

Continuing Professional Development Model in the Schools Division of Sarangani

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ABSTRACT

This study explored and determined the extent of the Continuing Professional Development (CPD) implementation in government school institutions in the Sarangani Division for School Year 2022-2023. The 375 respondents from a total population of 6, 042 public school teacher were randomly selected across the 23 school districts. Based on the findings, the hypothesis on no significant relationship between the extent of the CPD implementation and the teacher's competencies is accepted because of the Pearson's r-value of -0.081 with negligible correlation 0.118 p-value. However, the hypothesis on no significant relationship between the contributing factors and the extent of CPD implementation is rejected and the model is a partial mediation. Sobel test yielded a z-value of -3.1060817 with a p-value of 0.00189631 that means significant at 0.05 level. Further, three major themes surfaced from the informant's in-depth interview after an intensive analysis of the data gathered, namely: Limited Training Offered, Insufficient Execution of the Program, and Participatory Barriers to CPD Training. The indicated training need, preferred CPD modalities and pace, as well as monitoring, evaluation, and offering technical support to schools in terms of CPD may be taken into consideration by DepEd Offices. Hence, a CPD Model is recommended to take effect in the Schools Division of Sarangani to address the actual competency gap and relevant training needs for teachers' professional growth and development.

INTRODUCTION

Through the lens of a global setting, the Continuing Professional Development (CPD) systems have transformed differently which had resulted in significant variations in structures and requirements. In fact, CPD has seen to be a growing interest internationally in particular in Scotland. Sherman & Chappell (2018) found out that most countries have used CPD in educational designs, which gives a method of delivering models of educational that are more innovative, dynamic, and sensitive models. Clearly, CPD gives tracks with the intellectual lineage in the early '20s of educational set-up (Boeskens et al., 2020). Conversely, CPD was considered crucial for all educators to provide quality education that the learners deserve, whereas the growth of the organization and improvement of the schools was based on the spectrum of CPD programs (Earley, 2010). Besides the never-ending learning demands all educators to equip with the knowledge, skills, attitude, and values, it changes the practice of CPD with the aim at improving student learning which contributed greatly to a wider educational context (Timperley, 2015).

CPD is likely considered as one of the most serious components of the teacher's professional skills. It should be noted that the strengthening of all policies and strategies implemented in CPD should be enhanced and should not be taken-for-granted in order to maintain teacher competencies. Furthermore, minimal support and monitoring in schools for the teacher competencies were increasing which therefore recommends that support and monitoring for educators (Gomba & Kadibone, 2019) should be implemented, intensified, and maintained in order to practice high standard teaching (Mwila, Namuchana, Hikaambo, 2022).

Undoubtedly, the implementation of CPD program will enable teachers to continuously engage in a process that most professionals should have the responsibility to uphold in order to improve and increase their skills and knowledge (Zeichmer, Payne, & Brayko, 2015). In the study of Abakah, Widin, & Ameyaw (2022), it was discovered that the participation of teachers in CPD activities was relatively low. Highlighted in the study of Melesse & Gulie (2019), the concept of CPD as a whole and the importance placed on employees' professional development fall short. The respondents' degree of agreement with the execution of teachers' CPD was greater than the projected mean. Apart from this, there is a paucity of a number of factors, including the absence of CPD offerings, a dearth of information on CPD activities, and inadequate support from schools. On the other hand, the organization of successful professional development programs is often more difficult than we may expect (Faizuddin et al., 2022).

In lieu of Republic Act 10912, Continuing Professional Development Act of 2016, CPD intends at improving professional competence by modernizing and updating knowledge and skills for the profession modernization, science, and technology advancements. In support of RA 10912, DepEd Memorandum No. 50, s. 2020 sets the three-year PD priorities for teachers and school leaders which are drawn from the Philippine Professional Standards for Teachers, School Heads, and Supervisors. PD priorities allow specific local needs,

priorities, and emerging developments in teachers' professional development. Therefore, School Learning Action Cell (DO 35, s. 2016) supports the CPD implementation and serves as a professional learning community to continuously improve teachers' competence in content and pedagogy, skills, and attitudes that will lead to the improvement of students' learning performance.

