

Challenges and Coping Mechanisms of Teachers in the Implementation of Continuing Professional Development Law in the Division of Quezon

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Abstract — The purpose of this study is to determine the challenges and coping mechanisms in the implementation of Continuing Professional Development Law among the teachers in the Division of Quezon employing a descriptive-normative research design with questionnaire as the instrument. The study was conducted in the entire division of Quezon where there are 1586 teachers in the identified large secondary schools which served as the respondents. Samples were identified using Slovin's formula. Purposive sampling was used to determine samples per municipality. Percentage, Mean and Composite Mean were used to analyze the data. In addition, Analysis of Variance (ANOVA) was utilized to determine the significant difference on the coping mechanisms between the responses of the teachers when they were grouped according to their demographic profile. The results have shown that the primary challenge encountered by teachers in the implementation of Continuing Professional Development Law were on academic track (Mean = 3.49). Their coping mechanisms to address the challenges encountered under self-directed track is the teachers tried to introduce to be chosen as facilitator in the school-based trainings (F = 319). Teachers exhibit significant difference on the coping mechanisms when they are grouped into congressional district. However, when grouped according to age, sex, position and years in teaching, teachers did not show any significant difference in coping mechanisms. It implied that teachers had the same practices on how to cope with the implementation of Continuing Professional Development Law. A three-year development plan was formulated to guide the teachers on how they would be able to complete the requirements needed to renew their professional identification license.

Keywords — CPD, Challenges, Coping Mechanism, Secondary Teachers, Development Plan

I. Introduction

The Continuing Professional Development (CPD) Law is the Republic Act No. 10912 which took effect on March 15, 2017 upon the effectivity of Resolution No.1032 or The Implementing Rules and Regulation (IRR) of the Republic Act No. 10912. The law did not provide any exemption even the Senior Citizens from CPD compliance for the renewal of Professional Identification Card. The licensed professionals working overseas may attend training/ seminars conducted by the foreign chapters or affiliates of accredited CPD Providers. They may also attend trainings/ seminars conducted by non-accredited CPD Providers and applied for credit units under Self-Directed Learning and/or Lifelong Learning. According to the Professional Regulation

Commission's Implementing Rules and Regulations issued through resolution number 1032, series 2017; state instituted to continuously improve the competence of professionals in accordance with international standards of practice, ensuring their contribution to the nation's general welfare, economic growth, and development. Professional track, academic track, self-directed track, and scholarship track were the four defined tracks in this Continuing Professional Development.

Teacher capability was the key to attain students' achievement. The teaching profession was still characterized especially those in South Asia by its poor quality and lack of competency, which extends even to the highest levels of education. Throughout the years, the changes have been implemented.

In the Philippines, teachers' performance of content knowledge assessment was considered poor. As cited by PETS-QSDS, the results of the assessment taken by grade six teachers in 2014 in English, Math, Filipino and Science ranges from 18% to 70% while for grade ten teachers, it was 25% to 45%. According to World Bank (2014), teachers needed more in-service training opportunities to improve their classroom teaching particularly more and better teaching materials; more and better in-service trainings and more and better physical facilities. Teachers said that they need professional training and learning to enhance their teaching capability.

In worldwide prospective, several issues have been raised regarding professional development of teachers. The first is that professional development opportunities currently offered to teachers frequently fail to meet even minimum levels of quality and fall short of what teachers want and need. The second is that systems at the school level to support teachers and identify their professional development needs are not working well. Another issues are terms of budget allocation; human resource training and development is often given low percentage of budget amounting to only 57 percent of the budget in 2014. This was according to World Bank (2014).

According to Senator Antonio "Sonny" F. Trillanes (2017), numerous professionals, especially those who received low wages and contractual employees, were not able to afford to pay the training, seminar and courses needed to renew their license. Others have less access to Professional Regulation Commission (PRC)-accredited institution, particularly those stationed in remote places that are forced to travel to big cities to process their applications and complete the requisite CPD units.

