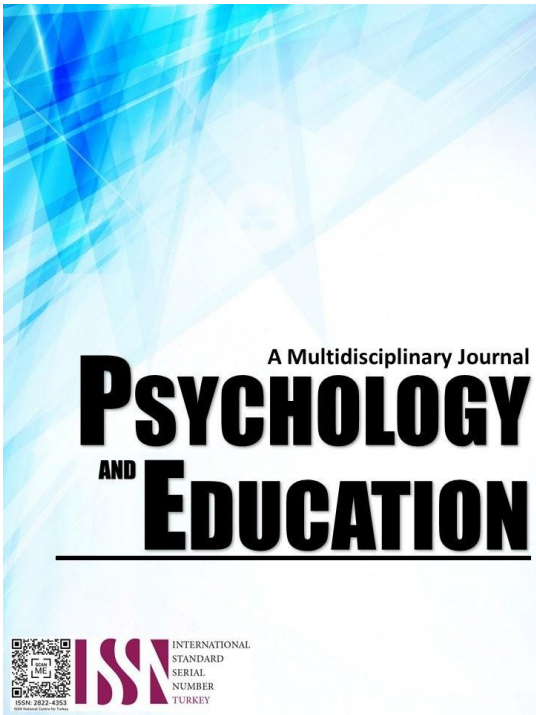


**ASSESSING THE IMPACT OF CONTINUING EDUCATION ON CAREER
ADVANCEMENT AND JOB SATISFACTION OF PUBLIC SCHOOL
TEACHERS: A FOUNDATION FOR PROFESSIONAL
DEVELOPMENT FRAMEWORK**



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Assessing the Impact of Continuing Education on Career Advancement and Job Satisfaction of Public School Teachers: A Foundation for Professional Development Framework

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Abstract

The study aimed to assess the impact of continuing education on career advancement and job satisfaction of public-school teachers as a foundation for a professional development framework. The study utilized a descriptive correlational research design. The study used two hundred (200) teacher respondents using the purposive sampling technique. Further, the consolidated results from quantitative research served as a guide in developing a framework for public-school teachers to further enhance their career advancement and job satisfaction through continuing education. The findings revealed that most of the teachers were middle-aged women who held a master's degree and were employed in a Teacher II position. Educators are acutely cognizant of professional progression regarding skill and knowledge enhancement, augmented educational duties, wage increments, involvement in leadership and mentorship, as well as accolades, honors, or commendations. A notable disparity exists in the degree of continuing education impacting the career progression of public-school teachers, concerning skill and knowledge gain, involvement in leadership and mentoring, and receipt of recognition, awards, or commendations, when categorized by age. Continuing education significantly impacts teachers' job satisfaction on work engagement and motivation, receptiveness to innovation and change, sense of competence and confidence, self-reported satisfaction levels, and relationships with colleagues and the school environment. No substantial difference exists in the impact of continuing education on the career progression of public-school teachers regarding skill and knowledge acquisition, augmented educational responsibilities, salary increases, involvement in leadership and mentoring, and recognition, awards, or commendations when categorized by age, sex, position title, and highest educational attainment. A notable correlation exists between the degree of continuing education and both career advancement and job satisfaction among public-school teachers. Continuing education significantly influences career progression and job satisfaction for public-school educators. As an outcome of the findings and the conclusions, the following recommendations were enumerated: Teachers may actively participate in school-sponsored workshops, seminars, and courses to upgrade instructional skills and stay abreast of current educational trends; Students may offer constructive feedback on teaching methods and classroom environment to help teachers identify areas for professional growth and improvement; School administrators may create policies that encourage continuous professional development, including incentives, recognition, and protected time for training.

Keywords: *continuing education, career advancement, job satisfaction of public-school teachers, involvement in leadership and mentoring*

Introduction

Continuing education plays a pivotal role in shaping the professional and personal growth of teachers, especially within the dynamic landscape of public-school systems. For public-school teachers in the Division of General Santos City, engaging in ongoing learning opportunities is not merely a requirement but a vital component that can influence their career trajectories and overall job satisfaction. As the educational environment continuously evolves with new methodologies, technologies, and policies, teachers must adapt and enhance their skills to meet these changing demands. Thus, assessing the impact of continuing education provides valuable insights into how such initiatives can foster professional development and improve educational outcomes within the community.

In the context of the Division of General Santos City, understanding the effects of continuing education is essential for developing targeted professional development frameworks. These frameworks aim to empower teachers, improve teaching practices, and boost student achievement. With limited resources and diverse student needs, it is crucial to evaluate whether ongoing training and skill enhancement significantly contribute to teachers' career advancement and intrinsic job satisfaction. Such an assessment can illuminate the specific areas where professional growth has been most effective, guiding policy adjustments and resource allocations to maximize benefits.

Research indicates that continuing education positively influences teachers' confidence, instructional quality, and engagement in their roles, which can lead to career progression opportunities such as promotions, specialization, and leadership roles. Simultaneously, teachers who perceive growth and relevance in their professional journey tend to report higher levels of job satisfaction and commitment to their work. For public-school teachers in General Santos City, these factors are particularly impactful in fostering a motivated workforce capable of delivering quality education amidst increasing challenges. Therefore, examining these relationships is vital for tailoring professional development initiatives that resonate with teachers' needs and aspirations.

Furthermore, the assessment of continuing education's impact extends beyond individual benefits, affecting the broader educational

ecosystem. When teachers advance and become more satisfied in their careers, it often translates into improved student outcomes, a more positive school climate, and greater community trust in public education. These broader implications underscore the importance of establishing a foundation for a professional development framework grounded in empirical evidence. Stakeholders can design more effective programs that promote sustainable growth within the Division by systematically understanding how continuing education influences career advancement and job satisfaction.

The importance of continuing education for teachers has gained increased recognition as a critical factor in enhancing instructional quality, professional growth, and overall job satisfaction. Despite this acknowledgment, many public-school teachers in the Division of General Santos City face challenges in accessing and utilizing ongoing professional development opportunities effectively. Issues such as limited training resources, lack of tailored programs, and insufficient institutional support hinder teachers' ability to benefit from continuing education initiatives fully. These challenges raise concerns about whether such educational opportunities are genuinely translating into meaningful career advancement and increased job satisfaction among teachers, which are essential drivers of educational quality and stability within the region.

Recent studies highlight the significant impact of continuous professional development on teachers' career trajectories and their engagement levels. For instance, Garcia (2022) found that teachers who participated in targeted training programs reported higher motivation, confidence, and likelihood of promotion within their schools. Similarly, Santos et al. (2023) demonstrated that ongoing education positively correlates with job satisfaction, especially when training aligns with teachers' specific needs and career goals. However, these studies often focus on specific interventions or contexts and do not comprehensively address the unique challenges faced by public-school teachers in General Santos City. This gap underscores the need for localized research to understand better how continuing education influences career growth and satisfaction in this particular setting.

Despite the acknowledged benefits, limited empirical data exist on the long-term effects of professional development specifically within the Philippine public education system. Many researchers, such as Reyes (2022), emphasize that the effectiveness of continuing education programs depends heavily on institutional support, program relevance, and the opportunities they create for career progression. The lack of comprehensive assessments limits policymakers' ability to design effective frameworks that truly meet teachers' professional needs while fostering motivation and stability. This situational gap calls for context-specific studies that evaluate how ongoing training impacts not only immediate skills but also broader career advancement and job satisfaction among public-school teachers in regions like General Santos City.

The research gap also extends to the need for a holistic understanding of various factors that influence the effectiveness of continuing education in fostering professional growth. While existing literature explores individual, institutional, and programmatic factors, few studies integrate these dimensions within a specific geographic and cultural context. This raises questions about how the local community, administrative support, and resource availability mediate the relationship between continuing education and teachers' career outcomes. Addressing this gap through a detailed, localized assessment enables the development of a tailored professional development framework that aligns with the specific needs and circumstances of the teachers in General Santos City, ensuring practical and sustainable improvements.

