

Continuous Professional Development in Selected Public Elementary Schools, in the City Schools Division of Biñan: Basis for Enhancement Program

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ABSTRACT

Continuous Professional Development (CPD) is recognized as an essential mechanism for improving teachers' competencies, instructional effectiveness, and professional growth. This study assessed the Continuous Professional Development practices among teachers in selected public elementary schools in the City Schools Division of Biñan, Laguna, as the basis for developing an enhancement program. Specifically, the study determined the respondents' professional profile, assessed CPD practices in terms of formal education, trainings, seminars and workshops, informal learning, professional meetings, professional learning communities, research and paper presentation, institutional activities, and community involvement, examined significant differences and relationships among variables, identified challenges encountered, and proposed an intervention program. A descriptive-quantitative research design was employed involving 103 respondents composed of three school administrators and one hundred teachers selected through purposive sampling. A researcher-developed questionnaire, validated by experts and pilot-tested for reliability, served as the primary data collection instrument. Statistical treatments included percentage, weighted mean, independent samples t-test, and Pearson Product-Moment Correlation. Findings revealed that respondents generally possessed graduate-level educational qualifications, permanent employment status, extensive teaching experience, professional eligibility, and active participation in seminars and trainings. Continuous Professional Development practices were assessed as Highly Evident across all dimensions, with trainings, conferences, seminars, and workshops obtaining the highest composite mean, while research and paper presentation received the lowest although still interpreted as highly evident. No significant differences were found between administrators' and teachers' assessments of CPD practices. Likewise, most profile variables showed no significant relationship with CPD practices except educational background and institutional activities. The greatest challenge identified was pursuing formal education because of financial constraints, workload, and limited scholarship opportunities. Based on these findings, a comprehensive enhancement program focusing on collaborative learning, research capability development, professional meetings, institutional participation, and community engagement was proposed to strengthen teachers' professional growth.

Keywords: Continuous Professional Development, Teacher Professional Development, Professional Learning Community, Public Elementary Schools, Enhancement Program

INTRODUCTION

Continuous Professional Development (CPD) has become an indispensable component of educational systems worldwide because it enables teachers to continuously improve their professional knowledge, instructional competence, and classroom effectiveness. The rapidly changing educational landscape brought about by curriculum reforms, technological innovations, and diverse learner needs requires teachers to update their pedagogical skills continuously. Effective professional development equips teachers with current teaching strategies, assessment techniques, classroom management skills, and technological competencies that contribute to improved teaching quality and learner achievement. In the Philippine educational system, CPD serves as one of the primary mechanisms for ensuring that teachers remain competent professionals capable of addressing the demands of quality basic education.

The Philippine government recognizes the importance of lifelong professional learning through various educational policies. Republic Act No. 7836, otherwise known as the *Philippine Teachers Professionalization Act of 1994*, mandates the maintenance of high professional standards among teachers. Republic Act No. 10533, or the *Enhanced Basic Education Act of 2013*, emphasizes teacher capacity building as a critical factor in the successful implementation of the K–12 curriculum. Likewise, Republic Act No. 10912 institutionalized Continuing Professional Development among licensed professionals, while Department of Education Order No. 11, s. 2019 strengthened the National Educators Academy of the Philippines (NEAP) as the primary institution responsible for delivering competency-based professional development aligned with the Philippine Professional Standards for Teachers (PPST). These policies collectively demonstrate the government's commitment to developing highly competent educators capable of delivering quality education.

Despite these initiatives, numerous studies have reported that teachers continue to experience challenges in participating effectively in professional development programs. Financial limitations, heavy teaching responsibilities, time constraints, limited scholarship opportunities, and inadequate institutional support frequently reduce teachers' participation in graduate education, research activities, seminars, and professional learning communities. These barriers may limit teachers' opportunities to continuously improve their instructional competencies despite the availability of professional development programs. Consequently, evaluating existing CPD practices becomes essential in identifying strengths, weaknesses, and areas requiring institutional intervention.

Review of Related Literature

International literature consistently recognizes Continuous Professional Development as one of the strongest predictors of instructional improvement and teacher effectiveness. Guskey (2002) emphasized that meaningful professional development should ultimately improve classroom practices and student learning outcomes rather than merely increasing teachers' knowledge. Similarly, Knowles' Adult Learning Theory explains that adults learn more effectively when learning experiences are relevant, problem-centered, self-directed, and immediately applicable to professional practice. These perspectives highlight the importance of designing professional development activities that directly respond to teachers' instructional needs.

