

# Continuing Professional Development of Teachers: A Reflection of Experiences

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**Abstract.** This study revealed the experiences of teachers in continuing professional development. It aimed to draw significant information on teachers' experiences, challenges, coping mechanisms, and insights into their journey for continuing professional development. Eight (8) teachers of Aejal Elementary School, Carmen District, Division of Davao Del Norte, participated in the study. This study used a phenomenological approach to extract the participants' ideas. The in-depth interview was employed to gather information about their respective experiences. Using the thematic analysis, the following themes emerged: the experiences of teachers in continuing professional development delved into professional networking and collaboration, increased job satisfaction and motivation, and skill enhancement and knowledge enrichment. The coping mechanisms of teachers in addressing challenges captured the themes: setting clear goals and objectives, prioritizing and managing time effectively, and staying adaptable and flexible. The insights drawn from the study's findings focused on long-term sustained professional development, enhancing reflective practice, and engaging with collaborative learning. Professional development experiences can empower teachers to take on leadership roles within the institution, fostering a culture of shared decision-making and accountability.

## KEY WORDS

1. continuing professional development
2. reflection of experiences
3. coping mechanisms

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## 1. Introduction

Continuing Professional Development (CPD) of teachers is integral to enhancing educational quality and adapting to evolving pedagogical demands. However, while CPD has the potential to significantly improve teaching practices and student outcomes, it also presents several issues and challenges. Teachers often face time constraints, making it difficult to balance professional development with their extensive workload and personal commitments. Additionally, access to high-quality CPD resources can be limited, particularly in under-resourced schools. There are also challenges related to the relevance and applicability of CPD programs, which may not always align with teachers' specific needs or classroom realities. These challenges highlight the necessity for well-structured, accessible, and contextually relevant CPD programs that support teachers' professional growth while considering their practical constraints and diverse educational environments. Access to quality CPD remains uneven, particularly in low-income and rural areas. In countries like India and South Africa,

disparities in resources and infrastructure pose significant barriers to effective CPD (Govender, 2020). Addressing these inequities requires targeted policies and investment in educational infrastructure. The United Kingdom has emphasized evidence-based CPD, with frameworks like the Teacher Development Trust (TDT) model advocating for structured, sustained, and collaborative professional learning. Teachers value CPD, which offers clear links to improved teaching practices and student outcomes. However, teachers often report that CPD programs are too theoretical and disconnected from classroom realities. In many contexts, there is a need for CPD that is practical, context-specific, and directly applicable to teaching practice. This challenge is noted in both developed and developing countries. (Desimone Garet, 2018). Known for its high educational standards, Finland emphasized a collaborative and research-based approach to CPD. Finnish teachers engage in CPD that promotes reflective practice and continuous improvement. The country's decentralized education system allows for significant autonomy and tailored professional development opportunities (Sahlberg, 2019). Effective CPD requires sustained support and follow-up, which are often lacking. Short-term workshops without ongoing mentoring or coaching fail to produce meaningful changes in teaching practices. Studies highlighted the need for continuous, iterative learning opportunities. The Philippine government, through the Department of Education (DepEd), has implemented various CPD programs to enhance teacher competencies. Initiatives like the Learning Action Cell (LAC) sessions, which promote collaborative learning among teachers, have been highlighted as effective in fostering professional growth (DepEd, 2018). One of the primary challenges in CPD is the disparity in access to quality professional development opportunities. Teachers in urban areas often have more access to CPD programs compared to those in rural and remote areas. This inequality is exacerbated by limited resources and infrastructure in underserved regions (Pascua Chua, 2019). Many teachers have reported that CPD programs are not always aligned with their immediate classroom needs and challenges. Programs that are too theoretical or not context-specific fail to address the practical aspects of teaching (Castillo, 2021). Ensuring that CPD content is relevant and practical is essential for its effectiveness. Continuing Professional Development (CPD) for teachers is essential for ensuring that educators in Davao del Norte, as in other regions, are equipped with the latest pedagogical skills and knowledge. CPD encompasses various activities such as workshops, seminars, in-service training, and peer collaborations aimed at enhancing teachers' professional competencies. The Department of Education (DepEd) in Davao del Norte has implemented several CPD programs, such as the Learning Action Cell (LAC) sessions, which focus on collaborative learning among teachers. These initiatives aim to foster continuous professional growth and are generally well-received by educators as remarked by DepEd Davao del Norte (2019). This study explored public elementary teachers' experiences of continuing professional development. It focused on the teachers' actual participation in TPD initiatives, and how they picture the conduct of TPD in the new normal. The argument is consistent with Atapattu et al. (2019) who stated that effective TPD involves teachers as "active learners and content co-creators". Eventually, through this study, inputs towards TPD learning design are explored as this contributes to achieving innovations in the education sector (Asensio-Perez et al., 2017). Specifically, it aimed to present the varied experiences and challenges encountered by teachers regarding continuing professional development as it delved into the rationale of TPD being a significant aspect of one's teaching practice, linked as to how the experiences have

shaped their professional practice. This study also served as an avenue to gather the voices of teachers on continuing professional development as they deemed timely and relevant but not given attention to.

*1.1. Purpose of the Study*—The purpose of this qualitative study was to explore and uncover teachers’ experiences on their continuing professional development, identify the challenges and the coping mechanisms while developing professionally and gain insights from the findings of this study. This study may be beneficial for administrators, as data gathered served as research-based information used in acquiring the support from numerous stakeholders by providing ideas pertaining to the needs of teachers on professional development. This study may also be beneficial for teachers for needs assessment and be capacitated to address their professional needs. Moreover, the focus for this study examined the experiences of teachers in their journey towards continuing professional development. Further, the results generated may provide comprehensive data in conducting future researches with similar or relevant scope.

*1.2. Research Questions*—The study intended to gain insights and the experiences of the teachers in continuing professional development. Specifically, the study sought answers the following questions:

- (1) What are the experiences of teachers in continuing professional development?
- (2) How do teachers cope with the challenges in continuing professional development?
- (3) What are the insights gained from the finding of this study?

*1.3. Definition of Terms*—The following term is operationally defined to make this study more comprehensive: Continuing professional development of teacher. It is a lifelong learning process which aims to enhance the competence of the teachers by upgrading and updating knowledge and skills as brought by modernization, scientific and technical advancements in the profession.

*1.4. Significant of the Study*—The highlights of this study may be significant to the following: The Department of Education. DepEd may design and deliver various CPD programs, such as the Learning Action Cell (LAC) sessions, in-service training, and specialized workshops. These programs aim to address the diverse needs of teachers and enhance their instructional skills. The School Heads are responsible for setting a clear vision for professional development within their schools. They may articulate the importance of CPD and integrate it into the school’s strategic planning. Their leadership is essential in creating a culture that values and prioritizes ongoing professional growth. The Teachers are expected to take an active role in their professional development. This involves engaging with CPD opportunities, reflecting on their practice, and implementing new strategies and knowledge in their classrooms. The Learners may offer valuable insights into teaching effectiveness through formal and informal feedback mechanisms. Their perspectives help teachers identify areas for improvement and tailor their professional development activities. The Research Enthusiasts may conduct studies that provide insights into effective teaching methods and CPD practices. Their findings help in designing and implementing CPD programs that are grounded in empirical evidence, ensuring that professional development activities are relevant and impactful.

1.5. *Theoretical Lens*—This study is anchored on Socio-cultural theory and learning. In applying socio-cultural theory and Vygotsky's thoughts and ideas, Warford (2011) claims that teachers' learning is situated. Facts are not transferred to the learners, but the learners appropriate their own meaning relating to the content by means of cultural artefacts. Cultural artefacts may, in this context, be language used in conversation, or the learner may be in dialogue with a text. Teaching teachers with this perspective as the guide would often require a dialogue between the previous experience's teachers have, their tacit perception of pedagogy and the educational content they interact with in their training. According to Warford (2011), teacher trainers cannot promote the learning of teachers without awakening their previous knowledge and experiences during the learning process. Based on the previous knowledge of teachers, they may be assisted in their zones of proximal development by more competent others (Vygotsky 1978). More competent others may, in this setting, be colleagues, external teachers or other resource persons. The professional development model employed in this study acknowledges the limitations of the transmission type of professional learning (Johnston, Hadley Waniganayake, 2019). It embodies the concept of sustainable engagement where educators engage in critical thinking and evaluative stances for their own beliefs and practices (Hadley, Waniganayake Shepherd, 2015; Sumsion et al., 2015). It supports Jao and McDougall's (2016) contention that teachers must update continuously, under the circumstances of changing educational standards, coupled with increasing diversity in students' cultural and social backgrounds. Thus, in the PD model employed in this study, teachers' participations were lauded

as they continued to be engaged in an authentic data reporting which referenced their improved classroom practices (Dimmock, 2015). As it highlighted "continuous professional development of teachers and leaders for improved quality teaching and learning outcomes", it reinforced "shared values among staff, collective responsibility for pupils' learning, collaboration focused on learning, continuous individual and collective professional learning, reflective professional enquiry, openness, networks and partnerships, inclusive participation, and mutual trust, respect and support" (Dimmock, 2015). Considering the impact of self-directed learning, the PD model employed in this study supported professional meaning-making as teachers became accountable for their own learning, and became faithful in implementing the products of their collaborative inquiry (Cochran-Smith Lytle, 2009). It can also fall within the bounds of adult learning theory which highlights research that is socially situated and constructed (Ben-Peretz, Kleeman, Reichenberg Shimoni, 2010) in the process of iterative inquiry through sharing of ideas and practices. In the process teachers, who are the key players, were empowered to identify their learning needs, critically appraise new information, reflect, and express their views on their learning process.

The conceptual framework of the study is presented in Figure 1. This study conceptualized the idea about the experiences and coping mechanisms of teachers in continuing professional development and insights drawn from the findings of this study. These three interconnected variables are the focus of the study to explore on teachers' experiences as to their journey in continuing professional development and be able to reflect on these practices to address their needs.

