



Investigating the Continuing Professional Development Programs and Practices of College English Language Teachers in Selected Sucs in Mimaropa, Philippines

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Abstract

This study explores the Continuing Professional Development (CPD) programs and practices of college English language teachers in the MIMAROPA region of the Philippines, focusing on determining the engagement levels in professional formal and personal activities of CPD and teacher practices, finding the teachers' attitudes, views, and perceptions towards CPD, finding out CPD influence, impact on content and pedagogy of teachers, and CPD challenges. The research used mixed method with Multiphase design through survey questionnaires (78 respondents) and interviews (5) participants. Quantitative data were treated with Mean and Pearson r while qualitative data were narratively analyzed. The findings highlight very high engagement in both formal and personal CPD activities, with highly practiced outcomes in training, awards bearing, coaching, and mentoring, community of practice, action research, and transformative model. Additionally, teachers generally strongly agree in having positive attitudes, views, and perceptions towards CPD, recognizing its value in enhancing teaching skills and effectiveness. Notably, there was a strong positive correlation between the extent of CPD engagement and its practices, and a moderately positive correlation between CPD engagement and teachers' attitudes, views, and perceptions. The impact of CPD on improving pedagogical approaches, content knowledge, and overall teaching performance is significant, with teachers noting improvements in their ELT practices. Challenges encountered include balancing work-based activities, personal engagement, institutional barriers, and fostering community practices, which teachers aim to overcome through further research, collaboration, and reflective practices.

Keywords: Continuing Professional Development (CPD), English Language Teaching (ELT), Awards Bearing, Community of Practice, Transformative Model

1. Introduction

Teachers' Continuing Professional Development (CPD) is a highly discussed issue nowadays worldwide due to its significant role in upholding the professional skills of the faculties. CPD is easy to recognize but relatively difficult to define. Because of its formal and personal practices, the scope and concept of the CPD surround theoretical and empirical controversy. Dissimilar concepts of formal training and in-service learning make the issue more confusing. Meanwhile, the primary duty of a professional teacher is to ensure successful instruction. The teaching profession is characterized by perpetual changes, as the nature of the job is in a permanent state of flux. The teacher is the primary and crucial facilitator in the process of teaching and learning. Educators have the authority to mold or reverse the trajectory of their pupils' destinies. Faculty development activities, including as instructional preparation, instructional delivery, subject matter competence, rapport with students, and classroom management, can enhance professional growth.

In the twenty-first century, teaching practices are increasingly incorporating teamwork and creativity (Abakah, 2023) ^[1]. Enhancing the caliber of teachers has emerged as a crucial factor in achieving student satisfaction; the significance of teacher

professionalism has increased. In the present period, the ongoing professional development of instructors is widely recognized as crucial for improving teachers' overall performance and effectiveness, as well as fostering their commitment to their work. Teachers must continuously adjust to the evolving changes in the educational system in order to cater to the students' requirements and fulfill the demands of the global market. Abakah *et al.* (2019) discussed that South Asian nations have been making an effort to advance from issues with enrollment and access to enhancing student learning. Strong professional development programs are necessary to help teachers in South Asian countries if they want to improve student learning.

In the Philippines, educational systems have made an effort to support their teachers by creating, implementing, and promoting various forms of CPD (Paliwal, 2016). Qualified teachers have a big impact on students' academic performance throughout the school year and beyond. However, educators in low- and middle-income countries usually lack the skills needed to effectively instruct children. Also, The Philippine government, a nation located in South Asia, enacted the CPD Act of 2016 in order to enhance the country's compliance with international norms. Professionals are obligated by this law to acquire the necessary CPD units by attending seminars, training sessions, and other programs in order to renew their license issued by the Philippine Regulation Commission (PRC). The PRC is a regulatory agency responsible for overseeing laws and regulations pertaining to many regulated professions. It also grants licenses to professionals, such as teachers. Teachers' continuous professional development (CPD) has emerged as a prominent focus in educational research for many years. Enhancing the professional development of teachers is the primary means to impact the caliber of their instruction.

