Challenges And Opportunities Among Educators in The Implementation of Continuing Professional Development

Dalton A. Pasique[1], Guarin S. Maguate[2]

[1]Public Elementary Teacher, Department of Education, Philippines
[2]Public Secondary Science Teacher, Department of Education, Philippines

Abstract

This study aims to determine the Challenges and Opportunities in the implementation of Continuing Professional Development among educators of District 1 Division of Cadiz City. This study employed a qualitative design and administered a developed questionnaire to 10 teachers of 7 public elementary schools namely Cadiz East Elementary School II, Alimatoc Elementary School, Hiyang-Hiyang Elementary School, Paniquion Elementary School, Pitogo Elementary School, Tiglawigan Elementary School, and San Andres Elementary School.

This study found out that most of the educators' challenges when engaging with Continuing Professional Development revolves around their hardship dealing with time management, connectivity issues and demotivated self. Most of the responses or narratives agree to the notion that overlapping paperworks had been the core reason why participating with CPD is a challenge. That, educators must meet deadlines first before they commit to engage with CPD. That, educators must not experience any kind of connectivity issues during online trainings and seminars. These challenges were found to be the stepping stone to see the opportunities CPD entails. Teachers were found to realized that despite challenges, there are opportunities that are yet to take full advantage of.

Simple Random sampling technique were used to determine the population of this study while instrument was sent for validation to five (5) chosen experts who qualified the criteria. All data were analyzed through Collaizi's method of statistics following its seven steps.

It is recommended that implementors of Continuing Professional Development should eliminate burden for educators who wanted to engage with CPD, most especially those who are badly struggling with time management.

Keywords: Continuing Professional Development, Challenges and Opportunities, Educators Implementation

Introduction

Continuing Professional Development or CPD pertains to enhancing the knowledge, skills, and experience for personal qualities required in carrying out professional duties in life (Ghansah, 2009).
The European Union (Unni, 2019) stated that teaching professionals within educational institutions are the most critical determinants of learners' performance. It is what teachers know, does, and care about that matters (Giroux, 2017). Through continuing professional development (CPD) programs and a

required minimum of continuing professional education (CPE) credits, the CPD Law was created to raise the bar of excellence in all fields of work in the country. According to the opinions of a great number of people, this law is being held back by its Implementing Rules and Regulations (IRR). (Section 5, RA No. 8981. PRC Modernization Act of 2000).

The constructivist concept, which asserts that an individual's mental constructions and perspectives on the world are not fixed but rather are ever-evolving, is the intellectual foundation of CPD (Links, 2018). Implementing CPD entails both challenges and opportunities for educators (Links, 2018).

Meanwhile, many studies have explored challenges and opportunities in implementing CPD, which professionals, particularly teachers, experienced. They have often looked at the mere challenges and opportunities regarding CPD. However, they have not always sufficiently explored how challenges became a path for the opportunities to thrive, rather than simply viewing the available option under CPD. For instance, none studied how significant the roles of identified challenges were based on the data and transformed them into opportunities.

For every educator's development, CPD was implemented as a regular part of every teacher's life, wherein focus and dedication must be given to attain the goal of CPD. However, as teachers play their role, workloads are significantly seen because of their busyness, pressure, and inability to manage time properly. This gap triggered the researcher to investigate or seek further information on the challenges and opportunities that underpins the implementation of Continuing Professional Development (CPD) among educators.

Objectives of the Study

The study seeks to determine the challenges and opportunities in implementing Continuing Professional Development among educators of District 1, Division of Cadiz City.

Specifically, this study seeks to answer the following questions:

- What are the challenges encountered by teachers of District 1 in the implementation of Continuing Professional Development in terms of:
- Time Constraints
- Adequate Resource
- Support from school leaders
- Mentors' or facilitator's skills and knowledge
- What opportunities emerged in the implementation of Continuing Professional Development among teachers of District 1 in terms of:
- Time Constraints
- Adequate Resource
- Support from school leaders
- Mentors' or facilitator's skills and knowledge
- Based on the findings, what intervention program will be proposed?

Conceptual Framework

In this study, the researcher considered the experiences of educators, particularly the challenges and opportunities in the implementation of Continuing Professional Development.

Elementary teachers were the primary data source as they were the chosen participants of this study. Their narratives were the input of this study. These teachers, who were known to face many challenges and opportunities along their journey toward continuing professional development, their lived experiences on the challenges and opportunities in the implementation of CPD were the core context of the narratives. Hence, this research manuscript would primarily develop a well-thought input concerning the challenges and opportunities of educators in the Continuing Professional Development. Similarly, this study gave teachers ideas and relevant information on not being challenged but seeing an opportunity as CPD was implemented. An intervention program was made after analyzing narratives from the chosen respondents.

Elementary Teachers	Challenges and Opportunities in CPD	Intervention

Figure 1. Schematic Diagram of Conceptual Framework

Theoretical Background

This study is mainly anchored on the Theory of Transformative Learning by Jack Mezirow (1991). The way learners constantly interpret and reinterpret their empirical experience is crucial to producing meaning and thus learning, according to the constructivist view. Thus, learners' experiences tag one of the most significant factors contributing to meaningful learning. Similarly, this theory applies to educators, considered learners under the Continuing Professional Development implementation.

Mezirow (1991) distinguishes between instrumental and communicative learning. Instrumental learning emphasizes problem-solving and cause-and-effect analysis. Communicative learning entails sharing feelings, needs and wants. CPD, as educators' bridge towards enhanced knowledge and skills, is similarly taking place both instrumentally and communicatively. Thus, these two concepts contributed to educators' everyday development and growth. He also stated that structures including various trainable skills are developed through reflection. Reflection resembles problem-solving. He discusses how people reflect on a problem's substance, process, or premise. People can understand themselves through the so-called 'reflection' and eventually understand the learning better. Reflection is a significant part of every human person's innate personality, leading to a deeper understanding of learning in life or the job field. As one learns to reflect, this theory became significantly beneficial among educators who are subject to the development and enhancement of skills. To be able to remember, experiences are needed, of which transformative learning will follow. Experience is all that happens between birth and death. Experience provides an understanding or impression of a situation through direct participation in an event and the collection of conscious and unconscious memories (Jarvis, 2005). Fenwick (200) contends that experience includes introspective and kinesthetic activity, conscious and unconscious dynamics, and subject-text-context interactions. It entails the core reason of making the experience the platform for meaningful or 'transformative' learning. While experience and reflection

come together to enhance skills and knowledge among learners and educators, this is one of the notable theories about Continuing Professional Development.

Methodology

Research Design. This study used the qualitative research approach with the phenomenological design. Qualitative research tries to comprehend social phenomena in their social context (Shuttleworth, 2021). Using a questionnaire, qualitative data was gathered. This design was used since the study's primary purpose is to determine the challenges and opportunities of educators in the implementation of Continuing Professional Development. Thus, the search for the underlying meaning of this experience was central to this inquiry.

Research Instrument. This study utilized a descriptive open-ended questionnaire to generate responses from the participants or the educators who have experienced challenges and opportunities in implementing Continuing Professional Development. The items were prepared based on likely queries about difficulties and possibilities educators have when implementing CPD. The interview question is categorized into two: challenges and opportunities of CPD. Each category comprised 4 item questions that find answers to each research question variable.

Validity of the Research Instrument. The instrument used was a self-made questionnaire. The questionnaire was sent for validation through five (5) selected validators. Each validator was given a validation form to check the relevance of each item in the questionnaire. Furthermore, the researcher used consent forms to validate the participation of the respondents and the interview form in this study. The researcher has prepared it to provide enough information to the respondents about their rights, the purpose of the study, the contact information of the researcher, and other relevant information that the participants should know before participating in the study. The researcher used survey questionnaires as the research instrument to precisely measure a large-scaled number of subjects. Also, to have a good look at the respondent's behavior, preferences, and opinions. The formulated questions came from the views of the researcher based on the interpretation of the study. Aside from their thinking, the researcher also got some ideas from the other sources as a guide for the research questionnaire.

