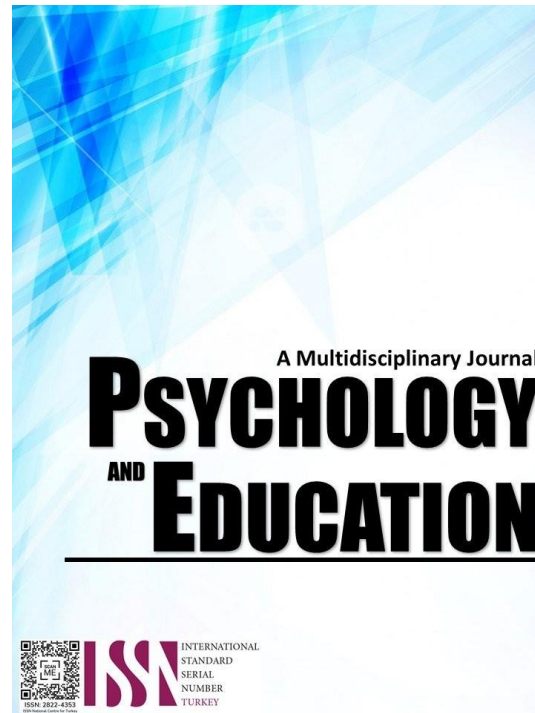


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Continuing Professional Development for Teachers: Trade-Off Between Legislation and Self-Motivation

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Abstract

The purpose of this study was to find out the motivational factors affecting the teachers' decision trade-off between legislative requirements and self-motivation in the context of continuing professional development (CPD) in pursuing graduate studies after continuing professional development bill had been passed and became a statutory law in the Philippines. The study used a qualitative research design and collected data from interviews to teachers who had been in the service for many years but had decided to enroll for master's degree only after the implementation of the CPD Law. The findings revealed that CPD Law for all regulated professionals including teachers greatly motivated and challenged the teachers in pursuing post-graduate studies as professional qualification and a mandatory requirement to develop broader skills prior to professional license renewal. Although, CPD is not limited to post-graduate studies, but it is also through many hours of trainings, seminars and workshops, yet it was viewed as the best option to earn the required full units upon completion of the masters' or doctorate course. Though, it caused pressure and burden on the part of the teachers but it had helped them to be professionally and globally competitive on their field.

Keywords: *continuing professional development law, graduate studies, self-motivation*

Introduction

The fast technological evolution of this 21st century signifies change in almost all facets of life. In education, teachers are the catalysts of this change and will continue to embrace the challenge and be the agents of change (Mohammad, 2018). Therefore, in order to meet this requirement, one must have the guts and the persistence to immerse oneself in various forms of ongoing professional development, such as specialized training, formal education in an advanced degree or post-graduate course to continue growing professionally. However, a typical obstacle to obtaining professional growth is a teacher's workload or a lack of enthusiasm or drive.

There is a significant range in the quantity and quality of motivation exhibited by teachers in relation to the many work-related activities that they must complete (Fernet et al., 2011). As a result, there are a number of factors that may affect teachers' motivation to engage in additional training and professional development, such as the following: some training programs may be too expensive or difficult for them to access; they may feel that their current methods of instruction are sufficient and require no additional training; or they may simply lack the time or desire to dedicate themselves to these activities.

In the Philippines, Department of Education (DepEd) has designed and financed INSET (In-service trainings) for teachers, with the understanding that the school's MOOE money will reimburse their travel expenses. However, going to graduate school comes with a price and demands a commitment of time at one's own personal costs. Teachers, on the other hand, make a middle-class earner, taking into account their financial situation and capabilities, plus workloads of related duties and responsibilities like: lesson preparations, designations, paper works and numerous of urgent reports affect their decisions in pursuing masters' degree course.

Meanwhile, according to records of the school's MOOE reimbursement in the year 2018. Teachers at San Miguel National High School in Compostela West District, province of Compostela Valley, were actively engaged in the in-service trainings and workshops as mandated by memoranda and orders. However, going to graduate school was not one of the goals. Apparently, as of 2018 there was only one of the twenty-seven teaching personnel completed the master's degree program did so before R.A.10912, also known as the CPD Law of 2016, was passed into law. Teachers holds the belief that as long as they had the plantilla position, they were happy and pleased with their jobs, and pursuing graduate degrees was not their top priority.

In this connection, the behaviors manifested by the teachers showed lack of self-motivation. Despite the years of being permanent in the service and the school head advises they did not want to worry themselves with pursuing a master's degree, so they stuck to what was comfortable for them. They believed that enrolling in such program would be challenging and add to their burden, which would lower their output of performance. Additionally, they maintained the belief that "we can still teach and remain in the service even without masters' degree and did not want to bother themselves in the undertaking of master's degree course. Moreover, they did not pursue promotions. It was then until R.A. 10912, otherwise known as the CPD Law "Continuing Professional development Law" of 2016 for all regulated professionals including teachers was born. Due to fear of CPD Law, the challenged was accepted, post-graduate schooling was then tried and adored. At last, they have broadened their horizons and acknowledged the value of pursuing masters' degree as a requirement in these rapidly evolving times and for promotions.

Research Questions

In this study, the researcher aims to contribute to Psychology and Educations by determining the motivation that pushed the teachers of San Miguel National High School who have been in the service as permanent for several years and currently enrolled in the different

colleges and universities for post-graduate studies after the legislation of R.A.10912 otherwise known as CPD Law of 2016 or Continuing Professional Development a mandatory and a basis in renewing professional license. Specifically, this sought to answer the following questions:

1. What was the motivation(s) of the participants in pursuing graduate studies?
 - 1.1 What were your motivations in pursuing graduate studies?
 - 1.2 What were the circumstances that influence your decision In pursuing graduate studies?
2. How did Continuing Professional Development Law influence participants' decision in pursuing the graduate studies?
 - 2.1 What was the influenced of the Continuing Professional Development Law in pursuing the graduate studies?
 - 2.2 What was your reaction to the declaration regarding the implications of the Continuing Professional Development Law to your career as teacher?
3. What were the growth opportunities that will be benefited by the teachers from engaging Continuing Professional Development?
 - 3.1 What were the growth opportunities you would benefit from engaging in Continuing Professional Development?
 - 3.2 How would you assess your performance in relation to your profession as a teacher?
4. How was Continuing Professional Development linked to the improvement of teaching and to the changes in curriculum?
 - 4.1 How would you link continuing professional development to improvement in teaching?
 - 4.2 How would link continuing professional development to changes in curriculum?

Literature Review

Various readings from different books, theses and the internet of different authors that have a bearing to the present study are presented in this section. The researcher focuses on the importance of continuous professional development to all professionals particularly the teachers and on what motivated most of the teachers from San Miguel National High School to enroll and engage on post-graduate studies after the legislation of Continuing Professional Development Law (R.A. 10912) in 2016.

Learning activities that assist in keeping educators up to date on the most recent advancements in their sector are referred to as CPD. Teachers particularly benefit from it since it keeps us up to date on the newest educational technology and techniques. Continuing Professional Development (CPD) is a continuous, planned, and lifelong process through which educators develop their professional and personal qualities, and expand their practice, knowledge, and skills, resulting in the empowerment, and growth of their organization and their learners.

CPD demands professional skills that extend beyond basic skills. It is great variability in how CPD is being conducted globally whether a legal obligation or an unregulated voluntary option, all professionals should undertake some form of CPD for coordination and harmonization of CPD management will bring efficiency to the process and overcome work barriers (Felipe et.al., 2014). Brekelmans et al. (2012) contend that CPD is self-directed learning and can include a wide range of learning and development activities, many of which may take place in the workplace. CPE, or continuing professional education with a focus on formal education consists of a variety of longer-term courses aimed at giving participants content-based competence in a specific sector. (Hayes et al., 2010) admitted that professional development is the strategy schools and school districts use to ensure that educators continue to strengthen their practice throughout their careers. The most effective professional development engages teams of teachers to focus on the needs of their students to achieve success. Moreover, professional development for teachers is an individual's ideologically, attitudinally, intellectually, and epistemologically grounded position toward the practice of the profession to which they belong and which informs their professional practice.

In the international educational arena, innovations are often introduced via centrally organized in-service teacher training programs (or continuous professional development programs). However, in many cases, participation in these programs is optional, and when it is mandatory there is no way of ensuring teachers' optimal engagement in these learning experiences. According to Ann Webster-Wright (2009) continuing to learn is universally accepted and expected by professionals and other stakeholders across all professions. It does not require any type of statutory legislation that pressures anyone in any form of engagement, but it is more on willingness to learn and be updated in your field at any cause. Hargreaves (2010) mentioned that teacher Professionalism and professional learning undergo the postmodern or post-professional era and are propelled by significant advancements in any form of continuous professional engagement. Thus, CPD is considered a normal part of professional life for all academic staff; it needs to be self-directed and planned within the relevant context.

Meanwhile, In the Philippines, on July 21, 2016, the legislation of (R.A.10912) bill otherwise known as the CPD of 2016 was signed into law, an Act that creates and strengthens the CPD program for all Regulated Professions including Professional Teachers. It establishes a Council for Continuing Professional Development and others for its purpose. To renew their PRC license, professional teachers must earn 45 Credit Units (Section 3.h, Article 1). Every three years, as stipulated in Annex "A" (Credit Units Required per Profession), their Professional Regulatory Law, or as supplied by the PRB and the Commission, all registered and licensed professionals must complete the necessary units. Credit units obtained for doctoral and master's degrees or specialist training, which may only be credited once during the compliance period, any excess credit units gained cannot be carried over to the next three-year term. While,

Seminars, workshops, technical lectures, subject matter meetings, scientific meetings and lectures for non-degree training, modules, tours, and trips are all included in CPD programs and will be subject for evaluation and certification of the PRC accreditation verifications considering the number of hours and the training providers (Bautista et al., 2017). 45 units is something, more than enough. The issue is that much of the training is given via pricey registration and is often only available by the commercial-private entities in the nation's largest cities. Since the university's INSET is not approved by the governing board, it is not even taken into account.

On the otherhand, The Oxford English dictionary defines of motivation as the reason or reasons for acting or behaving in a particular way. It's a desire or willingness to do something. Motivation is a psychological process reinforcing one to take action in order to accomplish one's desired goals or objectives. Siddiqui (2014) also emphasized motivation as the cause or reasons for doing or behaving in a specific way. It's the readiness or desire to take action. A psychological phenomenon that encourages people to take action in order to achieve their preferred goals or objectives. The definition of self-motivation is continuing to be driven by own interests. Being self-motivated is a good thing since it's essential to have a fulfilling life.