Continuing Professional Development (CPD) equips teachers with updated subject knowledge, effective teaching techniques, and innovative approaches to enhance instruction and learning across various settings. Furthermore, it facilitates the cooperation and exchange of exemplary teaching methods among educators and other education professionals from different institutions. CPD was defined in the 2013 PRC Resolution No. 2013-774 series as installing innovative knowledge, competencies, and professional ethics in a post-licensure specialized or inter- or multidisciplinary field of study for integration into professional practice, self-directed research, and lifetime education. Adam (2020) ^[4] further stressed that it is essential how SUCs support and train both novice and experienced teachers for their CPD. The primary objective of this study is to examine professional development practices that can enhance teachers' understanding of instructional planning, instructional delivery, subject matter knowledge, rapport with students, and classroom management.

Methodology

This study utilized a mixed-method approach based on Creswell's (2007) framework, particularly the multiphase mixed-methods design, also known as a nested mixed-methods design. This design integrates multiple levels of analysis within both the quantitative and qualitative components of the research. In a multiphase mixed-method design, researchers may investigate phenomena at different levels of analysis, such as individual, group, organizational, or societal levels which refer to the college English language

teachers in this study. In the quantitative component, the researcher used statistical techniques to analyze data collected at different levels, such as individuals nested within groups or organizations. This enables the analysis of both intra-group and inter-group variability. In the qualitative component, the researcher conducted interviews at several levels of analysis to obtain a full picture of the phenomenon being studied, specifically the professional development needs of college language teachers.

The study examined the participation of college English language teachers in CPD programs, focusing on both professional work-based activities and personal activities. It also explored various CPD practices such as training, award bearing, coaching/mentoring, community of practice, action research, and transformative model. Additionally, the study investigated the attitudes, views, and perceptions of college English language teachers in the MIMAROPA region towards CPD programs.

In the qualitative aspect, the impacts of CPD programs on pedagogical and content knowledge, challenges faced, influence on performance in ELT and behavior towards English, and improvement of pedagogy through CPD programs and practices were assessed. The utilization of a multiphase mixed-method approach facilitated a comprehensive exploration of both quantitative and qualitative dimensions. The initial quantitative phase provided a foundation for the study, while the subsequent qualitative phase offered deeper insights into teachers' experiences and perceptions.

Survey questionnaires and interviews were patterned from contents of "New Joint Circular No. 3, s 2022 Guidelines" by the Department of Budget and Management (DBM) and by the Commission on Higher Education (CHED) in development by the researcher which served as the main tools for data gathering.

Initially, a researcher-made questionnaire was used to measure engagement in CPD programs, CPD practices, and attitudes of college English language teachers in the MIMAROPA region. Items for the questionnaire were developed based on data from relevant literature and previous studies. After drafting, the questionnaire underwent review by the dissertation adviser for suggestions and comments. Following revisions, the questionnaires on survey and interviews were validated by three experts, and their feedback was incorporated to enhance its content and validity. The questionnaire was composed of three parts. The first part covers the engagement on CPD programs in terms of professional work-based activities and personal activities. The second section focuses on the CPD practices related to training, awarding qualifications, coaching/mentoring, establishing a community of practice, doing action research, and implementing a transformative model. The final section inquires about the attitudes, perspectives, and perceptions of college English language instructors in the MIMAROPA region regarding CPD programs.

An interview guide was used to assess the impacts of CPD programs on pedagogical and content knowledge, the challenges faced regarding CPD programs, the influence of CPD programs and practices on performance in ELT and behavior towards English, and how CPD programs and practices of college English language teachers in the MIMAROPA region improved their pedagogy.

Results and Discussion

College language teachers level of engagement in continuing professional development (CPD)

The data from Table 1 presents the summary of college language teachers’ level of engagement in continuing professional development (CPD) in terms of formal and personal activities. It reveals a high level of engagement among college English language teachers in both formal and personal CPD activities, with Means of 3.27 and 3.29

respectively with a general Mean of 3.28 verbally interpreted as very high engagement. This indicates a strong commitment to professional development, reflecting both structured and self-directed efforts to improve teaching skills and pedagogical knowledge. The almost equal engagement levels in formal and personal activities suggest that teachers value and participate in a broad range of CPD opportunities, from seminars and workshops to self-study and peer learning.

