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Continuing Professional Development of the Teacher Education Faculty among Philippine State Universities and Colleges

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Abstract. Continuing professional development (CPD) is widely regarded as extremely important in a university's life, contributing to both professional and personal development and improving teaching and learning. This study looks at the CPD availed by the teacher education faculty, their motives for doing so, and the challenges they have faced in CPD programmes. The researchers designed a questionnaire survey following the New NBC¹ 461 CCE² Guidelines for the 222-teacher education faculty. The questionnaire included the following sections: the CPD pursued, their reasons for obtaining the CPD programmes, and the challenges encountered. The modified NBC 461 CCE Guidelines provided the basis for the point system. This study employed a mixed method. The study findings are as follows: engagement among teacher education faculty members is still low; though there may be law mandates for all professionals to avail themselves of CPD units, the faculty remained unresponsive in their CPD engagement; more participation is expected from teacher education faculty members with higher academic ranks; teacher education faculty members believe that CPD will help improve their academic status, knowledge, and financial stability; and finally, personal issues hamper the CPD of a faculty. The study calls for the participation of the faculty in the planning, implementation, and evaluation of the CPD programmes.

Keywords: challenges; development

¹ NBC – National Budget Circular

² CCE – Common Criteria for Evaluation

1. Introduction

Brilliant educators produce brilliant students. One essential school-related factor that stimulates student achievement is an inspired and informed educator. It is therefore critical how state universities and colleges (SUCs) support and train both novice and experienced teachers for their continuing professional development (CPD) (Beşken Ergişi, 2021).

A current critical challenge for educational institutions is ensuring that students acquire the skills and competencies required to prosper in today's society. This endeavour is challenging in the fast-changing world, where labour instability, mobility, demographic transition, and the globalized economy continuously redefine society's needs and aspirations (Ahmad et al., 2021). In the face of these changes, teachers must constantly validate and update their abilities to assist students in becoming capable, competitive, and socially integrated individuals (Valiandes & Neophytou, 2017). Education systems have attempted to help their teachers by developing, administering, and promoting various types of CPD (Paliwal, 2016).

Competent faculty significantly influence student achievement throughout the school year and beyond life (Middleton & Perks, 2014). However, educators in low- and middle-income nations frequently lack the necessary abilities to teach students effectively. Across seven African nations, some educators fared appallingly poorly in pedagogical expertise – their ability to plan a course, create questions that successfully extract student knowledge, and perform in the classroom (Bold et al., 2017). An inspired and informed educator is an essential school-related factor that stimulates student achievement. It is therefore critical how SUCs support and train both novice and experienced teachers for their CPD (Elayba, 2020).

CPD was defined in the 2013 PRC Resolution No. 2013-774 series as installing innovative knowledge, competencies, and professional ethics in a post-licensure specialized or inter- or multidisciplinary field of study for integration into professional practice, self-directed research, and lifetime education. The CPD's overarching aim is the improvement of the community's common welfare and the interest in offering professional services for that purpose. CPD will make every effort to improve the performance of the Philippines' pool of registered practitioners by keeping them up to date on the current educational, technological, ethical, and other related trends in the regional and global exercise of the professions for the greater good of the country and global affiliation and innovativeness.

According to Glatthorn et al. (2018), through the escalated experience in one's role in teaching, educators automatically acquire more experience in their professional development by developing their skills and facilities in teaching. Seminar workshops and other conventions related to education are also considered as part of the CPD undertaking. CPD is extensive since the progress happens throughout the educators' professional cycle. In addition, CPD is

created to nurture the progress of the educators, which may be valuable for their further professional advancement.

CPD and other forms of educators' advancements are based on the evolution in teaching practices; thus, educators across all disciplines are expected to comprehend and apply the finest instructional strategies, materials, and methodologies that lead to the best results in teaching. Even though faculty members at the university level are labelled as experts in their field of specialization, many may not have been competent in teaching effectively. They may be experts but do not know how to impart their knowledge or upgrade their teaching skills. Faculty members' coaching and mentoring are disregarded in higher education. However, many faculty members admit to their struggle with their classroom teaching. The creation and assessment of CPD in the universities may benefit the development of better instructional practices. They may improve the capability of the faculty in dealing with the barriers to imparting knowledge to the students. Facilitating the faculty members to understand their roles as educators and boosting their confidence that they can be effective educators are the fundamental aspects of CPD (Spoors, 2018).

The faculty's credentials, skills, and proficiency are essential to quality education. Given the educators' significant role in driving positive results in education, the Commission on Higher Education (CHED) stipulates that faculty at the higher education level acquire a master's degree in their field of specialization as a minimum teaching requirement, as stated by its CHED Memorandum Order (CMO) No. 52, s. 2007. However, temporary appointments are provided until the requisite master's degree is met or satisfied within a year if there are no available professors in the region, place, or locale, as attested by the appointing authorities. The temporary appointment made in the absence of a competent faculty member may be renewed only five times, beginning with issuing the first temporary appointment (Civil Service Commission, 2016).