In the SOCSKSARGEN region, the DepEd XII Human Resource Development Division (2022) recorded only three accredited training and seminars conducted in the Sarangani Division in the year 2022: (1) the School Heads Development Program for Teacher In-charge with six CPD units; (2) Seminar-Workshop on Content, Pedagogy, and assessment across all learning areas - Batch 1 and 2 with 10 and 9 CPD units, respectively.

Furthermore, in Sarangani, the development of the competencies of educators was implemented where school heads underwent a development program. According to the DepEd Division of Sarangani (2022), the conducted program gave emphasis on different domains in Professional Standards for School Heads. This program could give lead to strategic teaching and management of operations and resources of the school, specifically on curriculum and instruction. The knowledge, skills learned from the program should foresee the progress of learners. This is congruent with the study by Fernandez, Jimenez, & Pasco (2022) which shows the results that by participating in CPD programs, teachers may acquire up-to-date information, skills and expertise to keep up with the rapidly shifting educational trends.

Looking at the grassroots level specifically in schools of Maitum, Sarangani, teachers are thirsting for technical assistance in improving their professional practice so as to compensate a professional regulatory requirement. It has believed that the accessibility and responsibility of training should be at the disposal of the instructor (Caraan et al., 2022).

It is in this context that researchers intended the conduct of this research study with the objective of determining the extent of CPD implementation in the Sarangani Division. The findings of the study served as the basis for developing a model for continuing professional development.

METHODOLOGY

Research Design

The study aims to determine the extent of CPD implementation in public schools in the Schools Division of Sarangani. This study employed a quantitative method which involved a data collection where information is to be quantified and to be treated statistically (Creswell, 2003). The first part involved the determination of the extent of CPD implementation, the level of teachers' competencies, and the extent of the given factors that contribute to CPD implementation through the use of a researcher-made quantitative research questionnaire.

In addition, the second part is the qualitative data collection, which involved participants' responses to the challenges of the implementation of CPD in public schools in the division. It was generated from the interview results obtained from the participants which were randomly selected, which

then triangulated the information gathered from the first part of the study. This data was analyzed through thematic analysis.

Further, interacting variables were tested using Mediation Test method using regression analysis (Baron and Kenny, 1986). The causal chain indicated that the independent variable was transmitted to a variable that is dependent through a third variable that is mediating. It is very useful in understanding the mechanism of producing cause and effect (Pardo, A. & Roman, 2013).

Selection of Respondents

In this study, a stratified random sampling method was employed to determine the number of respondents per district. A total of 375 target respondents from a total population of 6,042 public school teachers in the division of Sarangani was determined using Taro Yamane's (Yamane, 1973). The participants for the qualitative data collection were the five teachers which were randomly taken from the districts in the division with the total respondents of at least 19.

$$n = \frac{N}{1+N(3)^2}$$

where n – the sample size; N – the population size; e – the acceptable sampling error

Research Instruments

This study will utilize a quantitative method in which the data were collected over a period of time. The researcher, firstly, collected and analyzed the quantitative data. The qualitative data was collected in the second part of the study and was related to the outcomes from the first, the quantitative phase.

This quantitative method aimed to determine the extent of the implementation of the Continuing Professional Development program in public schools in the Schools Division of Sarangani utilizing the mediation method and regression analysis. The first part is a researcher-made tool that is in a form of a 5-point Likert Scale that stresses on the extent scaling (Devellis, 2012) in order to gather the information needed about the extent of CPD implementation in public schools in the Schools Division of Sarangani, the level of teacher competency, and the factors contributing to CPD implementation.

The second part is the 6-item open-ended questionnaire which aimed to gather qualitative responses from the five teacher-participants about the various challenges in the implementation of CPD in public schools in the Schools Division of Sarangani.

The research instruments were validated by two external, and one internal experts to establish the congruence of the items with the Statement of the Problem. Their comments and suggestions were incorporated and the final tool were checked by a grammarian for possible grammatical error. The validated instruments on Extent of CPD Implementation and on Contributing Factors to CPD Implementation were piloted to the identified 30 respondents. However, the indicators of teachers' competencies was fully adopted from the Multi-year Guidelines on Results-based Performance Management System-Philippine Professional Standards for Teachers (DM 08, s. 2023) released on

February 03, 2023 where changes have just been made for immediate implementation.

