



Continuing Professional Development (CPD) Engagement and Teaching Competencies among Physical Education Teachers

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Abstract:

The continuing professional development (CPD) of teacher educators, specifically Physical Education Teachers, has received more attention over the past two decades. Reportedly, in some cases, teacher educators (TEs) have transitioned directly to teaching in higher education (HE) from being school teachers. This is the current position in my research context, the Continuing Professional Development (CPD) Engagement and Teaching Competencies Among Physical Education Teachers. My study aims to determine the Continuing Professional Development engagement and its relationship to teaching competencies of the PE teachers in selected state universities for the Academic Year 2020-2021 as the basis for the Enhancement Program for Physical Education teachers. Simultaneously, other models and ideas of CPD are incorporated to produce a conceptual framework that guides and supports my research. Data was collected through semi-structured survey correlation coefficient was used to describe the relationship between CPD engagement and the teaching competencies of the physical education faculty. The research used *thematic Analysis*, which analyzes the naturally occurring talk and types of written text into a thematic format. The data was integrated at the point of reporting and discussing the findings for triangulation, complementary, and development purposes. Based on the combined result of teachers' engagement level in continuing professional development and the level of teaching competencies of teachers, there was a strong and statistically significant positive correlation (0.761) between teachers' engagement in continuous professional development and their teaching competence. This indicates that their teaching competence improves as teachers engage more in professional development activities.

Keywords: Continuing Professional Development (CPD), CPD Engagement, Teaching Competency, Teacher Educator, Thematic Analysis

Introduction:

The caliber of education at all levels hinges significantly on teachers' proficiency. Effective teaching and quality learning are directly influenced by teachers who demonstrate competence in their instructional methods and facilitate ongoing learning by acquiring educational information and skills. With the advent of internationalization and globalization in education, professionals are increasingly compelled to enhance their expertise through Continuing Professional Development (CPD) programs.

In the Philippines, the Continuing Professional Development (CPD) law aims to elevate the standard of excellence in every profession through mandatory CPD programs and Continuing Professional Education (CPE). Professionals must earn a specific number of professional credits within a defined period, as outlined by Bautista et al. (2017). Initial teacher training is insufficient to cultivate teachers' teaching and learning competencies, making CPD essential. The European Commission Education and Training (2013) underscored this by stating that no matter how exceptional a course of initial teacher education is, it can only provide teachers with some of the competencies they will need throughout their careers. The demands on the teaching profession are continually evolving, necessitating new approaches.

Teachers must actively participate in reflective practice to navigate the evolving education landscape amidst rapid social, cultural, economic, and technological shifts. They must identify their learning needs within their specific school environment and take greater ownership of their lifelong learning journey, continually updating and refining their knowledge and skills.

Continuing Professional Development (CPD) offers Physical Education teachers invaluable opportunities to enhance their skills and bolster their self-efficacy, enriching their lessons. The primary objectives of CPD are to cater to the developmental needs of teachers, refine teaching strategies and techniques, and effectively tackle the challenges inherent in modern teaching practices. It serves as a platform for training and developing Physical Education teachers, enhancing their capacity within the workplace. Through Continuous Professional Development, Physical Education teachers can strive to become the best in their field.

In the Philippines, the Professional Regulation Commission requires teachers and other professionals to submit certificates of CPD participation for license renewal. This policy ensures that teachers remain updated on the



evolving landscape of their profession and continuously enhance their competencies to fulfill their duties (Guanzon, 2020).

Licensed Professional Teachers (LPTs) are mandated to accumulate a minimum of 45 CPD credits before renewing their professional identification cards. This requirement underscores the notion that LPTs are self-directed and autonomous professionals committed to lifelong learning. They actively seek opportunities for professional growth by engaging in various activities such as seminars, workshops, conferences, research forums, and advanced studies (Bautista et al., 2017). These endeavors help LPTs refine their teaching skills and expand their roles, responsibilities, and contributions to their respective stakeholders.