Thus, this study aims to serve as a foundation for creating a comprehensive, responsive professional development framework tailored to the needs of public-school teachers in General Santos City. Recognizing the critical link between ongoing education, career progression, and job satisfaction is instrumental in fostering a resilient and effective teaching workforce. With robust assessment and strategic planning, the Division can ensure that professional development initiatives yield meaningful benefits for teachers, students, and the community at large, paving the way for long-term educational excellence.

Research Questions

The study aimed to assess the impact of continuing education on career advancement and job satisfaction of public-school teachers as a foundation for professional development framework. Specifically, it sought to answer the following sub-problems:

1. What is the demographic profile of the respondents in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. position title; and
 - 1.4. highest educational attainment?
2. What is the extent of continuing education on the career advancement of public-school teachers as assessed by the respondents in terms of:
 - 2.1. skill and knowledge acquisition;
 - 2.2. increased educational responsibilities;
 - 2.3. increase in salary;
 - 2.4. participation in leadership and mentoring; and
 - 2.5. recognition, awards, or commendations?
3. Is there a significant difference in the extent of continuing education on the career advancement of public-school teachers

- when grouped according to their profile?
4. What is the level of continuing education on the job satisfaction of public-school teachers as assessed by the respondents in terms of:
 - 4.1. work engagement and motivation;
 - 4.2. openness to innovation and change;
 - 4.3. sense of competence and confidence;
 - 4.4. self-reported satisfaction levels; and
 - 4.5. relationship with colleagues and school environment?
 5. Is there a significant difference in the level of continuing education on the job satisfaction of public-school teachers when grouped according to their profile?
 6. Is there a significant relationship between the extent of continuing education on career advancement and the level of continuing education on job satisfaction of public-school teachers?
 7. Does continuing education greatly impact the career advancement and job satisfaction of public-school teachers?
 8. Based on the findings of the study, what framework may be developed?

Methodology

Research Design

The study employed a descriptive correlational research design, aiming to systematically describe the status of variables and examine their relationships without manipulating any factors (Creswell, 2022). In the context of this study, the design is appropriate because the researcher seeks to determine whether a significant relationship exists between the extent of continuing education (independent variable) and two dependent variables: career advancement and job satisfaction among public-school teachers. This approach enables the researcher to quantify the degree and direction of the association between these variables through statistical measures such as correlation coefficients, providing insights into how increased or different levels of continuing education relate to teachers' professional growth and satisfaction.

Since the study focused on understanding the natural relationships among existing variables without establishing causality, the descriptive correlational design offers an efficient method for analyzing data collected via surveys, questionnaires, or official records. It allows the researcher to describe the current state of teachers' engagement in professional development and measure their career progression and job satisfaction levels. Moreover, this design can help identify patterns and possible predictive relationships that could inform future interventions or policy formulations aimed at strengthening professional development frameworks.

Overall, the use of a descriptive correlational approach provides a comprehensive understanding of how continued learning experiences are associated with important professional outcomes among teachers, which is essential for evidence-based decision-making in educational policy and practice (Johnson & Christensen, 2023).

Respondents

The respondents of the study were limited to the public school teachers in the Schools Division of General Santos City. The study used two hundred (200) teacher respondents using the purposive sampling technique.

Instrument

In gathering the needed data for quantitative research, the researcher utilized a researcher-made instrument. The researcher used the Google form in administering this questionnaire. Part 1 determined the demographic profile of the respondents in terms of age, sex, position title, and highest educational attainment. Part 2 determined the extent of continuing education on the career advancement of public-school teachers in terms of skill and knowledge acquisition, increased educational responsibilities, increase in salary, participation in leadership and mentoring, and recognition, awards, or commendations. Part 3 indicated the level of continuing education on the job satisfaction of public-school teachers in terms of work engagement and motivation, openness to innovation and change, sense of competence and confidence, self-reported satisfaction levels, and relationship with colleagues and school environment. The four (4) point scale will be used.

Procedure

The researcher obtained permission from the Office of the Schools Division Superintendent to administer the questionnaire to the study's respondents. After obtaining permission, the researcher requested consent from the Public Schools Division Supervisors by distributing a consent form to the respondents, who signed and returned it to the researcher. After, the purpose of the study and instructions on how the items on the survey should be answered were explained to the respondents. Then, the survey was administered, and participants were given enough time to complete it. After completing the survey, the researcher collected the questionnaires from the respondents.

The data were gathered, tallied, and processed with SPSS—the Statistical Package for the Social Sciences. The processed data were interpreted and analyzed, and the results were used to develop a professional development framework that can strengthen and improve

the career advancement and job satisfaction of public-school teachers.

Data Analysis

The following statistical tools for the interpretation of results according to sub-problems were used:

To determine the demographic profile of the respondents in terms of age, sex, position title, and highest educational attainment, frequency and percentage distributions were used.

To determine the extent of continuing education on the career advancement of public-school teachers in terms of skill and knowledge acquisition, increased educational responsibilities, increase in salary, participation in leadership and mentoring, and recognition, awards, or commendations; professional development, empowerment of students, building relationships, and innovative practices, the weighted mean was used.

To determine if there is a significant difference in the extent of continuing education on the career advancement of public-school teachers when grouped according to their profile, ANOVA was applied.

To determine the level of continuing education on the job satisfaction of public-school teachers in terms of work engagement and motivation, openness to innovation and change, sense of competence and confidence, self-reported satisfaction levels, and relationship with colleagues and school environment, the weighted mean was used.

To determine if there is a significant difference in the level of continuing education and its impact on the job satisfaction of public-school teachers, grouped by their profile, ANOVA was applied.

To determine if a significant relationship exists between the extent of continuing education and career advancement, and the level of continuing education and job satisfaction among public-school teachers, Pearson's r correlation was employed.

To determine the impact of continuing education on the career advancement and job satisfaction of public-school teachers, regression analysis was employed.

Ethical Considerations

In conducting a study on the impact of continuing education on the career advancement and job satisfaction of public-school teachers, several ethical considerations must be observed to ensure the integrity and respect of participants.

First, informed consent is paramount; all participating teachers should be fully informed about the purpose of the study, their voluntary participation, the procedures involved, and any potential risks or benefits. They must be assured that their participation is entirely voluntary and that they can withdraw at any point without any negative consequences. This consent process should be documented to maintain transparency.

Second, confidentiality and privacy must be strictly upheld. Personal and sensitive information collected from teachers, such as employment status or job satisfaction levels, should be anonymized or coded to prevent identification. Data should be securely stored and only accessible to authorized researchers. Measures should also be implemented to prevent data breaches and misuse of information. Similarly, responses should be presented in aggregate form in publications or reports to avoid identifying individual participants.

Third, respect for participants' rights and well-being is essential. The study should avoid causing psychological discomfort or stress, especially when discussing job dissatisfaction or career challenges. Researchers should be sensitive and considerate in framing questions and interactions. Additionally, any findings that could impact teachers' careers or job security should be handled discreetly, ensuring that data is used ethically and responsibly.

Lastly, ethical approval must be obtained from an appropriate institutional review board or ethics committee before data collection begins. This process ensures that the study adheres to national and institutional ethical standards and that the rights and welfare of all participants are protected throughout the research process. Observing these ethical considerations fosters trust, promotes honest and reliable data collection, and upholds the integrity of the research endeavor.

Results and Discussion

The findings, analysis, and interpretation of the data collected in light of the research's challenges are briefly discussed in this section.

Problem No. 1. What is the demographic profile of the respondents in terms of age, sex, position title, and highest educational attainment?

Table 1.1 presents the demographic profile of the respondents in terms of age.