Further, Cronbach's alpha was used to measure and ensure the internal reliability or consistency of the set of items in the developed survey questionnaire (Tabler, 2017).

$$a = \frac{N \cdot \bar{c}}{\bar{v} + (N-1) \cdot \bar{c}}$$

where N – the number of items/questions; \bar{c} – average covariance between item pairs; \bar{v} – average variance

Data Gathering Procedure

The researcher sought permission from the Schools Division Superintendent, District Heads, and School Heads of DepEd Division of Sarangani to conduct the study. After the approval, the researcher sent a consent letter for the respondents.

The researcher-made descriptive questionnaire was also attached. A panel of research professionals examined and approved the questionnaire, and able to verify the validity and capability of eliciting the challenges of the public school teachers in the division. The conduct of pilot testing and reliability test of the questionnaire was done before its formal utilization.

The 2023 Midyear Performance Review and Evaluation was simultaneously conducted nationwide on February 06-10, 2023. Teachers were gathered in schools and districts. The researcher closely coordinated with the District Heads to gather the respondents at one venue. Only respondents who willingly consented after reviewing the study's criteria were allowed to participate. They were provided comprehensive and accurate information about the study's nature, goal, possible benefits and hazards, and their rights to reject participation, the ability to withdraw at any moment, and the right to privacy and secrecy, and confidentiality.

After the data were gathered, the data were subjected for statistical analysis and thematic analysis as for which, the researcher submitted the data gathered to a statistician to get the exact results needed in the study. Based from the findings that were generated, a model for CPD implementation was developed.

Furthermore, the researcher was entitled to make themes out of the qualitative data gathered based on the challenges of Continuing Professional Development implementation. The researcher created reflective journal and record efforts, findings and perceptions of the participants and their experiences as data collection and data analysis will proceed (Janesick, 1998; Kvale, 1994). Janesick (2004) explained that the journal writing process deepens the researcher's understanding of the data and improves self-awareness, which will be helpful in communicating effectively.

Finally, the participants in the study were requested to verify the findings by comparing the researcher's descriptive results to the participants' personal experiences. This was done so that the findings may be more reliable.

In addition to the comprehensive verification that was done to ensure accuracy, integrity, and validity, the results were painstakingly examined and analyzed once more to check for any overlooked facts that may be important to the research.

Data Analysis

This study gathered both quantitative and qualitative data. Data recording, tabulating, summarizing, analyzing, and interpreting were all part of the data collection. The statistical procedures listed below were used. When analyzing respondents’ distribution, frequency count, mean, and percentage distribution were employed.

The extent of CPD implementation, the teacher competency, and the extent of the given factors that contribute to CPD implementation in the Schools Division of Sarangani were examined and analyzed through their standard deviation and weighted mean.

The researcher used the Pearson-R Correlation to determine the significant relationship between the extent of Continuing Professional Development implementation and the teacher competency, and the relationship between the contributing factors and the extent of the Continuing Professional Development implementation in public schools in the Schools Division of Sarangani.

To determine the model for the Continuing Professional Development (CPD) implementation in the Schools Division of Sarangani, Medgraph was used to assess how public school teachers’ Continuing Professional Development (CPD) implementation as it influences the link between factors that contribute to Continuing Professional Development (CPD) implementation and the level of teachers’ competencies. Regression was used using the Sobel z-test. The Sobel z-test will be used to determine the relevance of mediation. Finally, Baron and Kenny (1986) established the Mediation Test method. it is used worldwide and is the most widely acknowledged methodology as a vital tool.

RESULTS AND DISCUSSION

Table 1 shows the summary of the extent of the Continuing Professional Development Implementation in the Sarangani Division.

Indicators	Mean	SD	Description
School Learning Action Cell	4.44,	0.66	HE,
Internal Service Providers	4.41,	0.67	HE,
External Service Providers	4.40,	0.70	HE,
Overall Mean	4.42,	0.68	HE.

