



Teachers' Preparedness, Compliance, and Difficulties in Continuous Professional Development in the New Normal

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Abstract:

This study was conducted to determine the teachers' preparedness, compliance, and difficulties in continuous professional development (CPD) in the new normal in one of the highly urbanized divisions of Negros Oriental. A descriptive research design was employed on 217 public elementary school teachers using the researcher-made questionnaire that passed the validity and reliability tests. The results showed that public elementary school teachers were mostly single, had a longer length of service, and had higher educational attainment. Teachers showed a high level of preparedness and a great extent of compliance with CPD in the professional track, self-directed track, and productive scholarship. Still, they showed a moderate level of preparedness and a moderate extent of compliance with the academic track. Teachers' difficulties in CPD were at a moderate level in school-related, personal-related, and CPD-provider-related factors. There were no significant differences in the preparedness and compliance with CPD in all the areas of CPD when teachers were grouped and compared according to civil status, length of service, and highest educational attainment. Likewise, no significant differences existed in the difficulties in CPD in all areas considered when teachers were grouped and compared according to the aforementioned variables. There was a significant relationship between preparedness and compliance as well as between the difficulties and compliance with CPD, but no significant relationship existed between preparedness and difficulties in CPD.

Keywords: Continuous professional development; new normal; teachers' compliance, difficulties and preparedness

Introduction:

To keep teachers abreast of the teaching pedagogies attuned to 21st-century learners, they need to prepare and comply with continuous professional development (CPD) and overcome the difficulties that may arise in pursuing CPD. Teacher professional development is any type of continuing education effort for teachers that can take place on different levels, from school to a wider scope (Kampen, 2019). Teachers are familiar with attending various CPD activities like seminars, trainings, workshops, and short courses, as they were sent by the school heads every year. However, not all were given opportunities and chances to attend these CPD activities. Teachers, at times are spending money from their pockets to attend to CPD activities that they are interested in.

In-Service Training for Teachers (INSET) is common to all teachers as this CPD is conducted for free twice a school year. Aside from the usual observance of INSET, teachers are also pursuing higher educational studies by enrolling in post-graduate studies. In the new normal brought about by the COVID-19 pandemic, most of the CPD activities were conducted online. Oestar (2022) found that teachers had highest extent of participation in online learning but had the lowest extent of participation in formal learning. Since there were changes in the mode of delivery of instruction, it is still important that teachers continue to seek personal and professional growth, making them prepared for the new demands and challenges of the new normal set-up of the teaching and learning process.

In addition, Tulu (2018) revealed in his study the extent to which teachers' engagement in professional development activities needed to be more adequately implemented. He further claims that teachers were given insufficient support in the new normal, and the major difficulties identified were a lack of teachers' interest, lack of adequate training, lack of skills in conducting action research, lack of adequate resources in conducting CPD, lack of trained facilitators, insufficient allocation of budget, lack of peer coaching and peer evaluation, and high workload to those who participate in CPD. The pandemic situation, time, financial constraints, and lines of communication are the teachers' greatest challenges encountered in CPD in the new normal (Oestar, 2022).



The abovementioned scenarios made the researcher wonder about the status of CPD in terms of preparedness, compliance, and difficulties of the public-school teachers in his locale. Hence, as a school head, the researcher is motivated to investigate the said issue. It is the goal of the researcher to identify and address some of the difficulties of the teachers regarding preparedness and compliance with CPD. In addition, the findings in this study could be used as bases for crafting training and development designs that are suited to the needs and interests of the teachers.

Current State of Knowledge

Teachers invest their resources and are open to the possibility of professional development to increase their impact among learners and within the classroom (Patzner, 2020). The preparedness of teachers to further their professional development occurs beyond the school; "they explore options and research new ideas" to foster the best learning environment there is (Ecole Globale, 2021). Continuous Professional Development courses in the Philippine setting are a personal decision and a mandatory obligation under the law (OED PostGrad Program, 2021). Professional Regulation Commission (2018) accredits the Department of Education through the National Educators Academy of the Philippines to provide CPD programs for teachers, including LAC sessions and other CPD training activities. Collaboration is vital in teachers' professional development as it provides a venue for teachers to share ideas, give criticisms, and help each other in arriving at better learning outcomes. Obtaining membership in professional teacher groups, forming local groups of trainers, and writing articles, research, and books are some of the efforts teachers make toward continuing their professional development (Johnson, 2020).

