

OPPORTUNITIES, TEACHERS' ATTITUDE AND ENGAGEMENT IN CONTINUING PROFESSIONAL DEVELOPMENT (CPD) ACTIVITIES

Elvie Barzo Gonzaga  

¹ Student, Graduate School, Guimaras State University, Buenavista Guimaras, Philippines



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Corresponding Author

Elvie Barzo Gonzaga,
elviesalazar.barzo@gmail.com

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ABSTRACT

This descriptive research investigated the opportunities, attitude, and engagement in Continuing Professional Development (CPD) activities among elementary school teachers in the Province of Iloilo for the school year 2023-2024. The population comprised of elementary school teachers, with 380 participants selected through random sampling. Data were collected through an online survey utilizing a structured, researcher-made, validated and reliability tested questionnaire. The results revealed significant differences in the opportunities for CPD activities across congressional districts. Additionally, significant variations were found in teachers' attitude towards CPD activities based on their educational attainment. Furthermore, significant differences were observed in the level of teachers' engagement in CPD activities concerning both educational attainment and congressional district. However, no significant differences were found when teachers were classified according to their age, sex, school level, and school size. This study concludes that, while opportunities and attitude significantly influence engagement in CPD activities, their significant differences vary when they were classified according to their educational attainment and congressional district. Hence, it is imperative to consider these when designing CPD programs for elementary school teachers in the Province of Iloilo. Tailoring CPD opportunities and strategies is highly recommended to address the specific needs and preferences of teachers based on their educational backgrounds and geographic locations. Moreover, further research is warranted to explore additional variables that may influence teachers' engagement in CPD activities and to assess the long-term effectiveness of CPD programs in enhancing teaching quality and student outcomes.

Keywords: Opportunities, Teacher's Attitudes, Teacher's Engagement, Continuing Professional Development Activities

1. INTRODUCTION

The Continuing Professional Development Act of 2019 (Republic Act No. 10912) mandates and strengthens the CPD program for all regulated professions in the Philippines. This act aims to continuously improve the competence of professionals, ensure their contribution to national development, and align their qualifications with international standards (Section 2). It outlines the key components of CPD programs, including the roles of the Professional Regulation Commission (PRC), Professional Regulatory Boards (PRBs), and CPD Councils (Sections 4-9). Notably, the act makes CPD mandatory for the renewal of

professional licenses and emphasizes its role in career progression and specialization (Sections 10, 12). This legislation provides a strong legal basis for your study exploring opportunities, attitudes, and engagement in CPD activities among teachers, as it highlights the national importance of ongoing professional development for maintaining and enhancing professional competence. (Republic Act No. 10912, 2019) The United Nations Economic and Cultural Organization (UNESCO) desires an educational utopia where all teachers have seamless access to high-quality, ongoing, and contextually relevant professional development (CPD) opportunities UNESCO. (2022). These activities are tailored to their individual needs and preferences, aligning seamlessly with the ever-evolving demands of the educational landscape UNESCO. (2023). Effective CPD would empower teachers with the knowledge, skills, and practices to significantly improve student learning outcomes OECD. (2023). Intrinsically motivated, teachers would actively engage in CPD, recognizing its vital role in shaping their professional growth and identity Wilder et al. (2022). Unfortunately, the current reality falls short of this ideal. Many teachers face significant barriers to participating in CPD, including limited access to quality opportunities, financial constraints, time pressures, and inadequate support from school administrators OECD. (2023). Additionally, teachers' attitudes towards CPD vary, with some perceiving it as irrelevant, ineffective, or simply disconnected from the realities of their classrooms Acharya et al. (2020). Consequently, engagement in CPD is often uneven and inequitable, leaving some teachers reaping greater benefits than others Darling-Hammond & Sykes (2020). This stark divergence between the ideal and real states of CPD underscores the critical need for research to explore the factors influencing teachers' engagement. This includes examining the barriers they face, as well as their individual needs, preferences, and motivations. Additionally, research is crucial to evaluate the effectiveness of different CPD models and identify best practices for designing and delivering programs with demonstrably positive impact Fullan & Quinn (2018). This study investigates the opportunities, attitudes, and engagement of teachers in CPD to bridge the gap between the ideal and real states. The findings aim to inform the development of more equitable, relevant, and effective CPD programs that ultimately benefit all teachers and students.

1.1. STATEMENT OF THE PROBLEM:

This study aimed to determine the opportunities, teachers' attitude and engagement in Continuing Professional Development (CPD) activities in the Schools Division of Iloilo, Philippines for School Year 2023-2024.

Specifically, the following questions were answered:

- 1) *What are the opportunities of Continuing Professional Development activities as assessed by the teachers when taken as a whole and when classified according to age, sex, educational attainment, school level, school size, and congressional district?*
- 2) *What is the teachers' attitude in CPD activities when taken as a whole and when classified according to age, sex, educational attainment, school level, school size, and congressional district?*
- 3) *What is the level of teachers' engagement in CPD activities when taken as a whole and when classified according to age, sex, educational attainment, school level, school size, and congressional district?*

- 4) *Are there significant differences in the opportunities of CPD activities as assessed by the teachers when classified according to age, sex, educational attainment, school level, school size, and congressional district?*
- 5) *Are there significant differences in the teachers' attitude in CPD activities when classified according to age, sex, educational attainment, school level, school size, and congressional district?*
- 6) *Are there significant differences in the level of teachers' engagement in CPD activities when classified according to age, sex, educational attainment, school level, school size, and congressional district?*
- 7) *Do opportunities and teachers' attitude significantly influence their engagement in Continuing Professional Development (CPD) activities?*

1.2. HYPOTHESES

There are no significant differences in the opportunities of CPD activities as assessed by the teachers when classified according to age, sex, educational attainment, school level, school size, and congressional district.

There are no significant differences in the teachers' attitude in CPD activities when classified according to age, sex, educational attainment, school level, school size, and congressional district.

There are no significant differences in the level of teachers' engagement in CPD activities when classified according to age, sex, educational attainment, school level, school size, and congressional district.

The opportunities and teachers' attitude do not significantly influence their engagement in Continuing Professional Development (CPD) activities.

1.3. THEORETICAL FRAMEWORK

This study draws inspiration from several theoretical frameworks to analyze the impact of Continuing Professional Development (CPD) on teacher engagement and learning outcomes. The Stimulus-Organism-Response (SOR) Theory highlights how teachers' responses to CPD opportunities (the stimuli) are shaped by their individual interpretations [Huang \(2023\)](#). In conjunction, Self-Determination Theory (SDT) emphasizes how intrinsic motivation, driven by autonomy, competence, and relatedness, fuels engagement in CPD [Deci & Ryan \(2020\)](#). Andragogy principles stress the importance of designing CPD programs that are relevant, participatory, and self-directed, aligning with the unique needs of adult learners [Knowles et al. \(2018\)](#). Finally, the study is grounded in the legal mandate of the Philippines' Continuing Professional Development (CPD) Law (Republic Act No. 10912), which underscores the importance of CPD for maintaining professional competence and ensuring teachers remain up-to-date within their field [Professional Regulation Commission. \(2023\)](#).