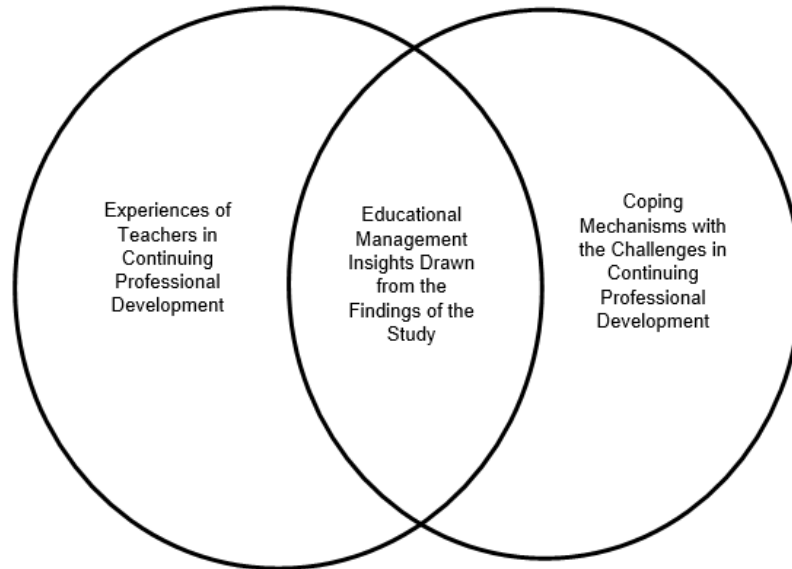


Fig. 1. The Conceptual Framework of the Study

## 2. Methodology

This chapter presents the method, research participants, data collection, role of the researcher, data analysis, trustworthiness of the study and the ethical consideration. Explored facts and knowledge in this study necessitate the consequent design and implementation as elaborated in this chapter.

*2.1. Philosophical Assumptions*—The philosophical assumption is a framework use to collect, analyze and interpret the data collected in a specific field of study. It establishes the background use for the following conclusions and decisions. Typical philosophical assumptions have different types and are elaborated below. *Ontology*. This part of the research pertains on how the issue related to the nature of reality. According to Creswell (2012), reality is subjective and multiple as seen by participants in the study. The ontological issue addresses the nature of reality for the qualitative researcher. The reality was constructed by individuals involved in the research situation. Thus, multiple realities exist, such as the realities of the researcher, those of individuals being investigated, and those of the reader or audiences interpreting the study. In this study, the researcher relied on voices and interpretations of the participants through extensive quotes, themes that reflected

their words and provided evidence of different perspectives. The answers of the participants to the study were coded and analyzed to build and construct for the commonality and discreteness of responses. The researcher made sure that the responses of the participants were carefully coded to ensure the reliability of the result. The researcher upheld the authenticity of the responses and precluded from making personal bias as the study progressed. *Epistemology*. This refers to the awareness of how knowledge claims are justified by staying as close to the participants as possible during the study to obtain firsthand information. Guba and Lincoln as cited by Creswell (2012) states that on the epistemological assumption, the researcher attempted to lessen the distance between their self and the participants. It is suggested that being a researcher, it is expected that time is spent in the field with participants, and becomes an ‘insider’. It is assured that the researcher

established a close interaction with the participants to gain direct information that shed light on the knowledge behind the inquiry. Axiology referred to the role of values in research. Creswell (2012) states that the role of values in a study is significant. Axiology suggested that the researcher openly discussed values that shape the narrative and included their interpretation in conjunction with the interpretation of participants. The researcher upheld the dignity and value of every detail of information obtained from the participants. The researcher understood the personal and value-laden nature of information gathered from the study. The researcher preserved the merit of the participants' answers and carefully understood the answers in the light of the participants' interpretation.

Rhetoric meant that reporting what reality was through the eyes of my research participants. The researcher used personal voice and qualitative terms such as credibility, transferability, dependability, and conformability instead of internal and external validity and objectivity. Patton (2000) defined phenomenology as an inquiry which asks the questions, "What is

2.2. *Qualitative Assumptions*—Through the use of qualitative methodology, a phenomenological approach was chosen for this study. This study used an in-depth interview. Researcher conducted the interview using interview guide made by the researcher, which the participants answered based on their experiences and practices that were related in this study. In-depth-interview is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on

2.3. *Design and Procedure*—The study aimed to utilize a qualitative research method

the structure and essence of the experience of his phenomenon for these people? The goal of this research study will work well with this definition in trying to understand the teachers' experiences on their journey for continuing professional development. Guba (2007) pointed out that the researcher needed to prepare for an investigation that greater in both depth and breadth than the offered description implied. He suggested information be viewed as only "the tip of the iceberg." The researcher implemented the qualitative research method of phenomenology to allow for exploration of the teachers' experiences in continuing professional development. Burns and Grove (2003) stated that phenomenology is a philosophy, an approach or perspective to living, learning and doing research". The phenomenological researches' goal was to capture the lived experiences, to find meaning that may or may not be known to the person who experienced it, and to describe the phenomenon through the composite narrative. For the qualitative researcher, the only reality is the reality participants involved in the research situations constructed.

a particular idea, program, or situation (Boyce and Neale, 2006). Interviews are primarily done in qualitative research and occur when researchers ask one or more participants general, open-ended questions and record their answers. To gain a broader insight, a phenomenological approach was used. Phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon for investigatory inquiry. (Creswell, 2013).

employing a phenomenological qualitative design. According to Lester, phenomenological

research concerns with the study of experiences from the perspective of the individual, "bracketing" taken-for-granted assumptions and usual ways of perceiving. The phenomenological approach was based on a paradigm of personal knowledge and subjectivity. It emphasized the importance of personal perspective and interpretation. Thus, it is powerful for understanding subjective experiences, gaining insights into participants' motivations and actions and cutting through the clutter of taken-for-granted assumptions and conventional wisdom. The qualitative research was mostly associated with words, language, and experiences rather than measurements, statistics and numerical figures. Qualitative research referred to the inductive, holistic, epic, subjective and process-oriented methods use to understand, interpret, describe and develop a theory on phenomena or setting. It is a systematic, subjective approach used to described life experiences and given them meaning (Burns Grove 2003). The phenomenological research design selected in this study was used to collect data on the experiences of teachers in continuing professional development. This research approach deepened the understanding of nature and the meaning of everyday experiences. According to Corbetta (2003), the phenomenological research design is a qualitative type of research for which interviews provide an in-depth method that can grant access to deep knowledge and explanations and help to grasp the subject's perspective. Bryman (2012) posited that through interviews or face-to-face discussions, personal and detailed personal story could be told, with a focus on how the interviewee understands and explains different phenomena. The researcher aimed to draw an in-depth study of the lived experiences of the teachers in continuing professional development. Qualitative research was interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their

experiences" (Merriam, 2009). This form of research provided a deep understanding of the subject and results in enhanced explanatory power. The researcher becomes "a part of the world they study; the knower and the known are taken to be inseparable" (Hatch, 2002). Because of the researcher's involvement, however, "much qualitative research is subjective. . ." (Wrench, Thomas-Maddox, Richmond, and McCroskey, 2008) Bloomberg and Volpe, (2008) described qualitative research as "idea generation." Its design was proposed up front, but open and emergent, rather than rigid and fixed to permit exploration. It uses small samples purposefully. It takes place within natural contexts, and real-world situations were studied as they unfold. Its framework allows for flexibility and creativity. The qualitative research explored and describe teachers' experiences and coping mechanisms with the challenges in continuing professional development. The research technique used was a modified Van Kaam method described by Moustakas (2000) based upon recorded and transcribed interviews using semi-structured questions to capture the teachers' experiences in continuing professional development. Specifically, phenomenology was the study of the subjective experiences of others. It researched the world through the eyes of another person by discovering how they interpret their experiences. It describes the meaning of the lived experiences for several individuals about a concept or a phenomenon. Phenomenology explores the structures of consciousness in human experiences as noted by Polkinghorne (2000). This involved procedures which the qualitative researchers should follow. First, the researcher wrote research questions that would explore the meaning of life experiences for individuals and asked individuals to describe these experiences. The researcher collected data, typically via lengthy interviews, from individuals who had experienced the phenomenon under investigation. Next, the data analysis involved horizon-

talization that was extracting significant statements from transcribed interviews. The significant statements were transformed into clusters of meanings according to how each statement would fall under specific psychological and phenomenological concepts. Moreover, these transformations were tied up together to make a general description of the experience – both the textual description of what was experienced and the structural description of how it was experienced. The researcher incorporated their meaning of the experience here. Finally, the report wrote such that readers understand better the essential, invariant structure of the essence of the experience. Conversely, several challenges had been pointed out. The researcher required a solid grounding in the philosophical guidelines of phenomenology. The subjects selected in the study were individuals who had experienced the phenomenon. The researcher needed to bracket their own experiences and observations, which was difficult to do. The researcher needs to decide as to how and when their observations were incorporated into the study. Accordingly, Hycner, (2008) phenomenology in business research studies ideas were generated from the abundant amount of data using induction and human interests, as well as stakeholder perspective may have their reflection on the study. A study that attempted to assess teachers' experiences in their journey for continuing professional development via conducting in-depth interviews is a relevant example for research with a phenomenology philosophy. Advantages associated with phenomenology include a better un-

derstanding of meanings attached by people and its contribution to the development of new theories. Its disadvantages include difficulties with analysis and interpretation, usually lower levels of validity and reliability compared to positivism, and more time and other resources required for data collection (Hycner, 2008). Similarly, Schutz, (2010) stressed that the purpose of the phenomenological approach is to illuminate the specific, to identify phenomena through how they are perceived by the actors in a situation. In the human sphere, this translates typically into gathering 'deep' information and perceptions through inductive, qualitative methods such as interviews, discussions and participant observation, and representing it from the perspective of the research participant(s). Phenomenology concerned with the study of experience from the perspective of the individual, 'bracketing' taken-for-granted assumptions and usual ways of perceiving. Epistemologically, phenomenological approaches were based on the paradigm of personal knowledge and subjectivity, and emphasize the importance of personal perspective and interpretation. As such, they were dominant for understanding the subjective experience, gaining insights into people's motivations and actions, and cutting through the clutter of taken-for-granted assumptions and conventional wisdom. It is the researcher's purpose to employ the phenomenology type of qualitative method research used since the focal point of this study was to uncover teachers' experiences in their continuing professional development.

