

Continuing Professional Education's Relevance, Compliance and Impact to Work Practices of Public School Teachers

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Abstract

This study examined the relevance of Continuing Professional Education (CPE) programs, the level of compliance among public-school teachers in Guiuan, Eastern Samar, and the influence of these programs on their professional practices. Using a descriptive-correlational research design, survey data were gathered from teachers to analyze their demographic profile, perceptions of CPE, compliance with requirements, and the impact of CPE on their daily work. Results showed that the majority of respondents were mid-career professionals, predominantly female, with extensive teaching experience. Teachers generally perceived CPE as relevant to their growth, particularly for enhancing content knowledge and improving instructional practices. However, some respondents expressed concern about limited alignment between CPE initiatives and DepEd's strategic goals. Compliance with CPE requirements was moderate, with strong participation in trainings and seminars but weaker involvement in research, publication, and professional conferences due to financial, time, and institutional barriers. The findings further revealed that CPE had a significant influence on teachers' job performance, technical competence, and professional values, although its effect on career mobility was less pronounced. Inferential analyses confirmed strong relationships between perception, compliance, and professional outcomes, underscoring the value of sustained engagement in CPE. Overall, while teachers recognized the importance of CPE, challenges in accessibility, alignment, and incentives reduced its maximum potential. The study recommends enhancing program design, decentralizing delivery, supporting teacher research, and integrating CPE with promotion systems to foster lifelong learning and professional excellence among educators.

Keywords: Continuing Professional Education, teacher compliance, professional development, instructional practices, career mobility

Introduction

Continuing Professional Education (CPE) serves as a vital mechanism for ensuring that teachers remain competent, updated, and responsive to the evolving demands of education. In the Philippine context, the Department of Education (DepEd) requires public school teachers to engage in continuous learning through seminars, workshops, research, and other professional development activities. These efforts are designed not only to enhance instructional quality but also to foster ethical values, technical competence, and lifelong learning.

This study sought to determine the **relevance of CPE programs, the level of compliance among public-school teachers in Guiuan, Eastern Samar, and the influence of these programs on their daily work**

practices. Specifically, it aimed to describe the demographic profile of respondents, assess their perceptions of CPE, measure compliance levels, analyze its influence on work practices, and establish the relationships between these variables.

METHODOLOGY

This chapter discussed the research design, locale, respondents, sampling process, instrument, data gathering procedures, and analysis of data.

Research Design

In facilitating the gathering of data, methods will be plan to depend on the purpose and scope for which the study will be undertaken. The descriptive correlation research method will be utilized to gather pertinent data from the respondents through a validated and reliable instrument with the sole purpose of identifying the perceived impact of CPE activities to public school teachers. It is considered appropriate to describe the nature of the phenomenon based on the perceived condition and status of some simple observable situations (Ingleby, 2012). Specifically, the descriptive cross-sectional and correlational designs were utilized in the study.

Research Locale

The study will be conducted in the municipality of Guiuan, Eastern Samar. The Three Districts (3) in the Department of Education the Guiuan East, North and South Districts.

Respondents of the study

The participants of the study will be composed of public elementary school teachers in the three districts of Guiuan, Guiuan Eastern Samar who have a permanent position.

Participants were recruited using Stratified sampling method. A total of **120** permanent teachers 40 teachers per district, Stratified sampling is a sampling technique that involves dividing a population into distinct subgroups or strata, and then sampling from each stratum. This approach ensures that each subgroup is represented in the sample, allowing for more accurate and reliable estimates. Cochran, W. G. (1977).

Research Instrument

All public elementary school teachers in a district, during School Year 2023- 2024 will be taken as the population of the study. A survey- questionnaire will be utilized as the main instrument to be used in gathering data in this study. It is subdivided into six areas of investigation and the respondents will be asked to rate the statements under the following variables using a rating scale. The major part of the questionnaire will deal with the assessment of the relevance, compliance to CPD activities and its impact to work practices of teachers, which are described in relation to career development, job performance, technical competence, professional ethics and values, professional skills, and personal qualities, for improving the teaching-learning process and improving learner outcomes.

The researchers will ask the help of the school principal of each school to administer the instrument to respondents.