1.4. CONCEPTUAL FRAMEWORK

This study examines the complex relationships between opportunities, attitudes, engagement, and learning outcomes in the context of Continuing Professional Development (CPD). Availability, support, and accessibility of CPD are key independent variables that shape the types of opportunities teachers experience. The dependent variables are teacher engagement levels, attitudes toward CPD, and the resulting impact on their learning. Demographic factors like

age, experience, educational attainment, and gender act as control variables. Research shows that accessible and diverse CPD opportunities can foster positive attitudes and engagement [Darling-Hammond & Sykes \(2020\)](#), while teacher demographics can influence their responses [Avalos \(2021\)](#). Ultimately, this study aims to understand how these factors interact to affect teacher engagement, a key factor in influencing student learning outcomes [Guskey \(2020\)](#), [Desimone \(2019\)](#).

1.5. RESEARCH PARADIGM

Figure 1

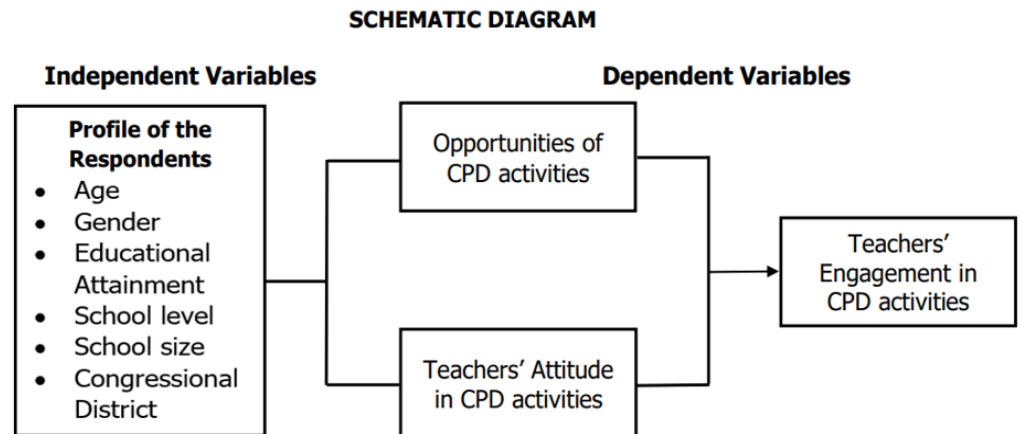


Figure 1 Schematic Diagram Showing Relationships of Variables in the Study

1.6. SIGNIFICANCE OF THE STUDY

This investigation holds significant benefits for diverse stakeholders within the educational landscape. Department of Education (DepEd) officials gain data to shape CPD-related policies, schools profit from motivated teachers with current skills, and CPD providers receive guidance on essential programs. Teachers directly benefit by maximizing their CPD engagement, ultimately enhancing learner outcomes. Additionally, the researcher gains field-specific knowledge, and this study lays a strong groundwork for future researchers, furthering the development of evidence-based strategies to optimize teacher professional development.

2. LITERATURE REVIEW

Continuing Professional Development (CPD) is a cornerstone of lifelong learning for educators. Defined as the holistic enhancement of skills and proficiency [Craft \(2020\)](#), CPD encompasses diverse activities such as workshops, conferences, and online courses (CPD Certification Service, 2024). It's essential for teachers to remain updated with advancements in their field, refine their practice, and ultimately promote positive student outcomes [Desimone \(2019\)](#), [Guskey \(2020\)](#), [OECD. \(2016\)](#).

The effectiveness of CPD depends heavily on the availability of opportunities, institutional support, and accessibility [Opfer and Pedder \(2021\)](#). Teachers are more likely to engage in and reap the benefits of CPD when it is aligned with their needs and offered within a supportive environment [Darling-Hammond et al. \(2018\)](#). Studies demonstrate that high-quality CPD programs that are sustained,

collaborative, and focused on specific content areas tend to foster greater teacher engagement and positive attitudes [Borko, H. \(2021\)](#), [Fredricks et al. \(2020\)](#).

Research suggests demographic factors like a teacher's age, experience level, and subject area may influence their perceptions of CPD [Creswell & Creswell \(2018\)](#). Importantly, teachers' attitudes towards CPD are strongly linked to the nature and quality of the opportunities provided [Fredricks et al. \(2020\)](#). Effective CPD fosters professional growth, enhances teaching practices, and ultimately translates to improved student learning outcomes [Avalos \(2021\)](#), [Bloom \(1956\)](#).

A significant body of research underscores the importance of well-designed, accessible, and sustained CPD initiatives [Cordingley et al. \(2019\)](#), [Darling-Hammond et al. \(2019\)](#), [Desimone \(2019\)](#). Studies emphasize the transformative potential of CPD programs that incorporate active learning, critical reflection, and collaborative dialogue [Mezirow \(2022\)](#), [Timperley \(2021\)](#). By understanding the factors influencing CPD success, educational institutions can create targeted, engaging, and impactful professional development experiences for teachers.

3. METHODOLOGY

This chapter presents the research design of the study, the identified respondents, the data-gathering instruments, with its validity and reliability testing, the data gathering procedure and the statistical analysis used.

3.1. RESEARCH DESIGN

This study utilized the descriptive correlational design, immersing itself in the current state of Continuing Professional Development (CPD) within the teaching profession in the Schools Division of Iloilo, Province of Iloilo, Philippines for school year 2023-2024. This approach, as defined by [Bryman and Bell \(2019\)](#), delves into understanding "relationships between variables" while refraining from manipulating the study environment. It perfectly aligns with our objective of exploring the intricate associations between teacher opportunities, attitudes, and engagement within CPD activities.

[Creswell & Creswell \(2018\)](#) further solidify this choice by highlighting the strength of descriptive correlational research in capturing "rich descriptions of a situation" and uncovering potential "causal linkages" between variables. This resonates with our aim to not only paint a detailed picture of available CPD opportunities in Iloilo but also to investigate how they intersect with teachers' perspectives and subsequent involvement in professional development activities.

3.2. RESPONDENTS OF THE STUDY

The respondents of the study consisted of 380 randomly selected teachers from Iloilo Province, Philippines, selected across its five districts. Employing random sampling, where each teacher had an equal chance of being chosen [Goodman \(2018\)](#), ensures a representative sample within the defined population.

The sample size was determined using Slovin's formula, with a 5% margin of error, providing a reasonable representation of the entire population of teachers in the province, thus allowing for the extrapolation of the study's findings to the broader teaching community in the Province of Iloilo-Philippines.