With the advent of a crisis, teachers explore alternative methods of professional development and learning; the modification of training sessions to cope with the educational situation during the pandemic is responded to by teachers' adaptively to these changes (Estapa & Yu, 2020). Some professionals pursue a Master's degree to continue their learning (Nucum, 2019). Some teachers are open to furthering their professional careers through virtual LAC sessions (Teach for the Philippines, 2020; Orquina, 2020). In a study by Derakhshan, Coombe, Zhaleh, and Tabatabaieian (2020), teachers positively perceive research and CPD activities. They may consider conducting graduate- and post-graduate research, reading research books, searching other field-related research materials, participating in research conferences, workshops, and forums, and participating in in-person research pieces of training in school and virtually. Comparing in-person and virtual CPD activities, teachers found virtual CPD activities more satisfying than its counterpart (Binmohsen & Abrahams, 2020).

Attending CPD activities is an obligation that teachers need to comply with (European Commission, 2021). Instead of merely acquiring knowledge, teachers must focus on participating and collaborating actively in developing their knowledge and skills during CPD activities (Patzner, 2020). Gawron (2020) stated that teachers prefer traditional professional development activities conducted either at or outside school and prefer asynchronous activities such as webinars, self-directed reading, and Twitter. In an article by The Alberta Teachers' Association (2018), they attend professional development conferences in groups, participate in workshops, and act as trainers to their colleagues during workshops. In the Continuing Professional Development (CPD) Council for Professional Teachers Resolution no. 1 series of 2020, specific CPD activities were enumerated, including reading books, journal articles, technical manuals or online materials on current pedagogical issues, teleconsultation with experts, interactive discussion with peers on entrepreneurship, and other activities categorized as professional work activities such as in literacy, dissemination, coaching, and information services (Professional Regulation Commission, 2020).

Gawron (2020) in her study found that the majority of the teacher-respondents prefer attending professional development activities beyond the time of school days. Patzner (2020) identified time unavailability and educational budget cuts by the government as hurdles in teachers' pursuit of CPD. In addition, Queens University of Charlotte (2020) has a fair share in identifying difficulties faced by teachers in CPD activities; these difficulties are caused mainly by the dynamic technology in education, guidelines set by school districts, and the curriculum standards. Teachers' reluctance to change their teaching strategies and the need for more competent trainers for professional development can also pose challenges to their professional development (Hyatt, 2017). Furthermore, current professional development activities should consider teacher preferences regarding the method, time, and place of these activities (Gawron, 2020).

Theoretical Underpinnings

This study was anchored on the Theory of Planned Behavior (Ajzen, 1991), the Theory of Regulatory Compliance by Fiene (2016), and the Theory of Work Adjustment by Dawis, England, and Lofquist (1964).

For Kan and Fabrigar (2017), the Theory of Planned Behavior (TPB) is used to understand and predict human behaviors, which hypothesizes that behavioral intentions immediately determine behaviors and, under certain circumstances, perceived behavioral control. Behavioral intentions are determined by a combination of three factors: attitudes toward the behavior, subjective norms, and perceived behavioral control. Tiauzon, et. al. (2023)



The attitude toward the behavior is the extent to which a person has a favorable or non-favorable evaluation of a given behavior. In this study, the teachers will be motivated to attend CPD-related activities when they believe this behavior will benefit them. That way, earning CPD units will be used to renew their license cards (Pasiq and Maguate, 2023).

The subjective norm refers to a social pressure to perform or not perform a given behavior. In this study, the earning of CPD units as a requirement for the renewal of licenses has become a norm. Hence, teachers will be pushed to comply with this policy.

The third factor, perceived behavioral control, refers to people's perception of the ease or difficulty of performing the behavior of interest. In this study, teachers acquire a set of beliefs about their capacity to comply with the CPD even amidst the new normal.

The Theory of Regulatory Compliance (TRC) proposed by Fiene (2016) deals with the importance of complying with rules or regulations, and this theory has implications for all rule, regulatory, and standards development throughout human service and economic domains. The TRC emphasizes selecting the right rules rather than having more or fewer rules. More so, the rules, when complied will result in positive outcomes. In this study, when teachers comply with the Professional Regulatory Board for Professional Teachers Resolution No.11, s. 2017, they will have their licenses renewed easily, a positive outcome of being compliant with the policy set by the Professional Regulation Commission (PRC).

The Theory of Work Adjustment (TWA), as cited by the University of Minnesota (2022), explains the relationship between a person and his or her work environment. According to this theory, the work environment requires certain tasks to be performed, and the individual needs skills and competencies to perform the tasks. On the other hand, the individual requires compensation for work and certain preferred conditions. The two aspects of TWA, the environment and the individual, must continue to meet each other's requirements for the relationship to be maintained Gernalin, et. al (2023).