Teachers' view on professional development will significantly influence their motivation to attain professional development and that teacher self-direction and efficacy have been identified as essential factors in the success of professional development (Govender & Govender, 2009). However, Gagne et al. (2010) found positive meaningful relationships between self-determined motivation in work and teaching profession, job satisfaction, affective and normative commitment, well-being, and self-reported health; whereas negative relationships emerged with turnover intentions and psychological distress.

Conversely, Demir (2016) showed that students' success was strongly predicted by teachers' intrinsic and extrinsic motivation. But the intrinsic passion of teachers was the most significant predictor of student involvement. Furthermore, research shows that intrinsically driven teachers are more likely to encourage and support their students' autonomy, which in turn raises the intrinsic motivation of their students.

According to McClelland's Human Motivation Theory states that All individuals are driven by one of the three primary motivators: the desire for power, affiliation, or success. These are not innate motivators; rather, we acquire them from our upbringing and experiences throughout life. Since McClelland held that people learn or acquire needs by the experiences they have in their environment and society, his need theory is strongly related to learning theory.

According to research, highly motivated teachers are more likely to adopt creative programs and participate in professional development to improve student learning and accomplishment (Cave & Mulloy, 2010). In order to improve student learning outcomes and accomplishment, highly motivated instructors are more likely to adopt creative programs and participate in professional development. The motivation of teachers to participate in professional development appears to be a significant factor in change (Smith & Gillespie, 2007) cited that there are four motivations in engaging cpd are: increasing salary, maintaining certification, career mobility (building their resume to move up the ladder into administration or pursue other careers), and gaining new skills or knowledge.

Self-motivated people have been able to change their lives and paved the ways for self-development. It is therefore very important to remain self-motivated to continue learning things that are supposed to be learnt. Being self-motivated not only helps you aiming at your goals and objectives but also leads you to attain them successfully (Caena, 2011). Teachers need to be trained in methods that foster higher-order thinking and performance if they are to assist youth in acquiring the more sophisticated and analytical abilities, they will require in the twenty-first century. They need to be provided with increasingly efficient professional learning opportunities in order to acquire the sophisticated teaching necessary for this task.

In order to prepare teachers for the demands of the twenty-first century, it is imperative that they design rigorous professional development programs that specifically center on teaching 21st century skills to their students.

Theoretical Lens

This study is anchored on the on Self-motivation for academic attainment by Zimmerman, Bandura, and Martinez-Pons (1992) cited that "students' beliefs in their efficacy for self-regulated learning affected their perceived self-efficacy for academic achievement, which in turn influenced the academic goals they set for themselves and their final academic achievement. Students' prior grades were predictive of their parents' grade goals for them, which in turn were linked to the grade goals students set for themselves. According to Bandura's explanation, each person has the belief that they can use their talents and abilities to use creativity and self-efficacy to achieve their intended life objectives.

Meanwhile, professional teachers are proactive, self-reflective, self-organized, self-efficient, and self-regulatory people. One makes decisions in life within an ecological niche with broader aims and values, developed via experiences, reciprocal contacts, and internal motivations. People whose motivation is authentic (literally, self-authored or endorsed) tend to be more interested, excited, and confident than those whose motivation is merely externally controlled. This can be seen in the former's increased vitality, self-esteem, and overall well-being, as well as in their enhanced performance, persistence, and creativity. This is true even in cases when participants' assessed competence or self-efficacy for the task is equal. by taking into account the alleged forces that motivate someone to take action.

Self-efficacy refers to a person's capacity for performance and learning. It is a crucial quality for university students to succeed academically. According to Martinez-Pons (2002), there are many types of self-efficacy. Academic self-efficacy is one of these categories, and it represents a student's perception of their own competence in relation to the activities that they are expected to do in the academic realm. When goals involve learning, self-regulation is converted to self-regulated learning. Self-regulated learners have a combination of academic learning skills and self-control that makes learning easier, so they are more motivated; in other words, they have the skill and the will to learn (Murphy & Alexander, 2000). "Self-theories" encompass both performance and motivation. Students appear to adapt their preferred techniques to the circumstances if they feel the need to coordinate their motivation and perseverance in relation to the tasks at hand (Dornyei & Ushioda, 2010). For instance, they could use performance goals to tackle an endeavor that calls for performance techniques.

The prevalence of good to very good states of awareness on the impact of undergoing CPD programs and activities to the teaching profession among LPT-respondents indicates that they are self-directed and autonomous and lifelong learner-professionals. Moreover, LPTs who are self-directed professionals are 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 advanced studies and trainings in a borderless educational standpoint. These concordances are manifestations of self-efficacy and internal motivations that lead them to become lifelong and autonomous learners (Bautista, 2017).

The two primary categories of motivation are extrinsic and intrinsic. The hallmark of intrinsic motivation is acting only out of delight or satisfaction. Maybe no one phenomena better capture the good aspects of human nature than intrinsic motivation—the innate propensity to seek out novelty and difficulties, to grow and push oneself, to explore and learn. While intrinsic motivation is a significant kind of motivation, self-determined motivation can take other forms as well. In fact, a lot of what individuals do isn't strictly speaking intrinsically driven; that is, when societal demands to engage in uninteresting activities and take on a range of new obligations gradually restrict one's ability to be genuinely motivated.

In contrast, intrinsic motivation refers to performing an activity for the inherent enjoyment of the activity itself. Extrinsic motivation on the otherhand, refers to performing an activity in order to gain some separate objective. When a task or activity is undertaken, people often do it primarily because they anticipate a reward or advantage at the end of it. Extrinsically driven students are those who complete their schoolwork out of a personal understanding of its importance for their desired job, as well as others who just complete it out of deference to their parents' authority. While the enjoyment of the task itself is absent from both situations, the former's extrinsic incentive involves personal endorsement and the latter involves compliance with an external regulation.

Thus, it is in this context that teachers of San Miguel National High School in Compostela District in the province of Compostela Valley decided to pursue their masters' degree course in the light of the Philippine Statutory Law on Continuing Professional Development (R.A. 10912) otherwise known as CPD Law of 2016, an Act mandating and Strengthening the Continuing Professional Development (CPD) program for all Regulated Professions including Professional Teachers. The law is supported by Smith and Gillespie (2007) that the K-12 system has a well-developed method of preparing and certifying future teachers through higher-education-based teacher education and master's program; potential K-12 teachers who invest time and money in such programs do so in the belief that their investment will lead to a stable, living-wage career in education.

The legislation was the external regulation or motivation that pushed them to go further because they had been threatened, yet they felt competent enough to comply too. Being professionals, teachers are both self-efficient and self-regulated learners who can actively managed and engaged into different forms of activities which includes academic cognition but the main motivating factor that pushed them in the pursuit of the masters' degree course was due to the CPD Law. They were extrinsically motivated which led them to become autonomous or self-determined. They were conscious of valuing these behaviora state goal or regulation, such that the action is accepted or owned as personally important too. The teachers had enrolled and forced themselves to go beyond their baccalaureate course to comply the regulation for their future career. Wherein, only compliance could make them felt secure and had percieved competence.

Methodology

The methods and procedures used in the conduct of the study were presented in this section. This would be followed and utilized to best achieve the main purpose of the study. The research design, research participants, data collection procedure, and ethical consideration were discussed too.

Research Design

The qualitative phenomenological research design was employed in this study. Hence the researcher's aim was to describe as accurately as possible the phenomenon, refraining from any pre-given framework, but remaining true to the facts. It employs a phenomenological approach. This was used to gather information about what motivated the teachers in pursuing post-graduate studies after the legislation of R.A.10912 of 2016 and finally been imposed. This was done through an in-depth interview to collect valuable information that gave explanation and clarification towards their views and opinions about masters' degree. This was an excellent tool for this research with a small number of respondents to explore their perspectives on a particular idea, program, or situation. In-depth interviews are useful

when you want detailed information about a person's thoughts and behaviors or want to explore new issues. (Boyce & Neale, PhD, 2006). Interview guide questions were prepared by the researcher to serve as guide during the interview although other questions arose during the interview proper.

Moreover, Creswell (2008), an in-depth interview would be done to avoid the possibility of misinterpretation. Conducting this process was not a simple task for these had to follow several steps to obtain data which includes: obtaining permission to conduct study, selecting participants, finding data from various sources, administering and recording data using recorders, and administering the data collection in a manner sensitive to the teachers and administrators alike.

Participants

The participants of this study were the ten teachers of San Miguel National High School of San Miguel, Compostela, Compostela Valley, engaged in post-graduate studies in the different colleges and universities in the academic year 2018-2019. They were selected using purposive sampling method. A purposive sample, is referred to as judgmental or expert sample or a nonprobability sample. The main objective was to produce a sample that can be logically assumed to be representative of the population (Paul Lavrakas, 2008). These teacher participants are those who were at the service of at least five years yet only after CPD Law had decided to pursue their masters' degree course.

Procedure

The study took place on October 2018 to February 2019. The said study duration was good enough for teachers to share about and give testimonies as to why and how did the legislation of R.A.10912 otherwise known as CPD Law of the Philippines have helped them reached the goals and objectives of professionalism by enhancing and engaging themselves into masters' degree. To further know their insights and experiences on the CPD and the motivations in pursuing a post-grad school study, participants were considered for in-depth interview to give clearer explanations and insights on participating CPD activities long time before the legislation and after the law had been enacted.

In collecting data for this research, the researcher had secured endorsement letter from the Dean of the graduate studies addressed to the division superintendent. Likewise, the researcher had also prepared a letter of consent for the school principal allowing her to conduct the study. At the same time the tool or the interview guide was also prepared and validated by the external and internal validators. Then, in depth interview was conducted to explore the views, experiences, purpose, beliefs, and motivation on the decisions of teachers regarding post-grad school studies in connection to CPD Law. Qualitative such as interviews were believed to provide a deeper understanding of the social phenomena then would obtain from a purely quantitative methods such as questionnaires. Interviews were, therefore, most appropriate where little was already known about the study phenomenon or where detailed insights were required from individual participants. They were also particularly appropriate for exploring sensitive topics, where participants would not want to talk such issues in a group environment just like focus of this study (Gil, 2008).

The in-depth interview was done to obtain a more detailed and relevant information on the issue. It was important to put the process in a more relax and comfortable atmosphere at ease having a dialogue and enable them to express their thoughts and feelings freely. The research instrument was composed of open-ended questions prepared by the researcher. The open-ended questions gave the informant the opportunity to express freely his/her thoughts and views as it is very significant to the success of the study. The audio recorder was used to obtain a precise and accurate data. Things mentioned above were complemented with notes on both verbal and non-verbal behavior as they occurred as well as personal reflection about the interview (Boyce and Neale 2006).