According to the article Continuing Professional Development Program as Evidenced by the Lenses of QSU Licensed Professional Teachers (December 2017), the wage for teachers in the Philippines is not competitive in comparison to other nations. Teachers were only given a limited (if not, totally nothing) amount for such development program. The prevalence of good to very good state of awareness on the impact of undergoing CPD program and activities to the teaching profession among Licensed Professional Teacher-respondents indicates that they were self-directed and autonomous lifelong learner professionals who were governed by a stronghold of internal motivation to sustain their thirst for learning. This implies that professionalism is greatly

seeded in their mental schema, and this drives them to come across learning and pursue advance studies.

Teachers were engaging in daily self-directed Continuing Professional Development in the form of class preparation including reading books and other references, preparing evaluation instruments and rubrics, preparing daily lesson plan, checking papers and researches of students, monitoring the progress of students, discussing with parents, all of which were closely monitored by their schools' administrators and/or human resource managers/education program specialists. CPD law did not mandate this self-directed action. The self-directed were guided to Continuing Professional Development trainings, where a large number of teachers were able to enroll depending on their position and educational attainment.

The challenges encountered in the implementation of Continuing Professional development was based on how the teachers cope with the program/activity under professional track, academic track, self-directed track and scholarship track accredited by the Professional Regulation Commission and those are as follows:

In terms of professional track, there are problems such as: a) having too expensive trainings, b) being a resource speaker and facilitator was assigned to those who are in the highest position, c) demonstration teaching was favorable to those who are promoted or those who are in the highest position and d) there was no available In-service training offered by CPD providers.

Under academic track, challenges arise if the post graduate studies are too far from the school where they are assigned to teach, and if there was no scholarship programs for post graduate studies.

In self-directed track, problems that may be encountered by the teachers in coping with the implementation of Continuing Professional Development are: a) training offered by the Department of Education is limited to subject handled or program administered by the teacher, b) being a resource speaker, panelist and reactor was given to those who are in the highest position, c) the opportunity to be a demonstration teacher is limited for those who intends to promote, d) monitoring member was given to those teachers who have program/organization administered in school and e) if the school-based in-service training has a registration fee.

However, in terms of scholarship track challenges were identified if there is a) training module and curriculum guide utilized only by the designated personnel, b) lack of time in creating technical paper or research paper due to lots of paper works, c) no scholarship grant for teachers in creating articles to be published in local journal, book or magazines, d) teacher is not encouraged to create an invention or creative works and e) less opportunity to receive an award or recognition at the school level.

The coping mechanism of teachers and all professionals in the implementations of Continuing Professional Development law was through engaging in CPD activities/program under

professional, academic, self-directed and scholarship track. In the case of teachers, they cannot even be hired as an entry-level public or private school teacher unless they complete some form of CPD. Teachers have been participating in CPD activities without being legally obligated to do so because CPD activities were part of all teachers' pre-application criteria. Even after teachers have been granted tenure/permanency. Learning Action Cells (LAC) sessions, In-Service Trainings, seminars, workshops, conferences, trainings on curriculum and teaching methodologies and strategies, and many other activities meant to further prepare every teacher's duties. Teachers were even pursuing post-secondary education. Most colleges had stricter promotion standards, which included mandated publication requirements. Teachers, schools, and professionals had been participating in CPD activities in a somewhat seamless manner.

In relation to the implementation of Continuing Professional Development (CPD) Law, all licensed professionals can apply and download from PRC website at www.prc.gov.ph or available at Standards and Inspection Division Office, PRC-PICC and PRC Regional Offices and present credited units from CPD Providers and non-accredited CPD Providers.

The accreditation of CPD providers is valid for three years. CPD providers should apply for the accreditation of their CPD program forty-five days prior to the conduct of the Program. The CPD program should earn CPD credit units after evaluation of the concerned CPD Council of the CPD Program, a provisional credit unit granted. After the submission of the monitor's report, and completion report by CPD Provider, a post evaluation of the program conducted, and thereafter the final CPD credit units granted. The Certificate of Accreditation for CPD Program is released after the post-evaluation made by the CPD Council. Each professional regulating board produced its own operational rules that were relevant and applicable to their particular field.

