

Teacher's Awareness On the Implementation of Continuing Professional Development Program in Lanao Del Sur

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Abstract

This study examined teachers' awareness of the implementation of Continuing Professional Development (CPD) programs in Lanao del Sur, during the School Year 2024-2025, particularly in relation to various teacher profiles. The primary objective was to determine the significant relationship between respondents' demographic and professional characteristics such as sex, age, civil status, teaching experience, related training and seminars, and highest educational attainment and their awareness of CPD implementation. The study employed a quantitative descriptive design, which was deemed the most appropriate method for ensuring accurate and adequate interpretation of data. A total of 150 elementary public-school teachers were selected as respondents. Data was gathered using an adopted questionnaire and analyzed using descriptive statistical methods, including frequency, mean, standard deviation, and Pearson correlation coefficient.

Based on the findings of the study, it revealed that majority of the respondents are female under 31 – 40 years age group and are married. The majority of the respondents have 10 – 14 years of teaching experience and attended a non-PRC accredited seminar with a bachelor's degree. In the awareness on continuing professional development and implementation program, Mandatory Requirements in the Renewal of Professional License got the highest mean while Recognition of Credit Unit got the lowest mean. There is no significant relationship between the respondent's profile and the level of awareness on continuing professional development among teachers particularly in age, civil status, teaching experience, related training and seminars and highest educational attainment. There is significant relationship with sex to Role of Concern Agencies and the Private Sector. Thus, this study recommends that educational institutions and CPD providers should intensify awareness efforts particularly in the area of recognition of credit units, which appears to be one of the least understood components of CPD. Clear guidelines, accessible informational materials, and practical examples should be disseminated to all teachers.

1. INTRODUCTION

Background of the Study

In the ever-evolving landscape of education, the role of teachers remains pivotal in shaping the quality and effectiveness of learning. As such, continuing professional development (CPD) has emerged as a vital component in ensuring that educators remain competent, up-to-date, and responsive to the demands of the

profession. The implementation of CPD programs seeks to enhance teachers' knowledge, skills, and professional values, thereby promoting excellence in teaching and learning. In education, it plays a considerable part; basically, it is seen that the quality of our educational system depends on the quality of our teachers. Proceeding with professional development experts recommend that coordinated, and approximately planned CPD can insight successful changes in teachers practice, redesigns at the institutional level vast improvements in student's achievement.

Across the globe, Continuous Professional Development participation is viewed not merely as a professional option but as a professional obligation. For instance, in Poland, CPD is tied to teacher promotion, while in countries like Spain and Italy, educators are required to participate in specific training programs annually. Despite these mandates, the effectiveness of CPD initiatives is often contingent on the willingness and engagement of teachers themselves by Fernandez et al. (2022).

Professional development is an essential element in maintaining quality and effectiveness of the teaching profession. In the Philippines, President Benigno S. Aquino III approved the Republic Act No. 10912 an Act mandating and strengthening the Continuing Professional Development (CPD) program for all regulated professions, creating the continuing professional development council and for all related purposes and lapsed into law on July 21, 2016. This Act shall be known as the "Continuing Professional Development Act of 2016". In addition, there shall be formulated and implemented CPD programs in each of the regulated professions in order to: enhance and upgrade the competencies and qualifications of professionals for the practice of their professions pursuant to the PQF, the AQRF and the ASEAN MRASs; ensure international alignment of competencies and qualifications of professionals through career progression mechanisms leading to specialization/sub-specialization, ensure the development of quality assured mechanisms for the validation, accreditation and recognition of formal, non-formal and informal learning outcomes, including professional work experiences and prior learning, ensure maintenance of core competencies and development of advanced and new competencies, in order to respond to national, regional and international labor market needs and recognize and ensure the contributions of professionals in uplifting the general welfare, economic growth and development of the nation (CPD Law, 2016).

Despite the legal mandate, the implementation of the CPD program has faced challenges, particularly in areas with limited access to training and information, such as rural municipalities and conflict-affected regions. In places like Piagapo, Lanao del Sur, the dissemination of information and the availability of CPD opportunities may be limited, leading to varying levels of awareness and participation among public school teachers. Understanding the level of awareness among these teachers is crucial to identifying gaps in implementation and ensuring compliance with CPD policies. With the implementation of the Republic Act 10912, the researcher pursues this study in order to investigate particularly the teachers on their awareness on the implementation of the Continuing Professional Development in terms of CPD activities such as mandatory requirements in the renewal of professional license, recognition of credit units, career progression and specialization and the role of concerned government agencies and the private sector. Thus, along with the elaborate concepts, thoughts and observations made by the different researchers presented earlier in this study the researcher then had been challenged to conduct this study for the purpose of determining the awareness of the elementary public-school teacher of Lanao del Sur on the implementation of Continuous Professional Development. The necessity also of pushing them to continue their professional development level is highly encouraged not because of getting a higher position or promotion but for them to employ their knowledge, skills and values to complete their journey in teaching

in their areas.

Literature and Related Studies

The following literature and studies were found to be relevant and related to the present study. The concepts and ideas are chosen because they serve as baseline information in the researcher's mechanization of this investigation.

Respondents' Profile

The respondents' profile in educational studies typically encompasses various demographic and professional characteristics that can significantly influence the findings and implications of the research.

Sex

In educational research, understanding the demographic profile of respondents is essential to ensure the validity, relevance, and applicability of the study's findings. Among the key demographic variables, sex (typically categorized as male and female) plays a significant role. It provides insight into potential differences in educational experiences, perceptions, behaviors, and outcomes between male and female respondents. The study titled, "The Themes Present in the Qualitative Portion of the Student Evaluation of Teachers with Emphasis on the Differences in Themes among the Sex and Academic Rank of Faculty Members in a State University in the Philippines" by Gremil Alessandro Alcazar Naz (2023).

In studies on teachers' awareness of Continuing Professional Development (CPD), including sex (gender) as part of the respondents' profile is important because gender can influence teachers' motivations, perceptions, and participation in CPD activities. Gender differences may affect how teachers engage with professional development, their career motivations, and their experiences within educational settings.

A relevant recent study by Toropova et al. (2020), analyzing data from the TIMSS 2015, found significant connections between teachers' gender and students' academic achievement. Female teachers scored higher in job satisfaction and were linked to higher student achievement in mathematics and science, with boys particularly benefiting from female teachers in some contexts. This suggests that gender differences among teachers can impact teaching practices and outcomes, highlighting the importance of considering sex in CPD research to tailor development programs effectively.

Another study by Schneider (2020) emphasized the lack of professional development focused on gender and education, confirming that teachers hold perspectives on gender differences in classrooms but often lack sufficient training to address these effectively. This underscores the need for CPD programs to incorporate gender awareness to improve educational outcomes and teacher competencies.

Age

Vahid Rahmani Doqaruni (2024) in his study entitled "The Effect of Teachers' Age on Their Beliefs about Action Research: Implications for Second Language Education" teachers' beliefs about action research found that younger teachers (aged 20–34) had stronger positive beliefs about action research compared to middle-aged (35–49) and senior (50+) teachers. This suggests age influences teachers' attitudes toward professional learning practices, which can affect their engagement in CPD activities.

Intergenerational Learning Enhances CPD (2024) which is an integrative review highlighted that when teachers of different ages collaborate and share knowledge, it benefits everyone. Younger teachers bring fresh ideas and digital skills, while older teachers contribute experience and classroom management

strategies. CPD programs that encourage this intergenerational exchange can improve teacher development and create a supportive learning culture.

Farid Ahmadi (2021) cited in his study entitled “Do Teachers’ Experiences and Ages Contribute to Their Teaching Performance?”, revealed that kindergarten teachers' age and teaching performance found no significant differences in teaching quality across age groups. However, it noted that teaching performance may decline with age due to natural decreases in endurance and memory unless supported by ongoing self-development and training. This underscores the importance of CPD tailored to teachers at different career stages to maintain teaching quality.

Civil Status

A study focusing on Licensed Professional Teachers (LPTs) in the Philippines found that single teachers were more aware of the impact of undergoing CPD programs on their teaching profession compared to their married counterparts. This suggests that single teachers might have more time, flexibility, or motivation to pursue professional development, while married teachers could face additional family or personal responsibilities that affect their engagement with CPD.

Aloba et al. (2025) cited in their descriptive correlational study on Continuing Professional Education (CPE) among teachers found that civil status significantly influences motivation and barriers to professional development. Married teachers showed high motivation, possibly due to greater financial responsibilities and long-term career planning, while single, separated, or widowed teachers reported higher levels of inhibition, suggesting challenges related to lack of spousal support or personal transitions. The same study highlighted that widowed respondent exhibited the highest motivation to pursue further education, possibly because they prioritize self-development without immediate family obligations. However, single and separated teachers faced more workplace-related challenges, indicating civil status affects the balance between work, study, and personal life.

In conclusion, civil status is a significant demographic factor influencing teachers’ awareness, motivation, and participation in CPD. Recent studies from 2019 onward consistently show that marital and family status affect how teachers engage with professional development, highlighting the need for flexible, inclusive CPD programs that address these diverse needs.

Teaching Experience

A 2025 study examining teachers’ experiences of CPD at Dilla University focused on how teaching experience shapes engagement with CPD activities. It highlights that teachers with varied years of experience perceive and benefit from CPD differently, emphasizing the need for CPD to be contextualized to teachers’ career stages and practical classroom challenges. Research published in 2023 stresses that effective CPD must provide realistic learning experiences that teachers can relate based on their teaching experience. This study recommends CPD activities that enable teachers to contextualize and implement new knowledge in their specific classroom settings, which varies with experience level.

According to Loy (2024) in her study “Redefining teachers’ continuing professional development in further education providers in England highlights that teacher at different career stages-novice, mid-career, and veteran-have distinct CPD needs and preferences. It argues for differentiated CPD pathways that reflect teaching experience to support sustained professional growth.

Thus, CPD programs should be customized to address the specific needs of teachers at various experience levels. Novice teachers may benefit more from foundational and classroom management CPD, while experienced teachers may prefer leadership and advanced pedagogical training. Realistic, practice-based CPD that connects with teachers’ daily classroom realities enhances engagement regardless of

experience. Differentiated CPD pathways support sustained professional growth across a teacher's career.

Related Training and Seminar on CPD

A 2023 study recommends that CPD activities, including training and seminars, provide realistic and contextualized learning experiences that enable teachers to apply new knowledge directly to their classrooms. This practical orientation increases the relevance and impact of CPD.

The OECD (2025) highlights that professional development encompasses a broad range of activities such as formal courses, seminars, workshops, and online training. However, despite high participation rates, less than half of teachers engage in collaborative training formats like peer learning and networking, which are considered most impactful on teaching practice. The report stresses the need for quality and follow-up support in training programs to ensure effectiveness.

A 2025 article on enhancing teacher professional development underscores the importance of continuous and sustainable training programs that integrate technology and flexible delivery methods. It stresses that training and seminars must be aligned with teachers' real classroom challenges and professional growth goals to maximize their benefits. Establishing mentorship and collaborative learning networks during these trainings further improves instructional quality and teacher satisfaction.

A 2022 study on teacher participation in CPD found that teacher characteristics, including prior training experiences, influence their likelihood to engage in further CPD. Training and seminars that are tailored to teachers' needs and contexts encourage higher participation rates and more meaningful professional growth.

In summary, recent research underscores that related training and seminars are vital components of effective CPD. Their design, relevance, and follow-up support determine how well teachers can translate professional learning into improved teaching practice

Highest Educational Attainment

Highest Educational Attainment as a respondent profile in studies on teachers' awareness and engagement in Continuing Professional Development (CPD) is critical because it often shapes teachers' professional development needs, motivations, and perceptions of CPD relevance.

A 2023 study on teacher learning from CPD emphasizes that effective CPD provides realistic, contextualized learning experiences that teachers can apply regardless of their educational level, but teachers with higher qualifications tend to engage more deeply with complex CPD content awareness on the implementation of Continuing Professional Development Program.