The researcher wrote a letter. Attached to it was the operational definition of the challenges and opportunities in the implementation of Continuing Professional Development. A list of the possible indicators was presented to the five experts in education, research, management and supervision, and assessment and evaluation. They were chosen based on the following criteria: a) academic background and b) experiential background in test or instrument development. For the developed items or indicators under each key result area taken from the RPMS-PPST, the researcher asked the experts to give comments and suggestions for the possible list of indicators. The experts also marked the list of potential indicators if they think the indicator indicates the said key area or not in the development of the instructional supervision tool.

Using Lawshe's Content Validity Ratio, a critique of the first draft of the items was sought from 5 experts. The same criteria in selecting experts were considered: academic background and experiential background in test or instrument development. The researcher sent a letter and content validation forms for Lawshe's first draft of test items to specialists.

To determine the validity of items, the retained items should have a Cronbach alpha of 0.60 and above. According to Rodil (2012), a researcher may improve the instrument's validity through repeatability and enhance its internal consistency. Items may be revised and deleted based on the results.

Reliability of the Research Instrument

The consistency of an instrument can be determined using Expert Evaluation. This characteristic of a tool is known as stability, and expert evaluation increases this characteristic. A higher degree of stability is correlated with a higher degree of reliability (McMillan & Schumacher, 2006). Expert Evaluation or Heuristic Evaluation is a form of evaluation conducted by experts from the profession, particularly in education. Criteria in choosing experts for reliability tests were initially given to ensure that the evaluation process would follow quality results. The reliability matrix follows 'Not Relevant, Somewhat Relevant, Quite Relevant, and Highly Relevant. If most experts evaluate that the item was highly relevant, it will be validated as 'Accepted.'

Data Gathering Procedure

Before the administration, the researcher wrote a letter officially signed by her adviser to the Schools Division Superintendent of the Division of Cadiz City requesting to permit the researcher to administer his instrument to 10 elementary school teachers randomly selected by the researcher. The Schools Division Superintendent endorsed the said request to the different school heads, interposing no objection to administering the newly developed instrument. The researcher then personally brought the endorsement letter to the school heads. A letter of request was addressed to the respondents. A copy of the proposed instrument was attached to each letter to fully understand the instrument's content and applicability. It was stressed that any information gathered from them would be held with strict confidentiality. After which, the tool was sent out for the survey.

As per the Philippine government's rules and all procedures were done online to protect everyone's safety. Upon receiving permission from the respondents, the researcher interviewed educators from the District 1 Division of Cadiz City through the Google Meet platform. Upon interviewing, the researcher made sure that the respondents were willing to answer the questions and knew the purposes of the survey and its content. When the researcher completed the desired answer, the researcher generated the data that had been collected.

While the researcher collected data from the respondents, the research participants were notified that they would not be put in danger. It was also making sure to show respect for the respondents' dignity as they shared narratives from their experience with the challenges and opportunities of CPD. The researcher prioritized the full consent of the respondents before the start of the interview.

Data Analysis

Colaizzi's approach to data analysis was used to present the statistical treatment performed on the data. Colaizzi's method of data analysis is a way of evaluating qualitative research data to discover meaningful information and organize it into themes or categories. The approach follows seven data analysis steps (Giorgi, Giorgi & Morley, 2017), namely: [1][1] Read all interview content, [2] retrieve significant statements, [3] formulate meanings, [4] organize the collection of meanings into themes, [5] integrate the groups of articles into an exhaustion description, [6] establish the fundamental structure of the phenomenon, and [7] present credibility of the data as ensured by experts and independent reviewers.

Descriptive Qualitative research employs open-ended surveys or loosely organized interviews to learn how individuals feel. Colaizzi's seven procedures help researchers interpret survey or interview data.

The first step was all about reading the description of each participant in the study. Second, the researcher gathered significant statements from the participants related to the research question. Significant statements must be direct participant quotes to reflect study data authentically while evaluating them involves articulating what they imply and creating themes. The researcher then categorized similar concepts. The researcher compiled the results into a complete report and gave each participant to verify.

For this study, analysis kept participants' "voice" without abstracting their opinion. This strategy accounted for teachers' reactions, behaviors, ideas, feelings, and perceptions from the data. These elements help understand participants' lives.

This analysis drew upon the main themes and presented the findings from the interview process. The main themes emerged from the study, particularly about challenges and opportunities under CPD. In challenges, it shows how the respondents applied certain things to face the challenges. The same goes for the opportunity. The analysis of this study was presented based on the sequence of the research questions.

Presentation, Analysis, and Interpretation of Data

The primary focus of this chapter is to determine the challenges and opportunities among educators as they engage with the implementation of Continuing Professional Development. Study purpose, research questions, and respondent demographics were reviewed. Data gathering and analysis methodologies and conclusions were provided. Overall, this research's topics followed Colaizzi's (1978) descriptive analysis technique. Tables aid clarity and description.

Challenges in the Implementation of CPD

Challenges Encountered by Educators in District 1 in the Implementation of Continuing Professional Development in Time Constraints.

Interpretation of Data.

Table 1: Time Constraints (Challenges)

Respondent	Significant Statement	Formulated Meaning	Cluster Thèmes	Emergent Theme
Respondent 1:	*'too many activities in school and responsibilities in church and at home'*	Too much paperworks, deadlines and personal responsibilities	Overlapping paperworks	Exhaustive workload

Respondent 2:	*'deadlines of monthly reports, work load management of teachers in the field more specifically as a classroom adviser…'*	Too much paperworks, deadlines and personal responsibilities	Overlapping paperworks	Exhaustive workload
Respondent 3:	*'locating time on the deadlines and at the same time studying what needs to be taught'*	Too much paperworks, deadlines and personal responsibilities	Overlapping paperworks	Exhaustive workload
Respondent 5:	*'I consider paperworks, meeting the deadline, reports and family issues as challenges…'*	Too much paperworks, deadlines and personal responsibilities	Overlapping paperworks	Exhaustive workload
Respondent 6:	*'the challenge was you need to force yourself to avoid trainings so that you can comply with the requirements needed'*	Too much paperworks, deadlines and personal responsibilities	Overlapping paperworks	Exhaustive workload
Respondent 8:	*'It is challenging because it needs time to attend various seminars and trainings along with the task of being a classroom teacher and paper works required by DepEd'*	Too much paperworks, deadlines and personal responsibilities	Overlapping paperworks	Exhaustive workload

Respondent 4:	*'..due to the need to stay at school from Monday to Friday and family time on Saturday'*	Physical appearance at school	Duty as a Teacher	School attendance
Respondent 7:	*'I find priorities as challenge'*	Having priorities in life	Life versus Career	Personal priorities
Respondent 9:	*'I consider family composition as time constraints'*	Family composition	Life versus Career	Personal priorities
Respondent 10:	*'Challenges were financial, self-motivation and limited resources in continuing professional development'*	Lack of financial support and self-motivation	Financial Issues and Demotivation	Demotivation

Results

By extracting significant statements, creating formulated meanings, and developing cluster and emergent themes, the participants' narratives comprehensively explained their experienced challenges in implementing Continuing Professional Development. The following section provides the discussion of the data presented in Table 1.