Table 1

Table 1 The Distribution of the Respondents Based on the Grouping Variables			
Congressional District	N	n	%
First	3,351	65	17.11
Second	3,374	79	20.79
Third	4,612	43	11.32
Fourth	2,963	45	11.84
Fifth	4,910	148	38.95
TOTAL	19,210	380	100%

3.3. DATA GATHERING INSTRUMENT

The study used a questionnaire to gather a holistic understanding of elementary teachers' experiences with Continuing Professional Development (CPD). The questionnaire covered four key areas: teacher demographics, their perceptions of available CPD opportunities, their attitudes towards CPD's importance and benefits, and finally, their actual levels of engagement in different CPD activities. This approach aims to provide a well-rounded picture of the factors influencing teachers' CPD participation and its potential impact on their professional growth.

For teachers' attitude and engagement in CPD activities the following mean scores and interpretation was utilized:

Interpretation based on the Scale of Means:

- **Very High (4.21 - 5.00):** Indicates that the attitude and engagement of teachers on CPD activities exceed beyond the requirements.
- **High (3.41 - 4.20):** Indicates that the attitude and engagement of teachers on CPD activities meet the standard requirements.
- **Moderate (2.61 - 3.40):** Indicates that the attitude and engagement of teachers on CPD activities fall short of the required standards.
- **Low (1.81 - 2.60):** Indicates that the attitude and engagement of teachers on CPD activities failed to meet the standard requirements.
- **Very Low (1.00 - 1.80):** Indicates that the attitude and engagement of teachers on CPD activities is not evident.

3.4. VALIDITY OF THE DATA GATHERING INSTRUMENT

To ensure the validity of the questionnaire, it was submitted for jury or expert validation among five experts in the field of educational management. The instrument was validated using face and content validation. The suggestions of these experts were considered in the revision of the final data gathering instrument.

In addition, to ensure that all questions in the instrument were appropriate, clear, reasonable, typical and sufficiently inclusive, the criteria for validation suggested by Good and Scate's was utilized.

3.5. RELIABILITY OF THE RESEARCH INSTRUMENT

Reliability in the context of a questionnaire refers to the consistency and stability of the measurements taken with the instrument. It ensures that the

questions in the instrument are consistently measuring what they intend to measure. The reliability of the questionnaire was assessed using Cronbach's alpha, a widely accepted method for measuring internal consistency (Cronbach, 1951). The instrument was pilot tested to thirty (30) teachers in the Province of Iloilo who were not part of the sample population. The computed Cronbach's alpha coefficient for the questionnaire was 0.897, indicating a high level of internal consistency among the items.

3.6. DATA GATHERING PROCEDURE

The data gathering procedure commenced with the formal sending of permission letters to the respective educational institutions and authorities to seek approval for conducting the research. These letters outlined the study's aims, methodology, and ethical considerations [Creswell & Creswell \(2018\)](#). Upon receiving approval, informed consent forms were distributed to potential participants, detailing their rights, the study's purpose, and the confidentiality of their responses. The finalized, validated questionnaire was then distributed to the sampled participants, either physically or through secure online platforms, depending on the participants' preferences and the prevailing circumstances. Participants were given a reasonable timeline to complete and return the questionnaires, with reminders being sent periodically to encourage response. The data received from the questionnaires was meticulously compiled and coded in preparation for analysis. Any incomplete or inconsistent responses were promptly addressed to maintain the integrity of the data [Bell et al. \(2018\)](#).

3.7. STATISTICAL TOOLS USED

To analyze the multifaceted data, the study combined descriptive and inferential statistical tools. Descriptive statistics (frequency count, percent, rank, mean) were used to characterize the sample's demographics and summarize responses on attitudes and engagement. Inferential statistics (t-Test, ANOVA, Chi-Square, Pearson r) were used to determine significant differences between groups (based on age, sex, educational attainment, school level, size, and district), and to examine relationships between opportunities, attitudes, and engagement in CPD activities. A significance level of .05 was employed.

4. PRESENTATION ANALYSIS AND INTERPRETATION OF DATA

4.1. OPPORTUNITIES OF CONTINUING PROFESSIONAL DEVELOPMENT (CPD) ACTIVITIES AS ASSESSED BY THE TEACHERS WHEN TAKEN AS A WHOLE

Teachers view Continuing Professional Development (CPD) opportunities favorably. They particularly value the availability of workshops/seminars, the potential for career advancement, and the support they receive from their organizations. Teachers overwhelmingly agree that CPD keeps them updated, fosters professional growth, and improves their job performance. This positive outlook aligns with research highlighting the importance of CPD for teacher effectiveness and student learning [Guskey \(2020\)](#), [Beijaard et al. \(2010\)](#). While readily available workshops, support, and online resources are appreciated, teachers also prioritize financial support and flexibility in CPD offerings. Additionally, improving the convenience of CPD locations and ensuring better

alignment with long-term career goals could further enhance the value teachers derive from these programs. These findings underscore the need for both personalized and accessible CPD opportunities [Darling-Hammond et al. \(2017\)](#), [Smith & Ingersoll \(2004\)](#).

Table 2

Table 2 Opportunities of Continuing Professional Development Activities as Assessed by the Teachers When Taken as a Whole

Items	f	%	Rank
There is availability of CPD workshops and seminars in my field.	371	97.6	1
There are variety of CPD opportunities offered that can positively impact promotion prospects.	369	97.1	2
There is a support from my organization in pursuing CPD activities.	363	95.5	3
I find online CPD courses and resources very accessible.	357	93.9	4
My school accommodates my schedule for CPD activities well.	360	94.7	5
I have availed the funding or financial support provided for CPD.	341	89.7	6
CPD activities are very effective in helping me stay updated with educational trends.	374	98.4	7
CPD activities contribute significantly to my professional growth.	374	98.4	8
CPD opportunities is highly relevant in enhancing my job performance.	374	98.4	9
Regularly receive information about upcoming recent trends in basic education.	363	95.5	10
The locations for CPD events are convenient.	351	92.4	11
CPD providers cater well my specific professional needs.	363	95.5	12
The information provided about CPD opportunities are clear to me.	368	96.8	13
Flexibility of CPD options available to me.	358	94.2	14
CPD is aligned strongly with my long-term career goals.	368	96.8	15

Opportunities of Continuing Professional Development activities as assessed by the teachers when classified according to age

Overall, teachers across both age groups (below 40 and 41+) demonstrate a high level of agreement regarding the availability and support for Continuing Professional Development (CPD). They consistently rank workshops/seminars, opportunities for promotion, and organizational support as their top priorities. This suggests that teachers, regardless of age, value access to relevant CPD, career advancement prospects, and support from their organizations. Both groups also agree on CPD's effectiveness in keeping them updated with educational trends and fostering professional growth. While minor differences exist in how they perceive information updates and flexibility, the overall perception of CPD opportunities remains largely positive for both age groups. This finding emphasizes the need for continued investment in CPD programs that support teachers of all ages.

