

The Impact of Continuing Professional Development (CPD) On the Teaching Practice of Elementary Teachers in the Classroom

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Abstract: This study examined the impact of Continuing Professional Development (CPD) on the teaching practices of elementary teachers in the classroom. Specifically, it explored the extent of teachers' participation in CPD unit earning activities; their perceptions of CPD's influence on pedagogical knowledge, classroom management, and student engagement; the facilitating factors that support CPD implementation; and the logistical challenges that hinder participation. Using a descriptive research design, data were gathered through a structured survey administered to elementary teachers, and results were analyzed using mean, frequency, and ranking. Findings revealed that teachers have a moderate level of participation in CPD activities, with strong engagement in programs related to instructional strategies but lower involvement in assessment-related trainings. Teachers perceived CPD as having a positive impact on their teaching practice, particularly in improving instructional approaches, managing classroom dynamics, and fostering student engagement. The study also identified several facilitating factors such as cost-friendly programs, accessible training venues, digital platforms, administrative support, and flexible scheduling. However, teachers faced notable challenges including financial constraints, inaccessible venues, limited digital literacy, heavy workloads, and insufficient dissemination of CPD information. Based on the findings, the study proposed strategies to strengthen CPD implementation, focusing on accessibility, affordability, administrative support, and the integration of technology. This research concludes that while CPD significantly enhances teaching practices, its effectiveness relies on addressing logistical barriers and aligning programs with teachers' real needs.

Keywords: *Continuing Professional Development, Elementary Teachers, Teaching Practice, Professional Growth, Classroom Instruction, Enhance Career Progression.*

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I. INTRODUCTION

Education remains one of the most powerful instruments for individual development and national progress. It equips learners with the knowledge, skills, values, and attitudes necessary to function effectively in society and contribute meaningfully to social and economic development. At the core of this educational process are teachers, whose roles extend beyond delivering content to shaping learners' intellectual growth, character, and lifelong learning habits. In elementary education, teachers play a particularly critical role as they guide learners through their formative years, where foundational skills such as literacy, numeracy, critical thinking, and social interaction are developed. Because of this, the quality of teaching at the elementary level has far-reaching implications for learners' future academic success and overall development.

As the educational landscape continues to evolve, teachers face increasing demands brought about by curriculum reforms, technological advancements, diverse

learner needs, and global educational trends. Teachers are now expected to employ learner-centered approaches, integrate technology into instruction, address inclusive and differentiated learning needs, and utilize authentic assessment practices. These expectations require teachers to continuously update their professional knowledge and instructional skills. Teaching, therefore, is no longer viewed as a static profession but as a dynamic practice that necessitates continuous learning and adaptation. This reality underscores the importance of Continuing Professional Development (CPD) as an essential mechanism for sustaining and improving teaching quality.

Continuing Professional Development refers to the systematic and ongoing process through which teachers enhance their professional competence throughout their careers. CPD encompasses a wide range of learning activities, including seminars, workshops, conferences, training programs, graduate studies, mentoring, peer collaboration, and reflective practice. It aims to strengthen teachers' pedagogical knowledge, classroom management skills,

assessment strategies, and professional attitudes. Unlike pre-service training, which prepares teachers for entry into the profession, CPD supports in-service teachers in responding to changing educational contexts and emerging instructional challenges. Through CPD, teachers are provided opportunities to refine their practice, explore innovative strategies, and remain responsive to learners' evolving needs.

In the Philippine context, Continuing Professional Development has been formally institutionalized through Republic Act No. 10912, otherwise known as the Continuing Professional Development Act of 2016. This law mandates professionals, including licensed teachers, to earn CPD units as a requirement for the renewal of their professional licenses. The enactment of this law reflects the government's recognition of lifelong learning as a vital component of professional competence and ethical practice. For teachers, CPD serves not only as a regulatory requirement but also as a pathway for professional growth and instructional improvement. Through CPD-accredited activities, teachers are encouraged to engage in continuous learning that aligns with national education goals and standards. Within the classroom setting, the impact of CPD is evident in various dimensions of teaching practice. Teachers who actively participate in CPD activities are more likely to demonstrate enhanced pedagogical competence, effective classroom management, and improved instructional delivery. CPD provides teachers with exposure to updated teaching methodologies, learner-centered strategies, differentiated instruction, and inclusive education practices. These approaches enable teachers to address the diverse learning styles, abilities, and backgrounds of elementary learners. By strengthening instructional practices, CPD contributes to the creation of meaningful and engaging learning environments that support student understanding and academic achievement.

Another important contribution of CPD is its role in strengthening teachers' assessment and feedback practices. Effective assessment is a crucial component of teaching, as it informs instructional decisions and supports student learning. Through CPD, teachers gain knowledge and skills in designing formative and summative assessments, using authentic assessment tools, and providing constructive feedback that promotes learner growth. These competencies are particularly important in elementary education, where assessment practices should support learning development rather than merely measure performance. CPD helps teachers align assessment strategies with learning objectives and use assessment data to improve instruction. The integration of information and communication technology (ICT) into teaching and learning has also become a major focus of CPD initiatives. With the increasing use of digital tools in education, teachers are expected to integrate technology into lesson planning, instruction, and assessment. CPD programs equip teachers with digital skills, enabling them to use online resources, multimedia materials, and educational platforms effectively. For elementary teachers, ICT integration enhances lesson delivery by making learning more interactive, engaging, and accessible. CPD supports teachers

in adapting to digital innovations and ensures that technology is used meaningfully to support learning outcomes.

Beyond instructional skills, CPD fosters the development of reflective teaching practices. Reflective teaching involves continuous self-evaluation, critical analysis of instructional strategies, and thoughtful decision-making based on classroom experiences. CPD encourages teachers to reflect on their teaching practices, identify strengths and areas for improvement, and implement changes that enhance learning effectiveness. Through reflection, teachers become more aware of their instructional impact and develop a deeper understanding of their professional roles. This reflective orientation supports professional accountability and continuous improvement in teaching practice. Despite the recognized benefits of Continuing Professional Development, teachers often encounter various challenges that hinder their participation in CPD activities. Logistical challenges such as limited financial support, accessibility of training programs, time constraints, and difficulties in navigating online platforms can restrict teachers' engagement in professional development. Elementary teachers frequently juggle multiple responsibilities, including teaching loads, administrative tasks, and school-related activities, leaving limited time for CPD participation. These challenges highlight the need for supportive systems and structures that enable teachers to engage in professional learning without compromising their instructional responsibilities.

Administrative support plays a crucial role in addressing these challenges and facilitating effective CPD implementation. School leaders who prioritize professional development by providing encouragement, allocating resources, offering flexible schedules, and recognizing teachers' efforts create an environment that supports continuous learning. Conversely, insufficient administrative support may discourage teachers from participating in CPD activities, even when they recognize its importance. Understanding the facilitating factors and barriers associated with CPD implementation is therefore essential in ensuring that professional development programs are accessible, relevant, and sustainable.

Given these considerations, examining how elementary teachers perceive the impact of Continuing Professional Development on their teaching practice is both timely and necessary. Teachers' perceptions provide valuable insights into the relevance and effectiveness of CPD programs in addressing classroom realities. By exploring teachers' experiences, levels of participation, and perceived benefits of CPD, this study seeks to understand how professional development influences pedagogical knowledge, classroom management, student engagement, and overall teaching effectiveness. This study focuses on investigating the impact of Continuing Professional Development on the teaching practices of elementary teachers in the classroom. Specifically, it examines the extent of teachers' participation in CPD unit-earning activities, their perceptions of CPD's impact on teaching practice, the facilitating factors and logistical challenges in CPD implementation, and the strategies that can be proposed to enhance the effectiveness

of CPD programs. Through this comprehensive examination, the study aims to generate findings that can inform educational policy, school leadership practices, and professional development planning.