*2.4. Research Participants*—The key informants of this study were the selected elementary teachers of Alejal Elementary School, Carmen District, Division of Davao Del Norte. The researcher utilized eight (8) teachers for qualitative participants in an in-depth interview (IDE) who were randomly selected from the dif-

ferent grade levels. The informants should have been teaching 3 years or more years with their permanent appointment regardless of sex and marital status. The researcher utilized the purposive sampling design since the participants were chosen based on the criteria or purpose of the study. It was also known as judgmental, se-



lective or subjective sampling. The selection of the participants was purposefully done to ensure that the findings would be authentic (Marshall, 1996).

2.5. *Ethical Considerations*—The ethical considerations were of paramount importance in the design of this research study. The researcher needed to consider several ethical issues about the research participant groups addressed in this fieldwork. Ethical considerations could be specified as one of the most critical parts of the research. The researcher adhered to promote the aims of the research imparting factual knowledge, truth, and prevention of error. Social Value. Research was essential to society. In this study, the social value focuses on the experiences of teachers in their continuing professional development. Thus, the social problem that pushed the interest of the researcher is the challenges they've experienced while developing professionally. This study could serve as a basis for the higher authorities to create more programs and resolutions where classroom teacher could benefit. Informed Consent. Gaining the trust and support of research participants is critical to informed and ethical academic inquiry and phenomenological research (Walker, 2007 as cited by Pellerin, 2012). All participants were given an informed consent form before scheduling the interviews and participating in the phenomenological research process. Each participant was required to provide signed personal acknowledgment, consent, and an indication of a willingness-to-participate-in-the-study release. The purpose of the informed consent letter was to introduce the research effort, provide contact information, articulate the intent of the study, request voluntary participation by the recipients, and identify the anticipated information that the informants were expected to provide. All participants were required to sign and return the letter of consent to the researcher before participating in the research. In the conduct and practice of this study, the Treaty Principle of Participation as cited by McLeod (2009) is adhered to. The invitation to participate ensured that participation in the research was entirely voluntary in nature, and based on an understanding of adequate information. The participant recruitment and selection were being lodged in the appendices of this study. The vulnerability of Research Participants. The participants of this study were deemed capable of answering the research instrument for they were all professional teachers in public elementary schools. Thus, the researcher then assured the participants that they could easily be reached through their contact number and address in case there are some clarifications or questions about the study. Risks, Benefits, and Safety. The recruitment of the respondents was free of coercion, undue influence or inducement. Moreover, respondents were provided with the contact numbers of the chair of the panel or panel members in case they had queries related to the study. This was done to answer possible questions of the respondents. Furthermore, if respondents experienced possible discomfort and inconvenience while answering the questions, they were not compelled to participate in any manner. Further, the researcher had to ensure that the respondents were safe during the conduct of the survey and interview. Thus, the distribution of the questionnaire was conducted in a safe venue and administered during a convenient time. The dominant concern of this study was the Treaty Principle of Protection, as reflected in the respect for the rights of privacy and confidentiality, and minimization of risk. This was done by assigning pseudonyms for each informant so as not to disclose their identity. The possibility of a degree of risk inherent to this was minimized through taking all reasonable steps

to guarantee participant confidentiality. Privacy and Confidentiality of Information. This study observed the Data Privacy Act of 2002 to assure that the data could be traced back to their real sources to protect participants' identities. Thus, utmost care was taken to ensure the anonymity of the data sources. Hence, any printed outputs that were carried out from this study was kept in anonymity. Furthermore, all the issues were given considerations so that there would be no conflict of interest among the researcher and the respondents. Any type of misleading information, as well as representation of primary data findings in a biased way was avoided. Justice. The respondents were informed of the researcher's role and their corresponding role during data gathering. They were then briefed that they had to give their full honesty in answering the survey questions and additionally, any type of communication about the research could be done with honesty. Similarly, they were informed that they were the ones to benefit first with the results of the study. Transparency. The results of the study could then be accessed by the respondents and heads of the participating schools because the information is available, and is placed in CD or other storage devices which can be requested from the researcher to provide. Also, by learning on the results of the study, classroom teachers would be aware of the significance of the study and its contribution to their well-being. Further, each of the participants was advised that they had the right to withdraw their information at any time up to the completion of the data collection process and that they could request to be allowed to verify their transcript after the interview was carried out. The participants were provided with the opportunity to amend or remove any information which they feel might identify them. The researcher reserved the right to employ the use of pseudonyms, and changing names and/or non-significant dates in the interest of the protection of the identity of the participant in all subse-

quent data analysis and reporting. Qualification of the Researcher. The researcher ensured the possession of the needed qualification to conduct the study. The researcher had completed the academic requirements, passed the comprehensive examination before thesis writing which is the last requirement to obtain the researcher's master's degree, and that he was qualified to conduct the study physically, mentally, emotionally and financially. Also, the advisee-adviser tandem was ensured that the study would reach its completion. Adequacy of Facilities. The researcher strived that the study would be completed successfully on the specified time and that he was equipped with the necessary resources. Likewise, the technical committee would be of help in the enhancement of the paper by giving the needed suggestions and recommendations for the improvement of the study. The researcher also ensured that he had enough funds to continue and finish the research. Community Involvement. The researcher showed respect to the local tradition, culture, and views of the respondents in this study. Moreover, this study involved any use of deceit in any stage of its implementation, and specifically, in the recruitment of the participants, or methods of data collection. Furthermore, the researcher deemed it necessary to express their great pleasure for their whole-hearted participation in the conduct of this study. Plagiarism and Fabrication as the researcher. The researcher respected other works by adequately citing the author and rewrite what someone else had said in their way. Understood the context of the study and avoid copy-paste the text verbatim from the reference paper. Used quotes to indicate that the text had been taken from another paper. Similarly, he would assure them that honesty in working the manuscript and that there was no intentional misrepresentation in the study and making up of data and/or results, or purposefully putting forward conclusions that were not accurate.

*2.6. Role of the Researcher*—The researcher made a letter asking permission from the Schools Division Superintendent. After this, another permission letter was secured and submitted to the participants. Upon approval, I used the data collection forms as prescribed in the qualitative design. In this study, an in-depth interview was recorded. The researcher needs to understand the subjective interaction between the study participants. The researcher relied heavily on naturalistic methods (interviewing and audio recording), using the interpretive paradigm. Interpretive approaches rely heavily on naturalistic methods like interviewing, observation, and analysis of existing texts. These methods ensure adequate dialog between the researchers and those with whom they interact so that they can construct a meaningful reality collaboratively. Yin, as cited by

*2.7. Data Collection*—The following were the step-by-step processes of gathering the data needed. Securing endorsement. The researcher provided an ethics compliance certificate from the Dean of the Graduate School of Rizal Memorial Colleges to pursue the study during the first week of May 2023. They were asking permission from the Schools Division Superintendent. The researcher asked permission from the Schools Division Superintendent to conduct the study in the identified school on the 2nd week of May, 2023. The researcher sent a letter addressed to the Schools Division Superintendent with the attached Chapter 1 and 2 together with the research instrument which explained the objectives of the study and the identification of the participants. The researcher received the approved letter from the SDS on the 1st week of June, 2023. Asking permission from the school heads. After securing the approval of the SDS, the researcher sent letters to the principals of the schools explaining the study to be conducted in their school on the 3rd week of June 2023.

Aquilam (2014), suggested numerous forms of data collection, including documents, archival records, interviews, direct observation, participant observation, and physical artifacts. To obtain legitimate and trustworthy data on teachers' continuing professional development, the researcher conducted an in-depth interview and focus group discussion. This interview aimed to explore teachers' experiences in their journeys for professional development. The participants were encouraged to express their answers in their most comfortable manner. The interview with the teacher was transcribed word for word. Lastly, the researcher analyzed the data collected using discourse analysis and thematic analysis. Creswell (2007) suggested that to succeed in the study, the data must be stored so that they can be easily found and protected from damage and loss.

Obtaining consent from the participants. The researcher asked permission from the participants on the 4th week of June 2023. They were formally oriented about the study and the process they went through as participants. Conducting the interview. The researcher conducted the in-depth interview using the questionnaire on the 1st and 2nd weeks of July 2023. The profile of the participants was taken, notes were jotted down, and conversations were recorded using a sound recorder for ease of transcription. The researcher carefully listened and responded actively during the interviews. Transcribing the responses of the interviewees. The researcher transcribed the responses of the interviewees precisely by recalling their answers from the sound recorder on the 3rd and 4th weeks of July 2023. Data Coding and thematizing. After the transcription, the data were then categorized and coded for the whole month of August 2023. Then, themes were extracted, and individual data from the participants was compared and contrasted in order to come up with patterns and trends.

2.8. *Data Analysis*—In this study, thematic analysis was utilized to analyze the gathered data. The researcher analyzed the answers of the participants from the conducted interviews using Creswell’s Model, specifically the identifying of themes approach. According to Creswell (2012), themes in qualitative research are similar codes aggregated together to form a major idea in the database. Familiarization with the data is common to all forms of qualitative analysis; the researcher immersed herself in and became intimately familiar with the data, reading and re-reading the data and noting any initial analytic observations. Coding is also a common element of many approaches to qualitative analysis and involves generating pithy labels for essential features of the data of relevance to the (broad) research question guiding the analysis. Coding is not simply a data reduction method; it is also an analytic process, so codes capture

both a semantic and conceptual reading of the data. The researcher coded every data item and ended this phase by collating all their codes and relevant data extracts. Searching for themes is a coherent and meaningful pattern in the data relevant to the research question. The researcher ended this phase by collating all the coded data relevant to each theme. Reviewing themes, the researcher reflected on whether the themes tell a convincing and compelling story about the data and began to define the nature of each individual theme and the relationship between the themes. Defining and naming themes. The researcher prepared a detailed analysis of each theme, identifying its ‘essence’ and constructing a concise, punchy, and informative name for each theme. Writing-up involves weaving together the analytic narrative and data extracts to tell the reader a coherent and persuasive story about the data, and contextualizing it in relation to existing literature.