Table 3

Table 3 Opportunities of Continuing Professional Development Activities as Assessed by the Teachers When Classified According to Age

Items	Below 40 years old			40 years and above		
	f	%	Rank	f	%	Rank
There is availability of CPD workshops and seminars in my field.	136	96.5	1	235	98.3	1
There are variety of CPD opportunities offered that can positively impact promotion prospects.	137	97.2	2	232	97.1	2
There is a support from my organization in pursuing CPD activities.	136	96.5	3	227	95.0	3
I find online CPD courses and resources very accessible.	133	94.3	4	224	93.7	4

My school accommodates my schedule for CPD activities well.	135	95.7	5	225	94.1	5
I have availed the funding or financial support provided for CPD.	127	90.1	6	214	89.5	6
CPD activities are very effective in helping me stay updated with educational trends.	139	98.6	7	235	98.3	7
CPD activities contribute significantly to my professional growth.	139	98.6	8	235	98.3	8
CPD opportunities is highly relevant in enhancing my job performance.	138	97.9	9	236	98.7	9
Regularly receive information about upcoming recent trends in basic education.	135	95.7	10	228	95.4	10
The locations for CPD events are convenient.	130	92.2	11	221	92.5	11
CPD providers cater well my specific professional needs.	134	95.0	12	229	95.8	12
The information provided about CPD opportunities are clear to me.	138	97.9	13	230	96.2	13
Flexibility of CPD options available to me.	136	96.5	14	222	92.9	14
CPD is aligned strongly with my long-term career goals.	137	97.2	15	231	96.7	15

4.2. OPPORTUNITIES OF CONTINUING PROFESSIONAL DEVELOPMENT ACTIVITIES AS ASSESSED BY THE TEACHERS WHEN CLASSIFIED ACCORDING TO SEX

Male and female teachers demonstrate strong agreement on the value of Continuing Professional Development (CPD), recognizing its role in keeping them updated, promoting professional growth, and improving job performance. Both groups appreciate the availability of workshops, organizational support, and online resources. This positive outlook aligns with research emphasizing CPD's importance for teacher effectiveness and institutional support [Guskey \(2002\)](#), [Beijaard et al. \(2010\)](#), [Fullan & Quinn \(2018\)](#), [Timperley \(2021\)](#). While minor perceptual differences exist between the sexes (regarding location convenience and information clarity), the overall picture is one of satisfaction with CPD opportunities offered. However, these slight differences suggest that tailoring some aspects of CPD offerings could further optimize the experience for both male and female teachers.

Table 4

Items	Male			Female		
	f	%	Rank	f	%	Rank
There is availability of CPD workshops and seminars in my field.	67	95.7	1	304	98.1	1
There are variety of CPD opportunities offered that can positively impact promotion prospects.	69	98.6	2	300	96.8	2
There is a support from my organization in pursuing CPD activities.	67	95.7	3	296	95.5	3
I find online CPD courses and resources very accessible.	68	97.1	4	289	93.2	4
My school accommodates my schedule for CPD activities well.	66	94.3	5	294	94.8	5
I have availed the funding or financial support provided for CPD.	65	92.9	6	276	89.0	6
CPD activities are very effective in helping me stay updated with educational trends.	68	97.1	7	306	98.7	7
CPD activities contribute significantly to my professional growth.	68	97.1	8	306	98.7	8
CPD opportunities is highly relevant in enhancing my job performance.	69	98.6	9	305	98.4	9
Regularly receive information about upcoming recent trends in basic education.	67	95.7	10	296	95.5	10
The locations for CPD events are convenient.	68	97.1	11	283	91.3	11

CPD providers cater well my specific professional needs.	68	97.1	12	295	95.2	12
The information provided about CPD opportunities are clear to me.	68	97.1	13	300	96.8	13
Flexibility of CPD options available to me.	67	95.7	14	291	93.9	14
CPD is aligned strongly with my long-term career goals.	68	97.1	15	300	96.8	15

4.3. OPPORTUNITIES OF CONTINUING PROFESSIONAL DEVELOPMENT ACTIVITIES AS ASSESSED BY THE TEACHERS WHEN CLASSIFIED ACCORDING TO EDUCATIONAL ATTAINMENT

Teachers across various educational levels (Bachelor's, Master's, Doctorate) perceive CPD opportunities positively. They agree on the availability, variety, and effectiveness of CPD options, as well as the importance of organizational support and online resources. This highlights the success of CPD programs in meeting the needs of educators with diverse backgrounds [Darling-Hammond et al. \(2017\)](#). Interestingly, teachers with Doctorate degrees report slightly higher satisfaction with schedule accommodation and location convenience. Conversely, those with Master's and Doctorate degrees indicate slightly lower access to financial support and clarity of information compared to those with Bachelor's degrees. These differences suggest that tailoring CPD offerings by focusing on financial support, flexible schedules, convenient locations, and ensuring clear communication could further enhance the experience, especially for educators with advanced degrees who may have additional responsibilities or expectations.

Table 5

Table 5 Opportunities of Continuing Professional Development Activities as Assessed by the Teachers When Classified According to Educational Attainment

Items	Bachelor Degree			Master's Degree			Doctorate Degree		
	f	%	Rank	f	%	Rank	f	%	Rank
There is availability of CPD workshops and seminars in my field.	247	97.2	5	92	97.9	1.5	32	100.0	5
There are variety of CPD opportunities offered that can positively impact promotion prospects.	247	97.2	5	90	95.7	7	32	100.0	5
There is a support from my organization in pursuing CPD activities.	242	95.3	9.5	89	94.7	10	32	100.0	5
I find online CPD courses and resources very accessible.	237	93.3	13	88	93.6	12.5	32	100.0	5
My school accommodates my schedule for CPD activities well.	240	94.5	11	90	95.7	7	30	93.8	14
I have availed the funding or financial support provided for CPD.	227	89.4	15	84	89.4	14.5	30	93.8	14
CPD activities are very effective in helping me stay updated with educational trends.	251	98.8	1.5	91	96.8	4	32	100.0	5
CPD activities contribute significantly to my professional growth.	250	98.4	3	92	97.9	1.5	32	100.0	5
CPD opportunities is highly relevant in enhancing my job performance.	251	98.8	1.5	91	96.8	4	32	100.0	5
Regularly receive information about upcoming recent trends in basic education.	244	96.1	8	88	93.6	12.5	31	96.9	11
The locations for CPD events are convenient.	236	92.9	14	84	89.4	14.5	31	96.9	11
CPD providers cater well my specific professional needs.	242	95.3	9.5	89	94.7	10	32	100.0	5

The information provided about CPD opportunities are clear to me.	245	96.5	7	91	96.8	4	32	100.0	5
Flexibility of CPD options available to me.	239	94.1	12	89	94.7	10	30	93.8	14
CPD is aligned strongly with my long-term career goals.	247	97.2	5	90	95.7	7	31	96.9	11

4.4. OPPORTUNITIES OF CONTINUING PROFESSIONAL DEVELOPMENT ACTIVITIES AS ASSESSED BY THE TEACHERS WHEN CLASSIFIED ACCORDING TO SCHOOL LEVEL

Teachers at different school levels (primary, complete elementary, integrated) view Continuing Professional Development (CPD) opportunities positively. They agree on the availability, variety, effectiveness, organizational support, and clarity of CPD offerings, demonstrating that programs cater well to diverse needs [Darling-Hammond et al. \(2017\)](#). Notably, integrated school teachers report the highest satisfaction with financial support, location convenience, and how well CPD providers cater to their specific needs. Investigating these areas of success within integrated schools could reveal strategies for improving CPD experiences for teachers in other school settings. Slightly lower satisfaction among primary school teachers regarding financial support and location convenience suggests potential areas for targeted improvement.