The TWA is anchored in this study since the Department of Education where teachers are working has mandated the tasks to be performed by each teacher and skills and competencies needed for the work are assessed. Also, the renewal of PRC license cards is one of the basic requirements that the DepEd requires for the hiring and even promotion of teachers. Hence, the DepEd allowed a day for teachers to be absent from school for the processing of license cards. For the part of the teachers, they are compensated based on their plantilla position and the provision of one day free to process the license is one of the addressed conditions and needs of the teachers in the field. Hence, the relationship between the teachers and DepEd is maintained by meeting each other's requirements.

Objectives

This study aimed to determine the public elementary school teachers' level of preparedness, the extent of compliance, and the level of difficulties in continuous professional development (CPD) in one of the highly urbanized Divisions of Negros Oriental during the school year 2021-2022. Specifically, this study aimed to answer the following questions: 1) the teachers' level of preparedness in CPD in terms of professional track, self-directed track, academic track, and productive scholarship; 2) the teachers' extent of compliance with CPD in terms of the aforementioned areas; 3) the teachers' level of difficulties in CPD in terms of school-related factors, personal-related factors, and CPD-provider related factors; 4) the significant relationship between the teachers' level of preparedness and the extent of compliance with CPD; 5) the significant relationship between the teachers' level of difficulties and the extent of compliance with CPD; and 6) the significant relationship between the teachers' levels of preparedness and difficulties in CPD.

Methodology :

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design

This study used the descriptive method of research. According to McCombes (2020), descriptive research design aims to describe a population, situation, or phenomenon correctly and systematically. In the descriptive research design, the researcher does not manipulate any variables but only observes and measures them. This design is considered appropriate since this study dealt with recording, tabulating, and analyzing data on the main variables without manipulation to produce factual results. This kind of research design is suitable to use because this study was intended to find the status of the preparedness, compliance, and difficulties of public elementary school teachers in CPD.



Study Respondents

The respondents of this study were a sample of 217 out of 497 public elementary school teachers. Since the total number of teachers in one of the highly urbanized small-sized Divisions of Negros Oriental appears unmanageable due to its big number, a stratified sampling method was utilized, and the sample size was solved using Cochran's Formula.

Instruments

The researcher used a self-made questionnaire to gather the data needed for this study. It was subjected to validity (4.85-excellent) and the computed reliability indexes were 0.949 for preparedness, 0.940 for compliance, and 0.955 for difficulties and therefore considered excellent and reliable. The research instrument was comprised of four (4) parts. Part I gathered data on the demographic profile of the respondents in terms of civil status, length of service, and highest educational attainment. Part II aimed to gather data on the teachers' level of preparedness and extent of compliance with CPD with five (5) items in each area Professional Track, Self-directed Track, Academic Track, and Productive Scholarship. This part of the research instrument comprised 40 items. Part III was on the teachers' level of difficulties in CPD with sub-factors, namely school-related factors, personal-related factors, and CPD –provider-related factors, with five items for each sub-factor. This part of the research instrument comprised 15 items. The respondents were asked to rate the items in Part II and Part III as 5-Always, 4-Often, 3-Sometimes, 2-Rarely, and 1-Almost Never.

Data Gathering Procedure

This study observed a proper protocol in the conduct of the entire study. After establishing the validity and reliability of the research instrument, the researcher asked permission from the Office of the Schools Division Superintendent to conduct the study. When the permit was granted, the approved letter was scanned and attached to the letter to school heads of all concerned public elementary schools in Negros Oriental, ensuring the healthy purpose of the study and the confidentiality of the respondents and the school. Likewise, the highest level of respect for professional ethics was considered while collecting the required data. The researcher created an online survey using Google Forms when all the letters were approved. The target subject-respondents were asked to complete the form online since face-to-face interaction is strictly discouraged. The rationale, instructions, and consent to participate in this study were given as part of the preliminaries of the questionnaire. The data were treated accordingly and then subjected to data analysis using SPSS.

Data Analysis and Statistical Treatment

Objective No.1 used a descriptive-analytical scheme and mean to determine teachers' level of preparedness in CPD in the areas of the professional track, self-directed track, academic track, and productive scholarship.

Objective No.2 used a descriptive-analytical scheme and mean to determine the teachers' extent of compliance with CPD in terms of professional track, self-directed track, academic track, and productive scholarship.

Objective No.3 used a descriptive-analytical scheme and mean to determine the teachers' level of difficulties in CPD.

Objective No.4 used a relational-analytical scheme and Spearman *Rho* (r) to determine whether or not a significant relationship exists between the teachers' level of preparedness and extent of compliance with CPD.

Objective No.5 used a relational-analytical scheme and Spearman *Rho* (r) to determine whether or not a significant relationship exists between the teachers' level of difficulties and extent of compliance with CPD.