Research further indicates that participation in graduate studies, seminars, conferences, workshops, professional learning communities, mentoring, collaborative lesson planning, and action research significantly enhances teachers' instructional competence, leadership skills, and professional confidence. OECD Teaching and Learning International Survey (TALIS) reports likewise emphasize that teachers who regularly participate in collaborative professional learning demonstrate greater instructional effectiveness and higher levels of job satisfaction than those with limited professional learning opportunities. These findings suggest that professional development should extend beyond traditional seminars toward collaborative and sustained learning experiences.

Local studies similarly affirm the positive influence of Continuous Professional Development on teacher performance. Previous Philippine research reported that teachers who actively participate in seminars, graduate education, school-based learning action cells, and institutional training programs demonstrate improved pedagogical competence and stronger implementation of curriculum reforms. However, these studies also identified recurring barriers including excessive workload, financial constraints, limited research opportunities, insufficient administrative support, and scheduling conflicts. Such findings underscore the need for schools to strengthen professional development systems that are responsive to teachers' actual needs.

Although numerous studies have investigated teacher professional development, relatively few have comprehensively examined CPD practices by integrating formal education, seminars and workshops, informal learning, professional meetings, professional learning communities, research activities, institutional participation, and community involvement within the context of public elementary schools in the City Schools Division of Biñan, Laguna. This gap provided the rationale for conducting the present investigation.

Theoretical Framework

This study was anchored primarily on **Thomas Guskey's Model of Teacher Professional Development**. The model explains that effective professional development follows a systematic process in which high-quality

professional learning leads to changes in classroom practices, resulting in improved student learning outcomes. Guskey further emphasized that teachers are more likely to sustain professional growth when they observe positive impacts on student achievement, making evaluation an essential component of professional development initiatives.

The study was likewise supported by **Malcolm Knowles' Adult Learning Theory**, which proposes that adults are self-directed learners whose motivation increases when learning activities are relevant to their professional experiences and immediate workplace needs. Because teachers are adult learners, professional development programs should provide practical, collaborative, and experience-based learning opportunities that encourage continuous reflection and application in classroom instruction.

Together, these theories explain that effective Continuous Professional Development requires both organizational support and meaningful learning experiences that enable teachers to continuously improve their professional competencies.

Conceptual Framework

The conceptual framework of the study was based on an **Input–Process–Output (IPO) model**.

The **Input** consisted of the respondents' professional profile, including educational background, employment status, length of service, eligibility, specialization, and seminars or training attended. It also included the different dimensions of Continuous Professional Development practices, namely formal education, trainings and workshops, informal learning, professional meetings, professional learning communities, research and paper presentation, institutional activities, and community involvement.

The **Process** involved the administration of validated survey questionnaires, collection of data from administrators and teachers, statistical analysis using frequency, percentage, weighted mean, independent samples *t*-test, and Pearson Product-Moment Correlation, followed by interpretation of findings.

The **Output** was the proposed **Continuous Professional Development Enhancement Program**, designed to strengthen teachers' professional competencies by addressing identified challenges and improving existing professional development practices.

Research Gap and Purpose of the Study

While previous studies have established the importance of Continuous Professional Development, limited empirical evidence exists regarding the comprehensive implementation of CPD practices among public elementary school teachers within the City Schools Division of Biñan, Laguna. Moreover, few studies have integrated teachers' professional profiles, multidimensional CPD practices, perceived challenges, and enhancement program development into a single investigation. Addressing this gap, the present study evaluated the Continuous Professional Development practices of teachers in selected public elementary schools to provide empirical evidence for designing a responsive enhancement program that supports teacher professional growth, instructional effectiveness, and educational quality.

METHODOLOGY

Research Design

This study employed a **descriptive quantitative research design** to assess the Continuous Professional Development (CPD) practices of teachers in selected public elementary schools in the City Schools Division of Biñan, Laguna. The descriptive approach was appropriate because it enabled the researchers to systematically describe the current status of CPD implementation, determine the professional profile of respondents, examine relationships among selected variables, and identify challenges encountered in professional development. The study also served as the basis for developing an enhancement program intended to strengthen CPD implementation in public elementary schools.