2.9. *Framework of Analysis*—The framework analysis of this research was flexible, allowing the researcher to either collect all the data and then analyze it or do data analysis during the collection process. In the analysis stage, the data will be sifted, charted, and sorted by key issues and themes. This involved a five-step process: familiarization, identifying a thematic framework, indexing, charting, and mapping and interpretation (Ritchie Spencer, 1994). Familiarization was the process during which the researcher was familiarized with the transcripts of the data collected, like interview or focus group transcripts, observation, or field notes, and gained an overview of the collected data (Ritchie Spencer, 1994). In other words, the researcher became immersed in the data by listening to audiotapes, studying the field, or reading the transcripts. Throughout this process, the researcher became aware of key ideas and recurrent themes and made a note of them. Due to

the sheer volume of data that can be collected in qualitative research, the researcher may not be able to review all of the material. Thus, a selection of the data set was utilized. The selection would depend on several aspects of the data collection process. For example, the mix of methods used (e.g. interviews, documents, observations) The second stage, identifying a thematic framework, occurs after familiarization, when the researcher recognizes emerging themes or issues in the data set. These emerging themes or issues may have arisen from a priori themes issues; however, it is at this stage that the researcher was allowed the data to dictate the themes and issues. The researcher used the notes taken during the familiarization stage to achieve this end. The key issues, concepts, and themes that had been expressed by the participants formed the basis of a thematic framework that will be used to filter and classify the data (Ritchie Spencer, 1994). Indexing means

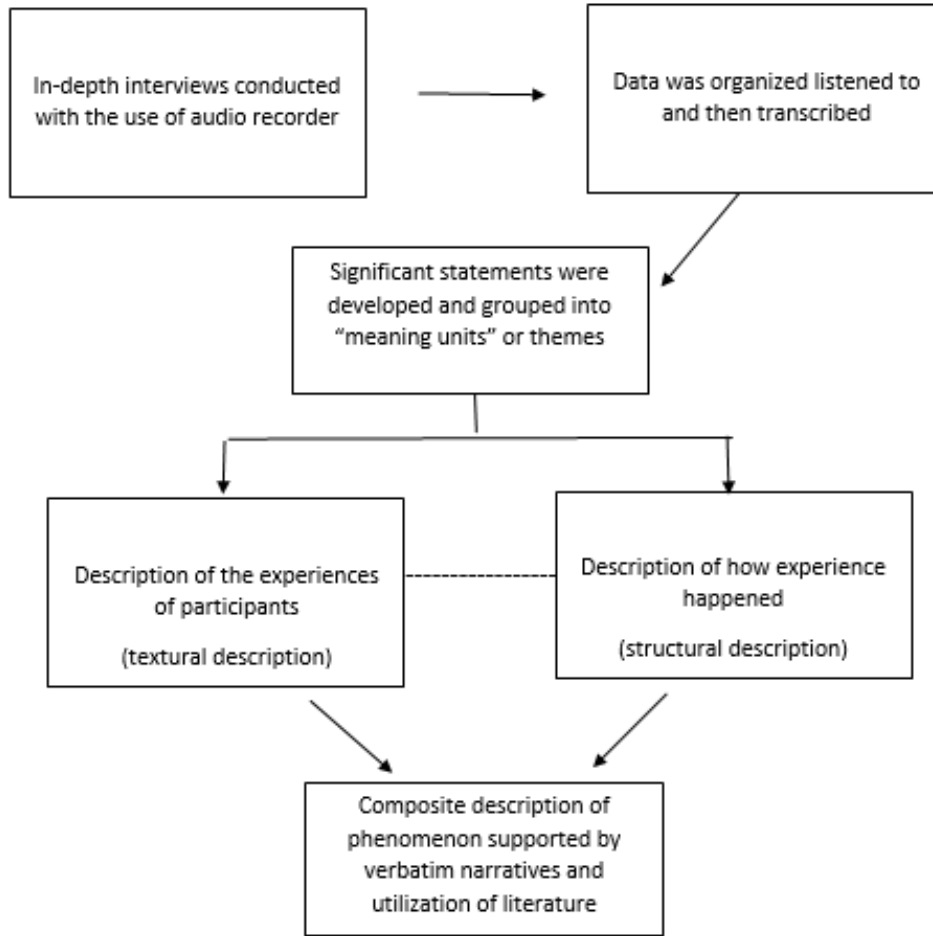


Fig. 2. Analytical Framework of the Study

identifying portions or sections of the data that correspond to a particular theme. This process was applied to all the textual data that has been gathered (e.g., transcripts of interviews). For convenience, Ritchie and Spencer recommend that a numerical system be used for the indexing references and annotated in the margin beside the text (1994). Qualitative data analysis tools are ideal for such a task. The final stage, mapping, and interpretation, involved the analysis of the key characteristics as laid out in the charts. This analysis provided a schematic diagram of the event/phenomenon thus guiding the

researcher in their interpretation of the data set. At this point, the researcher was cognizant of the objectives of qualitative analysis: “defining concepts, mapping range and nature of phenomena, creating typologies, finding associations, providing explanations, and developing strategies” (Ritchie Spencer, 1994). Once again, these concepts, technologies, and associations are reflective of the participant. Therefore, any strategy or recommendations made by the researcher echo the actual attitudes, beliefs, and values of the participants.

2.10. *Trustworthiness of the Study*—The concepts of validity and reliability would be relatively foreign to the field of qualitative re-

search. Qualitative researchers substitute data trustworthiness instead of focusing on reliability and validity. Trustworthiness consists of

the components such as credibility, transferability, dependability, and conformability (Harts, 2016). Credibility refers to the extent to which a research account is believable and appropriate, particularly regarding the level of agreement between participants and the researcher. Credibility is most often associated with the framework presented by Yvonna Lincoln and Egon Guba. Transferability was the degree to which qualitative research results can be transferred to other contexts or settings with other respondents. The researcher facilitates the transferability judgment by a potential user through thick description. Dependability is the extent

to which the study could be repeated by other researchers and that the findings would be consistent. In other words, if a person wanted to replicate your study, they should have enough information from your research report to do so and obtain similar findings as your study did. Conformability refers to the objectivity of research during data collection and data analysis. There needs to be congruency between two or more independent persons about the data's accuracy, relevance, or meaning (Polit Beck, 2012). Conformability also indicates a means to demonstrate quality.

### 3. Results and Discussion

This chapter presents and discusses the study's results regarding its aim and the themes that emerged from the data gathered. The results present the description and background of the participants assigned to pseudonyms to conceal their identity.

*3.1. Experiences of Teachers in Continuing Professional Development*—Teachers' experiences in CPD are multifaceted. They can vary based on the type of CPD, the level of engagement, the relevance to their teaching practice, the available resources, and the institutional support provided. Teachers often engage in workshops, seminars, conferences, online courses, peer collaboration, action research, and other forms of professional development. These experiences can influence their teaching approaches,

instructional strategies, classroom management, and professional growth. Teachers may find CPD experiences enriching and beneficial, providing them with new teaching tools and strategies and a deeper understanding of their subject areas. Engaging with colleagues and experts in the field can broaden their perspectives and introduce fresh ideas into their teaching methodologies. Additionally, CPD experiences can help teachers adapt to changing student demographics, technological advancements, and educational policies.

*3.1.1. Professional Networking and Collaboration*—The participants described that CPD often involves interactions with fellow educators, experts, and professionals. Teachers have the opportunity to collaborate, share experiences, and discuss best practices. This networking fosters a sense of community and provides a platform for the exchange of ideas and strategies. Limited resources, including funding, access to professional development

programs, and technology infrastructure, may hinder teachers' participation in networking and collaboration initiatives. Adequate support and investment are needed to facilitate equitable access to CPD opportunities as described by Bryk Schneider (2020). Organizational culture and structural barriers within schools and educational institutions can impede effective networking and collaboration. Overcoming siloed structures, fostering a culture of collaboration,

and promoting inclusive practices are essential for building robust professional networks as imparted by Moolenaar et al. (2019). Participant 1 outlined their approach to managing professional development and continuous learning, which includes focusing on objectives, managing obstacles, setting boundaries, making learning a habit, identifying their learning style, and collaborating with others, engaging in various activities such as attending workshops, discussions, independent reading, observing colleagues, and pursuing further education to enhance professional growth. Moreover, Participant 2 underscored the importance of continuing professional development in enhancing skills and knowledge, staying updated on current learning ideas, and fostering openness to new ideas for the benefit of children, emphasizing the connection between professional growth and improved outcomes for students. Teachers who are actively involved in professional networking and collaboration often experience higher levels of job satisfaction. Being part of a supportive community where ideas are valued and contributions recognized enhances overall job fulfillment (Harris Jones, 2019). Teachers often face time constraints that limit their ability to participate in networking and collaboration activities. Balancing teaching responsibilities, administrative tasks, and personal commit-

*3.1.2. Increased Job Satisfaction and Motivation—* Engaging in CPD that aligns with teachers' values and beliefs about education can lead to increased job satisfaction. When their professional development aligns with what they care about, they feel more connected and committed to their work. CPD that focuses on time management, stress reduction, or work-life balance can contribute to increased job satisfaction by helping teachers manage their workload effectively and create a healthier work-life balance. CPD provides teachers with opportunities for professional growth, including skill

ments can make it challenging to engage fully in professional development opportunities (Hargreaves Fullan, 2018). The participant highlighted the lifelong nature of continuing professional development (CPD) for educators and emphasizes the importance of actively engaging in various activities such as earning CPD units, enhancing skills in information technology, participating in team-building exercises, and similar endeavors to become more efficient and updated teachers. This underscores the ongoing commitment of educators to improve their practice and stay current with advancements in the field of education. The findings were consistent with the results study of Robinson (2021), a notable figure in the field of educational leadership and professional development who emphasizes the importance of collaboration and networking among educators. Dr. Robinson's research often delves into how collaboration and networking positively impact teacher development and student outcomes. Certainly, Elmore (2018) is one of the famous authors known for their work in teacher professional development, particularly in the theme of professional networking and collaboration. While he has contributed to various aspects of education, his work on professional learning communities and the role of collaboration in teacher development is highly regarded.