This research seeks to contribute to the improvement of teaching quality in elementary education by highlighting the significance of Continuing Professional Development as a tool for professional growth and instructional excellence. By strengthening CPD implementation and addressing the challenges faced by teachers, educational stakeholders can better support teachers as lifelong learners and key agents of educational change, thereby improving learning experiences and outcomes for elementary pupils.

This study is closely anchored on the Department of Education's Expanded Career Progression (ECP) system by examining Continuing Professional Development as a key mechanism that supports teachers' professional growth, competency development, and career advancement. By investigating teachers' participation in CPD activities and their perceived impact on classroom practice, the study highlights how CPD serves not only as a requirement for license renewal but also as a strategic pathway for career progression, promotion, and professional recognition. The findings of this research aim to provide empirical support for aligning CPD programs with career stages, ensuring that professional development opportunities are responsive to teachers' needs, performance expectations, and progression goals under the ECP framework.

➤ Objectives

- To determine the extent of participation of elementary teachers in Continuing Professional Development (CPD) programs.
- To have the perception of teachers on the impact of CPD on their teaching.
- To examine the facilitating factors in the implementation of CPD.
- To identify the challenges and barriers faced by elementary teachers in their CPD participation.
- To prepare strategies to effectively implement the CPD for teachers.

II. METHODOLOGY

This study employed a mixed-method research design integrating quantitative and qualitative approaches to examine the impact of Continuing Professional Development (CPD) on elementary teachers' classroom practices. The mixed-method approach was appropriate as it allowed for the collection of numerical data to identify patterns, trends, and relationships, while also capturing in-depth insights into teachers' perceptions, experiences, and reflections regarding CPD. The quantitative component used a descriptive-correlational design to determine the extent of teachers' participation in CPD earning-unit activities and its relationship with perceived improvements in teaching practices. The qualitative component adopted a

phenomenological approach to explore how and why CPD influences instructional practices from the teachers' perspectives. Combining both approaches enabled data triangulation, enhancing the validity and depth of the findings.

The study was conducted in selected public elementary schools within Matnog I District, where teachers are required to comply with CPD policies and the Expanded Career Progression system. The population consisted of all licensed public elementary teachers teaching Grades 1–6 in the selected schools. A representative sample was selected through Purposive sampling. Two instruments were employed: a structured survey questionnaire and a semi-structured interview guide. The survey collected data on teachers' demographics, CPD participation using a Likert-scale checklist. The interview guide elicited detailed accounts of teachers' perceptions, experiences, challenges, and suggestions regarding CPD. Content validity was ensured through expert review, and reliability of the survey was established. Credibility of qualitative data was maintained through careful transcription, member checking, and verbatim reporting of responses. Data collection proceeded after obtaining permission from school authorities and informed consent from participants. This methodology aligned with the study's objectives, enabling a systematic investigation of CPD participation, its perceived impact on teaching practice, associated challenges and facilitators, and the formulation of strategies to enhance CPD implementation.

The respondents of this study were elementary school teachers from selected public schools within Matnog, Sorsogon. These teachers were chosen because they have participated in Continuing Professional Development (CPD) programs and are actively involved in classroom instruction. Their insights were valuable in identifying how CPD influences teaching performance and classroom practices. A total of approximately 35 elementary teachers participated in the study. They represented different grade levels, years of teaching experience, and educational backgrounds. This ensured that the findings reflect a variety of perspectives from teachers working in diverse teaching environments. From among the participating teachers, a smaller group was invited to share their personal experiences and reflections about CPD and how it has affected their classroom teaching. Their testimonies provided deeper insights into the actual impact of professional development activities on their instructional approaches and professional growth. All respondents had attended at least one CPD program facilitated by the Department of Education or other recognized training providers. Their participation and feedback contributed to a comprehensive understanding of how CPD supports the continuous improvement of teaching practices among elementary educators.

III. RESULTS

This provides the results of this research work. The qualitative data was treated and explored through themed presentations. The quantitative data was discussed from a statistical perspective.

➤ *Extent of Elementary Teachers’ Participation in the Continuing Professional Development Earning Units Activities*

The extent of elementary teachers’ participation in Continuing Professional Development (CPD) unit-earning activities. The indicators reflect teachers’ engagement in various professional learning opportunities that support curriculum implementation, instructional innovation, inclusive practices, and assessment development. The data provide insights into which CPD areas teachers actively participate in, and which aspects require further strengthening to enhance overall professional growth.

Teachers showed high participation in attending workshops on curriculum alignment and lesson design (Mean

= 3.70), indicating strong engagement in activities that help align classroom instruction with curriculum standards. This suggests that teachers recognize the importance of well-structured lessons in improving learning outcomes and value CPD programs that directly support lesson planning and curriculum implementation.

Exploring innovative teaching strategies through CPD seminars (Mean = 3.65) also received a high level of participation, reflecting teachers’ willingness to adopt new instructional approaches to improve classroom instruction. This implies that CPD seminars are effective avenues for exposing teachers to updated pedagogical strategies that enhance teaching effectiveness and learner engagement.

Table 1 Extent of Elementary Teachers’ Participation in the Continuing Professional Development

Indicators	Mean	Description
Attending workshop on curriculum alignment and lesson design	3.70	High
Exploring innovative teaching strategies through CPD seminars	3.65	High
Participating in training on differentiated instruction and inclusive pedagogy	3.62	High
Documenting lesson exemplars during CPD activities	3.50	Moderate
Designing varied formative and summative assessment tools during CPD workshops	3.23	Moderate
Engaging in CPD training that discusses on authentic learning assessment	3.02	Moderate
Average	3.45	Moderate

Further shown in the table that Participating in training on differentiated instruction and inclusive pedagogy (Mean = 3.62) was likewise rated high, indicating teachers’ growing awareness of learner diversity and their commitment to addressing varied learning needs. This suggests that teachers actively seek professional development that equips them with strategies for inclusive and learner-centered instruction.

Documenting lesson exemplars during CPD activities (Mean = 3.50) was rated at a moderate level, suggesting that while teachers recognize its importance, consistent practice in documenting and sharing lesson outputs may be limited. This may be due to time constraints or insufficient emphasis on documentation during training activities.

The indicator designing varied formative and summative assessment tools during CPD workshops (Mean = 3.23) also reflected moderate participation, implying that teachers engage in assessment-related CPD but may need additional support to strengthen assessment literacy and the practical application of assessment strategies. Engaging in CPD training that discusses authentic learning assessment (Mean = 3.02) recorded the lowest mean, though still at a moderate level. This indicates that authentic assessment remains an area that requires further emphasis in CPD programs to help teachers better connect learning activities with real-life applications. The average mean of 3.45, interpreted as moderate participation, suggests that while teachers actively engage in several CPD activities, there remains room to increase participation particularly in assessment-related and output-based components of professional development.

➤ *How the Elementary School Teachers Perceive the Impact of Continuing Professional Development on Their Teaching Practices*

Continuing Professional Development (CPD) plays a vital role in enhancing teachers’ knowledge, skills, and teaching practices. For elementary school teachers, CPD provides opportunities to improve instructional strategies, classroom management, assessment, and use of technology. This study explores how teachers perceive the impact of CPD on their teaching, highlighting its role in strengthening professional competence, boosting confidence, and improving student learning outcomes. Understanding these perceptions can help schools design more effective and relevant CPD programs that support both teachers’ growth and students’ success.

