

# The Continuing Professional Development (CPD) Program Among Public High School Teachers in the District of Marilao: A Basis for a Proposed Faculty Development Program

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**Abstract:** *The researcher determined the continuing professional development (CPD) Programs among public high school teachers in the district of Marilao towards a proposed faculty development program. The study described the age, gender status, highest educational attainment, years in teaching, and respondents' membership in a professional organization. The descriptive method and purposive sampling were used to identify the teacher-respondents in this study. Enthusiasm, interest, and personal belief are significant factors in continuing teachers' participation in CPD. Personal factors seemed to be more significant in predicting teachers' participation in CPD activities than task and work environment factors. However, this study may over-generalize the factors affecting teachers' CPD (personal, task, and working environment). School factor is one major facilitating to continuing professional development among teachers. School provides some workshops or seminars for teachers to participate and more promotion chances. Professionally, teachers' perspective and educational growth, study, and taking higher degree are the best factors contributing to effective professional development. An Individual's interest in lifelong learning increases his skills and knowledge. CPD will enhance the personal and professional growth of teachers. It will also provide information to administrators and principals to strengthen professionalism by developing programs to serve as the basis for hiring, selection, and promotion.*

**Keywords**—cpd; personal; professional; school; factors

## 1. INTRODUCTION

The past achievements of great men influenced today's educational beliefs and experiences. In this age of globalization, educators are increasingly crucial in the delivery and process of education. In essence, men must keep up with education advancements to improve human resource competence and competitiveness.

Schools exist to carry out society's directives and educate on the consequences of those directives. Therefore, schools must adapt to changing social demands in educating and empowering citizens.

Changes in school policies, programs, curricula, and teaching methods must be relevant to the current social situation. Thus, schools across the country, working with other government agencies, are helping students achieve economic independence. This national effort for economic stability will be successful with the help of schools and other agencies. The current educational policy emphasized continuing professional development (CPD) as ongoing education and training for teacher development. The nature of CPD as a "continuing" process for improvement must be stressed. CPD is an ongoing process of education, training, learning, and support activities undertaken by teachers alone or in groups to improve the quality of learning and teaching. It aims to improve individual competence and thus support dynamic changes in education. The Philippine Education Sector Study (PESS) considers teacher efficacy a prerequisite for efficiency. The Presidential Commission on Educational Reform (PCER) stated that 21st-century teachers must have expanded skills beyond subject

knowledge. Teachers can achieve these skills through in-service, innovative, nationwide, decentralized professional development programs. The solution was massive faculty development.

The constitution also recognizes and encourages teacher development. "The state shall enhance the right of teachers to professional advancement," states Article 12 of the 1987 Constitution.

As responsible individuals and professionals, teachers are called upon to transform society.

They can only do their jobs well if their personal and professional development needs are sufficient.

Teachers are vital in the school. As the heart of education, teachers' hands hold the hope for quality education.

These circumstances prompted the researcher to study the CPD program among public high school teachers in Marilao: A foundation for a proposed faculty development program.

## 2. METHODS

### 2.1 Research Design

This research study used a descriptive survey method. Anderson stated that the purpose of using surveys is to describe the characteristics of a population like attitudes, opinions, and measures of performance. This research focuses on surveying the regular/ permanent Public high school teachers in Marilao District to identify the effectiveness of the continuing professional development.

## 2.2 Locale of the Study

The researcher conducted the study in Marilao, Bulacan, Philippines. It consists of two different schools with 174 and 135 teachers, respectively.

## 2.3 Respondents of the Study

Using purposive sampling, the researcher gave the survey questionnaire to one teacher per subject area in each year level. In naming the respondents, the researcher used the fishbowl technique (also known as Lottery Sampling). Each school had 32 respondents, with 64 public secondary school teachers.

## 2.4 Data Gathering Procedure

The researcher used a self-made instrument which underwent validation. The request for approval to conduct the study from the Schools Division Superintendent of Bulacan was secured. Approval of the Public Schools District Supervisor of Marilao was likewise secured.

Upon the approval of the above-mentioned instrument, the researcher with the help of his friend and his co-teachers personally administered the questionnaire-checklist and retrieved them. The researcher encountered challenges in terms of retrieval of the survey questionnaires due to the busy schedule of the respondents. It was fortunate that all the survey instruments pertaining to the respondents were gathered at the scheduled time.