In this case, the researcher wanted to learn more about the encountered problems of teachers and their coping mechanisms in completing the accredited trainings/programs and their coping mechanisms for implementing Continuing Professional Development Law. It also focused on presenting the findings of the study and in formulating a three-year development plan to help and guide the teachers in order to accomplish the credited units needed to be submitted with the supporting documents like diploma or certificate to the Office of Professional Regulation Commission.

II. Methodology

This study made use of a quantitative research design, specifically descriptive survey research method in which a survey instrument is administered to the junior high school teachers from the large schools in the Division of Quezon to describe the challenges encountered and coping mechanisms of teachers in the implementation of Continuing Professional Development Law. This descriptive research was deemed applicable in this study to seek the answer to the questions relating to the challenges encountered upon accomplishing the credited CPD units and the coping

mechanisms of teachers in the programs or trainings under professional track, self-directed track, academic track, and scholarship track in the implementation of Continuing Professional Development Law.

Also known as normative survey, descriptive method is fact-finding wherein adequate and accurate interpretation is needed. Accordingly, descriptive type of research describes what the research is all about including its primary objectives and significance. It gives importance to the conditions or relationship that exists, opinion given, and processes undertaken that were presented in the study. These ideas were the reason why the researcher chose this method for this study.

This study was conducted in the province of Quezon which is located in the CALABARZON Region with the total land area of 870,660 hectares or 8,706.60 square kilometers representing the largest land area share in the region and composed of 39 municipalities and 1,209 barangays. It is bounded on the north by the provinces of Laguna and Rizal, on the southwest by the province of Batangas and southeast by Camarines Norte and Camarines Sur. There were 182 public secondary schools in the Division of Quezon. This locale was chosen because of the concern of the researcher on the junior high school teachers in the Division of Quezon and by way of identifying the challenges encountered and the coping mechanisms of teachers in the implementation of the Continuing Professional Development Law.

The target populations for this study were the public secondary junior teachers of the large schools in the Division of Quezon. Each municipality in the Division of Quezon had one school as representative. There are 1586 teachers in the identified large secondary schools included in this study wherein 562 came from first congressional district; 294 from the second; 386 from the third and 344 from the fourth congressional districts.

After sampling was done, the total number of respondents was 319; 113 from first, 59 from second, 78 from third and 69 from fourth congressional districts. Purposive sampling was used to collect data in which the population to be sampled has obvious subgroups; it could be applied to each individual group instead of the whole group. The respondent of the study was derived using Slovin Formula for sampling wherein computation is shown below:

$$n = N / (1 + Ne^2).$$

whereas:

n = no. of samples

N = total population

e = error margin / margin of error

The instrument utilized in this study is composed of three parts. The first part is about information on the respondents in which they check the blank that corresponds to their answers. The second and third parts are the standard questionnaire to gather data from the respondents. The questions were based on the continuing professional development activities including the challenges encountered and coping mechanisms of teachers in the implementation of Continuing

Professional Development Law. The continuing professional development activities are divided into four categories, a) Professional Track, b) Academic Track, c) Self-Directed Track and d) Productive Scholarship Track. Rating scale was used for determining whether or not the respondents encountered the problem by agreeing or not agreeing and for identifying their coping mechanism as to its effectiveness.

For the second part, the respondents chose yes or no as to whether or not they encountered the problem given. If ever they choose yes, they rate it using scale of five wherein 5- always encountered, 4- often encountered, 3- sometimes encountered, 2- rarely encountered and 1 never encountered. More so, in coping mechanisms, teachers will choose yes or no and in case they answer yes, they will rate its effectiveness using scale of 5- always effective, 4- often effective, 3- sometimes effective, 2- rarely effective and 1- never effective.