Successful implementation and full engagement of teachers in CPD programs hinge significantly on their attitudes and beliefs toward CPD, critically influencing its adoption within schools. CPD programs tailored for teachers must address the gaps in their professional capabilities, aligning with their efforts to support students and enhance their profession. When teachers perceive CPD as relevant to their professional needs, its implementation is more likely to be effective. For example, Lessing and de Witt (2007) argued that teachers are more inclined to participate in CPD workshops and integrate its practices when they recognize its significance and derive tangible benefits that aid them in addressing the challenges of teaching and catering to the diverse needs of their learners (Hindey & Endawoke, 2018).

CPD is an ongoing educational process through which professionals strive to develop and enhance their abilities. It allows individuals to acquire additional knowledge and skills relevant to their job responsibilities. CPD encompasses formal experiences, such as attending seminars and professional meetings, receiving mentorship, and engaging in informal activities like reading professional journals and watching academic content related to their field. To facilitate professional advancement effectively, it is crucial to grasp the motivational factors influencing employees' involvement in different learning initiatives.

In this context, the effectiveness of the engagement of physical education teachers in CPD will be measured based on how deeply it helps them execute teaching competencies in classroom management and innovation in teaching. CPD programs assess their impact on teaching competencies in physical education, involving ongoing training and support provided to educational personnel to modify teachers' classroom behavior and advance the value of the teaching and learning process (Saleem et al., 2021).

One prevalent issue in Philippine education today is the decline in education quality. CPD is mandatory for all licensed teachers to address this. However, the implementation of this law could be improved. PE teachers need the full potential to develop skills and teaching strategies that ensure high-quality education. Effective engagement in CPD enables teachers to access new ideas, fosters a culture of sharing among educators, encourages innovation in information delivery, and provides valuable opportunities for professional interaction. Prioritizing teachers' learning and focusing on staff professional development is imperative to enhance teaching and learning outcomes. Engaging teachers in CPD is crucial for achieving high-quality teaching competencies.

There is a need for Physical Education teachers to undergo training, seminars, and workshops to develop, enhance, or retool their teaching strategies to meet the demands of 21st-century education. However, in the local setting, specifically in the SUCs in Region 12, PE faculty members have limited engagement in CPD because they lack motivation and inspiration. Studies assessing the impact of CPD on the teaching competencies of Physical Education teachers have yet to be conducted in State Universities and Colleges (SUCs) in Region 12. Consequently, this study aims to address this gap and determine the level of CPD engagement and its correlation with the teaching competencies of PE Teachers in selected universities.

Literature Review:

Continuing Professional Development (CPD) is crucial for enhancing educators' skills and competencies, contributing significantly to the quality of education. It involves both formal and informal methods, such as workshops, professional gatherings, reading relevant literature, and engaging with educational documentaries (Smith, 2020). Gray (2015) underscores that CPD goes beyond initial training, embodying continuous improvement through experience and systematic reflection.

Historically, CPD was known as 'in-service training' (INSET), focusing more on delivery methods than outcomes (Institute for Learning, 2019). However, modern CPD emphasizes the importance of planning and clear objectives to ensure effective outcomes (Parker & Patton, 2016). Despite the consensus on CPD's importance, it often falls short by prioritizing new teaching practices over understanding their impact on student learning.

Understanding the motivational drivers behind educators' participation in CPD is essential. Pool et al. (2016) highlight that different motivations drive personnel towards various learning activities. Incorporating motivational elements into CPD plans, such as incentives and support, can significantly enhance engagement. Hill (2015) further



emphasizes that motivation is a critical determinant of CPD effectiveness, with inadequate support often leading to unsuccessful participation.

Appova and Arbaugh (2018) identify factors impacting teachers' motivation for CPD, including remuneration, job stability, teaching competencies, and resources. These elements must be addressed to foster sustained engagement in CPD activities. The role of CPD in enhancing education quality is widely recognized, as it helps improve teachers' competencies and, consequently, student outcomes (Dadds, 2015).