• *Enhanced Classroom Instruction*

Elementary school teachers generally view Continuing Professional Development (CPD) as a vital driver of growth that shapes how they teach, manage learners, and respond to the changing demands of the curriculum. As teachers regularly attend trainings and workshops, they develop a deeper understanding of how CPD directly strengthens their daily classroom practices. Respondents shared that CPD not only updates their knowledge but also gives them clearer, more effective ways to deliver lessons.

Continuing Professional Development (CPD) has significantly improved their classroom instruction through better lesson delivery and teaching strategies. P1 stated, “The CPD trainings helped me organize my lessons better and explain concepts more clearly, which made my lessons easier for my pupils to understand.” P3 shared, “Through CPD, I learned new teaching strategies that allowed me to use varied

activities, making my students more active and engaged during class.”

P5 mentioned, “The trainings increased my confidence in using learner-centered approaches, and my lessons became more interactive and responsive to my students’ needs.” P6 added, “CPD helped me improve my classroom instruction by applying updated teaching methods and materials, which improved student understanding and interaction.”

These responses indicate that CPD has a positive impact on enhancing classroom instruction by equipping teachers with effective and practical teaching strategies.

- *ICT Integration in Lesson Planning*

Teachers perceive ICT-related CPD as increasingly essential in planning lessons that are engaging, visually appealing, and aligned with digital-age learning. Respondents recognized ICT integration as one of the most transformative outcomes of modern CPD, helping them utilize technology strategically despite varying school resources.

Continuing Professional Development (CPD) enhanced their ability to integrate information and communication technology (ICT) into lesson planning. P2 shared, “Through CPD trainings, I learned how to use digital tools and presentations when planning my lessons, which made my discussions more interesting for the pupils.” P4 stated, “CPD helped me incorporate videos, online resources, and interactive activities into my lesson plans, making lessons more engaging and meaningful.”

P7 mentioned, “The CPD programs improved my confidence in using technology for lesson planning, especially in selecting appropriate digital materials that support learning objectives.” P8 added, “Through CPD, I was able to integrate ICT in my lesson plans more effectively, allowing me to design lessons that are interactive and aligned with my students’ needs.”

These responses show that CPD plays a crucial role in strengthening teachers’ ICT integration skills, enabling more engaging and technology-supported lesson planning.

- *Enhanced Pedagogical Skills*

CPD shapes teachers’ mastery of diverse pedagogical strategies. Teachers reported that CPD exposed them to new and more effective instructional techniques, enabling them to choose strategies suited for different learning styles and subject complexities.

Continuing Professional Development (CPD) significantly enhanced their pedagogical skills by improving their teaching strategies and understanding of effective instruction. P9 stated, “CPD trainings helped me better understand different teaching approaches and how to apply them effectively in my classroom.” P11 shared, “Through CPD, I learned new strategies that allowed me to explain lessons more clearly and adapt my teaching to my pupils’ learning levels.”

P12 mentioned, “The professional development activities enhanced my skills in using learner-centered strategies, making my lessons more engaging and effective.” P14 added, “CPD improved my pedagogical skills by exposing me to updated teaching methods that helped me manage lessons and learning activities more efficiently.”

These responses indicate that CPD plays a vital role in strengthening teachers’ pedagogical skills, enabling them to deliver more effective and responsive instruction.

- *Improved Classroom Management Practices*

The CPD helps teachers manage student behavior, maintain order, and create a conducive learning environment. Respondents explained that CPD provides practical solutions to everyday classroom challenges.

Participants shared that Continuing Professional Development (CPD) has positively influenced their classroom management practices, helping them maintain a more organized and conducive learning environment. P10 stated, “CPD sessions taught me strategies to handle disruptive behavior and maintain classroom order effectively.” P13 shared, “Through CPD, I learned techniques for managing group activities and maintaining student focus, which improved overall classroom discipline.”

P15 mentioned, “The professional development programs helped me implement clear routines and rules in the classroom, making learning smoother and more structured.” P17 added, “CPD provided practical tips on behavior management and student engagement, which allowed me to create a positive and controlled learning environment.”

These responses suggested that CPD plays a crucial role in enhancing teachers’ classroom management skills, ensuring better organization and improved student behavior during lessons.

- *Strengthened Collaboration and Professional Relationships*

Teachers view CPD as a meaningful opportunity to strengthen teamwork and professional relationships in school. Respondents expressed that CPD encourages them to collaborate, exchange ideas, and learn from one another’s strengths.

Continuing Professional Development (CPD) helped strengthen collaboration and professional relationships among teachers, fostering a supportive and cooperative work environment. P11 stated, “CPD activities allowed me to interact with colleagues, share teaching strategies, and learn from each other’s experiences.” P14 shared, “Through CPD, I was able to collaborate with other teachers during workshops and group activities, which improved our teamwork and professional rapport.”

P16 mentioned, “The training programs encouraged joint problem-solving and discussion, helping us build stronger professional connections within the school.” P18 added, “CPD provided opportunities for peer mentoring and

collaboration, which enhanced my relationships with colleagues and created a more supportive teaching community.”

These responses highlight that CPD not only enhances individual skills but also fosters a culture of collaboration, mutual support, and professional growth among teachers.

- *Development of Reflective Teaching Practices*

Teachers perceive CPD as a catalyst for deeper reflection on their teaching choices, strengths, and areas for improvement. Respondents stated that reflection helps them become more intentional and thoughtful about lesson planning, teaching strategies, and learner outcomes.

Continuing Professional Development (CPD) significantly contributed to the development of reflective teaching practices, allowing them to assess and improve their instructional approaches. P15 stated, “CPD encouraged me to evaluate my teaching methods regularly and think critically about how to improve my lessons.”

P17 shared, “Through CPD, I learned to reflect on my classroom practices and make adjustments that better address my students’ learning needs.” P19 mentioned, “The trainings taught me to assess the effectiveness of my strategies and consider alternative approaches to enhance learning outcomes.” P20 added, “CPD helped me develop a habit of reflecting on each lesson, identifying what worked and what could be improved for better student engagement.”

These responses indicated that CPD fosters reflective teaching, enabling educators to continuously improve their instructional practices and adapt strategies to meet diverse learner needs.

- *Better Assessment and Feedback Practices*

Participants explained that CPD enhances their ability to design assessments that truly measure learning and provide feedback that guides student improvement. Teachers view assessment-focused CPD as crucial in helping them conduct fair, accurate, and meaningful evaluation of student performance.

Respondents said that Continuing Professional Development (CPD) has improved their assessment and feedback practices, enabling them to evaluate student learning more effectively. P18 stated, “CPD taught me how to design more varied and meaningful assessment tools that accurately measure my students’ learning.” P21 shared,

“Through the trainings, I learned how to provide constructive feedback that helps my students improve their performance.”

P22 mentioned, “CPD guided me in creating formative and summative assessments that are aligned with learning objectives and student needs.” P23 added, “The professional development sessions helped me use assessment results to adjust my teaching strategies and provide better guidance to my pupils.”

These responses suggested that CPD plays a critical role in enhancing teachers’ assessment skills and feedback practices, contributing to more effective learning outcomes for students.

- *Facilitating Factors in the Implementation of Teachers’ Continuing Professional Development*

Facilitating factors in the implementation of Continuing Professional Development (CPD) refer to the conditions and support mechanisms that encourage teachers to actively participate in professional learning activities.