The instrument underwent validation by three persons in authority. They were composed of one personnel from the Schools Division Office of Quezon, a school head in secondary and a master teacher from the elementary level. They checked the relevance, the content and grammar of the instrument. Revision of the instrument was made based on their comments and suggestions. After that, copies of the instrument were prepared and then directly distributed to the administrator and faculty of school-respondents. These copies were kept secure, and confidentiality was ensured.

The following procedure was followed in conducting the study: First, the permission to conduct the study was secured from the office of the Division Superintendent in the Division of Quezon. Then, the research design was crafted and the questionnaire constructed based on the legal basis under the guidance of the research adviser. The instrument was edited and validated by the research coordinators from the District of Mulanay I, Mulanay, Quezon and the selected Principal of public secondary schools from the Third Congressional District of Quezon for reproduction. When the instrument had been validated it was reproduced and then distributed to the respondents. During the administering of the instrument, the respondents were first oriented as to the purpose of the study and were given the instructions on how to accomplish the questionnaire.

Responses were collected from the answered questionnaire tallying the responses in the profile as well as the yes/no responses as regards problems, encountered and arguing mechanisms. Whether they agree or not to encountering the problems based on the list of indicators and whether or not the coping mechanisms are effective as perceived by the respondents were determined using the rating scale for each. The percentage and mean/ weighted mean of their responses as well as the significant difference between/among the variables were taken using the appropriate statistical tools with the statistical treatment done, analysis was made of the results for its interpretation.

The following formulas were used in the interpretation of the results of the gathered data:

1. Percentage was used to determine the frequency and responses of the respondents.

2. Mean was the value which best represents the whole distribution. It was used to determine the challenges encountered and coping mechanisms of teachers and its effectiveness in the implementation of Continuing Professional Development Law. It has the following formula:

$$\text{Weighted Mean} = (w_1f_1 + w_2f_2 + w_3f_3 \dots w_n f_n) / NR$$

Where: w- given weight/ rate

f- frequency

NR- total number of respondents.

The results for the challenges encountered by the respondents in the implementation of Continuing Professional Development Law were interpreted using the scale below:

Scale	Weight Range	Descriptive Rating
5	4.20 – 5.00	Always Encountered (AE)
4	3.40 – 4.19	Often Encountered (OE)
3	2.60 – 3.39	Sometimes Encountered (SE)
2	1.80 – 2.59	Rarely Encountered (RE)
1	1.00 – 1.79	Never Encountered (NE)

The level of effectiveness of the coping mechanisms of the respondents to address the challenges encountered in the implementation of Continuing Professional Development Law were interpreted using the scale below:

Scale	Weight Range	Descriptive Rating
5	4.20 – 5.00	Always Effective (AE)
4	3.40 – 4.19	Often Effective (E)
3	2.60 – 3.39	Sometimes Effective (SE)
2	1.80 – 2.59	Rarely Effective (RE)
1	1.00 – 1.79	Not Effective (NE)

3. Composite Mean. This was used to find the overall mean for each of the learning styles identified in this study. It has the following formula;

$$GWM = (w_m1 + w_m2 + w_m3 \dots w_mn) / N$$

Where: w_m- weighted mean for each of the indicator

N- total number of indicator for each of the variables.

4. Analysis of Variance (ANOVA) was utilized in problem number 5 which was the test of significant difference between the responses of the teachers when they were grouped according to their demographic profile.

III. Results and Discussion

From the total respondents of 319 teachers, 113 of them came from the first congressional district of Quezon which was 35.42% while the least respondents came from the second congressional district with 59 or 18.50%.

In the distribution of respondents according to their age. It shows that 90 (28.21%) were within 31 to 35 years old, 61 (19.12%) were from 26 to 30 years old and there were 55 (17.24%) 36 to 40 years old already. However, age group of 51 to 55 years old had the lowest number of respondents with 8 (2.51%) only.