Research Locale and Participants

The study was conducted in three public elementary schools under the City Schools Division of Biñan, Laguna:

- Dr. Jose G. Tamayo Memorial Elementary School
- San Vicente Elementary School
- Tubigan Elementary School

The respondents consisted of **103 participants**, composed of **3 school administrators** and **100 public elementary school teachers**. Each participating school was represented by one administrator, while teachers were proportionally distributed among the three schools. San Vicente Elementary School contributed the highest number of teacher respondents, followed by Dr. Jose G. Tamayo Memorial Elementary School and Tubigan Elementary School.

Sampling Technique

A **purposive sampling technique** was utilized in selecting the respondents. This non-probability sampling method allowed the researchers to intentionally choose administrators and teachers who met the inclusion criteria and possessed sufficient knowledge and experience regarding Continuous Professional Development practices. Since the study specifically focused on teachers actively engaged in professional development activities within selected schools, purposive sampling ensured that the respondents could provide reliable and relevant information aligned with the objectives of the research.

Research Instrument

Data were collected using a **researcher-developed survey questionnaire** adapted from the Continuous Professional Development framework developed by Oestar (2021) and aligned with the provisions of Republic Act No. 10912, Department of Education policies on professional development, and selected indicators from the OECD Teaching and Learning International Survey (TALIS). The instrument was localized to suit the Philippine public elementary school context.

The questionnaire consisted of three major sections:

Part I gathered the respondents' professional profile, including educational background, employment status, length of service, eligibility, specialization, and seminars or trainings attended.

Part II assessed Continuous Professional Development practices across eight dimensions:

- Formal Education
- Trainings, Conferences, Seminars, and Workshops
- Informal Learning
- Professional Meetings
- Professional Learning Community
- Research and Paper Presentation
- Institutional Activities
- Community Involvement

Part III measured the challenges encountered by teachers in participating in Continuous Professional Development activities.

To establish content validity, the questionnaire was reviewed by graduate school faculty members, the research adviser, and subject experts. Recommendations from the validators were incorporated before pilot testing. A pilot study involving respondents with characteristics similar to the target participants was subsequently conducted to determine the reliability and clarity of the research instrument before its administration.

Data Gathering Procedure

Approval to conduct the study was first secured from the Schools Division Superintendent of Biñan City and from the respective school heads of the participating schools. After obtaining the necessary permissions, the researchers personally distributed the survey questionnaires to the identified respondents.

Completed questionnaires were retrieved, checked for completeness, coded, and organized for statistical analysis. The collected data were encoded using the Statistical Package for the Social Sciences (SPSS) software, after which the results were tabulated, analyzed, and interpreted according to the research objectives. Findings were presented through both textual discussion and statistical tables.

Statistical Treatment of Data

The study employed both descriptive and inferential statistical techniques.

Frequency counts and percentages were used to describe the demographic and professional profile of the respondents.

Weighted Mean was utilized to determine the extent of implementation of Continuous Professional Development practices as well as the degree of challenges encountered by administrators and teachers.

Independent Samples *t*-Test was employed to determine whether significant differences existed between the assessments of administrators and teachers regarding Continuous Professional Development practices.

Pearson Product-Moment Correlation Coefficient (*r*) was used to examine the relationship between respondents' professional profile variables and their assessment of Continuous Professional Development practices.

For interpreting the weighted mean of CPD practices, the following descriptive scale was adopted:

Mean Range	Interpretation
4.20–5.00	Highly Evident
3.40–4.19	Evident
2.60–3.39	Moderately Evident
1.80–2.59	Slightly Evident
1.00–1.79	Not Evident

Similarly, the level of challenges encountered was interpreted using the following scale:

Mean Range	Interpretation
4.20–5.00	Very Challenging
3.40–4.19	Challenging
2.60–3.39	Moderately Challenging
1.80–2.59	Slightly Challenging
1.00–1.79	Not Challenging

Ethical Considerations

Participation in the study was voluntary. Prior permission was obtained from the Schools Division Office and the participating school heads before conducting data collection. Respondents were informed about the objectives of the research, and confidentiality of all responses was maintained throughout the study. Data collected were used solely for academic and research purposes, and no personal identifiers were disclosed during analysis and reporting. This ensured adherence to ethical standards in educational research.

RESULTS AND DISCUSSION

Professional Profile of the Respondents

The respondents consisted of **103 participants**, including three school administrators and one hundred public elementary school teachers. Analysis of their professional profile revealed that the majority had already completed or were pursuing graduate education, indicating a strong commitment to professional advancement. Most respondents held permanent employment status, had accumulated between **11 and 15 years** of teaching experience, possessed professional teaching eligibility through the Licensure Examination for Teachers (LET), specialized primarily in Elementary Education, and had participated in more than ten seminars and training programs. These findings indicate that the respondents represent an experienced and professionally qualified teaching workforce actively engaged in continuing professional learning.