The most influential facilitating factor identified is the provision of cost-friendly training programs, which ranked first and with a frequency of 30. This indicates that affordability plays a crucial role in encouraging teachers to participate in

CPD activities. When training programs are offered at minimal or no cost, teachers are more likely to engage, especially given financial constraints that often limit professional development opportunities.

Ranked second, the availability of accessible training and workshops that are CPD earning units (Frequency = 26) highlights the importance of convenience and official recognition in CPD participation. Teachers are more motivated to attend programs that are easy to access and contribute directly to their required CPD units, ensuring that their professional learning efforts are both practical and purposeful.

The integration of digital platforms in the delivery of CPD earning units ranked third with a frequency of 22, reflecting the growing role of technology in professional development. This suggests that online and blended learning platforms help overcome geographical and time-related barriers, allowing teachers to participate in CPD activities more flexibly and efficiently.

Table 2 Facilitating Factors in the Implementation of Teachers’ Continuing Professional Development

Facilitating Factors	Frequency	Rank
Providing cost-friendly training programs	30	1
Providing accessible training and workshops that are CPD earning units	26	2
Integrating digital platforms in the delivery of CPD earning units	22	3
Ensuring administrative support that encourage teachers’ participation in CPD activities	20	4.5
Offering flexible scheduling options (blended engagement, online, face to face...)	20	4.5

Both ensuring administrative support that encourages teachers’ participation in CPD activities and offering flexible scheduling options ranked fourth with equal frequencies of 20. These findings indicate that leadership support and flexible learning schedules are equally important in facilitating CPD participation. Administrative encouragement, such as approval of attendance and provision of time, coupled with flexible formats like online, blended, or face-to-face sessions, helps teachers balance CPD with their teaching responsibilities. The data suggest that CPD implementation is most effective when programs are affordable, accessible, technologically supported, administratively encouraged, and flexibly scheduled. These facilitating factors collectively create an enabling environment that promotes continuous professional growth among elementary teachers.

➤ *Logistical Challenges Encountered by Elementary Teachers in their Continuing Professional Development*

This section presents the logistical challenges encountered by elementary teachers in participating in Continuing Professional Development (CPD). Understanding these challenges helps identify the barriers that limit teachers’ engagement in professional learning activities and affect the overall effectiveness of CPD programs. The most significant challenge identified is the lack of financial support that makes CPD participation difficult, which ranked first with a frequency of 20. This finding indicates that financial constraints remain a major barrier for teachers, as expenses related to registration fees, transportation, and training materials can discourage participation in CPD activities. The inaccessibility of CPD training and workshop venues Ranked second (Frequency = 18) highlights geographical and logistical barriers that affect teachers, particularly those assigned to remote or rural schools. Limited access to nearby training venues increases travel time and costs, making CPD participation less feasible for many teachers.

Table 3 Logistical Challenges Encountered by Elementary Teachers in their Continuing Professional Development

Challenges	Frequency	Rank
Lack of financial support that makes CPD participation difficult	20	1
Inaccessibility of CPD training and workshop venues	18	2
Struggle with digital literacy and navigating online CPD platforms	16	3
Scheduling conflicts due to teaching and teaching related loads	10	4
Insufficient dissemination of information about available CPD opportunities	8	5

The struggle with digital literacy and navigating online CPD platforms ranked third with a frequency of 16, suggesting that while online CPD opportunities are increasing, not all teachers are adequately equipped with the necessary technological skills. Difficulties in using digital platforms can reduce engagement and limit the effectiveness of online professional development programs. Scheduling conflicts due to teaching and teaching-related loads ranked fourth with a frequency of 10, indicating that heavy workloads and competing responsibilities hinder teachers’ ability to attend CPD activities. This suggests that CPD schedules may not always align with teachers’ available time, resulting in reduced participation. Insufficient dissemination of information about available CPD opportunities ranked fifth with a frequency of 8. Although less frequently reported, this challenge points to communication gaps that may prevent teachers from being informed about relevant training opportunities in a timely manner. The data indicate that financial limitations, accessibility issues, technological challenges, time constraints, and communication gaps collectively hinder teachers’ participation in CPD. Addressing these logistical challenges is essential to ensure equitable access and sustained engagement in professional development activities.

➤ *Proposed Strategies to Effectively Implement the Continuing Professional Development for Teachers*

• *Rationale*

Teachers play a crucial role in shaping the quality of education, and their continuous growth directly impacts

student learning outcomes. In recent years, the demands of the teaching profession have rapidly evolved due to curriculum reforms, technological advancements, and the need for more learner-centered and inclusive teaching approaches. Because of these changes, Continuing Professional Development (CPD) has become essential in helping teachers upgrade their knowledge, strengthen their teaching practices, and respond effectively to modern educational challenges.

Despite the importance of CPD, many teachers experience challenges in its implementation. These include limited time, financial constraints, lack of access to relevant training programs, and inconsistent support from school administrators. In some cases, CPD activities do not fully match teachers’ actual classroom needs, making it difficult for them to apply newly learned strategies. These issues hinder teachers’ professional growth and reduce the overall effectiveness of CPD initiatives.

• *Goal*

To develop practical and effective strategies that will enhance the implementation of Continuing Professional Development (CPD) for teachers. Specifically, the study aims to identify the existing challenges in CPD participation, analyze teachers’ needs and experiences, and propose actionable solutions that can improve the accessibility, relevance, and sustainability of CPD programs.

➤ *Strategy 1: Strengthen School-Based Professional Development*

- Objective: To enhance teachers' professional growth by providing regular school-based training, collaborative learning sessions, and peer mentoring activities that directly support their instructional needs and classroom practices.

➤ *Mechanics: Strategy 1 – Strengthen School-Based Professional Development*

The first strategy aims to enhance teachers' professional growth by providing regular school-based training, collaborative learning sessions, and peer mentoring activities that directly support their instructional needs and classroom practices. To implement this strategy, the school should first conduct a needs assessment using surveys, meetings, or feedback forms to identify teachers' training requirements in areas such as classroom management, ICT skills, and teaching strategies. Based on the assessment, a school-based CPD plan should be developed, outlining the training topics, schedules, resource persons, and securing approval from the school administration. The plan should include organizing regular Learning Action Cell (LAC) sessions, conducted monthly or bi-monthly, with assigned facilitators and rotating leadership to encourage active participation.

Peer mentoring can be implemented, allowing experienced teachers to guide colleagues, share best practices, and provide ongoing support. In-house workshops and training should be conducted, inviting experts or skilled teachers to lead sessions, provide demonstration lessons, and distribute relevant training materials. This structured approach ensures that school-based professional development is consistent, collaborative, and aligned with teachers' instructional needs.

➤ *Strategy 2: Ensure Alignment of CPD Activities with Teachers' Needs*

- Objective: To design CPD programs that address teachers' specific needs and challenges, ensuring that training is relevant, practical, and directly applicable to classroom practices.

➤ *Mechanics: Strategy 2 – Ensure Alignment of CPD Activities with Teachers' Needs*

The second strategy focuses on ensuring that Continuing Professional Development (CPD) activities are closely aligned with teachers' actual professional needs and classroom challenges. Implementation begins with conducting a needs assessment through surveys to identify specific areas for professional growth, teaching challenges, and preferred learning formats. The collected data should then be analyzed to categorize and prioritize the most needed CPD topics and skill areas, ensuring that training addresses real gaps in teachers' knowledge and practice. Based on this analysis, relevant CPD programs such as workshops, seminars, and training modules should be designed to directly respond to these identified needs. Teachers should also be consulted to provide additional input and suggest topics,

ensuring that CPD is practical, applicable, and responsive to their experiences.