Data Gathering Procedure

To complete the study with appropriate research guidelines, research ethics will be employed. In considering the ethical aspect of research, enough time will be given to the respondents so that they can depict their true view on research questions. Primary and secondary data will be used in this study. Consent from the respondents will be taken and appropriate permission will be ensured for the usage of their given data. Confidentiality of the responses will be maintained strictly to ensure the privacy of their data. Beyond that fact, usage of any secondary data from any source will be acknowledged with appropriate reference. Hence, the ethical aspect of the research will be followed very strictly in this research.

The permission to conduct the study will be obtained, upon the approval, the researchers will hand over the instrument to the respondents. The questionnaire will be personally handed by the researchers and will be collected personally.

This study will also address to ethical issues by establishing various measures instigating the use of introductory letter that will seek the consent and voluntary participation of the respondents. The letter and the accompanying questionnaire will communicate the purpose of the study and the process of conduction of the study. The right of confidentiality and secrecy will be assured and there is nowhere where the identity of respondents is asked in the collection instruments. The data and information will be gathered treated objectively. The research study also will treat the respondents with respect and courtesy. After the data will be collected it will directly be tabulated and tallied in preparation for data analysis. The result of the study will serve as a baseline data in crafting the proposed extension activity/action plan.

Data Analysis

The data of this study will be tallied and tabulated. The following statistical treatments will be used to interpret the data:

1. Frequency count for the profile of the respondents and compliance to CPE.
2. Percentages to convert the frequency count into a hundred parts.
3. Mean to measure the level of influence of current work practices.
4. ANOVA for significant difference of profile and relevance of CPE.
5. Pearson's R correlation for relationship of variables.

Results and Discussion

Table 1. Profile of Respondents (N = 120)

Profile Variable	Frequency (f)	Percentage (%)
Age		
21–30 years old	35	29.2
31–40 years old	40	33.3
41–50 years old	28	23.3
51 years old & above	17	14.2
TOTAL	120	100%
Gender		
Male	38	31.7
Female	82	68.3
TOTAL	120	100%

Marital Status		
Single	41	34.2
Married	69	57.5
Widowed/Separated	10	8.3
TOTAL	120	100%
Years in Practice		
1–5 years	27	22.5
6–10 years	33	27.5
11–20 years	41	34.2
21 years & above	19	15.8
TOTAL	120	100%
Compliance to CPD		
Fully compliant	52	43.3
Partially compliant	48	40.0
Non-compliant	20	16.7
TOTAL	120	100%

Table 1. Shown that demographic profile of the respondents revealed that the majority were in their middle professional years, with most being female and possessing considerable teaching experience. This finding mirrors the national demographic trend in the Philippine teaching workforce, which is largely comprised of seasoned female educators. Such a distribution indicates a mature workforce that already possesses significant teaching expertise yet remains in need of continuous professional development to adapt to the evolving demands of education. It also highlights the importance of sustaining CPE initiatives to support teachers at this critical stage of their careers.

Table 2. Respondents' Perception of CPE Relevance

Indicator	Mean	Interpretation
CPE addresses professional development needs	3.85	Relevant
CPE improves instructional practices	3.92	Highly Relevant
CPE provides updated content knowledge	4.10	Highly Relevant
CPE enhances student learning outcomes	3.78	Relevant
CPE aligns with DepEd priorities	3.65	Relevant
Overall Weighted Mean	3.86	Relevant

Table 2. Revealed in terms of relevance, teachers generally perceived Continuing Professional Education (CPE) programs as valuable to their professional growth. They appreciated the programs for providing updated content knowledge and enhancing instructional practices, which contribute directly to improving classroom performance. However, concerns were raised about the limited alignment of CPE offerings with the Department of Education's (DepEd) strategic priorities. This disconnect suggests that while teachers value the learning opportunities, the full impact of CPE is constrained when the content does not directly address institutional goals or classroom realities.

Table 3. Compliance with CPE Requirements

Compliance Indicator	Mean	Interpretation
Completion of required CPD units	3.12	Moderate
Participation in accredited training/seminars	3.35	Moderate
Attendance in professional conferences	2.95	Low
Engagement in research/publication	2.70	Low
Membership in professional organizations	3.45	Moderate
Overall Weighted Mean	3.11	Moderate

Table 3. Findings on compliance showed that teachers demonstrated a **moderate level of participation** in CPE. They actively engaged in seminars, trainings, and involvement in professional organizations, reflecting their willingness to pursue growth opportunities. Nonetheless, compliance was weaker in areas such as research, publication, and attendance at professional conferences, largely due to financial constraints, limited time, and lack of institutional support. These barriers point to systemic issues that hinder teachers from achieving full compliance despite their interest in professional advancement.