It was also my purpose to know and gather information on what pushed the teachers in pursuing their post-graduate studies after the legislation of the CPD Law on 2016. How does the legislation change their views and perspective masters' degree? To do this, I conducted an in-depth interview, transcribed the data, noted down information, analyzed, validated and thematized the content of the data. During the in-depth interview, research questions were used as instrument. In this event, writing notes and recording of responses was considered in order to get accuracy and validity of responses.

Transcription followed and each participant was given a pseudo name to hide his/her identity. The next step was verification to check whether the data were reliable and valid.

Ethical Considerations

Giving assurance that this study followed an ethical consideration, the ethical guidelines in conducting research was observed. I utilized the Macleod's (2009) seven key principles of ethical research to wit: informed and voluntary consent, respect for the right of privacy and confidentiality, minimization of risk, truthfulness, social and cultural sensitivity, research adequacy and avoidance of conflict of interest. The goal of being informed and full voluntary consent must be done. A letter addressed to the school administrator informing the identified teachers to participate in the study. This was done through a thorough explanations to the participants that the study is voluntary in nature. It must be also ensured that they knew very well the risk and benefit they will get for their involvement. I explained to the participants as to how the data and the information would be used with maximum confidentiality.

Furthermore, the guidelines of Mack and Woodson (2005) were adhered to make sure that they gave me the voluntary consent before conducting the interview. The participants were asked to sign a written letter of consent. Respect for the right of privacy and confidentiality was assured to them. This was obtained by assuring them and by committing to them that all data and information shared by them would be strictly for the study use only and their names would be withheld. To be able to maintain the issue of confidentiality, it needed a special attention and proper precaution knowing the fact that information needs maximum confidentiality. To this, pseudonyms were used for every for every participant to protect their privacy.

Results

This section presents the findings to the research questions that explored Continuing Professional Development or the CPD Law of 2016 from the viewpoints, attitudes and responses of the teachers. The primary focus of the investigation was on how teachers had been motivated, what could have influenced them, the growth opportunities they had benefited from engaging the programs related to continuing professional development, and the personal assessment in pursuing the graduate studies. The research participants of this study were 10 teachers of San Miguel National High School who were enrolled for their graduate studies in the different colleges and universities within the region. The purpose of the study was to determine whether they had been pushed by the legislation or was personally motivated to pursue further education.

The responses were subjected to content analysis where the themes across all responses were drawn. In keeping with the research ethics for qualitative research, the identities of the informants were concealed.

What is/are the motivation(s) of the research participants in pursuing graduate studies?

This section presents the findings to the 1st major research question ‘What are the motivations of the research participants in pursuing graduate studies?’ Two specific questions were used to gather data and pieces of information for this major research question. The question was intended to gather information on the motivations and what were the circumstances that had influenced the teachers to pursue the graduate studies.

Motivations in Pursuing Graduate Studies

The themes in this section were coming from the specific research question ‘What are your motivations in pursuing graduate studies?’ The specific research question generated four themes: motivated by colleague, for CPD compliance, for professional development and motivated by friends.

Motivated by Colleague. This theme illustrates that communicating and sharing experiences and success at workplace with colleagues can set examples of attitudes and motivations for others to follow. Informant1 disclosed the fact by saying;

*Ang ako jud motivations ani noh! sa first kay kato jud ang akong mga kauban sa pagtudlo diri sa SMNHS si ma'am A***a E***y nagpaenroll na sya dayun sa ACN kay para daw sa kuan sa CPD, kay kung wala jud ni CPD dili jud ko magpaenroll aning kuan masteral. Mao ni ang akong mga kauban ang nagmotivate sa ako na moenroll og masteral.*

(My motivation is my colleague after knowing that she enrolled in ACN for the so-called CPD. After knowing that Adora Emboy was already enrolled for a graduate studies so was also motivated and got courage to do so).

Informant 2 stressed out;

So, my motivations actually, I am on my 9 years of teaching diri sa high school. So karon pa jud ko nakadecide to pursue my graduate studies its because tungod kana nga balaod sa CPD so bale kini siya murag unsay tawg ani peer pressure kay mahadlok pud ko na basin ako ra pud ang magpabilin kay most of may kauban sa trabahu mi enroll na jud sila sa masteral.

(In my 9 years of teaching in the high school I'd only come-up this decision to enroll graduate studies because of the so called CPD and also peer pressure. Due to the fact that most of the teachers are currently enrolled for their masters' degree and I'm afraid of being left behind from my colleagues).

Meanwhile, Informant 4 emphasized;

Ahh! Pagkuan nako pag eskwela sa masteral, nag- uban-uban lang ko sa akong kauban sa trabahu unya nagpaenroll mi unya kursonada pud ko na moeskwela mao to na nagpaenroll na dayun, so wala sa akong balak na moeskwela og nieskwela lang ko og pinaabtik.

(I did not plan to enroll but by accompanying my colleague in her enrollment so then I was convinced to do so).

For CPD Compliance. There was this sentiment among the informants that RA 10912 known as CPD Law of 2016 had caused so much apprehension on them that it had forced them to pursue the graduate studies. In compliance to the legislation, they decided to pursue the graduate studies for license renewal. As stated by Informants 1 and 9 that the reason for their enrollment is the CPD law.

Informant 1. *kay kung wala jud ni CPD dili jud ko magpaenroll aning kuan masteral.*

Informant 9. *Kuan gyud ana kay tungod gyud sa CPD.*

Informants 3 and 6 had this to say;

Informant 3. *First of all, my motivations tungod sa CPD and another one is for kuan for promotion nalang gyud pud.*

Informant 6. *Number 1 na diha ang CPD tungod sa CPD na! moenroll og graduate studies, unya ikaduha na diha ang promotion pero CPD jud ang pinaka.*

(My motivations in pursuing graduate studies are the CPD law and secondly is promotion).

Informant 8 conveyed;

Informant 8. *Ang nagmotivate ang ako ra gyud kaugalingon. Hahahaha! Na motivate ni madam (principal), namotivate pud nako ang akong self kay para pud noh kay need man daw sya pero first and foremost ang rison jud para sa atong CPD kay kung walay CPD pwede lang man dili magmasteral, so, kay gasto baya noh?!, so tungod gyud sya sa CPD ma'am jelyn, ang ako jud kaugalingon kayo g dili pud nato imotivate ang atong kaugalingon kay dili man gyud pud ta makaenroll noh!? Kay kita baya jud ang molihok.*

(I know that earning masters' degree is not a must but due to the legislation of the CPD law and by having that knowledge about CPD units as requirement so I was then motivated all by myself to earn CPD units through graduate studies. Why myself? Because if we chose to enroll then prepare yourself and your pocket. It is indeed spending your own time, effort and money).

For Professional Development. The theme emphasizes gaining of knowledge and expertise through specialized trainings and formal education in the context of professional qualifications. Informant 5 shared that she is looking forward for her future career as teacher and did not want to stay as teacher 1 forever and but instead to be promoted.

Informant 5. *Hello good morning! bisaya ra ha...actually nakuan ra pud nila naengganyu ra pud ko unya naa pud ko'y plans Ma'am na dili lang pud siguro ko magstay as teacher 1 forever so mao to nag-enroll – enroll nalang pud ko.*

In like manner, Informant 7 said;

Informant 7. *Akoa ah! kanang kuan namotivate ko na mopursue sa graduate studies kay para ma...for professional growth man gyud na sya ma'am at least kana dili mastagnant lang gani ka sa imohang learning kanang mogrow pud gani ka.*

(I was motivated to pursue graduate studies because I don't want to stagnate my learnings but I wanted to grow professionally as teacher).

Motivated by Friends. Having a circle of people who are well-rounded and supportive will give a positive outlook for a more productive future. Informant 10 have expressed that her source of motivation are her friends who were also pursuing post-graduate programs;

Informant 10. *Ah, ok ang nakamotivate sa akoa is...mga friends kay murag behind nako sa ilaha nagmasteral sila tanan. Friends nako sa outside diri sa school og diri sa school namagmasteral sila tanan, aside from that, kailangan jud sya kato na time during sa IPCRF ba to mem? Diba naa man to sya'y points diba, ang masteral? Unya didtoa man to na laina diria uy! wala man koy point, diba ah! magtake-up kog masteral with respect to that...*

(My motivations were my friends. They are the people who inspired me to enroll for a masters' degree, and also by having that feeling of being left behind by them).

She also added that during IPCRF she got zero point in the item for masters' degree course, it was then, she understood and felt the need to pursue her masters with respect to that individual performance form.

Circumstances that Influence the Decision

This section presents the results to the specific research question 1.2. 'What are the circumstances that influenced your decision in pursuing graduate studies?' under the major research question 'What is/are you motivation(s) of pursuing graduate studies?' The emerging themes were: influenced by CPD law, fear of being left behind, renewal of license, finding masteral subjects appropriate, for future use, promotion opportunities, for updating, influenced by family and influenced by friends.

Influenced by CPD Law. The theme revealed that CPD is important because it ensures that all professionals are competent by engaging ongoing process of CPD programs in any forms for their respective professional career. The research informants revealed that CPD Law had influenced and pressured them to enroll for a graduate study. Informant 1 confided;

Informant 1. *Isa jud ani noh nga nag-influenced sa akoa nga moeskwela jud ko aning masteral kana jud CPD kuan si Trillanes jud ang hinungdan ani kay kung wala na si Trillanes noh ani iya CPD Law na! dili jud ko moeskwela aning masteral.*

(I am influenced by the CPD of Trillanes, I am pushed by this law to pursue because without this CPD I will not decide to enroll at all).

Likewise, informant 6, emphasized;

Informant 6. *Napressure ko ma'am tungod sa CPD gihapon, CPD gyud ang number 1, sya jud ang hinungdan.*

(I am pressured by CPD and this is the number reason why I am pursuing my graduate studies).

Informant 8 also stated;

Informant 8. *Mao na to katong CPD unya ang motivation nako ang akong self.*

(It is CPD that influenced me while my motivation is my own self).

Fear of Being Left Behind. This theme relates to the feeling of social anxiety of being left alone, forgotten or ignored by the group. This is a desire to stay continually connected with what others are doing especially those people whom they interacted with particularly in their everyday activities. Informant 2 said that she decided to pursue masters' degree because she feared to be left behind by colleagues who are already pursuing graduate studies.