The Continuing Professional Development (CPD) Program is designed to ensure that professionals remain competent, knowledgeable, and up to date in their respective fields. It promotes lifelong learning and skill enhancement through structured educational activities, training, and seminars. Implementing CPD programs helps professionals adapt to evolving industry standards, improve career opportunities, and contribute effectively to their organizations and communities. Raising awareness about its implementation encourages participation and fosters a culture of continuous improvement and professional excellence.

Research from sub-Saharan Africa (2024) shows that teachers' professional development, including CPD participation, is strongly linked to their educational qualifications. Teachers with higher qualifications are more likely to engage in ongoing professional learning, which positively impacts student achievement. However, in a 2025 report on teacher recruitment and retention notes that higher educational attainment correlates with better career progression opportunities and greater participation in CPD, which supports teacher retention and improved teaching quality.

In conclusion, highest educational attainment is a significant factor influencing teachers' awareness,

motivation, and participation in CPD. Recent research underscores the need for CPD programs that are responsive to teachers' educational backgrounds to maximize professional growth and student outcome. **Mandatory Requirements in the Renewal of Professional License**

Professional License Renewal the difficulty motivating a teacher to take continuing professional development activity was for professional license renewal. It is why teachers took licenses to comply with the requirement set. Recently the Department of Education issued a memorandum that teachers should have their license renewed and not expire primarily when they practice their profession. License holders are responsible for fulfilling requirements for license renewal as set by the license regulation for school personnel. Professionals shall comply with the mandatory units every three years.

Hence, it requires both educational and experiential components that reflect the understanding and extent of the knowledge contained in the education field (Department of Teacher Education and Licensure, 2018; PRC Resolution No. 2019-1146, 2019; Professional Massachusetts Licensure and License Renewal, 2021).

Section 2 is the Declaration of Policy which stated the Implementing Rules and Regulation of Republic Act 10912, also known as Continuing Professional Development Act of 2016. These declare that the state stipulated policy to promote and upgrade the practice of 43 professions in the country by acquiring learning activities that would advance knowledge, abilities and specialized competencies. The competence of the professional ensures that it is a parallel and follows international standards. Therefore, it guarantees the contribution of professionals to uplift the general welfare, economic growth, and the development of the country (PRC Resolution No. 2019-1146, 2019).

Recognition of Credit Units

Recognition of credit units, also known as credit recognition, is the acceptance of credits earned in official study programs at the same time or another university, which are then applied to other study programs for the purpose of obtaining an official degree. It is a method of assessment that considers whether learners can demonstrate that they meet the assessment requirements for a unit through knowledge, understanding, or skills they already possess, and so do not need to develop through a course of learning. This process allows students to receive credit for their current course for similar subjects studied at another institution or for relevant work experience, enabling them to finish their degree sooner and at a lower cost.

All duly validated and recognized CPD credit units earned by a professional shall be accumulated and transferred in accordance with the pathways and equivalencies of the PQF. Recognition of credit units is important for transferring credits between educational institutions or programs. When a student moves from one institution to another or changes their major, the new institution or program may recognize and accept the credits earned in the previous educational setting. This recognition allows the student to progress in their education without having to retake courses they have already successfully completed. The criteria for recognition of credit units may vary among institutions and educational systems. It often involves an evaluation of the content and level of the courses taken, as well as an assessment of whether the student has met the required standards for performance. Recognition of credit units is a key aspect of facilitating educational mobility and ensuring that students receive fair credit for their prior academic work.

Career Progression and Specialization

In this ever-changing landscape of professional practice, the Professional Regulation Commission continues to validate its commitment to elevate Filipino professionals' professional standards, even during this challenging time. As part of its Professional Development Plan, PRC endeavors to create career roadmaps for Professional Excellence to enable the professionals to possess higher proficiency and advanced skills and set recognition for local and overseas opportunities. With this, the PRC through the various Professional Regulatory Boards, and in consultation with the Accredited Professional Organization/ Accredited Integrated Professional Organization, the Civil Service Commission, and other concerned government agencies and stakeholders, is now in the process of formulating and implementing quality assured Career Progression and Specialization Programs as part of its mandate in spearheading the development of the Professional Career Progression and Specialization.

As part of its policy initiatives, the PRC initially mandated creating the Career Progression and Specialization Program and Credit Accumulation and Transfer System (CPSP-CATS) Committee for each of the regulated professions. Further, the PRB CPSP-CATS Committee will provide assured quality standards consistent with the Philippine industries' job requirements and demands and career progression mechanisms leading to specializations/sub-specializations. Aside from this, they shall develop a quality assured mechanism for the validation, accreditation, and recognition of formal, non-formal, and informal learning outcomes, including professional work experiences and prior learning. These professional specific training standards and qualifications aligned with industry standards and the international qualifications framework shall be the basis for conferring professional qualification titles.

Role of Concerned Government Agencies and Private Sector

According to Jones and Wang (2020), government agencies play a critical role in shaping and supporting Continuing Professional Development (CPD) through their involvement in policy formulation, funding, and regulation. By establishing standards and requirements for CPD, these agencies ensure that professionals across various sectors maintain high levels of competence and adhere to ethical standards. This regulatory framework often includes mandates for a specific number of CPD hours or units that professionals must complete to maintain their licenses or certifications, thereby ensuring ongoing professional competence and public trust.

Moreover, government funding and grants are crucial in making CPD more accessible, as they help reduce the financial burden on both individuals and organizations. This financial support can be particularly beneficial in sectors where the cost of CPD might otherwise be prohibitive, enabling broader participation and ensuring that professionals have the opportunity to continuously update their skills and knowledge. Overall, the involvement of government agencies is fundamental in promoting and facilitating CPD, ultimately contributing to the advancement and integrity of various professional fields.

2. Objectives

The study aimed to determine the awareness of elementary public-school teacher on the implementing of continuous professional development S.Y 2024 – 2025. To be more specific, it aimed to determine the respondents' profile, assess the level of awareness of continuous professional development and implementation and test the significant relationship between the two variables.

3. Theoretical Framework

This study is anchored in Knowles' Adult Learning Theory, as cited by (Bouchrika, 2024), which emphasizes that adult learners are self-directed and motivated by internal factors such as professional growth and relevance to job responsibilities. This theory emphasizes that adults are self-directed, bringing a wealth of prior experiences that shape their understanding. They engage in learning when they recognize its relevance to their personal or professional growth, and their motivation tends to be internal driven by career advancement, personal development, or problem-solving needs. Unlike traditional education models that focus on passive knowledge absorption, Knowles advocate active, experiential, and collaborative learning, where adults take ownership of their educational journey. His principles have profoundly influenced adult education strategies, including workplace training, professional development programs, and online learning platforms, ensuring that instruction is tailored to practical, real-world applications that resonate with adult learners.

In the context of continuing professional development, teachers are expected to recognize the value of continuous learning for career advancement and improved practice. Awareness is a crucial first step in this process, influencing their participation in and engagement with professional development opportunities. The theory suggests that adults need to know the "why" behind what they are learning. Hence, teachers' awareness of the legal mandates, career benefits, and institutional roles associated with continuing professional development significantly affects their willingness to engage in such programs.

Knowles' Adult Learning Theory is highly relevant to the renewal of teachers' licenses, as it emphasizes continuous learning, self-directed growth, and the application of knowledge to professional responsibilities. Since teachers must undergo professional development to renew their licenses, Knowles' principles support the idea that adult learners thrive when learning is directly connected to their careers. License renewal programs often require educators to engage in workshops, training sessions, and advanced studies, all of which align with the theory's focus on problem-solving and practical application.

Additionally, self-directed learning plays a crucial role, as teachers actively seek new knowledge to enhance their teaching strategies, adapt to evolving educational standards, and remain effective in the classroom. The motivation to renew a license is largely intrinsic, driven by career progression and a commitment to lifelong learning key concepts that Knowles outlined in his theory. In essence, adult learning theory strengthens the foundation of professional development, ensuring that teachers gain valuable experiences that refine their expertise and uphold educational quality.

4. Conceptual Framework

This study is anchored on Republic Act No. 10912, otherwise known as the "Continuing Professional Development (CPD) Act of 2016", is an act which requires CPD as the mandatory requirement for the renewal of Professional Identification Card of all registered and licensed professionals under the regulation of the Philippine Regulation Commission. This act mandates the establishment of a Continuing Professional Development Program for all regulated professions, ensuring professionals enhance their competencies through accredited learning activities as a requirement for license renewal.

In this study will determine the awareness on the implementation of Continuing Professional Development Program particularly on the mandatory requirements in the renewal of professional license, recognition of credit units, career progression and specialization and the role of concerned government

agencies and the private sector. The Continuing Professional Development (CPD) Program is essential for ensuring that professionals, particularly teachers, continue to enhance their skills and knowledge throughout their careers.

First, Mandatory Requirements in the Renewal of Professional License Professionals, including teachers, must fulfill certain CPD requirements to renew their licenses. This typically includes earning a set number of CPD credit units through accredited learning activities such as seminars, training workshops, and advanced studies. These requirements aim to ensure that educators stay updated with new teaching methodologies, policies, and educational trends, enhancing their effectiveness in the classroom.

Second, Recognition of Credit Units CPD credit units are earned by attending approved learning programs and activities. These units represent the time and effort invested in professional development. Recognition of credit units depends on accreditation from regulatory bodies, ensuring that the training or courses meet established standards. Some institutions may also allow recognition of prior learning, work experience, or professional contributions as part of CPD credit accumulation.

Third, Career Progression and Specialization CPD is closely tied to career growth, enabling professionals to advance in their fields through continuous learning. For teachers, CPD supports specialization in areas such as curriculum development, educational technology, or inclusive education. By accumulating relevant training, educators enhance their expertise, making them eligible for promotions, leadership roles, or specialized teaching assignments that match their skillsets.

And lastly the Role of Concerned Government Agencies and the Private Sector Government agencies such as the Professional Regulation Commission (PRC) oversee the implementation of CPD requirements. They set guidelines, accredit training providers, and ensure compliance with professional standards. The private sector, including universities, training institutions, and industry organizations, plays a crucial role in offering CPD programs, providing educators with accessible and high-quality learning opportunities. Collaborative efforts between the public and private sectors ensure that professional development programs are relevant, effective, and aligned with industry needs.

The independent variable consists of the respondents' demographic profile variables. These are sex, age, civil status, teaching experience, related training and seminars attended, highest educational attainment. Sex categorizes respondents based on gender, typically male or female, providing insights into potential gender-related differences in CPD attitudes and experiences. Age, another crucial demographic variable, can influence perspectives on CPD, with different age groups possibly having varied needs, motivations, and barriers related to professional development. Civil status distinguishes respondents based on their marital status, such as single, married, divorced, or widowed, which can impact a professional's availability and priorities regarding CPD participation. Related training and seminars attended capture the number and type of CPD-related training sessions and seminars respondents have engaged in, indicating their prior CPD engagement. Highest educational attainment measures the respondents' highest level of education, affecting their baseline knowledge and attitudes towards further professional development, with higher education potentially correlating with more positive attitudes towards CPD.

The dependent variable consists of the CPD program and the implementation of respondents' perceived understanding of Continuing Professional Development (CPD). This includes various components such as mandatory requirements in the renewal of professional licenses, recognition of credit units, career

progression and specialization, and the role of concerned government agencies and the private sector. The mandatory requirements in renewal of professional licenses component assess respondents' understanding of the specific CPD hours or units required and the processes involved in meeting these renewal requirements. Recognition of credit units evaluates how respondents perceive the accreditation and recognition of CPD credits earned from various training sessions, seminars, and educational activities. Career progression and specialization focus on respondents' views regarding CPD's influence on their career advancement and opportunities for specialization, including whether they believe engaging in CPD can lead to promotions, increased job responsibilities, or specialization opportunities. The role of concerned government agencies and the private sector assesses respondents' understanding of the support and involvement provided by these entities in CPD, including awareness of government policies, funding, regulatory requirements, and the private sector's role in offering CPD opportunities.