This was nearly synonymous with the study of Yan- kwaah (2017) in which majority of the respondents was 31 to 35 years old and they chose having diploma as coping mechanisms in their professional development.

This finding implied that teacher- respondents were young adult and based on their age, it seemed that they really renewed their license so many times. They already had enough experience in terms of the implementation of CPD in renewing their professional license.

As stated in the table 199 (62.38%) were female and 120 (37.62%) were male.

This study contradicted with the study of Yan- kwaah (2017) wherein the respondents were outnumbered by male teachers. More so, this result implied that public secondary schools particularly those which were identified here were outnumbered by female teachers. It happened since teaching job is really associated for female individuals especially they were dealing with children who needs motherly cares.

The distribution of respondents according to their position 141 (44.20%) were teacher I, 89 (27.90%) were teacher II and 64 (20.06%) were teacher III. There were 1 (0.31%) head teacher III, 3 (0.94%) head teacher II and 1 (0.31%) head teacher and 0 master teacher III and IV, 5 (1.57%) master teacher II and 15 (4.70%) master teacher I.

This result is the similar to the study conducted by Ritcher, et.al (2011) in which majority of the teachers were teacher I and even if they were in this designation, they were still inclined for professional development.

This further implies that secondary teachers were not yet promoted, and they were probably aiming to be promoted soon and this Continuing Professional Development Law implementation will help them to achieve the position they wanted to reach.

The results on groupings of the respondents according to their years in teaching profession. There were 134 (42.01%) out of 319 who were within 1 to 5 years in service, followed by 6 to 10 years with 87 (27.27%) and 11 to 15 years with 59 (18.50%). The group with the least frequency were 16 to 20 and 26 to 30 years with 1 each (0.31%).

This result goes with the findings of Ritcher, et.al (2011) in which they said that new teachers were more focused on their professional development as compared to teachers who were no longer new in teaching career. Furthermore, it implies that teachers were new in the teaching career, and it means that they were eager to discover new things and they have lots of new experiences even in terms of renewing their professional license. More so, if it was compared to their age, it seems that teachers entered the teaching career several years after they graduated college because of so many reasons.

The consolidated results on the challenges encountered by the teachers in relation to the implementation of CPD Law in license renewal were academic track had the highest average of yes responses followed by self- directed track, professional track and the least was scholarship track with 304.33, 302.57, 302.29 and 297.60 average respectively. In general mean, self- directed track had the highest mean of 3.75 interpreted as Often Encountered so as the academic track with mean of 3.50. On the other hand, least general mean were attained for professional track with 3.36 and scholarship track with 3.35; both were interpreted as Sometimes Encountered.

This implies that the primary problem of most of the teachers were on academic track since it had the most number of yes response but in terms of how each challenge affects them, they had chosen self-directed track because of lack of opportunities for them to continue their professional development.

Self-directed track was the primary source of the challenges encountered by the teachers on their professional development just like Weiss (2017) said. Opportunities to facilitate trainings, to be a speaker even in school were just given to few teachers particularly the one with the highest position. Manoo, et.al (2019) stressed that lack of support from the school head was also a factor.

The coping mechanisms of the teachers in terms of scholarship track in relation to CPD implementation. Indicator *“I tried my best in the field of teaching to receive an award or recognition from the school level”* got the most number of yes with 318 (rank 1) while the remaining indicators have nearly synonymous number of yes responses which were 295 (rank 3) and 296 (rank 2).

This went with Yaw- kwaah (2017) stating that teachers did lots of things and exerted efforts for them to acquire scholarship program. Even Hyle, et.al (2017) said that for them to received awards and recognitions, teachers collaborated with their colleagues.

This meant that teachers were really doing their best that they can so that their school head would recognize their efforts and give them extra credit or recognition that helped them to acquire scholarship program for their post graduate studies.

Self- directed track was the center of teachers' coping mechanisms in their professional development with 2.62 composite mean interpreted as Sometime Effective followed by academic track with 2.41 with the same interpretation. While scholarship and professional track were both Rarely Effective with mean of 2.19 and 2.05 respectively.