The CPD is essential for constructing a solid base for an educational institution to achieve quality education. CPD has constantly appeared as an urgent concern in past and present research. The Philippines are incapable of competing with other Association of Southeast Asian Nations (ASEAN) heading to offering innovative programmes and state-of-the-art technology unless the country capitalizes on generating a pool of education experts (Education issues in the Philippines: The ongoing struggle, 2021). This group of specialists will then be able to impart knowledge and prepare the students for notable and rewarding careers internationally. Based on the 2018 Programme for International Student Assessment, the country ranked last in reading comprehension (340) and second-lowest in mathematics (353). Among socioeconomically challenged students, the country has the highest rate of low reading and mathematics achievers (PISA, 2019). Currently, the faculties of more than 70,000 higher educational institutions (HEIs) need to enhance their credentials and competencies to upgrade the quality of teaching. Most student populations are taught by faculty who have no more than the degree of qualifications they are

pursuing. Logically speaking, if the faculty credentials are low, it creates below academic achievement standards among the students.

According to the LKMco and Pearson poll, the potential of making a difference in the lives of students inspires 92 per cent of teachers to continue in the classroom; thus, any additional opportunities to engage in refining and expanding their CPD to maximize their effect in the classroom are likely to be welcomed (Menzies et al., 2015). It was during the assessment year (AY) 2011-2012 when the CMO No. 52, s. 2007 was fully employed. This CMO mandates all HEI faculties to have a master's degree as a minimum requirement in teaching. Therefore, it is necessary to encourage and assist the faculty in their obtaining this CMO requirement.

Furthermore, the Professional Regulation Commission (PRC) of the Philippines reinforces the CPD of CHED. In 2016, the requirement of CPD for the renewal of Professional Regulation Commission (PRC) licenses was implemented. This new recommendation is based on the approved Republic Act (RA) 10912 or CPD Act of 2016, which requires all PRC-regulated license holders to earn CPD units before ID renewal (PRC, 2016). The CPD seeks to upgrade the credentials and skills of licensed professionals continually to sustain their competencies in their field of expertise (Philippine Business School, 2018).

Even though the objective of the provision is excellent, there has been weight to utilize CPD as an instrument to ensure that faculty adopts the government-initiated reform. What educators are expected to perform as state employees, on the other hand, frequently contradicts concepts of teaching as a profession connected with academic independence, ethical norms, and shared knowledge. One source of the issue is the disparity between educators' teaching philosophy and government regulation (Umil, 2017).

There is a petition in the House of Representatives and the Senate of the Philippines by the Alliance of Concerned Teachers (ACT) to abolish Republic Act 10912 or the CPD Law. The petition is in support of "The Act Repealing Republic Act 10912. The appeal was filed in Congress in February 2018 (Teachers Push for Abolition of CPD Law, 2018). The group intensely appeals to the urgent extraction of the CPD Law for several sensible arguments that mirror professionals' intelligent judgment, especially educators. Primarily, the group claims that CPD is an unessential law. There is no need to fix something that is not broken. Abolishing the CPD Law will immediately return things to a better state. Backlogs in the PRC central office are time-consuming. There are high fees for CPD accreditation applications and exorbitant expenses for self-directed CPD activities. The CPD Law merely facilitates the system of renewing licenses more costly (Casayuran & Terrazola, 2018).

Teachers must do significantly more work-related preparation before being employed. Over-regulation may hamper the educational system. The senators and members of Congress must focus on more critical problems of the country. The additional assignment of the PRC to examine CPD activities is a misuse of

government funds. Most of the time, CHED and the Department of Education regulate seminars and training for teachers without any charge.

Some Canadian states, such as Alberta and Manitoba, the state of New Jersey in the US, and Hong Kong, grant teaching licenses without requiring necessary CPD paperwork or processing costs to approve CPD activities. Their governments justify that CPD activities are already part of the educational system, which is true in the Philippines (San Juan et al., 2020). If the Philippine government seeks quality education, the Senate and the Congress must consider the following: higher salaries for teachers to appeal to more qualified teachers; adequate funds for teacher education and institutionalization; and enhanced systems for teacher engagement in curriculum development, budgeting, and the appointment of administrators and officials, among others, from the ground up (Rabacal et al., 2020).

According to the researchers, little attention has been dedicated to this profession, and little empirical information is directly concerned with the professional learning of 'this distinct occupational group' (Murray & Harrison, 2008). Teacher educators build and create their professional learning opportunities and activities as part of their self-initiatives for CPD. Several variables negatively impact teacher educators' attitudes and ability to undertake CPD activities. These are the reasons why the current study sought to investigate teacher educators' self-initiative in CPD and the problems they confront along the way.

