guided by the type of professional development to engage in depending on their needs and career stages. Thus, continuous professional development, as a never-ending cycle, is required for teachers. This study focused on determining teachers' career stages, CPD practices, reasons, and challenges encountered in their professional development with an end of developing adjusted CPD monitoring, evaluation, and technical assistance (META) plan. For the quantitative side, 314 teachers from the 58 schools in the Division of Lucena City were randomly selected as respondents, and for the qualitative aspect, 10 participants joined the interview. The data was gathered through mixed methodology utilizing sequential explanatory approach, treated quantitatively using weighted mean, Chi-square, frequency percentage and qualitatively using thematic analysis. Teachers are in the Proficient career stage. They have the highest extent of participation in Online Learning but the lowest extent in Formal Learning. There is a significant relationship between teachers' CPD and CPD practices as well as their reasons for joining CPD. They regard Teaching and Learning as the foremost reason for engaging in CPD while time, financial constraints, pandemic situation, and line of communication are their greatest challenges. Combining these findings will serve as basis for policy recommendation on CPD monitoring, evaluation, and technical assistance. Thus, creating professional CPD learning communities is a great way to support teachers in the face of the COVID-19 pandemic.

Key words: CPD, DepEd Lucena City, Monitoring, Evaluation, and Technical Assistance, New Normal

ACKNOWLEDGMENT

The researcher would like to extend her recognition and respect to all those wonderful people who in one way or another have given their helping hands in making this study successful. She would never forget all the support and encouragement she got from them particularly:

Dr. Francis Cesar B. Bringas, Regional Director of DepEd Regional Office IV-A CALABARZON, for his unwavering support for high-quality education research.

Dr. Cherylou D. Repia, Assistant Regional Director of DepEd Regional Office IV-A CALABARZON, who is the author's role model and inspiration for her unwavering devotion and love for research.

Dr. Viernalyn M. Nama, the PPRD Chief Education Supervisor, for her constant support and pursuit for excellence in research in the Region IV-A CALABARZON and for her continued inspiration to foster the culture of research in the region.

Dr. Hermogenes M. Panganiban, the Schools Division Superintendent of SDO Lucena City, for his encouragements, meaningful comments and suggestions and his unwavering support to quality education and his advocacy towards research in the Division.

Mr. Phillip B. Gallendez, the Assistant Schools Division Superintendent of SDO Lucena City, for constantly cheering the researcher and serving as the morale booster throughout the study.

Dr. Epifania F. Carandang, SDO Lucena City- School Governance and Operations Division Chief, the author's immediate superior, for her support, understanding, advice and her constant encouragement for the completion of the research.

Ms. Azalea A. Gallano, Senior Education Program Specialist-Planning and Research, for providing guidance and assistance on the requirements and processes of accomplishing Basic Education Research Fund proposals and completed papers.

Dr. Jumar M. Sadsad, the PPRD Officer III, for his guidance, direction, and advises throughout this research project. He had contributed a lot in the fulfilment of the research dissemination of this study.

Dr. Ma. Bernadit M. Tupas, Dr. Peter Andrew G. Regencia, Dr. Sharon M. Villaverde, Dr. Guadalupe C. De Jesus, the validators, who provided time and expertise in evaluating the paper's research instruments.

To all **Public Schools District Supervisor** and **School Heads** of the Schools Division of Lucena City, for allowing the author to float the questionnaire to their respective districts and schools, the author is forever grateful and indebted to their contribution and assistance.

PSDS Dr. Alson Rae Luna and ASDS Dr. Ivan Brian Inductivo, the panelists and reactors, for the suggestions and criticisms given during the oral defense which further improve the study as scholarly revision was made.

To **DepEd Lucena City** teachers, who served as respondents and whose data they shared contributed to the completion and success of the research.

To the author's colleagues at the **School Governance and Operations Division** for their love, support, and prayers for the success of the research paper.

To **Mr. Arnel E. Tinamisan** and **Mr. Ricardo O. Oestar**, Mathematics Teachers, for their advice and for making themselves available every time the researcher needed them for the interpretation of the data gathered.

To the author's husband, **Teacher Rick** of Canda National High School, and daughter **Regina Jenica**, for their unconditional love and inspiration and for never leaving the author during the moments of trials.

To **God Almighty**, the Creator, the Redeemer, the Alpha and Omega, who provide the author, the wisdom, the love and all the blessings.

INTRODUCTION OF THE RESEARCH

Teacher development is a never-ending cycle of teacher learning that begins with initial teacher training and continues for as long as a teacher remains in the profession. Educators' needs vary throughout the stages of their teaching careers (Anis, Fatin & Aimi, 2016). That is why teachers must be guided by the type of professional development to engage in depending on their needs and career stages. Thus, Perry, Boylan, and Booth (2019) stated that continuous professional development is required for teachers.

In the Philippine context, quality learning is contingent upon quality teaching that is why the state recognizes the importance of continuing professional development and advancement of teachers. This is also in accordance with DepEd Order 35 s. 2016 stating that DepEd fully supports the continuing professional development of its teaching personnel as anchored on Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, Republic Act No. 10912 or the CPD Law and DepEd Order No. 42, s. 2017 or the National Adoption and Implementation of the Philippine Professional Standards for Teachers. Furthermore, Gonong (2018), as cited from the findings of World Bank (2014), stated that a large portion of teachers felt they needed more opportunities in terms of professional training and learning.

However, COVID19 pandemic had led to a disruption and brought change not just on the way of life, but also on the professional development of teachers. With the current social climate, there is an increasing demand for competence of teachers. As embedded in DepEd Order 12 s. 2020 or the Adoption of Basic Education Learning Continuity Plan, teachers need series of trainings for them to deliver quality education. Tria (2020), in his study on education during pandemic, found out that it is a must to sustain and provide quality education despite lockdown and community

quarantine, and the new normal should be taken into consideration in the planning and implementation of the new educational policies. Cahapay (2020), further suggested to rethink education in the new normal post-COVID19 era.

More so, responses like community lockdown and community quarantine of several countries have led students and teachers to study and work from home which led to the delivery of online learning platforms (Crawford et al., 2020). Following Department of Health (DOH) safety protocols and Inter-Agency Task Force (IATF) guidelines, teachers cannot attend the usual continuous professional development activities. This gave rise to the acceptance of webinars, online courses, and other virtual platforms as a means of continuing professional development.

Although alternative platforms to CPD are readily available and growing in number, the researcher's readings on the impact of unfit, unwanted, infrequent, poorly designed or inadequately delivered approaches to teachers' professional development were evident in the studies of Desta, Chalchisa & Lemma, 2013; Blair, 2013; Curl, 2016; Gonong, 2018; also influenced the researcher to delve into the study.

Furthermore, the need for the study emerged because of the timely issues on the impact and relevance of their CPD practices to the teachers' status. Aside from being costly, some approaches to professional development, as Mader (2015) mentioned, there were other problems encountered in CPD implementation (Hindeya and Endawoke, 2013; Brekelmans, Poell, & van Wijk, 2013; Macheng, 2016; Gomba & Kedibone, 2019).

As added by Caena (2011) and Zarrow (2020), not all the learning of teachers promotes professional development in practice and school improvement. Indeed, there were thousands of workshops and conferences that led to no significant change in practice when teachers returned to their workplaces. Thus, some CPDs are considered unproductive, ineffective, and not needed by the teachers.

This holds true as observed by the researcher, even though teachers are attending lots of seminars, trainings, and other professional development, they were rarely promoted since those CPDs that they have were assessed as irrelevant or not related to their field of specialization and ancillary works. With these situations, the researcher wanted to come up with a framework for META plan that will help them decide on the appropriate CPD practices suited for them.

The outcome of this research is an intervention program or policy in providing appropriate monitoring, evaluation and technical assistance plans for teachers. It may be presented to SDO Lucena City as supplemental aid to policy formulation related to PRIME-HRM Learning and Development as well as Human Resource Development.

Furthermore, the presence of adjusted META or the Monitoring, Evaluation and Technical Assistance suited in the New Normal scenario would tend to guide teachers on the kind of professional development activities they must engage in. This will guide teachers on their CPD status, and in choosing physical and online trainings, webinars, and activities relevant to their status. Moreover, the results of this research may encourage schools to develop other plans that could track career development of their teachers nowadays.

As support to the planned output, Cullingford (2002) as cited from study of Oser (2016) and Jaquith, Mindich & Chung Wei (2010), policies are needed for providing directives and can affect continuous professional learning. Kini and Podolsky (2016) also suggested that policymakers should support programs and investments that advance the on-going development and professional growth of teaching force.

The above-cited readings were also embedded on Basic Education-Learning Continuity Plan's one of the four pillars of *Sulong Edukalidad* namely Teacher's Upskilling and Reskilling (DepEd Order 12, s. 2020) and DepEd Memorandum No.

50 s, 2020 or the DepEd Professional Development Priorities for Teachers and School Leaders for School Year 2020-2023.

LITERATURE REVIEW

The following reviews will show important variable, viewpoints and issues highlighted in the study. Primarily, this will deal with the findings on teachers' CPD status, practices, and challenges.