This finding implies that the chosen coping mechanisms of the teacher centered on what they can do to pursue continuing professional development and grab the opportunities that were offered to them. They also considered their personal preference as well as their financial capability. As Gomba stated, teachers focus on personal development goal where they can attain and uplift their professional development growth.

The difference in the responses of the respondents when grouped according to congressional district is statistically significant with F-value of 8.6211 which is higher than the critical value of 2.60 at 0.05 level of significance. The existence of significant difference tells that the coping mechanisms of the respondents differ among districts.

Broadley (2010), explained that coping mechanisms of the teachers were affected by the distance of their localities to the school offering post graduate studies. Likewise, the level of urbanization that they had. In this study, the second congressional district showed the lowest mean in terms of coping mechanisms in professional development because they were in more urban localities as compared to other congressional districts. This means that opportunities for them were really common and attainable. It was common to them that is why they no longer give emphasis on this matter. While, Supriyante (2012) concluded that teachers in the rural areas had less chances. In the case of fourth congressional district, it was their culture that really affects their opinion on coping mechanisms in professional development of the teachers. They were encouraging everyone to continue post graduate studies and to grab all the opportunities that they have to excel in their chosen field of profession.

This further implies that there is significant difference on the coping mechanisms of the teachers when they were grouped according to congressional district. The difference could be on their focus or on their practice.

The difference on the responses of the respondents when grouped according to age was not significant with F-value of 1.077 which is lower than the critical value of 2.01 at 0.05 level of

significance. This means that when teachers were grouped according to their age, there was no significant difference on their responses on the coping mechanisms.

This was contradictory to the findings of Smith (2012) and Bernardine (2018) wherein they concluded that age had something to do on how teachers are able to cope with professional development.

This further implies that there was no significant difference on the coping mechanisms of the teachers on the problem they have encountered in connection to the implementation of CPD when they were classified into their age. It meant that teachers of all ages had the same way of thinking about how they would grow professionally.

When grouped according to sex it was statistically not significant with F-value of 3.655 which is lower than the critical value of 3.84 at 0.05 level of significance. It can be said that when teachers were grouped according to sex, there was no significant difference on their coping mechanisms to address continuing professional development.

This finding implies that sex of the teachers do not give significant difference on their coping mechanisms. It means that male and female teachers had the same idea and practice in terms of their professional development. They had the synonymous way on how they dealt with their professional growth.

The difference on the responses of the respondents when grouped according to position in which the result showed statistically not significant with F-value of 1.1796 which is lower than the critical value of 2.34 at 0.05 level of significance. This meant that when teachers were grouped according to their designation or position, there was no significant difference on their coping mechanism.

This result was contradicted by Moredo (2016) because he concluded that designation matters in professional development of a teachers. He mentioned that Teacher 1 had lots of trainings as compared to those in other positions.

This means that position or designation of the teachers does not affect their coping mechanisms in connection to the challenges they have encountered in CPD implementation. Their coping mechanisms had shown significant similarities to each and every position.

When grouped according to years in service. It was statistically not significant with F-value of 1.1796 which is lower than the critical value of 2.21 at 0.05 level of significance. Lack of existence of significant difference meant that there was no significant difference in coping mechanisms when teachers were grouped according to length of service they rendered as teachers.

This is different from the findings of Smith (2012) because he said that years in service affect how teachers address their problem on their professional development. The longer the teacher was in service the more steady decisions they had on how to attain professional

development although when they reached their goal or they were promoted already, teachers tended to slow down to give the new sets of teachers the opportunities to grow professionally.

This implies that a year in service of the teachers does not affect their coping mechanisms on the challenges they have encountered in CPD implementation. It does not matter how long they serve as teacher or whether they were new in teaching positions. They were aware of how important CPD is and what the things they should do to attain it are.