2. Method

2.1 Research Design

Systems for facilitating data collection were planned based on the study's objective and scope. The descriptive study method was used to collect relevant data from respondents using a validated and reliable questionnaire to determine the teacher education faculty's CPD activities. The method is thought to be reasonable for characterizing the nature of the phenomena using the observed state and status of a few simple observable scenarios (Miksza & Elpus, 2018). The descriptive cross-sectional design was used explicitly in the study. Marks (2020) stressed that descriptive-cross-sectional design entailed gathering data to answer questions about the subject's current status.

2.2 Respondents and Sampling Procedures

The Teacher Education faculty in Region 3 of the Republic of the Philippines during the AY 2018- 2021 was taken as the study population. There were 521 teacher education faculties in the eleven (11) state universities and colleges used in the study. The researcher employed Slovin's formula to identify the sample size. With a 5% margin of error and 95% confidence level, 222 teachers became the research respondents. The following are the numbers of respondents grouped according to their ranks.

Table 1: Distribution of the respondents according to their academic ranks

	Category	N	%
Academic Ranks	Instructor	94	42.3
	Assistant Professor	73	32.9
	Associate Professor	55	24.8
Gender	Male	98	44.1
	Female	124	55.9
Ages	20s	15	6.8
	30s	65	29.3
	40s	75	33.8
	50s	59	26.6
	Over 60s	8	3.6
	Total	222	100.0

2.3 Research Instrument

Following the New NBC 461 CCE Guidelines, the researchers created a questionnaire survey. It is subdivided into three areas of investigation, and the respondents were asked to rate the statements using a rating scale. Related literature and studies also served as guides in developing the research instrument. The variables in the New NBC 461 CCE Guidelines gave pertinent and significant information that shed light on the study. The survey's questions were appropriately structured in order for it to be both trustworthy and valid. Questions were worded in straightforward, easy-to-understand sentences. Answers to the survey were confirmed and enriched through informal interviews. Three experts validated this. The first validator has a doctorate in Educational Management and has been a part of the administration of a university for ten years. The second validator taught in academia for 30 years and holds a full professor academic rank. The last validator has been assigned to evaluate the NBC of faculty members internally in their university.

The questionnaire's sections were as follows: the CPD pursued or availed by the teacher education faculty; the reasons for pursuing or availing the CPD programmes; and the challenges encountered by the teacher education faculty on the CPD programs. In addition, the point system in the new NBC 461 CCE Guidelines for Professional Development (Department of Budget and Management, 2012) was adopted as follows:

Table 2: CPD programme points

	Category N	Point
1. Innovations and inventions	Educational	7
	Technical	7
	Scientific	7
	Cultural value	7
2. Book publication part	As original author	7
	As reviewer	4
	As editor	3
	As co-author	3
	As translator	4

	As compiler	2
3. Scholarly research publications	International	5
	National/Regional	3
	Local	2
4. Development of instructional manual and audio-visual materials		1
5. Training course with at least one year duration	International	5
	National/ Regional	3
	Local	2
6. Participation in conferences seminars, and workshops	International	0.6
	National/ Regional	0.4
	Local	0.2
7. Short-term consultancy or expert services in an activity of an educational, technological, professional, scientific, or cultural nature sponsored by the government or other agencies	International	5
	National/ Regional	3
	Local	2
8. Coordinator, lecturer, resource person, or guest speaker in conferences, workshops, and training courses	International	5
	National/ Regional	3
	Local	2
9. Adviser to dissertation and thesis candidates	Doctoral dissertation	1
	Master's thesis	0.5
	Undergraduate thesis	0.25
10. Services in accreditation work membership	Board of Directors	1
	Technical Committee	1
	Consultant group	1
11. Service in trade skill certification		1
13. Membership of relevant professional organizations	Learned Society	1
	Honours Society	1
	Scientific Society	1
	Professional organization	0.5
14. Scholarship/Fellowship degree	Doctorate (National/Regional)	3
	Master's (National/Regional)	2
	Non-degree	1
15. Awards of distinction in recognition of achievement in areas of specialization	International	5
	National/ Regional	3
	Local	2
16. Participation in community outreach or extension programme		1
17. Professional examination	Teacher's board	5
	Other trade skills certificate	1

2.4 Data Gathering Procedure

The researchers asked the help of the deans and department chairpersons to administer the instrument to the respondents. An online survey was conducted among the faculty, and a total of 230 copies were distributed. A total of 222 copies, excluding questionnaires with missing values, were used for analysis. The data for the investigation was analyzed using the SPSS 22.0 statistic software. Likewise, a one-way analysis of variance was performed to examine

the difference in CPD points according to frequency analysis and teacher education faculties' academic ranks.

2.5 Ethical Consideration

The respondents' consent was obtained, and the necessary authorization was sought to use their provided data. The confidentiality of the replies was strictly protected to safeguard the privacy of personal data. In addition, using any secondary data from any source was recognized with proper reference. As a result, the ethical element of the research was closely adhered to in this study.