The terms professional development (PD) and CPD as cited by Raza (2010) on Craft's (2000) study, are often used in a broad sense to refer to all forms of formal and less formal learning undertaken by experienced teachers during their career. And as stated by Perry, et.al., (2019) and Caena (2011), professionalism is part of the professional's role and responsibility.

"Continuing professional education is no longer a luxury but a necessity" (Bickham, 1998, p. 69) as reiterated from Philipps (2011). Thus, engagement in professional activities is part of teachers' duties.

According to Katz (1972), as republished on West Virginia Early Childhood Provider Quarterly (2017), teachers have developmental sequences or stages in their professional growth pattern. The purpose of these stages is to suggest the task and training needs to consider in the implications and timing, and location of training efforts that might be more responsive to the nature of the stages.

Several frameworks have been developed specifically to help understand the stages of teachers' professional development throughout the course of a career. Of the different stages of professional development, the researcher decided to adapt the concept of the National Professional Standards for Teachers lifted from DepEd 42, s. 2017 since it is the most recent, localized and DepEd-recognized framework. These career stages are Beginning Teachers, Proficient Teachers, Highly Proficient Teachers and Distinguished Teachers.

“Career Stage 1 or Beginning Teachers have gained the qualifications recognized for entry into the teaching profession. Career Stage 2 or Proficient Teachers are professionally independent in the application of skills vital to the teaching and learning process. Career Stage 3 or Highly Proficient Teachers consistently display a high level of performance in their teaching practice. Lastly, Career Stage 4 or Distinguished **Teachers** embody the highest standard for teaching grounded in global best practices. They exhibit exceptional capacity to improve their own teaching practice and that of others.” (Philippine Professional Standards for Teachers, p.9).

Furthermore, teachers throughout their career stages underwent continuing development practices through formal learning, non-formal learning, informal learning, self-directed learning, online learning activities, and professional work experience (CPD Law, 2016). TALIS-OECD (2016) suggested various activities ranging from more organized and structured to more informal and self-directed learning. Specifically, this includes courses and workshops, education conferences and seminars, qualification programs, observation visits to other schools, professional development network, individual and collaborative research and mentoring and peer observation.

Formal Learning refers to educational arrangements, such as curricular qualifications and teaching-learning requirements that take place in education and training institutions recognized by relevant national authorities, leading to diplomas and qualifications. Non-formal Learning refers to learning that may be structured and made more flexible according to educational and training arrangements (CPD Law, 2016). Informal Learning refers to learning that occurs in daily life assessed, through the recognition, validation, and accreditation process and which can contribute to a qualification (Curnover, 2012). On the other hand, Self-directed Learning refers to learning activities such as online training, local/ international

seminars/ non-degree courses, institution/ company-sponsored training programs, and the like. Lastly, Online Learning Activities refer to structured or unstructured learning initiatives, which make use of the internet and other web-based information and communications technology solutions (CPD Law, 2016).

Effective continuing professional development plan is directed towards providing teachers with the skills to teach and assess for deeper understanding and to develop students' cognitive skill. It enhances teachers' understanding of the content they teach and makes use of expert teachers and attractive classroom practitioners with the active participation of the stakeholders in improving, collaboration and planning of CPD practices (Hammond, Hyler and Gardner, 2017).

Above findings were also highlighted by Sargeant et al., (2018) and Links (2018) when they suggested that combining the strengths of competency CPD-based approaches has the potential to lead to better outcomes and it was vital competency to adapt and improve outcomes.

When it comes to reasons why teachers engage in continuing professional development, the following are the perceived benefits that teachers received: renewal of license, promotion, teaching and learning and personal development. Moreover, Blair (2013) found out on his study that participants see two key benefits in undertaking CPD; it helps them maintain their knowledge and skills and maintain professional and ethical standards.

According to Ucan (2016), teachers, before achieving a successful professional development, also encounter many difficulties in doing CPD activities. Hindeya and Endawoke (2013) also mentioned these different challenges such as personal and organizational factors that hinder the effective implementation of CPD in schools.

According to Brekelmans, Poell, and van Wijk (2013), at the organizational level, CPD is affected by organizational strategy, commitment of key decision makers, and the availability of internal infrastructure. Generally, challenges encountered

may be classified as financial constraints, time schedule, interest of teacher and family support. Additionally, Caena (2011) classified barriers as psychological factors such teacher cognition and motivation and organizational factors such as leadership, teacher collaboration, staff relationships and communication, locus of control, opportunities for teachers' learning.

Studies conducted by Baoduo and Kolnik (2012) as cited by Macheng (2016), showed that the following are barriers to teacher professional development: insufficient funding, time constraints, lack of support by school leaderships, lack of trained professionals to oversee CPD teachers, lack of ownership by teachers, lack of structures that support CPD initiatives.

In addition to the challenges in CPD implementation, de Marin and Etchells (2020) stated that the beginning of the Covid-19 pandemic, had made CPD providers suspended their CPD activities to adhere to the social distancing requirements or have developed alternative means such as creation of virtual learning communities. This became the prevalent challenge nowadays.

In the Philippine context, Gonong (2018) cited World Bank's (2014) findings on the issues on teacher professional development such as opportunities currently offered to teachers frequently fail to meet even minimum levels of quality and fall short of what teachers want and need, systems at the school level to support teachers and identify their professional development needs are not working well and utilization of budget allocated for human resource training and development is often low.

For a variety of reasons, teachers do not value professional development. Nothing has promised so much and been so painfully wasteful than the thousands of workshops and conferences that resulted in no major change in practice when instructors returned to their classrooms (Fullan, 1991 as reiterated from McFarhan, 2014).

To remedy such problems and challenges in the implementation of continuing professional development, acquiring clarity of purpose or reason on why to engage in CPD has critical importance to its successful implementation. In this regard, developing a policy plan for monitoring, evaluation, and provision of technical assistance in teacher's professional development program will have a greater probability of success when the learning goals are clear at all levels (Chappuis, Chappuis & Stiggins, 2009; Hindeya and Endawoke, 2013).

Authors such as de Marin and Etchells (2020) suggested that creating professional virtual learning communities are great ways in supporting teachers in the face of COVID-19 pandemic. Tria (2020) also suggested to strengthen online learning platforms, strengthening research and development in health, and program creation and health integration as part of the New Normal post-COVID educational plans. Mores so, Cahapay (2020) as cited from Olivier (2020) mentioned online and blended approaches to train teachers.

In the Philippine setting, when it comes to the implementation of the Continuing Professional Development, DepEd issued monitoring and evaluation memoranda (DM No. 050, s. 2020) to strengthen measures to assist teaching and teaching-related personnel to obtain CPD units pursuant to RA 101912 or CPD Act of 2016. These activities include DepEd Professional Development Priorities for teachers and school leaders for school year 2020-2023.

From the above-mentioned definitions and findings from various authors and studies, the researcher can synthesize that professional development is a never-ending process leading to improve work, satisfaction and accomplishment of a teachers' professional goals keeping up to date knowledge and skills within a teachers' career even in trying times of pandemic. Generally, both the individuals and the organizations' commitment to CPD and the ability to implement CPD, including professional development planning, learning culture, and the dynamics of

change (Hemmington, 2000, cited in Brekelmans, Poell & van Wijk, 2013) have a major role in implementing effective CPD.

The researcher come up with combining the findings on career stages, CPD practices, reasons and challenges encountered by teachers in the continuing professional development in the context of the New Normal with plans of developing readjusted monitoring, evaluation and technical assistance suited for them.

RESEARCH QUESTIONS

The study would attempt to determine the Continuing Professional Development (CPD) stages, practices, reasons, and challenges encountered by teachers in DepEd Lucena City for the SY 2020-2021 in the context of the New Normal.

Specifically, the study sought to achieve the following research questions.

1. What are the teacher-respondents' PPST career stages of development as to:
 - 1.1. Beginning Teachers,
 - 1.2. Proficient Teachers,
 - 1.3. Highly Proficient Teachers, and
 - 1.4. Distinguished Teachers?
2. What are forms of professional development practices engaged by DepEd Lucena City teachers as to:
 - 2.1. Formal Learning,
 - 2.2. Non-Formal Learning,
 - 2.3. Informal Learning,
 - 2.4. Self-Directed Learning,
 - 2.5. Online Learning Activities, and
 - 2.6. Professional Work Experience?

3. What are the reasons of DepEd Lucena City teachers for continuing professional development in terms of:

- 3.1. Renewal of License,
- 3.2. Promotion,
- 3.3. Teaching and Learning, and
- 3.4. Personal Development?

4. Is there a significant relationship between teachers' career stages of development and their professional development practices?

5. Is there a significant relationship between teachers' career stages and reasons for engaging in continuing professional development?

6. What are the challenges that hinder teachers' continuing professional development in the New Normal in terms of:

- 6.1. Financial constraints,
- 6.2. Time schedule,
- 6.3. Interest of teacher,
- 6.4. Employer and Family support,
- 6.5. Existing Condition (Pandemic)?

7. In terms of monitoring, evaluation, and technical assistance, what intervention for CPD needs can be developed considering Training Needs Analysis, CPD preferred modality, CPD preferred scheduling, CPD preferred pacing, and CPD monitoring and evaluation?