The table indicated that the age distribution of the respondents is mostly composed of 71 or 35.5 percent of respondents who are between the ages of 41 and 50, followed by 62 or 31.0 percent of respondents who are 31 – 40 years of age, 37 or 18.5 percent are 51 years old and above, and 30 or 15.0 percent of respondents are 30 years old and below.

Table 1.1. *Frequency and Percentage Distributions of the Respondents in terms of Age*

| Age | Teachers | |
|------------------------|----------|-------|
| | <i>f</i> | % |
| 30 years old and below | 30 | 15.0 |
| 31 – 40 years old | 62 | 31.0 |
| 41 – 50 years old | 71 | 35.5 |
| 51 years old and above | 37 | 18.5 |
| Total | 200 | 100.0 |

It can be inferred that most respondents are in their middle years of life. During that time, they possess the potential to offer the school community their expertise, sagacity, and stability. Moreover, they may value opportunities to collaborate on initiatives or advocate for recognition of their knowledge.

Table 1.2 exhibits the demographic profile of the respondents in terms of sex.

Table 1.2. *Frequency and Percentage Distributions of the Two Groups of Respondents in terms of Sex*

| Sex | Teachers | |
|--------|----------|-------|
| | <i>f</i> | % |
| Male | 36 | 18.0 |
| Female | 164 | 82.0 |
| Total | 200 | 100.0 |

The table provided information indicating that female teachers comprise most respondents (164 or 82.0 percent), while male teachers comprise thirty-six (36) or 18.0 percent. It might indicate that women make up the bulk of responses and that they are supportive of work-life balance programs.

Table 1.3 illustrates the demographic profile of the respondents in terms of position title.

Table 1.3. *Frequency and Percentage Distributions of the Respondents in terms of Position Title*

| Position Title | Teachers | |
|----------------|----------|-------|
| | <i>f</i> | % |
| Teacher I | 67 | 33.5 |
| Teacher II | 83 | 41.5 |
| Teacher III | 27 | 13.5 |
| Master Teacher | 21 | 10.5 |
| Head Teacher | 2 | 1.0 |
| Total | 200 | 100.0 |

The chart clearly shows that the majority of the respondents—83 or 41.5 percent are Teacher II, 67 or 33.5 percent are Teacher I, 27 or 13.5 percent are Teacher III, 21 or 10.5 percent are Master Teachers, and 1 percent are Head Teachers. It can imply that teachers have a direct part in their students' everyday lives and might give the implementation plan's student-centered elements top priority.

Table 1.4 shows the demographic profile of the two groups of respondents in terms of highest educational attainment.

Table 1.4. *Frequency and Percentage Distributions of the Two Groups of Respondents in terms of Highest Educational Attainment*

| Highest Educational Attainment | Teachers | |
|--------------------------------|----------|-------|
| | <i>f</i> | % |
| Bachelor's Degree | 33 | 16.5 |
| With MA units | 126 | 63.0 |
| With MA | 30 | 15.0 |
| With Doctoral units | 6 | 3.0 |
| With Doctoral Degree | 5 | 2.5 |
| Total | 200 | 100.0 |

As manifested in the table, as to the highest educational attainment of the teachers highest educational attainment, 126 or 63.0 percent have master's units, 33 or 16.5 percent have no units in master's, 30 or 15.0 percent are master's degree holders, 6 or 3.0 percent have units in doctoral, and 5 or 2.5 percent are doctorate degree holders. It may imply that that educators place a greater priority on their education, which might open doors for them to pursue leadership, research, or specialized positions inside the school.

Problem No. 2: What is the extent of continuing education on the career advancement of public-school teachers as assessed by the respondents in terms of skill and knowledge acquisition, increased educational responsibilities, increase in salary, participation in leadership and mentoring, and recognition, awards, or commendations?

Table 2.1 illustrates the extent of continuing education on the career advancement of public-school teachers as assessed by the respondents in terms of skill and knowledge acquisition.

Table 2.1. Mean of the Respondents' Assessment on the Extent of Continuing Education on the Career Advancement of Public-School Teachers in terms of Skill and Knowledge Acquisition

| <i>Indicators</i> | | <i>Mean</i> | <i>VI</i> |
|-----------------------|--|-------------|-----------|
| 1. | The continuing education programs provided are effective in enhancing teachers' teaching skills for career advancement. | 3.59 | GE |
| 2. | Participating in ongoing training sessions has significantly improved teachers' knowledge relevant to their professional growth. | 3.58 | GE |
| 3. | School-based professional development opportunities contribute positively to teachers' ability to take on leadership roles. | 3.48 | GE |
| 4. | Teachers have sufficient access to relevant workshops and seminars that support their skill development for career advancement. | 3.50 | GE |
| 5. | The school administration actively encourages teachers to participate in continuing education to advance their careers. | 3.61 | GE |
| Composite Mean | | 3.55 | GE |

***Legend: 3.26-4.00- Great Extent; 2.51-3.25-Extent; 1.76-2.50 –Moderately Extent; 1.00-1.75 – Not at All

The table presents the assessment of respondents regarding the extent of continuing education contributes to the career advancement of public-school teachers in terms of skill and knowledge acquisition. The findings indicate that respondents evaluated the impact of continuing education on the career advancement of public-school teachers, specifically in terms of skill and knowledge acquisition, as "Greatly Extent," as evidenced by a composite mean of 3.55.

The findings indicated that teacher-respondents perceive continuing education as greatly impacting their skill and knowledge acquisition, suggesting a strong recognition of the role of ongoing professional development in career advancement. When teachers feel that their continuous learning efforts are substantial, it likely enhances their teaching effectiveness, confidence, and motivation, ultimately leading to improved student outcomes. Such perceptions align with broader educational theories emphasizing the importance of lifelong learning and professional growth in maintaining a competent and resilient teaching workforce. Moreover, the high composite means of 3.55 underscores the need for school administrations and policymakers to prioritize accessible and relevant continuing education programs, ensuring teachers are well-equipped with up-to-date skills and knowledge necessary for evolving educational demands.

Supporting this, recent research highlights the positive influence of sustained professional development on teachers' career trajectories and instructional quality. For instance, a study by Smith and Lee (2022) found that teachers who actively engaged in ongoing education exhibited higher levels of job satisfaction, instructional innovation, and leadership readiness than their counterparts with limited professional development opportunities. This evidence underscores that sustained and meaningful continuing education not only contributes to individual career growth but also enhances overall school performance. Consequently, investing in comprehensive and tailored professional development initiatives is essential for fostering a dynamic teaching workforce capable of adapting to educational changes and advancing their careers.

Table 2.2 illustrates the extent of continuing education on the career advancement of public-school teachers as assessed by the respondents in terms of increased educational responsibilities.

Table 2.2. Mean of the Respondents' Assessment on the Extent of Continuing Education on the Career Advancement of Public-School Teachers in terms of Increased Educational Responsibilities

| <i>Indicators</i> | | <i>Mean</i> | <i>VI</i> |
|-----------------------|---|-------------|-----------|
| 1. | Continuing education programs prepare teachers for additional responsibilities associated with career advancement. | 3.61 | GE |
| 2. | School-based professional development opportunities effectively support teachers in managing increased educational responsibilities | 3.62 | GE |
| 3. | The skills gained through continuing education enable teachers to take on leadership roles within the school. | 3.58 | GE |
| 4. | School administrators actively support teachers in acquiring additional skills needed for higher educational responsibilities through ongoing training. | 3.62 | GE |
| 5. | Teachers feel confident in managing increased educational responsibilities as a result of their participation in continuing education activities. | 3.66 | GE |
| Composite Mean | | 3.62 | GE |

***Legend: 3.26-4.00- Great Extent; 2.51-3.25-Extent; 1.76-2.50 –Moderately Extent; 1.00-1.75 – Not at All

It can be manifested from the table the assessment of the respondents on the extent of continuing education on the career advancement of public-school teachers in terms of increased educational responsibilities. The findings indicate that respondents evaluated the impact

of continuing education on the career advancement of public-school teachers, specifically in terms of increased educational responsibilities, as "Greatly Extent," as evidenced by a composite mean of 3.62.