3. Results

This section presents the data gathered through the faculty's questionnaire responses. Data were tabulated, analysed, and interpreted according to the statements of the problem.

3.1 Continuing Professional Development Availed by the Teacher Education Faculty

CPD refers to developing extensive knowledge, ethical standards, and further competencies in a post-licensure specialization for professional practice integration, self-directed research, and lifelong learning. CPD programmes, on the other hand, pertain to a range of undertakings recognized by the Professional Regulation Commission (PRC) that mandates all regulated professions, including the teacher profession, to earn CPD units before renewing a professional license following Section 10 of the Republic Act No. 10912. According to the regulation, all qualified educators should obtain 45 credit units per three (3) years.

The NBC 461 Guidelines for Common Criteria for Evaluation (CCE) cites examples of CPD programmes, namely innovations and inventions; book publication; scholarly research publications; development of instructional manual and audio-visual materials; training courses; participation in conferences, seminars, and workshops; short-term consultancy or expert services in a government and perhaps other agency-sponsored academic, technical, professional, scientific, or cultural initiatives. In addition, CPD programmes also include being a facilitator, lecturer, or resource person at conventions, seminars, and training events; being an adviser to dissertations and theses; rendering services in accreditation works; service in trade skill certification; being a coach, sports trainer or adviser to academic papers; providing assistance with accreditation projects or with trade skill certification; and being trainer, sports coach, or adviser to a student association; affiliation in pertinent professional societies. Furthermore, CPD criteria also include scholarship or fellowship; awards of distinction in acknowledgement of accomplishments in areas of expertise; participation in community outreach or extension programmes; and professional examination (Department of Budget and Management, 2012).

Table 3: Summary of the continuing professional development availed by the Teacher Education Faculty

CPD Programmes	Instructors	Assistant Professors	Associate Professors	f	Rank
Participation in conferences, seminars and workshops	477	417.6	394	1288.6	1
Professional examination	521	456	311	1288	2
Scholarly research publications	237	300	489	1026	3
Book publication	138	390	330	856	4
Participation in community outreach or extension programme	282	219	165	666	5
Membership in relevant professional organizations	157	78	93	328	6
Adviser to theses	53.25	77	129	259.25	7
Coordinator, lecturer, resource person or guest speaker in conferences, workshops and/or training courses	40	56	126	222	8.5
Services in trade skill certification	33	141	48	222	8.5
Awards of distinction in recognition of achievement in areas of specialization	0	108	108	216	10
Scholarship/fellowship	0	63	21	84	11
Training course with at least one year duration	0	0	9	9	12

Among all the CPD programmes for teacher education faculty, the most frequently availed activities are participating in conferences, seminars, and workshops with a total frequency of 1288.6. Second in rank is the professional examination which obtained a 1288 frequency. Scholarly research publication is also an area of high participation since it ranked third in the availed CPD programmes.

However, opportunities to be recognized for the respondents' achievements in their areas of specialization were scarce with only 216 frequencies. The respondents did not take the risk of throwing their dice in scholarship or fellowship. They are afraid of not finishing on time and suffering the consequence of payback should their education not be completed in the given time frame (Podolsky et al., 2016). Finally, the least popular among the CPD programmes is a training course for at least one year. Growing professionally but apart from their family is not one of their priorities (Tyagi & Misra, 2021).

3.2 Difference of the Teacher Education Faculty Members' Persistence in Pursuing Continuing Professional Development among the Academic Ranks

Table 4 presents the overall summary of the result in pursuing or availing CPD among the teacher education faculty.

Table 4: Summary of the difference in persistence to avail CPD among the academic ranks by ANOVA

CPD Programme	Academic Ranks	N	M	SD	F (Sheffe)	p
Book publication	A	94	1.47	3.36	19.946 (A<B,C)	.000 Significant
	B	73	5.34	5.94		
	C	55	6.00	5.48		
Scholarly research publication	A	94	2.52	3.32	52.920 (A<B<C)	.000 Significant
	B	73	4.11	4.10		
	C	55	8.89	3.70		
Participation in conferences, seminars and workshops	A	94	5.07	1.09	34.2053 (A<B<C)	.000 Significant
	B	73	5.72	0.69		
	C	55	7.16	2.52		
Coordinator, lecturer, resource person or guest speaker in conferences, workshops, and/ or training courses	A	94	0.43	1.27	21.8245 (A,B<C)	.000 Significant
	B	73	0.77	0.98		
	C	55	2.29	2.77		
Adviser to dissertation and thesis candidates	A	94	0.57	0.83	33.4981 (A,B<C)	.000 Significant
	B	73	1.05	1.47		
	C	55	2.35	1.64		
Service in trade skill certification	A	94	0.35	0.48	41.4620 (A<C<B)	.000 Significant
	B	73	1.93	1.45		
	C	55	0.87	1.38		
	B	73	3.00	.00		
	C	55	3.00	.00		
Membership of relevant professional organizations	A	94	1.67	.60	5.9930 (B<A,C)	.003 Significant
	B	73	1.07	1.29		
	C	55	1.69	1.81		
Scholarship/ fellowship	A	94	.00	.00	16.6219 (A,C<B)	.000 Significant
	B	73	0.86	1.43		
	C	55	0.38	1.01		
Awards of distinction in recognition of achievement in areas of specialization	A	94	0.00	0.00	30.0014 (A<B,C)	.000 Significant
	B	73	1.48	1.56		
	C	55	1.96	2.77		
Participation in community outreach or extension programme	A	94	3.00	.00	0	Not Significant
	B	73	3.00	.00		
	C	55	3.00	.00		
Professional examination	A	94	5.54	0.91	13.7097 (A,C<B)	.000 Significant
	B	73	6.25	0.66		
	C	55	5.65	1.11		