SCOPE AND LIMITATION

The study focused on the career stages, CPD practices, reasons and challenges encountered by teachers in their professional development with an end in mind of developing monitoring, evaluation, and technical assistance (META) plan. For the quantitative side, 314 teachers from the 58 schools of the Division of Lucena

City were randomly be selected as respondents of the study and for the qualitative aspect, 10 participants will join interview session. The data was gathered through mixed methodology specifically the sequential explanatory approach following the model of Bowen, et. al (2017) and was treated quantitatively using weighted mean, Chi-square, frequency percentage and qualitatively using thematic analysis.

The items from the self-made questionnaires and semi-structured interview for career stages were lifted from DepEd Order 42, s. 2017 career stages, namely: beginning teachers, proficient teachers, highly proficient teachers, and distinguished teachers. On the other hand, CPD practices were non-formal learning, informal learning, self-directed learning, online learning activities and professional work experience. The reasons for engaging in CPD were limited to renewal of license, promotion, teaching and learning and personal development while the challenges that hinder professional development will be limited to financial constraints, time schedule, interest of teacher, employer and family support, and existing condition (pandemic). All were lifted from the researcher's readings on CPD Law 2016 or the Republic Act 10912, DepEd Order 12, s. 2020 or the Basic Education Learning Continuity Plan and DepEd Memorandum No. 50 s, 2020 or the DepEd Professional Development Priorities for Teachers and School Leaders for School Year 2020-2023 which are all in Philippine context in nature.

The proposed output was limited to adjusted Monitoring, Evaluation, and Technical Assistance (M.E.T.A) plan. The instruments were subjected to content validation of five pool of experts and were tested for reliability using Cronbach Alpha. The time frame for the study was from October 2020 to June 2021 in the context of the New Normal situation.

RESEARCH METHODOLOGY

A. Sampling

For the quantitative part, the respondents were 314 teachers lifted from the total population of 1,699 elementary and secondary school teachers from the 58 schools in the Division of Lucena City. The sample selection is based on the Slovin's formula, with confidence level of 95% and margin of error of 5%. Stratified random sampling will be employed to make sure that samples from the entire population will be randomly selected and will have a certain representative for various respondents with varying years in service, positions, etc. For the qualitative part, there will be 10 participants for the Focus Group Discussion. Each district will have two randomly selected representatives who consented to be part of the study.

Table 1

Population and Sample

District	Population	Sample
North District	342	63
East District	239	44
West District	279	52
South District	347	64
Secondary Group	492	91
Total	1699	314

B. Data Collection

In this study, the researcher engaged in a mixed methodology of both quantitative and qualitative approaches in the data collection and analysis process specifically, the sequential explanatory approach following the model of Bowen, et. al (2017). It is a descriptive design in nature since it deals with the present facts or

current conditions concerning the career stages, professional development practices, reasons for CPD and the challenges met by teachers in the new normal.

In the construction of the survey-questionnaire and interview question in assessing the career stages, forms of professional development practices, reasons for CPD and challenges met, the researcher decided to use her readings on the dimensions of CPD Law 2016 and DepEd Order 42, s. 2017 which are local in context. Organization for Economic Cooperation and Development Organization for Economic Cooperative Development-Teaching and Learning International Survey (OECD-TALIS) of 2013 was also considered. Since OECD-TALIS (2013), a standard test, is foreign in origin, the researcher modified and localized it to suit on the respondents' context.

Part I, Teachers' PPST Career Stages, was composed of seven domains with 37 strands having four indicators each strand ranging from Beginning, Proficient, Highly Proficient, and Distinguished Teacher. Part II, Forms of Professional Development Practices, has six variables with a total of 24 statements having Likert Scale ranging from 1 (No Extent of Participation), 2 (Participated with Low Extent), 3 (Participated with Moderate Extent), and 4 (Participated with High Extent).

Further, Part III, Reasons for Continuing Professional Development, has four variables with 16 statements having a Likert Scale ranging from 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), and 4 (Strongly Agree). Part IV, Challenges that Hinder Continuing Professional Development, has six variables with 24 statements having a Likert Scale ranging from 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), and 4 (Strongly Agree). Part V, Intervention for CPD Needs has five areas composed of Technical Assistance Training Needs Analysis, CPD Activities Preferred Modalities, CPD Scheduling Preference, CPD Preferred Pacing, and CPD Monitoring and Evaluation for Technical Assistance.

The qualitative part is the interview question composed of 10 questions covering the five parts of the survey-questionnaire (Teachers' PPST Career Stages, Forms of Professional Development Practices, Reasons for Continuing Professional Development, Challenges that Hinder Continuing Professional Development, and Intervention for CPD Needs).

The initial draft of the survey-questionnaire and semi-structured interview questions were subjected to face and content validation. Face validation was done by SEPS-PAR for checking of the format and template. Content validation on the other hand, was done by five PhD degree earners with a specialization in Education, Research and Development. Two language critics were also be asked to review the grammatical structure and mechanics of the instruments.

Upon validation, rephrasing of some of the questions in layman's term will be suggested and will be revised based on the comments and suggestions of the pool of experts. The item's reliability on the other hand, will be tested using Cronbach Alpha. The result will be incorporated in the final copy of the instrument's reproduction.

To gather the data, securing permission from the Schools Division Superintendent, School Governance and Operations Division Chief, Curriculum Implementation Division Chief and Public Schools District Supervisors was done first. Afterwards, coordination with the school heads and school research coordinators of the teacher respondents for the dissemination of the letter and the survey-questionnaire followed. The researcher herself contacted the participants for the semi-structured interview.

Before the actual conduct of the instruments, an informal pilot study was conducted with a small group of teachers who are not included as respondents. The respondents were 10 teachers from Canda National High School in DepEd Quezon.

Conducting a local pilot study allowed the researcher to ask participants for suggestive feedback on the instruments and helped eliminate researcher-bias.

The researcher used google forms to easily facilitate the survey questionnaire and Google Meet for the interview. A survey- questionnaire was given first and it was seconded by an online semi-structured interview, making the study sequential explanatory in nature.

The researcher utilized Messenger App to entertain and clarify probable concerns from respondents. Collected data were organized, tabulated, and evaluated. Qualitative responses were coded, categorized, and analyzed using the six steps of Braun and Clark's (2006) thematic analysis.

C. Ethical Issues

Furthermore, ethical considerations on the facilitation of the study were also considered. With the endorsement of the Schools Division Superintendent and approval from the Chief Supervisors and PSDSs, the study was facilitated with utmost care. To make sure that participants did not make inhibitions on their responses, confidentiality of data was attested by the researcher. The survey-questionnaires and semi-structured interview questions provided an optional part, whether the participants wanted to reveal his/ her name (Google Form) or identity in the study (Google Meet). The researcher incorporated agreement to Data Privacy Act on the survey-questionnaire and prepared a disclosure and confidentiality agreement to the participants of the interview.

D. Plan for Data Analysis

The Quantitative data was statistically treated with the aid of Microsoft Excel and Statistical Products and Service Solutions (SPSS) software while qualitative data

was manually coded. The following data analysis plan will be used to answer research questions posited in this study.

To assess Teachers' PPST Career Stages, Forms of Professional Development Practices, Reasons for Continuing Professional Development, Challenges that Hinder Continuing Professional Development, and Intervention for CPD Needs, weighted mean was used. The formula is:

$$WM = \frac{4f+3f+2f+f}{N}$$

Where:

WM = weighted mean

f = frequency of responses

N = the total number of the responses

To determine the relationship between Teachers' PPST Career Stages and teachers' professional development practices, the Chi-square was used. The same formula was used to determine the relationship between Teachers' PPST career stages and reasons for continuing professional development. The formula is:

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Where:

χ^2 = chi squared

O_i = observed value

E_i = expected value

Frequency and percentage was also used to address the Intervention for CPD Needs (CPD Scheduling Preference, CPD Preferred Pacing, and CPD Monitoring and Evaluation for Technical Assistance).

Where:

f = frequency

N = number of cases

% = percentage

$$\% = \frac{f}{N} \times 100$$

For the interpretation and analysis of the data gathered in the questionnaire for teachers' career stages, DepEd Order No. 42, s. 2017. National Adoption and Implementation of the Philippine Professional Standards for Teachers.

Point Score	Range Interval	Scale Description
4	3.25 – 4.00	Distinguished Teachers
3	2.5 – 3.24	Highly Proficient Teachers
2	1.75 – 2.49	Proficient Teachers
1	1.00 – 1.74	Beginning Teachers

To interpret the response of the participants regarding professional development practices, the following scales were used.

Point Score	Range Interval	Scale Description
4	3.25 – 4.00	Participated with High Extent
3	2.5 – 3.24	Participated with Moderate Extent
2	1.75 – 2.49	Participated with Low Extent
1	1.00 – 1.74	No Extent of Participation

For the interpretation and analysis of the data gathered in the questionnaire for reason for CPD and challenges met, the following weighted point, range and description was utilized.

Point Score	Range Interval	Scale Description
4	3.25 – 4.00	Strongly Agree
3	2.5 – 3.24	Agree
2	1.75 – 2.49	Disagree
1	1.00 – 1.74	Strongly Disagree

For the interpretation and analysis of the data gathered in the questionnaire for intervention for CPD needs (Technical Assistance Training Needs Analysis), the following weighted point, range and description was utilized.