Informant 2. *So kato siya ma'am one of the circumstances kato sya nakadecide jud koi pursue akong masteral kay naa pud koy kahadlok nga kanang mabehind sa kaubanan kay og unsa ni kanang unsa ni sya ah! mao to sya mabehind sa akong mga kaubanan sila nakenroll na...ako wala pa.*

Renewal of License. On the mandatory nature of CPD Law, all license professionals who had to renew their professional identification card or else they will face the burdens of complying the required CPD units as license renewal requirement. Though CPD unit is not limited in earning masters' degree but it is viewed as one of the major ways of attaining the prescribed units. Informant 3 expressed;

Informant 3. *Of course, na pressure gyud ko kay hapit nako magrenew sa akong license og na noticed pud nako nahibal-an pud nako sa uban ba na sa pag renew nila og license gipangayuan na gyud sila og CPD units so para pud macomply og dili ko maglisod mao ni pursue gyud ko og masteral.*

(Of course, I am pressured because I am about to renew my license. I noticed or learned from other teachers that they were asked to provide certificates of credit units earned CPD by the PRC for their license renewal. So then, I decided to enroll for masters' degree for compliance).

On the same vein, informant 9 emphasized;

Informant 9. *Kay tungod kuno dili marenew ang lisensya kung walay points sa CPD nga ma-earn.*

(According to them the license will not be renewed without CPD points).

Finding Masteral Subjects Appropriate. The finding revealed that some informants found the subjects they were enrolled for their masters appropriate for their profession as teachers especially in dealing in this changing times. Informant 4 had this to say;

Informant 4. *Sa first ato kanang kuan murag giganahan ra pud sa mga subject na appropriate pud hangtud na giganahan ko sa mga lessons kay okey man pud diay ang masteral diay kaya bi nako og mga lisod unya kay makaya ra man diay.*

(At the beginning I thought that graduate studies were difficult and didn't even know if I could manage or handle the pressure but it was a misconception because I found out that it was easy, necessary and appropriate being a professional teacher).

For Future Use. As the saying goes, the future belongs to those who prepare for it today. The future is yet to come; so, do something without delay. The pursuance of the graduate studies could help them prepare for their future endeavors in terms of qualification for promotion. Informant 5 stated;

Informant 5. *Ah! Kato lang sya ma'am na forsee lang siguro nako na sa future para sa future.*

(I am looking forward and foresee that pursuing graduate studies is for my future use).

Promotion Opportunities. No one dislikes promotion. It is every employee's advancement within the organization's position or job description in the pursuit of an excellent performance. In DepEd, promotion is very crucial. Any individual who wishes to be promoted must possess masters' degree units added to seminars and related trainings attended. Informant 7 mentioned;

Ah isa gyud sa mga naka influenced sa akona na kanang mopursue sa graduate studies isa gyud sa mga factors ana.... kana gyung mapromote.....hahaha! mapromote

(This is the factor that influenced my decision in pursuing graduate studies because I am looking forward for promotion, to be promoted).

For Updating. Attending or engaging to CPD programs like seminars, trainings and workshops or by pursuing graduate studies give the latest information on the what's, why's and how's on education that enhances the skills and competencies of teaching. Informant 7, said;

Unya tapos kanang kuan naa gyud pud sa akong heart ba...ana moeskwela gyud pud para masmogrow og malinang ang mga nahibal-an kay lisod kaayu magsige tag tudlo unya diha rata taman sa atong nahibal-an. Ahhahhaa!

(It is in my heart that graduate studies was my planned because I wanted to grow and be updated by keeping myself abreast to the changes since I knew that it will be difficult for me as teacher to teach if I will just remain in my comfort zone).

Influenced by the Family. Family is composed of people who were united by love, interacting each other, supporting and planning for the common goal of their future. Without doubt, our family is the reason and inspiration of pursuing something. Family also motivates us to believe that impossible things will sometimes be our best possibilities. According to Informant 10;

K! mga panghitabo katong kuan kanang ginaingnan man gud pud ko nila papa gud habang bata pako, makaya pa daw nako kanang mahandle ang stress sa masteral magtake-up nalang daw ko og masteral habang kaya pa daw nako.

(I was inspired by my family especially my father, he told me that it will better for me if I have to enroll for graduate studies while I'm still young because at this age he believes in me that I can easily managed to handle such stress brought about by schooling).

Influenced by Friends. There were informants whose decision to pursue the graduate studies had been influenced by their friends who had pursued or had been pursuing further studies. These were the people who, in one way or another, had inspired and influenced them in making decisions and life's choices. Informant 10 relayed;

Din ginapush gyud pud ko nila (riends)...na mem, pagmasteral na mem kuan na, oh! Kay sa St. Mary's lagi daw na naa sila'y ginaoffer na ginaoffer na ing-ana ba so...bitaw noh? Sige nalang didto ko...

(I was pushed by my friends to grab the offer of St. Mary's and enroll there for post-graduate studies).

How does Continuing Professional Development Law influence participants' decision in pursuing the graduate studies?

This section presents the results to the 2nd major research question 'How does continuing professional development law influence participants' decision in pursuing the graduate studies?' Two specific research questions were used to collect data for this question highlighting the understanding of the research informants on the influence of continuing professional development law in pursuing graduate studies.

Influence of CPD Law

The themes derived from the responses of the research informants to the specific research 2.1 'What is the influence of the continuing professional development law in pursuing the graduate studies?' are presented in this section. These themes were: pushed to pursue graduate studies, pressure for license renewal, not influenced by CPD and uplift teaching strategies.

Pushed to Pursue Graduate Studies. The CPD Law had huge impact on the decisions by all professionals including teachers to pursue further studies. The seminars and trainings under CPD are costly and are not accessible to busy professionals like teachers. Therefore, the best option was to enroll for a graduate study to make sure that they were continuously growing and learning as professionals which in turned to be used for license renewal and for promotion as well. Informant 1 shared her experience;

Kuan jud ko ani tungod jud kay kung dili jud ko moeskwela ani masteral sigurado jud na mabehind ko sa akong mga kauban. Kini-kini si ma'am Jelyn, si Ma'am Adora og si Sir Flong nakaencouraged na mopursue gyud nga moeskwela kay unsaon nalang dili na gyud ko karenew sa akong license na hapit na baya karon ng 2019 hapit nako morenew maong moeskwela jud ko.

(It was because if didn't enroll for masteral I am assured of being left behind by my colleagues. I was encouraged by Ma'am Jelyn, Ma'am Adora and Sir Flong to pursue, but actually CPD law have pushed me to make sure that my professional license will be renewed on 2019 so).

This was supported by informant 5 who expressed fear of the CPD law and eventually pushed her to go for graduate studies.

Informant 5. *Ahmm.true kato ning nahadlok mi anang CPD maong nag-enroll mi.*

In like manner, Informants 2 and 8 said;

Informant 2. *Daku jud iyang impluwensya kay kung wala gyud sya kay kung wla ni sya dili gyud ko mo-come-up sa akong decision na mopursue sa akong graduate studies.*

Informant 8. *Yes! Gyud kaayu kay sya man gyud ang rison nganu nagpaenrol og kuan, nagpaenroll og masteral first ang rison CPD man gyud kay og wala ang CPD pwede ra man unta dili magpaenroll og masteral.*

(We believe that we can still teach even without masters' degree but due to CPD law we came-up to the decision of pursuing graduate studies, therefore CPD law had influenced and pushed us to pursue masters' degree).

Pressure for License Renewal. Driving without license is an offense. Likewise in teaching a teacher is not a teacher and is not allowed to teach unless he or she possesses professional teachers' license. However, this professional license needed to be renewed once every

three years. Informants 4, 6 and 9 narrated; they have been influenced, pressured, stressed and feared off by the fact that PRC will ask for a CPD units upon license renewal.

Informant 4. *Ayy oohh! Naimpluwensyahan ko ani CPD Law, kay nahadlok nga kay kailangan jud daw ineg renew sa PRC dapat jud daw naay CPD units so tama na pud nga nakaenroll mi before mi nakabalo nga naay CPD Law.*

Informant 6. *Mao jud na ma'am nahadlok ko, nastress kay basig dinako makarenew sa akong lisensya ani unsaon nalang...Hahaha! pastilan jud ni CPD oy! makastress kaayu.*

Informant 9. *Mao ra gihapon sya ma'am tungod anang morenew tag license.*

Not Influenced by CPD. There were informants who by their personal intentions decided to pursue the graduate studies without even thinking of the CPD Law as factor for their decisions. Continuing professional development is not an issue as viewed by informant 7;

Informant 7. *Sa kuan sa kanang sa CPD Law sa kuan sa kanang nahimo pa syang Bill kanang medjo wala ko na impluwensya sa CPD Law kay planu naman gyud nako na moeskwela maskin pa og wala ang CPD Law maong wala ko naimpluwensyahan...Hahaha!*

(I already planned my graduate studies even during the time when CPD was just a bill and its legislation did not influence or affect my decision of pursuing such plan).

In addition, informant 10 substantiated by saying;

Murag wala kaayu murag ang nagpush gyud sa akoa is the IPCR compare sa CPD ah...kay siguro murag... "Nurse" bya ko sa una, nasanay man gud mi sa una nga makakuha dayun mi og CPD units sa among seminar so murag dili kaayu, unya ingon pud sila na dili daw kaayu kuan ang units sa masteral sa CPD.... ambot lang lang according sa uban.

(Due to the fact that I am a nurse who turned to be a teacher so I am not influenced by the CPD law maybe because I am used to earn CPD units from seminars and trainings in my nursing profession and I heard that, though I am not assure of this that CPD units earned by masters' degree is not as much as needed).

Uplift Teaching Strategies. Pursuing graduate studies can be a good source of enhancing the knowledge in terms of teaching strategies. This was relayed by Informant 3, who said;

Actually, sa pilmiro jud naglagot ko naghunahuna kay additional sya natrabahu. I mean additional na eskwela burden ana pero the same time nakita pud nako sya na tiguwang naman ko kinahanglan nga mag-uplift sad sa akoang knowledge in terms of teaching strategies and etc....to grow as a teacher.

(Actually, at first, I was annoyed thinking that this would be additional workload but at the same time I was able to realize that it was misconception regarding graduate studies as an additional burden or additional workload was definitely wrong. But rather it is a necessity due to my age, therefore I need to be upgraded).

Reaction to Implications of CPD Law

This section presents the results to the specific research question 2.2 'what are your reactions to the declaration regarding the implications of the continuing professional development law to your career as teacher?' the following themes served as results, which were: costly undertaking, help career as teacher, against its implementation, more work to do and affecting work output.

Costly Undertaking. Thinking about going back to school will mean doing some sacrifices. It requires courage and perseverance to do the tasks and most of all it implies that you have to be a DBM in managing and spending your own time and money to be able to achieve the target. Informant 2 revealed her experience;

At first negative jud akong reaction ani wala jud ko kaangay kay of course isa man gud is kana financial kay kung mopursue gani ta sa atong studies kay mogasto jud sya but tungod lagi kay kinahanglan natong kuanon moenroll jud ta sa graduate studies so mao to Napugos.