Note: A: Instructor, B: Assistant Professor, C: Associate Professor

The research found significant differences among the academic ranks and in most of the CPD programmes they have pursued. Furthermore, the highest computed F value is 52.9198 in terms of the scholarly research publications. In this programme, it was found that the number of publications significantly increased in the order of associate professor, assistant professor, and instructor. Among those CPD programmes with a significant difference, the lowest computed F value is 5.9930, namely membership of relevant professional

organizations. Only two CPD programmes do not have a significant difference among the academic ranks. They are coaching, sports training or advising student organizations, and participating in community outreach or extension programmes.

3.3 Reasons for the Teacher Education Faculty's Pursuing Continuing Professional Development

Table 5 reveals the teacher education faculty members' reasons for pursuing CPD programmes. From the twelve (12) cited reasons, four (4) statements stood out. They are that CPD programmes will enable the enhancement of their employability; will promote people's confidence in individual experts and the sector overall; will lead to better preservation and quality of life, the ecology, stability, ownership, and commerce; and will allow them to renew professional license to practice their academic profession. The teacher education faculty members considered that these are the most essential reasons why they pursue various different CPD programmes.

Table 5: Reasons for the Teacher Education Faculty for pursuing or availing continuing professional development

Continuing professional development will...	F	Rank
enhance my employability.	222	2.5
increase my public confidence and professionalism	222	2.5
contribute to improved protection and quality of life, the environment, sustainability, property, and the economy.	222	2.5
allow me to renew my license to practise my profession.	222	2.5
ensure that I and my knowledge stay relevant and up to date.	206	5.5
help me to stay interested and interesting.	206	5.5
maintain and enhance the knowledge and skills I need to deliver a professional service to my students and the community.	202	7
allow me to make meaningful contributions to my institution.	186	8
deliver a deeper understanding of what it means to be professional, along with a greater appreciation of the implications and impacts of my work.	176	9
enable me to evaluate my learning and recognize its real value.	155	10
help advance the body of knowledge and technology within my profession.	115	11
ensure my capabilities to keep pace with the current standards of others in the same field.	112	12

CPD is an investment in career and development as a professional. Applying a "return on investment" attitude to planning CPD is significant because it

concentrates the faculty's thinking on the possible returns in terms of career benefits from an investment of time, effort and funding. Keeping pace with standards is a challenge. By correctly understanding and applying standards, the group can face opportunities to create and uphold a competitive gain in the educational sector.

However, it could be gleaned from the results that the least among the priorities of the teacher education faculty members are the use of technology and pressure to keep pace with the current standards of other fellow educators. One factor that contributes to the skills gap for instructors is age. There is a substantial disparity in how many recently trained instructors utilize ICT when matched for anyone over 35. Compared to 68% of instructors over 45, 92% of post-primary educators under the age of 35 reported using technology for planning. Teachers are inhibited from enhancing their digital abilities for various reasons, including age and a paucity of everyday practice. The obstacle might stem from a lack of confidence in utilizing ICT for learning. This deviates from one of the critical benefits of ICT skills for educators: the capacity to conduct classes more effectively via digital tools.

Nevertheless, not all instructors agree that it may be beneficial to teaching. The classroom has been slower to adapt to technological changes than other sectors. Puttnam (2015) once stated that if one takes a brilliant surgeon from 1913 and places him in an operating theatre today, there is nothing he could do but contribute from his skill base. However, if a school places a 1913 educator in a modern classroom, he or she could deliver something people will indeed all acknowledge as a lesson throughout many areas of study (Comi et al., 2017).

3.4 Challenges Encountered by the Teacher Education Faculty in the Continuing Professional Development Programmes

The challenges experienced by the faculty of teacher education are categorized in four areas: challenges in the quality of CPD, work-related challenges, personal challenges, and financial challenges.