Table 6

Items	Primary			Complete Elementary			Integrated		
	f	%	Rank	f	%	Rank	f	%	Rank
There is availability of CPD workshops and seminars in my field.	46	95.8	6.5	280	97.9	3.5	45	97.8	11
There are variety of CPD opportunities offered that can positively impact promotion prospects.	45	93.8	9.5	278	97.2	5.5	46	100.0	5
There is a support from my organization in pursuing CPD activities.	48	100.0	1.5	271	94.8	10	44	95.7	13.5
I find online CPD courses and resources very accessible.	45	93.8	9.5	267	93.4	12.5	45	97.8	11
My school accommodates my schedule for CPD activities well.	46	95.8	6.5	270	94.4	11	44	95.7	13.5
I have availed the funding or financial support provided for CPD.	42	87.5	14.5	256	89.5	15	43	93.5	15
CPD activities are very effective in helping me stay updated with educational trends.	48	100.0	1.5	280	97.9	3.5	46	100.0	5
CPD activities contribute significantly to my professional growth.	47	97.9	4	281	98.3	1.5	46	100.0	6
CPD opportunities is highly relevant in enhancing my job performance.	47	97.9	4	281	98.3	1.5	46	100.0	5
Regularly receive information about upcoming recent trends in basic education.	45	93.8	9.5	273	95.5	8.5	45	97.8	11
The locations for CPD events are convenient.	42	87.5	14.5	263	92.0	14	46	100.0	5
CPD providers cater well my specific professional needs.	44	91.7	12.5	273	95.5	8.5	46	100.0	5
The information provided about CPD opportunities are clear to me.	47	97.9	4	275	96.2	7	46	100.0	5

Flexibility of CPD options available to me.	45	93.8	9.5	267	93.4	12.5	46	100.0	5
CPD is aligned strongly with my long-term career goals.	44	91.7	12.5	278	97.2	5.5	46	100.0	5

4.5. OPPORTUNITIES OF CONTINUING PROFESSIONAL DEVELOPMENT ACTIVITIES AS ASSESSED BY THE TEACHERS WHEN CLASSIFIED ACCORDING TO SCHOOL SIZE

Teachers at different school sizes (small, medium, large) perceive CPD opportunities positively. They generally agree on the availability, variety, and effectiveness of CPD for staying updated, improving performance, and fostering growth. However, teachers in large schools consistently report higher satisfaction with the availability of relevant workshops, career advancement potential, alignment with career goals, and how well providers cater to their needs. Conversely, teachers in smaller schools indicate slightly lower satisfaction with financial support and location convenience for CPD activities. Despite these differences, strong organizational support and clarity of information remain consistent across all school sizes. Investigating the successes of CPD programs within large school settings could provide insights for enhancing the experiences of teachers in smaller schools, particularly in the areas of financial support and location convenience.

Table 7

Items	Small			Medium			Large		
	f	%	Rank	f	%	Rank	f	%	Rank
There is availability of CPD workshops and seminars in my field.	71	94.7	10.5	166	98.2	6	134	98.5	1
There are variety of CPD opportunities offered that can positively impact promotion prospects.	72	96.0	6.5	167	98.8	3	130	95.6	6.5
There is a support from my organization in pursuing CPD activities.	73	97.3	5	164	97.0	7.5	126	92.6	11
I find online CPD courses and resources very accessible.	71	94.7	10.5	160	94.7	13.5	126	92.6	11
My school accommodates my schedule for CPD activities well.	71	94.7	10.5	163	96.4	10	126	92.6	11
I have availed the funding or financial support provided for CPD.	67	89.3	15	157	92.9	15	117	86.0	15
CPD activities are very effective in helping me stay updated with educational trends.	75	100.0	1	167	98.8	3	132	97.1	4
CPD activities contribute significantly to my professional growth.	74	98.7	3	167	98.8	3	133	97.8	2.5
CPD opportunities is highly relevant in enhancing my job performance.	74	98.7	3	167	98.8	3	133	97.8	2.5
Regularly receive information about upcoming recent trends in basic education.	72	96.0	6.5	162	95.9	12	129	94.9	8
The locations for CPD events are convenient.	69	92.0	14	160	94.7	13.5	122	89.7	14

CPD providers cater well my specific professional needs.	71	94.7	10.5	164	97.0	7.5	128	94.1	9
The information provided about CPD opportunities are clear to me.	74	98.7	3	163	96.4	10	131	96.3	5
Flexibility of CPD options available to me.	71	94.7	10.5	163	96.4	10	124	91.2	13
CPD is aligned strongly with my long-term career goals.	71	94.7	10.5	167	98.8	3	130	95.6	6.5

4.6. OPPORTUNITIES OF CONTINUING PROFESSIONAL DEVELOPMENT ACTIVITIES AS ASSESSED BY THE TEACHERS WHEN CLASSIFIED ACCORDING TO CONGRESSIONAL DISTRICT

Teachers across congressional districts generally perceive Continuing Professional Development (CPD) opportunities positively. They agree on the availability, variety, and effectiveness for staying updated, improving performance, and fostering growth. Additionally, strong organizational support and clarity of information remain consistent. This suggests CPD programs successfully cater to teachers in diverse geographic locations. However, teachers in the 2nd District report the highest satisfaction with workshop availability, promotion opportunities, and schedule accommodation. Conversely, those in the 5th District indicate slightly lower satisfaction with financial support, location convenience, and online resource access. Investigating the reasons behind the 2nd district's success could offer insights for enhancing the CPD experience in other districts. Addressing barriers to financial support, location convenience, and online resources in areas like the 5th district might be crucial for ensuring equitable access to quality CPD for all teachers.