(Upon knowing the implications of CPD Law I really didn't like it; my reaction was negative because I know that when I enroll for a graduate study it will involve money but I have no choice because the only option is to force myself to do what's best for me).

Meanwhile, informant 5 disclosed her feelings;

Sad....Sad kay murag makagasto gyud ta ana kung hunahunaon, Ah! Makagasto jud ta og daku og unya murag giforce gyud pud nimo imong kaugalingon ban a mukuha ana.

(I was sad... because this will cost money but I have no choice but to force myself to take up the required units).

Moreover, informant 9 unfolded her views;

Ah! Magdungag-dungag napud ni sa gasto (nikatawa)...dungag-dungag sa gasto unya hago sa part sa teacher kay tungod kay dili

lang na mao ang atoang concern, daghan pa unya stress...

(This will only be additional expenses on the part of the teacher, also an additional workload since we have lot of concern and things to be accomplished on our duty. Definitely, this will cause stress).

Help Career as Teacher. Teaching is a profession that shares knowledge to build others. Teaching is also an art making others learn how to grow. In this context, teachers are tasked in preparing the students with the knowledge that will see them through into adulthood. This imply that despite the meager income we have been receiving we must look further for professional growth and development. Informant 4, conveyed;

Ah akong reaksyun ani kay kana dili unta mi ganahan nga naay CPD Law kay samok napud sya unya nadungagan unya mag-extend napud mi og kanang another unit og kwarta, pero hinoon nakatabang gyud hinoon sya ang kani CPD sa among career as a teacher.

(My reactions about CPD Law were so annoying because it will add burdens and for sure we will spend for it but I think it can help us in our career as teacher).

Informant 7 emphasized;

Okey lang kay kanang dili man pud ang CPD Law ang basihan lang na moeskwela ka, ikaw nga teacher ka mo immerses gyud ka sa imong kaugalingon nga moapil anang mga seminars, mga trainings, kay apil man gyud sa qualifications sa CPD law so dili lang eskwela pati na pud tong moapil tag mga seminars, dili lang man sa eskwela na...mogrow ang imong professional development apil man pud sa trainings.

(For me, CPD Law is not the bases because we need to pursue graduate studies. In fact, graduate studies are not the only option to grow professionally. As teacher we must immerse ourselves to seminars and trainings and look forward to the upliftment of our qualifications).

Informant 8 also confessed;

Para sa akoa noh positive man pud sya noh kay need man jud nato as teachers na makalearn pa gyud aside sa atoang naabot karon dapat man gyud ang atong learning dili mastop sa ing ana lang.

(For me it has positive impact as teacher we need to continue and learn not to stop those learning that we had).

Against Its Implementation. It is in our human nature that whenever a law is implemented reactions will vary some are happy, some are not, some may benefit and some are against it. Likewise, the research informants drew different reactions regarding the implications of the CPD Law. They were against it. As what informant 6 said;

Sos! Niaksyun jud ko og kabalaka ma'am kay unsaon nalang asa man ko manguha aning units na pila to...45 units...oh! na! makarenaw ba ko? sos! Nabalaka gyud ko ana nahadlok ko og unsaon nalang ni akong lisensya gyud ani...mao na ang akong una nga reaksyun kay nabalaka. Hahaha!

(I was worried upon knowing that the required unit for license renewal is 45. How should I earn it? Should I still be renewed after all? Really worried about it).

Informant 10 divulged;

Actually, dili ko agree jud sa CPD hehehe, bitaw...actually violent reaction jud ko na kanang teachers bitaw kay wala man gud sila'y...unlike sa nursing na naa jud silay mga agencies na nagahatag og CPD units, wala pa man gud tay naestablished sa teachers na side wala pa man gud tay established na agency ba na maghatag sa atoa seminars na naa jud CPD units na ihatag so dapat ba unat nila gikuan nag-establish sa sila og mga agency na maghatag og seminar sa atoa.

(I totally disagree about it; I mean I had violent reactions against CPD Law because teachers have no CPD Agency providers unlike nursing that all of the seminars and trainings has corresponding CPD units. I think our agency need to establish or maybe connect to other agencies which could provide us CPD units for our seminars and trainings).

More Work to Do. This theme emphasized that teachers were already bombarded with several workloads as mandated by DepEd. Aside from subject area workloads, it has additional paper works, MOVs, classroom structuring and many more. Thus, pursuing graduate studies will mean additional workload that will affect teachers' performance output. According to Informant 1;

Ok ang akong jud reaction noh at first nga gideclare noh ni kana CPD noh kay naglagot jud ko ani nganu ingon ani kay kung gusto baya jud nako noh!?sa tinuod lang maregular lang jud ko, makapasas, magka-item, makatrabahu, ana lang jud teacher 1 okey ra jud ko ana at least na regular na naka-item na makatrabahu nako sa DepED pero pag-abut ani CPD lahi ra jud ang akong gibati nganu naingon ani gasto napud ta?...maghunahuna napud ta unsay trabahoon daghan na kaayu tag hunahunaon ani masteral ana lang ma'am...hehheee

(My first reaction on the declaration of CPD Law was annoyed. Because I am not aiming for anything in DepEd but to settle with a

permanent work, for me I am not dreaming for a promotion because I am contented and happy being in the teacher 1 position but this CPD implies additional work to do so I am thinking now that all I need is to enroll for a masters' degree).

Affecting Work Output. Professional people are expected to be calm, versatile and efficient at any assigned tasks. However, efficiency at workplace is sometimes affected by its mood and emotions towards the things you do. Informant 3 confessed her feelings;

Naglagot lage ko ma'am, naglagot ko, nasuko ko, kanang worried ko, naglagot ko tungod kay kana man gud kay sa eskwelahan pa lang daan sa ako na part daghan nako 'g i-workout na akong mga exigency in service mafeel jud nako na ma'am na worried ko kay basin og dili nako mahimo og tarong ang akong job diri mahalf-cook sya ba og another thing mahalf-cook pud ang akong masteral which is tinuod na nahitabo na half-cook ko diri, na half-cook pud ko didto....so, kuan wah naluto...

(I am annoyed, really annoyed, angry and worried. Why? Because on my part I have several tasks to perform, at the exigency of the service I need to do this and do that. I know that if I have to pursue graduate studies then, it will become half-cook, meaning to say I cannot perform both of my responsibilities well. In short, both of my outputs here at the workplace and at the school will be half-cook).

What are the growth opportunities that will be benefited by the teachers from engaging Continuing Professional Development?

This section presents the results to the 3rd major research question 'What are the growth opportunities that will be benefited by the teachers from engaging Continuing Professional Development?' two specific research questions were used to collect data for this question highlighting the understanding of the research informants on the growth opportunities benefited by the teachers from engaging continuing professional development.

Growth Opportunities

The themes derived from the responses of the research informants to the specific 3.1 'What were the growth opportunities you would benefit from engaging in continuing professional development?' the themes were: teaching proficiency, more learning gained and promotion opportunities.

Teaching Proficiency. Teachers are the makers of all other professions. This implies that teacher must be proficient in his field of specialization. And being proficient will require continuous learning and be diligent in doing or engaging to continuing professional development that will help teachers in the acquisition of knowledge. Informant 1 revealed;

Ay kani noh nakatabang kaayug dako diay ni moeskwela tag kuan masteral kay nadagdagan pud atong kaalaman dako jud kaayu benepisyu nahatag sa akoo naa koy mga wala nahibal-an na nahibal-an jud nako didto sa pag-eskwela nako sa masteral og nagamit pud nako sa pagtudlo sa akong mga estudyante.

(Graduate studies indeed help me a lot because I gained many learnings from my schooling which in returned could be beneficial to my students).

Meanwhile informant 2 added;

Actually, tulo pa man ka subject akong naenroll pero naa jud sya nakatabang jud sya kay nadagdagan jud ang akong kaalaman especially sa akong trabahu sa teaching.

(Actually, I only finished 3 subjects yet the knowledge I gained will help me a lot in my teaching profession).

Informants 5 substantiated;

More on professional growth ma'am.

(Graduate studies is a growth opportunity).

On the same views, Informant 7 emphasized; that despite the fact that CPD Law gave me negative impressions and to all teachers because they were force to enroll for graduate studies or attend trainings but likewise it is a growth opportunity for oneself to be developed and gained more learnings.

Growth opportunities kuan kanang tungod ani murag mapugos man gyud ta noh. Pareha anang mapugos og eskwela, mapugos og mga trainings so ang benepisyu ana pag moapil kag trainings para ra pud na sa imong kaugalingon na madevelop ka, modevelop ka, kay kung dili man gud ka maforce wala lang pud sa imoha og nay training bahala nalang kay kapoyan baya gyud kasagaran mag apil-apil og training pero tungod aning CPD Law mapwersa gyud ka, maforce gyud ka nga moattend.

Moreover, informant 10 confirmed;

Regarding this one kung tinud-on gyud nato ning Continuing Professional Development, ma-update ta sa mga bag-o na styles makuan ta sa mga kuan unsa na kay para dili nata tadisyunal kay unsa bas a pagcope-up nato sa mga kuan karon sa teaching.

(Regarding Continuing Professional Development, it will update us with the new learning styles so that we can cope-up with the latest techniques in teaching).

More Learning Gained. Every day, every situation is a learning opportunity. Engaging to something is an opportunity to open up a new horizon of knowledge. When there is learning, then change and improvement will take place. One such experience is shared by Informant 3;

Ay! Of course, kay continuous learning ang nahitabo ang meaning kay naudlot sa una ang mga panghitabo kaniadtong panahon sa pagkakaran nadugangan, daghan ko og nakuha gikan sa akong giistadihan og wala koy regrets na nacontinue ko sa akong study.

(Since it is a continuous learning so meaning to say those learning that I had during those times (college years) is being refreshed and updated with the most recent ones. Therefore, I didn't have any regrets about it).

Informants 6 and 8 said;

Informant 6. *Makalearn man pud diay ta ma'am noh madungagan ang atong learnings kung mag-apil ta og mga trainings pareha anang sa masteral so madungagan diay ang atong learnings.*

Informant 8. *Ah naa gyuy growth uy! Naa gyuy learning na makuha nato sa atong mga seminar na atong naagian kay basta moingon ta og seminar diba marefresh baya ta, so naa juy growth sa atong learning.*

(We learned many things, refresh the learnings that we had before and by attending seminars, trainings and workshops including graduate studies we were able to grow professionally).