Figure 1 shows the schematic presentation on the interplay between the independent and dependent variables. The independent variables are the respondents' profile such as sex, age, civil status, teaching experience, related training and seminars attended and highest educational attainment. While the dependent variables are level of awareness on the implementation of continuing professional development among teachers in terms of mandatory requirements in the renewal of professional license, recognition of credit unit, career progression and specialization, and role of concern government agencies and the private sector. It is also to determine the relationship between the respondents' profile and the implementation of continuing professional development among teachers.

By analyzing the relationship between independent and dependent variables, it understands how demographic factors influence professionals' perceptions and implementation of the said program. This comprehensive analysis can help identify areas for improvement in CPD initiatives and tailor them to better meet the needs and expectations of various professional groups. Understanding these dynamics is crucial for developing effective CPD strategies that enhance professional competence, career development, and overall job performance.

Independent Variables

Dependent Variables



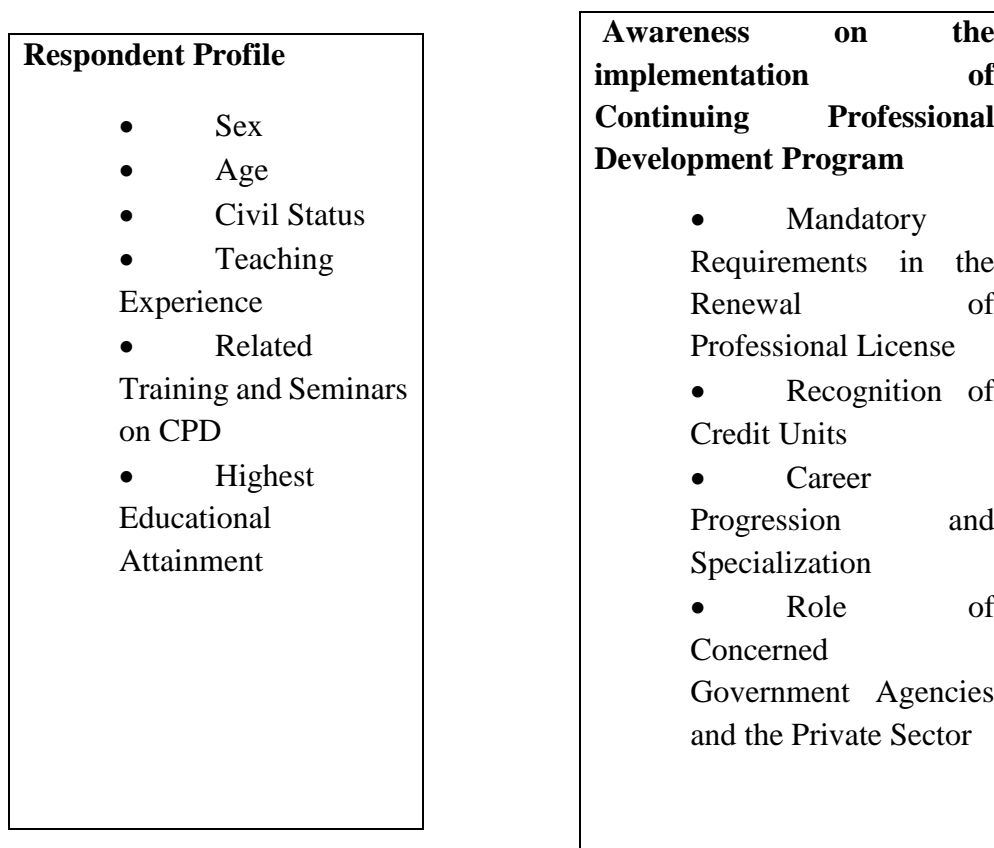


Figure 1. A Schematic Presentation Showing the Interplay between the

Independent and Dependent Variables of the Study

Statement of the Problem

The study aimed to determine the level of awareness on the implementation of continuing professional development program among public school teachers of Piagapo, Lanao del Sur, during the School Year 2024-2025.

Specifically, the study sought to answer the following questions:

1. What is the respondent's profile in terms of sex, age, civil status, teaching experience, related training and seminars attended and highest educational attainment?
2. How do the respondents assess the level of awareness on the implementation of continuing professional development based on mandatory requirements in the renewal of professional license, recognition of credit units, career progression and specialization, and role of concern government agencies and the private sector?
3. Is there a significant relationship between the respondents' awareness on the implementation of continuing professional development and each of their profiles?

Hypothesis

Problems 1 and 2 were hypothesis-free. On the basis of Problem 3, the following null hypothesis was tested at 0.05 level of significance:

HO: There is no significant relationship between the respondents' profile and the level of awareness of continuing professional development and Implementation program.

Significance of the Study

The findings of the study can benefit the following people in one way or another in playing a significant role in the field of education:

School leaders may take into account this authentic awareness to increase the possibility of facilitating effective CPD for teachers who are regarded as "the most significant change agent". They would be enlightened to participate in the kind of Continuing Professional development activities. Eventually they will understand how important in their professional progress as teachers.

Teachers are direct beneficiaries of the programs as they are the primary participants in such initiatives. The teachers lie in evaluating their awareness and understanding the requirements, opportunities, and benefits. Insights from the study can inform teachers about available professional development avenues, help them understand the relevance of their career growth, and empower them to make informed decisions about their professional learning paths.

Parents play a crucial role in the educational journey of their children, and their awareness of continuing professional development can influence their perceptions of school quality and teacher effectiveness. It can help parents understand how it contributes to enhancing teaching practices, curriculum quality, and overall student learning outcomes. Awareness of CPD initiatives can empower parents to advocate for high-quality education and support schools in prioritizing professional development that benefits both educators and students. It can also foster collaboration between parents and schools in promoting a conducive learning environment that values continuous improvement among educators.

Students are indirect beneficiaries of the program through the improved teaching and learning experiences facilitated by well-trained educators. The study's significance for students lies in ensuring that initiatives effectively translate into enhanced teaching practices, innovative instructional methods, and improved academic outcomes. By raising awareness among students about CPD, the study can promote a culture of lifelong learning, resilience, and adaptability. It can also highlight the importance of teacher development in fostering positive student-teacher relationships and creating supportive classroom environments conducive to learning and growth.

This would serve as an additional reference for other researchers who will conduct similar to the study using probably other respondents and variables in another sitting.

Scope and Limitations

This study was conducted to determine the teacher's awareness on implementation of the Continuing Professional Development also known as CPD law of 2016. This study focused on the awareness of the teachers on the activities and also their understanding on the said program. This is also focused on the factors that facilitate and inhibit teacher's participation in CPD activities.

The respondents of the study are the elementary school teachers of Piagapo West and East District of Piagapo, Lanao del Sur during the School Year 2024-2025. A total of one hundred fifty (150) respondents

dealt on answering the Survey questionnaires. The study was also limited to the variables reflected in the schematic diagram only.

Definition of Terms

For a common frame of reference, the following terms are hereby operationally defined.

Age. This refers to the length of the existence of the teachers.

Career Progression and Specialization. This refers to the upward movement and development of the teachers within their professional life.

Civil Status. This refers to the legal standing of an individual with regard to their personal relationships, particularly in the context of marriage or partnership.

Highest Educational Attainment. This refers to the teachers' highest level of education that a person has successfully completed.

Mandatory Requirement in the Renewal of Professional License. This refers to the profession and the state or country in which the license was issued.

Recognition of Credit Units. This refers to the value of an amount of learning achieved from formal, informal or non-formal learning including professional work experience within credit unit can be accumulated to predetermined level for the award of a qualification.

Related Trainings and Seminars on CPD. This refers to training or seminars conducted whether a PRC - CPD accredited or not.

Role of Concerned Government Agencies and the Private Sector. This refers to concerned government agencies are organizations and bodies that operate under the authority of the government to implement, regulate, and enforce policies and laws in various sectors. Their roles are diverse and may include social, economic, environmental, and public safety functions

Sex. This refers to the different biological and physiological characteristics of the teachers.

5. METHODOLOGY

This section presented the discussion of the research design, setting, respondents, research instrument, validation of the instrument, data gathering procedure, statistical treatment of the data, and ethical consideration of the study.

Research Design

This study was using quantitative descriptive design since it is the appropriate method to achieve the objective of the study. According to Creswell (2012) as cited by Ahad et. al, (2023) of quantitative research is about describing a research problem through collection of numeric data from a large group of people using instruments. Teachers' awareness about continuous professional development measured numerically using a rating scale. Also, this method of research is a fact- finding study with adequate and accurate interpretation of the findings. With this, it can determine the teachers' awareness on the implementation of Continuing Professional Development among the elementary public-school teachers of Piagapo West and East District of Piagapo, Lanao del sur.

Study Setting

Piagapo is a fourth-class municipality in the province of Lanao del Sur, Philippines. According to the 2015 census, it has a population of 25,440 people. It is located in the first district of the province of Lanao del Sur, Autonomous Region in Muslim Mindanao (ARMM) and has total land area of 340.09 square kilometers distributed over the 37 barangays that are predominantly populated by Maranao people. The municipality was named Piagapo as the word relates closely to several royal houses of the Pat A Pangampong a Ranao. It is believed that during the ancient time, Piagapo was territorial land originally ruled by a queen ruler "Dayang Labi", a direct descendant of Sharief Kabungsuwan, the first Muslim missionary who landed in Maguindanao to spread the religion Islam. Being queen ruler of the land, she was popular enthroned and widely known as the "Bai sa Radapan". Furthermore, to retain her name and legacy in the history of Piagapo, one of the Barangays was named after her title as the Bai sa radapan. It was called Radapan. This is the place where most of her descendants reside Moreover, claimants of the sultanate leadership in the different areas of Piagapo usually trace up their genealogical origin from the progenitor, the Bai sa Radapan. Only her progeny can claim a royal title.

The Municipality of Piagapo was once a component of the Municipality of Saguwaran, Lanao del Sur. On March 17, 1957, the president signed Executive Order No. 431 creating Piagapo into a municipal district which took effect effectively. The name Piagapo was proposed by a group of leaders from Sundigan. The name Piagapo was unanimously adopted as the name of the municipal district. Piagapo was then converted into a regular municipality on July 1, 1965, by virtue of Executive Order No. 166 signed on August 27, 1965. Piagapo is also divided into three districts: Sundigan A Piagapo, Pat a Panoroganan, Bubonga Marantao and composed of thirty-seven barangays.

The Municipality of Piagapo is a Muslim area that is predominantly populated by Maranao tribe who are culturally bounded people. As a matter of fact, its people, majority of which, do not accept birth control, birth spacing and

other methods. They believe it is against their religious belief. However, majority of them learned to accept other health interventions particularly to maintain and improve health status. This belief and value of the people of Piagapo caused an increase in its population from time to time.

Piagapo being part of Lanao Del Sur, has a predominantly cold climate. The climate observed in the community is very unpredictable where rainfall is mostly observed during the month of July, August, September and October. Dry season is observed during summer months of March, April and May. The Municipality is hilly and mountainous with vast trees in the area serving as natural barriers against typhoons and strong wind and other natural calamities.

About education, the Department of Education BARMM has been exerting effort and great investment to address the needs for quality education to make it available on a vastly wider scale to develop those potentials. Presently, Piagapo has two districts namely Piagapo west and Piagapo East and four secondary school namely Piagapo National High School, Acoon Memorial High School, Bubong Marantao National High School and Macatanong National High School.