Training topics should be prioritized to focus on high-impact areas such as classroom management, differentiated instruction, ICT integration, and assessment strategies, maximizing the effectiveness and relevance of professional development activities.

➤ *Strategy 3: Improve Administrative Support and Resource Allocation*

- Objective: To provide teachers with sufficient administrative support, time, and resources, ensuring they can fully participate in CPD activities and apply learned strategies effectively in the classroom.

➤ *Mechanics: Strategy 3 – Improve Administrative Support and Resource Allocation*

The third strategy emphasizes the importance of strong administrative support and proper allocation of resources to ensure the effective implementation of Continuing Professional Development (CPD) for teachers. The process begins with assessing current support by evaluating existing administrative assistance, available resources, and time allocation for CPD activities. Next, it is essential to identify gaps where support or resources are insufficient, such as funding, training materials, or time for teachers to participate in CPD programs. Based on these findings, the school should allocate budget and resources, setting aside funds to cover training fees, materials, and other logistical requirements.

Teacher schedules should be adjusted to provide flexible or designated CPD hours, allowing teachers to engage in professional development without overloading their workload. Administrative involvement should be encouraged, with school leaders actively supporting and participating in CPD activities to set an example, motivate teachers, and ensure smooth implementation. This strategy highlights the critical role of school leadership and resource management in promoting successful professional growth for teachers.

➤ *Strategy 4: Strengthen Partnerships with External Organizations*

- Objective: To establish collaborations with universities, training institutions, and educational organizations that provide high-quality CPD programs, ensuring teachers have access to expert knowledge and additional learning opportunities.

➤ *Mechanics: Strategy 4 – Strengthen Partnerships with External Organizations*

The fourth strategy focuses on enhancing Continuing Professional Development (CPD) by establishing strong partnerships with external organizations. The implementation begins with identifying potential partners, such as universities, training institutions, government agencies, NGOs, and private organizations that offer CPD programs. Schools should then initiate communication with these

organizations to discuss possible collaborations and partnership opportunities.

Once partners are engaged, it is important to define partnership goals, setting clear objectives for collaboration, such as providing workshops, seminars, online training, or sharing educational resources. Following this, schools should plan joint CPD activities, coordinating schedules, topics, and resource persons for collaborative training programs or workshops.

Inviting experts and specialists from external organizations to conduct specialized CPD sessions ensures that teachers gain exposure to new knowledge, innovative strategies, and best practices beyond what is available in the school. This strategy highlights the value of collaboration and resource sharing in strengthening teacher professional development.

➤ *Strategy 5: Utilize Technology for Flexible Learning*

- Objective: To integrate digital tools and online platforms in CPD programs, providing teachers with flexible, accessible, and self-paced learning opportunities that accommodate their schedules and professional needs.

➤ *Mechanics: Strategy 5 – Utilize Technology for Flexible Learning*

The fifth strategy emphasizes the use of technology to provide flexible and accessible Continuing Professional Development (CPD) for teachers. Implementation begins with assessing available technology, identifying the digital tools, platforms, and internet access that teachers currently have. Based on this assessment, schools should select appropriate platforms, such as webinars, learning management systems, or video tutorials, that are suitable for CPD delivery. Digital training modules should be developed, incorporating videos, readings, interactive activities, and assessments to facilitate online learning.

To accommodate teachers' diverse schedules, CPD sessions should be scheduled flexibly, offering both asynchronous (self-paced) and synchronous (live) learning opportunities. Technical support should be provided to ensure that teachers can effectively use digital tools, troubleshoot common issues, and maximize their engagement in online professional development. This strategy highlights how technology can expand access, improve convenience, and enhance the overall effectiveness of CPD programs.

IV. DISCUSSION

A. *Extent of Elementary Teachers' Participation in Continuing Professional Development (CPD) Unit Earning Activities*

The findings reveal that elementary school teachers participate in Continuing Professional Development (CPD) earning-unit activities to a moderate to high extent, influenced by workload demands, accessibility of programs, perceived relevance, and institutional support. Teachers generally recognize CPD as both a professional obligation

and a pathway for growth within the educational system. However, the extent of participation is shaped by how these contextual factors interact within their professional environment. Participation is strongly influenced by perceived relevance and personal benefit. As argued by Villegas-Reimers (2003) in her review of global teacher professional development models, teachers are more inclined to engage in CPD when learning experiences are aligned with classroom realities and professional aspirations. This is reinforced by Desimone's (2009) core conceptual framework, which identified coherence and content focus as critical features of effective professional development. The teachers in this study echoed these principles, indicating that they attend CPD activities more actively when the content addresses immediate instructional concerns and aligns with professional standards such as the Philippine Professional Standards for Teachers (PPST).

Career progression and regulatory compliance also shape participation. Under Republic Act No. 10912 (Continuing Professional Development Act of 2016), teachers are required to earn CPD units for license renewal through the Professional Regulation Commission (PRC). Beyond compliance, participation contributes to eligibility for promotion under DepEd's Enhanced Career Progression (ECP) framework. Guskey's (2002) model of teacher change explains that educators are more likely to invest in professional learning when they see tangible outcomes, such as improved performance, recognition, or advancement. The findings support this theory, as teachers reported participating in CPD both to enhance instructional competence and to meet professional advancement requirements. Structural constraints moderate the extent of engagement. Teachers cited heavy workloads, administrative responsibilities, and personal obligations as barriers to fuller participation. Bautista, Ng, Muñoz, and Bull (2016) identified similar challenges in Southeast Asian contexts, noting that time scarcity and professional exhaustion significantly affect CPD engagement. Opfer and Pedder (2011) further conceptualized teacher learning as influenced by the interaction of individual, school, and systemic factors. The present findings align with this systems perspective, demonstrating that willingness alone does not guarantee high participation without enabling institutional conditions.

➤ *Frequency of Participation in CPD Unit-Earning Activities*

The frequency of teachers' participation reflects both commitment to continuous improvement and the structural realities of their professional context. Desimone (2009) emphasized that sustained and repeated engagement in professional development is essential for meaningful changes in instructional practice. One-shot workshops, while common, are less likely to produce lasting instructional transformation compared to ongoing and coherent learning experiences. Teachers who frequently attend seminars, webinars, graduate courses, or in-service trainings demonstrate strong professional commitment and alignment with national standards. According to Guskey (2002), repeated participation reinforced teachers' confidence and strengthens their belief in the effectiveness of new strategies,

which ultimately influences classroom implementation. The findings suggest that teachers who participate more frequently exhibit greater professional agency and readiness to adopt innovative teaching practices. Frequency remains influenced by workload, scheduling conflicts, and opportunity availability. Sevilla and Hermosisima (2020) found that participation increases significantly when school leaders actively support attendance through flexible scheduling and encouragement. Thus, frequency is not solely a reflection of individual motivation but also an indicator of institutional culture and leadership support.

➤ *Types of CPD Programs Attended*

Elementary teachers engage in diverse CPD programs, including formal graduate studies, workshops, in-service training (INSET), Learning Action Cells (LAC), online courses, and specialized certification programs. This diversity reflects what Darling-Hammond et al. (2017) described as high-quality professional development—learning opportunities that are sustained, collaborative, classroom-focused, and varied in structure.