Presentation and Analysis

• **Overlapping Paperworks**

It has been revealed that overlapping paperwork emerged as a challenge for educators as they engage with Continuing Professional Development. Under time constraints, as a variable, educators' workload made engaging with training for CPD even harder mainly because they initially needed to comply with the deadlines before participating in CPD. Respondent 8 noted that 'it is challenging because it needs time to attend various seminars and training and be a classroom teacher and paper works required by DepEd .'On this note, it can be seen that because teachers' job entails meeting deadlines, completing forms, and facilitating class, engaging themselves with Continuing Professional Development is quite a challenge because of time. According to Mohanti (2013), engaging with CPD requires time management. Time management is vital in university organizations where teachers have obligations beyond teaching-learning. This clustered theme is under the emergent theme of exhaustive workload. It was coined under that words, for it entails the exhaustiveness brought by the paperwork, which is one of the challenges in engaging with CPD.

• **Duty As A Teacher**

Understanding the duty of a teacher, aside from merely preparing and teaching the lesson for a particular day, is not enough to know that teacher's job is universal. This is why it has been revealed that the clustered theme 'duty as a teacher was a challenge for the educators as they engaged with Continuing Professional Development. Respondent 4 claimed that '..due to the need to stay at school from Monday to Friday and family time on Saturday'. It can be felt from the respondents' answers that the teacher's mere duty is a challenge before finally engaging with CPD. The physical appearance required for the teacher to do from Mondays to Fridays is much effort a teacher cannot complain about. Therefore, engaging with CPD is a challenge. According to Ali, Gul, Khan, and Karim (2021), aspects of duty among teachers that have been most burdensome while engaging with CPD include the number of bits of paper that teachers need to deal with and have nothing to do directly with teaching in the classroom. Other issues are constant curriculum reorganization, filing of reports, record keeping, development of materials and form filling, stiff resistance by the government to make any meaningful change to class sizes, indiscipline of pupils, and extra-curricular activities. This clustered theme is under the emergent theme of school attendance. It signifies how the duty of the teacher affects their engagement with CPD.

• **Life versus Career**

It has been revealed that life versus career emerged as the challenge for educators in implementing Continuing Professional Development. Personal life entails personal goals such as travel goals and friends getaway versus career. The aim of getting promoted was revealed to be a challenge. This concern is mainly because weighing options became on top of the educators' mindset. They are in the middle of asking themselves, 'which is which?'. Respondent 7 noted, 'I find priorities as a challenge.' On this note, it can be seen that priorities, either personal or career hinder the engagement of educators in CPD. Such preferences can be downsized to self-love or errands. According to Rollard (2012), teachers' priorities aside from their job in the teaching profession were a notable factor to consider as a challenge if they engage with Continuing Professional Development. Thus, they weigh the options of which to do first and whom to dedicate it to. This clustered theme is under the emergent theme ' priorities' because it mirrors how educators were challenged by their preferences apart from engaging with CPD.

• **Financial Issues and Demotivation**

Issues in finance or budget and demotivated self have been revealed to be a challenge, under time constraints, in the implementation of CPD or Continuing Professional Development among educators. In the belief that most teachers live paycheck to paycheck, participating with CPD might cause their pockets to run dry. Hence, this leads them to be demotivated due to worries and stress. Respondent 10 noted that 'challenges were financial, and self-motivation. This mirrors that teachers themselves lack budget too when it comes to training participation even when they know that I will benefit their promotion.

Furthermore, it was revealed that because finance thrived on being a challenge, demotivation comes next, which triggers the educators to be distracted on which path to walk through and engage with CPD. According to Doyle & Kim (1999), salary, teacher-administrator relationships, problems related to advancement, curriculum, course books, heavy workload, lack of teaching autonomy, and job security led to demotivation. This clustered thems is under the emergent theme 'demotivation'. It reflects on

educators' issues regarding finances and low self-sustained inspiration to engage with CPD regardless of their awareness of its benefits for their promotion.

There are a total of four (4) emergent themes, namely : [1] Exhaustive Workload, [2] School Attendance, [3] Personal Priorities, and [4] Demotivation. There are four (4) clustered themes, namely: [1] Overlapping Paperworks, [2] Duty As A Teacher, [3] Life versus Career, and [4] Financial Issues and Demotivation. The respondents' narratives were initially extracted into significant statements and then formulated into meanings. Afterward, cluster themes and emergent themes were established. The results revealed that challenges encountered by educators, under time constraints as a variable, are the problems dealing with the workload, personal responsibilities, self-sustained motivation, and the teaching profession itself. The term "workload" has been used in studies to characterize a situation in which job-related elements are thought to be causing the employee's poor health and comfort. Thus, it hinders them from better engaging with training such as CPD because of the lack of time (Cooper, 2020).

Challenges Encountered by Educators in District 1 in the Implementation of Continuing Professional Development in terms of Adequate Resource.
Interpretation of Data

Table 2: Adequate Resources (Challenges)

Respondent	Significant Statement	Formulated Meaning	Cluster Thèmes	Emergent Theme
Respondent 1:	*'Intermittent connection was a challenge…'*	Poor or weak internet connection	Unstable Internet Connection	Connectivity Issue
Respondent 4:	*'…it is very challenging for us because the internet connection is not stabl. Hence, electricity is not firm.'*	Poor or weak internet connection	Unstable Internet Connection	Connectivity Issue
Respondent 6:	*'…yet the challenge is proper source of stable internet.'*	Poor or weak internet connection	Unstable Internet Connection	Connectivity Issue

Respondent 8:	*'Yes, there are plenty of opportunities for teachers when it comes to CPD trainings, especially those trainings initiated by NEAP. However, the challenge was unstable internet connection where the school is located.'*	Poor or weak internet connection	Unstable Internet Connection	Connectivity Issue
Respondent 9:	*'The challenge was unstable internet connection.'*	Poor or weak internet connection	Unstable Internet Connection	Connectivity Issue
Respondent 2:	*'The challenge was lack of expertise manipulating gadgets and internet in order to attend trainings, seminars, and workshops.'*	Unable to easily manipulate gadgets to be used in CPD	Lack of Expertise Manipulating Gadgets	Inexpertise Using Technological Equipment
Respondent 3:	*'…however the challenge was I am not that expert yet willing to learn.'*	Unable to easily manipulate gadgets to be used in CPD	Lack of Expertise Manipulating Gadgets	Inexpertise Using Technological Equipment
Respondent 5:	*'…however the challenges was the lack of expertise manipulating technological equipments.'*	Unable to easily manipulate gadgets to be used in CPD	Lack of Expertise Manipulating Gadgets	Inexpertise Using Technological Equipment

Respondent 7:	*'Plenty of trainings were provided yet the challenge was I cannot put into action the learnings from trainings because of lack of resources especially in technology.'*	Unable to easily manipulate gadgets to be used in CPD	Lack of Expertise Manipulating Gadgets	Inexpertise Using Technological Equipment
Respondent 10:	*'...such online seminars are indeed challenging because it is hard to find facilitator who are available for CPD.'*	Expert mentors for the trainings are hard to find	Unavailability of CPD Facilitator	Availability Issue among CPD Facilitator

Results

By extracting significant statements, creating formulated meanings, and developing cluster and emergent themes, the participants' narratives comprehensively explained their experienced challenges in implementing Continuing Professional Development. The following section provides the discussion of the data presented in Table 2.