Source: <https://www.google.com/maps/place/lanao>

Figure 2. The Location Map of the Study

Research Respondents

The respondents of the study were the selected elementary public-school teachers of the two (2) districts in Piagapo namely Piagapo West and Piagapo East. Piagapo West has the following schools : Bualan Elementary School, Piagapo Central Elementary School, Tambo Elementary School, Udalo Elementary School, Bago Ingud Elementary School, Bangco Primary School, Bansayan Primary School while Piagapo East has the following schools : Bubo Elementary School, Ilian Central Elementary School, Pindolonan Elementary School, Aposong Elementary School, Bubong Ilian Primary School, Bubonga Tawaan Primary School and Mentrang Primary School.

There are one hundred thirty-one (131) from complete elementary level and nineteen (19) from primary level with a total of one hundred fifty (150) respondents. In primary level, there were schools that are multi-grade, and it has only one (1) teacher assigned to that school. Thus, the respondents were currently teachers to their respective schools' assignment for this School Year 2024-2025. The distribution of the respondents per school is shown in Table A.

Table A
Distribution of Respondents

School Code	Respondents
Piagapo West	
A	15
B	20
C	16
D	21
E	4
F	3
G	3
Pigapo East	
H	14
I	27
J	14
K	3
L	4
M	3
N	3

Total**150**

Sampling Technique

To get the desired sample of the study, the first step was to determine the selected school both elementary and primary the universal sampling procedure. Because this method is typically used when the population size is relatively small and manageable, and when every member of the population is considered important to the research. The second was utilizing an inclusive criterion that the respondents were those who have undergone continuing development among the teachers.

Research Instrument

The instrument is an adopted questionnaire to provide respondents with easier means of answering the questions. The questionnaire aimed to measure the descriptive responses of the respondents.

The questionnaire contains two (2) parts: Part I, pertains to the respondent's profile that includes sex, age, civil status, teaching experience, related training and seminars, highest educational attainment.

Part II dealt with Awareness on the Implementation of Continuing Professional Development (CPD) in terms of mandatory requirements in the renewal of professional license, recognition of credit units, career progression and specialization, role of concerned government agencies and the private sector. The variables are patterned and adopted from Republic Act No. 10912.

Each indicator in the dependent variables was measured interpreted as high, low, very low and none.

Categorization of Variables and Systems of Scoring

To facilitate the analysis and interpretation of the data, the following categorization for the independent, dependent and moderating variables were used.

PART I. Respondent's Profile

Sex:

☐ Male

☐ Female

Age:

☐ 41 years old and above

☐ 31-40 years old

☐ 21-30 years old

Civil Status:

☐ Single

☐ Married

☐ Separated

☐ Widow

Teaching Experience:

☐ 30 years and above

☐ 25-29 years

☐ 20-24 years

☐ 15-19 years

☐ 10-14 years

☐ 5-9 years

☐ 4 years and below

Related Training and Seminars Attended:

☐ PRC – Accredited Training’s and Seminars

☐ Not PRC – CPD Accredited Training’s and Seminar

Highest Educational Attainment:

☐ Doctorate Level

☐ Masteral Level

☐ Bachelor’s Degree

PART II. Awareness of CPD Program and Implementation

Scale	Range	Description	Interpretation
4	3.51 – 4.00	At all Times	Very High
3	2.51 – 3.50	Most of the Time	High
2	1.51 – 2.50	Sometimes	Low
1	1.00 - 1.50	Never	Very Low

Data Gathering Procedure

The researcher asked permission from the School Division Superintendent, Division of Lanao del Sur 1, through a letter of request signed by the Dean of Graduate School, PHINMA Cagayan de Oro College. Having sought a permit of approval from the Division Superintendent the researcher asked permission from the school principals, namely in Bualan Elementary School, Piagapo Central Elementary School, Tambo Elementary School, Udalo Elementary School, Bago Ingud Elementary School, Bangco Primary School, Bansayan Primary School, Bubo Elementary School, Ilian Central Elementary School, Pindolonan Elementary School, Aposong Primary School, Bubong Ilian Primary School, Bubonga Tawanan Primary School and Mentrang Primary School to allow the researcher to conduct the study in his/her school. After

which the researcher asked the hundred thirty-one 131 from complete elementary level and the nineteen 19 from the primary level. The researcher administered the questionnaire to the respondent. A brief orientation was given to the respondents to clarify each question in the questionnaire. After that, the researcher distributed the questionnaire to the respondents. The questionnaire was composed of two parts. The first part is about respondent's characteristics in terms of age, sex, civil status, teaching experience, related trainings and seminars and highest educational attainment. The second part is the mandatory requirements in the renewal of professional license, recognition of credit units, career progression and specialization, role of concerned government agencies and the private sector.

The study emphasized voluntarily participation and assured the respondents of the confidentiality of the responses. The data gathering process and assured using survey questionnaire. The questionnaire was answered for 5-30 minutes.

The questionnaire was checked and verified in compliance with direction and for accuracy and completeness of answers.

Tabulation and Computation followed after retrieving the questionnaire. The retrieve data were then interpreted and analyzed, from which conclusion and recommendation drawn.

6. Validity and Reliability

In this study, to ensure the validity of the questionnaire, a systematic validation process was conducted. The questionnaire consisted of two parts, the respondents' profile which is a self-made questionnaire, and the other part is the level of awareness on the continuing professional development and implementation program which is also a researcher made questionnaire patterned and modified from RA No. 10912. The validation process begun with a thorough review by the professional experts who are doctors of education. Each expert independently assessed the questionnaire for clarity, relevance, and alignment with the study's objectives. Feedback was consolidated, and necessary revisions were made to enhance item wording, remove ambiguities, and ensure comprehensive coverage of the intended variables. The revised questionnaire undergone a final review to confirm its validity before administration.

For reliability testing, a pilot study was conducted with 30 teachers who were not included as respondents of the study. The pilot test was served to assess the clarity and consistency of the questionnaire. The Cronbach Alpha test was used to determine its reliability. Responses were analyzed to identify any ambiguities or inconsistencies in the items. The results of this analysis was guided by further refinement, ensuring that the instrument consistently measured the level of awareness of continuing professional development among teachers. .

Statistical Treatment of Data

The analysis and interpretation of the data were facilitated by using the following treatment:

For Problems 1 and 2, frequency count, weighted mean and percentage was used to determine the respondents' profile and the awareness level of continuing professional development program and implementation of the teachers.

For Problem 3, the test of significance utilized the Pearson (R) Correlation to determine the significant effect on the awareness level of CPD Program and implementation of the teachers.

Ethical Consideration

Prior to commencing the research, the proposal undergone a review process and was submitted for approval to the Office of the Schools Division Superintendent. It is essential to emphasize that participants who were selected and those who chose not to participate for any reason did so voluntarily, without any form of coercion or intimidation. They retain the right to abstain from answering questions if they feel uncomfortable doing so.

All respondents received informative letters outlining the study's purpose and providing the necessary details to make an informed decision about their participation. These communications explicitly state that all information gathered during the research was treated with strict anonymity, with no reference to individual names. Additionally, respondents were requested to sign a consent form, reaffirming their voluntary participation.

Upon the study's conclusion, all respondents were granted access to the research findings. All complete questionnaires were securely stored, with data access restricted solely to the researcher and the researcher's advisor. It is of utmost importance to emphasize that no physical, emotional, or mental harm will be inflicted upon any of the participants throughout the research process.

Thus, this study earned a clearance for ethics review from the office of the graduate school before it was conducted.

7. RESULTS AND DISCUSSION

This section discussed the presentation, analysis and interpretation of the data gathered from the survey questionnaires given to the respondents to determine the level of teacher awareness on the implementation of continuing professional development program in Lanao del Sur.

Results

Problem 1. What are the respondents' descriptive profile in terms of sex, age, civil status, teaching experience, related trainings and seminars, and highest educational attainment?

Table 1

Distribution on Respondents' Profile in terms of Sex

Category	Frequency	Percentage
Male	21	14.00
Female	129	86.00
Total	150	100.00

Table 1 presents the distribution of respondents' profile in terms of sex among selected elementary public-school teachers. The data revealed that out of 150 respondents there were significantly more **female** teachers, with **129 (86.00%)**, which obtained the highest frequency. It suggests that there might have been a higher proportion of female teachers in elementary public schools in these districts compared to male teachers. This implies that various factors such as societal norms influencing career choices, preferences for teaching among women, or differential recruitment practices. It also revealed underlying dynamics in the teaching profession, highlighting potential areas for intervention or support to ensure equitable representation and support for both male and female teachers. As observed, the significant female majority

among elementary public-school teachers might impact the school environment, potentially influencing the dynamics and interactions among staff and students. Female teachers might bring particular strengths or perspectives to the classroom, which could shape the educational experiences of their students.

According to Johnson, Baker and Lee (2021), the distribution of respondents in terms of sex, particularly focusing on female participants, plays a significant role in the awareness and implementation of Continuing Professional Development (CPD) programs. Their study revealed that female professionals are more likely to be aware of and participate in CPD programs compared to their male counterparts. This increased awareness among females is attributed to their proactive approach towards career advancement and professional growth.

On the other hand, the data revealed that **21 (14.00%)** of the respondents were **Male**, which obtained the lowest frequency. This implies that there is a significantly lower representation of male teachers in the elementary public-school setting. This disparity might reflect broader gender norms and societal expectations regarding career choices, particularly in the teaching profession at the elementary level. It suggests that the Continuing Professional Development (CPD) programs may need to consider the unique perspectives and needs of male teachers, who are in the minority. Tailoring the content to address the professional challenges and experiences specific to male teachers could enhance their engagement and participation. As observed, the low frequency of male teachers might impact their awareness and perception of programs. They might feel less represented or less encouraged to participate actively in professional development opportunities, which could affect their overall professional growth and job satisfaction. As perceived, the underrepresentation of male teachers in this context could highlight the need for targeted recruitment and retention strategies to balance gender representation in the teaching workforce. Promoting teaching as a viable and rewarding career for men could help in achieving a more diverse and balanced educational environment.

According to Smith, Anderson and Thompson (2019), the distribution of respondents in terms of sex, focusing on male participants, highlights unique patterns in the awareness and implementation of Continuing Professional Development programs. Their study found that male professionals tend to have lower participation rates in programs compared to females. This difference is attributed to various factors, including work-life balance challenges and differing professional development priorities among men.

Table 2

Distribution of Respondents' Profile in terms of Age

Category	Frequency	Percentage
41 years old and above	41	27.30
31-40 years old	61	40.70
21-30 years old	48	32.00
Total	150	100.00

Table 2 presents the distribution of the respondents' profile in terms of age. The data revealed that **61 (40.70%)** of the respondents belonged to the **31 to 40 years old**, which obtained the highest frequency. This implies that a significant portion of the teaching workforce in the study falls within the 31 to 40 years old age bracket. This age group is likely to be in a phase of their careers where they have substantial

experience yet are still actively seeking opportunities for professional growth and development. It suggests that continuing professional development programs should be tailored to meet the needs and expectations of this age group. Programs could focus on advanced teaching strategies, leadership skills, and career advancement opportunities to maintain their engagement and foster their professional growth. As perceived, the prominence of the 31 to 40 years old age group within the teaching workforce could indicate a stable and experienced group of educators who are likely committed to their careers and ongoing professional development. Their active participation in CPD programs can contribute significantly to the overall improvement of educational standards and practices.

According to Garcia and Martinez (2020), the distribution of respondents in terms of age, particularly those aged 31 to 40 years old, significantly impacts the awareness and participation in Continuing Professional Development (CPD) programs. Their research indicates that professionals in this age group are highly motivated to engage in CPD activities due to their career progression and the need to update their skills to remain competitive in their fields. This demographic often views CPD as a critical component for career advancement and job security.