Pursuant to the Republic Act No. 10912, otherwise known as the “Continuing Professional Development (CPD) Act of 2016”, CPD Law is a mandatory requirement for the renewal of the Professional Identification Card. It stipulates that a professional shall collate all activities he/she has undergone or attended whether from a non-CPD or a CPD Provider three (3) years prior to the renewal of his/her Professional Identification Card (PIC) and apply one time to the concerned CPD Council.

Moreover, this three-year teacher’s development plan was formulated to guide the teachers on what accredited programs or activities need to be complied under the four categories of professional track, academic track, self-directed track and scholarship track in the implementation of Continuing Professional Development Law. It may be adapted by the teachers to plan productively in accomplishing the programs or activities in a specific period of time. It also includes objectives to help clearly define goals, strategies to have a direction on how to participate, attend or perform the specific activities or program, institution/persons involved to incorporate, timeline to have guides when to accomplish the goal, and estimated cost to help them prepare the needed cost, number of hours/credit units earned, title and date of trainings/program attended and received certificates or diploma. The received certificates and diploma are the supporting documents that need to be presented and submitted during renewal of license to the Office of Professional Regulation Commission. The complete details of development plan can be seen in Appendix A entitled “Three-Year Teacher’s Development Plan: Compliance to Continuing Professional Development Law.

IV. Conclusion

Based on the summary of findings, the following conclusions were formulated:

1. Majority of the respondents came from first congressional district. They were dominated by young adult, and mostly female, who are new in the teaching service at Teacher I position.
2. The common problem of the teachers centered on academic track due to the distance of the school they were teaching to the school they chose to enroll so they should have the survey of what is the nearest school and what are the courses they were offering to come up with

a better decision. Results also showed that the chosen facilitator/ speaker in the school-based training and trainings sponsored by the Department of Education are only for those who are in the highest position in the school.

3. The main coping mechanisms of the teachers in solving the challenges they have encountered in CPD centers on professional track is the teachers' willingness to attend trainings to earn CPD units for as long as it is legitimate and acknowledged by the Professional Regulation Commission for them to renew their license. Teachers were trying their best in the field of teaching to receive an award or recognition from the school where they are employed.
4. They identified attending trainings with memorandum as the most effective way to cope with the challenges they have encountered upon CPD implementation. It indicates that the teacher ensures the issuance of memorandum from the Department of Education down to the Division Office before they attend trainings.
5. Teachers exhibit significant difference on their coping mechanisms when they were grouped according to their congressional district. Each district had different practices and focus in coping with the continuing professional development. However, when grouped according to age, sex, position and years in service, teachers did not show any significant difference in their coping mechanisms. It further indicates that teachers had the same practices on how to cope with the continuing professional development therefore null hypothesis is accepted.
6. Three-year development plan was proposed to assist the teacher on what programs/trainings needs to accomplish in the implementation of continuing professional development law under each track.

V. Recommendations

Based on the findings, these recommendations are given:

1. Here are the following suggestions under the result of the demographic profile of the respondents;

1.1. Since the majority of the respondents are came from the first congressional district which is nearer to cities, teachers may explore and attend more professional development programs because there are lot of opportunities in the city rather than in far flung areas.

1.2. As the result shown, majority of the respondents are at the age of 30 to 35 who are still young and may be capable of exploring and discovering new things. At this point, teachers

may look for other programs and activities in line with the implementation of Continuing Professional Development Law to gain more experiences and develop their expertise in the field of teaching profession until their retirement age.

1.3. Female teachers outnumbered the number of male teachers. Teachers may encourage and inspire students to take the course of education, specially, the male students.

1.4. Result showed that majority of the teachers were Teacher I which means that they were not promoted by at least one position. So with this, teachers may look and attend the accredited programs/activities and should use the degree they earned through post graduate studies and the certificates they had in seminars and trainings and may use it as credentials for promotion.