Table 1. Summary of the Extent of Continuing Professional Development implementation

Legends: VHE - Very Highly Extensive; HE - Highly extensive; ME - Moderately extension

Based on the result of the extent of Continuing Professional Development (CPD) implementation, School Learning Action Cell is the highest among three indicators with the weighted mean of 4.44 interpreted as Highly Extensive with 60-79% observed provision of the time and the standard deviation of 0.66 wherein the results supported by the claims of Bajar, Bajar, & Alarcon (2021) that group benefits from SLAC sessions in terms of instructional mastery and teacher efficacy, and it was noted that “So daghan kag mabal-an ba sa SLAC (I1)” (So you can learn a lot from SLAC). In terms of Internal Service Providers, the weighted mean is 4.41 interpreted as Highly Extensive with an observed provision of 60-79% of the time and the standard deviation of 0.67. It is highlighted how Internal Service Provider continuously promotes a higher level of teacher’s competence in the field in congruence to the study by Palma, Oducado, & Palma (2020) who claimed that to enhance teaching and learning methods is professional development, such as the Department of Education's In-Service Training for Teachers (InSeT). On the other hand, in terms of External Service Providers, it has a weighted mean of 4.40 interpreted as Highly Extensive with the observed provision of 60-79% of the time and the standard deviation of 0.70. It is evident that teachers seek training and seminar outside the department to acquire CPD units since there is a lack of opportunity provided by their school administration. Undeniably, school heads tend to send the same teachers in seminars and training. Otherwise, school head is the only one who attends in several CPD activities (Sahagun, & Matriano, 2019).

Table 2 shows the summary of the level of teachers’ competencies in the Sarangani Division.

Indicators	Mean	SD	Description
Content, knowledge, and pedagogy	4.12	0.79	VS,
Learning environment and learner diversity	4.39	0.67	VS,
Curriculum and planning	4.19	0.76	VS,
Assessment and reporting	4.19	0.76	VS,
Personal growth and professional development	4.26	0.75	VS,
Overall Mean	4.23	0.75	VS.

Table 2. Summary of the Level of Competencies of Teachers

Legends: O - Outstanding; VS- Very Satisfactory; S - Satisfactory; US- Unsatisfactory;

P - Poor

On the level of teachers’ competencies, all five indicators belong to Very Satisfactory, which means that the performance exceeded expectations. It was supported by a claim that “About sa CPA kasi yun Sir, sa Content and Pedagogy and Assessment. So, it helps me a lot sa pag-teach sa mga bata, sa mga strategies and the content itself (I2)” (It's about the CPA, Sir, about Content and Pedagogy and Assessment. So, it helps me a lot in teaching the children about the strategies and the content itself). The Learning Environment and Diversity of Learners has 4.39 weighted mean and 0.67 standard deviation, while Personal Growth and Professional Development has 4.26 weighted mean

and 0.75 standard deviation. In terms of Curriculum and Planning, it has 4.19 weighted mean and 0.76 standard deviation. On the other hand, Assessment and Reporting has 4.19 weighted mean and 0.76 SD. Lastly, in terms of Content, Knowledge, and Pedagogy, it has 4.12 overall mean and 0.79 standard deviation. Hence, the performance of teachers impacts the learning experiences of learners in the teaching and learning setting where the claimed to address the current issues between the teacher’s needs and domains of Philippine Professional Standards for Teachers, teachers' performance improvement necessitates the support of internal and external stakeholders (PPST) (Gepila, 2020). Hence, teachers should engage themselves in professional training and seminar, which is linked to professional dedication and satisfaction. It is a crucial part of any educational system's quality standards (Bernardo, et al.,2020).

Table 3 shows the summary of the extent of given factors that contribute to CPD implementation in the Sarangani Division.

Indicators	Mean	SD	Description
Opportunities	4.52	0.60	VHE,
Lifelong learning skills	4.44	0.65	HE,
Interprofessional communication	4.29	0.75	HE,
Leadership	4.29	0.74	HE,
Time management	4.29	0.73	HE,
Overall Mean	4.36	0.69	HE.