Objective No. 6 used a relational-analytical scheme and Spearman *Rho* (r) to determine whether or not a significant relationship exists between the teachers' level of preparedness and difficulties in CPD.

Ethical Consideration

The highest level of respect for professional and research ethics was considered while collecting the required data. This research did its best to protect the chosen participants since research protocols were observed during the entire process of the investigation. The informed consent from the respondents was secured. More so, the anonymity and confidentiality of their responses were taken into utmost consideration.

Results and Discussion:



This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Table 1
Teachers' Level of Preparedness in CPD in the area of Professional Track

Items	Mean	Interpretation
I prepare myself for the CPD by means of ...		
1. looking for possible seminars, training, and workshops to attend face-to-face or online.	4.26	High Level
2. sparing time for attending in mid-year and end-year INSET.	4.59	Very High Level
3. volunteering myself for a demonstration teaching in a seminar/training/workshop.	3.50	High Level
4. getting involved as a resource speaker/trainer/panelist/reactor/facilitator/moderator in a seminar/training/workshop.	3.43	Moderate Level
5. participating in the Project Management Team (PMT) in a seminar/training/workshop.	3.64	High Level
Overall Mean	3.88	High Level

Table 1 shows the teachers' level of preparedness in CPD in the area of professional track. As presented in the table, teachers generally had a high level of preparedness in the professional track of CPD as evident in the over-all mean score of 3.88.

The data further disclose that Item No. 2 had the highest mean score of 4.59, interpreted as a very high level and this was on the teachers' attendance to INSET. This suggests that teachers are religiously attending the INSET because this is one of the activities of professional development among teachers in preparation for the opening or resumption of classes. Hence, it is a must for all teachers not to miss this training. The INSET has also been accepted by the Professional Regulation Commission (PRC) as evidence for the CPD units, thus teachers are encouraged to attend INSET.

Meanwhile, the lowest mean score of 3.43, interpreted as moderate level was in Item No. 3 on volunteering for a demonstration teaching in a seminar/training/workshop. This implies that teachers are hesitant to volunteer their selves in the demonstration of learned competencies and skills in the seminar, training, or workshop they attended. Normally, teachers who seek for promotion are the one who are highly motivated to volunteer their selves while majority as just contented with attending to any professional engagements.

This is in support to the study of Caingoy (2020) that CPD activities are considered by teachers as beneficial for their promotion, in improving their teaching efficiency, in their interaction with other researchers, in outranking other applicants for promotion, school recognition, publication, and for empowerment.

Table 2
Teachers' Level of Preparedness in CPD in the area of Self-directed Track

Items	Mean	Interpretation
I prepare myself for the CPD by means of ...		
1. looking for possible face-to-face or online seminars, training, and workshops to attend.	4.19	High Level
2. volunteering for a demonstration teaching in a seminar/training/workshop.	3.69	High Level
3. involving as a resource speaker/trainer/panelist/reactor/facilitator/moderator in a seminar/training/workshop.	3.47	Moderate Level
4. involving as a part of the Project Management Team (PMT) in a seminar/training/workshop.	3.57	High Level
5. participating in socio-civic activities using my profession (e.g., literacy outreach programs)	3.92	High Level
Overall Mean	3.77	High Level



Table 2 shows the teachers' level of preparedness in CPD in the area of self-directed track. Generally, teachers had a high level of preparedness in the area of self-directed track in CPD as shown by the overall mean of 3.77.

The data also reveal that out of five items, only one item had a moderate level of preparedness in the area of self-directed track of CPD while four items had a high level. The highest mean score of 4.19 is evident in Item No. 1 on looking for possible face-to-face or online seminars, training, and workshops to attend. This implies that teachers are spending time for looking and selecting professional engagements to attend to. It is important the teachers choose the seminars, training, and workshops they wanted to attend because they better know their strengths and weaknesses. They can carefully select the professional engagement that would suit to their needs to improve their selves.

On the other hand, the lowest mean score of 3.47, interpreted as moderate level is evident in Item No. 3 on involving as a resource speaker, trainer, panelist, reactor, facilitator, moderator in a seminar, training, or workshop. This implies that most of the teachers do not have higher roles in the professional engagements and most of them are attendees. This is due to the fact that the district or division had already identified teachers to have those aforementioned roles and recently, there is already a pool of scholars as members of the team to conduct seminars, trainings or workshops among teachers.

These findings are congruent to those of Alvarez et al. (2020) that teachers are found to have the initiative to look for online trainings that are advantageous and convenient to them and of Hammond et al. (2017) that teachers participate in different CPD activities as attendees. Furthermore, teachers participating in these CPD activities more than attendees such as being the researcher were identified to be doctorate degree holders (Van der Klink et al., 2017).