1.5. Since majority of the teacher respondents were 1 to 5 years in teaching or newly hired teachers, they may be aggressive and participative to adapt new practices and learn more knowledge in the field of teaching through engaging in the implementation of continuing professional development.

2. The recommendations based on the findings of the challenges encountered by the teachers in the implementation of Continuing Professional Development law are as follows:

2.1. Teachers may look and attend for free webinars, trainings or activities organized by the Department of Education since according to the findings of this study the programs offered by the CPD Provider is too expensive. And also the school officials may give the opportunity to the teachers as a resource speaker even they were not in the highest position because the findings shows that this opportunity is given only to those who are in the highest position in the school.

2.2. Teachers may look more into the possible school near their respective places or harness their time management skills for them to be able to attend to their post graduate studies or they could even look for scholarship program for financial assistance. Since their main problem centered on the distance of the school offering post graduate studies and financial matters.

2.3. Findings of the study showed that the opportunity to be a facilitator is given to those who are in the highest position. In this case, school heads may give the opportunity for the teachers to facilitate the school programs and teachers may have an initiative to present as facilitator in organizing Session-Learning Action Cell or School-Based IN-Service Training.

2.4. As the result states that the most challenging in scholarship track is that the opportunity in utilizing a training module and curriculum guide is given to those who are education program specialist, teachers may join and contribute to the Development Team of the

Module in the division of Quezon because it is open for all teachers. And although the result indicates that there are lack of time in creating technical or research paper due to lots of paper works in school, teachers may know how to manage properly their time because creating a research like an action research may help to organize their work properly in the field of teaching.

3. The suggestions of the researcher based on the result of coping mechanisms of the respondents to address the challenges encountered are the following;

3.1. The teachers ought to make sure that the trainings they will attend are duly accredited by Department of Education and Professional Regulation Commission to maximize its benefits and avoid wastage of time and budget. It is because attending seminars were their primary coping mechanisms on Continuing Professional Development.

3.2. Teachers said that they have completed the academic requirements only. So, teachers may set plan to manage their work and not only completing the academic requirements but to finish their masters degree since it may use it in promotion.

3.3. Since the teacher introduce their self to be chosen as facilitator in trainings in the school level, school officials may try to avoid sending chosen few individuals to district or division by looking for other teachers for them to gain confidence and have the opportunities to grow professionally just like the others.

3.4. Teachers may lead the school implementing intervention program to recognize in school level since they are doing their best in the field of teaching.

4. Based on the result shown in the level of effectiveness of the coping mechanisms of teachers to address the challenges encountered in the implementation of Continuing Professional Development, the researcher suggests the following;

4.1. Teachers may show eagerness and initiative of becoming one of the facilitator or demonstrator in Continuing Professional Development trainings. It is an advantage to choose and give chance to prove their capabilities by the school officials to facilitate or demonstrate in any DepEd trainings since they are attending Continuing Professional Development trainings offered by the CPD providers.

4.2. Teachers may look for scholarship programs to finish their post graduate studies. School officials may also encourage the teachers to finish their enrolled studies because majority of the teacher respondents have completed their academic requirements in masteral's degree.

4.3. Teacher said that they are attending trainings offered by the Department of Education and school-based in-service trainings. In line with this, school officials may try to give

chance to the teachers who are showing eagerness and potential in leading the school-based in-service trainings and not just as a participant but a leader.

4.4. Since the teachers are trying their best in the field of teaching, school official may give an exceptional award to those teachers who are showing their best practices.

5. Teachers at any congressional district, age, sex, position and years in teaching may attend the accredited programs/activities because there is no exemption in the implementation of Continuing Professional Development Law.

6. Teachers within the Schools Division of Quezon may adapt the output of the study which is a sample three-year development plan to manageably accomplish the accredited programs/ activities in the implementation of Continuing Professional Development Law.

7. Future teachers may be ready to face and cope up the challenges in the implementation of Continuing Professional Development Law.

8. Future researchers may come up with the same study focusing on elementary level or they could use this study as their reference to accomplish their own study.

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