Table 6: Challenges in the quality of CPD

Challenges in the Quality of CPD	%	Mean	Verbal Description
Lack of high-quality external expertise	70.61	2.82	Moderate challenge
Limited authorized CPD providers	72.97	2.92	Moderate challenge
Poorly designed professional development programmes	49.89	2.00	Minor challenge
Too many one-off activities	53.94	2.16	Minor challenge
Too much listening/ no collaboration	61.15	2.45	Minor challenge
Grand Mean Average		2.47	Minor challenge

Table 6 presents the challenges of the teacher education faculty members regarding the quality of the CPD component. The limited number of authorized CPD providers reflected the highest mean of 2.92 (72.97%), with a verbal description of the moderate challenge. The same verbal description applies to

the lack of high-quality external expertise among trainers of the CPD programmes, the mean of which is 2.82 or 70.61 %. The rest of the statements under this area appeared to be minor challenges to the teacher education faculty members. Overall, this component seems to pose a slight problem for the respondents, for they only obtain a grand mean of 2.47 which represents a minor challenge.

Professional growth is sporadic rather than consistent. This is typically due to lack of qualified instructors, insecurity, and logistical difficulties. It might result from policymakers' misperception of who educators are and how they must advance professionally. Educators with broad teaching experience might take it out. Not coincidentally, instructors frequently believe the CPD is of poor quality and unimportant - to be endured instead of appreciated.

Table 7: Work-related challenges

Work-Related Challenges	%	Mean	Verbal Description
Conflicts with work schedule	100.00	4.00	Serious challenge
Lack of information dissemination about the CPD in the institution	46.62	1.86	Minor challenge
Accountability pressures	50.68	2.03	Minor challenge
Lack of employer support	72.30	2.89	Moderate challenge
Bias of officials during the selection of participants	74.44	2.98	Moderate challenge
Grand Mean Average		2.75	Moderate challenge

In work-related challenges, the 222 teacher education faculty members (100%) consider conflicts with work schedules a severe challenge in pursuing CPD. However, the least among the challenges is the lack of information dissemination about the CPD in their institutions. This garnered a computed mean of 1.86 or 46.62% with a verbal description of the minor challenge. Another difficulty for CPD for inclusive education in inclusive schools is a heavy workload. Excessive duties in school restrict educators from the opportunity to provide inclusive education. Teachers have much administrative work apart from their role of teaching.

Table 8: Personal challenges

Personal Challenges	%	Mean	Verbal Description
Not enough time for professional learning	100.00	4.00	Serious challenge
Conflicts with family responsibilities	100.00	4.00	Serious challenge
Feeling of drawbacks to change	45.95	1.84	Minor challenge
Obstacle on how to practically make the change	52.59	2.10	Minor challenge
Lack of self-motivation in career plan	52.25	2.09	Minor challenge
Grand Mean Average		2.81	Moderate challenge

Table 8 depicts the personal challenges of the teacher education faculty members. This area consisted of two challenges that are considered severe by the respondents. The insufficient time for professional learning and conflicts with

family responsibilities are issues that prevent them from pursuing CPD. It is correct to claim that time is "free," though it is challenging to have. Demands imposed by different roles result in time conflict. Conflict emerges from role friction when the stress caused while executing one task affects how a person meets the demands of other responsibilities. Workplace stress can impact family life at home and vice versa. Researchers recognize the connection between work and family and consider two forms of conflict, namely work-family conflict and family-work conflict. Despite being associated, the research findings reveal that each has its causes and consequences. According to Mansour and Tremblay (2016), individuals feel more work-family conflict than family-work conflict. As a result, professional duties significantly impact family life more than family life being affected by work demands. Defining features in the workplace may conflict with the demands of families. The challenge of adjusting to these many expectations might lead to conflict.

Table 9: Financial challenges

Financial Challenges	%	Mean	Verbal Description
Costly registration fee	94.48	3.78	Serious challenge
Costly transportation expense	59.80	2.39	Minor challenge
Costly accommodation expense	47.41	1.90	Minor challenge
Lack of source of subsidy			Moderate
	72.18	2.89	challenge
Additional cost for PRC's evaluation of certificates	47.75	1.91	Minor challenge
Grand Mean Average		2.57	Moderate challenge

Financial challenges are discussed in Table 9. The number one problem that the teacher education faculty experienced is the costly registration fee of the available CPD programmes with a 3.78 computed mean (serious challenge). Accommodation expense is a lesser concern as it only gained a mean of 1.90 or 47.41%.

Respondents unanimously agreed that teachers' salaries should be addressed as a vital component of the reform programme while examining the issues of teacher professional development. The respondents reported that fundamental survival requirements were not being satisfied, which harms the quality of education they offer and ultimately undermines teaching sustainability. The government spoke much about the education reform plan. Teachers, on the other hand, were totally neglected (Lynch, 2020). Their concerns, anxieties, and struggles went unnoticed. The financial situation of teachers is a complex one. students have negative perceptions of the education sector when they watch educators go hungry and look physically unattractive. Teachers do not intend to remain in the profession because of low compensation the way in which the profession is demeaned (With, 2017). Owing to this, most instructors are seeking new careers and prospects. The objective of developing schools will not be accomplished until the government reassesses the remuneration package for teachers and provides economic and physical support to them. If teachers'

wages are lower than those of other government employees, it is difficult to recruit better applicants for the teacher education programme.