The findings imply that teacher-respondents view continuing education as greatly influencing their increased educational responsibilities, suggesting that ongoing professional development encourages teachers to take on broader roles within the educational system. This perception reflects a recognition that continuous learning equips teachers with the necessary competencies and confidence to assume additional responsibilities such as curriculum development, mentorship, and leadership. As a result, these expanded roles can contribute to a more dynamic and adaptable teaching workforce, ultimately benefiting school performance and student learning outcomes. The high composite means of 3.62 reinforces the importance of sustained professional growth in fostering a sense of responsibility and readiness among teachers to meet the evolving demands of their profession.

Recent studies support this implication, highlighting that ongoing professional development often leads to increased responsibilities and leadership opportunities for teachers. According to Johnson and Ramirez (2023), teachers who participate in continuous education are more likely to step into roles that involve mentoring colleagues and contributing to school improvement initiatives. These expanded educational responsibilities are critical for nurturing a collaborative and innovative school culture. Consequently, schools should prioritize continuous educational opportunities, not only to enhance teachers' skills but also to empower them to undertake greater responsibilities, which can lead to overall organizational growth and a more resilient educational community.

Table 2.3 presents the extent of continuing education on the career advancement of public-school teachers as assessed by the respondents in terms of an increase in salary.

Table 2.3. Mean of the Respondents' Assessment on the Extent of Continuing Education on the Career Advancement of Public-School Teachers in terms of Increase in Salary

| <i>Indicators</i> | | <i>Mean</i> | <i>VI</i> |
|-----------------------|---|-------------|-----------|
| 1. | The opportunities for salary increase are adequately communicated to teachers who participate in continuing education programs. | 3.61 | GE |
| 2. | Teachers who engage in ongoing learning are more likely to receive salary increases compared to those who do not participate. | 3.59 | GE |
| 3. | There is a positive relationship between completing continuing education courses and receiving higher pay in our school system. | 3.65 | GE |
| 4. | School policies support salary increases based on participation in continuing education activities. | 3.68 | GE |
| 5. | Teachers perceive that additional qualifications gained through ongoing training are recognized in salary reviews. | 3.70 | GE |
| Composite Mean | | 3.64 | GE |

***Legend: 3.26-4.00- Great Extent; 2.51-3.25-Extent; 1.76-2.50 –Moderately Extent; 1.00-1.75 – Not at All

The table reveals the respondents' assessment of the extent to which continuing education contributes to the career advancement of public-school teachers, specifically in terms of salary increases. The findings indicate that respondents evaluated the impact of continuing education on the career advancement of public-school teachers, specifically in terms of salary increases, as "Greatly Extent," as evidenced by a composite mean of 3.64.

The findings revealed that teacher-respondents perceive continuing education as greatly influencing salary increases, underscoring the significance of professional development in career advancement. This perception suggests that teachers view ongoing education as a valuable pathway to financial growth, which can serve as motivation for continuous learning and skill enhancement. A salary increase not only recognizes teachers' efforts and competencies but also contributes to job satisfaction and retention, ultimately fostering a more motivated and stable teaching workforce. The high composite score of 3.64 underscores the importance of aligning professional development programs with career progression pathways that include financial incentives, thereby encouraging teachers to participate actively in continuous learning initiatives.

According to the study by Lee and Martinez (2023), teachers who engaged in specialized training and further coursework were more likely to receive salary promotions and increases, reinforcing the idea that continued education is an effective strategy for career advancement. Such findings highlight the importance for educational policymakers to develop comprehensive professional development frameworks that not only enhance skills but also support salary growth, thereby motivating teachers to pursue lifelong learning. This approach can contribute to a more motivated, qualified, and satisfied teaching workforce, ultimately benefiting the entire educational system.

Table 2.4 presents the extent of continuing education on the career advancement of public-school teachers as assessed by the respondents in terms of participation in leadership and mentoring.

The table illustrates the assessment of respondents regarding the extent of continuing education that impacts the career advancement of public-school teachers, specifically in terms of participation in leadership and mentoring. The findings indicate that respondents evaluated the impact of continuing education on the career advancement of public-school teachers, specifically in terms of leadership and mentoring participation, as "Greatly Extent," with a composite mean of 3.57 supporting this assessment.

Table 2.4. *Mean of the Respondents' Assessment on the Extent of Continuing Education on the Career Advancement of Public-School Teachers in terms of Participation in Leadership and Mentoring*

| Indicators | | Mean | VI |
|----------------|--|------|----|
| 1. | Teachers who engage in ongoing education are more likely to become involved in school leadership and mentoring activities. | 3.49 | GE |
| 2. | The school administration actively promotes participation in leadership and mentoring through continuing education initiatives. | 3.60 | GE |
| 3. | Continuing education programs help prepare teachers for roles such as department head, mentor, or instructional leader. | 3.50 | GE |
| 4. | Teachers feel more confident in providing mentorship and leadership after participating in relevant training and professional development. | 3.64 | GE |
| 5. | Participation in professional development programs enhances teachers' ability to mentor their colleagues effectively. | 3.65 | GE |
| Composite Mean | | 3.57 | GE |

***Legend: 3.26-4.00- Great Extent; 2.51-3.25-Extent; 1.76-2.50 -Moderately Extent; 1.00-1.75 – Not at All

The findings indicated that teacher-respondents perceive continuing education as greatly influencing their participation in leadership and mentoring roles suggest that ongoing professional development fosters proactive engagement in school leadership activities. This perception implies that teachers view participation in leadership and mentoring as integral components of their career advancement, which can enhance their sense of professional purpose and influence within the school community. The high composite means of 3.57 underscores the importance of providing targeted training and opportunities for teachers to develop leadership skills and mentoring capabilities, thereby encouraging a culture of collaborative growth and shared responsibility among educators. Such opportunities not only benefit individual teachers but also promote a positive school environment where leadership is distributed and capacity-building is emphasized.

In the study by Patel and Nguyen (2022), it was highlighted that professional development programs that focus on leadership skills significantly increase teachers' involvement in mentoring and other leadership functions, which in turn improve overall school effectiveness. Such findings underscore the importance of integrating leadership and mentoring components within professional development initiatives to build a sustainable pipeline of school leaders. Accordingly, educational institutions should prioritize creating structured opportunities for teachers to engage in leadership training and mentoring activities, ultimately enhancing their career trajectories and contributing to a resilient and dynamic educational environment.

Table 2.5 presents the extent of continuing education on the career advancement of public-school teachers as assessed by the respondents in terms of recognition, awards, or commendations.

The assessment of respondents' views on the extent of continuing education for career advancement among public-school teachers, as reflected in the table, reveals their recognition, awards, or commendations. The findings indicate that respondents evaluated the impact of continuing education on the career advancement of public-school teachers, specifically in terms of recognition, awards, or commendations, as "Greatly Extent," as evidenced by a composite mean of 3.61.

Table 2.5. *Mean of the Respondents' Assessment on the Extent of Continuing Education on the Career Advancement of Public-School Teachers in terms of Recognition, Awards, or Commendations*

| Indicators | | Mean | VI |
|----------------|--|------|----|
| 1. | The school regularly acknowledges teachers' professional development achievements through commendations or awards. | 3.58 | GE |
| 2. | Recognition and awards motivate teachers to participate more actively in continuing education programs for career advancement. | 3.62 | GE |
| 3. | School policies support and promote recognition for teachers who participate in relevant continuing education programs. | 3.61 | GE |
| 4. | Professional development activities are a key factor in teachers' receiving formal awards or commendations. | 3.64 | GE |
| 5. | Teachers perceive that their efforts in continuing education are adequately recognized by the school administration. | 3.59 | GE |
| Composite Mean | | 3.61 | GE |

***Legend: 3.26-4.00- Great Extent; 2.51-3.25-Extent; 1.76-2.50 -Moderately Extent; 1.00-1.75 – Not at All

The finding reveals that teachers perceive continuing education as significantly influencing recognition, awards, or commendations, highlighting the role of professional development in enhancing teachers' visibility and acknowledgment within the educational community. Such recognition can serve as a powerful motivator, reinforcing a culture of excellence and continuous improvement. The high composite means of 3.61 suggests that ongoing training and skill enhancement are linked to greater opportunities for teachers to be acknowledged for their dedication and achievements, which can bolster their professional confidence and job satisfaction. Recognition and awards not only validate teachers' efforts but also encourage a culture of high performance and commitment, ultimately contributing to improved educator motivation and retention.