Table 1: Summary on College Language Teachers Level of Engagement in Continuing Professional Development (CPD) in terms of Professional Work-Based Activities and Personal activities

Work-Based Activities	Min	Max	Mean	VI
Formal	1	4	3.27	Very High Engagement
Personal	1	4	3.29	Very High Engagement
General Mean			3.28 (Very High Engagement)	

Note. N = 78; Min = minimum; Max = maximum; VI = verbal

interpretation. Adopted from: Lacsá, M. E. B. (2022). Learning activity sheets (LAS) and the English achievement of grade 8 students. *International Multidisciplinary Research Journal*, 4(1), 38-44. E-ISSN: 2378-702X

Legend: 1.00 – 1.75 Very Low Engagement
 1.76 – 2.50 Low Engagement
 2.51 – 3.25 High Engagement
 3.26 – 4.00 Very High Engagement

The high engagement in CPD activities suggests a proactive approach to professional growth, with teachers actively seeking out opportunities to enhance their teaching practices. This engagement is essential in the rapidly evolving field of language education, where teachers must stay abreast of the latest pedagogical research, teaching methodologies, and technological tools. The balanced involvement in both formal and personal CPD activities implies that teachers are not only fulfilling institutional or regulatory requirements but are also motivated by a genuine interest in lifelong learning and self-improvement. This high level of CPD engagement positions teachers to continuously improve their effectiveness in the classroom, ultimately benefiting their students through more engaging, informed, and effective teaching practices. Institutions and policymakers should recognize and support this engagement by providing diverse, accessible, and

relevant CPD opportunities tailored to the specific needs and interests of English language educators.

This is supported in the studies of Bendtsen (2022) [6], who assert that teachers value a wide array of activities pertinent to professional development. Whether engaging in collaborative efforts or pursuing individual activities and projects, teachers actively seek avenues for advancing their practices. They demonstrate an astute awareness of both the nuanced opportunities and significant benefits that such endeavors offer, spanning from enhancing their leadership skills to refining their classroom facilitation techniques. Similarly, GV (2018) [9] underscores the notion that teachers exercise their professional autonomy by embracing diverse approaches to professional development, thereby fostering their continuous learning journey and facilitating personal transformation. Moreover, Had and Ab Rashid. (2019) [10] corroborate these findings by highlighting the existence of individualized professional growth plans among teachers, which encompass both formal and personal dimensions. These plans serve as guiding frameworks, prompting teachers to actively participate in and contribute to a plethora of professional development activities, thereby enriching their professional repertoire and nurturing their ongoing growth and development.

Table 2: College Language Teachers Level of Engagement in Continuing Professional Development (CPD) in terms of Professional Work-Based Activities

Indicators The college English language teacher...	Min	Max	Mean	SD	VI
participates in regular seminars and workshops related to English language teaching.	1	4	3.36	0.70	Very High Engagement
engages in collaborative syllabus/curriculum content development sessions with colleagues.	2	4	3.22	0.71	High Engagement
conducts action research projects to address specific challenges in English language instruction.	1	4	3.19	0.77	High Engagement
collaborates with industry professionals to design and implement authentic language applications with real-world relevance	1	4	3.06	0.89	High Engagement
attends research conferences focused on the latest advancements and trends in English language education.	1	4	3.27	0.8	Very High Engagement
publishes articles that contributes to academic journals on language teaching practices.	1	4	3.45	0.7	High Engagement
facilitates peer-to-peer training sessions to share effective teaching strategies and methodologies.	2	4	3.29	0.67	Very High Engagement
participates in mentorship programs to gain insights from	2	4	3.33	0.71	Very High

experienced educators in the field.					Engagement
involves in professional networking with other professional in the field/ organizations to start sharing ideas and knowledge.	1	4	3.26	0.76	Very High Engagement
enrolls in further degree or professional certification to upskill with the latest research and trends.	1	4	3.24	0.78	High Engagement
General Mean			3.27 (Very High Engagement)		

Note. N = 78; Min = minimum; Max = maximum; SD =

standard deviation; VI = verbal interpretation. Adopted from: Lacsá, M. E. B. (2022). Learning activity sheets (LAS) and the English achievement of grade 8 students. *International Multidisciplinary Research Journal*, 4(1), 38-44. E-ISSN: 2378-702X

Legend: 1.00 – 1.75 Very Low Engagement
1.76 – 2.50 Low Engagement
2.51 – 3.25 High Engagement
3.26 – 4.00 Very High Engagement

Table 2. presents the college language teachers level of engagement in continuing professional development (CPD) in terms of Professional Work-Based Activities. It shows that from the Means that majority of the college English language teacher publishes articles that contributes to academic journals on language teaching practices (WAM – 3.45, SD – 0.70); participates in regular seminars and workshops related to English language teaching (WAM – 3.36, SD – 0.70); and participates in mentorship programs to gain insights from experienced educators in the field (WAM – 3.33, SD – 0.71) which are all interpreted as very high engagement. Among these indicators, it appears that the following practices scored lower in Mean and standard deviation: engaging in collaborative syllabus/curriculum content development sessions with colleagues (WAM = 3.22, SD = 0.71), conducting action research projects to address specific challenges in English language instruction (WAM = 3.19, SD = 0.77), and collaborating with industry professionals to design and implement authentic language applications with real-world relevance (WAM = 3.06, SD = 0.89). Also, it shows that all the ten indicators have a Verbal Interpretation of high engagement and arrived at a general Mean of 3.27 described as high engagement which mean that college English language teachers do all of the indicators with high engagement level.