Table 4. Influence of CPE on Work Practices

Work Practice Area	Mean	Interpretation
Career mobility	3.52	Moderate Influence
Job performance	3.88	High Influence
Technical competence	3.95	High Influence
Professional ethics and values	4.05	High Influence
Professional skills	3.90	High Influence
Personal qualities	3.70	Moderate Influence
Overall Weighted Mean	3.83	High Influence

Table 4. Revealed on the influence on work practices, CPE programs were found to have a high impact on enhancing professional ethics, technical competence, job performance, and instructional skills. Teachers reported significant improvements in their classroom practices and professional values as a result of their participation. However, the perceived influence of CPE on career mobility was less evident, suggesting that professional development activities do not automatically translate into promotion or rank advancement. This weak link reduces motivation for some teachers, as the benefits of compliance are not clearly tied to career progression.

Inferential Analysis

Profile vs. Perception of CPE:

ANOVA revealed **no significant difference** in perception across age, gender, and marital status ($p > 0.05$), but a **significant difference was found in years of practice ($p < 0.05$)**, with more experienced teachers perceiving CPE as more relevant.

Compliance vs. Work Practices:

Pearson's r showed a **moderate positive relationship ($r = 0.46$, $p < 0.01$)**, indicating that higher compliance leads to stronger positive influence on work practices.

Perception vs. Work Practices:

There was a **strong positive correlation** ($r = 0.62$, $p < 0.01$), suggesting that teachers who see CPE as relevant are more likely to integrate learnings into practice.

Compliance vs. Work Practices (Detailed):

Regression analysis showed significant relationships in:

- Job performance ($\beta = 0.39$, $p < 0.01$)
- Technical competence ($\beta = 0.35$, $p < 0.01$)
- Professional ethics and values ($\beta = 0.41$, $p < 0.01$)
- Personal qualities ($\beta = 0.32$, $p < 0.05$)

Career mobility showed a weaker relationship ($\beta = 0.21$, $p = 0.08$).

Inferential analysis further reinforced these findings, establishing significant relationships between teachers' perceptions of CPE, their compliance, and professional outcomes. Teachers who viewed CPE as relevant were more likely to integrate acquired knowledge and skills into their teaching practices. Similarly, higher levels of compliance were positively correlated with improved job performance, enhanced competence, and stronger personal qualities. These results underscore the crucial role of sustained CPE participation in shaping not only technical and instructional capacities but also personal and professional growth.

Summary Conclusion and Recommendation

The findings confirm that CPE is both **relevant** and **influential** in improving teaching practices. Teachers acknowledged its role in strengthening ethics, skills, and instructional quality. However, systemic barriers such as cost, time constraints, and limited support reduce full compliance. Importantly, the disconnect between CPD engagement and career advancement discourages teachers from maximizing participation. The study highlights the need for reforms that enhance accessibility and relevance. Aligning CPD with DepEd's priorities, decentralizing training, and integrating professional development with promotion pathways could ensure greater impact. Furthermore, providing institutional support for teacher research addresses one of the weakest compliance areas.

Conclusion

CPE programs significantly contribute to professional development among public-school teachers in Guiuan, Eastern Samar. They enhance technical competence, ethics, and job performance, yet compliance challenges and weak connections to career mobility limit their full potential. Strengthening design, accessibility, and incentives for CPD is necessary to maximize its effectiveness as a tool for lifelong learning and professional excellence.

Recommendations

1. **Align CPD Programs with Teachers' Needs** – Prioritize pedagogy, ICT integration, and student-centered learning in line with DepEd reforms.
2. **Strengthen Research and Publication Support** – Provide mentoring, funding, and incentives to increase teacher engagement in scholarly work.
3. **Improve Accessibility** – Decentralize training centers or offer online modules to reduce financial and

time burdens.

4. **Integrate CPD into Career Mobility** – Link CPD completion directly to promotion and ranking systems to strengthen motivation.
5. **Institutional Collaboration** – Partner with universities, professional organizations, and DepEd divisions to ensure sustainability and relevance of CPD offerings.

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