Table 3. Summary of the Extent of Contributing Factors to CPD Implementation
 Legends: VHE-Very Highly Extensive; HE-Highly extensive; ME-Moderately extension

Among the contributing factors to Continuing Professional Development implementation, opportunities top among five indicators, with 4.52 weighted mean interpreted as Very Highly Extensive. It has 80-100% observed provision of the time, and 0.60 standard deviation. As posited, “so siyempre on my part, natagaan kog duha ka chance nga may CPD na seminar (I3)” (So, of course on my part, I was given two chances with a CPD seminar). This implies that educators are given much of opportunities to advance their professional career in the field. They became more aware of responsibility-based teaching techniques. They also believed they had a beneficial influence on students, and incorporated techniques on their instruction (Hemphill, et al., (2015). The indicator Lifelong Learning Skills has 4.44 weighted mean interpreted as Highly Extensive, and 60-79% observed provision of the time, and 0.65 standard deviation. On the other hand, the other three indicators mark 4.29 weighted mean with an observed provision of 60-70% - Interprofessional Communication with 0.75 standard deviation, Leadership with 0.74 standard deviation, and Time Management with 0.73 standard deviation. The latter part draws the conclusion that Continuous Professional Development moderately improve the skills and competencies of teachers (Alemayehu, 2021).

Table 4 presents the significant relationship between the extent of the Continuing Professional Development (CPD) implementation and the teachers' competencies in the Sarangani Division.

Pearson r	-0.081	Negligible correlation
N	375	
t-Statistic	-1.567	
Degrees of Freedom	373	
P value	0.118	Not significant

Table 4. Significant Relationship between the Extent of the Continuing Professional Development Implementation and the Teachers' Competencies

On the relationship between the extent of the Continuing Professional Development (CPD) implementation and the teachers' competencies, there is no significant relationship because the p-value is greater than .05. Therefore, the hypothesis on no significant relationship between the extent of the Continuing Professional Development implementation and the teachers' competencies in public schools in the Sarangani Division is accepted since Pearson's r value is -0.081 with negligible correlation with a p-value of 0.118.

Table 5 presents the significant relationship between the contributing factors and the extent of Continuing Professional Development implementation in the Sarangani Division.

Pearson r	0.376	Low correlation
N	375	
t-Statistic	7.838	
Degrees of Freedom	373	
P value	<.001	Significant

Table 5. Significant Relationship between the Contributing Factors and the Extent of Continuing Professional Development Implementation

However, on the relationship between the contributing factors and the extent of Continuing Professional Development implementation, it resulted with p-values at <0.05 which means that variables have a significant relationship at 0.05, and even at 0.01 level of significance. Similarly, the extent of the Continuing Professional Development implementation and the teachers' competencies showed a significant positive relationship at both 0.05 and 0.01 significance level as evident in r-value of 0.376, with p-value of less than 0.05. Therefore, the hypothesis on no significant relationship between the contributing factors and the extent of Continuing Professional Development implementation in the Sarangani Division is rejected.

In spite of the high extent results of the quantitative data that determined the extent of CPD implementation, the level of teachers' competencies, and the

extent of contributing factors to CPD implementation, the results of the in-depth interview of the participants showed serious concern on emerging themes related to: limited training offered with core ideas of accessibility issues, and lack of advancement opportunities; insufficient execution of the program with core ideas on training content localization, monitoring and reporting support, and policy loopholes, and participatory barriers to CPD training with core ideas on financial and connectivity issues, and employee motivation. These three emerging themes somehow negate the acceptance of the first null hypothesis on the relationship between CPD implementation and teachers' competencies. This means that when the implementation of CPD was put into practice, it gave the impression that it was insufficient and had not been developed or altered to meet the requirements of the demands of instructors (Mahfudin et al., 2022). This is where the development of the proposed CPD model for the Schools Division of Sarangani rooted from.

Table 6 was intended to answer the sixth problem. It presents the challenges of Continuing Professional Development implementation in the Sarangani Division. The informants of this study had different views and shared challenges faced in school and division contexts. Based on the one-on-one interview with the informants, analysis on the findings of the study gave rise to emerging themes as shown in the table below.