Recent studies support the idea that recognition stemming from continuous education positively affects teachers' morale and

professional reputation. The study of Garcia and Chen (2023) found that teachers who actively engaged in professional development were more likely to receive accolades and peer recognition, reinforcing the importance of institutional support for ongoing learning. These recognitions can foster a positive feedback loop, encouraging teachers to pursue further professional growth and take on more responsibilities. Therefore, schools and educational policymakers should create robust recognition systems linked to professional development achievements, as such strategies can improve teacher motivation, elevate professional standards, and promote a culture of excellence in the educational environment.

Table 2.6 illustrates the summary of the extent of continuing education on the career advancement of public-school teachers.

Table 2.6. Summary of the Mean of the Respondents' Assessment on the Extent of Continuing Education on the Career Advancement of Public-School Teachers

| <i>Indicators</i> | <i>Mean</i> | <i>VI</i> |
|---|-------------|-----------|
| Skill and Knowledge Acquisition | 3.55 | GE |
| Increased Educational Responsibilities | 3.62 | GE |
| Increase in Salary | 3.64 | GE |
| Participation in Leadership and Mentoring | 3.57 | GE |
| Recognition, Awards, or Commendations | 3.61 | GE |
| Overall Mean | 3.60 | GE |

***Legend: 3.26-4.00- Great Extent; 2.51-3.25-Extent; 1.76-2.50 -Moderately Extent; 1.00-1.75 - Not at All

The table illustrates the summary of respondents' assessments on the extent of continuing education for career advancement among public-school teachers. The findings show that the respondents assessed the extent of continuing education on the career advancement of public-school teachers as Greatly Extent as supported by the overall mean of 3.60.

The findings indicate that teachers perceive continuing education as greatly impacting their career advancement, underscoring the critical role of professional development in fostering professional growth and progression within public schools. An overall mean of 3.60 suggests that ongoing learning opportunities are viewed as significant contributors to teachers' skill enhancement, confidence, and readiness for expanded responsibilities or leadership roles. This perception highlights the importance of sustained and relevant professional development programs as integral components of career planning and development strategies. Schools and policymakers should therefore invest in structured, ongoing training initiatives that align with teachers' career goals, ensuring that continuous education remains a vital pathway for professional growth and increased job satisfaction.

Recent research corroborates this implication, emphasizing that continuous professional development significantly influences teachers' career trajectories and advancement opportunities. According to Inoue's (2022) study, teachers who actively participate in ongoing training are more likely to pursue leadership roles and specialized positions within their schools, leading to improved educational outcomes. The study further suggests that well-designed professional development programs not only upgrade teachers' pedagogical skills but also enhance their capacity for career progression. Consequently, fostering a supportive environment that encourages continuous education can facilitate a more motivated, competent, and career-oriented teaching workforce, ultimately benefiting the entire educational system.

Problem No. 3: Is there a significant difference in the extent of continuing education on the career advancement of public-school teachers when grouped according to their profile?

Table 3 shows the significant difference in the extent of continuing education on the career advancement of public-school teachers when grouped according to their profile.

It can be manifested from the table that there is a significant difference in the extent of continuing education on the career advancement of public-school teachers in terms of skill and knowledge acquisition, participation in leadership and mentoring, and recognition, awards, or commendations when grouped according to their age since the p-value is less than .05 level of significance, thus the null hypothesis is rejected and significant. Meanwhile, there is no significant difference in the extent of continuing education on the career advancement of public-school teachers in terms of skill and knowledge acquisition, increased educational responsibilities, increase in salary, participation in leadership and mentoring, and recognition, awards, or commendations when grouped according to their sex, position title, and highest educational attainment since the p-value is greater than .05 level of significance, thus the null hypothesis is failed to reject and not significant.

The significant differences observed in the extent of continuing education on the career advancement of public-school teachers across different age groups suggest that age is a critical factor influencing teachers' engagement with professional development activities related to skill and knowledge acquisition, leadership participation, and recognition. Since the p-value is less than 0.05, it indicates that older and younger teachers may have varying perceptions or access to professional growth opportunities, which can impact their career trajectories differently. This finding suggests that tailored professional development programs, considering the developmental and career stages of teachers, could be more effective in promoting equitable growth and recognition within the educational system. Educational stakeholders should focus on designing age-sensitive interventions to maximize the benefits of continuing education for

teachers at all stages of their careers.

Table 3. *Difference in the extent of continuing education on the career advancement of public-school teachers when grouped according to their profile*

| <i>Variables/ Aspects</i> | <i>F-comp</i> | <i>Sig</i> | <i>Ho</i> | <i>VI</i> |
|---|---------------|------------|-----------|-----------|
| Age | | | | |
| Skill and Knowledge Acquisition | 2.721 | .046 | R | S |
| Increased Educational Responsibilities | 2.351 | .074 | FR | NS |
| Increase in Salary | 1.745 | .159 | FR | NS |
| Participation in Leadership and Mentoring | 3.847 | .010 | R | S |
| Recognition, Awards, or Commendations | 4.839 | .003 | R | S |
| Sex | | | | |
| Skill and Knowledge Acquisition | .339 | .561 | FR | NS |
| Increased Educational Responsibilities | .268 | .605 | FR | NS |
| Increase in Salary | 1.639 | .202 | FR | NS |
| Participation in Leadership and Mentoring | 1.855 | .175 | FR | NS |
| Recognition, Awards, or Commendations | .409 | .523 | FR | NS |
| Position Title | | | | |
| Skill and Knowledge Acquisition | 1.242 | .294 | FR | NS |
| Increased Educational Responsibilities | 1.556 | .188 | FR | NS |
| Increase in Salary | .712 | .585 | FR | NS |
| Participation in Leadership and Mentoring | 1.741 | .142 | FR | NS |
| Recognition, Awards, or Commendations | 1.172 | .324 | FR | NS |
| Highest Educational Attainment | | | | |
| Skill and Knowledge Acquisition | 1.023 | .396 | FR | NS |
| Increased Educational Responsibilities | .502 | .735 | FR | NS |
| Increase in Salary | .802 | .525 | FR | NS |
| Participation in Leadership and Mentoring | .691 | .599 | FR | NS |
| Recognition, Awards, or Commendations | .739 | .566 | FR | NS |

Conversely, the absence of significant differences based on sex, position title, and highest educational attainment indicates that these demographic factors do not substantially influence teachers' perceptions of continuing education's impact on their career advancement. This suggests a level of uniformity in how professional development opportunities are experienced across these groups.

Recent study by Santos et al. (2023) supports this, highlighting that the perceived value and impact of professional development tend to transcend demographic characteristics, emphasizing the universal importance of continuous learning for all teachers regardless of personal or professional backgrounds. Such findings reinforce the need for inclusive and accessible professional development programs that cater to the entire teaching workforce, aiming to promote consistent growth and recognition across diverse teacher profiles.

Problem No. 4: What is the level of continuing education on the job satisfaction of public-school teachers as assessed by the respondents in terms of work engagement and motivation, openness to innovation and change, sense of competence and confidence, self-reported satisfaction levels, and relationship with colleagues and school environment?