The findings support previous studies suggesting that experienced teachers with graduate-level preparation demonstrate stronger professional commitment and instructional competence. Continuous engagement in graduate education and professional training enhances teachers' ability to respond to curriculum reforms and evolving classroom demands.

Assessment of Continuous Professional Development Practices

Overall, the respondents assessed Continuous Professional Development practices as **Highly Evident**, obtaining an overall composite mean of **4.59**. This indicates that professional development activities are consistently implemented and recognized within the participating public elementary schools.

Among the eight CPD dimensions, **Trainings, Conferences, Seminars, and Workshops** received the highest rating (WM = **4.66**), followed by **Professional Meetings** (WM = **4.65**), **Informal Learning** (WM = **4.61**), and **Institutional Activities** (WM = **4.61**). Community involvement, Professional Learning Communities, Formal Education, and Research and Paper Presentation were likewise interpreted as Highly Evident, although Research and Paper Presentation obtained the lowest composite mean among the evaluated dimensions (WM = **4.51**).

These findings suggest that schools provide multiple opportunities for teachers to engage in professional growth through both formal and informal learning activities. Teachers consistently participate in professional meetings, institutional programs, collaborative learning communities, and community engagement initiatives that contribute to instructional improvement and organizational development.

The high rating for seminars and workshops reflects the Department of Education's continued investment in teacher capacity-building initiatives. Likewise, the strong ratings for professional meetings and informal learning demonstrate that collaborative learning environments remain central to teacher development. These results support literature emphasizing that collaborative professional learning enhances instructional quality and strengthens teachers' professional competencies.

Although Research and Paper Presentation was still rated Highly Evident, its comparatively lower score suggests that research-related competencies remain an area requiring institutional support. Limited opportunities for conducting and presenting educational research may reduce teachers' engagement in scholarly activities despite recognizing their professional value.

Differences in the Assessment of Continuous Professional Development

Independent samples *t*-test analysis revealed **no statistically significant differences** between administrators and teachers regarding their assessment of Continuous Professional Development practices across all eight dimensions. The computed *p*-values for Formal Education, Trainings and Workshops, Informal Learning, Professional Meetings, Professional Learning Communities, Research and Paper Presentation, Institutional Activities, and Community Involvement were all greater than the 0.05 level of significance. Consequently, the null hypothesis was accepted for all variables.

This finding indicates that both administrators and teachers share similar perceptions regarding the implementation and effectiveness of CPD activities within their schools. The consistency of these perceptions suggests that professional development opportunities are implemented equitably across respondent groups and that both administrators and teachers experience similar institutional support for professional learning.

The results further imply that school-based professional development initiatives have successfully established a shared culture of continuous learning, collaboration, and instructional improvement. Such consistency strengthens institutional efforts toward implementing sustainable teacher development programs aligned with national educational policies.

Relationship Between Professional Profile and Continuous Professional Development

Pearson Product-Moment Correlation analysis showed that **most professional profile variables were not significantly related** to teachers' assessment of Continuous Professional Development practices. Educational background, employment status, length of service, eligibility, specialization, and number of seminars attended generally exhibited negligible or weak correlations with CPD dimensions, indicating that demographic characteristics alone do not determine teachers' participation in professional development.

However, one statistically significant relationship emerged between **Educational Background and Institutional Activities** ($r = -0.2416$, $p = 0.035$), indicating a weak negative correlation. This suggests that teachers with different educational qualifications may differ slightly in their perception or participation in school institutional activities.

Overall, the findings demonstrate that teachers engage in Continuous Professional Development regardless of academic qualifications or years of service. Instead, participation appears to be influenced more strongly by institutional support, accessibility of professional development opportunities, personal motivation, and organizational culture than by demographic characteristics.

Challenges Encountered in Continuous Professional Development

Although CPD practices were generally rated Highly Evident, respondents identified several challenges affecting their participation in professional development. Overall, the challenges were interpreted as **Challenging**, obtaining a composite weighted mean of **3.82**. Teachers consistently perceived greater challenges than administrators, reflecting their direct involvement in balancing instructional responsibilities with professional development activities.