development, knowledge enhancement, and career advancement. Engaging in meaningful learning experiences contributes to job satisfaction by fulfilling teachers' desire for personal and professional development as opened up by Buchanan Preston (2019). Effective CPD programs recognize and validate teachers' expertise, contributions, and achievements. When teachers feel valued and appreciated for their efforts in professional development, they experience increased job satisfaction and motivation to continue improving their practice as viewed by Van Nuland et al. (2020). Based on the

responses, Participant 3 emphasized the importance of fostering a supportive learning culture in the workplace to cultivate a happy and healthy environment. It also highlighted the qualities of great teachers, being both passionate about their pupils and purposeful in their teaching methods, which contributes to their professional development. More so, Participant 7 underscored the significance of continuing professional development as an ongoing process in education. They express satisfaction in being able to continue their education to stay updated with educational trends, studying lessons to apply them effectively in the classroom, and ultimately becoming more effective and efficient in their teaching practice. CPD activities focusing on evidence-based practices and instructional strategies contribute to teachers' sense of efficacy. When teachers believe they can make a difference in students' lives through their teaching, they experience higher levels of job satisfaction and motivation (Guskey, 2018). CPD initiatives that foster collaborative learning environments, such as Professional Learning Communities (PLCs) or peer coaching programs, promote camaraderie, support, and shared responsibility among teachers. Collaborating with colleagues enhances job satisfaction by creating a sense of belonging and collective purpose. (Harris Jones, 2019). The statement highlighted the importance of continuing professional development (CPD) in updating knowledge and skills and expressing gratitude for completing their master's degree. The

*3.1.3. Skill Enhancement and Knowledge Enrichment*—The participants stated that CPD allows teachers to acquire new skills and knowledge relevant to their subject areas, teaching methodologies, classroom management, and educational technologies. This helps them stay updated with the latest developments in their field and employ innovative teaching techniques. CPD also exposes teachers to innovative and effective teaching strategies that they can integrate

participant further noted attending seminars and workshops as part of their CPD efforts and expressed aspirations to pursue a doctoral degree. It is reflected in how their CPD experiences have benefited them as a teacher, enabling them to provide learners with up-to-date strategies in the teaching-learning process. This underscored the value of ongoing education and professional growth in enhancing teaching effectiveness and student learning outcomes. This finding is congruent with the study by Frederick Herzberg. Herzberg, (2021) is renowned for his work on job satisfaction and motivation, particularly the Two-Factor Theory. This theory distinguishes between factors that lead to job satisfaction (satisfiers or motivators) and factors that lead to job dissatisfaction (hygiene factors). Enhancing Teacher Professional Development: The Role of Job Satisfaction and Motivation - A Study based on Frederick Herzberg's Two-Factor Theory his research paper focuses on investigating the relationship between job satisfaction, motivation, and teacher professional development. One of the renowned authors known for their work in the theme of "Increased Job Satisfaction and Motivation" in the context of teacher professional development is Dr. Michael Fullan. Dr. Fullan, (2020) is a prominent educational researcher and scholar who has made significant contributions to the field of education, including the areas of professional development and teacher motivation.

into their classrooms. Teachers participating in CPD experience improved teaching effectiveness as they apply new instructional strategies, integrate technology, and refine their assessment practices. Enhanced teaching skills contribute to increased student engagement, achievement, and satisfaction. The study's findings agree with Hattie (2018). CPD programs build teachers' confidence in their abilities to meet the needs of diverse learners and adapt to changing edu-



cational contexts. Teachers who acquire new knowledge and skills through professional development feel more capable and empowered (Timperley, 2020). Participant 5 emphasized the benefits of professional development in staying up to date with the latest trends, learning new skills, and improving performance, which serve as concrete proof of professionalism and commitment. They also mention strategies such as being productive, developing a professional image, and managing time efficiently to further their professional development. Also, Participant 6 highlighted how continuing professional development fosters eagerness to learn and apply new knowledge to their chosen field, motivating them to do more. They both emphasized the importance of focus and time management in professional development, noting how effectively managing their time allows them to dedicate sufficient attention to their ongoing learning and growth. CPD activities aim to deepen teachers' content knowledge in their subject areas, ensuring they have a solid understanding of the curriculum standards and academic content. Teachers engage in subject-specific professional development workshops, courses, and collaborative planning sessions to enhance their expertise (Darling-Hammond et al., 2020). CPD programs expose teachers to current research findings, educational theories, and evidence-based practices. Teachers engage in critical inquiry, literature reviews, and discussions to stay informed about emerging trends and education research, enabling them to make informed decisions in their teaching practice (Kennedy, 2019). CPD initiatives promote cultural competence among teachers by providing training and resources to engage with diverse student populations effectively. Teachers develop an understanding of cultural diversity, equity, and inclusion, which enhances their ability to create inclusive learning environments (Gay, 2020). Based on the figure, three themes emerged from the participants' responses. Continuing Professional Development (CPD) experiences for teachers encompass three key themes: Professional Networking and Collaboration, Increased Job Satisfaction and Motivation, and Skill Enhancement and Knowledge Enrichment. These themes are pivotal in shaping educators' overall development and effectiveness in the classroom. Professional Networking and Collaboration participating in CPD creates opportunities for teachers to engage with a broader community of educators. They can share experiences, challenges, and solutions, fostering a sense of belonging and shared purpose. CPD facilitates the exchange of knowledge and ideas among educators. Collaborating with peers helps in gaining insights into different teaching methodologies, approaches, and best practices. Teachers engaging in CPD often collaborate on projects that allow them to leverage each other's expertise. This collaborative effort can lead to the development of innovative teaching resources and strategies. Networking in CPD events offers opportunities for mentorship and guidance, where more experienced educators can provide advice, encouragement, and support to their colleagues. Increased Job Satisfaction and Motivation in CPD assists teachers in setting and achieving professional development goals, leading to a sense of accomplishment and increased job satisfaction. Engaging in CPD ensures that teachers acquire knowledge and skills relevant to their roles, increasing their job satisfaction by making them feel more competent and confident. Recognition for completing CPD activities or achieving milestones can boost a teacher's sense of value and validation, enhancing overall job satisfaction. CPD often opens up opportunities for career growth, motivating teachers to actively participate in professional development activities to advance in their careers. Skill Enhancement and Knowledge Enrichment encourage a culture of continuous learning among teachers. They continually enhance their skills and acquire new

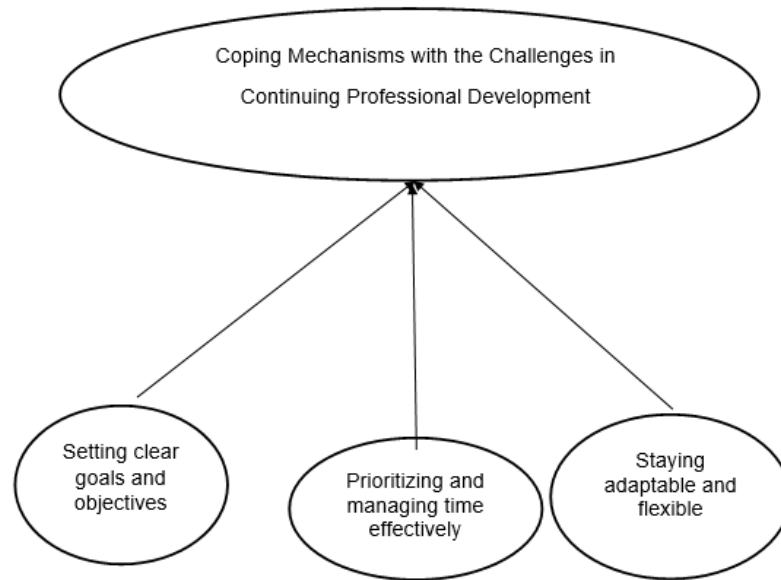


Fig. 3. . Emerging themes on the experiences of teachers in continuing professional development

knowledge to stay updated with the latest educational trends and advancements. CPD offers various workshops and training sessions that aid in developing teaching methodologies, classroom management techniques, and innovative instructional approaches. Teachers can improve their proficiency with educational technologies through CPD, enabling them to integrate these tools effectively into their teaching practices. CPD helps teachers deepen their understanding

of their subjects, making them more knowledgeable and proficient in delivering high-quality education to their students. Figure 3 shows teachers' experiences in continuing professional development and decision-making. The three themes emerged: professional networking and collaboration, increased job satisfaction and motivation, and skill enhancement and knowledge enrichment.

*3.2. Coping mechanisms with the challenges in continuing professional development*— Continuing Professional Development (CPD) is vital to maintaining relevance and competence within any profession. However, the journey of CPD is often fraught with challenges that can sometimes seem insurmountable. Developing effective coping mechanisms is essential to navigate these hurdles and maintain a steady progression in one's professional development. Establishing clear and achievable goals is paramount. Without a defined direction, CPD can become overwhelming and lack focus. Setting specific objectives provides a roadmap, enabling professionals to measure their progress

and stay motivated. This clarity allows for better organization and planning, breaking down the journey into manageable tasks and deadlines. Coping mechanisms are indispensable tools in navigating the challenges of Continuing Professional Development. Through setting clear goals, effective time management, adaptability, seeking support, maintaining a positive mindset, practicing self-care, embracing reflection, and utilizing available resources, professionals can overcome obstacles and achieve success in their CPD journey. The commitment to lifelong learning and growth is fortified by these coping mechanisms, ensuring professionals remain at the forefront of their respective fields.