Table 10: Summary of challenges encountered by teacher education faculty in continuing professional development programmes

CPD Challenges	Mean	Verbal Description
Challenges in the Quality of CPD	2.47	Minor challenge
Work-Related Challenges	2.75	Moderate challenge
Personal Challenges	2.81	Moderate challenge
Financial Challenges	2.57	Moderate challenge

As revealed in Table 10, the most troublesome among the challenges of the teacher education faculty members pursuing CPD are the personal challenges which obtained a mean of 2.81. This was followed by work-related challenges with a mean of 2.75. The financial challenges came in at the third place the mean of which is 2.57. All three areas were verbally described as moderate challenges. On the other hand, the CPD programmes' quality is only a minor challenge to the respondents. It only obtained a computed mean of 2.47. In 2015 the National Teacher Enquiry Network received CPD practice audits and shared the same issues with the present study. Their respondents complained about the inadequate time for professional development, lack of collaboration with school officials, and lack of qualified experts (Weston, 2015).

3.5 Proposed Action Plan to Address the Challenges Encountered by the Teacher Education Faculty with Continuing Professional Development Programmes

Table 12 presents the action plan that may be used to address the teacher education faculty's challenges in the CPD programmes.

Table 11: Action plan to address challenges encountered by Teacher Education Faculty with continuing professional development programmes

Objectives	Strategies	Persons Involved	Expected Outcomes/Benefit
Challenges in the Quality of CPD			
➤ To elevate the quality standards of external experts	➤ Categorize the needs of the audience	➤ CHED ➤ SUCs	➤ Improved quality standards of external experts
	➤ Identify speakers who have spoken at similar seminars and check their curriculum vitae well	➤ CPD providers	
	➤ Watch recordings of their talks and compile a list of ideal options		
➤ To increase the number of educational institutions qualifying as authorized CPD providers	➤ Offer online format CPD courses	➤ CHED ➤ SUCs	➤ Increased the number of educational institutions as authorized CPD providers
	➤ Encourage more CPD providers to localize their training and seminars	➤ CPD providers	
	➤ Post on the CHED website not only the		

topics, venue, and dates of the CPD programmes but also the cost of the activity for options of the teacher education faculty

Work-Related Challenges

- | | | | |
|---|--|--|---|
| <ul style="list-style-type: none"> ➤ To strategize the schedule for work and CPD | <ul style="list-style-type: none"> ➤ Assign the teachers a maximum of two preparations in teaching their subjects. ➤ Lessen/Reduce? paper work of the faculty members ➤ Avoid giving tasks to be accomplished in a short period (i.e., preparation for accreditation) | <ul style="list-style-type: none"> ➤ CHED ➤ SUCs ➤ College of Education Deans and Chairpersons ➤ Faculty members | <ul style="list-style-type: none"> ➤ Strategized schedule of work and CPD |
| <ul style="list-style-type: none"> ➤ To create ways on how SUCs will support their faculty in their pursuit of CPD | <ul style="list-style-type: none"> ➤ Recognize and take pride in the efforts of the faculty pursuing or availing of CPD programmes. | <ul style="list-style-type: none"> ➤ SUCs ➤ College of Education Deans and Chairpersons ➤ Faculty members | <ul style="list-style-type: none"> ➤ Evident support of the SUCs in the faculty's pursuit of CPD |
| <ul style="list-style-type: none"> ➤ To eliminate bias among officials during the selection of participants | <ul style="list-style-type: none"> ➤ Create institutionalized CPD programme policies in consultation with the faculty members for equal access for everyone ➤ Design innovative feedback mechanisms | <ul style="list-style-type: none"> ➤ SUCs ➤ College of Education Deans and Chairpersons ➤ Faculty members | <ul style="list-style-type: none"> ➤ Impartial selection of participants |

Personal Challenges

- | | | | |
|--|--|--|---|
| <ul style="list-style-type: none"> ➤ To gain time for professional learning | <ul style="list-style-type: none"> ➤ Electronic online of delivering CPD courses | <ul style="list-style-type: none"> ➤ CHED ➤ SUCs | <ul style="list-style-type: none"> ➤ Appropriated time for professional learning |
| <ul style="list-style-type: none"> ➤ To avoid conflict with family responsibilities in pursuit of CPD | <ul style="list-style-type: none"> ➤ Provide child care centres among the institutions ➤ Management of work schedules ➤ Plan and do things in advance | <ul style="list-style-type: none"> ➤ SUCs ➤ College of Education Deans and Chairpersons ➤ Faculty members | <ul style="list-style-type: none"> ➤ Balanced work and family responsibilities |