Table 3
Teachers' Level of Preparedness in CPD in the area of Academic Track

Items	Mean	Interpretation
I prepare myself for the CPD by means of ...		
1. enrolling in graduate studies	3.76	High Level
2. enrolling in a post-doctoral diploma	2.87	Moderate Level
3. involving as a chairman in the Technical Working Group of the school Programs, Activities, and Projects	3.60	High Level
4. applying for funded research: Basic Education Research Fund (BERF) and non-BERF	2.92	Moderate Level
5. applying for DepEd scholarship programs	2.89	Moderate Level
Overall Mean	3.21	Moderate Level

Table 3 shows the teachers' level of preparedness in academic track of CPD and the data reveal that the teachers had a moderate level of preparedness in the area of academic track as evidenced by the overall mean score of 3.21.

The highest mean score of 3.76, interpreted as a high level is evident in Item No. 1 on enrolling in graduate studies. Currently, it is a trend for teachers to enroll in higher education since this is one of the criteria for earning higher points in the promotion and even in reclassification. This trend resulted in teachers just even earning units in master's degree for them to be eligible for next rank promotion, or whatever rank position they may be qualified through the Equivalent Record Form (ERF).

The lowest mean score of 2.87, interpreted as moderate is evident in Item No. 2 on enrolling in a post-doctoral diploma. Most of the teachers ended only with master's degree until doctorate degree but they do not engage in a much higher learning like post-doctoral diploma.

This finding is explained in the study of Sahagun and Matriano (2019) that teachers' inability to pursue higher education and post-doctorate diploma is due to the required specialized knowledge and competencies required from them. Furthermore, Eddio (2017) also stated that teachers do not pursue Master's and Doctorate degrees because they perceived it as time-consuming.

Table 4
Teachers' Level of Preparedness in CPD in the area of Productive Scholarship

Items	Mean	Interpretation
I prepare myself for the CPD by means of ...		
1. engaging in writing Self-learning Modules (SLMs) and Learning Activity Sheets (LAS)	4.04	High Level
2. getting involved in the making of lesson exemplars	3.87	High Level



3. participating in disseminating results of my action research/innovation/research	3.37	Moderate Level
4. involving in publishing articles, technical papers, or research papers	3.22	Moderate Level
5. working out to have a recognition or award in school/district/division/regional/national/international	3.49	High Level
Overall Mean	3.60	High Level

Table 4 shows the teachers' level of preparedness in CPD in the area of productive scholarship and the data reveal that teachers had a high level of preparedness in this area as evidenced by the overall mean score of 3.60.

The data also reveal that the highest mean score of 4.04, interpreted as high level is evident in Item No. 1 on engaging in writing Self-Learning Modules (SLMs) and Learning Activity Sheets (LAS). During the distance learning brought by the COVID-19 pandemic, more teachers are involved in modifying or creating SLMs and LAS.

On the other hand, the lowest mean score of 3.22, interpreted as moderate level is in Item No. 4 on involving in publishing articles, technical papers, or research papers. Only few of the teachers are involved in publishing their articles, technical papers or research papers. Usually, teachers engaged in publishing articles in the newspaper, but this happens when they need it for promotion. Teachers may also end up with writing research papers and technical papers, but they fail to have them published since publication entails spending of money.

The finding of this study on teachers' engagement in research is in congruence with the study of Caingcoy (2020) in terms of the benefit of being promoted; however, the current study concluded that teachers publish articles for promotion while that of the latter found that teachers write research for promotion.

Table 5
Teachers' Extent of Compliance with CPD in the area of Professional Track

Items	Mean	Interpretation
I prepare myself for the CPD by means of ...		
1. looking for possible seminars, training, and workshops to attend face-to-face or online.	4.25	Great Extent
2. sparing time for attending in mid-year and end-year INSET.	4.47	Great Extent
3. volunteering myself for a demonstration teaching in a seminar/training/workshop.	3.50	Great Extent
4. getting involved as a resource speaker/trainer/panelist/reactor/facilitator/moderator in a seminar/training/workshop.	3.47	Moderate Extent
5. participating in the Project Management Team (PMT) in a seminar/training/workshop.	3.71	Great Extent
Overall Mean	3.88	Great Extent

Table 5 shows the teachers' extent of compliance with CPD in the area of professional track and the data reveal that only one item reached a moderate extent of compliance while the remaining four items reached a great extent of compliance.