Table 8

Table 8 Opportunities of Continuing Professional Development Activities as Assessed by the Teachers When Classified According to Congressional District

Items	1st District			2nd District			3rd District			4th District			5th District		
	f	%	Rank	f	%	Rank	f	%	Rank	f	%	Rank	f	%	Rank
There is availability of CPD workshops and seminars in my field.	64	98.5	6.5	79	100.	8	42	97.7	5.5	45	100.	8	141	95.3	4
There are variety of CPD opportunities offered that can positively impact promotion prospects.	64	98.5	6.5	79	100.	8	42	97.7	5.5	45	100.	8	139	93.9	5.5
There is a support from my organization in pursuing CPD activities.	64	98.5	6.5	79	100.	8	42	97.7	5.5	45	100.	8	133	89.9	10
I find online CPD courses and resources	64	98.5	6.5	79	100.	8	41	95.3	13	45	100.	8	128	86.5	12.5

Opportunities, Teachers' Attitude and Engagement in Continuing Professional Development (CPD) Activities

very accessible.															
My school accommodates my schedule for CPD activities well.	63	96.9	14	79	100.	8	42	97.7	5.5	45	100.	8	131	88.5	11
I have availed the funding or financial support provided of or CPD.	63	96.9	14	79	100.	8	41	95.3	13	45	100.	8	113	76.4	15
CPD activities are very effective in helping me stay updated with educational trends.	64	98.5	6.5	79	100.	8	42	97.7	5.5	45	100.	8	144	97.3	2
CPD activities contribute significantly to my professional growth.	64	98.5	6.5	79	100.	8	42	97.7	5.5	45	100.	8	144	97.3	2
CPD opportunities is highly relevant in enhancing my job performance.	64	98.5	6.5	79	100.	8	42	97.7	5.5	45	100.	8	144	97.3	2
Regularly receive information about upcoming recent trends in basic education.	63	96.9	14	79	100.	8	42	97.7	5.5	45	100.	8	134	90.5	8.5
The locations for CPD events are convenient.	64	98.5	6.5	79	100.	8	41	95.3	13	45	100.	8	122	82.4	14
CPD providers cater well my specific professional needs.	64	98.5	6.5	79	100.	8	41	95.3	13	45	100.	8	134	90.5	8.5
The information provided about CPD opportunities are clear to me.	64	98.5	6.5	79	100.	8	42	97.7	5.5	45	100.	8	138	93.2	7
Flexibility of CPD options	64	98.5	6.5	79	100.	8	42	97.7	5.5	45	100.	8	128	86.5	12.5

available to me.															
CPD is aligned strongly with my long-term career goals.	64	98.5	6.5	79	100.	8	41	95.3	13	45	100.	8	139	93.9	5.5

4.7. THE TEACHERS' ATTITUDE IN CONTINUING PROFESSIONAL DEVELOPMENT ACTIVITIES WHEN TAKEN AS A WHOLE

Table 9 presents an overview of teachers' attitudes toward Continuing Professional Development (CPD) activities as a whole, measured by mean scores. The results indicate a highly positive attitude across various aspects of CPD. The mean scores range from 4.11 to 4.38, reflecting predominantly *Very High* attitudes toward CPD. This indicates that the attitude of teachers on CPD activities exceed beyond the requirements. Specifically, teachers perceive CPD opportunities as readily available and diverse, with strong organizational support and accessibility to online resources. They also acknowledge the effectiveness of CPD activities in staying updated with educational trends, contributing significantly to professional growth, and enhancing job performance. Teachers appreciate the convenience of CPD event locations and the alignment of CPD options with their long-term career goals. The mean score for all variables combined is 4.25, indicating a *Very High* attitude toward CPD activities among teachers as a whole. This suggests a widespread recognition of the value and importance of continuous professional development in the teaching profession. Further, CPD units had been a requirement in the renewal of teachers' professional license as required by the Professional Regulations Commission (PRC).

Table 9

Table 9 The Teachers' Attitude in Continuing Professional Development Activities When Taken as a Whole		
Variables	Mean	Description
There is availability of CPD workshops and seminars in my field.	4.11	High
There are variety of CPD opportunities offered that can positively impact promotion prospects.	4.09	High
There is a support from my organization in pursuing CPD activities.	4.17	High
I find online CPD courses and resources very accessible.	4.23	Very High
My school accommodates my schedule for CPD activities well.	4.21	Very High
I have availed the funding or financial support provided for CPD	4.28	Very High
CPD activities are very effective in helping me stay updated with educational trends.	4.30	Very High
CPD activities contribute significantly to my professional growth.	4.28	Very High
CPD opportunities is highly relevant in enhancing my job performance.	4.24	Very High
Regularly receive information about upcoming recent trends in basic education.	4.33	Very High
The locations for CPD events are convenient.	4.28	Very High
CPD providers cater well my specific professional needs.	4.30	Very High
The information provided about CPD opportunities are clear to me.	4.30	Very High
Flexibility of CPD options available to me.	4.29	Very High
CPD is aligned strongly with my long-term career goals.	4.38	Very High
Overall Mean	4.25	Very High

Scale of Means: 4.21-5.00 Very High (VH); 3.41-4.20 High(H); 2.61-3.40 Moderate(M); 1.81-2.60 Fair(F); 1.00-1.80 Poor(P)

4.8. THE TEACHERS' ATTITUDE IN CONTINUING PROFESSIONAL DEVELOPMENT ACTIVITIES WHEN TAKEN AS A WHOLE AND WHEN CLASSIFIED ACCORDING TO AGE, SEX, EDUCATIONAL ATTAINMENT, SCHOOL LEVEL, SCHOOL SIZE, AND CONGRESSIONAL DISTRICT

Teachers demonstrate a 'Very High' attitude towards Continuing Professional Development (CPD), with a mean score of 4.25 across all demographic variables. This positive attitude is consistent across age groups (below 40 and 41+), gender (male/female), and school levels (primary and integrated). Notably, teachers with Doctorate Degrees had the most positive attitude (mean score of 4.68). While attitudes varied slightly based on educational attainment and congressional district, they remained predominantly in the 'High' to 'Very High' range. These findings suggest that teachers generally value CPD and recognize its importance for their professional growth.

Table 10

Table 10 Teachers' Attitude in Continuing Professional Development Activities when taken as a Whole and When Classified According to Age, Sex, Educational Attainment, School Level, School Size, and Congressional District

Variables	Mean	Description
Age		
Below 40 years old	4.23	Very High
41 years and above	4.26	Very High
Sex		
Male	4.33	Very High
Female	4.24	Very High
Educational Attainment		
Bachelor Degree	4.23	Very High
Master's Degree	4.17	High
Doctorate Degree	4.68	Very High
School Level		
Primary	4.34	Very High
Complete Elementary	4.22	Very High
Integrated	4.38	Very High
School Size		
Small	4.26	Very High
Medium	4.22	Very High
Large	4.3	Very High
Congressional District		
1st District	4.13	High
2nd District	4.29	Very High
3rd District	4.26	Very High
4th District	4.42	Very High
5th District	4.24	Very High
Overall Mean	4.25	Very High

4.9. LEVEL OF TEACHERS' ENGAGEMENT IN CONTINUING PROFESSIONAL DEVELOPMENT ACTIVITIES WHEN TAKEN AS A WHOLE

Overall, teachers demonstrate a 'High' level of engagement in Continuing Professional Development (CPD) activities, indicating a strong commitment to professional growth. They actively participate in workshops, seminars, online courses, and various other CPD opportunities, valuing the support they receive from their organizations. Teachers acknowledge the effectiveness of CPD in keeping them updated, promoting professional growth, and enhancing job performance. However, the slightly lower engagement score for the convenience of CPD event locations suggests a potential area for improvement. Overall, the high engagement levels highlight the dedication of teachers to ongoing learning and development.