Point Score	Range Interval	Scale Description
4	3.25 – 4.00	High Level of Need
3	2.5 – 3.24	Moderate Level of Need
2	1.75 – 2.49	Low Level of Need
1	1.00 – 1.74	No Need at All

For the interpretation and analysis of the data gathered in the questionnaire for intervention for CPD needs (CPD Modality Preference) the following weighted point, range and description was utilized.

Point Score	Range Interval	Scale Description
4	3.25 – 4.00	High Level of Preference
3	2.5 – 3.24	Moderate Level of Preference
2	1.75 – 2.49	Low Level of Preference
1	1.00 – 1.74	Not Preferred

To interpret the relationship of career stages and CPD practices, and career stages and reasons for CPD, the researcher will use the p-value to determine whether to reject or fail to reject the null hypothesis, which states that the population proportions in each category are consistent with the specified values in each category.

Whereas: $P\text{-value} \leq \alpha$: The observed data are statistically different from the expected values (Reject H_0).

$P\text{-value} > \alpha$: You cannot conclude that the observed data are statistically different from the expected values (Fail to reject H_0)

For the interpretation of the Intervention for CPD Needs (CPD preferred schedule and CPD preferred pacing, and monitoring and evaluation, frequency percentage was used.

To interpret the teachers' responses, the qualitative side of the study, thematic analysis was employed. Though there are many ways to approach thematic analysis, the researcher decided to use Braun and Clark's (2006) six steps framework:

familiarize the data, generate initial codes, search for themes, review themes, define themes, and do the write-up.

DISCUSSION OF RESULTS AND RECOMMENDATIONS

The study presents the results of the data gathered from the respondents based on the research questions that were asked.

Table 2

Summary of Teachers' Career Stages of Development

Indicators	WAM	Verbal Description
Content Knowledge and Pedagogy	2.26	Proficient Teacher
Learning Environment	2.36	Proficient Teacher
Diversity of Learners	2.07	Proficient Teacher
Curriculum and Planning	2.22	Proficient Teacher
Assessment and Reporting	2.31	Proficient Teacher
Community Linkages and Professional Engagement	2.21	Proficient Teacher
Personal Growth and Professional Development	2.44	Proficient Teacher
Average Weighted Mean	2.27	Proficient Teacher
Legend: 1.00-1.75- <i>Beginning Teacher</i> 2.51-3.25- <i>Highly Proficient Teacher</i> 1.76-2.50- <i>Proficient Teacher</i> 3.26-4.00- <i>Distinguished Teacher</i>		

The table shows the 245 respondents' Career Stages of Development. The highest *wam* is in terms of Personal Growth and Professional Development with 2.44 while the lowest *wam* is 2.07 in terms of Diversity of Learners. The table here is the summary of all the domains (see appendix for the *wam* for each domain). Generally, it has an average weighted mean of 2.27 with a verbal description of Proficient.

Identifying teachers' own career stages should include constant reflection, evaluation, and analysis of their own methods, as they can help them develop new teaching theories and enhance their performance (learning-by-doing approach as put forward by Whitford, 1994). Teachers' professional growth requires them to be critical, introspective about their teaching experiences, and motivated to bring about change and improvement.

Table 3**Summary of Forms of Professional Development Practices**

Indicators	WAM	Verbal Description
Formal Learning	1.99	Participated with Low Extent
Non-Formal Learning	2.45	Participated with Low Extent
Informal Learning	2.57	Participated with Moderate Extent
Self-Directed Learning	2.50	Participated with Low Extent
Online Learning Activities	3.12	Participated with Moderate Extent
Professional Work Experience	2.79	Participated with Moderate Extent
Average Weighted Mean	2.57	Participated with Moderate Extent

Legend: 1.00-1.75- No Extent of Participation 2.51-3.25-Participated with Moderate Extent
1.76-2.50- Participated with Low Extent 3.26-4.00-Participated with High Extent

The table shows that teachers have a *moderate extent of participation* on the different forms of continuing professional development activities. They got the lowest *wam* on Formal Learning (1.99) since most of the respondents have *low extent in participating* in graduate school programs (Master's and Doctorate), diploma programs, and short courses (see appendices for details). On the contrary, they have the highest *wam* on Online Learning Activities (3.12) since most of the trainings and activities are done virtually due to pandemic and existence of IATF protocols.

A good continuous professional development activity focuses on giving instructors the skills they need to teach and assess for deeper learning and to improve students' cognitive abilities. It improves teachers' comprehension of the topic they teach by bringing in expert teachers and attractive classroom practitioners, as well as involving stakeholders in the improvement, collaboration, and planning of CPD practices (Hammond, Hyler and Gardner, 2017).

Table 4**Summary of Reasons for Continuing Professional Development**

Indicators	WAM	Verbal Description
Renewal of License	3.45	Strongly Agree
Promotion	3.44	Strongly Agree
Teaching and Learning	3.74	Strongly Agree
Personal Development	3.68	Strongly Agree
Average Weighted Mean	3.58	Strongly Agree

Legend: 1.00-1.75- Strongly Disagree 2.51-3.25-Agree
1.76-2.50- Disagree 3.26-4.00-Strongly Agree

Table 4 was the summary of reasons for Continuing Professional Development. It has an average weighted mean of 3.58 or the *Strongly Agree* verbal description. Teaching and Learning has the highest *wam* with 3.74 (*Strongly Agree*) while Promotion has the lowest *wam* with 3.44 (see complete details on appendices). This only shows that activities that teachers engage in CPD to enhance their knowledge, attitudes, and skills needed on their work.

CPD engagement can be motivated by both extrinsic and intrinsic factors. Expected financial benefits and status, like as bonuses, promotions, and prizes, are examples of extrinsic motivators while those intangible ones are examples of intrinsic motivators.

Moreover, Thomson and Turner (2015), added that teachers' ratings on reasons for continuing to teach revealed that four key-specific factors, namely intrinsic reasons, extrinsic reasons, job perception, and extended reasons.

Table 5

Relationship Between PPST Career Stages and Continuing Professional Development Practices

	<i>value</i>	<i>df</i>	<i>Asymptotic Significance (2-sided)</i>
Pearson Chi--Square	305.126 ^a	20	<.001
Likelihood of Ratio	47.207	20	<.001
N of Valid Cases	276		

a. 18 cells (60.0%) have expected count less than 5. The minimum expected count is .00.

Since the p-value (<0.01) is less than the chosen significance level ($\alpha=0.05$), the null hypothesis is rejected. There is a significant relationship between career stages and PD practices ($X^2=305.126$, $p<0.01$).

Table 6

Relationship Between PPST Career Stages and Reasons for Continuing Professional Development Practices

	<i>value</i>	<i>df</i>	<i>Asymptotic Significance (2-sided)</i>
Pearson Chi--Square	284.927 ^a	15	<.001
Likelihood of Ratio	23.447	15	<.75
N of Valid Cases	276		

a. 18 cells (75.0%) have expected count less than 5. The minimum expected count is .00.

Since the p-value (<0.01) is less than the chosen significance level ($\alpha=0.05$), the null hypothesis is rejected as well. There is a significant relationship between career stages and reasons for engaging in Professional Development activities ($\chi^2=284.297$, $p<0.01$).

Table 7

Summary of the Challenges that Hinder Continuing Professional Development

Indicators	WAM	Verbal Description
Financial Constraints	3.04	Agree
Time Constraints	2.84	Agree
Interest of Teacher	2.33	Disagree
Qualification Standards	2.14	Disagree
Employer and Family Support	2.11	Disagree
Existing Condition (Pandemic)	2.85	Agree
Average Weighted Mean	2.55	Agree
Legend: 1.00-1.75- Strongly Disagree 2.51-3.25-Agree 1.76-2.50- Disagree 3.26-4.00-Strongly Agree		

This table shows the summary of the challenges that hinder Continuing Professional Development. It has average weighted mean of 2.55 (Agree). Financial Constraints has the highest *wam* with 3.04 (Agree), followed by Existing Condition with 2.85 *wam* (Agree), Time Constraints with 2.84 *wam* (Agree), Interest of Teacher with 2.33 (Agree), Qualification Standards with 2.14 *wam* (Agree), and Employer and Family Support with 2.11 *wam* (Agree).

To address such issues and hurdles in the implementation of ongoing professional development, gaining clarity on the purpose or reason for participating in CPD is crucial to its effectiveness. In this regard, adopting a policy plan for teacher professional development program monitoring, evaluation, and technical assistance will have a higher chance of success if the learning goals are explicit at all levels (Chappuis, Chappuis & Stiggins, 2009; Hindeya and Endawoke, 2013).