Themes	Core Ideas
1. Limited Training Offered	1.1. <i>Accessibility issues</i> 1.2. <i>Lack of Advancement Opportunities</i>
2. Insufficient Execution of the Program	2.1. <i>Training Content, Localization</i> 2.2. <i>Monitoring and Reporting Support</i> 2.3. <i>Policy Loopholes</i>
3. Participatory Barriers to CPD Training	3.1. <i>Financial and Connectivity Issues</i> 3.2. <i>Employee motivation</i>

Table 6. Challenges in Continuing Professional Development Implementation in the Sarangani Division

Limited Training Offered. Teachers should develop their skills to better perform and practice their work life. And so, they need to get involved in continuous professional development (Tyagi, 2021). Further, informants revealed that schools and division lack in offering training with CPD units for teachers. In this regard, two of the informants posited this way:

- I1: "...ang DepEd murag wala jud sila naga-provide og kanang specified, kanang specific jud na mga CPD units sa trainings." (...*DepEd does not seem to provide properly specified, properly specific CPD units in training*) [lines 25-27]
- I3: "Actually kay limited lang man jud ang mga seminars na CPD..." (*Actually, CPD seminars are limited...*) [line 25]

Informant 1 shared how DepEd responds to the ever-learning demands of the teachers to professionally grow in the field. There was no specific training

offered in the department accredited by NEAP and PRC. Additionally, Informant 3 further added the limited seminar and training offerings in the department that have CPD units.

Insufficient Execution of the Program. Despite the challenges confronted by the teachers in the CPD, there is still a need for educational changes (Seyoum, 2014). The implementation of CPD in the division was found to be insufficient in terms of the execution of the program in school and other offices. One informant posited that:

I3: “...so availability, ang time, ang schedule nila bali sometimes may overlapping pud siya sang schedules sang school namon kay may activities kami sa school.” (So, availability, the time, their schedule sometimes overlap with the schedules of our school because we have activities at school.) [lines 30-32]

It is evident that there are problems when it comes to the implementation of the program, especially at the school and division levels. However, the implementation of CPD explains that, when it was put into practice, it gave the impression that it was insufficient. It had not been developed or altered to meet the requirements of the demands of instructors (Mahfudin et al., 2022).

Participatory Barriers to CPD Training. It is an ongoing struggle for teachers to seek training and program with CPD units due to learning and participatory barriers. These include financial, connectivity, and employee motivation issues which hinder them from fully engaging in continuing professional development programs. In this way, Informant 4 faced learning and teaching barriers for virtual CPD training by positing that:

I4: “...Virtual learning seems to be insufficient, less engaging, and prone to distractions.” [lines 21-22]

As mentioned by Informant 1, the aforementioned learning and teaching barriers lead directly to the two core ideas or sub-themes under Theme 3, as they perceived participatory barriers to CPD training, which was categorized into financial and connectivity issues, and employee motivation. One of the participatory barriers among educators was financial issues. Since teachers need to avail of training with CPD units for renewal purposes, they participated in CPD-accredited training from an external provider, even if it requires finances to participate. Ilyas & Zamir (2020) claimed that the challenge encountered in Continuing Professional Development was the resource constraints.

Table 7 was intended to answer the seventh problem. It presents the partially developed Continuing Professional Development model in the Sarangani Division.

Step	Path	Unstandardized Coefficients(B)	Standardized Coefficients(B)	SE	T statistics	P-values
Step 1	c	.228	.201	.0575	3.96	0.000
Step 2	a	.428	.376	.0546	7.84	0.001
Step 3	b	-0.182	.270	.0538	-3.38	0.000

Step 4	c'	.305	-.183	.0612	4.99	0.000
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Table 7. Mediation Analysis using Regression via Baron-Kenny

Figure 1 presents the Mediation Analysis of Variables in effect to the result of the mediation test conducted the indirect value, computed as the product of coefficients of Path A and Path B (0.428×-0.182) is equivalent to -0.0779 and measures the amount of effect between factors contributing to CPD implementation and teachers' competencies that was transferred to CPD implementation.