*3.2.1. Setting Clear Goals and Objectives*—The participants believed that specific and achievable goals for your CPD. Having a clear direction helps you stay focused and motivated, even in the face of challenges. Continuing Professional Development (CPD) is educators' lifeblood of growth and excellence. Well-defined goals provide teachers with a sense of purpose and motivation to participate in CPD activities. As Darling-Hammond et al. (2020) noted, when teachers understand the relevance and potential impact of professional development, they are more likely to engage actively and persist in their learning endeavors. Setting clear goals allows teachers to monitor their progress and evaluate the effectiveness of CPD initiatives. By establishing measurable indicators of success, such as improved instructional practices or student outcomes, teachers can assess their professional growth and adjust their strategies (Kennedy, 2019). Participant 1 reflected on the challenges they have faced in their professional development journey, noting that they have helped them become more professional and effective educators. They suggest various strategies for managing continuing professional development, such as understanding strengths and weaknesses, seeking free learning opportunities, utilizing social media, finding mentors, identifying needs, reflecting on learning, applying new knowledge, and sharing with others. Participant 2 acknowledged the challenge of time management, particularly given the demanding nature of their profession. Despite this, they emphasized the importance of proper time management, effort, and patience in balancing their professional responsibilities with ongoing research and training. This highlighted the dedication required to continue professional development amidst the demands of daily professional practice. Setting clear goals encourages teachers to reflect on their strengths, weaknesses, and professional aspirations. Through self-assessment and goal-setting exercises, teachers gain a deeper understanding of their learning needs and areas for improvement (Loughran, 2020). Clear goals enable teachers to select CPD activities aligned with their specific objectives and priorities. Teachers can tailor their professional development plans to address identified areas of need, ensuring that their learning experiences are relevant and impactful (Borko, 2019). Participant 4 described their coping mechanism for managing challenges by focusing on positive qualities such as determination and perseverance. They outline their approach of describing the situation, actions taken, and resulting outcomes, which allows them to navigate difficulties effectively. This method helps them maintain a positive outlook and stay resilient in adversity. Setting clear goals and objectives is fundamental to effective professional development for teachers. According to Thompson and Adams (2018), educators should establish specific, measurable, achievable, relevant, and time-bound (SMART) goals to guide their professional growth. By aligning their goals with educational standards and the needs of their students, teachers can enhance their teaching. Professional development for teachers is most effective when it is driven by clear goals and objectives. According to research conducted by Smith and Brown (2018), educators who establish specific learning objectives are more likely to achieve meaningful outcomes in their professional development. This involves defining what they hope to achieve, whether it's enhancing classroom management skills, incorporating technology into lessons, or improving student assessment techniques. Clear goals serve as a roadmap for professional growth and guide teachers in choosing the most relevant training and resources. practices and contribute positively to student outcomes.

*3.2.2. Prioritizing and Managing Time Effectively*—Time, the most valuable resource in our lives, takes center stage in the realm of Continuing Professional Development (CPD) for teachers. The journey through CPD has illuminated the critical importance of prioritizing and managing time effectively in this pursuit of perpetual growth and excellence. Effective time management allows teachers to allocate sufficient time for CPD activities, such as workshops, courses, and conferences. By prioritizing professional development, teachers can make the most of available learning opportunities and stay updated on current educational practices (Reeves Fox, 2021). Teachers often face heavy workloads, including lesson planning, grading, and extracurricular activities. Effective time management helps teachers balance their professional responsibilities with CPD commitments, ensuring they can dedicate time to teaching and personal (Hargreaves Fullan, 2018). Participant 6 identified financial constraints and time management as primary challenges in continuing their professional development, noting the difficulty of budgeting tuition fees alongside expenses for their children’s education and basic necessities. He further emphasized the importance of time management as a coping mechanism to balance work, schooling, and personal responsibilities. Similarly, Participant 7 echoed similar challenges regarding time and finances in pursuing professional development, highlighting the need for effective time management and seeking additional income as coping strategies. This underscores the importance of resource allocation and prioritization in managing competing demands while striving towards career advancement. Prioritizing time for CPD allows teachers to invest in their professional growth and development, which can contribute to personal satisfaction and well-being. Teachers can feel fulfilled and motivated in their careers by engaging in meaningful learning experiences and pursuing their interests (Loughran, 2020). Teachers who manage their time effectively are better equipped to complete tasks efficiently and meet deadlines. By establishing priorities, setting goals, and minimizing distractions, teachers can optimize their workflow and accomplish more in less time (Hirsh Hord, 2019). Research by Brown and Clark (2019) emphasized the importance of developing time management strategies to balance teaching responsibilities, professional development activities, and personal well-being. By utilizing techniques such as time blocking and delegating non-essential tasks, teachers can optimize their schedules and allocate time for meaningful professional growth. Effective time management is critical for teachers engaged in continuous professional development. Johnson and Davis (2019) stressed that educators often have demanding schedules, making it essential to prioritize their professional development activities. This involves allocating time for workshops, seminars, and self-study, while ensuring it doesn’t compromise their classroom responsibilities. Effective time management helps teachers strike a balance between their ongoing learning and their teaching commitments, ensuring that both areas benefit.

*3.2.3. Staying adaptable and flexible*—Adaptability and flexibility have emerged as the cornerstone of Continuing Professional Development (CPD) journey as a teacher. In a dynamic and ever-evolving educational landscape, the ability to adjust and pivot has been instrumental in the quest for growth and improvement. The nature of education is such that new methodologies, technologies, and student needs are in a perpetual state of change. Teachers may struggle to step out of their comfort zones and embrace unfamiliar practices or method-

ologies. Overcoming resistance to change requires support, encouragement, and opportunities for professional development that promote risk-taking and experimentation (Reeves Fox, 2021). Limited resources, including time, funding, and access to training opportunities, can hinder teachers' ability to adapt and innovate. Schools and educational institutions must prioritize investment in CPD initiatives that foster adaptability and provide teachers with the necessary support and resources (Hirsh Hord, 2019). Participant 2 acknowledged the challenge of time management and the effort required in balancing professional responsibilities with further education and skill development. By effectively managing their time, exerting effort, and practicing patience, they can engage in research and training opportunities that contribute to their professional growth and skill enhancement. Participant 3 described their coping mechanism for managing challenges, focusing on positive qualities such as determination and perseverance. He outlined his approach of describing situations, actions taken, and resulting outcomes, which allows them to navigate difficulties effectively while maintaining a positive outlook and resilience. Students come from diverse backgrounds and have varying learning styles, abilities, and interests. Teachers need to adapt their instructional strategies and approaches to meet the needs of all learners effectively. Flexibility in CPD enables teachers to explore alternative methods and tailor their practices to support diverse student populations (Reeves Fox, 2021). Innovation is a driving force in education, leading to the emergence of new teaching methods, technologies, and pedagogical trends. Teachers who embrace innovation and remain open to experimentation and change are better positioned to incorporate innovative practices into their teaching and enhance student learning outcomes (Hargreaves Fullan, 2018). Based on the figure, three themes emerged from the responses of the

participants, which were setting clear goals and objectives, prioritizing and managing time effectively, and staying adaptable and flexible. These themes implied that Continuing Professional Development (CPD) for educators is a transformative journey shaped by the central theme of setting clear goals and objectives, prioritizing and managing time effectively, and staying adaptable and flexible. These themes intertwine to create a successful and enriching CPD experience. Setting clear goals and objectives marks the inception of the CPD voyage. This theme underscores the necessity of establishing specific and achievable goals, providing a roadmap for growth and development. By defining these objectives, educators can tailor their CPD initiatives, channeling efforts towards relevant areas such as improving teaching methodologies, mastering new technologies, or enhancing classroom engagement. Clear goals serve as guiding stars, ensuring that each step taken aligns with the larger vision of professional advancement. Reflecting on these themes, it is evident that they form an intertwined fabric of continuous growth and improvement in education. Clear goals and objectives set the direction, effective time management propels progress, and adaptability ensures that the journey remains enriching and impactful. As educators embark on their CPD endeavors, these themes serve as guiding principles, reminding us that every step taken should be purposeful, every moment utilized efficiently, and every challenge embraced with an open mind. These efforts culminate by enhancing individual teaching practices and the empowerment to shape a brighter future for future generations. Figure 5 shows the Coping Mechanisms with the Challenges in Continuing Professional Development. The emergence of the three themes: Setting clear goals and objectives, Prioritizing and managing time effectively, and Staying adaptable and flexible

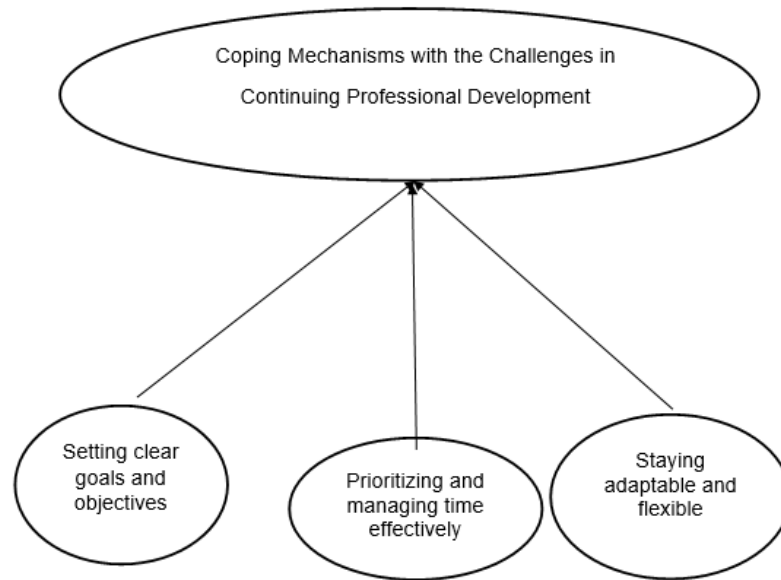


Fig. 4. Emerging themes on coping mechanisms with the challenges in continuing professional development