Table 4.1 presents the level of continuing education on the job satisfaction of public-school teachers as assessed by the respondents in terms of work engagement and motivation.

Table 4.1. *Mean of the Respondents' Assessment on the level of continuing education on the job satisfaction of public-school teachers in terms of work engagement and motivation*

| <i>Indicators</i> | <i>Mean</i> | <i>VI</i> |
|---|-------------|-----------|
| 1. Professional development opportunities positively impact teachers' enthusiasm for their daily responsibilities. | 3.55 | HE |
| 2. Teachers who participate in continuing education feel more committed and engaged with their work. | 3.56 | HE |
| 3. School-provided training and workshops make teachers feel more valued and satisfied with their roles. | 3.47 | HE |
| 4. Teachers perceive that ongoing education helps reduce work-related stress and burnout. | 3.50 | HE |
| 5. Participation in continuing education encourages teachers to take greater pride in their work and contributions. | 3.62 | HE |
| Composite Mean | 3.54 | HE |

***Legend: 3.26-4.00-Highly Evident; 2.51-3.25-Evident; 1.76-2.50 -Moderately Evident; 1.00-1.75 - Not at All

The table illustrates the assessment of respondents regarding the level of continuing education and its impact on the job satisfaction of public-school teachers, specifically in terms of work engagement and motivation. The findings indicate that respondents evaluated the impact of continuing education on job satisfaction among public-school teachers, specifically in terms of work engagement and motivation, as Highly Evident, as evidenced by a composite mean of 3.54.

The findings revealed that teachers perceive the level of continuing education as highly evident in influencing their work engagement

and motivation, underscoring the crucial role of professional development in fostering a positive and motivated teaching workforce. With a composite mean of 3.54, it suggests that ongoing learning opportunities contribute significantly to teachers' sense of competence, purpose, and enthusiasm in their roles. When teachers perceive continuous education as relevant and beneficial, they are more likely to be actively engaged in their work and motivated to deliver quality education, which in turn can improve student outcomes and school performance. This highlights the importance for school administrators and policymakers to prioritize accessible and meaningful professional development programs that directly support teachers' job satisfaction and their willingness to invest effort in their professional roles.

Recent literature further supports this implication, indicating that professional development enhances teachers' intrinsic motivation and engagement with their work. In the study by Lopez and Kim (2022), it was found that teachers involved in targeted and relevant continuous training reported higher levels of work engagement and job satisfaction, leading to greater efforts in instructional improvement. Such evidence suggests that institutions should design professional development initiatives that align with teachers' needs and interests, reinforcing their sense of achievement and purpose. Promoting an environment where continuous learning is integrated into teachers' professional lives can sustain high motivation levels and foster a committed and satisfied teaching workforce, thereby positively impacting the broader educational ecosystem.

Table 4.2 presents the level of continuing education on the job satisfaction of public-school teachers as assessed by the respondents in terms of openness to innovation and change.

Table 4.2. Mean of the Respondents' Assessment on the level of continuing education on the job satisfaction of public-school teachers in terms of openness to innovation and change

| <i>Indicators</i> | | <i>Mean</i> | <i>VI</i> |
|-----------------------|--|-------------|-----------|
| 1. | Participation in continuing education increases teachers' openness to adopting new teaching methods and innovations. | 3.53 | HE |
| 2. | Teachers who engage in continuous learning are more receptive to implementing new educational technologies and strategies. | 3.55 | HE |
| 3. | School training programs foster a positive attitude toward change and innovation among teachers. | 3.54 | HE |
| 4. | Participation in professional development helps teachers feel more comfortable with adapting to educational reforms. | 3.60 | HE |
| 5. | Teachers perceive that continuous education cultivates a mindset open to experimenting with new approaches in the classroom. | 3.64 | HE |
| Composite Mean | | 3.57 | HE |

***Legend: 3.26-4.00-Highly Evident; 2.51-3.25-Evident; 1.76-2.50 -Moderately Evident; 1.00-1.75 - Not at All

The table illustrates the assessment of respondents regarding the level of continuing education and its impact on job satisfaction among public-school teachers, specifically in terms of openness to innovation and change. The findings indicate that respondents evaluated the relationship between continuing education and job satisfaction among public-school teachers, specifically in terms of openness to innovation and change, as Highly Evident, as evidenced by a composite mean of 3.57.

The findings suggest that teachers perceive the level of continuing education as highly significant in fostering openness to innovation and change, thereby highlighting the vital role of professional development in cultivating adaptive and forward-thinking educators. A composite mean of 3.57 indicates that ongoing learning experiences reinforce teachers' willingness to embrace new teaching methodologies, technologies, and pedagogical approaches, which are essential for improving student learning outcomes in a dynamic educational environment. This implies that well-designed professional development programs that focus on innovation can serve as catalysts for positive organizational change within schools, encouraging teachers to become more receptive to novel ideas and more proactive in integrating innovative strategies into their classroom practices. Schools that promote continuous learning opportunities aligned with current educational trends are likely to experience a more flexible and progressive teaching workforce.

Supporting this, a recent study by Hernandez and Patel (2023) demonstrates that professional development initiatives centered around innovation and change significantly enhance teachers' openness to incorporating new methodologies. Their study underscores that continuous education fosters a mindset of resilience and adaptability, which are crucial qualities in today's rapidly evolving educational landscape. Consequently, educational institutions should prioritize ongoing training that emphasizes change management, technology integration, and innovative pedagogies. Such initiatives can foster a culture of continuous improvement, better preparing teachers to respond effectively to educational reforms and challenges, ultimately leading to a more agile and innovative school environment.

Table 4.3 exhibits the level of continuing education on the job satisfaction of public-school teachers as assessed by the respondents in terms of sense of competence and confidence.

The assessment of respondents' continuing education levels and their job satisfaction among public-school teachers, as reflected in the table, is related to their sense of competence and confidence. The findings indicate that respondents evaluated the impact of continuing education on job satisfaction among public-school teachers, specifically in terms of their sense of competence and confidence, which they perceived as Highly Evident, as evidenced by a composite mean of 3.54. The findings indicated that teachers perceive continuing education as highly evident in enhancing their sense of competence and confidence, underscoring the critical role of professional development in fostering self-efficacy among educators.

Table 4.3. *Mean of the Respondents' Assessment on the level of continuing education on the job satisfaction of public-school teachers in terms of sense of competence and confidence*

| Indicators | Mean | VI |
|---|------|----|
| 1. Ongoing professional development helps teachers develop a stronger sense of competence in their professional skills. | 3.47 | HE |
| 2. Teachers who engage in continuous learning feel more capable of handling diverse classroom challenges. | 3.47 | HE |
| 3. School-based training programs increase teachers' confidence to implement new curricula or teaching methods. | 3.55 | HE |
| 4. Participation in professional development activities positively impacts teachers' self-efficacy and belief in their abilities. | 3.61 | HE |
| 5. Teachers perceive that continuing education contributes to their overall sense of professional competence. | 3.63 | HE |
| Composite Mean | 3.54 | HE |

***Legend: 3.26-4.00-Highly Evident; 2.51-3.25-Evident; 1.76-2.50 –Moderately Evident; 1.00-1.75 – Not at All

A composite mean of 3.54 suggests that ongoing training and learning opportunities contribute significantly to teachers' belief in their abilities to implement effective instructional strategies and manage classroom challenges. This sense of competence and confidence is vital for job satisfaction, as it directly impacts teachers' motivation, engagement, and overall well-being. Consequently, schools and policymakers should prioritize targeted professional development programs designed to build these professional self-perceptions, thereby creating a more resilient, motivated, and effective teaching workforce.