Table 8***Technical Assistance Training Needs Analysis***

Indicators	WAM	Verbal Description
Content and performance standards in my main subject field(s)	3.01	Moderate Level of Need
Student assessment practices	3.04	Moderate Level of Need
Classroom management	2.87	Moderate Level of Need
Knowledge and understanding of my main subject field(s)	2.89	Moderate Level of Need
Knowledge and understanding of instructional practices (knowledge mediation) in my main subject field(s)	2.97	Moderate Level of Need
ICT skills for paper works, teaching, and learning	3.04	Moderate Level of Need
Teaching students with special learning needs	3.18	Moderate Level of Need
Student discipline and behavior problems	3.01	Moderate Level of Need
School management and administration	3.03	Moderate Level of Need
Teaching in a multicultural setting	3.09	Moderate Level of Need
Student counseling	3.07	Moderate Level of Need
Technical writing (research, communication and correspondence, reporting)	3.11	Moderate Level of Need
Average Weighted Mean	3.03	Moderate Level of Need
Legend: 1.00-1.75- No Need at All 2.51-3.25-Moderate Level of Need 1.76-2.50- Low Level of Need 3.26-4.00-High Level of Need		

Table 8 deals with the Technical Assistance Training Needs Analysis. In summary, all the listed possible trainings have an average weighted mean of 3.03 or Moderate Level of Need. Teaching students with Special Needs has the highest *wam* with 3.11 (Moderate Level of Need) while the lowest *wam* was Classroom Management with 2.87(Moderate Level of Need).

Technical writing (research, communication, and correspondence and reporting) has 3.11 *wam*, teaching in a multicultural setting has 3.09 *wam*, and student counseling has 3.07 *wam*. They were also considered as the list of possible trainings with notable responses.

According to McFarhan (2014), having a well-qualified teacher in every classroom is the most significant aspect in enhancing student accomplishment.

Thus, teachers continue attending various trainings that could enhance their capacities in teaching.

Table 9

Preferred Modality/ Delivery of Continuing Professional Development Activities

Indicators	WAM	Verbal Description
Face-to-face Instructor Lead	2.81	Moderate Level of Preference
Active Hands-on Participation	3.07	Moderate Level of Preference
Study Groups	2.95	Moderate Level of Preference
Interactive Distance Learning	3.15	Moderate Level of Preference
Computer-based/ Virtual Training	3.15	Moderate Level of Preference
Video-taped Instruction	3.01	Moderate Level of Preference
Job-Embedded (part of workload)	2.87	Moderate Level of Preference
Personal/ Individualized Training	3.03	Moderate Level of Preference
Average Weighted Mean	3.00	Moderate Level of Preference
Legend: 1.00-1.75- Not Preferred 1.76-2.50- Low Level of Preference		
2.51-3.25-Moderate Level of Preference 3.26-4.00-High Level of Preference		

In terms of preferred modality or delivery of Continuing Professional Development activities, both Interactive Distance Learning and Computer-based/ Virtual Training have the highest *wam* with 3.15 (Moderate Level of Preference) while Study Groups has the lowest *wam* with 2.95 (Moderate Level of Preference) and Face-to-face Instructor-Lead with 2.81 (Moderate Level of Preference).

Creating professional virtual learning communities, according to authors like de Marin and Etchells (2020), is a fantastic method to support instructors in the face of the COVID-19 epidemic. Tria (2020) also recommended that as part of the New Normal post-COVID educational plans, online learning platforms be strengthened, health research and development be strengthened, and program creation and health integration be strengthened. Cahapay (2020) referenced online and mixed approaches to teacher training, as reported by Olivier (2020).

Table 10***Preferred Pacing for Professional Development Activities***

Indicators	<i>f</i>	%
Self-paced	18	6.50%
Timed/Scheduled	64	23.30%
Combination of Self-Paced and Timed/Scheduled	193	70.20%
Total	275	100.00%

This table presents the preferred pacing for professional development activities. Using frequency and percentage, the combination of self-paced and time/scheduled with a frequency of 193 and a percentage of 70.20. Self-paced has the least preference with a frequency of 18 and a percentage of 6.50.

Creating a preferred CPD pacing or scheduling is critical because it will motivate teachers to be proactive in their professional self-improvement efforts.

Table 11***Preferred Monitoring and Evaluation for Technical Assistance***

Indicators	<i>f</i>	%
Monthly	43	15.60%
Quarterly	120	43.60%
Twice a Year	47	17.20%
Annually	65	23.60%
Total	275	100.00%

In terms of monitoring and evaluation for Technical Assistance, 120 (43.60%) respondents preferred it to be done on quarterly basis, 65 (23.60%) on an annual, 47 (17.20%) on twice a year, and 43 (15.60%).

The qualitative part of this study has five main topics with five question per topic. Ten respondents agreed and signed a written consent form. They were coded from 1-10 to assure data privacy and confidentiality procedures.

The researcher was able to establish six (6) general themes teachers' assessment of their career stages, participation to online LAC sessions as a CPD activity, inclination to learn for self-fulfillment, experiences where challenges are

met, activities on teaching and learning, and resorting from on-site to online activities for safety purposes. It will be discussed in the succeeding paragraphs.

Theme 1: Teachers' assessment of their career stage

This is about the teacher's career stages of development. The participants were asked if they are aware of their current Career Stage of Development and what do they think would be their CPD Stage. Participants had given their personal description of their current professional development while others took a little time to determine what CPD is. This shows that most of them can just described their CPD, but they could not tell the actual stages like Beginning, Proficient, Highly Proficient, and Distinguished.

The researcher was able to find two (2) sub-themes under teacher's assessment of their career stages. These are the teacher's certainty and uncertainty of their career stages. They tell whether participants are aware of their current professional development.

Subtheme 1: Certainty of their career stages

*"...ako yung at the **middle** lang well-adjusted na." (P1)*

*"...not totally a model teacher, **eksakto** lang." (P6)*

*"As a teacher, ako ay nasa **Proficient Stage**." (P8)*

It has been noted that there are respondents who are very aware of their career stages as teachers. According to DepEd Order No. 42, s. 2015 Career Stage 2 or Proficient Teachers are professionally independent in the application of skills vital to the teaching and learning process.

Moreover, proficient teachers can develop effective teaching and learning experiences for students. They can recognize the various background of students and tailor their teaching to fit their specific requirements and diverse cultural, social, and linguistic traits. They build secure, happy, and productive learning environments where all children are encouraged to engage.

Subtheme 2: Uncertainty of their career stages

*“...**ano** ng aba yung career stage ko, uhm...” (P2)*

*“...**di pa** ako nakapag-assess ng career stage ko sa **palagay** ko lang....” (P3)*

*“...**alin** nga ba ang career stage namin? **ano** sample?” (P8)*

It was also noted that there were respondents who are not that familiar of their career stages. As suggested by O’ Donell (2021), those having problems with identifying their career path must establish a firm understanding of their professional strengths and preferences.

Moreso, communication style, work style, learning preferences, unique gifts, life priorities, hobbies and interests, and other factors all contribute to your unique professional profile. The more they learn about themselves, the easier it will be to limit down their options and settle on roles that are right for them (O’Donell, 2021).

Theme 2: Participation to Online LAC Sessions as a CPD activity

The participants were asked to enumerate the specific professional development activities that they have engaged during the pandemic and which of those has the greatest impact on them. Discussion of the most common types of professional development activities that teachers are engaging were highlighted. This also explained how CPD activities impact their work as teachers.

The researcher was able to find two (2) sub-themes under Participation to Online LAC Sessions as a CPD activity. These are conduct of on-line LAC sessions and impact of trainings to self and others.

Sub-theme 3: Conduct of On-line LAC Sessions

*“...**LAC** sessions are very common sa aming mga teachers..we invite **online** resource speakers.” (P3)*

*“...nakita ko sa mga katrabaho ko, in terms of output ng aking **pa-SLAC**, kahit pa **online**, teachers submitted and I’m happy to say lahat naman sila ay nagkocomply.” (P2)*

*“...na lagi ako present sa mga **online activities** especially when we work from home.” (P6)*

*“...dito sa **LAC**, dinidiscuss ang mga actual needs ng teachers sa pagtuturo at mga dapat na modality para sa aming ma mag-aaral, mapa-**online** or modular.” (P8)*

Some of the participants mentioned about the importance of LAC session as part of their day-to-day work as teachers.

DepEd Order 35, s. 2016 defined that a Learning Action Cell (LAC) is a group of teachers supervised by the school head or a certified LAC Leader who engage in collaborative learning sessions to solve shared difficulties experienced in the school. LACs will evolve into productive, loving, and safe school-based communities of practice. As seen from the responses, attendance to LAC sessions are common practices in schools.

Sub-theme 4: Impact of trainings to self and others

*“...Hindi lang talaga impact sa **sarili** ko, kundi impact sa mga **kasama** ko.” (P1).”*

*“...**Hindi lang ako** ang basta natuto, **hindi lang yung school** ang nakinabang.” (P5)*

*“...I attend because the training topics improve **me personally** and my **students as well**.” (P4)*

*“...nafeel ko na **I served my** purpose. Napakasarap lang sa pakiramdam na **they** are willing to learn.” (P9)*

This only shows that teachers prefer CPD activities that they can apply on their work to benefit themselves and others around them.

According to Walters, Robinson, and Walters (2020), the goal of professional development is to bring about change not just in teachers' classroom practices, attitudes, and beliefs, but also on student's learning outcomes.

Theme 3: Inclination to Learn for Self-Fulfilment

This discusses the reasons for continuing professional development. They were asked why they engage themselves in professional development activities and what could be the reason why other teachers also engage in CPDs.

The researcher was able to find two (2) sub-themes under teacher's aspiration and desire to enhance qualification.