3.3. *Educational Management Insights Gained from the Findings of the Study*—The participants shared their educational management insights and it was narrowed down into one to generate the themes. These themes were carefully analyzed and formulated based on informants’ accounts and reflections. The subthemes are shown below:

3.3.1. *Long-term Sustained Professional Development*—Committing to effective CPD is not a one-time event but an ongoing process. Long-term, sustained professional development with regular follow-ups and continuous learning and reflection opportunities are essential. In the dynamic realm of education, teachers are the backbone, nurturing the minds of future generations. Long-term professional development allows teachers to deepen their expertise in specific areas of teaching and learning over time. Through ongoing learning opportunities, reflective practice, and peer collaboration, teachers can refine their skills and knowledge to become more effective educators (Darling-Hammond et al., 2020). Sustained professional development encourages teachers to reflect on their practice and identify areas for improvement continuously. By revisiting and refining their professional goals over an extended period, teachers

can make meaningful progress in their development and enhance their teaching effectiveness (Loughran, 2020). Participant 1 emphasized the importance of continuous professional development (CPD) for individuals, including educators, to keep their thinking fresh, skills relevant, and motivation high. They advocate for setting professional development goals, practicing time management and self-assessment, pursuing further education such as a master’s degree, and attending trainings/seminars/workshops to continually grow and develop professionally. Further, Participant 3 reflected on the value of teaching in recognizing the unique qualities each learner brings to the educational experience. They underscore the significance of growing professionally to provide each child with the best possible learning environment, highlighting the importance of ongoing development in enhancing teaching effectiveness and meeting the diverse

needs of students. Teachers who participate in long-term professional development develop expertise in specific areas of interest or need. Through sustained engagement in learning communities, action research projects, and mentorship programs, teachers deepen their understanding and mastery of pedagogical practices (Buchanan Preston, 2019). Long-term professional development leads to adopting evidence-based instructional practices that positively impact student learning outcomes. By implementing new strategies and refining existing ones over an extended period, teachers can enhance the quality and effectiveness of their instruction

*3.3.2. Reflective Practice*—Encouraging reflective practice as part of CPD helps teachers to critically analyze their teaching methods, outcomes, and experiences, leading to continuous improvement. The role of a teacher extends beyond the boundaries of the classroom. A teacher is a perpetual learner, constantly seeking ways to enhance their craft, inspire their students, and cultivate an environment of growth. Reflective practice enables teachers to develop a deeper understanding of their teaching methods, beliefs, and values. Through structured reflection activities, such as journaling, self-assessment, and peer feedback, teachers gain insights into their strengths, weaknesses, and areas for growth (Loughran, 2020). Reflective practice fosters a culture of lifelong learning among teachers by encouraging ongoing self-assessment and professional growth. Teachers who engage in reflective practice are more likely to seek out new learning opportunities, experiment with innovative approaches, and adapt their teaching strategies to meet evolving student needs (Darling-Hammond et al., 2020). Participant 2 emphasized the value of daily experiences as opportunities for continuous learning in the teaching profession. They advocate for sharing and applying learnings daily and remaining

(Hargreaves Fullan, 2018). Long-term and sustained professional development is crucial for educators to achieve lasting improvements in their teaching practices. According to a study by Johnson et al. (2019), short-term, one-off workshops or training sessions often result in limited changes in teaching methods. Long-term programs that span several months or years provide teachers with the time and support needed to develop deep and lasting skills and knowledge. This type of professional development allows teachers to gradually implement new strategies in their classrooms and reflect on their effectiveness over time.

progressive in incorporating new updates into classroom practice, highlighting the importance of lifelong learning and seeing every day as an opportunity to grow and learn. Participant 4 reflected on their experiences and commits to approaching challenges with optimism and intelligence. They stress the importance of professional participation, striving to improve job performance by consistently doing their best, and reducing negative thinking. This underscores the importance of maintaining a positive attitude and continuous improvement in professional practice. Teachers who engage in reflective practice experience increased teaching effectiveness as they refine their instructional practices based on self-reflection and feedback. By identifying areas for improvement and implementing targeted changes, teachers can enhance student engagement, understanding, and achievement based on the study findings of Buchanan Preston (2019). Reflective practice contributes to teachers' ongoing professional growth and development. Through regular reflection on their teaching experiences, challenges, and successes, teachers deepen their pedagogical knowledge, refine their instructional techniques, and develop their identities as reflective practitioners (Hargreaves Fullan, 2018). Reflective practice

ultimately benefits student outcomes by promoting effective teaching practices and personalized learning experiences. Teachers who engage in reflective practice are better equipped to meet

*3.3.3. Collaborative Learning*—CPD programs that encourage collaboration among teachers can be highly effective. Peer learning, sharing experiences, and discussing strategies can enrich the professional development experience. In the vibrant tapestry of education, collaboration among educators stands as a beacon of innovation and progress. Collaborative learning fosters a sense of belonging and camaraderie among teachers, creating a supportive learning community where professionals feel valued, respected, and empowered. By building strong relationships and trust, collaborative learning environments encourage risk-taking, experimentation, and innovation (Buchanan Preston, 2019). Enhanced Instructional Practices: Teachers who engage in collaborative learning experience enhanced instructional practices through exposure to diverse perspectives and approaches. Teachers can expand their repertoire of teaching strategies and techniques by collaborating with colleagues, attending professional learning communities, and participating in peer coaching (Reeves Fox, 2021). Participant 4 is committed to approaching challenges with optimism and intelligence based on their experiences. They pledge to engage in continuous professional participation, always striving to improve job performance by giving their best effort and minimizing negative thinking. Likewise, Participant 5 reflects on their experiences as a kindergarten teacher, emphasizing the enjoyment of learning through play and exploration. They acknowledge the importance of embracing mistakes as opportunities for learning and highlight the significance of the learning process over the final answer. Collaborative learning contributes to increased job satisfaction and professional fulfill-

the diverse needs of their students, differentiate instruction, and create supportive learning environments conducive to student success (Reeves Fox, 2021).

ment among teachers. Teachers feel valued, supported, and motivated by connecting with peers, sharing successes, and supporting each other through challenges (Hargreaves Fullan, 2018). Collaborative learning ultimately benefits student outcomes by promoting effective teaching practices and personalized learning experiences. Teachers who engage in collaborative learning are better equipped to meet their students' diverse needs, differentiate instruction, and create supportive learning environments conducive to student success (Loughran, 2020). Based on the figure, three themes emerged from the participants' responses: long-term sustained professional development, reflective practice, and collaborative learning. Three pivotal themes emerge as transformative agents: long-term sustained professional development, reflective practice, and customization and differentiation. These themes, extracted from dedicated studies and insightful research, shed light on the crucial facets that underpin effective teacher development. Long-Term Sustained Professional Development nurturing growth and expertise long-term sustained professional development emerges as a linchpin for enriching educators' capabilities and fostering a culture of continuous growth. The findings underscore the significance of an ongoing, comprehensive approach to professional development. Through continuous, longitudinal engagement, teachers immerse themselves in a continuum of learning experiences, allowing for deeper understanding and mastery of both subject matter and effective pedagogical techniques. Long-term CPD facilitates the integration of new knowledge and skills into daily teaching practices, resulting in sustainable and long-lasting improvements



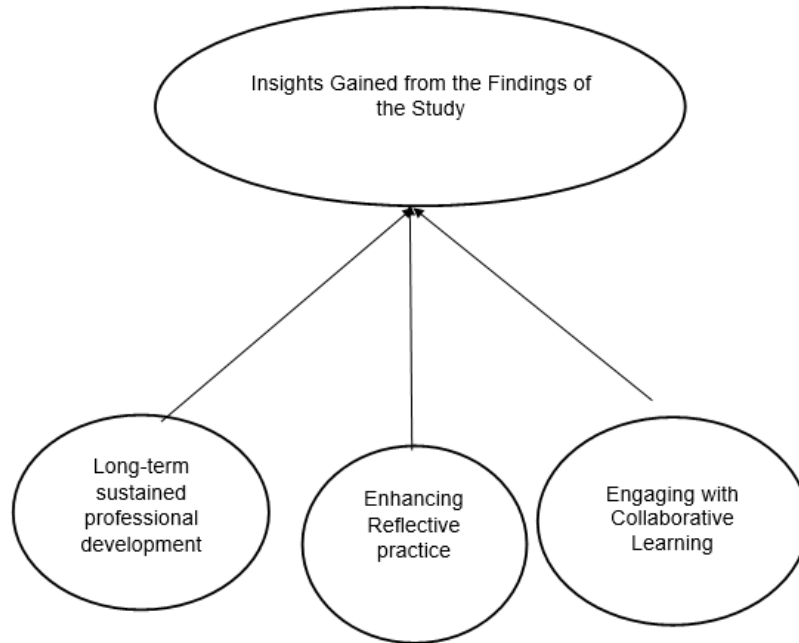


Fig. 5. Emerging themes on the insights gained from the findings of the study in classroom instruction. Involvement in extended professional development programs encourages teachers to embrace a growth mindset, promoting adaptability and resilience in the face of evolving educational landscapes. Reflective Practice is a mirror that encourages educators to contemplate, assess, and refine their teaching approaches. It emphasizes the importance of self-reflection, enabling teachers to assess the efficacy of their methods, identify strengths and weaknesses, and chart a deliberate path for improvement. Cultivating a culture of reflective practice promotes a deep understanding of the teaching and learning process, encouraging educators to make informed decisions based on evidence and experience. Engaging in regular reflection encourages self-awareness and empathy, enhancing the teacher-student relationship and fostering a more conducive and inclusive learning environment. Collaborative learning is a dynamic force that unites educators, fostering an environment of shared insights, collective problem-solving, and mutual growth. It emphasizes the power of collaboration and encourages teachers to learn from one another, creating a robust network of support and knowledge exchange. Collaborative learning enhances professional development by encouraging the sharing of best practices, diverse perspectives, and innovative teaching strategies, enriching the collective expertise of educators. Through collaborative learning, educators synergize their efforts, sparking creativity and innovation in developing instructional materials and strategies, ultimately enhancing the quality of education.