On the other hand, the data revealed that **41 (27.30%)** of the respondents belonged to the **41 years old and above**, which obtained the lowest frequency. This implies that there is a smaller representation of older teachers (41 years old and above) in the teaching workforce within the study. This might reflect a demographic trend where fewer teachers remain in the profession as they advance in age or approach retirement. It indicates that older teachers may have different professional development priorities compared to their younger counterparts. They might be more interested in CPD opportunities that offer recognition of their long-term service, pathways to leadership, or training on the latest educational technologies to stay current. As observed, the lower frequency of respondents in the 41-year-old and above age group could impact their engagement with CPD programs. There may be a need to provide additional encouragement or incentives for older teachers to participate in professional development activities actively.

According to Davis and Wilson (2020), the distribution of respondents in terms of age, particularly those aged 41 years and above, reveals distinct patterns in the awareness and engagement with Continuing Professional Development (CPD) programs. Their study found that older professionals often have lower participation rates in CPD activities compared to their younger counterparts. This discrepancy is attributed to factors such as longer job tenure, higher levels of job security, and potential reluctance to adapt to new learning methodologies.

Table 3

Distribution on the Respondents' Profile in terms of Civil Status

Category	Frequency	Percentage
Single	54	36.00
Married	92	61.30
Separated	3	2.00
Widow	1	0.70
Total	150	100.00

Table 3 presents the distribution of the respondents' profile in terms of civil status. The data revealed that **92 (61.30%)** of the respondents belonged to the **Married**, which obtained the highest frequency. This implies that a majority of the teaching workforce in the study are married individuals. This suggests that they may have additional responsibilities and commitments outside of their professional roles, such as family obligations, which could influence their availability and priorities regarding continuing professional development programs. It suggests that the programs should consider the scheduling and format that accommodate the needs of married teachers, who may have limited flexibility due to family responsibilities. Offering flexible learning options, such as online courses or weekend workshops, could enhance their participation and engagement in professional development activities. As observed, the high frequency of married respondents underscores the importance of considering family-friendly policies and support mechanisms within schools to encourage continuous professional growth among teachers. Supporting work-life balance initiatives could contribute to higher job satisfaction and retention rates.

According to Smith and Johnson (2019), married professionals are prominently represented in studies examining awareness and participation in Continuing Professional Development (CPD) programs. Their research highlights that marital status plays a crucial role in shaping professionals' engagement with CPD activities. Married individuals often face unique challenges related to balancing CPD commitments with familial responsibilities and managing time effectively. Smith and Johnson's study emphasizes that these factors significantly influence the extent to which married professionals actively pursue CPD opportunities. They suggest that CPD program administrators and employers should consider flexible scheduling and remote learning options to accommodate the needs of married professionals, thereby enhancing their participation rates and overall professional development.

On the other hand, the data revealed that **1 (0.70%)** of the respondents belonged to the **Widow**, which obtained the lowest frequency. This implies that widowed individuals are significantly underrepresented in the teaching workforce within the study. This demographic trend may reflect personal circumstances such as early retirement, career changes, or fewer opportunities for returning to the workforce after bereavement. It suggests that continuing professional development programs and supportive policies should consider the unique needs and challenges of widowed teachers. However, providing targeted support, such as career re-entry programs, flexible learning options, or counseling services, could help reintegrate widowed teachers back into the profession or support those who continue teaching. As observed, the low frequency of widowed respondents underscores the potential need for inclusive and supportive practices within schools to address diverse life experiences among teachers. Creating a welcoming and accommodating environment can facilitate the engagement and well-being of widowed teachers in professional development activities.

According to Brown and Lee (2020), widowed professionals constitute a distinct demographic group in studies assessing awareness and participation in Continuing Professional Development (CPD) programs. Their research reveals that widowed individuals often exhibit different patterns of engagement in CPD activities compared to other civil status categories. Factors such as personal grief, financial considerations, and changes in professional priorities following bereavement contribute to varying levels of participation in CPD initiatives among widowed professionals.

Table 4

Distribution of the Respondents' Profile in terms of Teaching Experience

Category	Frequency	Percentage
30 years and above	5	3.33
25-29 years	18	12.00
20-24 years	21	14.00
15-19 years	19	12.67
10-14 years	49	32.67
5-9 years	14	9.33
4 years and below	24	16.00
Total	150	100.00

Table 4 presents the distribution of the respondents' profile in terms of teaching experience. The data revealed that **49 (32.67%)** of the respondents belonged to the **10 to 14 years**, which obtained the highest frequency. This implies that a significant portion of the teaching workforce in the study consists of educators with 10 to 14 years of experience. This indicates that many teachers have remained in the profession for a considerable period, demonstrating a level of commitment and stability. It suggests that continuing professional development programs should be designed to address the advanced needs of these experienced teachers. Programs could focus on leadership development, mentoring skills, and opportunities for further specialization or advanced certifications to keep them engaged and motivated.

As observed, the high frequency of respondents in this experience bracket highlights their potential influence and leadership within the school community. These teachers often serve as mentors and role models for less experienced colleagues, and their engagement in CPD programs can have a cascading effect on overall school improvement.

According to Johnson and Baker (2020), the distribution of respondents in terms of teaching experience, particularly those with 10 to 14 years of experience, significantly impacts their awareness and engagement with continuing professional development programs. Their study found that teachers within this experience range are often highly motivated to participate in activities as they are typically in a phase of consolidating their professional skills and advancing their careers. This group values the program as a means to enhance their teaching practices and stay updated with educational trends.

On the other hand, the data revealed that **5 (3.33%)** of the respondents belonged to the **30 years and above**, which obtained the lowest frequency. This means that there are relatively few teachers with over 30 years of experience within the study population. This could suggest that teachers with such extensive experience might be nearing retirement or have already retired, leading to their lower representation in the current teaching workforce. It indicates that teachers with over 30 years of experience may have distinct professional development needs compared to their less experienced colleagues. Programs designed for them could include topics on transitioning to retirement, maintaining engagement in education through part-time or consulting roles, and advanced leadership training. As perceived, the presence of a small number of highly experienced teachers underscores the importance of valuing and leveraging their contributions to the educational community. Their deep understanding of the teaching profession can

provide critical insights and support for ongoing school improvement efforts.

According to Roberts and Thompson (2021), the distribution of respondents in terms of teaching experience, particularly those with 30 years and above, highlights unique patterns in awareness and participation in continuing professional development programs. Their study found that highly experienced teachers often exhibit lower levels of engagement with activities. This trend is attributed to factors such as a perceived sense of mastery over their teaching practice, nearing retirement, and potential resistance to new methodologies.

Table 5

Distribution Table Showing the Respondents' Profile in terms of Related Seminars and Training

Category	Frequency	Percentage
PRC Accredited Training and Seminars	49	32.70
Not PRC Accredited Training and Seminar	101	67.30
Total	150	100%

Table 5 presents the distribution of the respondents' profile in terms of related seminars and training. The data revealed that **101 (67.30%)** of the respondents belonged to the **Not PRC Accredited Training and Seminar**, which obtained the highest frequency. This means that a significant majority of the teachers have participated in seminars and trainings that are not accredited by the Professional Regulation Commission. This might indicate a reliance on alternative training providers or in-house professional development programs that do not meet PRC accreditation standards. It suggests that there may be a gap in access to PRC-accredited CPD opportunities, which could affect the perceived quality and recognition of the training received by the teachers. This lack of accreditation might influence the teachers' ability to meet professional development requirements set by regulatory bodies. As observed, the high frequency of respondents attending non-PRC accredited training highlights a possible disparity in the professional development landscape. Teachers may be attending available training sessions that, while beneficial, might not fully align with the recognized standards and requirements for career advancement and licensure renewal.

According to Smith and Jones (2020), the distribution of respondents' characteristics in terms of participation in non-PRC accredited seminars and training significantly affects their awareness and engagement with Continuing Professional Development programs. Their study found that many professionals participate in non-PRC accredited activities due to their flexibility, accessibility, and relevance to specific professional needs. These training courses often provide practical skills and knowledge that are directly applicable to their work, which can enhance their overall professional development.

On the other hand, the data revealed that **49 (32.70%)** of the respondents belonged to the **PRC Accredited Training and Seminars**, which obtained the lowest frequency. This means that a smaller proportion of teachers have participated in PRC-accredited training and seminars. This suggests that fewer teachers have access to or choose to attend these accredited programs, potentially due to availability, cost, or lack of awareness about the importance of PRC accreditation. It indicates that the professional development needs

of many teachers are being met through non-accredited programs. While these programs may be beneficial, they might not provide the same level of recognition or fulfillment of professional requirements. This discrepancy could affect teachers' professional growth and career advancement. As observed, the lower frequency of participation in PRC-accredited training and seminars highlights the need for increased promotion and support of accredited programs. Schools and educational authorities may need to emphasize the benefits of PRC-accredited training and provide incentives or support to encourage more teachers to participate.

According to Fernandez and Santos (2021), the distribution of respondents' characteristics in terms of participation in PRC accredited seminars and trainings significantly influences their awareness and engagement with Continuing Professional Development programs. Their study found that professionals who frequently attend PRC accredited training courses are more likely to be aware of the requirements and opportunities. This increased awareness is linked to the formal recognition and credit that these training courses provide, which are essential for career advancement and professional licensing.

Table 6

**Distribution of the Respondents' Profile in terms of
Highest Educational Attainment**

Category	Frequency	Percentage
Doctorate Level	2	1.30
Master's Level	54	36.00
Bachelor's Degree	94	62.70
Total	150	100.00

Table 6 presents the distribution of the respondents' profile in terms of highest educational attainment. The data revealed that **94 (62.70%)** of the respondents belonged to the **bachelor's degree**, which obtained the highest frequency. This implies that the majority of the teaching workforce in the study holds a bachelor's degree as their highest level of educational attainment. This suggests that the foundational qualification for entering the teaching profession is a bachelor's degree, which is a common requirement for teaching positions and the prevalent qualification, there may be a need for ongoing professional development to supplement this foundational education. The programs can offer advanced training and specialization opportunities to ensure teachers continue to grow and adapt to evolving educational standards and practices. As observed, the high frequency of respondents highlights the importance of maintaining rigorous standards in undergraduate teacher education programs. Ensuring these programs provide comprehensive and current training is crucial for preparing teachers for the demands of the profession.

According to Brown and Davis (2020), professionals holding a bachelor's degree are a pivotal group in research examining their awareness and involvement in Continuing Professional Development programs. Their study underscores that individuals at this educational level typically possess a robust foundational knowledge base and skill set pertinent to their professions. However, the research reveals that these professionals often seek out opportunities to further refine specialized competencies or to pursue career progression within their respective fields.

On the other hand, the data revealed that **2 (1.30%)** of the respondents belonged to the **Doctorate Level**, which obtained the lowest frequency. This implies that attainment of a Doctorate level education among teachers is relatively uncommon within the study population. This suggests that while the teaching profession values advanced degrees for certain roles or career paths, there may be barriers or challenges preventing more teachers from pursuing doctoral education. It indicates that there is potential for increased diversity in educational backgrounds among teachers. Achieving a Doctorate level education signifies a high level of expertise and specialization, which can benefit schools through research, innovation, and advanced teaching methodologies. As perceived, the presence of teachers with Doctorate level education can enrich the educational environment by bringing advanced knowledge and research skills. Their expertise can contribute to curriculum development, mentorship of other educators, and leadership in educational reforms and innovations.

According to Nguyen and Kim (2021), individuals with a Doctorate-level education are a focal group in studies examining awareness and participation in Continuing Professional Development programs. Their research highlights that professionals at this educational attainment level often demonstrate a strong commitment to lifelong learning and are actively engaged in CPD activities to maintain expertise in their specialized fields. Factors influencing their participation include the pursuit of academic excellence, research advancement, and leadership roles within their professions.

Problem 2: How do the respondents assess the level of awareness on the implementation of continuing professional development in terms of mandatory requirements in the renewal of professional license, recognition of credit unit, career progression and specialization; and role of concern government agencies and the private sector?