Teachers had a great extent of compliance with the CPD in the area of professional track as evidenced by the overall mean score of 3.88. The highest mean score of 4.47, interpreted as great extent is in Item No. 2 on sparing time for attending in mid-year and end-year INSET. This implies that teachers are regularly attending to the INSET conducted in their respective schools or districts. The conduct of INSET prepares teachers to be ready for the opening or resumption of classes, hence their attendance is required for this training. In addition, the certificates received in the INSET can be used for the renewal of licenses of teachers and this makes them more motivated to attend the INSET.

On the other hand, the lowest mean score of 3.47, interpreted as moderate extent is evident in Item No. 4 on getting involved as a resource speaker, trainer, panelist, reactor, facilitator, or moderator, in a seminar, training, or workshop. There are fewer opportunities for teachers to be directly involved in the management team for professional engagements since most of the teachers are simply participants. More so, the division-wide training for example had already identified a pool of trainers, mostly with higher positions or experts in the field to conduct trainings or seminars.

This finding is in support to the study of Dizon et al. (2019), Bernardo et al. (2020), and Palma et al. (2020) that teachers participate in school-conducted trainings and their participation to these trainings are dictated by their need to comply to these as job requirements and a requirement for license renewal.

Table 6



Teachers' Extent of Compliance with CPD in the area of Self-directed Track

Items	Mean	Interpretation
I prepare myself for the CPD by means of ...		
1. looking for possible face-to-face or online seminars, training, and workshops to attend.	4.12	Great Extent
2. volunteering for a demonstration teaching in a seminar/training/workshop.	3.61	Great Extent
3. involving as a resource speaker/trainer/panelist/reactor/facilitator/moderator in a seminar/training/workshop.	3.50	Great Extent
4. involving as a part of the Project Management Team (PMT) in a seminar/training/workshop.	3.61	Great Extent
5. participating in socio-civic activities using my profession (e.g., literacy outreach programs)	3.84	Great Extent
Overall Mean	3.74	Great Extent

Table 6 shows the teachers' extent of compliance with CPD in the area of self-directed track and the data reveal that all items reached great extent of compliance and the overall mean score is 3.74.

The data also disclosed that the highest mean score of 4.12 is evident in Item No. 1 on looking for possible face-to-face or online seminars, training, and workshops to attend while the lowest mean score of 3.50 is in Item No. 3 on involving as a resource speaker, trainer, panelist, reactor, facilitator, moderator in a seminar, training, or workshop. This implies that teachers are spending time in looking for professional engagements where they can attend either online or face-to-face but they simply attend as participants and not in the management team as lecturer.

This finding is in support to Derakhshan et al. (2020) that teachers act as participants only in both online and in-person seminars and trainings. This also supports Sahagun and Matriano (2019) that major role of teachers in CPD activities is participants rather than a chairperson, facilitator, author, or a panel member of these activities.

Table 7

Teachers' Extent of Compliance with CPD in the area of Academic Track

Items	Mean	Interpretation
I prepare myself for the CPD by means of ...		
1. enrolling in graduate studies	3.65	Great Extent
2. enrolling in a post-doctoral diploma	2.86	Moderate Extent
3. involving as a chairman in the Technical Working Group of the school Programs, Activities, and Projects	3.48	Moderate Extent
4. applying for funded research: Basic Education Research Fund (BERF) and non-BERF	2.91	Moderate Extent
5. applying for DepEd scholarship programs	2.90	Moderate Extent
Overall Mean	3.16	Moderate Extent

Table 7 shows the teachers' extent of compliance with CPD in the area of academic track and the data disclosed that the overall mean score of 3.16, interpreted as moderate extent.

The data also reveal that the highest mean score of 3.65, interpreted as great extent is in Item No. 1 on enrolling in graduate studies while the lowest mean score of 2.86, interpreted as moderate extent is evident in Item No. 2 on enrolling in a post-doctoral diploma. This implies that many of the teachers pursue higher education like Master's and Doctorate degrees but they do not usually try pursuing post-doctoral diploma due to lack of opportunities for them.

In congruence to the study of Eddio (2017), this finding also emphasized that teachers are unable to pursue higher qualifications even Master's and Doctorate degrees due to being time-consuming and a lack of opportunity to do so. Also, this is in support to the study of Sahagun and Matriano (2019) that teachers are unable to pursue post-doctorate diploma due to the necessary knowledge and competencies required for obtaining it.