Among all dimensions, **Formal Education** emerged as the most challenging aspect of Continuous Professional Development (Composite Mean = **4.25**, Very Challenging). Respondents identified financial limitations, lack of scholarship opportunities, balancing graduate studies with professional responsibilities, scheduling conflicts, and limited time as the most significant barriers to pursuing higher education.

Institutional Activities ranked second among the identified challenges (Composite Mean = **3.85**), followed by Trainings, Conferences, Seminars, and Workshops (Composite Mean = **3.80**) and Research and Paper Presentation (Composite Mean = **3.78**). Respondents indicated that workload demands, scheduling conflicts, insufficient manpower, compliance-driven activities, and limited institutional support reduced their participation in these professional development opportunities.

Professional Learning Communities, Informal Learning, Community Involvement, and Professional Meetings were also identified as challenging, although to a relatively lesser extent. Teachers emphasized that limited time, inadequate resources, insufficient collaboration, and lack of administrative support restricted the effectiveness of these activities.

These findings suggest that while schools have successfully institutionalized professional development practices, teachers continue to face structural and logistical barriers that reduce their capacity to maximize available learning opportunities. Addressing workload management, financial support, research capability development, and institutional recognition may significantly improve teachers' participation in future CPD initiatives.

Proposed Enhancement Program

Based on the identified findings and challenges, an enhancement program was developed to strengthen Continuous Professional Development implementation within the participating schools. The proposed intervention focuses on seven major strategic areas:

- strengthening professional meetings;
- promoting informal and self-directed learning;
- enhancing Professional Learning Communities;
- improving research capability and paper presentation;
- expanding participation in seminars, conferences, and workshops;
- increasing institutional involvement and leadership opportunities; and
- strengthening community partnerships and stakeholder engagement.

The enhancement program incorporates collaborative learning sessions, mentoring, research capability-building activities, community engagement projects, and systematic monitoring and evaluation mechanisms to promote continuous teacher growth and instructional excellence.

Key Results Area	Objectives	Program/Activities	Strategies	Persons Involved	Time Frame	Budget/Source	Performance Indicator
Professional Meetings	Strengthen teachers' participation and engagement in professional meetings.	CONNECT (Collaborative Networking and Continuous Engagement for Teacher Competence) – A program that promotes active participation in professional meetings, collaborative discussions, and sharing of best practices.	1. Conduct monthly Learning Action Cell (LAC) sessions. 2. Organize quarterly best-practice sharing forums. 3. Facilitate professional dialogue and instructional problem-solving sessions.	School Head, Master Teachers, Teachers	January–December 2027 (Monthly LAC Sessions every last Friday of the month; Quarterly Sharing Forums in March, June, September, and December)	School MOOE	95% of teachers regularly participate in professional meetings and collaborative activities.
Informal Learning	Promote self-directed and lifelong learning among teachers.	LEARN+ (Learning Enhancement through Accessible Resources and Networks) – A program that encourages independent learning through digital and professional resources.	1. Establish a digital learning resource repository. 2. Encourage enrollment in online professional learning courses. 3. Implement peer mentoring and coaching sessions.	School Head, ICT Coordinator, Teachers	February–November 2027 (Monthly online learning engagement and bi-monthly peer coaching sessions)	School MOOE and ICT Funds	90% of teachers complete at least one self-directed learning activity each quarter.
Community Involvement	Enhance collaboration between the school and community stakeholders.	LINK (Leveraging Inclusive Networks and Knowledge Partnerships) – A stakeholder engagement and community partnership program.	1. Conduct community outreach activities. 2. Organize parent education and stakeholder forums. 3. Establish partnerships	School Head, Teachers, PTA Officers, Stakeholders	March, June, September, and November 2027	School MOOE, PTA Funds, Stakeholder Support	90% of planned community engagement activities are successfully implemented.