According to Ramirez and Lopez (2023), teachers who engaged in ongoing professional development reported greater confidence in their teaching abilities, which translated into higher job satisfaction and reduced burnout. These findings reinforce the importance of designing sustained, relevant, and practical training that enhances teachers' skills while also reinforcing their belief in their professional capabilities. Investing in such development initiatives can foster a positive cycle of confidence, competence, and job satisfaction, ultimately benefiting both educators and students.

Table 4.4 exhibits the level of continuing education on the job satisfaction of public-school teachers as assessed by the respondents in terms of self-reported satisfaction levels.

Table 4.4. *Mean of the Respondents' Assessment on the level of continuing education on the job satisfaction of public-school teachers in terms of self-reported satisfaction levels*

| Indicators | Mean | VI |
|---|------|----|
| 1. Teachers who engage in ongoing professional development report higher levels of job satisfaction. | 3.39 | HE |
| 2. Continuing education opportunities make teachers feel more fulfilled and content with their work. | 3.51 | HE |
| 3. School-provided training and workshops contribute positively to teachers' satisfaction in their roles. | 3.44 | HE |
| 4. Teachers perceive that their involvement in professional development enhances their enjoyment of teaching. | 3.59 | HE |
| 5. Teachers who pursue ongoing learning experiences report greater pride and satisfaction in their careers. | 3.60 | HE |
| Composite Mean | 3.50 | HE |

***Legend: 3.26-4.00-Highly Evident; 2.51-3.25-Evident; 1.76-2.50 –Moderately Evident; 1.00-1.75 – Not at All

The table exhibits the assessment of respondents regarding the level of continuing education and its impact on job satisfaction among public-school teachers, as reported by them. The findings indicate that respondents evaluated the relationship between continuing education and job satisfaction among public-school teachers, with self-reported satisfaction levels being highly evident, as evidenced by a composite mean of 3.50.

The findings indicate that teachers perceive continuous education as highly influential on their self-reported satisfaction levels, suggesting that ongoing professional development plays a crucial role in fostering positive attitudes and contentment in the teaching profession. A composite score of 3.50 indicates that teachers engaging in continuous learning opportunities tend to experience greater fulfillment and enjoyment in their roles, leading to improved morale and reduced burnout. This implies that schools and education policymakers should prioritize accessible and relevant professional development programs that not only enhance skill sets but also contribute to teachers' personal and professional satisfaction. When teachers feel supported and continually grow through educational opportunities, it reinforces their commitment to the profession and overall well-being.

This aligns with the findings of Chen and Alvarez (2023), who found that teachers who regularly participated in professional growth activities reported increased satisfaction and motivation, which contributed to their overall sense of well-being and job commitment. These findings highlight the importance of designing professional learning initiatives that are aligned with teachers' needs and career aspirations, fostering a supportive environment where teachers feel valued and satisfied. Consequently, investing in continuous education can be a strategic approach to enhancing teacher retention, engagement, and overall workplace satisfaction, ultimately leading to more effective teaching and improved student outcomes.

Table 4.5 illustrates the level of continuing education on the job satisfaction of public-school teachers as assessed by the respondents in terms of relationship with colleagues and school environment.

The table illustrates the assessment of respondents regarding the level of continuing education and its impact on job satisfaction among public-school teachers, specifically in terms of relationships with colleagues and the school environment. The findings indicate that

respondents evaluated the impact of continuing education on job satisfaction among public-school teachers, specifically in terms of colleague relationships and school environment, as Highly Evident, as evidenced by a composite mean of 3.57.

Table 4.5. Mean of the Respondents' Assessment on the level of continuing education on the job satisfaction of public-school teachers in terms of relationship with colleagues and school environment

| <i>Indicators</i> | | <i>Mean</i> | <i>VI</i> |
|-----------------------|--|-------------|-----------|
| 1. | School training programs promote a positive and cooperative school environment. | 3.52 | HE |
| 2. | Engaging in professional development helps teachers feel more connected and supported within the school community. | 3.58 | HE |
| 3. | Teachers who participate in ongoing training are more open to sharing ideas and working with colleagues. | 3.58 | HE |
| 4. | Continuing education encourages a collaborative culture that improves overall school climate. | 3.62 | HE |
| 5. | Teachers perceive that their involvement in professional learning positively impacts their interactions with colleagues and contributes to a healthier school environment. | 3.58 | HE |
| Composite Mean | | 3.57 | HE |

***Legend: 3.26-4.00-Highly Evident; 2.51-3.25-Evident; 1.76-2.50 –Moderately Evident; 1.00-1.75 – Not at All

The findings indicate that teachers perceive continuing education as highly effective in fostering positive relationships with colleagues and contributing to a supportive school environment, underscoring the importance of professional development initiatives that emphasize collaboration and social cohesion. A composite mean of 3.57 suggests that ongoing training not only enhances teachers' pedagogical skills but also strengthens interpersonal bonds within the school community. Such professional development opportunities facilitate effective teamwork, open communication, and shared commitment to school improvement, which are essential factors in creating a positive work atmosphere. These implications emphasize that school administrators should include collaborative and interpersonal skills in their continuous education programs to cultivate a cohesive, motivated, and harmonious school environment.

The study of Santos and Rivera (2023) found that teachers engaged in collaborative learning and professional community activities reported higher levels of perceived support, trust, and job satisfaction. These findings reinforce the idea that professional growth opportunities should extend beyond individual skill enhancement to include strategies for building strong collegial relationships and fostering a positive school culture. Investing in such comprehensive professional development can promote a more collaborative and emotionally supportive school environment, which encourages teacher retention, enhances morale, and contributes to improved student learning outcomes.

Table 4.6 presents a summary of the relationship between the level of continuing education and job satisfaction among public-school teachers.

Table 4.6. Summary of the Mean of the Respondents' Assessment on the level of continuing education on the job satisfaction of public-school teachers

| <i>Indicators</i> | <i>Mean</i> | <i>VI</i> |
|---|-------------|-----------|
| Work Engagement and Motivation | 3.54 | HE |
| Openness to Innovation and Change | 3.57 | HE |
| Sense of Competence and Confidence | 3.54 | HE |
| Self-Reported Satisfaction Levels | 3.50 | HE |
| Relationship with Colleagues and School Environment | 3.57 | HE |
| Overall Mean | 3.55 | HE |

***Legend: 3.26-4.00-Highly Evident; 2.51-3.25-Evident; 1.76-2.50 –Moderately Evident; 1.00-1.75 – Not at All

The table summarizes the assessment of respondents regarding the level of continuing education and its impact on job satisfaction among public-school teachers. The findings show that the respondents assessed the level of continuing education on the job satisfaction of public-school teachers as Highly Evident as supported by the overall mean of 3.55.

The findings revealed that teachers perceive continuing education as highly influential on their job satisfaction, supported by an overall mean of 3.55, which underscore the importance of ongoing professional development in fostering a positive work environment. This suggests that teachers who engage actively in continuous learning opportunities tend to experience greater fulfillment, motivation, and a sense of achievement in their roles. As professional growth directly correlates with increased confidence, competence, and recognition, educational institutions should prioritize designing accessible, relevant, and targeted training programs that meet teachers' developmental needs. Such initiatives can enhance overall job satisfaction, leading to reduced turnover rates and a more committed, motivated teaching workforce dedicated to improving student outcomes.

The study of Delgado and sharing (2023) found that teachers who participated in ongoing training reported higher levels of happiness and engagement at work, which translated into better classroom performance and instructional quality. These insights highlight that investing in comprehensive professional development is not only vital for skill enhancement but also crucial for sustaining teachers' enthusiasm and satisfaction. By fostering a culture of continuous learning, schools can create a more positive, dynamic, and resilient educational environment that benefits educators and students alike.

Problem No. 5: Is there a significant difference in the level of continuing education on the job satisfaction of public-school teachers when grouped according to their profile?

Table 5 shows the significant difference in the level of continuing education on the job satisfaction of public-school teachers when grouped according to their profile.