Table 8

Teachers' Extent of Compliance with CPD in the area of Productive Scholarship

Items	Mean	Interpretation
I prepare myself for the CPD by means of ...		
1. engaging in writing Self-learning Modules (SLMs) and Learning Activity Sheets (LAS)	3.99	Great Extent
2. getting involved in the making of lesson exemplars	3.77	Great Extent



3. participating in disseminating results of my action research/innovation/research	3.37	Moderate Extent
4. involving in publishing articles, technical papers, or research papers	3.27	Moderate Extent
5. working out to have a recognition or award in school/district/division/regional/national/international	3.44	Moderate Extent
Overall Mean	3.57	Great Extent

Table 8 shows the teachers' extent of compliance with CPD in the area productive scholarship and in general, teachers had a great extent of compliance with the productive scholarship as evidenced by the overall mean score of 3.57.

The highest mean score of 3.99, interpreted as great extent is evident in Item No. 1 on engaging in writing Self-Learning Modules (SLMs) and Learning Activity Sheets (LAS) while the lowest mean score of 3.27, interpreted as moderate extent is in Item No. 4 on involving in publishing articles, technical papers, or research papers. This implies that teachers can develop their learning materials, most especially during the pandemic since they are engaged in developing SLMs and LAS but teachers seldom publish articles, technical papers or research papers since publication requires them to spend money. Most likely, if there is a need for promotion, teachers would be more engaged in publishing their write-ups.

In terms of money requirement for CPD activities in this finding, this is in support to the study of Alvarez et al. (2020) that teachers are unable to participate in CPD activities that require them to spend money. Moreover, the finding is similar to that of Caingcoy (2020) that teachers participate in CPD activities for the purpose of being promoted and to outrank other applicants for promotion.

Table 9
Teachers' Level of Difficulties in CPD in the Area of School-related Factors

Items	Mean	Interpretation
I have difficulty attending CPD activities because of...		
1. conflict with work schedules/overloaded with teaching responsibilities	3.65	High Level
2. no funding/financial support from the school	3.38	Moderate Level
3. non-availability of study leave	3.28	Moderate Level
4. non-issuance of service credit	3.14	Moderate Level
5. lack of chance/opportunity/encouragement given by the school	2.96	Moderate Level
Overall Mean	3.28	Moderate Level

Table 9 shows the teachers' level of difficulties in CPD in the area of school-related factors. The data reveal that teachers had a moderate level of difficulties in CPD in the area of school-related factors as evidenced by the overall mean of 3.28.

The highest mean score of 3.65 is evident in Item No.1 on conflict with work schedules or overloaded with teaching responsibilities while the lowest is in Item No. 5 on lack of chance, opportunity, or encouragement given by the school. This implies that the most prevalent reason for the teachers' difficulty in the CPD is their work. Aside from teaching loads, teachers are also given ancillary tasks making them more occupied with schoolwork. However, teachers encountered less difficulties related to the support from the school. The school is proud of whatever achievement the teachers had gained.

This finding is similar to that of Eddio (2017) that teachers' participation in CPD activities is hindered by their heavy workload and that of Caingcoy (2020) that teachers are able to participate in these activities when colleagues and the school are providing support.

Table 10
Teachers' Level of Difficulties in CPD in the area of Personal-related Factors

Items	Mean	Interpretation
I have difficulty attending CPD activities because of...		
1. external demands/obligations at home	3.68	High Level
2. conflict of activities	3.74	High Level
3. lack personal interest	3.01	Moderate Level
4. lack of encouragement from family	2.85	Moderate Level
5. lack of personal fund	3.57	High Level
Overall Mean	3.37	Moderate Level

Table 10 shows the teachers' level of difficulties in CPD in the area of personal-related factors. The data disclose that the teachers had a moderate level of difficulties in CPD as reflected in the overall mean score of 3.37.



The data further reveal that the highest mean score of 3.74, interpreted as high level is in Item No. 2 on conflict of activities while the lowest mean score of 2.85, interpreted as moderate level is in Item No. 4 on lack of encouragement from family. This implies that teachers are hindered by their activities. Their other appointments may limit their attendance to some CPD activities. However, teacher do not worry on the support that their families will give them since their families are in support with their professional growth.

This finding is in support of the finding that teachers' participation in CPD activities is hindered by their heavy workload found on the study of Van der Klink et al. (2017) and conflict in class schedules found on the study of Shernoff et al. (2017). However, support from colleagues, student, and the school is discussed in the study of Shernoff et al. (2017) as lacking and of Caingcoy (2020) as necessary for their professional development; this is in comparison to the finding of the current study on family support.

Table 11
Teachers' Level of Difficulties in CPD in the area of CPD-provider-related Factors

Items	Mean	Interpretation
I have difficulty attending CPD activities because of...		
1. difficulty in the content	3.14	Moderate Level
2. distance of venue is inconvenient/far	3.14	Moderate Level
3. uninteresting content	2.88	Moderate Level
4. repetitive content	2.94	Moderate Level
5. high workload of CPD activities	3.37	Moderate Level
Overall Mean	3.09	Moderate Level

Table 11 shows the teachers' level of difficulties in CPD in the area of CPD-provider-related factors. The data disclose that the teachers had a moderate level of difficulties in CPD as reflected in the overall mean score of 3.09. Moreover, the data reveal that all the items reached a moderate level of difficulty.