Key Results Area	Objectives	Program/Activities	Strategies	Persons Involved	Time Frame	Budget/Source	Performance Indicator
			with local government and community organizations.				
Professional Learning Community	Foster collaborative learning and reflective practice among teachers.	SHARE (Strengthening Holistic Advancement through Reflective Engagement) – A Professional Learning Community enrichment program.	1. Conduct lesson study sessions. 2. Facilitate peer observation and coaching. 3. Organize collaborative instructional planning workshops.	School Head, Master Teachers, Teachers	January–November 2027 (Monthly PLC Meetings and Classroom Observation Cycles every quarter)	School MOOE	95% of teachers actively participate in PLC activities and collaborative learning sessions.
Research and Paper Presentation	Improve teachers' research competencies and scholarly engagement.	RISE (Research Innovation and Scholarly Engagement) – A research capability-building and dissemination program.	1. Conduct action research training workshops. 2. Provide research mentoring and technical assistance. 3. Organize school-based research colloquia and presentation forums.	Research Coordinator, School Head, Teachers	Research Training – April 2027 Research Mentoring – May to September 2027 Research Colloquium – October 2027	Research Funds, School MOOE	80% of teachers complete or participate in a research-related activity or presentation.
Trainings, Conferences, Seminars, and Workshops	Expand professional development opportunities for teachers.	UPSKILL (Upscaling Professional Skills through Knowledge and Innovative Learning) – A professional enrichment and capability-building program.	1. Facilitate participation in division and regional trainings. 2. Conduct echo seminars and re-echo sessions. 3. Organize school-based enhancement workshops.	School Head, Teachers, Resource Speakers	May 2027 (Mid-Year INSET) October 2027 (School-Based Training Workshop) December 2027 (Year-End Capability Building Activity)	School MOOE, Division Training Funds	95% of teachers participate in at least one professional development activity during the year.
Institutional Activities	Increase participation in school improvement and leadership initiatives.	LEAD (Leadership Enhancement and Development Program) – A program that promotes active participation in school governance and leadership development.	1. Engage teachers in committee work and school projects. 2. Conduct leadership development sessions. 3. Involve teachers in School Improvement Plan implementation and evaluation.	School Head, Teachers, School Personnel	January 2027 (Orientation and Committee Organization) July 2027 (Mid-Year Review) November 2027 (SIP Evaluation and Planning Workshop)	School MOOE	95% of teachers actively participate in institutional activities and school programs.

CONCLUSION

This study assessed the Continuous Professional Development (CPD) practices among public elementary school teachers in selected schools within the City Schools Division of Biñan, Laguna, as the basis for developing an enhancement program. Findings revealed that teachers and school administrators consistently perceived CPD practices as **Highly Evident**, indicating that schools have established a strong culture of continuous professional learning through formal education, seminars and workshops, informal learning, professional meetings, professional learning communities, institutional activities, research engagement, and community involvement.

The respondents demonstrated favorable professional characteristics, including graduate-level educational attainment, permanent employment status, considerable teaching experience, professional eligibility, and active participation in seminars and training programs. These characteristics reflect a workforce that recognizes the importance of lifelong learning and professional competence in improving educational outcomes.

Despite the positive implementation of CPD initiatives, respondents identified several barriers affecting their participation, particularly in pursuing formal graduate education and research-related activities. Financial constraints, heavy teaching workloads, scheduling conflicts, insufficient scholarship opportunities, and limited institutional support emerged as the most significant challenges. These constraints may hinder teachers from maximizing available professional learning opportunities despite their willingness to participate.

The study further established that administrators and teachers shared similar perceptions regarding the implementation of CPD practices, indicating consistency in the delivery and accessibility of professional development opportunities across participating schools. Likewise, respondents' demographic characteristics generally exhibited no significant relationship with their assessment of CPD practices, suggesting that institutional support and organizational culture play a more influential role than personal characteristics in encouraging professional development participation.

Overall, the findings emphasize that Continuous Professional Development remains an essential strategy for improving teacher competence, instructional effectiveness, and organizational performance. Sustaining collaborative learning environments, strengthening institutional support, and expanding opportunities for research and graduate education are vital for ensuring the continuous professional growth of public elementary school teachers.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. **School administrators** should strengthen school-based professional development by institutionalizing mentoring programs, collaborative learning sessions, and Professional Learning Communities that address teachers' specific instructional needs.
2. **The Schools Division Office** should provide additional financial assistance, scholarship opportunities, and flexible professional development schedules to encourage teachers to pursue graduate education and advanced professional learning.
3. **Teachers** should actively participate in research activities, action research, conferences, and professional organizations to further enhance their instructional competence and contribute to evidence-based educational practices.
4. **Educational policymakers** should continuously evaluate existing CPD programs to ensure that professional development initiatives remain responsive to teachers' emerging needs, technological advancements, and curriculum reforms.
5. **Future researchers** may conduct similar studies involving larger populations, different educational levels, or additional variables to validate and extend the findings of this research.
6. The proposed **Continuous Professional Development Enhancement Program** should be implemented and periodically evaluated to determine its effectiveness in improving teacher competencies and promoting sustainable professional growth.

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