After collecting all the data needed, the researcher tallied and tabulated the results. All of which served as the bases for the information needed by the researcher for the analysis and interpretation of the data results. To assure correct interpretation of the gathered data, the researcher asked the assistance of his statistician. The findings and interpretations of the study were properly scrutinized to assure correctness of the data and to come up with the best result.

## 3. RESULTS

**Table 1: Age of the Respondents**

Profile	Frequency	Percentage
Age 25-30 yrs.	33	51.56
31-40 yrs.	23	35.94
41-50 yrs.	5	7.81
51- 60 yrs.	3	4.69
Total	64	100

**Table 2: Gender of the Respondents**

Profile	Frequency	Percentage
Gender Male	19	29.69
Female	45	70.31
Total	64	100

**Table 3: Status of the Respondents**

Profile	Frequency	Percentage
Status		
Single	31	48.44
Married	32	50.00
Separated	1	1.56
Total	64	100

**Table 4: Highest Educational Attainment**

Profile	Frequency	Percentage
Highest Educational Attainment		
Bachelor's Degree Holder	23	35.94
Bachelor's Degree with MA units	31	48.44
MA/ MS Degree Holder	8	12.50
MA w/Doctorate Units	2	3.13
Total	64	100

**Table 5: Years in Teaching**

Profile	Frequency	Percentage
Years in Teaching		
1-3	8	12.50
4-7	26	40.63
8-15	26	40.63
16- above	4	6.25
Total	64	100

**Table 6: Membership in Professional Organizations**

Profile	Frequency	Percentage
Membership in Professional Organization		
BPSTA	38	59.38
ASMARTE	1	1.56
OTHERS	25	39.06
Total	64	100

**Table 7: Respondents' Participation in CPD in Terms of Personal Factors**

Legend: 5.00 – 4.50=Very High Participation(VHE):4.49 -3.50=High Participation(HP):3.39 -2.50=Moderately Participation			
Indicators	Mean	Verbal Interpretation	Rank
1. Read technical papers/articles related to the profession to enrich information in the field.	4.14	High Participation	6
2. Identify my strengths and weaknesses as a person.	4.28	High Participation	2
3. Know the set of ethical and moral principles, standards and values embodied in the Code of Ethics for Professional Teachers.	4.23	High Participation	4.5
4. Abide by and the practice the code of ethics for professional teachers inside and outside of the school.	4.11	High Participation	7
5. Actively seek feedbacks from a range of people to improve myself as a person.	1.27	Very Low Participation	10
6. Know my accountability and responsibilities towards students' learning performance.	1.64	Low Participation	8
7. Examine myself vis-a-vis my accountability for the learners and to the teaching profession.	4.23	High Participation	4.5
8. Accept my personal accountability to the learners	1.44	High Participation	9
9. Know the concept and strategies for self evaluation.	4.19	High Participation	5
10. Manifest the values that uphold the dignity of teaching	4.39	High Participation	1
Grand Mean	3.39	Moderately Participation	

Participation(MP); 2.49 –1.50 Low Participation(LP); 1.49-1.00 = Very Low Participation (VLP)=Mean, VI =Verbal Participation

**Table 8: Respondents' Participation in CPD in Terms of Professional Factors**

Indicators	Mean	Verbal Interpretation	Rank
1. Manifest enthusiasm in undertaking educational research.	1.56	Low Participation	9.5
2. Engage in self assessment to develop my personal qualities.	2.31	Low Participation	4
3. Understand value of having a personal philosophy of teaching.	1.56	Moderately Participation	9.5
4. Translate my philosophy of teaching into action.	3.41	Moderately Participation	3
5. Share my personal philosophy of teaching with my peers.	1.61	Low Participation	8
6. Update myself with recent developments in education.	3.91	High Participation	2
7. Apply updated knowledge to enrich my teaching practice.	1.63	Low Participation	
8. Get involved in professional organizations and other agencies that improve teaching practice.	1.67	Low Participation	
9. Make a self assessment of my teaching competencies.	4.06	High Participation	
10. Manifest positive attitude towards constructive comments, suggestions, and recommendations.	1.91	Low Participation	
Grand Mean	2.36	Low Extent	