The preference for practical, classroom-centered trainings aligns with adult learning theory (Knowles, 1984), which emphasizes that adult learners value self-directed, problem-centered, and experience-based learning. Teachers in this study reported favoring CPD activities that provide actionable strategies rather than purely theoretical discussions. This supports Borko's (2004) who viewed that professional development must be situated within authentic teaching contexts to promote meaningful learning. The presence of collaborative formats such as Learning Action Cells also reflects the concept of Professional Learning Communities (PLCs), as discussed by DuFour and Eaker (1998). These collaborative structures foster shared responsibility for student outcomes and continuous improvement. The findings suggest that teachers are more engaged when CPD is embedded within collegial and collaborative environments.

➤ *Relevance of CPD Activities to Teaching Practice*

The perceived relevance of CPD content significantly determines teachers' depth of engagement and application. Avalos (2011) asserted that professional development is most impactful when it is closely linked to teachers' instructional realities. Similarly, Desimone (2009) identified coherence and active learning as essential elements that enhance transfer to classroom practice. Teachers in this study valued CPD programs that addressed differentiated instruction, literacy development, assessment strategies, classroom management, and ICT integration. When teachers perceive a clear connection between CPD content and everyday teaching challenges, participation becomes intrinsically meaningful rather than compliance driven. This reflects the principle of situated cognition (Lave & Wenger, 1991), which emphasized learning as participation in authentic professional practice. The findings indicated that relevance enhances not only participation but also implementation, reinforcing Guskey's (2002) argument that teacher change is more sustainable when professional development leads to observable improvements in student learning.

➤ *Teachers' Motivation and Professional Commitment*

Teachers' motivation to participate in CPD is shaped by both intrinsic and extrinsic factors. Intrinsically, many teachers expressed a genuine desire to improve instructional quality and better support learners. Extrinsically, CPD units are necessary for license renewal and career advancement. According to Self-Determination Theory (Deci & Ryan, 2000), motivation becomes more sustained when individuals perceive autonomy, competence, and relatedness in their professional activities. Guskey (2002) suggests that teachers' commitment strengthens when they witness positive outcomes from their professional learning. The findings show that teachers are more motivated when CPD enhances confidence, competence, and classroom effectiveness. Flores (2017) further noted that professional identity development is reinforced when teachers view themselves as lifelong learners within a structured career progression system. Thus, participation is most meaningful when compliance requirements align with authentic professional growth and identity formation.

➤ *Institutional and Administrative Support for CPD Participation*

Institutional support significantly influences teachers' extent of participation. Avalos (2011) emphasized that school leadership plays a central role in cultivating a culture of professional learning. Administrative support—through funding, schedule adjustments, recognition, and logistical assistance—reduces barriers and enhances engagement. Opfer and Pedder (2011) conceptualized professional learning as a systemic process requiring alignment between teacher motivation and organizational conditions. Similarly, Fullan (2016) highlighted leadership as a key driver of sustainable educational change. The findings support these perspectives, as teachers reported greater participation when school leaders actively encouraged and facilitated CPD involvement. When CPD is embedded within a supportive institutional culture, it becomes a shared professional responsibility rather than an additional burden. This reinforces the importance of systemic alignment between policy mandates, school leadership practices, and teachers' professional aspirations.

B. How the Elementary School Teachers Perceive the Impact of Continuing Professional Development on their Teaching Practice

Teachers consistently described Continuing Professional Development (CPD) as a significant contributor to their instructional improvement, classroom management skills, professional confidence, collaboration, reflective practice, assessment strategies, and technology integration. Overall, teachers perceive CPD not only as a requirement but as a meaningful avenue for professional growth and instructional enhancement. Findings of the study revealed that CPD positively influences teachers' pedagogical practices. Many respondents shared that after participating in CPD earning-unit activities, they became more learner-centered, flexible, and innovative in delivering lessons. They reported adopting differentiated instruction, inquiry-based approaches, formative assessment strategies, and ICT-integrated teaching methods that improved learner

engagement. This supports the findings of Thomas R. Guskey (2002), who emphasized that effective professional development leads to meaningful changes in instructional practices that ultimately benefit student learning.

The study further showed that CPD enhances teachers' professional confidence and competence. Teachers reported feeling more capable of handling classroom challenges, designing lessons aligned with standards, and addressing diverse learner needs. According to Laura M. Desimone and Michael S. Garet (2015), sustained and content-focused professional development strengthens teacher self-efficacy, which increases their willingness to implement innovative strategies. The participants' responses reflected this perspective, as many expressed renewed motivation and readiness to improve their craft after attending CPD programs.

➤ *Perceived Improvement in Instructional Strategies*

Elementary teachers widely perceive CPD as instrumental in refining their instructional strategies. Exposure to updated pedagogical approaches enables them to design lessons that are more engaging, interactive, and responsive to learners' abilities. Teachers reported that CPD helped them shift from traditional lecture-based methods to more student-centered practices that encourage participation and critical thinking.

Research by Linda Darling-Hammond, Maria E. Hyler, and Madelyn Gardner (2017) confirmed that teachers perceive professional development as effective when it directly improves classroom practice. Similarly, Desimone (2009) found that professional development aligned with teachers' classroom realities increases perceived instructional competence. In this study, teachers acknowledged that CPD equipped them with practical tools to better address diverse learning styles and academic needs.

➤ *Perceived Enhancement of Classroom Management Skills*

Another strong perception among teachers is that CPD contributes to improved classroom management. Participants shared that seminars and workshops on behavior management, inclusive education, and classroom routines provided them with structured techniques to maintain order and promote positive behavior. These strategies allowed them to create a supportive and organized learning environment, which is crucial in elementary settings.

The findings align with the work of Robert J. Marzano (2003), who emphasized that well-designed professional development strengthens teachers' ability to manage classrooms effectively. Teachers in this study perceived that CPD helped reduce disruptions, improve student discipline, and foster a more focused and productive classroom atmosphere.

➤ *Perceived Increase in Professional Confidence and Competence*

Teachers also perceived CPD as essential in boosting their professional identity and confidence. Participation in earning-unit activities helped them stay updated with

curriculum reforms, policy changes, and innovations aligned with national standards such as the Philippine Professional Standards for Teachers (PPST). As a result, they felt more competent in meeting expectations and fulfilling their professional responsibilities.

Guskey (2002) explained that teacher confidence increases when professional development leads to observable improvements in classroom outcomes. The respondents echoed this idea, noting that successful implementation of CPD-acquired strategies reinforced their belief in their capabilities. CPD therefore strengthens not only technical skills but also teachers' sense of professionalism and commitment.

➤ *Perceived Impact on Student Learning and Engagement*

Teachers strongly believe that CPD has a positive ripple effect on student learning and engagement. When they applied collaborative activities, formative assessments, and technology-based instruction learned from CPD, students became more participative and responsive. Teachers observed improvements in comprehension, motivation, and classroom interaction. This perception is supported by John Hattie (2009), who highlighted teacher quality as one of the most influential factors in student achievement. By continuously upgrading their skills through CPD, teachers perceive that they directly contribute to improved learner performance and engagement.

➤ *Perceived Relevance and Practicality of CPD Content*

The study also revealed that teachers' perception of CPD impact is closely tied to the relevance and practicality of its content. When training sessions addressed real classroom challenges—such as literacy development, assessment design, or ICT integration—teachers reported higher satisfaction and greater perceived usefulness. Practical, hands-on workshops were viewed as more impactful compared to purely theoretical sessions.