Two main strategies for supporting teachers' professional development include engaging them in research practices and addressing their CPD needs (Coombe, 2020). Successful teaching traits such as perceptiveness, professional expertise, effective instruction, communication skills, adaptability, and lifelong learning are crucial for educators, particularly in second/foreign language contexts.

Farrell (2015) and Richards (2015) advocate for reflective practice, emphasizing that continuous professional development is necessary for teachers to navigate daily challenges effectively. Reflective practice involves self-monitoring and evaluating professional growth, which is essential for effective teaching.

Recognizing the significance of CPD for PE teachers, various countries have introduced professional development initiatives focusing on psychomotor content (Armour et al., 2017; Tsuda et al., 2019). Effective CPD must emphasize practicality, relevance, and applicability, especially in diverse educational environments (Knowles et al., 2020).

Content courses are vital for enhancing educators' expertise in specific fields by providing updated knowledge on advancements and trends. These courses typically involve factual, conceptual, and procedure-oriented content, each playing a unique role in professional development (Srinivasacharlu, 2019).

Engaging content should be visually appealing, relevant, concise, interactive, and provide opportunities for self-assessment and exploration (Bellibas & Gumus, 2016; Depaepe & König, 2018; Schipper et al., 2017; Cuñado & Abocejo, 2019). Visual elements like infographics and audio-visual clips enhance learning enjoyment and cater to diverse learning preferences.

Multimedia skills are increasingly important in CPD, enabling educators to use various media forms to enhance comprehension and retention. Multimedia technology leverages integration, diversity, and interaction, facilitating effective digital and print communication (Guan et al., 2018; Alemdag & Cagiltay, 2018).

CPD is essential for educators' growth and the advancement of the educational system. It involves continuous improvement through formal and informal methods, addressing motivational drivers, and incorporating engaging and multimedia content. By fostering teacher excellence and addressing their professional development needs, CPD contributes significantly to educational quality and student outcomes.

Methodology:

Design

This study employs the mixed research method with an embedded design. This approach integrates the gathering and analysis of quantitative and qualitative data within a conventional quantitative or qualitative research design, as described by Creswell and Clark (2010, p. 90–93). Conversely, correlation analysis aims to establish the existence and strength of a relationship between independent and dependent variables. Specifically, this study examines the relationship between CPD engagement and teaching competencies among teachers at Cotabato State University, University of Southern Mindanao Kabacan, Sultan Kudarat University main campus, and Cotabato Foundation College of Science and Technology.

Environment

The study was conducted at selected universities in region 12, namely Cotabato State University (CSU), University of Southern Mindanao (USM) Kabacan, Sultan Kudarat State University (SKSU) main campus, and Cotabato Foundation College of Science and Technology (CFCST). CSU, formerly known as Cotabato City State Polytechnic College, is a state-owned university at Sinsuat Avenue, Cotabato City, accredited by the Commission on Higher Education (CHED) and the Association of State Colleges. USM, previously known as the Mindanao Institute of Technology (MIT), is situated in Kabacan, North Cotabato, and is renowned as a premier land grant university in Southern Philippines. SKSU, formerly Sultan Kudarat Polytechnic State College, was established in 1990 in Barangay Dos Isulan, Sultan Kudarat. CFCST, commonly known as Foundation College, is located in Barangay Doroluman, Arakan, Cotabato, and originated from the Children's Educational Foundation Village (CEFV).

The study's respondents comprised 57 teachers from CSU, USM Kabacan, SKSU main campus, and CFCST, representing various departments. Complete enumeration was employed in the study, encompassing all prospective PE Teacher respondents in the universities above. The inclusion criteria for selection require teachers to



have at least one year of teaching residency in CSU, USM, SKSU, or CFCST, hold a permanent position, and voluntarily participate in the study. Additionally, teachers must be physically and emotionally healthy, regardless of sex. Conversely, participants who fail to meet the specified inclusion criteria retrospectively will be automatically excluded from the study to ensure the integrity of the research findings. This rigorous approach helps maintain the accuracy and reliability of the data collected.