**Table 9: Respondents' Participation in CPD in Terms of School Factors**

Legend: 5.00 – 4.50=Very High Participation(VHE):4.49 -3.50=High Participation(HP):3.39 -2.50=Moderately Participation			
Indicators	Mean	Verbal Interpretation	Rank
1. Cooperate in any workshops (hands-on) learning or course with full participation.	4.17	High Participation	2
2. Join inter-school activities that Would enrich learning through other school's activities.	3.94	High Participation	8.5
3. Use ICT in presenting lectures in Class (LCD, projectors, computers).	4.03	High Participation	7
4. Help in the department in exam preparation / administration.	4.08	High Participation	3
5. Attend and cooperate meetings and activities related to all departmental thrusts / objectives for professional growth and development.	4.25	High Participation	1
6. Adhere to some changes needed to improve the CPD in the school.	3.94	High Participation	8.5
7. Adherently use the facilities, books or manuals; laboratories and libraries of the institution for research and other purposes.	4.03	High Participation	7
8. Help any of my colleagues regarding their subjects and researches in my best abilities.	4.03	High Participation	7
9. Actively work as committee in school programs.	4.05	High Participation	4
10. Work as a speaker in a seminar, or in-house development program.	3.31	Moderately Participation	10
Grand Mean	3.98	High Participation	

Participation(MP); 2.49 –1.50 Low Participation(LP); 1.49-1.00 = Very Low Participation (VLP)=Mean, VI =Verbal Participation

**Table 10: Significant Difference in the Respondents Participation to CPD when Grouped According to Age**

Indicators	df	f-values	p-value	Decision	Conclusion
Personal Factor	BG 3	0.3375	0.7983	Accept Ho	There is no significant difference.
	WG 60				
	Total 63				
Professional Factor	BG 3	0.5525	0.6485	Accept Ho	There is no significant difference.
	WG 60				
	Total 63				
School Factor	BG 3	1.6176	0.1947	Accept Ho	There is no significant difference.
	WG 60				
	Total 63				

Note: The amount of difference is significant at alpha 0.05 level. (Sig. 2-tailed)

**Table 11: Significant Difference in the Respondents' Participation to CPD when Grouped According to Gender**

Indicators	Df	f-values	p-value	Decision	Conclusion
Personal Factor	60	0.046	0.831	Accept Ho	There is no significant difference.
	29.844				
Professional Factor	60	0.219	0.641	Accept Ho	There is no significant difference.
	30.88				
School Factor	60	0.038	0.845	Accept Ho	There is no significant difference.
	29.953				

Note: The amount of difference is significant at alpha 0.05 level. (Sig. 2-tailed)

**Table 12:** Significant Difference in the Respondents' Participation to CPD when Grouped According to the Highest Educational Attainment

Indicators	df	F-values	p-value	Decision	Conclusion
Personal Factor	BG	3	2,481806	0.069516	Accept Ho
	WG	60			
	Total	63			
Professional Factor	BG	3	1,231334	0.306242	Accept Ho
	WG	60			
	Total	63			
School Factor	BG	3	3,98753	0.011742	Reject Ho
	WG	60			
	Total	63			

Note: The amount of difference is significant at alpha 0.05 level. (Sig.2-tailed)

**Table 13:** Significant Difference in the Respondents' Participation to CPD when Grouped According to Years of Teaching Experience

Indicators	df	f-values	p-value	Decision	Conclusion
Personal Factor	BG	3	0.333725	0.800981	Accept Ho
	WG	60			
	Total	63			
Professional Factor	BG	3	0.478938	0.698143	Accept Ho
	WG	60			
	Total	63			
School Factor	BG	3	3,98753	0.111715	Accept Ho
	WG	60			
	Total	63			

Note: The amount of difference is significant at alpha 0.05 level. (Sig.2-tailed)

**Table 14:** Significant Difference in the Respondents' Participation to CPD when Grouped According to Membership to Professional Organizations

Indicators	df	f-values	p-value	Decision	Conclusion
Personal Factor	BG	2	3.1364	0.0405	Reject Ho
	WG	61			
	Total	63			
Professional Factor	BG	3	9.3098	0.0003	Reject Ho
	WG	60			
	Total	63			
School Factor	BG	3	3.2098	0.0473	Reject Ho
	WG	60			
	Total	63			