Presentation and Analysis

- **Unstable Internet Connection**

It has been revealed that 'unstable internet connection' emerged as a challenge for educators as they engage with Continuing Professional Development or CPD. Poor or weak signal in their location was a problem when attending webinars or training under CPD. Such challenge hinders them from participating better and listening to the discussion and activities. However, it has also been found that there are adequate resources for CPD, such as free training, seminars, and budget allocation. However, the problem with Wireless Fidelity (WiFi) connection comes after those resources. Respondent 8 said, 'Yes, there are plenty of opportunities for teachers regarding CPD training, especially those initiated by NEAP. However, the challenge was unstable internet connection where the school is located.' On that note, it can be concluded that even when opportunities to participate in CPD were provided, I will not significantly be effective if the internet connection is not stable. According to Ahmed et al. (2017), enhanced internet connectivity, especially in rural areas, is significant. Thus, paving the way for educators undergoing CPD to engage themselves better and become well-developed teachers afterward. This cluster theme is under the emergent theme 'connectivity issue .'It mainly signifies how connection affects the teachers' engagement in Continuing Professional Development. Thus, thriving as a challenge inevitably surfaces anytime.

• **Lack of Expertise Manipulating Gadgets**

Most of the educators interviewed in this study were less aware of manipulating various technological devices, which are the new means of connecting to online training and seminars under CPD. It has been revealed that a lack of expertise in controlling gadgets such as various educational digital platforms was a challenge they face whenever they participate in CPD. Furthermore, the era when they were born versus the generation they belong to as of now is a whole lot different. This notion made them slow to understand technological advancement and innovation when it comes to 21st-century skills for the modern world. Respondent 2 noted that 'the challenge was lack of expertise manipulating gadgets and internet to attend training, seminars, and workshops.' Even when a resource in terms of availability of CPD is adequate, most teachers cannot manipulate gadgets tags to is one of the challenges when engaging with CPD. According to Stockdill and Moreshouse (1992), user factors, content characteristics, technology concerns, and organizational capabilities influence ICT adoption and integration in teaching-learning. This clustered theme emerged under 'Inexpertise Using Technological Equipment. It mirrors educators' challenge to hovering, clicking, and browsing over online digital platforms used in training under Continuing Professional Development.

• **Unavailability of CPD Facilitator**

It has been revealed that the unavailability of a CPD mentor or facilitator emerged to be a challenge for educators participating with CPD. Given that resources when it comes to free seminars and training are adequate, the challenge of finding an expert and skilled facilitator is found to be significantly affecting educators' engagement. Respondent 10 noted that'…such online seminars are indeed challenging because it is hard to find facilitators available for CPD.' In that statement, the hardship of seeking for facilitator founded to be relevantly a challenge for educators who will take CPD because the absence of an expert and knowledgeable mentor is also the absence of the possibility to develop and learn better. According to Timperley (2017), the role of specialists or facilitators in continuing professional development was that they introduce new knowledge or skills and employ a repertoire of support mechanisms to help embed learning and bring about changes in teachers' practice. In particular, the specialists helped teachers connect the broader evidence base, underpinning theory for new techniques and beliefs in the context of new evidence. This clustered theme is under the emergent theme 'Availability Issue among CPD Facilitators.' It mirrors how the unavailability of CPD mentors can be a challenge when it comes to Continuing Professional Development training.

There are a total of three (3) emergent themes, namely : [1] Connectivity Issue, [2] Inexpertise Using Technological Equipment, and [3] Availability Issue among CPD Facilitators. There are three (3) clustered themes, namely: [1] Unstable Internet Connection, [2] Lack of Expertise in Manipulating Gadgets, and [3] Unavailability of a CPD Facilitator. The respondents' narratives were initially extracted into significant statements and then formulated into meanings. Afterward, cluster theme and emergent theme were established. The results revealed that challenges encountered by educators, under adequate resources as a variable, are the problems concerning internet connection to be used in online training, the ability to use technological equipment, and the availability of skilled mentors to facilitate the training.

Furthermore, it was revealed that resources in terms of free seminars or training for CPD were adequate. Yet, it entails challenges that were found inevitable. According to Filges (2019), CPD is delivered in

various settings by different "trainers" or educators for differing lengths of time and intensity. There are many delivery methods such as coaching sessions, feedback based on observations or videotapes of classroom practice, and feedback and reflection workshops. These are all effective when challenges such as connectivity issues, inexpertise manipulating gadgets, and unavailability of a facilitator will not be prompted.

Challenges Encountered by Educators in District 1 in the Implementation of Continuing Professional Development in terms of Support from School Leaders.

Interpretation of Data

Table 3: Support From School Leaders (Challenges)

Respondent	Significant Statement	Formulated Meaning	Cluster Themes	Emergent Theme
Respondent 1:	*'Allocating budget for trainings. It motivates me to embrace CPD.'*	Allocation of budget to be used for trainings	Sufficient Budget	Allocated Fund
Respondent 2:	*'An allocated budget which can be supported by the school's MOOE for this kind of trainings and seminars.'*	Allocation of budget to be used for trainings	Sufficient Budget	Allocated Fund
Respondent 3:	*'School leader gave lots of support in terms of CPD and most of them are seminar and allocation of MOOE budget.'*	Allocation of budget to be used for trainings	Sufficient Budget	Allocated Fund
Respondent 6:	*'Trainings and school fund (MOOE) were provided as supports for CPD, it is never a challenge for indeed it is helpful to better engage with CPD.'*	Allocation of budget to be used for trainings	Sufficient Budget	Allocated Fund

Respondent 5:	*'The school leaders provide seminar/ webinar and trainings. I don't find it challenging because it helps me capacitate my skills.'*	Free Seminar/Webinar and Trainings	Seminars and Trainings	Rooms for Improvement
Respondent 8:	*'The conduct of SLAC sessions and INSET are few of the trainings which are accredited by CPD. These helps teachers in earning CPD and there are no challenges with that.'*	Free Seminar/Webinar and Trainings	Seminars and Trainings	Rooms for Improvement
Respondent 4:	*'I find support given by school leaders helpful because they encourage us to indulge in CPD to be promoted as we attain the required units.'*	Inspiring Educators to Indulge in CPD	Support of Encouragement	Motivational Support
Respondent 7:	*'The school leaders indeed encourage us, teachers, to pursue professional development for promotion. I find it helpful than a challenge.'*	Inspiring Educators to Indulge in CPD	Support of Encouragement	Motivational Support

Respondent 9:	*'I was given technical assistance, mentoring and financial support. There is no challenge with this since it enbales the implementation of CPS hassle-free and helped me a lot in my promotion.'*	Inspiring Educators to Indulge in CPD	Support of Encouragement	Motivational Support
Respondent 10:	*'The support provided by school leaders is indeed a motivation. It is helpful and not a challenge at all.'*	Inspiring Educators to Indulge in CPD	Support of Encouragement	Motivational Support

Results

By extracting significant statements, creating formulated meanings, and developing cluster and emergent themes, the participants' narratives comprehensively explained their experienced challenges in implementing Continuing Professional Development. The following section provides the discussion of the data presented in Table 3.

Presentation and Analysis

• Sufficient Budget

It has been revealed that sufficient budget, as a clustered theme, under the variable 'support from school leaders, was not a challenge among educators engaging with Continuing Professional Development. Furthermore, most of the respondents stated that the school leaders' allocated budget helped them better participate with CPD without worrying about financial fees. Respondent 6 said, 'Training and school fund (MOOE) were provided as supports for CPD. It is never a challenge for indeed it is helpful to better engage with CPD.' On this note, it can be concluded that MOOE or school fund provided as help for educators who will participate in CPD is significantly helpful not only when it comes to financial support but also when it comes to emotional support. According to Bolam (2015), grants for teachers allow them to improve their skills and capacity to make students' academic achievement even better. Furthermore, it helps teachers to engage with CPD worry-free about financial fees. This clustered theme is under the emergent theme 'allocated fund' because of the respondents' answer that school leaders supporting them through MOOE or school fund does not emerge to be a challenge in the implementation of Continuing Professional Development.