Table 1
Respondents of the study

Respondents	Population size	Sample size
Cotabato State University	6	6
Cotabato Foundation College	6	6
Mindanao State University	12	12
Sultan Kudarat State University	12	12
University of Southern Mindanao	21	21
Total	57	57

Instrument

The research survey questionnaire was crafted using a customized template. It was derived from two prior studies: "The Influence Of Teachers' Professional Development On Mastery Of Subject Matter" by Paul MukoroEgboro, Ph.D (2021), and "Professional Development Activities and Teacher Performance" by Gengen G. Padillo, Ramil P. Manguilimotan, Reylan G. Capuno, and Raymond C. Espina (2021), conducted at Cebu Technological University- Main Campus, College of Education, Cebu, Philippines.

The questionnaire utilized a five-point Likert scale ranging from 5-Strongly Agree to Disagree to gauge respondents' preferences 1-Strongly. To assess the reliability of the survey instrument, a pilot test was conducted with 20 respondents. A statistician then analyzed the responses from the pilot test. Moreover, the survey questionnaire demonstrated high reliability with a Cronbach's Alpha coefficient 0.921, indicating excellent internal consistency.

Data Gathering Procedure

Pre-Data Gathering. Letters requesting permission to conduct the study were sent to the Presidents and Deans of Cotabato State University, University of Southern Mindanao, Sultan Kudarat State University, and Cotabato Foundation College of Science and Technology. Additionally, a letter was addressed to the teachers who would participate as respondents in the study.

Actual Data Gathering. The questionnaire was distributed to the teachers, who were given sufficient time to read and respond. The researcher emphasized the significance of the study to ensure the respondents understood its importance. Upon completion, the researcher retrieved the filled-up questionnaires.

Post-Data Gathering. The collected data, including quantitative and qualitative responses, were organized, tallied, and tabulated. Statistical analysis, including Pearson's correlation coefficient, was utilized to test significant relationships between categorical variables. The Test of Independence was employed to assess associations between variables. Open-ended questions were coded using Thematic analysis to identify recurring themes and patterns in the responses. Moreover, *Pearson's correlation coefficient* for Independent Samples because it is easy and safe to decide whether the null hypothesis fails or accepts the said hypothesis.

Statistical Analysis

Mean, and standard deviation was utilized to analyze the CPD engagement and the level of teaching competencies among the Physical Education faculty members from various State Universities and Colleges in Region XII. Pearson's correlation coefficient was employed to examine the relationship between CPD engagement and teaching competencies among the faculty.

Furthermore, thematic analysis was employed as a method to analyze qualitative data. This approach systematically identifies, analyzes, and reports recurring patterns within the data set. Thematic analysis allows for exploring naturally occurring talk and types of written text, enabling researchers to derive meaningful insights from qualitative data (Braun & Clarke, 2006).

Ethical Considerations

The researcher adhered to the ethical guidelines mandated by the school during the research. This included obtaining consent from the graduate college dean and school administrators of CSU, USM, SKSU, MSU, and CFCST before commencing the study. Once approval was received, the respondents were briefed on the research objectives and purpose. Voluntary consent was then sought from each participant, ensuring they were informed of their right to withdraw from the study at any point without facing any repercussions. Participants were assured that their data would be used solely for research purposes and that confidentiality would be maintained throughout the study.



The researcher ensured methodological cohesions by being a responsive investigator, acquiring an adequate sample, and attending to rational ethics to ensure credibility. The study used sufficient respondents, which conforms with the inclusion criteria described in the respondents' section. Supporting the findings with the literature and previous studies helped establish the data's reliability. They were likewise assured that the data collected from them would be used solely for research and that utmost secrecy would be observed in the treatment and use of all data.