Sub-theme 5: Teacher's Aspiration

*"Sometimes ta-tiyagain lang. Kahit tapos ka na sa professional development na **ini-aim** mo, it doesn't stop there. (P1)*

*"Ang titingnan din kung gaano, in terms of volume of people ang **nainspire** at **nangarap** dahil sa iyo." (P4)*

*"It's a long process kasi na kapag **nagtanim** ay **aanihin** agad. Its proper timing." (P3)*

*"Napakaano ko naman kung ang magiging ano ko ay hindi for promotion. Of course, we are aiming for **greener pasture**." (P2)*

*"People would say, hindi ka ba nauumay, even they are appreciating your effort na ginagawa. As individual, ang **aim** natin ay promotion ng ating self." (P6)*

*"As provider of Technical Assistance, teachers use the **qualities** that they are **aiming** for. They imitate successful person na gusto rin nila **marating**." (P10)*

Teachers set goals for themselves too. In terms of satisfaction or dissatisfaction with CPD, Abdel and Mohammad (2018) in de Lange et al. (2015) examined the relationships between CPD and satisfaction on several measures.

There was also a link discovered between levels of satisfaction and the number of CPD events attended – the more face-to-face CPD attended, the higher the level of satisfaction (Abdel and Mohammad, 2018 in Halabi, 2015).

Thomson and Turner (2015) also found out that their motivations for teaching were linked to specific incentives for attending professional development training, teachers' instructional beliefs, and the outcomes of the professional development program.

Sub-theme 6: Desire to Enhance Qualification

*"We must have the **qualities** before tayo mapunta sa position." (P5)*

*"Ako nafefeel ko ang pagiging deserving sa promotion, kapag alam ko na ang job description na mapupuntahan ay **masasatisfy** ang **qualities** and **competencies** that I should have prior to the promotion." (P8)*

*"Ayaw kong i-push ang sarili ko sa position na alam kong **may kulang pa** ako. Ginagawa ko s'ya kasi I want to be ready in terms of **competencies** and **qualifications**." (P9)*

*"...on my part, kung may time pa ako na i-improve, hinahanap ko ng way kung paano **mai-improve** ang sarili ko." (P10)*

*"...oo become **worthy** of the possible position or promotion that will come our way in the future. I'm pushing myself on the **skills** and **qualities** na dapat mayroon ako."*

Qualification is one of the driving forces for teachers to continue improving themselves. Professionals benefit from CPD because it allows them to stay current

in their industries, maximize their expertise, develop in their careers, and have more job security. McFarland (2014) noted that professional development is a critical component of supporting and strengthening teaching in schools.

McFarland (2014) also added that educators must put what they learn into practice, as they are frequently required to learn new things that they are unable to implement due to a lack of corporate commitment to constant experimentation and development.

Theme 4: Experiences where challenges are met

Some respondents confessed that the most common hindrances they encounter is their time constraints and poor communication.

The researcher was able to find three (3) sub-themes under experiences where challenges are met. These are inability to focus due to urgency of tasks over time, inability to attend CPD due to poor line of communication, and prioritization of tasks.

Sub-theme 7: Inability to Focus due Urgency of Tasks over Time

*"I observed **lack of focus** sa dami ng gawa on a **limited time**." (P4)*

*"...while attending, lahat sila may ginagawa na may **urgency rin**." (P9)*

*"Yung **attention** na dapat nakikinig ay **nakukuhaan** pa ng tasks dahil may **due** narin" (P10)*

*"Sometimes umaattend tayo, dahil nga participant ka lang, you just listen. But if you were asked kung ano ang seminar, parang **wala ka ring masabi**. Sasabihin mo ay kasi biglaan yan ako'y may ginagawa rin na **urgent** and have to prioritize." (P5)*

"...na minsan patong-patong ang meeting at webinar hindi na kami maka-focus." (P4)

*"When it comes to **focus** of learning, yun ang risk natin. Yun ang nawala." (P9)*

*"I still have priorities in life, parang kapag binigay mo sa akin ang training, para bang wala akong ginagawa na syempre during work hours, alam na may **nirurush** na trabaho, hindi maprioritize ang dapat attendan." (P10)*

The responses show narration of how teachers met difficulty in dealing with juggling tasks. According to Ucan (2016), teachers face numerous challenges in engaging in CPD activities before achieving meaningful professional development. These and other problems, such as personal and organizational variables, were also

cited by Hindeya and Endawoke (2013) as impeding the efficient implementation of CPD in schools.

Subtheme 8: Inability to attend CPD due to Poor Line of Communication

*“Ang isa sa makokonsider ko na barrier ay ang **line of communication**.” (P2)*

*“If someone is **not communicating** in terms of memorandum, in terms of the dissemination of information, pero **line of communication** is not well-establish, hindi ka talaga makaka-attend.” (P3)*

*“Andyan na si training, ngayon palang **i-cocommunicate**.” (P6)*

It is critical to determine the source of a communication issue before it produces employee worry and mistrust, or even has a detrimental impact on a organization's success. However, recognizing poor communication is only the first step toward resolving the issue. Learn how to identify the reasons of bad workplace communication and the most effective approaches to address them.

Sub-theme 9: Prioritization of Tasks as Solutions to Challenges

*“We cannot manage our time, but we can always **manage our tasks**.” (P2)*

*“**Prioritization of tasks** is very important.” (P3)*

*“Para madelimit yung barriers in attending and providing CPD, **prioritize the things**, communicate the information ahead of time we need to accomplish.” (P4)*

*“Mahirap pagsabay sabayin kung alam mo naman na kaya mo i-asses yung tasks mo whether it is urgent or not, **prioritize** or not.” (P6)*

*“Assign **alternate focal person** to attend to seminars and trainings in case the assigned person is not available so CPD activities can be **prioritized**.” (P7)*

*“...have **list of priority trainings** na needed talaga, checking our learnings on how we can apply it to the field.” (P8)*

*“Trainings are not only for a few select individuals, but for everyone, it's a good idea to **rotate teachers** so that everyone gets an **equal chance** to learn. In this way they can **focus** on the activity.” (P5)*

The responses dealt on how time constraint can be solved. Participants believe that prioritizing tasks require focus, delegation, and dedication to guarantee that no one is spending too much time on tasks that are not as important now.

Theme 5: Preference on Activities on Teaching and Learning

In the question how they want their CPD activities to be presented and given to them, the following responses were lifted:

The researcher was able to find three (3) sub-themes under activities on teaching and learning. These are teaching and learning topics suited to the New Normal, resorting to online activities for safety purposes, and comparing self-paced and timed/scheduled.

Subtheme 10: Teaching and Learning topics suited to the New Normal

*“...topics on how to **assess learners** in this time of **pandemic**.” (P1)*

*“...**new tools** in teaching in the **New Normal**.” (P2)*

*“...**strategies on teaching** students with diverse needs in varied modalities in the **New Normal**.” (P3)*

*“maganda matutunan **ngayon** ang mga **best practices** sa paghandle ng klase **ngayong** walang face-to face.”*

Teaching and learning are the life and blood of educators throughout the course of their profession. Denduangruedee and Villavicencio (2015) found out that teachers are willing to experiment new teaching methods that better meet the needs of students and welcome new ideas.

Subtheme 11: Resorting to Online Activities for Safety Purposes

*“...syempre OK parin ang face-to-face kaya lang we have to resort to **virtual activities** for our **safety**.” (P6)*

*“...sa face-to-face mas marami matutunan at makakafocus but it is **not applicable** nowadays na **tag-COVID**.” (P4)*

*“...ngayon I prefer **online** pero dapat may interaction parin tulad sa face-to-face.” (P3)*

Most of the respondents shifted from face-to-face to online activities. This is in accordance with the report World Economic Forum (2020) stating that online learning activities increase information retention and take less time to accomplish. Online activities will continue to flourish in response to the threats of COVID-19.

Subtheme 12: Comparing self-paced and timed/scheduled

*“...prefer ko yung **sarili kong oras** tapos ititigil ko nlang kapag may gagawin na akong work pero maganda rin ang may **schedule** especially kapag group activities.” (P5)*

*“...ah both ay kailangan kasi depende yan sa purpose, may mga activities na pedeng **solohan** may dapat **grupuhan**.” (P7)*

*“...I want to learn at my **own pacing**, however there were times I need to **collaborate** with others.” (P8)*

This subtheme tackles the preferences of participants in terms of timing/scheduling. Imel (n.d). suggested that teachers should prepare for professional development activities by determining what needs to be learned, deciding how to proceed, choosing methods, activities, and resources, securing supervisor's support, and considering logistical issues like time, place, and pacing. This forethought will aid in the achievement of the goal.

Theme 6: Monitoring, Evaluation and Technical Assistance from SDO Lucena City

This deals with the Monitoring, Evaluation, and Technical Assistance Needs on Continuing Professional Development. The participants responded on how they wanted to be assisted in choosing the right professional development of teachers and to how they wanted to be assisted in choosing the right professional development of teachers.

Subtheme 13: SDO Lucena City's assistance through information dissemination

*“...the DO can assist us through **posting of Advisories** and **information dissemination** on trainings and activities, not only Division activities but also from external.” (P1)*

*“Sana magkaroon ng **advisory** ng bawat professional development activities para lahat ay ma-inform.” (P4)*

*“...through **open lines of communication**, provision of list of available CPD activities that teachers can attend.” (P7)*

*“...provision of **information materials** that could help us decide kung ano ba ang nararapat na CPD activities para sa amin.”*

In a fast-paced organization, trying to stay ahead of the competition, information dissemination tools are vital to success.