The data presented in the table above reflects a strong commitment among college English language teachers to engage in continuous professional development (CPD) through professional work-based activities. The high Means across all indicators indicate a proactive approach to professional growth and a dedication to enhancing teaching

practices. The indicator with the highest Mean, publishing articles in academic journals, demonstrates a commitment to contributing to academic discourse and advancing the field of language teaching. Engaging in regular seminars and workshops showcases a desire to stay updated with the latest trends and practices in language education, while participation in mentorship programs reflects a willingness to learn from experienced colleagues and improve teaching methodologies. These activities collectively contribute to a high level of engagement in CPD, which can lead to improved teaching effectiveness and ultimately benefit student learning outcomes.

The findings reveal engagement level among college English language teachers in continuing professional development (CPD) through professional work-based activities. Notably, teachers demonstrate active involvement in activities such as publishing articles contributing to academic journals on language teaching practices, participating in regular seminars and workshops related to English language teaching, and engaging in mentorship programs to gain insights from experienced educators in the field. These findings align closely with existing research emphasizing the significance of such CPD practices in enhancing teaching effectiveness and contributing to professional growth. For instance, the active participation of teachers in regular seminars and workshops resonates with studies by Hayes (2019) and Nooruddin and Bhamani (2019), which underline the importance of ongoing engagement in formal learning opportunities to stay updated with the latest trends and practices in language education. Furthermore, the involvement of teachers in mentorship programs to seek guidance from experienced colleagues is supported by research conducted by Had and Ab Rashid (2019) ^[10] and Abakah (2023) ^[2]. Moreover, Sifakis *et al.* (2022) ^[14], emphasize the importance of scholarly contributions to the advancement of the field of language teaching. These cross-references underline the significance of the identified CPD activities in facilitating continuous growth and improvement among college English language teachers, ultimately contributing to enhanced teaching practices and student learning outcomes.

Table 3: College Language Teachers Level of Engagement in Continuing Professional Development (CPD) in terms of Personal activities

Indicators The college English language teacher...	Min	Max	Mean	SD	VI
initiates self-directed reading and learning based on interest in language teaching methodologies.	2	4	3.50	0.57	Very High Engagement
watches videos/reels in about language use and development.	2	4	3.50	0.6	Very High Engagement
watches news and updates about international language settings and education.	2	4	3.42	0.61	Very High Engagement
do conversations, dialogues, and other personal ways to collaborate with educators and stakeholders from different disciplines to integrate interdisciplinary approaches into language instruction.	2	4	3.36	0.66	Very High Engagement
undertakes reflective practices, such as journaling, to assess and	2	4	3.24	0.69	High Engagement

refine personal teaching techniques.					
explores cultural immersion experiences to incorporate diverse perspectives into language instruction.	1	4	3.14	0.75	High Engagement
leads or participates in book clubs focused on literature or educational resources related to language teaching.	2	4	3.09	0.78	High Engagement
joins professional language associations or networks to stay updated on the latest trends and resources in the field.	2	4	3.26	0.75	Very High Engagement
takes part in the ancillary services such as administration, management, and coordination functions offering experience relevant to language development.	1	4	3.12	0.8	High Engagement
involves in the planning, implementation, evaluation, and further development of programs and projects in the school about language teaching and development.	1	4	3.28	0.75	Very High Engagement
General Mean			3.29 (Very High Engagement)		

Note. N = 78; Min = minimum; Max = maximum; SD =

standard deviation; VI = verbal interpretation. Adopted from: Lacsá, M. E. B. (2022). Learning activity sheets (LAS) and the English achievement of grade 8 students. *International Multidisciplinary Research Journal*, 4(1), 38-44. E-ISSN: 2378-702X

Legend: 1.00 – 1.75 Very Low Engagement
1.76 – 2.50 Low Engagement
2.51 – 3.25 High Engagement
3.26 – 4.00 Very High Engagement