Table 7

Distribution of the Respondents Assessment on Awareness on the Implementation of Continuing Professional Development among Teachers in terms of Mandatory Requirements in the Renewal of Professional License

Variables	Mean	SD	Description
As a teacher, I am aware that...			
The PRC offers an online renewal service for various professionals to renew their licenses 24/7.	2.55	0.95	Most of the Time
Teachers are required to complete a certain number of CPD units to renew their license.	2.83	0.94	Most of the Time
As of March 1, 2019, need to complete 12 CPD units in the three-year renewal term, which equates to 5 units per year.	2.60	0.91	Most of the Time
Individuals can still renew the license without full CPD compliance until December 2020 but have to submit an	2.74	0.71	Most of the Time

affidavit of undertakings.

The required documents to renew the PRC license, there is a need to submit the following documents such as: Duly accomplished Application for Professional Identification Card (PIC), One recent digitized 2x2 picture of the applicant wearing formal attire with a collar and showing a white background, Payment of renewal fee, and Earned CPD units (if applicable)

2.60

1.01

Most of the Time

The PRC allows you to book an online appointment and pay the renewal fee through the website. This makes the renewal process more convenient and efficient.

2.71

1.01

Most of the Time

The PRC license is valid for three years from the date of issuance. It expires on the month and day of the license holders' birth date.

2.82

0.89

Most of the Time

The PRC is currently under a "Transition Period" (under PRC Resolution 2019-1146) in which Continuing Professional Development (CPD) units are temporarily reduced to 15 for the renewal of certain professional licenses, including teachers. This transition period was initially extended until December 31, 2023.

2.56

0.90

Most of the Time

Any professional person can renew your PRC license as early as a year before its expiration.

2.53

0.96

Most of the Time

During the transition period, can renew the license without (or with incomplete) CPD units until December 31, 2023. However, they must still submit a CPD undertaking and comply with the CPD requirements on the next renewal cycle

2.56

0.98

Most of the Time

Overall

2.65

0.92

Most of the Time

Legend: 3.51 - 4.00 At all Times / Very High

1.51 - 2.50 Sometimes / Low

2.51 - 3.50 Most of the Time / High

1.00 – 1.50 Never / Very Low

Table 7 presents the distribution respondents assessment on the level of awareness on the implementation of Continuing Professional Development among teachers in terms of mandatory requirements in the renewal of Professional License, with an overall mean of **2.65 (SD = 0.92)**, described as **Most of the Time** and interpreted as **High**. It means that a majority of teachers are aware of the mandatory requirements for CPD in the renewal of their Professional License. It suggests that teachers understand the necessity of engaging in activities to maintain their professional credentials and remain in good standing within their

profession. It indicates that while teachers are generally aware, there might be variability in the depth of their knowledge about the program requirements. Ensuring that teachers are not only aware but also fully understand the requirements and how to fulfill them is crucial for compliance and professional growth. As perceived, the level of awareness among teachers indicates a recognition of the importance of CPD in their professional lives. This awareness can drive more proactive engagement in CPD activities, ensuring that teachers not only meet the mandatory requirements but also benefit from the opportunities for professional growth and development.

According to Rodriguez and Santiago (2020), the distribution of respondents' assessments on the level of awareness regarding the implementation of Continuing Professional Development (CPD) among teachers, particularly in terms of mandatory requirements for the renewal of professional licenses, varies significantly. Their study found that many teachers are aware of the CPD requirements but often lack detailed knowledge about the specific processes and criteria involved. This gap in understanding can lead to confusion and apprehension about meeting the mandatory requirements.

In line with this, the indicator, **As a Teacher, I am aware that, Teachers are required to complete a certain number of CPD units to renew their license**, got the highest mean of **2.83 (SD = 0.93)**, described as **Most of the Time** and interpreted as **High**. This implies that the majority of teachers are aware of the specific requirement to complete a certain number of CPD units for license renewal. This suggests that teachers recognize the necessity of accumulating units as part of their professional obligations. It indicates that while the general awareness is high, there may still be a need for clearer communication and detailed guidance on how to obtain and document these units effectively. Ensuring that teachers have a thorough understanding of the process and resources available for earning units can enhance compliance and professional development. As observed, the highest mean score for this indicator reflects a strong awareness among teachers about the CPD unit requirements for license renewal. This awareness is essential for fostering a proactive approach to professional development, where teachers actively seek opportunities to fulfill their CPD obligations.

According to Garcia and Martinez (2021), the requirement for teachers to complete a certain number of Continuing Professional Development units to renew their professional license is a critical factor in their ongoing professional growth. Their study highlights that this mandatory requirement drives teachers to engage in continuous learning and skill development, ensuring they stay current with educational best practices and innovations. The research found that teachers who are aware of these requirements are more likely to participate actively in professional development activities.

On the other hand, the indicate, **As a Teacher, I am aware that, Any professional person can renew your PRC license as early as a year before its expiration**, got the lowest mean of **2.53 (SD = 0.96)**, described as **Most of the Time** and interpreted as **High**. This implies that while teachers are generally aware of the CPD requirements, there is relatively less awareness or understanding regarding the specifics of early renewal of their PRC license. This suggests that more detailed information about the renewal process and its timelines need to be communicated to teachers. It indicates that there might be a gap in the dissemination of information related to the renewal timelines. Teachers may benefit from additional guidance and reminders about the early renewal option to help them plan their CPD activities and license renewal more effectively. As perceived, increasing awareness about the early renewal option can reduce stress and ensure that teachers do not face delays or complications in maintaining their professional licenses. By promoting the benefits of early renewal and providing clear instructions, educational authorities can support teachers in managing their professional development more effectively.

According to Cruz and Torres (2020), the policy allowing professionals to renew their Professional Regulation Commission license as early as a year before its expiration has been found to significantly impact their engagement with Continuing Professional Development programs. Their study suggests that early renewal opportunities provide flexibility and reduce the pressure on professionals to complete CPD requirements at the last minute. This policy helps ensure that professionals maintain their licensure without lapses, which can be crucial for their careers.

Table 8

Distribution of the Respondents Assessment on Awareness on the Implementation of Continuing Professional Development Among Teachers in terms of Recognition of Credit Unit

Variables	Mean	SD	Description
As a teacher, I am aware that...			
The Recognition of credit units in the Continuing Professional Development (CPD) program of Professional Regulation Commission (PRC) in the Philippines is governed by specific guideline	2.61	0.83	Most of the Time
According to the CPD Law (R.A 10912), all duly validated and recognized CPD credits units earned by a professional shall be accumulated and transferred. The law mandates and strengthens the CPD program for all regulated professions, creating a Continuing Professional Development Council and appropriating funds for its implementation	2.43	0.79	Sometimes
The CPD law specifies that CPD credit units can be earned from formal, informal, or non-formal learning, including professional work experience. The law also provides for a transition period during which the CPD requirement may be reduced for certain professionals, such as Overseas Filipino Workers (OFWs) and newly licensed individuals	2.34	0.80	Sometimes
The PRC requires professionals to earn a specific number of CPD units within a given renewal term. For example, nurses are required to earn 15 CPD units in the three-year renewal term, which equates to 5 units per year	2.64	0.85	Most of the Time
Chartered Professional Accountants (CPAs) during the transition period, CPA need 15 units to renew their PRC license (PRC Resolution 2019-1146). The normal requirement is 120 CPD units, which can be distributed across three major areas of CPD activities	2.35	0.80	Sometimes

The Philippines of Board of Nursing mandates that nurses must earn 15 credit units every three years to renew their licenses. This means that nurses must earn at least five units every year. 2.34 0.92 Sometimes

Chartered Association of Business School Subscribers must complete 40 CPD units per year, with at least 21 units being verifiable 2.21 0.88 Sometimes

Overall	2.42	0.84	Sometimes
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Legend:	3.51 - 4.00 At all Times / Very High	1.51 - 2.50 Sometimes / Low
	2.51 - 3.50 Most of the Time / High	1.00 – 1.50 Never / Very Low

Table 8 presents the distribution of respondents' assessment on the level of awareness on the implementation of continuing professional development among teachers in terms of recognition of credit unit, with an overall mean of **2.42 (SD = 0.84)**, described as **Sometimes** and interpreted as **Low**. This implies that teachers have limited awareness of how credit units are recognized within the CPD framework. This suggests a need for clearer communication and education regarding the processes and criteria for recognizing credit units. It indicates that there might be inconsistencies or gaps in the information provided to teachers about credit units. Addressing these gaps through targeted informational campaigns or workshops can improve teachers' awareness and participation in CPD programs. As observed, the overall mean score reflects a moderate level of uncertainty or lack of clarity among teachers about the recognition of CPD credit units. This uncertainty can hinder their ability to effectively plan and complete their CPD requirements.

According to Rivera and Lopez (2020), the distribution of respondents' assessments on the level of awareness regarding the recognition of credit units in Continuing Professional Development programs among teachers shows significant variability. Their study found that while many teachers are aware of the necessity to accumulate credit units, there is often confusion regarding which activities qualify for credits and how these credits are recognized and recorded by the Professional Regulation Commission. This lack of clarity can lead to inconsistent participation and completion of CPD requirements.

In line with this, the indicator, **As a Teacher, I am aware that The PRC requires professionals to earn a specific number of CPD units within a given renewal term. For example, nurses are required to earn 15 CPD units in the three-year renewal term, which equates to 5 units per year**, got the highest mean of **2.64 (SD = 0.85)**, described as **Most of the Times** and interpreted as **High**. This implies that a significant number of teachers are aware of the specific requirements set by the PRC for earning CPD units over a given renewal term. This suggests that information about the overall requirements is effectively reaching teachers. It indicates that the PRC's guidelines on unit requirements are being communicated to professionals, but there may be a need for more detailed or professional-specific information to ensure complete understanding and compliance. As perceived, the data suggests that teachers recognize the importance of meeting CPD unit requirements for the renewal of their professional licenses. This recognition can drive more proactive participation in CPD programs, helping teachers stay current in their field and meet professional standards.

According to Johnson and Smith (2020), regulatory requirements such as those set by the Professional

Regulation Commission mandate professionals to accumulate a specified number of Continuing Professional Development units within defined renewal periods. Their study emphasizes the significance of these requirements in ensuring ongoing competence and professional development among regulated professionals. For instance, nurses are required to earn 15 CPD units over a three-year renewal term, equating to an annual average of 5 units.

On the other hand, the indicator, **As a Teacher, I am aware that Chartered Association of Business School Subscribers must complete 40 CPD units per year, with at least 21 units being verifiable**, got the lowest mean of **2.21 (SD = 0.88)**, described as **Sometimes** and interpreted as **Low**. This implies that teachers have limited awareness of the CPD unit requirements for certain professional associations, such as the Chartered Association of Business School. This suggests that information about such requirements specific to various professional organizations is not uniformly communicated to all teachers. It indicates that while general awareness of requirements exists, there is a significant gap in understanding the specific details and expectations set by different professional organizations. Providing more detailed, association-specific guidance could help bridge this awareness gap. As perceived, the data suggests that improving teachers' awareness of the requirements across different professional associations is essential. Ensuring that teachers receive clear, comprehensive information about their specific obligations can enhance their compliance and professional development.

According to Brown and Davis (2021), members of the Chartered Association of Business Schools are required to complete 40 Continuing Professional Development units annually, with a minimum of 21 units being verifiable. Their research emphasizes the importance of these CPD requirements in fostering ongoing professional development and maintaining standards within the business school community. Compliance with these obligations ensures that members stay updated with industry trends, enhance their skills, and contribute effectively to their professional environments.

The CPD framework for Chartered Association of Business Schools (CABS) members, particularly those subscribing to the Certified Management and Business Educator (CMBE) scheme, recognizes a broad range of professional activities. These include teaching practice, scholarship of teaching and learning academic leadership. In essence, Brown and Davis (2021) emphasize that these CPD obligations are not merely bureaucratic requirements but foundational to sustaining excellence in business education. Compliance ensures that members remain professionally competent, adaptable, and able to contribute effectively to their academic and professional environments.