Teachers frequently consider information dissemination to be a one-way type of communication, with information and recommendations being disseminated primarily through mass media in a cost-effective and timely manner. In certain circumstances, posters and pamphlets are used as media, whereas in others, text-

based print media is used solely. In education, however, two-way communication is more important and beneficial for arranging awareness programs and events. DepEd Lucena City may strengthen open lines of communication through widen information dissemination.

Subtheme 14: Tracing the Impact of CPD to teachers

*“Sana **ma-assess** din kung may **impact** nga ba ang mga ina-attendan ng teachers na trainings sa improvement ng kanilang performance.” (P1)*

*“...may study na ba sa Lucena na nagfocus sa **effects ng trainings** sa improvement ng teachers, how can we measure if they really benefit from it? (P7)*

*“I believe in one way or another, CPD activities have positive **results** for us.” (P9)*

Tracing the impact of Continuing professional development is important nowadays. According to McFarland (2014), professional development appears to be a widespread source of dissatisfaction in most schools. Many educators believe that professional development is unsuccessful in strengthening their instructional approaches and organizational capabilities.

Typically, teachers will admit that some powerful, consequential learning experiences occurred at least once or twice during one of their training sessions, though many will admit that only a few of these isolated learning opportunities stand out from a mass of what they regard as superficial and forgettable learning activities (McFarland, 2014).

Moreover, feedback mechanism must also be strengthened as it is another key part of professional development. To see how far participants have come toward their goals and objectives, they need feedback and vice versa.

Conclusions

Based on the findings of this study, the following conclusions were drawn.

1. The respondents are in the Proficient stage in terms of their Career Stage of Development since most of them are in the early part of their teaching career and a large percentage of the respondents are Teacher I.

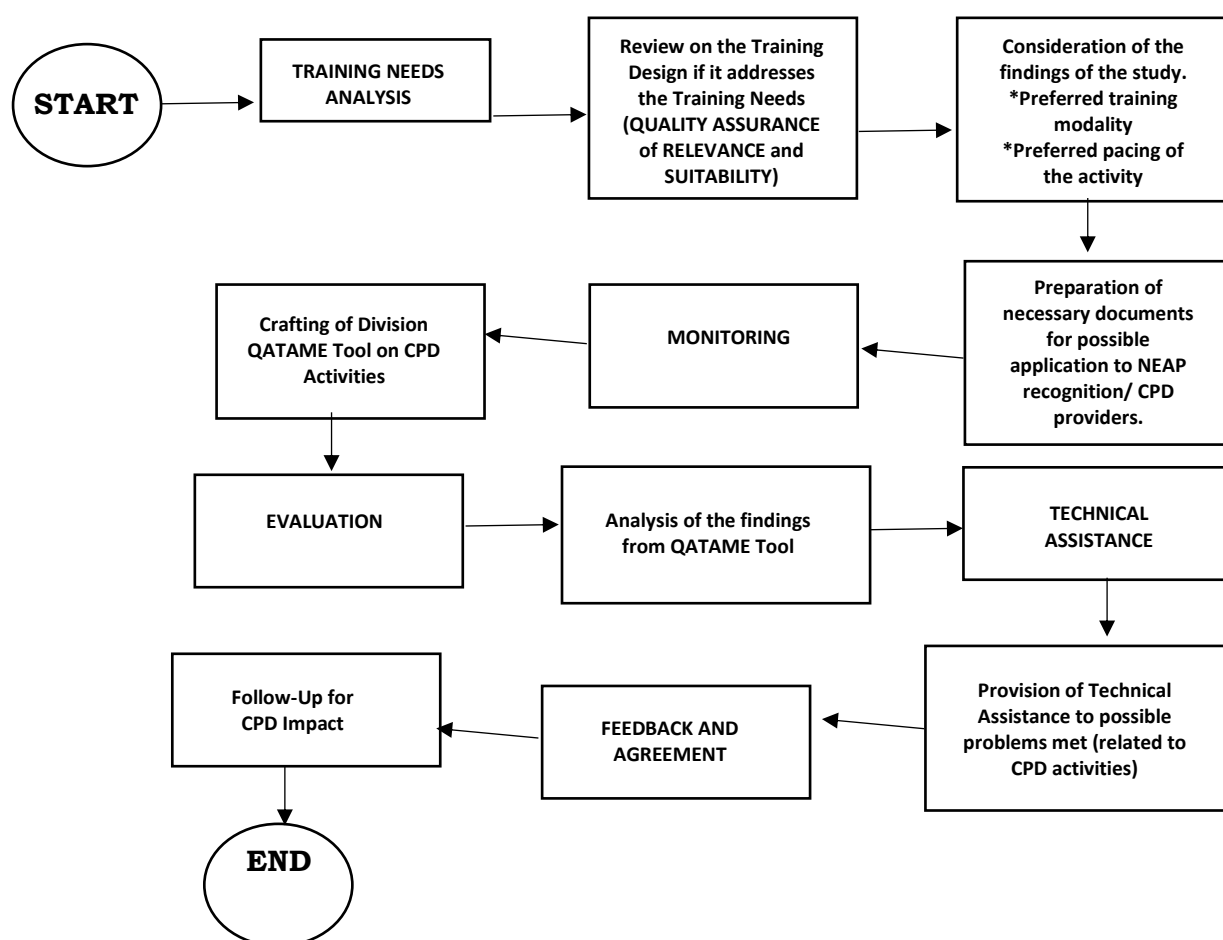
2. It can be inferred that they have the lowest extent of participation in Formal Learning or the enrolment to Graduate Schooling (Master's and Doctorate), Diploma Programs and Short Courses (see appendix for more details) since these are the most expensive form of CPD activity while Online Learning has the highest extent to the onset of pandemic.
3. There is a significant relationship between teachers' career stages of development and forms of continuing professional development they engage since CPD can be related to teacher's performance as defined on their career stages.
4. There is a significant relationship between teachers' career stages of development and their reasons for continuing professional development since those teachers are the
5. Teachers regard teaching and learning as the foremost reason why they engage in continuing professional development. For them to deliver quality teaching, they must not stop learning.
6. Teachers' greatest challenges in continuing professional development are financial constraints (quantitative), existing condition (quantitative), time constraints (quantitative and qualitative), and line of communication (qualitative responses) because these are factors that are beyond the control of teachers.
7. It can also be concluded that teachers preferred CPD activities that they can apply to the nature of their work, especially in this pandemic. They preferred their activities to be monitored on a quarterly basis. Modality and pacing of the activities were also suggested based on their preference.

Recommendations

Based on the findings and conclusions of this study, the following conclusions were drawn.

1. In terms of the PPST career stages, teachers must engage themselves on Quality Assured activities that could further enhance their knowledge and skills on Domain 6: Diversity of Learners since it has the lowest *wam*.
2. In terms of the different forms of Continuing Professional Development, teachers should pay attention to their least participated CPD activity, Formal Learning, such as enrollment to graduate school, diploma courses, and/ or short programs.
3. Since there is a significant relationship between teachers' Career Stages and forms of Continuing Professional Development practices, to advance to the next career stage, teachers must increase the extent of their participation to various CPD activities in line with their field of specialization.
4. Since there is a significant relationship between teachers' Career Stages and reasons for Continuing Professional Development, to advance to the next career stage, teachers must also have career pathing on aspects that they want to focus.
5. Based on the findings and conclusions, SDO Lucena City may also consider the suggested training needs, CPD preferred modalities and pacing, as well as monitoring, evaluation, and provision of technical assistance to school in terms of Continuing Professional Development
6. SDO Lucena City shall strengthen the assistance to schools in applying and providing NEAP/CPD accredited professional development activities for teachers.
7. A call for the next study on the attendance to Continuing Professional Development activities and its impact on teacher's performance is encouraged.