• **Seminars and Training**

Continuing Professional Development entails seminars/webinars and training, training which are all the avenues to indulge oneself towards enhanced and developed a skill to be used in the teaching profession for promotion and even for the effectiveness of the teaching-learning process. It has been revealed that seminars and training were the support provided by school leaders for teachers in terms of CPD. It was not a challenge, for it helped teachers better participate in CPD. Respondent 5 quoted, 'The school leaders provide seminar/ webinar and training. I don't find it challenging because it helps me capacitate my skills.' On this statement, it can be concluded that school leaders who provide support for teachers as they engage with CPD are deemed not challenging. According to Drago-Severson (2012), school leaders struggle to find ways to create school climates that support teachers' growth and promote the improved practice. These arguments suggest that more excellent knowledge is needed about how successful school climates are made and the strategies employed by influential school leaders. This clustered theme is under the emergent theme 'rooms for improvement' because such seminars/webinars and training provided as support from school leaders, which were found not challenging, emerged as teachers' avenues to grow in skills and knowledge.

• **Support of Encouragement**

It has been revealed that support or encouragement, as a clustered theme, is not a challenge as educators engage with Continuing Professional Development. Based on the respondents' narratives, school leaders' support of encouragement urged them to participate in CPD despite other challenges at work and home. Respondent 10 stated, 'The support provided by school leaders is indeed a motivation. It is helpful and not a challenge at all.' This highlighted that encouragement coming from school leaders became every teacher's open space for growth and development and an airy room to participate in CPD whenever they are ready. And because they were found motivated, this was deemed not challenging at all. According to Deci & Ryan (2012), motivation to participate in professional learning can be approached as a multidimensional construct, implying that individuals may have multiple reasons for engaging in a particular behavior; therefore, school leaders must know how providing motivation can be so powerful for the teachers who will participate in Continuing Professional Development. This clustered theme is under the emergent theme 'motivational support' mainly because it entails how motivation for teachers helped them decide that, yes, they will engage with CPD with all the purposes they knew would benefit them.

There are a total of three (3) emergent themes, namely : [1] Allotted Fund, [2] Rooms for Improvement, and [3] Motivational Support. There are three (3) clustered themes, namely: [1] Sufficient Budget, [2] Seminars and Training, and [3] Support of Encouragement. The respondents' narratives were initially extracted into significant statements and then formulated into meanings. Afterward, cluster theme and emergent theme were established. The results revealed that support from school leaders, as a variable, was not a challenge among educators as they engage with Continuing Professional Development. Instead, it helped them be encouraged or motivated. It stood inspired me to finally decide that CPD can help their skills and knowledge developed to a wide array of possibilities. Hence, it was revealed that because of the school leaders' support, teachers took CPD easy, calmly, and stress-free. According to Hargreaves & Fullan (2012), in-service professional development (PD) is essential for an impactful learning experience. Consequently, it becomes the school leadership's

responsibility to train, guide, and facilitate the team of teachers through in-service professional development programs. Thus, making every school leader's hands-on to their role of making every teacher's engagement with CPD even more productive and effective.

Challenges Encountered by Educators in District 1 in the Implementation of Continuing Professional Development in terms of Mentor/Facilitator's Skill & Knowledge.
Interpretation of Data

Table 4: Mentor/Facilitator's Skill & Knowledge (Challenges)

Respondent	Significant Statement	Formulated Meaning	Cluster Thèmes	Emergent Theme
Respondent 1:	*'…most of them have masteral and doctoral degree. They discussed the topic clearly and can answer questions that are not clear to participants.'*	Chosen mentor for CPD were equipped with ideas taught professionally and competitively	Skilled & Knowledgeable	Mentoring Experts
Respondent 2:	*'For me, there are no challenges when it comes to mentors because they were equipped with so much knowledge and trainings at the same time to speak enough in a wider audience.*	Chosen mentor for CPD were equipped with ideas taught professionally and competitively	Skilled & Knowledgeable	Mentoring Experts
Respondent 3:	*'…speakers during trainings & seminars are well equipped and knowledgeable.'*	Chosen mentor for CPD were equipped with ideas taught professionally and competitively	Skilled & Knowledgeable	Mentoring Experts
Respondent 4:	*'No challenges when it comes to the expertise of facilitator. On the other hand, they help us to develop*	Chosen mentor for CPD were equipped with ideas taught professionally and competitively	Skilled & Knowledgeable	Mentoring Experts

	our professional growth as a teacher and improve our skills to be used in our career.'		
Respondent 5:	*'I find expertise from the mentor or facilitator and there are no challenges on that because they are skilled and professional as well which helps me better engage with CPD.'*	Chosen mentor for CPD were equipped with ideas taught professionally and competitively	Skilled & Knowledgeable	Mentoring Experts
Respondent 6:	*'There are no transparent challenges between mentors and facilitators. They are indeed experts, skilled and knowledgeable to share with us the benefits of engaging with CPD.'*	Chosen mentor for CPD were equipped with ideas taught professionally and competitively	Skilled & Knowledgeable	Mentoring Experts
Respondent 7:	*'I find their expertise not a challenge at all because the school made sure that mentors are those who excel or an expert of conducting CPD.'*	Chosen mentor for CPD were equipped with ideas taught professionally and competitively	Skilled & Knowledgeable	Mentoring Experts
Respondent 8:	*'There are no challenges when it comes to the expertise of facilitators*	Chosen mentor for CPD were equipped with ideas taught professionally and	Skilled & Knowledgeable	Mentoring Experts

	because most mentors of CPD are experts in their field and were able to help me develop espcially in my teaching strategies and ICT skills development.'	competitively		
Respondent 9:	*'There is no visible challenge when it comes to expertise of facilitators, because they are skilled, knowledgeable and friendly people.'*	Chosen mentor for CPD were equipped with ideas taught professionally and competitively	Skilled & Knowledgeable	Mentoring Experts
Respondent 10:	*'I do not doubt on the capabilities of the mentors because they are equipped with the knowledge and skills needed in the seminar.'*	Chosen mentor for CPD were equipped with ideas taught professionally and competitively	Skilled & Knowledgeable	Mentoring Experts

Results

By extracting significant statements, creating formulated meanings, and developing cluster and emergent themes, the participants' narratives comprehensively explained their experienced challenges in implementing Continuing Professional Development. The following section provides the discussion of the data presented in Table 4.

Presentation and Analysis

• **Skilled & Knowledgeable**

It has been revealed that skilled and knowledgeable (facilitators) in CPD, as a clustered theme, was not a challenge for educators participating in training and seminars. Furthermore, the respondents' narratives revealed that almost every chosen mentor or facilitator for Continuing Professional Development was an expert and indeed had gained a Master's and Doctoral Degree. Therefore, it did not thrive as a challenge as they engaged with CPD. Respondent 9 quoted, 'There is no visible challenge when it comes to the expertise of facilitators because they are skilled, knowledgeable and friendly people.' This signifies that the expertise of mentors in CPD is visible through professionalism and quality of presentation, which are all critical for teachers who need to develop skills and learnings. Hence, Respondent 4 stated 'No challenges when it comes to facilitator's expertise.

On the other hand, they help us develop our professional growth as teachers and improve our skills in our career.' On this note, it has been revealed that rather than encountering challenges among mentors or facilitators of CPD, they found it helpful for professional growth and skills improvement. According to Hafiz (2020), mentors provide career-enhancing functions, such as sponsorship, coaching, facilitating exposure and visibility, and offering challenging work or protection, all of which help the protege establish a role in the organization and learn the ropes, and prepare for advancement. In the psychosocial sphere, the mentor offers role modeling, counseling, confirmation, and friendship, which help the protege develop a sense of professional identity and competence. This clustered theme is under the emergent theme 'mentoring experts' for it shows that expertise among mentors is deemed not challenging for educators in the implementation of Continuing Professional Development.