Note: The amount of difference is significant at alpha 0.05 level. (Sig.2-tailed)

**Table 15:** Respondents' Perceived Hindering Factors in their Participation to CPD

Indicators	Mean	Rank
1. Lack of funds or high course fee	4.5	1
2. Insufficient curriculum/program offered	6.4	12
3. Lack of time management or limited time participation	4.9	2
4. Lack of relevance for promotion	5	4
5. Inadequate superior's support	5.5	6
6. No financial incentives or other benefits that reward one's participation in CPD.	4.95	3
7. Programs offered the CPD are not relevant to professional development needs.	6.42	11
8. The CPD Programs scheduled times are often inconvenient.	5.08	5
9. Teaching responsibilities leave little time for CPD.	5.86	9
10. CPD program locations are often inconvenient.	6.56	13
11. Dislike research papers	6.63	10
12. Lack of self-motivation to participate	5.55	7
13. Lack of self-confidence to attend CPD program	5.8	8
14. Unfamiliar or uncomfortable with Technologies needed for self-directed CPD.	7.38	14

### 3.1 PROPOSED FACULTY DEVELOPMENT PROGRAM BASED ON THE IDENTIFIED AREA OF CONCERN

Areas of Concern	Objective	Activities	Person Involved	Time Frame	Success Indicator
<b>Personal Factor:</b> Actively seek Feedbacks from a range of people to improve oneself as a person.	To help teachers have a thorough knowledge about how others think and feel about them for self-improvement.	Team building and Open-forum during SLAC sessions	Teachers Subject coordinator Classroom adviser	Once in a month	Feedbacks from others improved the personality and total well-being of a person.
<b>Professional Factor:</b> Manifest enthusiasm in understanding educational research. Understand value of having a personal philosophy of teaching.	To motivate teachers to conduct educational research which will help them in their profession.	Encourage teachers to conduct educational research.	Teachers Subject coordinator Classroom adviser	Every semester	Educational research was done.
<b>School Factor:</b> Work as a speaker in seminar, or in house development program.	To provide opportunities for teachers to become speakers in faculty development programs and seminars.	Conduct in-service training for faculty development	Faculty and staff	A year round	Became a speaker in seminars/ training for teacher development

## 4. DISCUSSIONS

### 4.1 Summary of Findings

Most of the teacher-respondents were 25-30 (52% or 51.56 %) and females (70% or 70.31%).

The respondents' participation in CPD in terms of 1) Personal Factor's "high participation" was (4.39); "low participation" was (1.27), and the overall mean (3.39) interpreted as moderately participation, 2) Professional Factor's high participation was (4.06); low participation was (9.5); and in totality, the respondents' overall mean was (2.36) interpreted as "low participation," 3) School Factor's high participation was (2.45); moderately participation was (3.31); and in totality, the respondents' overall mean was (3.98); interpreted as "high participation."

The respondents had low participation in CPD due to a lack of funds and high course fees, lack of time management or limited time, and lack of financial incentives or other benefits that they received from their participation in CPD.

There is no significant difference in the participation to CPD when grouped according to their profile.

## **4.2 Conclusions**

Most of the respondents were at the age range of 25-30, females, married, and had MA units. CPD would enhance the personal and professional growth of teachers. It would also provide administrators and principals information to strengthen professionalism by developing programs to serve as the basis in hiring, selecting, and promoting teachers. The respondents' participation in CPD was not significantly different when grouped according to their profile. There were significant differences in the respondents' participation when grouped according to years of teaching.

## **4.3 Recommendations**

Teachers should further enhance their personal and professional growth and development by participating in seminars such as in-service training. Coordinators must work with the school staff and other groups to promote and facilitate school-based volunteers recruiting and coordinating teachers' schedules. School administrators should strengthen professionalism by developing programs to serve as the basis for hiring, selecting, and promoting teachers. Department of Education must utilize the result of the study in developing faculty programs in strengthening the level of professionalism among teachers. Future researchers may obtain results from the study, giving them strength in finishing their research. The investigator expects this study to motivate them to cope with their obstacles. The recommended measures further enhance public school teachers' participation in CPD, such as training, seminars, workshops, and other programs relevant to professional development needs.