In like manner, informant 9 conveyed;

Hinoon madungagan gyud ang imohang learning tungod kay ma...murag ma kuan man ka...dili sya ingon na mamotivate murag maforce ka sa pag-attend og seminar aron makakuha ka og kanang points o units pero madagadagan gihapon ang imohang learnings.

(Though seemingly it forces us to attend seminars and trainings to gain CPD points but definitely these will give us room for improvement of learnings).

Promotion Opportunities. Opportunity knocks only once. But promotion in teaching is not that easy as other professions. As teacher you should earn masters' degree as pre-requisite of what you are aiming for. Informant 4 stated;

Ahh ok! Ang growth opportunity siguro ang kani pagkuha nako kay nakuha naman nako ang ubang unit's kung magpapromote ko magamit jud ni nako.

(I think it is more on growth opportunity but these units I earned from graduate studies could likewise be used for my promotion).

Assessment of Performance

This section presents the results to the specific research question 3.2 'how would you assess your performance in relation to your profession as a teacher?' under the 3rd major research question 'What are the growth opportunities that will be benefited by the teachers from engaging Continuing Professional Development?' the following themes served as results, which were: better performance as teacher, looking forward for promotion, growing professionally, adding more knowledge and refreshed learning.

Better Performance as Teacher. The results revealed that teachers who continually engaged themselves to any forms of professional development: seminars, trainings, workshops and by pursuing graduate studies have gained knowledge, insights on learning styles, enhanced classroom management strategies, and have better performance in their teaching. Informant 1 mentioned;

Murag nakatabang so akong sarili na assess nako sa akong sarili naa jud siya'y koneksyun sa akong profession ang akong kaalaman nadevelop unya nakatabang jud sa atong pagtudlo sa atong kabataan.

(On my self-assessment those learnings I gained from engaging CPD has connection on my profession, my knowledge is further developed which will be benefited not only to myself but for the learners as well).

Likewise, informant 4 relayed;

Ooh naman...mahalaga ang CPD as a teacher bukod sa nakakatulong naenhance yun mga strategy sa pagtuturo.

(Of course, CPD is really important for us teachers because these will enhance our strategy in teaching).

This was supported by informant 6, who said;

Nakatabang sya ma'am uy! Kay pareha anang sa studyante noh? Uy! Ana diay ni pagdala aning studyante, dili diay ingon na diretsuhan dayun nimo og kasaba, di pud diay ka basta-basta mangisog sa klasroom dapat pud diay ang titser pud diay molevel sya sa iyang studyante.

(Yes! Engaging CPD indeed helped a lot since it gives us insights particularly in managing students' behavior, enhances our strategy in handling classroom situations. It helps me realize that as teacher sometimes I have to go down to the level of my students).

Looking Forward for Promotion. Goals and ambitions are self-motivations that define our purpose of achieving something better than the present situation. Goals must have specific objectives to be achieved. These objectives must come from within and are carefully planned. This was emphasized by informant 2;

Ahh, of course looking forward pud ko ani na may dreams to promote na mapromote ko to another rank na pud...Teacher 2.

(I'm looking forward for my dreams to be promoted to another rank/position as teacher 2).

Growing Professionally. Teacher is at the forefront that facilitates teaching- learning processes. This will challenge every teacher to seek a new horizon of learning to be able to develop personal skills, competence and as well as professional growth and development. Informant 3 expressed;

Naa gyud sya dakung ikatabang kay una nag grow ko professionally and personally na enhance ang akong confident.

(Engaging CPD really helps me a lot, first it allows me to grow both of my personal and professional aspects. Likewise, my confident is also enhanced).

Informant 7 shared;

Naa gyud jud poy improvement.

(There is really improvement).

Adding More Knowledge. Knowledge without action is dead. As teacher we must continue to seek for new learnings and knowledge. According to informant 5; yes! Indeed, CPD helped me gain more knowledge. Informant 10 contended;

Ani na makuan jud na...makadungag sya og wisdom, masharpen pa nya kung unsa ang akong mga knowledge na kuan na akong mahibal-an parehas karon sa science kanang daghan pa kog na discover daghan pakog na learn na hala! Ing-ani diay ni sya noh? Unya pwede to nako mashare sa akong students.

(It gives me knowledge and wisdom. As science teacher it sharpens and helps me discover new learnings which can be shared to my students).

Refreshed Learning. Refreshment is coming from getting something in relation to your previous activities. In the learning process we must learn to relearn in order to renew and upgrade the knowledge, skills and competence needed by the 21st century learners. Informant 8, convinced;

So ang pag-evaluate nako noh?! Diba marefresh man gyud nato ang atong mga learnings nato sa una sa pag –eskwela atong refresh unya mas madungagan pa gyud sya. Tama ba akong answer ma'am Jelyn? hahaha...

(On my evaluation I am able to refresh that past knowledge and have learned even more. Indeed, my learnings are continuously upgrading).

This was supported by Informant 9, who said;

Ahm...naa pud sya kay syempre og moskwela ka mukuha tag unit sa seminar nato kana kay related man gihapon na sa atong work so katong mga learnings na atong makuha magamit pud nato.

(The units we earned from graduate studies and the seminars attended are also related to our work for the betterment of our teaching).

How is Continuing Professional Development linked to the improvement of teaching and to the changes in curriculum?

This section presents the results to the 4th major research question 'How is continuing professional development linked to the improvement of teaching and to the changes in curriculum?' two specific research questions were used to collect data for this question highlighting the understanding of the research informants on the link of CPD to the improvement in teaching.

Link of CPD to Improvement in Teaching

The themes derived from the responses of the research informants to the specific research question 4.1 'How would you link continuing professional development to improvement in teaching?' are presented in this section. The themes were: learn teaching approaches, professional development, not much connection, and learn some multimedia techniques in teaching.

Learn Teaching Approaches. Learners are diverse. In this regard, learning strategies, methods and approaches will also vary depending on the type of learners' intelligence, learning styles and environment. As teachers, we must be versatile in playing the different roles in facilitating teaching-learning situations. Informant 2 assured;

Yes ma'am! Nakatabang jud its because kana sa mga lesson naa jud sya'y mga approaches so nakatabang in my teaching career para maassess ang mga needs sa mga bata kay naa man jud sya'y kabag-uhan.

(In my career as teacher I learned new teaching approaches and now, I am able to assess the learning needs of my students better).

Informant 4 complimented by saying;

Ahh naimprove talaga yung pagtuturo ko lalo na sa mga teaching strategy na nakukuha ko sa masteral sa pag-aaral ko.

(There is really improvement on my teaching strategy from pursuing graduate studies).

Informant 6 added;

Ah! Wala pa man jud ko kahuman ma'am kay nagsugod pa man ko, pero naapply pud naa pud koy gamay na nalearn, unya naapply pud nako sa klasroom.

(Though I'm still on the beginning of my graduate studies but I know to myself that I have new learnings which are now applied in my classroom teaching process).

Meanwhile, informant 7 commended by saying;

Sa wala pako nag-eskwela sumala sa akong giingon stagnant ra gyud ang imong learnings wala nadungagan kung unsa to imo nahibal-an atong nag-eskwela kag college murag mao ra pero pag-abot sa kanang naay mga trainings daghan gyud kaayu ang mga bag-o, mga bag-o nahibal-an labina sa pag eskwela labina nga ang curriculum kuan man sya mag change mna sya from time to time, so daghan ang mga strategies pud na mga bag-o.

(Since the curriculum is changing then, strategies and approaches also demand change or innovation. As what I've said that engaging CPD like attending trainings and by pursuing graduate studies will help us a lot, you are not stagnated in your college education instead you will get more learnings beyond from what is expected).

Informant 8, conveyed;

Naa gyud sya'y koneksyun uy! Kay unsay atong nalearn sa atong pag-eskwela nato sa atong masteral ato baya malink sa atong mga lessons sa atong mga bata labina nga naa ko sa senior high department so kung moingon ta og senior high murag taas-taas na sya o higher na ang approach sa pagtudlo sa mga bata.

(The learnings that we have in our graduate studies can be linked to the delivery of the lessons especially that I am in the senior high department so meaning to say it is also expected from me to practice higher approaches for my students).

Informant 10, supported;

Improvement in teaching kay di ba kung masteral naa sya'y mga styles na kani ing-ani, unya ang mga researchers daghan nag results unya katong mga researches magbase ka didtoa na hala! ang styles na gigamit nila ing-ani diay ang effective way so pwede to nimu gamiton ang result sa ilang research.

(There is improvement in teaching because we have to read related researches then, we can find out different learning styles which can likewise be used or applied in that particular effective way).

Professional Development. This theme placed professional development as concrete evidence of the results gained from CPD. This is so because the CPD would enable to develop personal skills and competence of teachers. Informant 3 relayed;

Of course, kay new generation melenyal na atong na ang atong studyante dapat maenhance jud ta professionally para dili sad ta mabehind sa change mao sa pamaag na akong nakita ang pag-eskwela jud sa masteral.

(Of course, we should need to be enhanced professionally because as teacher it will be difficult for us to be left behind with the "Change" of these millennial generation of learners and one way of achieving these objectives is through pursuing masteral).

Informant 5 agreed;

Ahh yes! Naa sya'y ikatabang ma'am kay kung equipped ka na teacher kung equipped ka professionally nakatabang gyud sya sa imong pagtudlo sa mga bata.

(Yes! It helps because if you are professionally equipped then it will help you give right education or learning to the students).

Not Much Connection. Learning opportunities is as wide as the horizon. It seems like but it's not. We need not limit with what we see but we have to go through it to find out that what lies ahead, even go further and see beyond from what is expected. The theme underpinned CPD as having no connection whatsoever to the teaching process. Informant 9 had this to say;

Dili pa kaayu, dili pa kaayu, unsa bay koneksyun sa cpd og akong performance.

(I still didn't know yet if there is link between CPD and my teaching performance).

Learn some Multimedia Techniques. When you enroll for a graduate study, you must prepare for yourself for some research works

and reporting which includes power point presentations. Informant 1 conformed;

Hoy! noh? number 1 jud ana noh ma'am kanang kuan kana pagamit sa power point wala jud ana kung wala koy eskwela-eskwela wala jud koy paki og sa dihang nieskwela ko kabalo na diay ko unsaon pag-edit diha nako nahibal-an na nay ingon ana og pinaabtik na panghunahuna na develop gyud siya tungod sa pag-eskwela...Hahahhahaaa.

(My number 1 learning from my masters is about using power point unlike before I did not mind of using it, editing and others but I was able to learn from it abruptly because of my masteral).