Beatriz Avalos (2011), stated that professional development must be contextually grounded and responsive to teachers' needs to be considered meaningful. The findings of this study confirm that teachers value CPD most when it offers applicable strategies that can be immediately implemented in their classrooms. The findings indicate that elementary school teachers perceive Continuing Professional Development as highly beneficial in enhancing instructional practices, classroom management, professional confidence, and student learning outcomes. Their perceptions highlight that CPD is most impactful when it is sustained, relevant, practical, and aligned with the real demands of elementary classroom teaching.

C. Facilitating Factors in the Implementation of Teachers' Continuing Professional Development

The findings revealed several key facilitating factors that positively support the implementation of Continuing Professional Development (CPD) among elementary school teachers. These factors significantly influence teachers' participation, motivation, and sustained engagement in professional learning activities. Overall, the results indicate

that CPD becomes more effective when supported by strong leadership, accessible programs, flexible structures, and collaborative school cultures. One of the strongest facilitating factors identified was administrative support, particularly from school heads. Teachers emphasized that principals who provided encouragement, proper scheduling, logistical assistance, and recognition made CPD participation more manageable and meaningful. Supportive leadership fostered a positive professional learning climate and reinforced the value of continuous improvement. This finding aligns with the work of Linda Darling-Hammond et al. (2020), who highlighted that leadership commitment strengthens professional development implementation by establishing it as a school-wide priority rather than an additional obligation. When administrators actively promote CPD, teachers are more motivated to participate and apply new strategies in their classrooms.

Another major facilitating factor was the availability of accessible and relevant training programs. Teachers reported higher participation rates when CPD sessions were aligned with their grade level, subject specialization, and actual classroom needs. Practical and context-based training increased engagement and fostered a stronger sense of ownership in the learning process. According to Thomas R. Guskey (2017), professional development becomes more effective when it is perceived as directly applicable to teachers' daily instructional challenges. When CPD content is relevant and meaningful, teachers are more willing to invest time and effort in professional growth.

➤ *Availability of Accessible and Cost-Friendly CPD Programs*

The study further identified accessibility and affordability as crucial facilitators of CPD participation. Many public-school teachers face financial and logistical constraints; thus, low-cost or school-based training opportunities significantly increase inclusivity and engagement. When CPD programs are conducted locally or offered free of charge, teachers are less burdened by travel expenses and registration fees. Research by Bautista (2018) emphasized that affordability greatly influences teacher participation in professional development activities. Similarly, Organisation for Economic Co-operation and Development (2019) reported that reducing logistical barriers such as cost and distance enhances teacher involvement in CPD. Accessible and cost-friendly programs therefore promote sustainability and equity in professional learning.

➤ *Administrative Support and Encouragement from School Leadership*

Strong leadership support remains a central facilitator in CPD implementation. Teachers noted that when school heads adjust schedules, provide official endorsements, or even participate in training sessions, CPD becomes more organized and valued. Administrative encouragement also reduces teachers' stress and legitimizes their participation during school hours. Desimone and Garet (2015) emphasized that institutional support is a critical structural condition for effective professional development. Teachers are more likely to engage in CPD when leadership creates an enabling

environment that prioritizes growth and innovation. Administrative backing thus ensures smoother implementation and sustained teacher motivation.

➤ *Integration of Digital Platforms and Flexible Learning Modes*

The integration of digital platforms and flexible learning formats was also identified as a significant facilitator. Online webinars, self-paced modules, and blended learning approaches allow teachers to participate regardless of time and location constraints. This flexibility is especially important for teachers with heavy workloads and multiple responsibilities. According to Tanya Trust and Jill Whalen (2020), technology-enhanced professional development increases accessibility and participation by offering convenient and adaptive learning options. In the Philippine context, digital platforms supported by the Department of Education have expanded opportunities for teachers to complete CPD requirements even during demanding academic periods. Flexible delivery modes therefore enhance inclusivity and engagement.

➤ *Provision of Flexible Schedules for CPD Engagement*

Time flexibility emerged as another important facilitating factor. Teachers often manage heavy teaching loads, paperwork, and extracurricular responsibilities, which limit their availability for professional development. Offering weekend sessions, after-school workshops, or asynchronous modules allows teachers to participate without compromising their primary duties. Desimone and Garet (2015) explained that adequate time and schedule consideration are essential components of effective CPD programs. Flexible scheduling reduces stress and enables teachers to engage more meaningfully in learning activities, ultimately improving their perception of CPD effectiveness.

➤ *Collaboration and Peer Support Within the School Community*

Collaboration and peer support within the school community significantly facilitated CPD implementation. Teachers reported that participation was enhanced through shared learning experiences such as Learning Action Cells (LAC), mentoring, and informal discussions. Peer encouragement and knowledge sharing created a supportive professional culture that sustained engagement. Research by Vicki Vescio, Dorene Ross, and Alyson Adams (2008) highlighted that collaborative professional communities strengthen teacher capacity and instructional improvement. When teachers feel supported by colleagues who share similar goals and challenges, they are more motivated to participate actively in CPD initiatives. The findings demonstrate that effective CPD implementation is facilitated by supportive leadership, accessible and relevant programs, flexible learning structures, digital integration, and strong peer collaboration. These factors collectively create an enabling environment where continuous professional growth becomes an integral part of elementary teaching practice.

D. Logistical Challenges Encountered by Elementary Teachers in their Continuing Professional Development

The findings revealed several logistical challenges that hinder elementary teachers' full participation in Continuing Professional Development (CPD). These barriers limit access to meaningful learning opportunities and affect teachers' ability to complete required professional development units. Despite recognizing the value of CPD, teachers encounter practical constraints related to time, finances, accessibility, technology, and communication. One of the most frequently reported challenges was scheduling and time constraints. Teachers expressed difficulty balancing classroom teaching, paperwork, co-curricular responsibilities, and school activities with CPD attendance. Many noted that training sessions are often scheduled during peak workload periods, making consistent participation challenging. This finding supports the study of Linda Darling-Hammond et al. (2017), which identified limited time as one of the most common global barriers to effective professional development. Similarly, Opfer and Pedder (2011) emphasized that without protected time for learning, teachers struggle to engage in CPD regardless of their motivation.

Another major challenge identified was financial constraints. Teachers reported expenses related to registration fees, transportation, meals, and learning materials. Although some CPD programs are free, many require out-of-pocket spending, which becomes burdensome given limited salary allocations for professional growth. According to UNESCO (2016), financial barriers remain a major deterrent in teacher development initiatives worldwide. In the Philippine context, Cabansag (2020) also noted that economic limitations reduce teachers' willingness and ability to participate in CPD activities. Financial difficulties therefore create unequal access to professional learning opportunities. The study further revealed limited access to training venues and technological resources, particularly for teachers in rural or geographically isolated areas. Long travel distances, transportation difficulties, and limited local training centers discourage participation in face-to-face CPD programs. Research published in the *Asia-Pacific Teacher Education Journal* (2019) highlighted that remote schools often struggle with fewer professional development opportunities due to logistical limitations. These constraints reduce equitable participation and isolate teachers from valuable learning experiences.

➤ *Financial Constraints Limiting CPD Participation*

Financial limitations emerged as one of the most significant challenges affecting CPD engagement. Teachers in public elementary schools often shoulder professional development costs personally, which can strain their financial resources. When training fees and travel expenses are high, teachers may hesitate to attend even beneficial programs. UNESCO (2016) emphasized that sustainable teacher development requires institutional financial support to reduce inequities. Without adequate funding mechanisms, CPD participation becomes dependent on personal capacity rather than professional need.