Opportunities emerged in the implementation of Continuing Professional Development among teachers of District 1 in terms of Time Constraints.

Interpretation of Data

Table 5: Time Constraints (Opportunities)

Respondent	Significant Statement	Formulated Meaning	Cluster Thèmes	Emergent Theme
Respondent 1:	*'Engagement in new learning activities for professionals and development or enhancement of teaching abilities.'*	Learnings and capabilities were developed through CPD	Developed Skills and Learnings	Enhanced Teaching Abilities
Respondent 4:	*'Even when online trainings are quite challenging, it is still an opportunity for us teacher to better make use of our time productively.'*	Learnings and capabilities were developed through CPD	Developed Skills and Learnings	Enhanced Teaching Abilities
Respondent 5:	*'Even when time has been very limited, I had the opportunity to engage with CPD in order to explore and develop my skills.'*	Learnings and capabilities were developed through CPD	Developed Skills and Learnings	Enhanced Teaching Abilities

Respondent 6:	*'Although there are time constraints, it still helps me gain knowledge in terms of teaching and learning and suffice the needs of the learners.'*	Learnings and capabilities were developed through CPD	Developed Skills and Learnings	Enhanced Teaching Abilities
Respondent 7:	*'The opportunity is that development is laid by the department. It is easy for us to continue our development since we have the utmost support of the schools leaders and the department itself.'*	Learnings and capabilities were developed through CPD	Developed Skills and Learnings	Enhanced Teaching Abilities
Respondent 8:	*'It is an opportunity because of new learning and innovations it offers.'*	Learnings and capabilities were developed through CPD	Developed Skills and Learnings	Enhanced Teaching Abilities
Respondent 9:	*'Despite time constraints, I get to teach my sons to be responsible in terms of following time table whenever doing school activities.'*	Learnings and capabilities were developed through CPD	Developed Skills and Learnings	Enhanced Teaching Abilities

Respondent 10:	*'Opportunity that emerged despite time constraints are the means of developing skills for promotion.'*	Learnings and capabilities were developed through CPD	Developed Skills and Learnings	Enhanced Teaching Abilities
Respondent 2:	*'It is an honor to be part of the training because I myself is a proof that continuous learning is an advantage.'*	Many are called but few are chosen	Advantage as a Teacher	Fee free Opportunity towards Promotion
Respondent 3:	*'Engaging in CPD is a great advantage for me. I believe that this will help me to continuously improve in my field.'*	Many are called but few are chosen	Advantage as a Teacher	Fee free Opportunity towards Promotion

Results

By extracting significant statements, creating formulated meanings, and developing cluster and emergent themes, the participants' narratives comprehensively explained their experienced challenges in implementing Continuing Professional Development. The following section provides the discussion of the data presented in Table 5.

Presentation and Analysis

• **Developed Skills and Learnings**

It has been revealed that developed skills and learnings among educators emerged to be an opportunity despite time constraints. Respondent 1 mentioned 'Engagement in new learning activities for professionals and development or enhancement of teaching abilities.' On that note, educators found the implementation of Continuing Professional Development and all the training and seminars provided them an opportunity even when their time was minimal. Even though paperwork consumed almost half of their time, the mere fact that they are engaging with new learning activities under CPD thrived on being their opportunity to take advantage. According to Darling-Hammond (2017), teachers exposed to professional development seminars and training likely have the best chance to develop and enhance their capacity in the teaching-learning process. Thus, providing a conducive and engaging learning environment to learners. This clustered theme is under the emergent theme Enhanced Teaching Abilities because CPD deems it an opportunity for educators despite time constraints, which contributes to enhancing their teaching abilities.

• **Advantages as a Teacher**

Based on the narratives, it has been revealed that advantage as a teacher emerged, as a clustered theme, to be an opportunity for the educators despite time constraints. Respondent 3 said, 'Engaging in CPD is a great advantage. I believe that this will help me to improve in my field continuously.' On that note, it has been revealed that being a teacher is an advantage in participating in the implementation of CPD. Not only that, it will help educators grow in knowledge but also engage in many rooms for improvement. According to Garet (2008), the perks of being a teacher must be seen as an advantage, especially when it comes to implementing Continuing Professional Development.

Furthermore, being a teacher might require a bunch of time and effort. Yet, the fact that teachers qualify to participate in CPD is an opportunity that entails lots of advantages when it comes to personal and career development. This clustered theme is under the emergent theme Fee Free Opportunity towards Promotion because of the training and seminars entitled for educators to have without fees at all.

Opportunities emerged in the implementation of Continuing Professional Development among teachers of District 1 in terms of Adequate Resources.

Interpretation of Data

Table 6: Adequate Resources (Opportunities)

Respondent	Significant Statement	Formulated Meaning	Cluster Thèmes	Emergent Theme
Respondent 1:	*'Yes, most professionals can continue CPD if there are no limitations or restriction.'*	Opportunity brought by adequate resources	Availability of Resources	Sufficient Source of CPD
Respondent 2:	*'Yes, it is. Because not all the time the school or even your limited personal resources can support you all throughout the event.'*	Opportunity brought by adequate resources	Availability of Resources	Sufficient Source of CPD
Respondent 3:	*'Yes, because opportunity knocks only once, Not all the time, seminars and trainings are free.'*	Opportunity brought by adequate resources	Availability of Resources	Sufficient Source of CPD
Respondent 4:	*'Yes, because it can aid us in time that we teachers have a hectic*	Opportunity brought by adequate resources	Availability of Resources	Sufficient Source of CPD

	schedule and prevention of viruses that we are experiencing this time of pandemic.'		
Respondent 5:	*'Having an adequate resources is indeed an opportunity to finally engage with CPD because nothing comes into the mind without passing the senses and I believe that having a hands-on training is very important.'*	Opportunity brought by adequate resources	Availability of Resources	Sufficient Source of CPD
Respondent 6:	*'Yes it is a priviledge and opportunity by having resources that offers easy access to information when it comes to CPD.'*	Opportunity brought by adequate resources	Availability of Resources	Sufficient Source of CPD
Respondent 7:	*'Yes, adequate resources is an opportunity because it will be a boost and will push us further towards our fullest potential.'*	Opportunity brought by adequate resources	Availability of Resources	Sufficient Source of CPD

Respondent 8:	*'Yes, having adequate resources is an opportunity to engage with CPD. When resources is available, it will be easy for someone to engage in any training and seminars.'*	Opportunity brought by adequate resources	Availability of Resources	Sufficient Source of CPD
Respondent 9:	*'Yes, you can never get away with expenses during the span of CPD.'*	Opportunity brought by adequate resources	Availability of Resources	Sufficient Source of CPD
Respondent 10:	*'Having enough resources is just one of the factors needed in CPD. Therefore, it is an opportunity to be given adewuate resources.'*	Opportunity brought by adequate resources	Availability of Resources	Sufficient Source of CPD

Results

By extracting significant statements, creating formulated meanings, and developing cluster and emergent themes, the participants' narratives comprehensively explained their experienced challenges in implementing Continuing Professional Development. The following section provides the discussion of the data presented in Table 6.

Presentation and Analysis

• **Availability of Resources**

It has been revealed that the availability of resources for educators in terms of professional development emerged to be an opportunity mainly because they have more chances of engaging themselves with lots of avenues for growth and skills development. Respondent 8 said that 'having adequate resources is an opportunity to engage with CPD. It will be easy for someone to engage in training and seminars when resources are available.' On that note, it can be seen that when resources are around, educators can easily engage with CPD, especially since training and seminars are the keys to personal and career development. According to Pianta (2017), educators who have access to adequate resources in terms of Continuing Professional Development are likely to be the educators who have the opportunity to improve themselves better. They are most likely to transform their abilities and capacities, which will be helpful in the promotion and betterment of the learning experience among learners. This clustered

theme is under the emergent theme Sufficient Source of CPD. It has been revealed that most of the respondents agree that having adequate resources emerged to be an opportunity when engaging with CPD.