Link of CPD to Curriculum Change

This section presents the results to the specific question 4.2 'How would you link continuing professional development to changes in curriculum?' under the 4th major research question 'How is Continuing Professional Development linked to the improvement of teaching and to the changes in curriculum?' the following themes served as results, which were: keeping abreast with latest teaching trends, addressing needs of learners, acquisition of new learning and CPD no necessary link.

Keeping Abreast with Latest Teaching Trends. As teacher we must seek new learnings and learn to go with the flow of this technologically advanced society. Twenty first century classroom teaching-learning aids will not focus on the pages of the textbooks, modules, manila papers and pentilpen but it is more on the use of computers, internet, overhead projector, and led TV set. According to informant 1;

Ayy! So nagamit jud nako kay kato akong nahibal-an nako paggamit og powerpoint ako pud nagamit sa akong pagtudlo so nagpowerpoint napud ko'g ginagmay sa akong pagtudlo sa akong mga estudyante so mas nakatabang, mas naenjoy, mas namotivate nimo ang mga bata na maminaw sa imong lesson kung nay ingon ana na mga pamorma.

(My knowledge on power point presentations is used in my actual teaching. My students are motivated to listen and are enjoyed. Thus, my knowledge on harnessing the technology from graduate school helped me indeed).

Informant 3 cited;

Kuan kanang unsa mana uy!?! Ay of course ohh kay nigraduate baya kog 1998 noh!?! So mao ang mga teaching kaniadto though kadtong mga ahh.... curriculum sa una sa educational parehas ra mao pero pag -K-12 man gud kailangan na mokamas ka og Go! With the changes kay para na ma-update ka og maperform pud nimu ang imo duties and responsibilities as a teacher mao nga nagmasteral ta kay aron makaperform ka sa imo performance as a teacher.

(I graduated college on 1998, though the content knowledge of the old curriculum is still the same with the K-12 but this new curriculum requires us to perform better in connection with these changes. So as teacher we need to be updated with the duties and responsibilities, therefore we have to pursue masteral so that we can achieve better performance).

Informant 4 added;

Kailangan talaga ang CPD may may koneksyun sya sa K-12 para mas mapagaan at magkaroon ng enhancement ang ating pagtuturo, nagkakaroon ng idea ng magresearch ng mga videos na mga upgraded.

(Really CPD has connection for this K-12 because this aid us to make our work easier. It further enhanced on my teaching ideas and knowledge on researching and downloading of upgraded videos which could be used for my teaching).

Informant 5 had this to say;

Ahh, oo nararapat lang sya ang CPD Law ngayun lalo pa't K-12 nata mas maayu sya nakatabang pero katong 45 units murag tass ra pud siguro sya dapat gradual lang siguro.

(Yes, CPD law is good for this K-12 because it aids us a lot but I think that 45 units is quite high, maybe it will be good if it is gradual).

Informant 7 conveyed;

Of course tungod sa bag-o nga curriculum karon sa mga trainings pud bag-o pud ang mga gipanghatag na mga strategies so labina sa K-12 students' centered sya unya ang curriculum kanang spiral sya so lahi ra gyud ang mga strategies na imo gamiton kasagaran kung dili ka mofacilitate sa learning sa mga bata dili man pud mo engage ang mga bata sa klase maghulat ra man pud na sa imoha na,...na kanang maspoon feeding lang ba so ang mahitabo ani kana makatabang sya sa pagchange sa curriculum kay kanang mabag-o sya unya maaddress pud unsa ang needs sa mga bata.

(In line with this new curriculum, the trainings are also updated. Since K-12 is a students centered and spiral approach so therefore strategies will be different from those of spoon-feeding teaching methods because this time we need to motivate, facilitate on students' engagement to activities so that we can address and assess their learning needs).

Addressing Needs of Learners. Learners are diverse. They learned at different ways at different situations. Dealing with these multiple intelligences requires lot of patience and perseverance. As teacher we must keep ourselves updated with the trend by attending INSET

seminars, trainings and workshops or by pursuing graduate studies to enhance our capability in handling such diversity. Informant 2 said;

Yes, Ma'am nakatabang siya kay since kay kuan bag-o man ang mga needs sa atong mga bata mao naimprove pud atong mga approaches sa pagtudlo sa ilaha.

(Engaging CPDs helped since students' learning needs are new, likewise our teaching approaches will improve as well).

Informant 8, shared;

So naa ba sya's? unsa sya koneksyun noh?.so naa gyud sya naa gyud syay koneksyun kay as what I've said ganina kung unsay atong nalearn sa atong mga seminars unsay mga strategy nga atong nalearn so atong nanang madala pud sa atong time kung naa nata sa atong klasrum sa pagtudlo sa mga bata.

(Is there a connection between CPD and teaching? Yes, it has connection, as what I've said that those strategies learned from our seminars will be used in our actual classroom teaching).

Acquisition of New Learning. Teaching and learning are constantly evolving. Indeed, engaging to something new make us better than before. Stressing the link between CPD and performance informant 9 revealed;

Naa! murag naa syempre katong mga...kabag-uhan ron, syempre sa atong mga seminar naa man pud mga bag-ong mga learnings na mahatag sa atong so pwede sya makonek tungod kay sa learning ra gihapon.

(Yes! Of course, there is link between CPD and performance, because it keeps us updated with the latest particularly the learnings we have from our seminars, those will keep us connected with the previous learnings that we had).

On the same views, informant 10 said;

Diba kung CPD diba maupdate man ta? so pwede sya sa changes in curriculum maadjust nato siguro makasuggest ta na kani diay curriculum nato karon kulangan pa or unsa ba diay diba with CPD kay daghan man tag malearn daghan tag madiscover so pwede ta makasuggest.

(Through CPD we will be updated, so it is for these changes of curriculum, we can adjust or maybe suggest that this curriculum still need further study or maybe through CPD we can learned more and discovered things so we can suggest what's better).

CPD No Necessary Link. All laws and programs that exist had connections and benefits but finding its necessity and important implications sometimes may not be directly felt or might be rejected due to negative perceptions towards it. Informant 6 disclosed by saying;

Pwede ra man siguro na walay CPD ma'am uy! Kay sa una pila naman ka years na wla ng CPD-CPD ok ra man kaayu ang mga tisers makatudlo man gyud og maayu sa kuan,,,,,kana ang CPD murag dungag-dungag lang sa gasto ma'am uy...kuhaon nalang na ma'am.

(CPD is not necessary for the teachers. I've been in the service for so many years yet I teach well even without that CPD Law. I think CPD will just mean costly undertaking and I need to spend for it and maybe it is better if it will be abolished).

Discussion

The structured themes and the emerging themes therein were made as bases in broadening the discussion of the findings in this study. As each theme was linked to related literature and studies, substantial discussion was made in order to find their alignment with the theme.

Motivations in Pursuing Graduate Studies

The emerging themes in this structured theme are motivated by colleagues and friends, for CPD compliance and for professional development. The finding revealed that some informants have decided to pursue their master's degree because they were motivated by colleague in the workplace and friends who served as supporters and motivators of their decisions. Colleagues and friends who are currently engaged to the program influence their decisions in pursuing graduate school by giving them positive outlook and overview. Friends and colleagues are those people they encountered every day and by having communication and by sharing of experiences in the workplace have set them examples of attitudes and motivations to follow.

In accordance to McClelland's Human Motivation Theory (1965) that every person has three main driving motivators: the needs for affiliation, achievement, and powers. These motivators are not inherent; we develop them through our culture and life experiences. McClelland's need-theory emphasized the needs are learned or acquired by the kinds of events people experienced in their environment and culture. Siddiqui (2014) self-motivation in achieving something is driven by own interests and by being self-motivated is a good thing since it's essential to have a fulfilling life.

Circumstances that influence Decision

The study revealed that CPD law, the fear of being left behind, renewal of license, finding masteral subjects appropriate, for future use, promotion opportunities, for updating, influenced by family and friends. These were the circumstances that influenced their decisions to pursue the graduate studies. The study revealed that there were teachers whose decision to pursue was due to the pressure caused by CPD law viewed as requirement for renewal of professional licenses. After having thought of the future of their careers, so they decided to enroll in the Master's degree program. Smith and Gillespie (2007) stated that teacher's motivation to attend professional development appears to be a key factor in change composed of four motivations teachers have for participating in professional development namely: salary enhancement, certificate maintenance, career mobility (building their resume to move up the ladder into administration or pursue other careers), and gaining new skills or knowledge.

However, there were those whose desire was due to personal motivation to pursue the graduate studies not because of the CPD law pressure but wanted to grow professionally and for moving up the ladder as teachers. Moreover, some were also influenced by the people whom they had been with: the family and friends who served as their motivation and inspiration. Webster-Wright (2009) emphasized that continuing to learn is universally accepted and expected by professionals and other stakeholders across all professions. It does not require any type of statutory legislation that pressures anyone in any form of engagement but it is more on willingness to learn and be updated at your field at any cause. (Cave and Mulloy, 2010) in order to improve student learning outcomes and accomplishment, highly motivated instructors are more likely to adopt creative programs and participate in professional development. The motivation of teachers to participate in professional development appears to be a significant factor in change (Smith & Gillespie, 2007).

Influence of CPD Law

The emerging themes are pushed to pursue graduate studies, pressure for license renewal, not influenced by CPD and uplift teaching strategies. The finding revealed that majority of the research informants cited that CPD Law of 2016 pushed them to pursue graduate studies. They chose to enroll to masters' degree program as their best option to earn the CPD units rather than by attending to seminars and trainings which are costly and are not accessible to busy professionals like teachers. Furthermore, they viewed that masters' degree will also be the best choice not only for license renewal but as well as for professional growth and most of all for career promotion. Moreover, despite the harsh beginnings of their graduate studies due to the legislation of the CPD Law but research informants had no regrets because they were able to refresh previous knowledge and enhance their skills in terms of teaching strategies.

Section 10 of Republic Act No.10912, the Professional regulation Commission (PRC) released the revised guidelines on the requirement for CPD- Continuing Professional Development for Teachers and for all licensed professionals is hereby made as a Mandatory Requirement in the Renewal of Professional License and Accreditation System for the Practice of Professions.

Reaction to Implications of CPD Law

The emerging theme were costly undertaking, help career as teacher, against its implementation, more work to do and affecting work output. Though to some research informants viewed continuing professional development as a helpful way in keeping them grow professionally but the finding revealed that majority of the informants are against its implementation. CPD law will affect not only to their work efficiency but above all, it will cause financial constraints on their budget. For them, 45 CPD units is too high to undertake, costly and will require additional time to work on to. Some of the informants also revealed that CPD Law of 2016 had caused so much apprehension on their part and had forced them to pursue the graduate studies. However, two among the ten informants emphasized that their purpose of pursuing graduate studies is for professional development. They aimed to gain further knowledge and expertise through specialized trainings and formal education in the context of professional qualifications for promotion.