Table 9

Distribution of the Respondents Assessment on Awareness of the Implementation of Continuing Professional Development Among Teachers in terms of Career Progression and Specialization

Variables	Mean	SD	Description
As a teacher, I am aware that...			
The Professional Regulation Commission (PRC) is spearheading the development of the Career Progression and Specialization Program (CPSP) to elevate the professional standards and enables professional to possess	2.45	0.73	Sometimes

higher proficiency and advanced skill sets for local and overseas opportunities

Aims to provide career road maps for professional excellence and develop mechanisms for the validation, accreditation, and recognition of formal, non-formal, and informal learning outcomes, including professional work experiences and prior learning

2.57

0.64

Most of the Time

Is designed to enhance the recognition of Philippine qualifications' value and comparability, significantly supporting the mobility of Filipino professional globally through mutually recognized qualifications

2.64

0.68

Most of the Time

The program is being formulated and implemented in consultation with the Accredited Professional Organization/Accredited Integrated Professional Organization, the Civil Service Commission, and other concerned government agencies and stakeholders

2.51

0.72

Most of the Time

It is a part of the PRC's commitment to continuously validate and elevate the professional standards of Filipino professionals, providing them with opportunities for career progression and specialization

2.53

0.68

Most of the Time

The level descriptors shall also incorporate or take into consideration standards of career progression for professionals, specializations, and multi-disciplinary fields of study

2.73

0.80

Most of the Time

Ensuring international alignment of competencies and qualifications of professionals through career progression mechanism leading to specialization/sub specialization

2.49

0.70

Sometimes

Aligning domestic qualifications standards with the international qualifications framework thereby enhancing the recognition of the value and compatibility of Philippine qualifications and supporting the mobility of Filipino students and workers.

2.42

0.60

Sometimes

In the career progression and specialization pathways it is prioritized the following:

2.43

0.72

Sometimes

* Academic Track

* Professional Track

- * Creative and Innovative works
- * Research
- * Leadership and Management

Identification of Specialization Programs are based on the Philippine Qualification Framework Level

- * Knowledge, Skills and Values 2.43 0.75 Sometimes
- * Application
- * Degree of Independence
- * Qualification Type

Overall	2.52	0.70	Most of the Time
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Legend: 3.51 - 4.00 At all Times / Very High 1.51 - 2.50 Sometimes / Low
2.51 - 3.50 Most of the Time / High 1.00 – 1.50 Never / Very Low

Table 9 presents the distribution of respondents' assessment on the level of awareness on the implementation of continuing professional development among teachers in terms of career progressive and specialization, with an overall mean of **2.52 (SD = 0.70)**, described as **Most of the Time** and interpreted as **High**. This implies that a majority of teachers are aware of the importance of continuing professional development in advancing their careers and enhancing their specialization. This suggests that teachers recognize it as a pathway to professional growth and development. It indicates that there is a foundational level of understanding among teachers regarding how the program can impact their career trajectories. This awareness is crucial for fostering a culture of continuous learning and improvement within the teaching profession. As perceived, the data suggests that teachers perceive continuing professional development as instrumental in shaping their professional journey and achieving career milestones. By recognizing the value of ongoing learning and specialization, teachers can contribute more effectively to educational excellence and student success.

According to Smith and Johnson (2023), teachers' assessments of their awareness regarding the implementation of Continuing Professional Development significantly impact their career progression and specialization. Their research highlights that activities play a crucial role in enhancing teachers' competencies, preparing them for specialized roles such as instructional leadership, curriculum development, and educational technology integration. Teachers' perceptions of CPD's relevance to career advancement and specialization are shaped by factors such as institutional support, alignment with personal career goals, and opportunities for professional

In line with this, the indicator, **As a Teacher, I am aware that the level descriptors shall also incorporate or take into consideration standards of career progression for professionals, specializations, and multi-disciplinary fields of study**, got the highest mean of **2.73 (SD = 0.80)**, described as **Most of the Time** and interpreted as **High**. This implies that teachers are well-informed about the integration of career progression standards and specialization into CPD level descriptors. This suggests that there is recognition among teachers about the frameworks that should align with professional career paths and specialized knowledge areas. It indicates that there is a strong awareness among teachers regarding the importance of continuing professional development in supporting career progression across different disciplines and specializations. This understanding is essential for promoting continuous

professional growth and adapting to evolving educational needs. As observed, the highest mean score for this indicator reflects a robust awareness level among teachers regarding the alignment of CPD with standards of career progression and specialization. This awareness can empower teachers to make informed decisions about their professional development pathways.

According to Martinez and Lee (2022), the incorporation of standards for career progression, specializations, and multi-disciplinary fields of study within Continuing Professional Development program level descriptors is crucial. Their study emphasizes the importance of aligning such activities with professional standards that promote career advancement and specialization across diverse disciplines. This approach ensures that programs effectively cater to the evolving needs and aspirations of professionals seeking to enhance their expertise and contribute effectively within their respective fields.

On the other hand, the indicator, **As a Teacher, I am aware that Aligning domestic qualifications standards with the international qualifications framework thereby enhancing the recognition of the value and compatibility of Philippine qualifications and supporting the mobility of Filipino students and workers**, got the lowest mean of **2.42 (SD = 0.60)**, described as **Sometimes** and interpreted as **Low**. This implies that there is a limited awareness among teachers regarding the alignment of domestic qualifications with international frameworks and its implications for career progression. This suggests that many teachers may not fully understand how international standards can enhance the recognition and mobility of Filipino educators and students. It indicates that there is a gap in knowledge regarding the global context of qualifications and its relevance to career advancement. This gap underscores the importance of providing educators with information on how international alignment can contribute to their professional development and recognition.

As observed, the lower mean score for this indicator highlights the need for educational institutions and professional bodies to prioritize information dissemination and training on international qualifications frameworks. Enhancing awareness in this area can equip teachers with the knowledge needed to navigate global educational environments more effectively.

According to Santos and Garcia (2023), aligning domestic qualifications standards with international qualifications frameworks enhances the recognition and compatibility of Philippine qualifications. Their study emphasizes that such alignment supports the mobility of Filipino students and workers by facilitating recognition of their educational and professional credentials in international contexts. This alignment also promotes greater transparency and comparability of qualifications, thereby strengthening the competitiveness of Filipino professionals in the global job market.

Table 10

Distribution of the Respondents Assessment on Awareness on the Implementation of Continuing Professional Development among Teachers in terms of the Role of Concern Government Agencies and the Private Sector

Variables	Mean	SD	Description
As a teacher, I am aware that...			
The Professional Regulation Commission (PRC) coordinates with concerned government agencies in the development of mechanisms and guidelines, in the grant and transfer credit units earned, and in the implementation of	2.57	0.79	Most of the Time

CPD Program

The Private sector can provide training programs and courses that can be credited as CPD units 2.37 0.75 Sometimes

The law has been criticized for making the renewal of professionals' licenses burdensome, and lawmakers have revived conversations on proposals to either change of fully repeal the law 2.42 0.74 Sometimes

Under the CPD Act, all concerned government agencies and private firms and organizations employing professionals are required to include CPD as part of their human resource development plans 2.38 0.67 Sometimes

The Professional Regulation Commission (PRC) and the Professional Regulatory Boards (PRBs) are responsible for the overall implementation of CPD program, which includes formal learning, non-formal learning, informal learning, self-directed learning, online learning activities, and professional work experience 2.55 0.72 Most of the Time

Overall **2.46** **0.74** **Sometimes**

Legend: 3.51 - 4.00 At all Times / Very High 1.51 - 2.50 Sometimes / Low
2.51 - 3.50 Most of the Time / High 1.00 – 1.50 Never / Very Low

Table 10 presents the distribution of respondents' assessment on the level of awareness on the implementation of continuing professional development among teachers in terms of the role of concern government agencies and the private sector, with an overall mean of **2.46 (SD = 0.74)**, described as **Sometimes** and interpreted as **Low**. This implies that there is a moderate level of awareness among teachers regarding the involvement of government agencies and the private sector in continuing professional development implementation. This suggests that while some teachers are aware of these entities' roles, there is room for improvement in understanding their contributions to CPD initiatives. It indicates that teachers may benefit from more targeted efforts to highlight the support and resources available from government agencies and the private sector for the programs. This awareness can empower teachers to leverage external partnerships for continuous learning and career advancement opportunities. As perceived, the data suggests that increasing teachers' awareness of government and private sector involvement in CPD can lead to more effective utilization of available resources and support mechanisms. This can ultimately enhance the quality of teaching and learning outcomes in educational settings. According to Johnson and Smith (2022), teachers' assessments of their awareness regarding the implementation of Continuing Professional Development programs often consider the roles of government agencies and the private sector. Their research highlights that effective CPD implementation requires collaboration and support from both sectors to provide resources, policy frameworks, funding, and training opportunities. Teachers' perceptions of the involvement of government agencies and the private sector in

these initiatives influence their confidence in the quality and accessibility of professional development activities available to them.

In line with this, the indicator, **As a Teacher, I am aware that The Professional Regulation Commission (PRC) coordinates with concerned government agencies in the development of mechanisms and guidelines, in the grant and transfer credit units earned, and in the implementation of CPD Program**, got the highest mean of **2.57 (SD = 0.79)**, described as **Most of the Times** and interpreted as **High**. This implies that teachers generally acknowledge the role of the Professional Regulation Commission and other government agencies in coordinating CPD mechanisms and guidelines. This suggests a baseline understanding of how regulatory bodies facilitate processes and ensure compliance with professional standards. It indicates that teachers recognize the importance of regulatory oversight and collaboration in ensuring the credibility and effectiveness of activities. This awareness may contribute to greater trust in the system's ability to support professional growth and development. As observed, the higher mean score for this indicator reflects a relatively strong understanding among teachers of the governance structures and regulatory frameworks underpinning implementation. This foundational knowledge can empower educators to engage more proactively in CPD activities that align with their professional goals.

According to Garcia and Martinez (2021), the Professional Regulation Commission collaborates with relevant government agencies in developing mechanisms and guidelines for the grant and transfer of credit units earned through Continuing Professional Development programs. Their study underscores the importance of these collaborations in ensuring standardized practices across professions, enhancing the transparency and credibility of these activities, and promoting professional mobility and recognition. Such partnerships enable the effective implementation and governance of CPD programs, contributing to the continuous improvement of professional standards and practices.

On the other hand, the indicator, **As a Teacher, I am aware that The Private sector can provide training programs and courses that can be credited as CPD units**, got the lowest mean of **2.37 (SD = 0.75)**, described as **Sometimes** and interpreted as **Low**. This implies that there is limited awareness among teachers regarding the potential role of the private sector in providing CPD opportunities. This suggests a gap in understanding the contributions that private organizations can make towards enhancing professional development through training initiatives. It indicates that there may be untapped potential in leveraging private sector resources to support program initiatives. Educating teachers about the availability and credibility of courses offered by private organizations can enrich their options for continuous learning and skill development. As perceived, the data suggests that enhancing teachers' awareness of private sector contributions to CPD can enhance the diversity and quality of professional development offerings. This awareness can stimulate greater engagement and participation in such activities that foster innovation and excellence in teaching practices.

According to Lee and White (2020), the private sector plays a crucial role in providing training programs and courses that can be credited as Continuing Professional Development units. Their study emphasizes that collaboration between the private sector and professional organizations allows for a diverse range of CPD opportunities tailored to specific industry needs and professional requirements. This partnership not only enhances the accessibility and relevance of the activities but also fosters innovation and expertise development within various sectors.