Opportunities emerged in the implementation of Continuing Professional Development among teachers of District 1 in terms of Support from School Leaders.
Interpretation of Data

Table 7: Support from School Leaders (Opportunities)

Respondent	Significant Statement	Formulated Meaning	Cluster Thèmes	Emergent Theme
Respondent 1:	*'Yes, support from leaders may boost our personality and may encourage us to continue CPD.'*	Opportunity brought by the moral support of school leaders	Moral Support	Motivational Source of Encouragement
Respondent 2:	*'Yes, it is because you are lucky enough to make yourself more engaging, adaptive, knowledgeable, otherwise expert in the field to share what you have learned as you might conduct training as well to your colleagues in the future.'*	Opportunity brought by the moral support of school leaders	Moral Support	Motivational Source of Encouragement
Respondent 3:	*'Yes, it is hard to engage with CPD if you lack support from the school. The full support of the school would be a great help.'*	Opportunity brought by the moral support of school leaders	Moral Support	Motivational Source of Encouragement
Respondent 4:	*'Yes, first and foremost is the moral support and also you can*	Opportunity brought by the moral support of school leaders	Moral Support	Motivational Source of Encouragement

	inquire about the matters regarding with CPD.'			
Respondent 5:	*'Yes it is, because it guide me all throughput my engagement with CPD.'*	Opportunity brought by the moral support of school leaders	Moral Support	Motivational Source of Encouragement
Respondent 6:	*'Yes it is a big opportunity that the schools support teachers when it comes to CPD so that teachers will get to enhance technology-based knowledge to be used in the teaching-learning process.'*	Opportunity brought by the moral support of school leaders	Moral Support	Motivational Source of Encouragement
Respondent 7:	*'Yes, full support from my school leaders means a lot. It is important that you and your school leader is on the same page to avoid conflict and to know what to prioritize.'*	Opportunity brought by the moral support of school leaders	Moral Support	Motivational Source of Encouragement
Respondent 8:	*'support of school leaders. School leaders' support gives confidence and ease to teachers. Their support serves as backbone in professional*	Opportunity brought by the moral support of school leaders	Moral Support	Motivational Source of Encouragement

	development of teachers.'			
Respondent 9:	*'Yes, not all school leaders are kind enough to support their teachers. Some yet professionally jealous.'*	Opportunity brought by the moral support of school leaders	Moral Support	Motivational Source of Encouragement
Respondent 10:	*'Having the full support from school leaders is of great opportunity because school leaders is one of our great motivator.'*	Opportunity brought by the moral support of school leaders	Moral Support	Motivational Source of Encouragement

Results

By extracting significant statements, creating formulated meanings, and developing cluster and emergent themes, the participants' narratives comprehensively explained their experienced challenges in implementing Continuing Professional Development. The following section provides the discussion of the data presented in Table 7.

Presentation and Analysis

• **Moral Support**

It has been revealed that moral support, as a clustered theme, emerged to be an opportunity for educators to implement Continuing Professional Development. The moral support provided by the school leaders was the influential factor affecting educators' decision to engage with CPD despite challenges. Respondent 1 said, ' Yes, leaders' support may boost our personality and encourage us to continue CPD.' On that note, it has been revealed that school leaders have the power to encourage educators to participate in CPD despite challenges. Thus, boosting the personal mindset of educators to see CPD as an opportunity rather than a challenge. According to Hamre (2012), the support from school leaders is an influencing factor when it comes to teachers' engagement with Continuing Professional Development. Furthermore, the moral support itself that can be given to every educator who doubts themselves in succeeding to be part of CPD is considered a powerful aspect of encouragement to let educators know that CPD is an opportunity, as always. This clustered theme is under the emergent theme Motivational Source of Encouragement because school leaders, as the motivator themselves, highly helped the respondents as they engaged with Continuing Professional Development.

Opportunities emerged in the implementation of Continuing Professional Development among teachers of District 1 in terms of Mentor or Facilitator's Skills and Knowledge.
Interpretation of Data

Table 8: Mentor or Facilitator's Skills and Knowledge (Opportunities)

Respondent	Significant Statement	Formulated Meaning	Cluster Thèmes	Emergent Theme
Respondent 1:	*'Its an opportunity in the sense that we can gain new learning and ideas from them. If not experts, its an opportunity for us to learn by ourselves for more clarification.'*	Opportunity brought by the knowledgeable mentors of CPD	Expertise of Mentors/Facilitators	Avenue of Learning from Experts of CPD
Respondent 2:	*'Their expertise is a blessing for us who were apprentice to take challenges and opportunities in facing another level of trainings which are new to us.'*	Opportunity brought by the knowledgeable mentors of CPD	Expertise of Mentors/Facilitators	Avenue of Learning from Experts of CPD
Respondent 3:	*'Expertise of mentors & facilitators in CPD is a great gift for they are sharing what they learn without expecting in return.'*	Opportunity brought by the knowledgeable mentors of CPD	Expertise of Mentors/Facilitators	Avenue of Learning from Experts of CPD
Respondent 4:	*'Their expertise emerged to be my career path, acquiring skills and developing myself.'*	Opportunity brought by the knowledgeable mentors of CPD	Expertise of Mentors/Facilitators	Avenue of Learning from Experts of CPD

Respondent 5:	*'The expertise of mentors and facilitators are indeed an opportunity because I am impressed by their skills which I believe will be my best motivation to continuously engage with CPD without any boredom.'*	Opportunity brought by the knowledgeable mentors of CPD	Expertise of Mentors/Facilit ators	Avenue of Learning from Experts of CPD
Respondent 6:	*'The expertise and preparedness of the mentors are all an opportunity for us teachers to be motivated to continue engaging with CPD despite challenges.'*	Opportunity brought by the knowledgeable mentors of CPD	Expertise of Mentors/Facilit ators	Avenue of Learning from Experts of CPD
Respondent 7:	*'It benefited me by listening and learning to expert facilitators. Having them is a percentage for us since they are the best on their fields.'*	Opportunity brought by the knowledgeable mentors of CPD	Expertise of Mentors/Facilit ators	Avenue of Learning from Experts of CPD
Respondent 8:	*'Expertise of mentors and facilitators in CPD plays a vital role in professional development of a teacher. Their*	Opportunity brought by the knowledgeable mentors of CPD	Expertise of Mentors/Facilit ators	Avenue of Learning from Experts of CPD

	expertise mirrors the learning that a teacher gets from CPD trainings and seminars. With their expertise, teachers will be able to develop their teaching and professional skills.'			
Respondent 9:	*'Their expertise are needed for me to be able to share my colleagues what I have learned from them, as to my learners in terms of teaching-learning practices/innovations.'*	Opportunity brought by the knowledgeable mentors of CPD	Expertise of Mentors/Facilitators	Avenue of Learning from Experts of CPD
Respondent 10:	*'Expertise of mentors is also a good opportunity in CPD because they are the ones who teaches, trains and develops our minds holistically'*	Opportunity brought by the knowledgeable mentors of CPD	Expertise of Mentors/Facilitators	Avenue of Learning from Experts of CPD

Results

By extracting significant statements, creating formulated meanings, and developing cluster and emergent themes, the participants' narratives comprehensively explained their experienced challenges in implementing Continuing Professional Development. The following section provides the discussion of the data presented in Table 8.