Table 11

Table 11 Level of Teachers' Engagement in Continuing Professional Development Activities When Taken as a Whole

Variables	Mean	Description
There is availability of CPD workshops and seminars in my field.	3.52	High
There are variety of CPD opportunities offered that can positively impact promotion prospects.	3.47	High
There is a support from my organization in pursuing CPD activities.	3.48	High
I find online CPD courses and resources very accessible.	3.53	High
My school accommodates my schedule for CPD activities well.	3.49	High
I have availed the funding or financial support provided for CPD.	3.45	High
CPD activities are very effective in helping me stay updated with educational trends.	3.41	High
CPD activities contribute significantly to my professional growth.	3.67	High
CPD opportunities is highly relevant in enhancing my job performance.	3.47	High
Regularly receive information about upcoming recent trends in basic education.	3.46	High
The locations for CPD events are convenient.	2.75	High
CPD providers cater well my specific professional needs.	3.35	High
The information provided about CPD opportunities are clear to me.	3.34	High
Flexibility of CPD options available to me.	3.40	High
CPD is aligned strongly with my long-term career goals.	3.41	High
Overall Mean	3.41	High

4.10. LEVEL OF TEACHERS' ENGAGEMENT IN CONTINUING PROFESSIONAL DEVELOPMENT ACTIVITIES WHEN TAKEN AS A WHOLE AND WHEN CLASSIFIED ACCORDING TO AGE, SEX, EDUCATIONAL ATTAINMENT, SCHOOL LEVEL, SCHOOL SIZE, AND CONGRESSIONAL DISTRICT

Overall, teachers demonstrate a 'High' level of engagement in Continuing Professional Development (CPD) activities, with a mean score of 3.41 across all demographic and institutional factors. This indicates a widespread commitment to continuous professional growth. Engagement remains consistently high regardless of age, sex, school level, or school size. Interestingly, there's a positive correlation

between educational attainment and engagement: teachers with Master's degrees show higher engagement than those with Bachelor's, and those with Doctorate degrees demonstrate the highest engagement levels. Teachers in the 4th and 5th congressional districts also exhibit slightly higher engagement compared to the other districts. These findings highlight the dedication of teachers to ongoing professional development across diverse backgrounds and locations.

Table 12

Table 12 Level of Teachers' Engagement in Continuing Professional Development Activities When Taken as a Whole and When Classified According to Age, Sex, Educational Attainment, School Level, School Size, and Congressional District

Variables	Mean	Description
Age		
Below 40 years old	3.34	High
41 years and above	3.45	High
Sex		
Male	3.39	High
Female	3.42	High
Educational Attainment		
Bachelor Degree	3.3	High
Master's Degree	3.52	High
Doctorate Degree	3.96	High
School Level Currently Employed		
Primary	3.44	High
Complete Elementary	3.42	High
Integrated	3.36	High
School Size		
Small	3.38	High
Medium	3.38	High
Large	3.48	High
Congressional District		
1st District	3.31	High
2nd District	3.3	High
3rd District	3.32	High
4th District	3.49	High
5th District	3.52	High
Overall Mean	3.41	High

4.11. DIFFERENCES IN THE OPPORTUNITIES OF CONTINUING PROFESSIONAL DEVELOPMENT ACTIVITIES AS ASSESSED BY THE TEACHERS WHEN CLASSIFIED ACCORDING TO AGE, SEX, EDUCATIONAL ATTAINMENT, SCHOOL LEVEL, SCHOOL SIZE, AND CONGRESSIONAL DISTRICT

Analysis reveals that teachers' perceptions of Continuing Professional Development (CPD) opportunities don't significantly differ based on age, sex, educational attainment, school level, or school size. This suggests that CPD programs are generally accessible and cater to teachers across these diverse demographics. However, a significant difference emerges when considering congressional districts. This finding implies that a teacher's geographic location influences their perception of CPD opportunities. This aligns with existing research,

such as the study by [Ramirez & Clemente \(2022\)](#), which highlights the geographical and economic barriers that can limit CPD access for teachers in remote areas. This finding underscores the need to ensure equitable distribution and availability of CPD opportunities across all regions.

Table 13

Table 13 Significant Differences in the Opportunities of Continuing Professional Development Activities as Assessed by the Teachers When Classified According to Age, Sex, Educational Attainment, School Level, School Size, and Congressional District

Variables	χ^2 Value	df	p-value	Remarks
Age	0.454	1	.501	Not Significant
Sex	0.165	1	.684	Not Significant
Educational Attainment	1.588	2	.452	Not Significant
School Level	2.002	2	.368	Not Significant
School Size	1.29	2	.525	Not Significant
Congressional District	13.973	4	.007	Significant

4.12. DIFFERENCES IN THE TEACHERS' ATTITUDE IN CONTINUING PROFESSIONAL DEVELOPMENT ACTIVITIES WHEN CLASSIFIED ACCORDING TO AGE, SEX

This analysis shows that neither age nor sex significantly influences teachers' attitudes towards Continuing Professional Development (CPD) activities. This suggests that both younger and older teachers, as well as male and female teachers, hold similarly positive attitudes regarding CPD. These findings highlight the broad appeal and perceived value of CPD across demographic groups. This aligns with research emphasizing the importance of supportive leadership [Villamor \(2020\)](#) and high-quality, content-rich CPD offerings [DeMonte \(2023\)](#) in fostering positive attitudes towards professional development and driving engagement among teachers.

Table 14

Table 14 Significant Differences in the Teachers' Attitude in Continuing Professional Development Activities when Classified According to Age, Sex

Variables	N	Mean	t-value	df	p-value	Remarks
Age						
Below 40 years old	141	4.2350	-.289	378	.772	Not Significant
41 years and above	239	4.2636				
Sex						
Male	70	4.3314	.781	378	.435	Not Significant
Female	310	4.2353				

4.13. DIFFERENCES IN THE TEACHERS' ATTITUDE IN CONTINUING PROFESSIONAL DEVELOPMENT ACTIVITIES WHEN CLASSIFIED ACCORDING TO EDUCATIONAL ATTAINMENT, SCHOOL LEVEL, SCHOOL SIZE, AND CONGRESSIONAL DISTRICT

This analysis reveals that educational attainment significantly influences teachers' attitudes towards Continuing Professional Development (CPD) activities. This suggests that teachers with different educational backgrounds may hold

varying perceptions of the value and importance of CPD. However, school level, school size, and congressional district do not appear to significantly impact teachers' attitudes towards CPD. This implies that attitudes towards CPD remain relatively consistent across different school settings and geographical locations.