This study implemented several actions to uphold human rights and ensure ethical research practices. A thorough assessment was conducted to ensure that the benefits of the research outweighed any potential risks to participants. Participants were given complete information concerning the study's aims, method, and possible risks and benefits. Implied consent was ensured through clear communication and documentation. Prior authorization was obtained to access any private information relevant to the research, and strict confidentiality measures were implemented to protect participants' privacy. Discretion of participants' personal information was upheld throughout the research process. Data were anonymized and stored securely to prevent unauthorized access. After their involvement in the study, participants were provided with debriefing information, including clarification of the study's purpose and any additional information they may require. Participants were also informed of their right to withdraw from the study at any time and were provided with contact information for further questions or concerns. Any potential conflicts of interest were disclosed and managed appropriately to ensure the integrity and impartiality of the research.

Results and Discussion:

Results and Discussion

The exploration of Continuing Professional Development (CPD) challenges for educators, particularly in the context of physical education (PE) and extracurricular activities, reveals a multitude of factors influencing professional growth and well-being. Through a comprehensive analysis of various themes emerging from respondent insights and scholarly literature, this study aims to elucidate the complexities surrounding CPD in education and propose strategies for addressing these challenges.

Theme 1: Time Management and Accessibility

The correlation analysis indicates a significant relationship between teaching competencies and various variables related to continuing professional engagement, emphasizing the importance of CPD in enhancing educators' skills and knowledge. However, respondents highlighted significant challenges related to time management and accessibility, which hinder educators' ability to engage effectively in CPD activities. Juggling teaching responsibilities, coaching duties, and personal commitments presents a formidable obstacle for PE teachers seeking to participate in CPD opportunities. Moreover, limited access to in-person CPD events and technology-related challenges further exacerbate the issue, particularly for educators in remote areas or with limited resources.

Addressing these challenges requires a multi-pronged approach, including the development of tailored CPD programs, provision of financial support, and leveraging digital platforms for remote learning. By conducting needs analyses and providing accessible, technology-enhanced CPD opportunities, policymakers and education leaders can better equip educators to navigate the demands of the new normal effectively.

Theme 2: Financial Constraints and Technological and Curriculum Challenges

Financial constraints emerge as a significant barrier to CPD participation, with respondents citing the high costs associated with CPD courses, travel, and materials as key challenges. Limited institutional support further exacerbates this issue, leaving many educators to bear the burden of CPD expenses themselves. The lack of financial resources not only restricts access to necessary training and resources but also contributes to feelings of frustration and isolation among teachers.

To address these challenges, stakeholders must prioritize the allocation of sufficient budgets for professional development and explore avenues for financial assistance, such as grants and scholarships. Additionally, redefining 'effective' CPD to include cost-effective alternatives and leveraging digital platforms for remote learning can help mitigate financial barriers and ensure equitable access to CPD opportunities for all educators.

The rapid advancement of technology presents both opportunities and challenges for CPD in education. While digital platforms offer flexibility and accessibility, many educators face barriers related to technology access and digital literacy, particularly in the context of virtual CPD events. Respondents highlighted the need for support in using online platforms and tools, underscoring the importance of digital skills training for educators.

Efforts to address technological challenges should focus on providing comprehensive training and support to enhance educators' digital literacy and proficiency. By integrating technology into CPD programs and ensuring accessibility for all educators, stakeholders can harness the full potential of digital platforms to facilitate meaningful professional development experiences.



Adapting to changing curricula and standards emerges as a significant challenge for educators, particularly in the dynamic field of physical education. Respondents emphasized the importance of continually updating knowledge and teaching methods to meet evolving requirements. However, navigating curriculum changes requires not only technical leadership but also adaptive leadership to address underlying beliefs and attitudes that may impede teachers' capacity to adjust.

To support educators in adapting to changing curricula, stakeholders must provide ongoing training and resources tailored to specific subject areas and pedagogical approaches. Additionally, fostering a culture of collaboration and regular assessment can help ensure alignment with emerging educational standards and student needs.

Theme 4: Lack Mentorship and Institutional Support

The absence of guidance and mentorship emerges as a significant issue in CPD for educators, particularly those in the early stages of their careers. Respondents highlighted the importance of mentorship in providing direction, support, and feedback to assist educators in identifying their professional development needs and goals. However, limited peer support and mentoring opportunities contribute to feelings of isolation and hinder educators' ability to navigate the CPD landscape effectively.