Presentation and Analysis

• The expertise of Mentors/Facilitators

It has been revealed that the expertise of mentors or facilitators in Continuing Professional Development training and seminars has been an opportunity for the educators to learn better and understand what has been taught. Furthermore, most of the respondents said that the High Order Thinking Skills applied in the discussion in between training helped them participate with eagerness and complete focus. Respondent 8 noted, 'ExpertiseExpertise of mentors and facilitators in CPD plays a vital role in a

teacher's professional development. Their expertise mirrors a teacher's learning from CPD training and seminars. With their expertise, teachers will be able to develop their teaching and professional skills.' On that note, it has been revealed that mentors' knowledge and skills thrived on being an opportunity for educators to engage with mere seminars and a different level of knowledge and experiences brought by the expertise of facilitators. According to Jayanthi (2018), facilitators of CPD must be experts in their field as they will need to produce another expert in either profession. Thus, knowledge and ideas to be shared in training and seminars must be unique and effective for the participants to engage well and learn. This clustered theme is under the emergent theme Avenue of Learning from Experts of CPD because it has been revealed that educators viewed the expertise of mentors as an opportunity. This concern is due to the new learnings and experiences that changed how they showcase their skills as a teacher.

Exhaustive Description and Fundamental Statement of Structure

The challenges and opportunities among educators in implementing Continuing Professional Development reflected a remarkable acquisition of personal, professional, and educational growth and learning. Educators of District 1 who participated in the interview showed relevant aspects through Kolb's (1984) four identified stages of experiential learning. Educators, just like learners who experienced challenges and opportunities in CPD, lead them towards enhanced and developed skills and wisdom.

Educators of District 1 Division of Cadiz City who responded to the interview questions are free to share their experiences or encounters in terms of challenges and opportunities in implementing CPD. Their shared narratives are significant in helping this study be more acceptable and valuable.

Findings from this research revealed that educators who participated in an online interview showed significant growth across several domains, including comprehension of the significance of CPD, a sense of connectedness with digital seminars and training under CPD, an increase in self-awareness, interpersonal skills, and the development of professional skills for future practice. Furthermore, findings from this research were consistent with all of the relevant aspects of Kolb's (1984) four identified stages of experiential learning, including the diverging, assimilating, converging, and accommodating.

Member Check Validation of Findings

Lincoln and Guba (2000) recommend utilizing the practice of member checks to maintain the trustworthiness of a study and to support its credibility. As mentioned previously, member checking is an explicit component of data analysis. In step seven of Colaizzi's (1978) analysis, it is a validation method. Participants in this research study were provided with emergent themes and a description of the phenomenon for validation. Participants were asked to review the themes and check for inconsistencies in findings compared to their personal experience of the phenomena. All participants reported the findings and conclusions to be authentic and congruent with their lived experiences. No additional inquiry or modification to this research was deemed necessary.

Summary of Findings

Participants, who were educators from District 1 Division of Cadiz City, narrated their lived experiences on the challenges and opportunities in implementing Continuing Professional Development. Their responses were deemed accurate to the research question and the study's objectives.

The results of this study were obtained from data sources, including interview data. Sixteen (16) major cluster themes were established through the analysis of data, including the following: Challenges (Overlapping Paperworks, Duty as a Teacher, Life Versus Career, Financial Issues and Demotivation, Unstable Internet Connection, LAck of Expertise Manipulating Gadgets, Unavailability of CPD Facilitator, Sufficient Budget, Seminars and Training, Support of Encouragement and Skilled & Knowledgeable), Opportunities (Developed Skills and Training, Advantage as a Teacher, Availability of Resources, Moral Support and Expertise of Mentors or Facilitators). Through comprehensive data collection, interpretation, and analysis, a detailed description of the challenges and opportunities in the implementation of CPD was developed for this research study.

Sixteen (16) emergent themes were established, including the following: Challenges (Exhaustive Workloads, School Attendance, Personal Priorities, Demotivation, Connectivity Issue, Inexpertise Using Technological Equipment, Availability Issue among CPD Facilitator, Allotted Fund, Rooms for Improvement, Motivational Support and Mentoring Experts), Opportunities (Enhanced Teaching Abilities, Fee-Free Opportunity Towards Promotion, Sufficient Source of CPD, Motivational Source of Encouragement and Avenue of Learning from Experts of CPD).

Conclusion

This study aimed to determine the challenges and opportunities in implementing CPD or Continuing Professional Development. Using a narrative qualitative research design adapted from Colaizzi (1975), significant statements were extracted from data, and a formulation of meaning was assigned to each significant statement. Data was then organized and clustered into themes. Themes were again reviewed and consolidated into emergent themes. These themes sought to provide an organization and explain shared experiences for educators who experience challenges and opportunities in implementing CPD. The researcher believes that the findings from this study effectively capture the essence of the lived experience of educators in their engagement with CPD. While there is a significant amount of initial challenges for educators as per their narratives, they eventually turn those challenges into an opportunity as they engage with CPD.

The researcher, therefore, concludes that:

• Challenges encountered by educators in the implementation of Continuing Professional Development were Overlapping Paperworks, Duty as a Teacher, Life Versus Career, Financial Issues and Demotivation, Unstable Internet Connection, Lack of Expertise in Manipulating Gadgets, Unavailability of CPD Facilitator, Sufficient Budget, Seminars and Training, Support of Encouragement and Skilled & Knowledgeable. Generally, challenges that were mainly encountered by educators while engaging with CPD revolve around their time management in terms of paperwork, availability of equipment, and personal encouragement.

• Opportunities that emerged under the implementation of CPD were Developed Skills and Training, Advantage as a Teacher, Availability of Resources, Moral Support, and Expertise of Mentors or Facilitators. Generally, these opportunities were found to significantly help educators to overcome

challenges and eventually view them as an opportunity rather than a challenge. The opportunities under CPD were concluded to be the driving factor that makes CPD significant despite challenges.

• The proposed intervention program will be about technological adaptability among teachers who will engage in CPD and how it can be integrated into the teaching-learning process.

Recommendation

The findings of this study provide descriptive data that can be used to guide future areas of research. Expanding this research may lead other researchers to construct new hypotheses and formulate theories to enhance the field of online education. Various areas of continued study relevant to this study are listed below. Other variables to consider that may have impacted the results of this study include the ages, genders, and races of participants. Future studies may repeat this inquiry while sampling for a more inclusive range of ages, genders, and ethnic groups that were not appropriately represented in this investigation. Cultural and social factors were not addressed as variables in this study. They may have a significant impact on the lived experience of the respondents.

The following recommendations are offered for related research in Continuing Professional Development, its challenges, and opportunities.

The implementation of Continuing Professional Development has been a tool for many educators to grow in knowledge and skills. Therefore, the researcher would like to recommend that institutions that are implementing CPD must take time to look for a variety of improvements when it comes to the implementation of training and seminar. Based on the findings, most educators struggled with time and how they will engage with CPD with all the workloads they have to finish. A workable plan should be looked into with the struggles of educators with time management in mind. That, an option must be made available for the convenience of educators, not diminishing the quality of CPD but meeting all ends.

There should be some other people to support educators as they engage with Continuing Professional Development, aside from school leaders. Given that school leaders, themselves cannot encourage educators to participate in CPD, who else will? To that, CPD implementors must support other demotivated educators to be part of training and seminars for various reasons. Experts in the field must also throw attention to educators who are weighing options.

Based on the findings, many educators have found that CPD offers many opportunities for their growth in knowledge and skill. However, it could have been better if the CPD implementors had it prompted even before educators realized the opportunities they would get. Educators were found to be overwhelmed by the workloads. Therefore, it will be much better if they initially see the possibilities more than the challenges. This can happen through thorough promotions and incentives for teachers that will not compromise their time or effort.

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