Table 3. illustrates the college language teachers' level of engagement in continuing professional development (CPD) concerning personal activities. The data reveals that teachers exhibit very high engagement in activities such as initiating self-directed reading and learning based on their interest in language teaching methodologies (WAM - 3.50, SD - 0.57), watching videos/reels about language use and development (WAM - 3.50, SD - 0.60), and by watching news and updates about international language settings and education (WAM - 3.42, SD - 0.61). Among these indicators, the following practices emerged with the lowest Mean and standard deviation which are all high engagement: exploring cultural immersion experiences to incorporate diverse perspectives into language instruction (WAM = 3.14, SD = 0.75), taking part in the ancillary services such as administration, management, and coordination functions offering experience relevant to language development (WAM = 3.12, SD = 0.80), and leading or participating in book clubs focused on literature or educational resources related to language teaching (WAM = 3.09, SD = 0.78). Majority of the indicators in Table 1.2 are rated as very high engagement, with a general Mean of 3.29 (very high engagement) indicating a consistent commitment to professional development among college English language teachers.

The indicators in the table reflect the positive and dynamic nature of college English language teachers' engagement in continuing professional development (CPD). It can be deduced from these that initiating self-directed reading and learning based on personal interests in language teaching methodologies demonstrates a deep commitment to staying informed and evolving as an educator. Similarly, watching videos and reels about language use and development showcases a modern approach to learning, utilizing multimedia resources to enhance teaching skills. Engaging in conversations and dialogues with educators from different disciplines illustrates a willingness to collaborate and integrate interdisciplinary approaches into language

instruction, enriching the learning experience for students. Undertaking reflective practices, such as journaling, allows teachers to assess and refine their teaching techniques, promoting self-awareness and professional growth. Moreover, exploring cultural immersion experiences and participating in book clubs focused on literature or educational resources related to language teaching contribute to a more holistic and culturally sensitive approach to language instruction. Joining professional language associations or networks further demonstrates a commitment to staying updated on the latest trends and resources in the field, promoting a sense of community and continuous learning among educators. These activities collectively indicate a high level of engagement among college English language teachers, which can lead to enhanced teaching effectiveness and improved student outcomes.

Notably, from the findings, teachers exhibit strong engagement in activities such as initiating self-directed reading and learning based on their interest in language teaching methodologies, watching videos/reels about language use and development, and staying updated with news and updates about international language settings and education. These findings indicate a consistent commitment to professional development among college English language teachers, reflecting a positive and dynamic approach to CPD (Allison, 2023) [5]. Moreover, the indicators in Table 1.2 align closely with existing research emphasizing the importance of various personal CPD activities in enhancing teaching effectiveness and promoting professional growth. For example, the initiative to engage in self-directed reading and learning demonstrates a deep commitment to staying informed and evolving as an educator, as highlighted by Olivier & Wittmann (2019) [13]. Similarly, the utilization of multimedia resources, such as videos and reels, for learning purposes reflects a modern approach to professional development, aligning with the findings of Helate *et al.* (2022) [11]. Additionally, engaging in conversations and dialogues with educators from different disciplines, as well as undertaking reflective practices like journaling, resonate with the importance of collaborative learning and self-assessment in promoting professional growth, as emphasized by Njenga (2023) [12], respectively.

Furthermore, the exploration of cultural immersion experiences and participation in book clubs focused on language-related literature align with the research findings of Cirocki and Farrell (2019) [8], which highlight the value of cultural sensitivity and continuous learning in language

instruction. Lastly, joining professional language associations or networks is consistent with studies emphasizing the benefits of networking and community-building in promoting ongoing learning and staying updated with industry trends, as supported by Had and Ab Rashid (2019) ^[10]. Overall, these cross-references underline the significance of personal CPD activities in facilitating continuous growth and improvement among college English language teachers, ultimately contributing to enhanced teaching practices and student learning outcomes.

Conclusion

The college English language teachers in the MIMAROPA region engages in professional work-based activities and personal activities for continuing professional development program. Generally, the teachers exhibit very high engagement level in professional work-based activities where teachers prefer activities such as publishing articles, participating in seminars and workshops, and engaging in mentorship programs; and also, very high engagement level in personal activities where teachers prefer self-directed reading, watching educational videos, and staying updated with international language settings. Teachers consider all the indicators as needed in professional development with very high engagement level.

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