Financial Challenges

- | | | | |
|---|---|--|---|
| <ul style="list-style-type: none"> ➤ To eliminate the costly | <ul style="list-style-type: none"> ➤ Deliver CPD in a flexible form through online | <ul style="list-style-type: none"> ➤ CHED | <ul style="list-style-type: none"> ➤ Reasonably priced |
|---|---|--|---|

registration fee	learning	➤ SUCs	registration fees
	➤ Decrease the number of required CPD credit units	➤ College of Education Deans and Chairpersons	
	➤ Establish or strengthen professional development services programme in the institution and provide training and consultations free of charge	➤ Faculty members	
➤ To find source of subsidy	➤ Reinforce solicitation from established institutional linkages	➤ SUCs	➤ Increased subsidized CPD opportunities
		➤ College of Education Deans and Chairpersons	
		➤ Faculty members	

CPD is an essential mechanism through which all new plans must work effectively to become rooted rather than superficial. The traditional notions of CPD and the contemporary preparations for categorizing and assessing the programmes must reinforce the emergent compromise about the nature of a proactive and up-to-date profession where faculty are considered one of the essential resources in sustaining the professional development of their colleagues.

The main target of CPD is to ensure that faculty are effective in their classroom teaching to improve the students' learning outcomes. CPD is also necessary to respond to the changing needs of the community. Based on the research of Melesse and Gulie (2019) heightened professionalism among teachers through CPD increases their overall morale as their teaching competence is enhanced. The school administrators and CPD organizers must consider focusing on the potential benefits of collaboration as they try to meet the demands and needs of indifferent and discouraged faculty. Correspondingly, CPD must suit the interests of the faculty to develop personalized learning. Ensuring collaboration is present in curriculum planning and opening opportunities for team teaching and debriefing are a few suggestions the administration may study.

The SUCs may want to evaluate CPD plans and prospects to safeguard the opportunities among their faculty. After all, the success of the faculty is the success of the institution. CPD is effective when the accountability is collaborative. The initiative and the desire to learn continually must begin with the educators themselves. Of all the professions, the educators must be the principal advocates of lifelong learning, whether or not continuing education is required.

4. Conclusions and Implications

The following conclusions were developed based on the study findings. Firstly, the participation of teacher education faculty members **remains short in advancing professionally**. Secondly, although there may be law mandates for all professionals to avail themselves of CPD units, the faculty remained unresponsive in their CPD engagement. More participation is projected from teacher education faculty members with higher academic ranks. Thirdly, teacher education faculty members believe that CPD will help improve their academic status, knowledge, and financial stability. Finally, personal issues hinder a faculty from advancing professionally.

The research implicates CPD's positive outcomes to the attitudes of the teacher education faculty to regular evaluation of their profession on a sustained basis. The research has shown that the faculty must be trained as educators. However, many felt unprepared regarding field expertise, funding restrictions, and evaluation of the efficacy of the CPD programmes. Where possible and appropriate, the bulk of requirements and expenditures must be assessed so that the faculty will not feel that complying with CPD is an additional burden. The faculty with little or no interest in availing themselves of CPD should consider creating opportunities to work with colleagues to participate in CPD programmes. The buddy system is an excellent resource to encourage others to improve professional development. The SUCs should consider harnessing the available opportunities and resources in school for professional learning.

Research about CPD and associated interventions should consider integrating and structuring pedagogy and CPD literature. Research in a similar field must assess the programmes of the CPD and focus on the nature of the alterations in pedagogic practices and the processes in CPD to provide research users with the data required to operationalize the conclusions and recommendations. Furthermore, the accountability of the programmes of the CPD should be collective among all stakeholders.

5. Limitations

First, this study was difficult to generalize because it targeted only the state universities and colleges of Region III. As a result, broadening the area of study in follow-up studies is essential. Second, this study focused on the actual situation of professional reinforcement of faculty and staff. In a follow-up study, it is necessary to verify the differences in expertise according to the demographic characteristics of the study subjects. Furthermore, it is necessary to conduct a comparative study on the professional development of university faculty and staff in each country in the follow-up study.

6. Recommendations

This study is significant since it examined the CPD of the teacher education faculty. Thus, it is recommended to have a specific CPD programme execution plan. Quality improvement should be a key focus and a core component of any CPD programme. Teachers are continually improving their practice to optimize

new technology and knowledge. CPD should allow them to evaluate their practice (preferably using their practice data), make improvements based upon standard practice guidelines or best evidence, and implement remedies to identified needs into their everyday practice. The entire CPD process should attest to the satisfactory maintenance of all core competencies deemed necessary for an individual to practise as a specialist in education. Ultimately, it should attest to the teacher's commitment to improving practice and professional responsibilities.

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