As stated in R.A. 10912 CPD Law of 2016 (Section3.h, Article1) Professional teachers are required to complete 45 Credit Units for the renewal of PRC License. All registered and licensed professionals shall complete the required 45 units every three (3) years as specified.

Bautista et al. (2017) 45 units is something, more than enough. The issue is that much of the training is given via pricey registration and is often only available by the commercial-private entities in the nation's largest cities. Since the university's INSET is not approved by the governing board, it is not even taken into account. Would it not be better if the government provide training assistance to teachers in their area that will be recognized or accredited by the board.

Growth Opportunities

The emerging themes in this structured theme were teaching proficiency, more learning gained and promotion opportunities. The finding revealed that to be a teacher is to be proficient and to be proficient will require continuous learning and diligence in doing or engaging to continuing professional development for further improvement of both personal and professional skills. The informants further revealed that attendance to CPD was an opportunity to open up a new horizon of knowledge and would lead to prosperity of one's position or promotion.

Gagne et al. (2010) found positive meaningful relationships between self-determined motivation in work and teaching profession, job

satisfaction, affective and normative commitment, well-being, and self-reported health.

Assessment of Performance

The emerging themes were better performance as teacher, looking forward for promotion, growing professionally, adding more knowledge and refreshed learning. The results revealed that informants found out that by their continuous engagement to any forms of professional development like seminars, trainings, workshops and by pursuing master's degree have helped them gain further knowledge and insights on learning styles that improved on their classroom management strategies for better performance and are more confident in the delivery of their teaching.

Brekelmans et al. (2012) contended, that CPD is a as self-directed learning and can include a wide range of learning and development activities, many of which may take place in the workplace. CPE, or continuing professional education with a focus on formal education consists of a variety of longer-term courses aimed at giving participants content-based competence in a specific sector. Felipe et al. (2014) all professionals should undertake some form of CPD for coordination and harmonization, CPD will bring efficiency to the process and overcome work barriers. Hargreaves (2010) mentioned that teacher Professionalism and professional learning undergoes postmodern or post-professional era and is propelled by significant advancements in any forms of continuous professional engagement. Hargreaves, Thus, cpd is considered as a normal part of professional life for all academic staff; it needs to be self-directed and planned within the relevant context.

Link of CPD to Improvement in Teaching

The emerging themes in this structured theme were learn teaching approaches, professional development, learn some multi-media techniques and not much connection. The results revealed that one of the research informants have not yet explored and understood the link between the continuing professional development to that of her performance in teaching but majority of the informants have claimed that by continuous engagement to CPD in any forms whether seminars, trainings and/or by pursuing graduate studies will lead them to better performances in the delivery of their teaching through multi-media techniques.

Furthermore, research informants revealed that engaging to continuing professional development have helped them gained better understanding and applied learning strategies, methods and approaches that suits to their learners' needs, learning styles and environment. In other words, they become versatile in playing the different roles in facilitating teaching-learning situations.

Hayes et al. (2010) admitted that professional development is the strategy school and school districts use to ensure that educators continue to strengthen their practice throughout their career. The most effective professional development engages teams of teachers to focus on the needs of their students achieve success. Conversely, Demir (2016) showed that students' success was strongly predicted by teachers' intrinsic and extrinsic motivation. But the intrinsic passion of teachers was the most significant predictor of student involvement. Furthermore, intrinsically driven teachers are more likely to encourage and support their students' autonomy, which in turn raises the intrinsic motivation of their students.

Link of CPD to Curriculum Changes

The emerging themes in this structured theme are keeping abreast with latest teaching trends, addressing needs of learners, acquisition of new learning and CPD no link necessary link. The research informants revealed that K-12 curriculum requires them to perform better and be updated with the changes of the teaching trends and approaches in order to response the needs of the learners of this 21st century. One of the informants revealed that her experienced in teaching taught her that there is no need of any implementing laws in order to be updated because this legislation will only mean a burden on her part. The link between CPD and curriculum change lies in the need for educators to stay updated with evolving educational practices, pedagogies, and content.

In order to prepare teachers for the demands of the twenty-first century, it is imperative that they design rigorous professional development programs that specifically center on teaching 21st century skills to their students. Caena (2011) highlighted, teachers need to be trained in methods that foster higher-order thinking and performance if they are to assist youth in acquiring the more sophisticated and analytical abilities, they will require in the twenty-first century. They need to be provided with increasingly efficient professional learning opportunities in order to acquire the sophisticated teaching necessary for this task.

Implications for Practice

Based on the findings, the following implications for practice are offered.

Motivations in Pursuing Graduate Studies. As noted as findings of the study that some of the research participants lacked self-motivation in engaging to continuing professional development particularly in pursuing graduate studies. They didn't have the desire and willingness to enroll and engage to graduate school but were only encouraged and influenced by the people whom they interacted with and communicated with on their daily activities. In addition, some had decided not because of their willingness but for law requirement compliance only.

Teachers are the front-liners of change and that their motivations should come from oneself because how can we motivate our learners to engage to activities if we are not motivated too? Thus, it is very important to possess self-motivation so that we can inspire our

learners to engage and pursue desirable things that does not depend on others.

Circumstances that Influence Decision. It can be reckoned that the legislation of RA No. 10912 known as CPD Law of 2016, the research participants have decided to engage to cpd programs as compliance to 45 units upon license renewal. They see the necessity of engaging oneself to graduate studies as the best way for career promotion.

Whatever influences the decision to pursue graduate studies the best thing to do is to put courage and love the things you are doing in order to succeed. It is not because of the trend but it must be because you have to and you need it to grow professionally as a teacher.

Influence of CPD Law. In view of the responses of the informants the legislation had pressured and had pushed them to pursue graduate studies for the sake of their license renewal. Being a professional teacher, we are subject to continuous learning we will not cease learning but we have to seek opportunities because we need to grow professionally without a need of any force to pressure us in acquiring personal skills and competence for our professional growth and development.

Reactions to the Implications of CPD Law. In view of the feelings and reactions felt by the informants regarding CPD Law, it could be reckoned as negative due to its implications on their profession as teacher. They were worried, sad, stressed out and even angry since it had affected both their work output and financial budget because pursuing graduate studies as well as attendance of specified trainings accredited by the PRC are costly undertakings.

However, there was a need to change the mind-settings, beliefs and culture in the workplace. Although it is in our culture as advanced thinkers but, as the saying goes, 'obey first before you complain.' All existing laws have benefits but finding its necessity and importance is sometimes not directly felt or might be rejected due to negative perceptions towards it. Thus, teachers must perceive things with positivities rather than negativities to best achieve the target for the betterment of his commitment in education.

Growth Opportunities. It can be noted that engagement to any forms of continuing professional development particularly graduate studies is a growth opportunity. On the part of the informants, they viewed their participation to CPD as insurance of their proficiency and competency in their profession. However, there is a need to strengthen CPD participation not only for personal purpose in keeping the professional eligibility and promotions but as well as for the benefits of their students.

Assessment of Performance. In view of the responses of the informants, the teachers who continually engaged themselves to any forms of professional development like seminars, trainings, workshops and by pursuing graduate studies had gained knowledge, insights on learning styles, enhanced classroom management strategies, and had better performance in their teaching. As the findings had it, these were the primary reasons and benefits from continuous engagement to CPD while license renewal and future promotion would be secondary. As teacher it would better if we don't compromise CPD for promotion because in Department of Education (DepEd) it may not happen too soon. Thus, continuing professional development is for performance enhancement.

Link of CPD to Improvement in Teaching. As pointed out by the participants, engaging to CPD like trainings and pursuing graduate studies had helped them a lot. They got more learnings beyond their college education, practiced higher approaches, were able to cope up with the unique characteristics of the millennial learners and enhance their strategy in handling classroom situations.

A teacher must be committed to his or her CPD engagement and must know the real purpose of his attendance that will be benefited by the learners who can go even further and see beyond from what is expected.

Link of CPD to Curriculum Changes. As noted by the participant responses, K-12 is a curriculum of change. Thus, strategies and approaches also demand change or innovation, as teacher it will be difficult to be left behind with this "Change". Indeed, pursuing graduate studies is a helpful way to grow professionally. Continuing Professional Development is good for these changing times, however, as one of the participants have said that 45 units is too high to earn (during the conduct of this study 2019, as of 2024 it is reduced into 15 units as requirement for PRC license renewal for teacher professionals). However, maybe it is good to amend this legislation but not to abolish because through this, professionals are engaging to different forms of CPD which can make them competitive in their professions.

Implications for Future Research

In as much as the study was limited to the responses of the teachers in San Miguel National High School, Compostela, Division of Compostela Valley, the following implications for future research are considered: First, future research may be conducted by selecting other group of teachers coming from the same school. Second, another research of the same focus may be conducted to another location to investigate the same phenomenon on Continuing Professional Development Law. Third, a re-interview of the same research participants and informants may be conducted to see whether their views about continuing professional development law have changed over a period of time.

Fourth, this study was done among public secondary school teachers. Further research could be done to investigate the same phenomenon among private secondary school teachers. Finally, the findings of the study are viewed from the lens of the selected high school teachers as research informants, another research could be conducted to find out the understanding of CPD Law among the teachers in the neighboring school, San Miguel Elementary School.

Conclusion

With Continuing Professional Development and its trade-off between self-motivation and legislation as main focus of the investigation, the views of the teachers, who were engaged in the master's degree program in the different colleges and universities within the region, was highlighted. The views of the teachers about CPD Law were drawn from their experiences and understanding about the legislation. Teachers as regulated professionals and license holders are law abiders. There were teachers whose decision to pursue was all because of the pressure caused by CPD law as this was viewed as requirement for renewal of professional licenses. Having thought of the future of their careers, majority of the teacher participants decided to enroll in the Master's degree program. However, there were some whose desire was due to personal motivation to pursue the graduate studies not because of the CPD law pressure.

Full pledged master's degree or a doctorate degree is viewed as the best way of attaining the required full CPD units. Though it caused pressure and burden on the part of the teachers but it could have benefited not only for personal purposes but have helped them to be professionally and globally competitive on their field. Teachers who are engaged and currently pursuing their master's degree have refreshed their previous learnings with innovations, learned higher approaches of classroom management and strategies, and are more confident having better performance by harnessing the technology in their teachings.

Looking forward for career opportunities and future promotion pursuing graduate studies is also the best basic step to take. Thus, it takes courage and self-desire to pursue the things that will be benefited not only for today for the future as well as. Being a professional teacher, we must continue to seek learning to grow along with self-motivation so that the learning will not be wasted but instead it will continue to grow.

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