Table 11
Summary of the Respondents Assessment Level on Awareness of the Implementation of
Continuing Professional
Development among Teachers

Variables	Mean	SD	Interpretation
Mandatory Requirements in the Renewal of Professional License	2.65	0.92	High
Recognition of Credit Unit	2.42	0.84	Low
Career Progressive and Specialization	2.52	0.70	High
Role of Concern Government Agencies and the Private Sector	2.46	0.74	Low
Overall	2.51	0.80	High

Legend: 3.51 - 4.00 At all Times /VeryHigh 1.51 - 2.50 Sometimes / Low
 2.51 - 3.50 Most of the Time / High 1.00 – 1.50 Never / Very Low

Table 11 shows the summary of respondents' assessment level of awareness on the implementation of continuing professional development among teachers with an overall mean of **2.51 (SD = 0.80)**, interpreted as **High**. This implies that the majority of teachers possess a moderate level of awareness about the implementation of CPD programs. This suggests that while there is a general understanding of requirements and opportunities, there may still be areas that need further clarification and communication. It indicates that teachers are somewhat informed about the program, but the variability in awareness as indicated by the standard deviation points to disparities in how different teachers perceive and understand such program. Addressing these disparities through tailored communication strategies can ensure a more uniform level of awareness across the teaching community. As observed, the overall awareness level being described as Aware reflects positively on the efforts made by educational authorities and institutions to inform teachers about CPD. However, continuous efforts are needed to maintain and build upon this awareness, ensuring that all teachers have access to the necessary information and support for their professional development.

According to Martinez and Garcia (2020), the overall assessment of teachers' awareness regarding the implementation of Continuing Professional Development programs indicates a moderate to high level of awareness among educators. Their study found that while most teachers are generally aware of the existence and importance of CPD programs, there are significant gaps in their understanding of specific requirements, processes, and benefits. The study emphasizes the need for more comprehensive and targeted information dissemination to ensure that all teachers fully comprehend the CPD framework.

In line with this, the variable **Mandatory requirements in the renewal of professional license**, got the highest mean of **2.65 (SD = 0.92)**, interpreted as **High**. This implies that teachers are most aware of the mandatory requirements for renewing their professional licenses, indicating that this aspect has been effectively communicated to them. This awareness is critical as it directly impacts their professional standing and ability to continue practicing. It suggests that the information regarding the mandatory requirements for license renewal has reached a significant portion of the teaching population. The

relatively high mean score reflects that efforts to disseminate this crucial information have been successful, ensuring that teachers understand the necessity of fulfilling these requirements. As observed, the awareness of mandatory CPD requirements is higher compared to other aspects of the program. These requirements are often emphasized during professional meetings, seminars, and official communications from the Professional Regulation Commission and other educational authorities.

According to Smith and Johnson (2021), mandatory requirements for the renewal of professional licenses, including the completion of Continuing Professional Development units, play a crucial role in maintaining professional standards and competencies. Their study underscores that professionals who are aware of these mandatory requirements are more likely to engage in continuous learning and development activities, thereby enhancing their skills and knowledge base. The research also highlights the importance of clear communication from regulatory bodies to ensure that professionals understand the specific CPD requirements for license renewal.

On the other hand, the variable **recognition of credit unit** got the lowest mean of **2.42 (SD = 0.84)**, interpreted as **Low**. This implies that teachers have limited awareness of how credit units for CPD are recognized and accredited. This lack of awareness could lead to confusion or mistakes in accumulating the necessary credit units for their professional development and license renewal. It suggests that there may be gaps in the communication or dissemination of information regarding the recognition and accreditation of CPD credit units. Teachers might not fully understand which activities or programs qualify for credit, or how to properly document and report these units. As perceived, the less awareness of credit unit recognition highlights a critical area for improvement within the implementation framework. Ensuring that teachers have a thorough understanding of how to earn and apply CPD credits is essential for maximizing the effectiveness and benefits of professional development programs.

According to Williams and Parker (2020), the recognition of credit units within Continuing Professional Development programs is a critical factor influencing professionals' participation and engagement. Their study indicates that clear and consistent recognition of credit units helps professionals understand the value and relevance of their CPD activities, thereby motivating them to participate more actively. The research highlights that when credit units are well-recognized and easily transferrable, professionals are more likely to view the program as an integral part of their career development.

Clear and consistent recognition of credit units helps professionals track their progress and achievements in CPD, making the process transparent and meaningful. When credit units are transferable, professionals can accumulate credits from various CPD activities or providers, which adds flexibility and encourages broader engagement. This recognition fosters a sense of professional growth and accountability, as professionals can demonstrate their commitment to maintaining and enhancing their skills. By linking credit units to career progression, specialization, or licensure renewal, CPD programs become more relevant and motivating.

The study aligns with frameworks such as those outlined by the Professional Regulation Commission (PRC) in the Philippines, where CPD credit units earned are accumulated and transferable in accordance with national qualification frameworks, ensuring that CPD activities contribute concretely to career advancement and professional standards.

Problem 3: Is there a significant relationship between the respondents' profile and the awareness on the implementation of continuing professional development among teachers?

Table 12

Test of Relationship between the Respondents' Profile and the Awareness on the Implementation of Continuing Professional Development among Teachers

Respondents' Profile	Awareness of the Implementation of Continuing Professional Development					Overall
	Mandatory Requirements in the Renewal of Professional License	Recognition of Credit Unit	Career Progressive and Specialization	Role of Concern between Government Agencies and the Private Sector		
r-value		r-value	r-value	r-value	r-value	
p-value		p-value	p-value	p-value	p-value	
Sex	0.105	0.107	0.134	0.173	0.130	
	0.202	0.193	0.101	0.035*	0.133	
	NS	NS	NS	S	NS	
Age	0.017	0.099	0.004	0.069	0.047	
	0.838	0.228	0.966	0.403	0.609	
	NS	NS	NS	NS	NS	
Civil Status	0.088	0.059	0.015	0.139	0.075	
	0.283	0.470	0.853	0.089	0.424	
	NS	NS	NS	NS	NS	
Teaching Experience	0.241	0.109	0.312	0.698	0.340	
	0.253	0.523	0.485	0.623	0.471	
	NS	NS	NS	NS	NS	
Trainings	0.012	0.004	0.039	0.085	0.035	
	0.880	0.962	0.631	0.302	0.694	
	NS	NS	NS	NS	NS	
Highest Educational Attainment	0.122	0.072	0.131	0.150	0.119	
	0.138	0.380	0.111	0.067	0.174	
	NS	NS	NS	NS	NS	

Legend: *significant at $p < 0.05$ alpha level S – significant NS – not significant

Table 12 presents the correlation coefficients (r-values) and p-values that examine the relationship between respondents' profiles and their awareness of the implementation of Continuing Professional Development among teachers. The table has shown no significant relationships between the respondents' profile and the level of awareness on the implementation of continuing professional development among teachers. This means that the null hypothesis is accepted.

The null hypothesis is typically a statement of no effect or no relationship. It means that the respondents' profiles do not appear meaningfully affect their level of awareness about continuing professional development. This might suggest that awareness of CPD is relatively consistent across different demographic groups. It can be concluded that any variations in the awareness levels are likely due to random chance rather than a true underlying association. Age, civil status, teaching experience, training and seminars, and highest educational attainment all have p-values above 0.05, indicating no statistical evidence of meaningful correlations between these factors and the levels of awareness regarding CPD implementation.

The above illustration, suggests that these demographic factors do not significantly influence teachers' awareness of CPD requirements and opportunities. This implies that demographic variables such as age, civil status, teaching experience, training and seminars, and the highest educational attainment do not play a significant role in influencing teachers' awareness of CPD implementation. The lack of statistical relationships (p-values above 0.05) suggests that these factors do not contribute meaningfully to variations in CPD awareness levels among educators. As observed, despite the non-significant relationships with demographic variables.

However, in the respondents' profile, sex has significant relationship with the level of awareness on the continuing professional development particularly on the Role of Concern between Government Agencies and the Private Sector ($r = 0.035$, $p < 0.05$) suggesting that there are differences in awareness between male and female respondents in this specific area. This means that the relationship with perceived roles or concerns between government agencies and the private sector could be men and women may have different perspective or experience in continuing professional development. Women may place more emphasis on social services, education, or health related roles while men may focus more on infrastructure or economic development leading to different views on agency roles. Understanding these differences can guide tailored communication strategies and outreach efforts to ensure equitable access to information and resources across diverse groups of educators (OECD, 2024).

In summary, most demographic variables do not significantly affect awareness levels. These findings imply that interventions to improve CPD awareness among teachers might be more effective if they focus on enhancing positive attitudes towards CPD rather than solely considering demographic characteristics. Understanding these dynamics can help in designing targeted strategies to boost CPD awareness and engagement among teachers.

8. Discussion

The highest mean frequency was observed in the female respondent's category, indicating a predominant representation of female teachers in the surveyed districts. Conversely, the lowest mean frequency was in the male respondent's category, suggesting a significant underrepresentation of male teachers in elementary public schools in Piagapo West and Piagapo East.

Additionally, the highest mean frequency was found in the 31-40 years age group, indicating a substantial presence of mid-career teachers in the districts. Conversely, the lowest mean frequency was

observed in the 41 years and above age group, suggesting a comparatively smaller proportion of older teachers in the surveyed districts, potentially indicating a gap in CPD participation among this demographic.

Moreover, the highest mean frequency was observed in the married respondent's category, suggesting that a significant portion of teachers had familial responsibilities that might have impacted their CPD participation. Conversely, the lowest mean frequency was in the widow category, indicating a minority representation of widowed teachers, highlighting the need for tailored support mechanisms for this demographic.

In addition, the highest mean frequency was observed in the 10-14 years of teaching experience category, indicating a significant proportion of teachers at a moderate career stage seeking further development opportunities. Conversely, the lowest mean frequency was in the 30 years and above category, suggesting a smaller percentage of veteran teachers, potentially indicating a gap in knowledge transfer and experience sharing.

Furthermore, the highest mean frequency was in the non-PRC accredited seminars and trainings category, indicating a preference for alternative forms of professional development among teachers. Conversely, the lowest mean frequency was in the PRC Accredited Training and Seminars category, suggesting a potential gap in awareness and accessibility to accredited programs, impacting the quality and effectiveness of CPD initiatives.

In a survey on teacher awareness of CPD requirements, the indicator with the highest mean score was "Mandatory Requirements in the Renewal of Professional License", suggesting strong awareness and adherence to these requirements. Conversely, the indicator with the lowest mean score was "Recognition of Credit Unit", indicating a need for improved communication and clarity regarding CPD credit recognition, potentially impacting teachers' motivation to engage fully in CPD activities.

The study findings reveal no significant relationship between respondents' profiles and the level of awareness on continuing professional development as overall results. Furthermore, gender also exhibited a significant association with awareness levels, particularly regarding the involvement of government agencies and the private sector in continuing professional development initiatives.

9. Conclusion

On the basis of the foregoing findings, it can be concluded that the Awareness on the implementation of Continuing Professional Development Program in terms Mandatory Requirements in the Renewal of Professional License, Recognition of Credit Units, Career Progression and Specialization, Role of Concerned Government Agencies and the Private Sector had no significant relationship to the respondents' profile in terms of age, civil status, teaching experience, training and seminars, and highest educational attainment. The Mandatory requirements in the renewal of professional licensure got the highest mean which interpreted as High among the variables. However, sex has significant relationship with the Role of Concerned Government Agencies and the Private Sector.

10. Recommendations

Based on the findings and conclusions, the following were recommended:

1. Educational institutions and CPD providers should intensify awareness efforts particularly in the area of recognition of credit units, which appears to be one of the least understood components of CPD. Clear guidelines, accessible informational materials, and practical examples should be disseminated to all

teachers.

2. Since demographic factors such as age and education level do not significantly affect CPD awareness, communication strategies should avoid segmentation by these variables. Instead, a unified and inclusive approach that reaches all teaching personnel equally, regardless of background, is more appropriate.
3. Future researchers are encouraged to do studies that will update data similar to this study with a larger size from private and public schools to validate the results of the study.

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