Table 15

Table 15 Significant Differences in the Teachers' Attitude in Continuing Professional Development Activities When Classified According to Educational Attainment, School Level, School Size, and Congressional District							
Variables		Sum of Square	df	Mean Square	F-value	p-value	Remarks
Educational Attainment	Between Groups	6.488	2	3.244	3.809	.023	Sig
	Within Groups	321.138	377	.852			
School Level	Between Groups	1.483	2	.741	.857	.425	Not Sig
	Within Groups	326.144	377	.865			
School Size	Between Groups	.447	2	.223	.257	.773	Not Sig
	Within Groups	327.180	377	.868			
Congressional District	Between Groups	2.516	4	.629	.725	.575	Not Sig
	Within Groups	325.111	375	.867			

4.14. DIFFERENCES IN THE LEVEL OF TEACHERS' ENGAGEMENT IN CONTINUING PROFESSIONAL DEVELOPMENT ACTIVITIES WHEN CLASSIFIED ACCORDING TO AGE, SEX

This analysis indicates that neither age nor sex significantly impact teachers' level of engagement in Continuing Professional Development (CPD) activities. This suggests that teachers across age groups and both male and female teachers demonstrate similar levels of active participation and commitment to CPD. This finding highlights the widespread dedication of teachers to professional growth, regardless of these demographic factors.

Table 16

Table 16 Significant Differences in the Level of Teachers' Engagement in Continuing Professional Development Activities When Classified According to Age, Sex						
Variables	N	Mean	t-value	df	p-value	Remarks
Age						
Below 40 years old	141	3.3447	-1.803	378	.072	Not Significant
41 years and above	239	3.4541				
Sex						
Male	70	3.3933	-.326	378	.745	Not Significant
Female	310	3.4181				

4.15. DIFFERENCES IN THE LEVEL OF TEACHERS' ENGAGEMENT IN CONTINUING PROFESSIONAL DEVELOPMENT ACTIVITIES WHEN CLASSIFIED ACCORDING TO EDUCATIONAL ATTAINMENT, SCHOOL LEVEL, SCHOOL SIZE, AND CONGRESSIONAL DISTRICT

This analysis highlights that both educational attainment and congressional district significantly influence teachers' level of engagement in Continuing Professional Development (CPD) activities. Teachers with higher educational

attainment demonstrate higher engagement, suggesting a link between academic achievement and CPD participation. Additionally, the geographic location (congressional district) significantly impacts engagement levels, underscoring the need for tailoring CPD programs to address local needs and preferences. However, school level and school size do not appear to significantly influence teachers' engagement in CPD activities.

Table 17

Table 17 Significant Differences in the Level of Teachers' Engagement in Continuing Professional Development Activities when Classified According to Educational Attainment, School Level, School Size, and Congressional District

Variables		Sum of Squares	df	Mean Square	F-value	p-value	Remarks
Educational Attainment	Between Groups	13.815	2	6.907	23.526	.000	Significant
	Within Groups	110.689	377	.294			
School Level	Between Groups	.169	2	.085	.256	.774	Not Significant
	Within Groups	124.335	377	.330			
School Size	Between Groups	.934	2	.467	1.424	.242	Not Significant
	Within Groups	123.570	377	.328			
Congressional District	Between Groups	4.096	4	1.024	3.189	.014	Significant
	Within Groups	120.408	375	.321			

4.16. INFLUENCE OF OPPORTUNITIES AND TEACHER'S ATTITUDE ON ENGAGEMENT IN CPD ACTIVITIES

This analysis reveals a significant positive correlation between teachers' attitudes towards Continuing Professional Development (CPD) and the availability of CPD opportunities. This suggests that when teachers perceive more and better opportunities for professional development, their attitudes towards CPD improve. However, no significant correlation was found between engagement in CPD activities and either attitude or opportunities. This implies that while attitudes towards CPD may be influenced by opportunities, actual engagement levels may be driven by other factors not directly linked to these variables. These findings highlight the importance of providing diverse and accessible CPD opportunities to foster positive attitudes, but also emphasize that simply increasing opportunities may not automatically translate to higher engagement. This aligns with research suggesting that CPD programs must be carefully designed and well-implemented for maximum impact [Kennedy \(2021\)](#). Additionally, the lack of correlation between engagement and opportunities/attitudes could point to the need for more tailored, needs-based CPD programs that go beyond simply offering opportunities [Alabastro & De Leon \(2019\)](#).

Table 18

Table 18 The Influence of Opportunities and Teacher's Attitude on Engagement in CPD Activities

	Correlations	opportunity	Remarks
attitude	Pearson Correlation	.166**	
	p-value	.001	Significant
	N	380	
engagement	Pearson Correlation	-.026	
	p-value	.619	Not Significant
	N	380	

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. SUMMARY

This descriptive study aimed to explore the opportunities, attitudes, and engagement of teachers in Continuing Professional Development (CPD) activities within the Schools Division of Iloilo, Philippines for the 2023-2024 school year. The study used a validated and reliable researcher-made questionnaire with 380 randomly selected teachers, classified by age, sex, educational attainment, school size, level, and congressional district. Descriptive statistics (frequency count, percent, mean, ranking) and inferential tests (t-Test, ANOVA, Pearson r) were employed at a significance level of .05 to answer specific questions about CPD opportunities, teacher attitudes, engagement levels, and the relationships between these variables.

5.2. FINDINGS OF THE STUDY

Teachers perceive good opportunities for Continuing Professional Development (CPD), with availability of workshops and seminars being the most prominent, along with variety and organizational support. Teachers demonstrate a very positive attitude towards CPD across most demographic categories, although slight variations exist based on educational attainment and congressional district. Engagement levels in CPD are also high across demographics. While opportunity to CPD seems to vary significantly based on a teacher's congressional district, it doesn't show significant differences based on age, sex, educational attainment, school level, or school size. Attitude towards CPD also shows a significant difference based on educational attainment. Engagement levels in CPD vary significantly based on both educational attainment and congressional district. This study reveals that while a teacher's opportunity for CPD significantly influences their attitude towards it, neither opportunity nor attitude appear to have a significant influence on their actual engagement in CPD activities.

5.3. CONCLUSION

Based on the above derived findings, the following conclusions are formulated: This study highlights the significance of Continuing Professional Development (CPD) for teachers. Findings indicate that teachers demonstrate positive attitudes towards CPD opportunities, exceeding standard requirements, and actively engage in these activities at expected levels. However, CPD access is influenced by factors like geographic location (congressional district) and educational attainment. Notably, while CPD access impacts teachers' attitudes, it doesn't affect their engagement levels. These results offer valuable guidance for policymakers and educators seeking to create more effective and inclusive CPD programs. By focusing on overcoming logistical challenges, tailoring programs to diverse teacher needs, and acknowledging the influence of local context, stakeholders can optimize CPD opportunities and ultimately strengthen teacher development and educational practices.

5.4. RECOMMENDATIONS

To improve the effectiveness and accessibility of Continuing Professional Development (CPD), stakeholders at multiple levels can take action. The Department of Education can improve the logistics of CPD by strategically selecting

accessible venues and leveraging technology for virtual or hybrid sessions. CPD providers should focus on tailoring their programs to the diverse needs of teachers across career stages, educational levels, and local contexts. Schools should create a culture of strong support for CPD, offering financial assistance, scheduling flexibility, and valuing participation. Teachers can work with school leaders to address any disparities in engagement based on demographics. The researcher can use these findings to advocate for logistical support from education officials, while future researchers should focus on evaluating the impact of CPD on teaching practices and student outcomes to inform and improve future professional development initiatives.

CONFLICT OF INTERESTS

None.

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