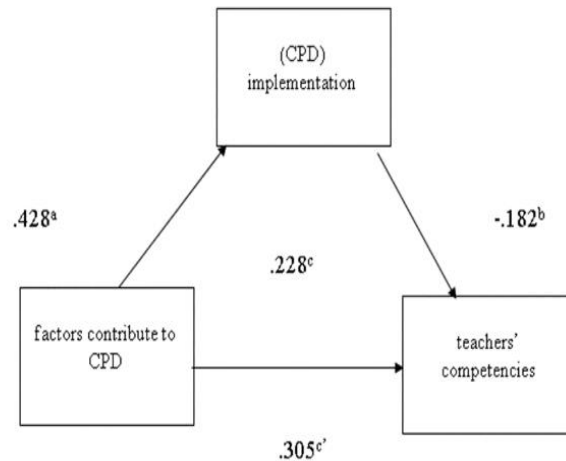


Figure 1. Mediation Analysis

Figure 2 presents the recommended Continuing Professional Development Model in the Schools Division of Sarangani. From teachers' competencies emanate the development of CPD Model. The contributing factors shall serve as dependent variable to teachers' competencies. This means that teachers' competencies shall be acquired through its social context (Vygotsky, 1978). Further, CPD implementation shall be strictly need-based in order to address the teacher's competency gap and acquire learning skill-sets and tasks in the real scenario (Siemens, 2005). These two variables, contributing factors and CPD implementation and their indicators respectively, shall be significantly originated from teachers' competencies. When teachers find the connection of motivation and perception and transforming this into action, transformative learning will take place where teachers exhibit instrumental and communicative skills that will involve emotional feeling in accomplishing challenging tasks (Mezirow, 1991). Hence, this CPD Model is recommended to take effect in the Schools Division of Sarangani to address the actual competency gap, relevant training needs, and provision of an appropriate avenue for teachers' professional growth and development.

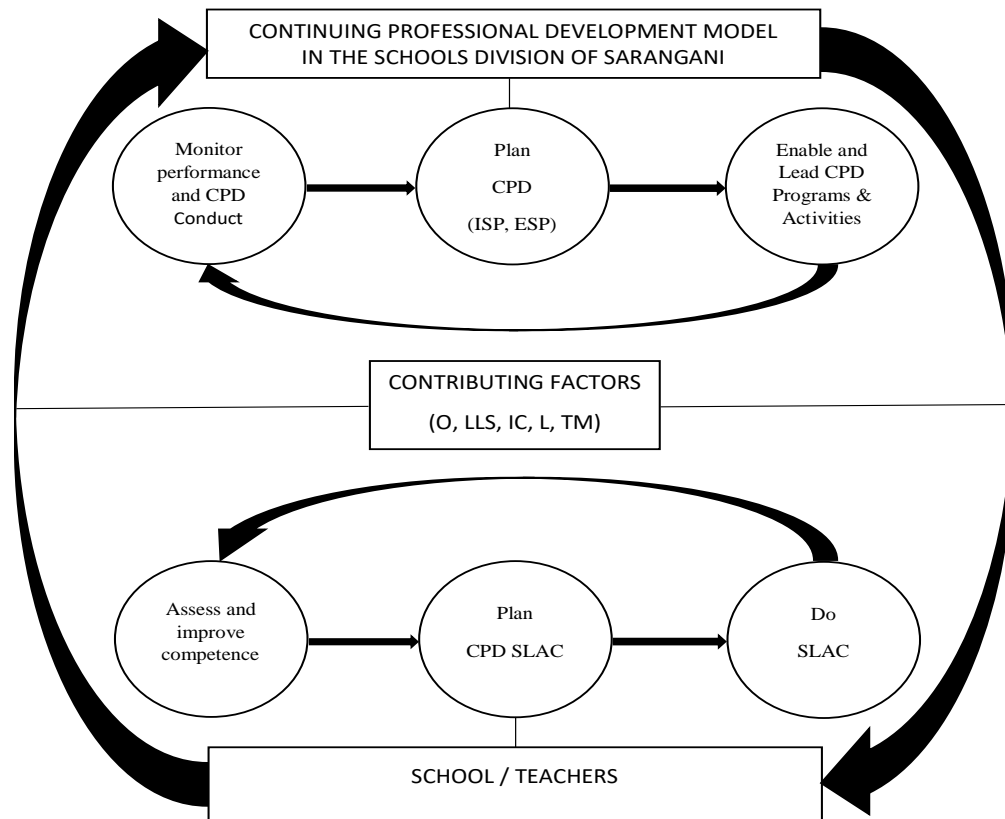


Figure 2. CPD Model

CONCLUSIONS AND RECOMMENDATIONS

Here are the conclusions gleaned from the study findings:

- 1) 34.17% of contributing factors to CPD implementation has a total effect on the extent of CPD implementation. The effect goes through the teachers' competencies. And, -65.93 percent of the total effect has been indirectly mediated by unobserved variables.
- 2) The relationship between the extent of the Continuing Professional Development implementation and the teachers' competencies in public schools in the Sarangani Division is of no significance. Thus, the null hypothesis is accepted. However, the relationship between contributing factors and the extent of CPD implementation in public schools in the Sarangani Division is significant. Hence, the null hypothesis is rejected.
- 3) On the challenges encountered in CPD implementation, there are three recurrent themes emerged from this study. They are perceived as (1) Limited Training Offered, (2) Insufficient Execution of the Program, and (3) Participatory Barriers to CPD Training. In developing professional development exercises, the findings of this study can potentially inspire schools to create more programs to monitor teachers professional growth today. It will allow for more in-depth investigations of the efficiency or influence of CPD techniques on how teachers teaches, encourage true learning in order to contribute and influence educational

policies, and procedures and also several professions call for a significant amount of CPD time each year.

- 4) In spite of being helpful, it will take time. Hence, professionals may find time to finish their CPD courses utilizing their own pacing. There are a lot of CPD activities that are free or inexpensive. On a different note, there are also formal CPD courses that are expensive. With regards to informal CPD activities, both internal and external, these may not be permitted by all workplaces.
- 5) As a result, opportunities for teachers are to engage in CPD where teachers' learning went beyond the specific in-service activities into a larger and varied curriculum for training and seminar possibilities that help them promote collaborative learning and emphasize the instructors' human agency to develop and build their own knowledge, skills, attitude, and values toward professional expansion and development.
- 6) Based on segmented thought and insights of informants, it can be established that truly there are challenges encountered by educators toward CPD implementation in the Sarangani Division. Despite the similarities in the responses of the informants, they differ in the way they perform their duties and responsibilities within the school context.

RECOMMENDATION

Based on conclusions, the following is recommended:

1. Indicated training needs, preferred CPD modalities and pace, as well as monitoring, evaluating, and offering technical support to schools in terms of CPD, may be taken, into consideration by DepEd Offices. They may revisit the CPD laws and DepEd memoranda that strongly promote the advancement of teachers toward professional career and teaching competence and align with the ever-learning demands of the teachers.
2. The school may strengthen the School Learning Action Cell, which circulates on the Assessment, Pedagogy and Content, and Diversity & Reporting, Integrating Technology, and Skills, and Contextualization of the curriculum in schools wherein teachers are expected to perform their best in providing quality education that the learners deserve.
3. The school head may take the lead in arranging LAC and making sure that LAC sessions are regularly conducted, developed, maintained, monitored, and perpetuated. This will help address some of the issues that school face.
4. According to their area of specialization, teachers must enhance the level of their engagement in various CPD activities. Teachers must also have career pathing on topics that they want to focus on. Also, School Principals and supervisors shall establish a tripartite (teachers, principals, and supervisors) and collaborative system at schools to ensure that the implementation of the aforementioned CPD focal points has the greatest possible positive effect on the educational environment.

5. They must increase the support they give to institutions, businesses, and organizations in obtaining and offering CPD recognized professional development opportunities for educators.
6. Finally, a recommended model for Continuing Professional Development implementation may be adopted and implemented in the Schools Division of Sarangani.
7. For further studies, researchers are encouraged to dig deeper about other factors that significantly contribute to the improvement and development of teachers' competencies, and track the effectiveness of the proposed CPD model for continuous improvement.

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