#### 4. Implications and Future Directions

In exploring the continuing professional development of teachers as a reflection of experiences, we delve into the implications based on the reflections and insights gathered from the experiences discussed in the earlier chapters. This chapter provides a critical analysis and vision for how these experiences can shape the ongoing professional development of educators and the broader

education landscape.

*4.1. Findings*—The study aimed to explore teachers' experiences, challenges, and coping mechanisms in their continuing professional development. Emerging themes were drawn in each of the phenomena in the conceptual framework of this study. Regarding teachers' experiences, three themes were identified from the participants' responses: professional networking and collaboration, increased job satisfaction and motivation, and skill enhancement and knowledge enrichment. These themes are pivotal in shaping educators' overall development and effectiveness in the classroom. Professional Networking and Collaboration Participating in CPD creates opportunities for teachers to engage with a broader community of educators. They can share experiences, challenges, and solutions, fostering a sense of belonging and shared purpose. CPD facilitates the exchange of knowledge and ideas among educators. Collaborating with peers helps gain insights into different teaching methodologies, approaches, and best practices. Teachers engaging in CPD often collaborate on projects that allow them to leverage each other's expertise. This collaborative effort can lead to the development of innovative teaching resources and strategies. Networking in CPD events offers opportunities for mentorship and guidance, where more experienced educators can provide advice, encouragement, and support to their colleagues. Increased Job Satisfaction and Motivation in CPD assists teachers in setting and achieving professional development goals, leading to a sense of accomplishment and increased job satisfaction. Engaging in CPD ensures that teachers acquire knowledge and skills relevant to their roles, increasing their job satisfaction by making them feel more competent and confident. Recognition for completing CPD activities or achieving milestones can boost a teacher's sense of value and validation, enhancing overall job satisfaction. CPD often opens up opportunities for career growth, motivating teachers to actively participate in professional development activities to advance in their careers. Skill Enhancement and Knowledge Enrichment encourages a culture of continuous learning among teachers. They continually enhance their skills and acquire new knowledge to stay updated with the latest trends and advancements in education. CPD offers various workshops and training sessions that aid in the development of teaching methodologies, classroom management techniques, and innovative instructional approaches. Teachers can improve their proficiency with educational technologies through CPD, enabling them to integrate these tools effectively into their teaching practices. CPD helps teachers deepen their understanding of the subjects they teach, making them more knowledgeable and proficient in delivering high-quality education to their students. By focusing on these three themes - Professional Networking and Collaboration, Increased Job Satisfaction and Motivation, and Skill Enhancement and Knowledge Enrichment - teachers can enrich their professional lives, cultivate a more fulfilling teaching experience, and provide enhanced learning opportunities for their students. Meanwhile, themes were identified regarding coping mechanisms with the challenges, such as setting clear goals and objectives, prioritizing and managing time effectively, and staying adaptable and flexible. These themes implied that Continuing Professional Development (CPD) for educators is a transformative journey shaped by the central theme of setting clear goals and objectives, prioritizing and managing time effectively, and staying adaptable and flexible. These themes intertwine to create a successful and enriching CPD experience. Setting clear goals and objectives marks the inception of the CPD voyage. This theme underscores the necessity of establishing specific

and achievable goals, providing a roadmap for growth and development. Educators can tailor their CPD initiatives by defining these objectives and channeling efforts toward relevant areas such as improving teaching methodologies, mastering new technologies, or enhancing classroom engagement. Clear goals serve as guiding stars, ensuring each step aligns with the larger vision of professional advancement. However, a clear path is incomplete without effective time management, the second critical theme. Time, a finite resource, demands prudent allocation and meticulous organization. Prioritization is paramount. Balancing the demands of teaching, administrative duties, personal life, and CPD requires a structured approach. Effective time management involves identifying the most impactful CPD activities, allocating dedicated time slots, and adhering to these commitments. It necessitates discipline, the conscious choice to invest time wisely, honoring the objectives set for CPD. In this fast-evolving educational landscape, adaptability and flexibility constitute the third crucial theme. The ability to adapt to new teaching methodologies, emerging technologies, and evolving student needs is the hallmark of a proficient educator. CPD should equip teachers to respond dynamically to change, welcoming challenges as opportunities for growth. Embracing feedback, modifying strategies, and customizing approaches to suit diverse learning styles are inherent to staying flexible. The resilience to navigate uncertainties and unforeseen circumstances ensures the sustainability and relevance of one's professional journey. Reflecting on these themes, it is evident that they form an intertwined fabric of continuous growth and improvement in education. Clear goals and objectives set the direction, effective time management propels progress, and adaptability en-

ures that the journey remains enriching and impactful. As educators embark on their CPD endeavors, these themes serve as guiding principles, reminding us that every step taken should be purposeful, every moment utilized efficiently, and every challenge embraced with an open mind. The culmination of these efforts is not only the enhancement of individual teaching practices but also the empowerment to shape a brighter future for generations to come. Regarding the educational insights drawn from the findings of the study, three themes also emerged from the responses of the participants which are long-term sustained professional development, enhancing reflective practice and engaging with collaborative learning. Three pivotal themes emerge as transformative agents: long-term sustained professional development, reflective practice, and customization and differentiation. These themes, extracted from dedicated studies and insightful research, shed light on the crucial facets that underpin effective teacher development. Long-Term Sustained Professional Development nurturing growth and expertise long-term sustained professional development emerges as a linchpin for enriching educators' capabilities and fostering a culture of continuous growth. The findings underscore the significance of an ongoing, comprehensive approach to professional development. Through continuous, longitudinal engagement, teachers immerse themselves in a continuum of learning experiences, allowing for deeper understanding and mastery of both subject matter and effective pedagogical techniques. Long-term CPD facilitates the integration of new knowledge and skills into daily teaching practices, resulting in sustainable and long-lasting improvements in classroom instruction.

4.2. *Implications*—The involvement in extended professional development programs en-

courages teachers to embrace a growth mindset, promoting adaptability and resilience in the

face of evolving educational landscapes. Reflective Practice acts as a mirror that encourages educators to contemplate, assess, and refine their teaching approaches. It emphasizes the importance of self-reflection, enabling teachers to assess the efficacy of their methods, identify strengths and weaknesses, and chart a deliberate path for improvement. Cultivating a culture of reflective practice promotes a deep understanding of the teaching and learning process, encouraging educators to make informed decisions based on evidence and experience. Engaging in regular reflection encourages self-awareness and empathy, enhancing the teacher-student relationship and fostering a more conducive and inclusive learning environment. Collaborative learning was a dynamic force that unites educators, fostering an environment of shared insights, collective problem-solving, and mutual growth. It emphasizes the power of collaboration and encourages teachers to learn from one another, creating a robust network of support and knowledge exchange. Collaborative learning enhances professional development by encouraging the sharing of best practices, diverse perspectives, and innovative teaching strategies, enriching the collective expertise of educators. Through collaborative learning, educators synergize their efforts, sparking creativity and innovation in developing instructional materials and strategies, ultimately enhancing the quality

4.3. *Future Directions*—It's crucial to ensure a comprehensive and collaborative approach when considering the future directions for policymakers, administrators, and teachers in the realm of continuing professional development (CPD) for educators. The policymakers may ensure that CPD policies align with broader educational goals and are seamlessly integrated into the overall education framework. Develop flexible CPD frameworks that cater to the evolving needs of educators and accommo-

of education. This underscores the critical need for deliberate reflection on professional development experiences and their implications for the future. By leveraging these insights, education stakeholders can design and implement more effective and impactful professional development programs, ultimately leading to enhanced teaching practices and improved student outcomes. This reflective process sets the stage for a continuously evolving educational landscape. Reflecting on experiences highlights the need for continuous improvement in pedagogical approaches, incorporating innovative methods and strategies learned during professional development. Linking professional development experiences to student achievement emphasizes the positive correlation between effective teaching practices and enhanced learning outcomes. The role of professional development in nurturing a collaborative and growth-oriented school culture is emphasized, creating a conducive environment for educators and students. Professional development experiences can empower teachers to take on leadership roles within the institution, fostering a culture of shared decision-making and accountability. Ensuring that professional development aligns with the institution's broader educational goals and policies is crucial for achieving sustained growth and progress.

date emerging trends and technologies in education. Establish incentives for teachers to engage in CPD, such as financial rewards, career advancement opportunities, or recognition, to encourage active involvement. Implement mechanisms to continuously monitor and evaluate the quality and impact of CPD programs to ensure they meet defined standards and expectations. Encourage policymakers to base decisions on solid research, leveraging data on CPD effectiveness, teacher performance, and student out-

comes. The school administrators may conduct regular needs assessments to identify specific areas for teacher development, guiding the design of tailored CPD programs. Foster a culture that encourages and values professional growth by providing resources, time, and support for teachers to engage in CPD activities. Forge partnerships with educational institutions, industry experts, and organizations to offer various CPD opportunities, promoting a broader spectrum of learning experiences. Embrace technology to deliver CPD programs efficiently, providing online courses, webinars, and interactive platforms for collaborative learning. Establish mentorship programs within schools, facilitating peer-to-peer learning and support networks that enhance CPD outcomes. The teachers may take initiative in identifying their own learning needs and actively participating in CPD opportunities that align with their professional goals. Cultivate a mindset of lifelong learning, seeking continuous growth and improvement throughout their careers. Actively engage in collaborative learning with peers, sharing best practices, insights, and experiences gained from CPD programs. Regularly reflect on their teaching methods, integrating insights from CPD experiences to refine their instructional strategies. Advocate for the importance of CPD both within their school communities and in the broader educational landscape, emphasizing its impact on professional growth and student success. By aligning efforts and perspectives, policymakers, administrators, and teachers can collectively drive a transformative agenda in continuing professional development, ensuring that educators are well-equipped to meet the evolving needs of the education sector.

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