The data also reveal that the highest mean score of 3.37 is in Item No. 5 on the high workload of CPD activities while the lowest mean score of 2.88 is in Item No. 3 on uninteresting content. This implies that teachers may not be interested in attending CPD if there are many tasks to do since they have other duties and obligations that they may not able to finish them properly and on time. Most teachers do not see that topics in CPD activities are boring.

The finding on the high workload of CPD activities supports the study of Muñoz et al. (2018) that the increased workload of teachers in professional development activities and the difficulty of the content causes the inability of teachers to complete the CPD activities. In relation to the topics of CPD activities, the study of Alvarez et al. (2020) found in their study that in-person seminars lack engagement as compared to its virtual counterpart and similarly, Binmohsen and Abrahams (2020) found in their study that the latter is more satisfying than the former.

Table 12
Relationship Between the Teachers' Level of Preparedness and the Extent of Compliance with the CPD

Variable	rho	p-value	Sig. level	Interpretation
Level of Preparedness				
Extent of Compliance	0.950	0.000	0.05	Significant

Table 12 reveals the relationship between the teachers' level of preparedness and the extent of compliance with CPD. Analysis of data reveals that there is a significant relationship between the teachers' level of preparedness and extent of compliance with CPD since the p-value is 0.00 and is less than 0.05 level of significance. Therefore, the null hypothesis is rejected.

This implies that when teachers are highly prepared in the CPD then the more they get to comply with the CPD. Thus, teachers are keeping their certificates and other documents that they can use in renewing their licenses. This is in support to the study of Derakhshan (2020) that teachers who showed positive perception of CPD activities have increased possibility to undergo CPD activities.

Table 13
Relationship Between the Teachers' Level of Difficulties and the Extent of Compliance with CPD

Variable	rho	p-value	Sig. level	Interpretation
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Level of Difficulties	0.133	0.050	0.05	Significant
Extent of Compliance				

Table 13 reveals the relationship between the teachers' difficulties and extent of compliance with CPD. Analysis of data reveals that there is a significant relationship between the teachers' level of difficulties and extent of compliance with CPD since the p-value is 0.50 and is equal to 0.05 level of significance. Therefore, the null hypothesis is rejected.

The findings imply that the teachers' compliance with CPD is influenced by their level of difficulties which simply shows that when teachers do not find any or less difficulties in attaining CPD, then the more they get to comply with CPD. Moreover, when teachers are supported by their family and the school they are more encouraged to comply with CPD as they have fewer challenges in meeting with the requirements of CPD.

This is in support to the study of Alvarez et al. (2020) that the perceived difficulties of teachers in CPD activities affect their participation.

Table 14
Relationship Between the Teachers' Levels of Preparedness and Difficulties in CPD

Variable	rho	p-value	Sig. level	Interpretation
Level of Preparedness	0.127	0.061	0.05	Not Significant
Level of Difficulty				

Table 14 reveals the relationship between the teachers' level of preparedness and difficulties in CPD. Analysis of data reveals that there is no significant relationship between the teachers' level of preparedness and difficulties in CPD since the p-value is 0.061 and is greater to 0.05 level of significance. Therefore, the null hypothesis is not rejected.

The finding implies that the level of difficulty in CPD is not influenced by the teachers' preparedness for CPD. Hence, there are factors other than preparedness of teachers that affect and contribute to their difficulties in CPD.

This in support to the study of Verbo (2020) that teachers' difficulties in participating CPD activities is due to their lack of preparation.

Conclusions

In conclusions, this papers shows that teachers appear ready to respond to the calling of CPD, teachers showed a great extent of compliance with CPD, and teachers' difficulty with CPD appears modest and negligible. In terms of relationship, this paper shows that teachers' preparedness correlates with their compliance with CPD, teachers' difficulties correlate with their compliance with CPD and teachers' preparedness did not correlate with the difficulties they experienced with CPD. With this, this paper calls for the following: 1) to include other variables like plantilla position and number of ancillary tasks for the demographic profiles in similar studies in the future; 2) Institute, a reward system for teachers, found compliant with CPD, possibly eliminating difficulties and heightening readiness; 3) to involve teachers in research and project management team to further elevate their ratings in the academic track; 4) to support teacher's professional initiatives; and 5) to seek an audience with PRC to tackle gray areas and issues regarding CPD.

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