To address the lack of guidance and mentorship, stakeholders should establish structured mentorship programs and peer networks to support educators in their professional development journey. By pairing experienced educators with novices and providing ongoing support and training for mentors, institutions can create a supportive environment conducive to continuous growth and improvement.

The lack of institutional support and recognition for physical education poses significant barriers to CPD participation for educators. Respondents emphasized the need for institutions to value and support PE education, ensuring adequate resources and recognition for educators in this field. Without institutional support, educators may face limited opportunities for CPD and discriminatory practices in PE, further exacerbating inequities in access and outcomes.

To address this challenge, stakeholders must advocate for the importance of PE education in holistic student development and allocate sufficient resources to support CPD initiatives. Additionally, efforts to promote inclusivity and combat discriminatory practices are essential to ensuring equitable access to CPD opportunities for all educators.

Theme 5: Work-Life Balance

Balancing work commitments, coaching responsibilities, and personal life emerges as a significant challenge for educators involved in sports and extracurricular activities. Respondents highlighted the need for adequate support from schools and colleagues to prevent burnout and support ongoing professional growth. Without sufficient support, educators may struggle to find time for CPD amid their competing responsibilities, leading to feelings of frustration and overwhelm.

To address work-life balance challenges, stakeholders must prioritize educator well-being and provide resources and support to help manage workloads effectively. Flexible scheduling, workload management strategies, and peer support networks can help educators achieve a healthier balance between work and personal life while fulfilling CPD requirements.

The findings showed the multifaceted nature of CPD challenges for educators, particularly in the context of physical education and extracurricular activities. Addressing these challenges requires a collaborative effort from stakeholders, including policymakers, education leaders, and educators themselves. By prioritizing institutional support, providing financial assistance, leveraging technology, fostering mentorship, and promoting work-life balance, stakeholders can create an environment conducive to continuous growth, well-being, and professional excellence for educators in the 21st century.

Conclusion:

Teachers highly value effective communication, well-structured courses, and attainable objectives in content courses, seminars, webinars, and conferences, significantly contributing to their engagement in continuing professional development. Further Practical approaches and access to up-to-date resources are crucial in physical education workshops, and higher studies are considered valuable avenues for pedagogical growth. Furthermore, membership in professional organizations and associations is positively perceived, as it adds value, boosts morale, and helps teachers stay focused on their achievements, fostering strong engagement.

Furthermore, continuous professional development is vital in cultivating teachers' command of subjects and effectiveness in instruction delivery. Teachers proficiently utilize diverse teaching methods and provide prompt feedback, showcasing their competence in instructional preparation, communication, and multimedia skills. Minor



enhancements are possible in certain areas, including English fluency and IT troubleshooting, as well as in guiding research design and reflection. A significant positive correlation exists between teachers' engagement in professional development and their teaching competence, underscoring the importance of ongoing learning for educators. This concept is reinforced by Dewey (1916), who posited that individuals engaged in ongoing development activities also acquire the ability to learn. Meta-cognition is a central element encompassing meta-cognitive strategies and meta-cognitive knowledge (Flavell, 1979, 1987). Flavell (1979, 1987) further categorizes meta-cognitive knowledge into three facets: understanding oneself, tasks, and strategies.

In conclusion, the challenges underscore the intricate landscape of CPD in physical education, emphasizing the necessity for holistic solutions to ensure teachers can access high-quality professional development. Addressing these hurdles is crucial to bolster the effectiveness of CPD, support teacher growth, and ultimately enhance the quality of physical education, benefiting educators and students alike. PE teachers can employ various strategies to engage in CPD and actively confront these challenges.

These findings align with the theory of metacognition, wherein using metacognitive strategy involves assessing how goals have been achieved rather than merely fulfilling specific objectives. Metacognitive strategies entail reflecting on thoughts or knowledge about cognitive processes. By utilizing metacognitive strategies, beginners can effectively strategize, monitor, and control learning processes (Boekaerts et al., 2000).

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