Monitoring, Evaluation, Technical Assistance Plan



COST ESTIMATES

ACTIVITY	ELIGIBLE EXPENDITURES	QUANTITY	COST
1. Purchase of consumable supplies for printing such bond paper for the draft manuscript, validation of instruments, and paper submissions	Supplies	2 reams *153. 50 each	PHP 307
2. Purchase of consumable supplies for printing such as black ink for the draft manuscript, validation of instruments, and final paper submission *Epson 003 Black	Supplies	2 bottles *350.00 each	PHP 700.00
3. Purchase of USB flash disk for the safe keeping of files	Materials	1 piece *235 each	PHP 235.00

* Kingston Technology Data Traveler G4 USB 3.0 4 GB			
4. Travel expense/ transportation allowance for going personally to the validators and asking permission to top management and school heads in the conduct of the study * from DO to schools and vice versa	Domestic travel expenses	58 schools *36 each v.v.	PHP 2,088.00
5. Online communication during the conduct of research *cellphone load for making calls, etc.	Communication expenses	1 prepaid card *350 each	PHP 300.00
6. Printing of the copies of the initial and final manuscript and output. *Top management copy, personal, copy, research committee copy, DO Library Hub copy, BERF copy, extra copy	Reproduction, printing and binding costs	6 copies *estimated 50-70 pages	PHP 420.00
6. Provision of food and other incurred expenses for the validators during validation of research (surveys, FGDs) *meal and token for validators	Food	5 pax *350 each	PHP 1,750
7. Purchase of incidental expenses *folders, envelopes, staple wire	Other expenses - during the conduct of research	10 pieces folder 5 pieces envelope 1 staple wire *10.00,	PHP 200.00
8. Reprinting, binding, advertising, and presentation of research findings in varied platforms. *research presentation to Division Research Colloquium and/or other research platforms	Expenses related to research dissemination	2 copies *reprinting, binding, and advertising *500. 00 estimated	PHP 1,000. 00
TOTAL			PHP 7,000.00

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Appendix

Detailed Results of the Responses for each Domain

Part I. Teacher's Career Stages

Content Knowledge and Pedagogy	1	2	3	4	wam
Content knowledge and its application within and across curriculum areas	57	132	56	30	2.21
Research-based knowledge and principles of teaching and learning	95	56	106	18	2.17
Positive use of ICT	71	68	96	40	2.38
Strategies for promoting literacy and numeracy	57	131	49	38	2.25
Strategies for developing critical and creative thinking, as well as other higher-order thinking skills	77	81	88	29	2.25
Mother Tongue, Filipino, and English in teaching and learning	87	70	74	44	2.27
Classroom communication strategies	51	115	88	21	2.29

Learning Environment	1	2	3	4	wam
Learner safety and security	47	116	71	41	2.39
Fair learning environment	46	112	69	48	2.43
Management of classroom structure and activities	56	113	82	24	2.27
Support for learner participation	34	110	101	30	2.46
Promotion of purposive learning	60	133	52	30	2.19
Management of learner behavior	47	109	79	40	2.41

Diversity of Learners	1	2	3	4	wam
Learners' gender, needs, strengths, interests, and experiences	55	124	73	23	2.23
Learners' linguistic, cultural, socio-economic, and religious backgrounds	74	110	72	19	2.13
Learners with disabilities, giftedness, and talents	121	80	55	19	1.9
Learners in difficult circumstances	92	119	46	18	1.96
Learners from indigenous groups	81	100	66	28	2.15

Curriculum and Planning	1	2	3	4	wam
Planning and management of teaching-learning process	65	102	85	23	2.24
Learning outcomes aligned with learning competencies	54	143	53	25	2.18
Relevance and responsiveness of learning programs	58	96	101	20	2.3

Professional collaboration to enrich teaching practice	46	145	58	26	2.23
Teaching and learning resources including ICT	57	136	60	22	2.17

Assessment and Reporting	1	2	3	4	wam
Design, selection, organization, and utilization of assessment strategies	80	81	91	20	2.19
Monitoring and evaluation of learner progress and achievement	57	134	53	31	2.21
Feedback to improve learning	50	84	111	30	2.44
Communication of learner needs, progress, and achievement to key stakeholders	33	125	80	37	2.44
Use of assessment data to enhance teaching and learning practices and programs	57	104	99	15	2.26

Community Linkages and Professional Engagement	1	2	3	4	wam
Establishment of learning environments that are responsive to community contexts	71	94	87	23	2.23
Engagement of parents and the wider school community in the educative process	37	165	51	22	2.21
Professional ethics	86	106	63	20	2.06
School policies and procedures	46	119	82	28	2.33

Personal Growth and Professional Development	1	2	3	4	wam
Philosophy of teaching	28	87	115	45	2.64
The dignity of teaching as a profession	53	81	68	73	2.59
Professional links with colleagues	37	107	87	44	2.5
Professional reflection and learning to improve practice	71	113	60	31	2.19
Professional development goals	66	91	92	26	2.28

Part II. Forms of Continuing Professional Development Activities

Formal Learning	1	2	3	4	wam
Enrolment to Graduate Schooling (Master's Degree)	93	26	69	87	2.55

Enrolment to Graduate Schooling (Doctorate Degree)	197	29	30	19	1.53
Other qualification programs (short courses)	102	58	80	35	2.17
Customized Diploma Program for Non-Specialists	170	36	50	19	1.70

Non-Formal Learning	1	2	3	4	wam
Fitness Programs	30	58	126	61	2.79
Financial Literacy Programs	58	67	107	43	2.49
Sports Programs	90	63	99	23	2.2
Adult Education Program	73	69	103	30	2.33

Informal Learning	1	2	3	4	wam
Learning another language or dialect	110	79	66	20	1.99
Learning a new skill like painting, baking, singing, dancing, etc.	47	61	107	60	2.65
Learning ICT skills like encoding, editing, lay-outing, programming, troubleshooting, etc.	10	53	124	88	3.05
Learning how to do blogging, videography, photography, etc.	46	72	112	45	2.57

Self-Directed Learning	1	2	3	4	wam
Participation in professional organizations	32	62	110	71	2.8
Action/ Basic Research writing	62	81	90	42	2.41
Writing articles for publication	108	70	73	24	2.05
Making innovations in teaching	26	70	127	52	2.75

Online Learning Activities	1	2	3	4	wam
Attend Massive Open Online Courses (MOOC)	52	70	88	65	2.60
Attend webinars sponsored by private organizations (Vibal, Abiva, Rex, etc.)	5	30	113	127	3.32
Attend Edutech Philippines and other webinar series sponsored by DepEd	3	19	114	139	3.41
Attend local and international webinar series from external/ private organizations	12	42	116	105	3.14

Professional Work Experience	1	2	3	4	wam
Observation visits to other schools for benchmarking	79	72	91	33	2.28
Observation visits to business premises, public organizations, non-governmental organizations	88	76	88	23	2.17
Participate in in-service trainings and LAC Sessions	0	5	47	223	3.79
Serves as module writer, validator, or editor	40	48	81	106	2.92

Part III. Reasons for Continuing Professional Development

Renewal of License	1	2	3	4	wam
To abide by CPD Law	4	7	112	152	3.5
Getting a certificate is equated to eligibility	3	11	109	152	3.49
CPD is a requirement for renewal of license	9	19	116	131	3.34
A requirement in teaching in the public school	3	17	104	151	3.47

Promotion	1	2	3	4	wam
Uplift position in the organization	2	8	128	137	3.45
Increase salary grade	2	9	99	165	3.55
Changes in work responsibilities that make the job more attractive	6	11	130	128	3.38
For financial bonus or other kinds of monetary reward	5	14	125	131	3.39

Teaching and Learning	1	2	3	4	wam
Improve the way of teaching	0	0	70	205	3.75
Acquire more knowledge and skills	0	0	63	212	3.77
Update oneself in new trends in teaching	0	0	64	211	3.77
Role in school development initiatives (e.g., curriculum development group, development of school objectives)	0	2	83	190	3.68

Personal Development	4	3	2	1	wam
Be more confident as an educator	0	0	65	210	3.76
Earn respect from other people	2	0	70	203	3.72
Get recognition from colleagues at work and get respect from people	4	12	103	156	3.49

Impart learnings to students, teachers, community, etc.	0	0	69	205	3.75
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Financial constraints	1	2	3	4	wam
Professional development is too expensive/unaffordable	2	55	163	55	2.99
The budget is allotted to personal expenses instead	4	39	156	76	3.11
Cannot afford to have materials for professional development	4	57	156	58	2.97
There are few free CPD programs for	4	39	154	78	3.11

Schedule	1	2	3	4	wam
Preoccupied and tired of paper works at school	0	37	138	100	3.23
I do not have time because of family responsibilities	14	110	113	38	2.64
There is no allotted time given for CPD	8	117	113	37	2.65
Professional development conflicts with my work schedule.	8	79	134	54	2.85

Interest of teacher	1	2	3	4	wam
I do not want to pursue it because professional development is not my priority right now.	49	155	52	19	2.15
There is no relevant professional development that interests me.	51	166	42	16	2.08
I do not have the pre-requisites (e.g. qualifications, experience, seniority).	26	123	93	33	2.48
There are other equally important tasks to pay attention to.	23	96	121	35	2.61

Qualification Standards	1	2	3	4	wam
I cannot meet the intellectual preparation needed for it.	39	175	47	14	2.13
I do not have the skills and experience required.	47	178	37	13	2.06
My specialization is not aligned with the scholarship being offered.	37	161	65	12	2.19
There is seniority protocol/ biases in sending participants to trainings	44	153	62	16	2.18

Employer and Family support	1	2	3	4	wam
There is a lack of employer support and encouragement	34	177	50	14	2.16

There are no incentives given by the school for participating in such activities	27	149	80	19	2.33
The school head does not permit us to attend continuing professional development activities	74	165	27	9	1.89
The family interferes with participation in CPD initiatives.	51	168	47	9	2.05

Existing Condition (Pandemic)	1	2	3	4	wam
Over-all personal health conditions and co-morbidity issues.	25	86	125	39	2.65
All forms of face-to-face seminars, trainings, etc. were canceled and CPD activities were minimized.	12	65	157	41	2.83
All form of travels including trainings and webinars were suspended	9	71	156	39	2.82
There is strict compliance with health and safety protocols all over the country.	5	30	166	74	3.12