➤ *Inaccessibility of Training Venues and Limited Local Opportunities*

Physical inaccessibility of training venues remains another major concern. Teachers assigned to distant or rural schools must travel long hours to attend seminars, increasing both cost and fatigue. Limited locally conducted CPD programs further reduce participation rates. Studies in the Asia-Pacific region have shown that remote schools experience fewer training opportunities due to logistical and infrastructure limitations. As a result, teachers in isolated areas face unequal access to professional learning compared to those in urban centers.

➤ *Limited Digital Literacy and Difficulties Navigating Online CPD Platforms*

As CPD increasingly shifts to digital formats, challenges related to digital literacy and technological access have become more evident. Some teachers reported difficulty navigating learning management systems, accessing modules, or resolving technical issues. Poor internet connectivity and lack of devices further hinder online participation. Research by Tanya Trust and Jill Whalen (2020) found that insufficient digital skills create barriers to effective online professional development. In contexts where ICT infrastructure is limited, these challenges significantly reduce engagement and completion rates in virtual CPD programs.

➤ *Time Constraints and Heavy Workload Hindering Participation*

Heavy workload continues to restrict teachers' ability to engage meaningfully in CPD. Aside from classroom instruction, teachers manage documentation, meetings, community involvement, and extracurricular activities. Without structured time allocation, CPD may be perceived as an additional burden rather than a growth opportunity. Darling-Hammond et al. (2017) emphasized that adequate time is a critical structural component of effective professional development. When teachers are overwhelmed with tasks, their engagement and application of CPD learning are significantly reduced.

➤ *Insufficient Dissemination of Information About CPD Opportunities*

Another challenge identified was the lack of timely and clear communication regarding available CPD programs. Teachers reported instances where training announcements were delivered late or not widely disseminated, limiting preparation and decision-making time. Research by Peter Earley and Vivienne Porritt (2014) emphasized that effective communication systems are essential for successful CPD implementation. When information flow is weak, participation decreases and opportunities for professional advancement are missed.

E. Proposed Strategies to Effectively Implement Continuing Professional Development for Teachers

The study identified several strategies proposed by elementary teachers to strengthen the implementation and effectiveness of Continuing Professional Development (CPD). These strategies are grounded in teachers' lived

experiences and emphasize the need for relevance, accessibility, administrative backing, collaboration, and innovation to ensure sustainable professional growth. One of the most emphasized strategies was aligning CPD programs with teachers' actual classroom needs. Teachers recommended that training topics directly address pressing instructional concerns such as classroom management, differentiated instruction, formative assessment, and ICT integration. They expressed that CPD becomes more meaningful when it provides practical tools that can be immediately applied in teaching. This supports the framework of Laura M. Desimone (2009), who emphasized that content focus and relevance are essential characteristics of effective professional development. When CPD is closely connected to teachers' subject areas and classroom challenges, its impact on instructional practice becomes stronger and more sustainable.

➤ *Strengthening School-Based Professional Development Systems*

Another key strategy is enhancing school-based professional development through structured Learning Action Cells (LAC), peer mentoring, collaborative lesson planning, and in-house workshops. School-based CPD allows teachers to contextualize learning within their actual teaching environment and immediately apply newly acquired strategies. Darling-Hammond et al. (2017), said that professional development conducted within teachers' workplaces is more effective because it supports active learning and continuous reflection. Strengthening school-level systems also fosters a culture of collaboration, reduces reliance on costly external seminars, and ensures equitable access to professional growth opportunities regardless of teachers' location or financial capacity.

➤ *Aligning CPD Programs with Teachers' Identified Needs*

Conducting regular needs assessments through surveys, classroom observations, and teacher feedback was also proposed as an essential strategy. Identifying specific areas for development—such as assessment literacy, inclusive education, or technology integration—ensures that CPD offerings are targeted and purposeful. Thomas R. Guskey (2002) emphasized that effective professional development must be data-driven and responsive to teachers' needs. When CPD programs are tailored based on evidence from classroom practice, teachers are more engaged and perceive training as valuable. This alignment prevents repetitive or irrelevant seminars that consume time without improving instruction.

➤ *Enhancing Administrative Support and Providing Adequate Resources*

Strong administrative support was also identified as a crucial strategy for improving CPD implementation. Teachers suggested that school leaders allocate budgets for training fees, provide flexible schedules, and formally recognize CPD participation. Administrative encouragement signals that professional growth is a shared priority rather than an individual responsibility. Research by Sparks and Loucks-Horsley (1989) highlighted that leadership plays a central role in sustaining professional development systems. When administrators create enabling structures and secure

necessary resources, teacher participation and motivation significantly improve.

➤ *Establishing Partnerships with External Institutions and Organizations*

Teachers also proposed building partnerships with universities, government agencies, non-government organizations, and private institutions to broaden CPD opportunities. Collaborations can provide access to updated research, specialized expertise, certification programs, and innovative instructional approaches. Andreas Schleicher (2016) noted that external collaboration enriches teacher learning experiences and aligns professional development with global educational standards. Partnerships also allow resource sharing and cost reduction, making CPD more diverse and accessible.

➤ *Utilizing Technology to Provide Flexible and Accessible CPD Opportunities*

The integration of technology in CPD delivery was strongly recommended to address time and location constraints. Online webinars, virtual workshops, and self-paced modules allow teachers to learn flexibly and conveniently. Technology-supported CPD also enables personalized learning, where teachers can select topics aligned with their professional goals. Trust and Whalen (2020), technology-enhanced professional development increases accessibility and participation, particularly when face-to-face sessions are limited. When supported by reliable platforms and technical assistance, digital CPD becomes a sustainable approach to lifelong learning for educators.

V. CONCLUSION AND RECOMMENDATIONS

➤ *Based on the Findings of the Study, the Following Conclusions were Drawn:*

- The extent of elementary teachers' participation in the continuing professional development unit-earning activities is at a moderate level.
- Elementary teachers perceive CPD as support in their teaching practices along with' pedagogical competence, classroom management and promoting more engaging learner-centered instruction.
- Cost-effective training opportunities, accessible workshops, digital platforms, and supportive administrative structures collectively emerge as the facilitating factors that encourage teachers' active participation in Continuing Professional Development activities.
- The logistical challenges encountered by elementary in their participation are financial constraints, limited access to venues, digital literacy challenges, scheduling conflicts, and inadequate dissemination of information.
- The effective implementation of Continuing Professional Development program for teachers is best advance through school-based initiatives like the following: responsive to educators' needs, reinforced by strategic partnerships, supported with sufficient resources, and enhanced by the flexible integration of technology.

➤ *Drawing from the Conclusions, the Following Recommendations are Offered:*

- Schools and education authorities provide accessible and well-aligned CPD programs that meet teachers' professional needs while increasing equitable access to CPD opportunities across schools, districts, and divisions.
- Provide regular, accessible CPD sessions that focus on enhancing pedagogy, classroom management, and learner-centered teaching practices.
- Strengthen school-based professional learning communities and align CPD with teacher's classroom realities and curriculum needs.
- Implement flexible or online CPD programs with adequate budget allocation and administrative support to ensure accessible and equitable teacher participation.
- Implement school-based and division-led CPD initiatives using flexible online or blended modalities, with strong administrative support and practical, classroom-focused content aligned with teachers' needs to maximize impact.

➤ *Significance of the Present Study*

This study provides insights into the impact of Continuing Professional Development (CPD) on the teaching practices of elementary teachers. The findings can help school administrators, policymakers, and education stakeholders design more effective CPD programs that enhance teachers' pedagogical knowledge, classroom management, and student engagement. By identifying facilitating factors, challenges, and practical strategies, the study contributes to improving professional growth, instructional quality, and overall student learning outcomes.

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