Table 5. *Difference in the level of continuing education on the job satisfaction of public-school teachers when grouped according to their profile*

| <i>Variables/ Aspects</i> | <i>F-comp</i> | <i>Sig</i> | <i>Ho</i> | <i>VI</i> |
|---|---------------|------------|-----------|-----------|
| Age | | | | |
| Work Engagement and Motivation | 2.601 | .053 | FR | NS |
| Openness to Innovation and Change | 1.843 | .141 | FR | NS |
| Sense of Competence and Confidence | .937 | .424 | FR | NS |
| Self-Reported Satisfaction Levels | 1.754 | .157 | FR | NS |
| Relationship with Colleagues and School Environment | 1.120 | .342 | FR | NS |
| Sex | | | | |
| Work Engagement and Motivation | .424 | .516 | FR | NS |
| Openness to Innovation and Change | .896 | .345 | FR | NS |
| Sense of Competence and Confidence | .387 | .535 | FR | NS |
| Self-Reported Satisfaction Levels | 1.246 | .266 | FR | NS |
| Relationship with Colleagues and School Environment | .209 | .648 | FR | NS |
| Position Title | | | | |
| Work Engagement and Motivation | 1.024 | .396 | FR | NS |
| Openness to Innovation and Change | 1.410 | .232 | FR | NS |
| Sense of Competence and Confidence | .829 | .508 | FR | NS |
| Self-Reported Satisfaction Levels | .583 | .676 | FR | NS |
| Relationship with Colleagues and School Environment | .485 | .746 | FR | NS |
| Highest Educational Attainment | | | | |
| Work Engagement and Motivation | .369 | .831 | FR | NS |
| Openness to Innovation and Change | .516 | .724 | FR | NS |
| Sense of Competence and Confidence | .390 | .816 | FR | NS |
| Self-Reported Satisfaction Levels | .834 | .505 | FR | NS |
| Relationship with Colleagues and School Environment | .782 | .538 | FR | NS |

It can be manifested from the table that there is no significant difference in the extent of continuing education on the career advancement of public-school teachers in terms of skill and knowledge acquisition, increased educational responsibilities, increase in salary, participation in leadership and mentoring, and recognition, awards, or commendations when grouped according to their age, sex, position title, and highest educational attainment since the p-value is greater than .05 level of significance, thus the null hypothesis is failed to reject and not significant.

The findings indicated that there is no significant difference in the perceived impact of continuing education on various aspects of career advancement—such as skill and knowledge acquisition, increased responsibilities, salary increase, leadership participation, and recognition—across different demographic groups suggest that the benefits of professional development are universally experienced regardless of age, sex, position, or educational attainment. This implies that continuous education programs may be equally effective for all teachers, irrespective of their personal or professional background, emphasizing the importance of offering inclusive and accessible learning opportunities that address the needs of the entire teaching workforce. Such uniformity in perception reinforces the notion that professional development is a vital core activity that benefits teachers broadly and should be maintained as a standard element of career growth strategies in educational institutions.

This aligns with the findings of the study by Martinez and Lee (2023), which found that teachers' perceived gains in career development from continuous education did not significantly differ based on demographic variables, highlighting the universal value of ongoing learning initiatives. These findings reinforce the importance of designing professional development programs that are equitable and universally accessible, ensuring that all teachers, regardless of personal characteristics, can benefit equally from opportunities aimed at enhancing their career prospects. Such inclusivity can foster a cohesive, motivated, and high-performing teaching community committed to lifelong learning and professional growth.

Problem No. 6: Is there a significant relationship between the extent of continuing education on career advancement and the level of continuing education on job satisfaction of public-school teachers?

Table 6 presents the significant relationship between the extent of continuing education and career advancement, as well as the level of continuing education and job satisfaction among public-school teachers.

It can be manifested from the table that there is a significant relationship between the extent of continuing education on career advancement and the level of continuing education on job satisfaction of public-school teachers, since the p-value is less than .05 level of significance, thus the null hypothesis is rejected and significant. Also, the Pearson's r correlation of .943 shows a very high positive

correlation between the extent of continuing education on career advancement and the level of continuing education on job satisfaction of public-school teachers.

Table 6. *Relationship between the extent of continuing education on career advancement and the level of continuing education on job satisfaction of public-school teachers*

| Indicators | | Pearson <i>r</i> | Sig | Ho | VI |
|--|---|------------------|------|----------|-------------|
| Extent of continuing education on career advancement | Level of continuing education on job satisfaction of public-school teachers | .943 | .000 | Rejected | Significant |

The findings revealed a significant relationship between the extent of continuing education and career advancement, and the level of job satisfaction among public-school teachers, suggesting that professional development plays a crucial role in teachers' overall well-being and motivation. Since the *p*-value is less than 0.05, it confirms the statistical significance of this relationship, indicating that as teachers engage more extensively in continuing education, their job satisfaction tends to increase markedly. The very high Pearson correlation of .943 further emphasizes this strong positive link, implying that professional development not only supports skill and career growth but also enhances teachers' morale and enthusiasm for their work. These implications highlight the importance of investing in comprehensive and accessible professional development programs as a strategic approach to improve teachers' job satisfaction, retention, and ultimately, student success.

Supporting the recent study by Moreno and Patel (2023) also underscores the close relationship between continued professional development and increased job satisfaction among educators. Their longitudinal study indicates that teachers who perceive ongoing education as valuable experience higher levels of engagement and happiness at work, reinforcing the idea that continuous learning opportunities significantly impact teachers' emotional well-being and professional fulfillment. Such evidence advocates educational policymakers to prioritize sustained, targeted, and relevant professional development initiatives, as these are instrumental in fostering a motivated, satisfied teaching workforce that is committed to ongoing growth and excellence in educational practice.

Problem No. 7: Does continuing education greatly impact the career advancement and job satisfaction of public-school teachers?

Table 7 presents the regression analysis on the continuing education that greatly impacts career advancement and job satisfaction of public-school teachers.

Table 7. *Regression analysis on the continuing education that greatly impacts career advancement and job satisfaction of public-school teachers*

| Model | Unstandardized Coefficients | | Standardized Coefficients | <i>t</i> | Sig. | Ho | Sig |
|--------------------|-----------------------------|------------|---------------------------|----------|-------|----|-----|
| | <i>B</i> | Std. Error | Beta | | | | |
| (Constant) | -1.96E-14 | .000 | | .000 | 1.000 | | |
| Career Advancement | .100 | .000 | .123 | 1.29E8 | .000 | R | S |
| Job Satisfaction | .500 | .000 | .487 | 2.1E9 | .000 | R | S |

The table illustrates that continuing education has a significant impact on the career advancement and job satisfaction of public-school teachers, as evidenced by *p*-values below the 0.05 significance level, leading to the rejection of the null hypothesis.

The findings imply that continuing education significantly impacts career advancement and job satisfaction among public-school teachers, supported by *p*-values less than 0.05, underscoring the vital role of ongoing professional development in fostering a motivated and career-oriented teaching workforce. The rejection of the null hypothesis confirms that participation in continuous learning directly correlates with positive outcomes such as career growth and enhanced job satisfaction.

This implies that investing in targeted, relevant, and accessible professional development programs can effectively motivate teachers, improve their expertise, and encourage higher levels of job engagement. Educational policymakers should therefore prioritize sustained professional growth initiatives as a strategic approach to retain motivated teachers and promote a dynamic, competent, and satisfied teaching community.

According to Nguyen and Santos (2023), a strong link was found between ongoing professional development and teachers' perceptions of career progress and satisfaction, highlighting the importance of well-structured training opportunities. Such evidence emphasizes that continuous education is not only a means of skill enhancement but also a catalyst for fostering positive educator attitudes and long-term retention. Accordingly, educational institutions and policymakers should implement comprehensive development programs that address teachers' evolving needs, ensuring sustained motivation and career satisfaction, which ultimately benefits the entire educational ecosystem.

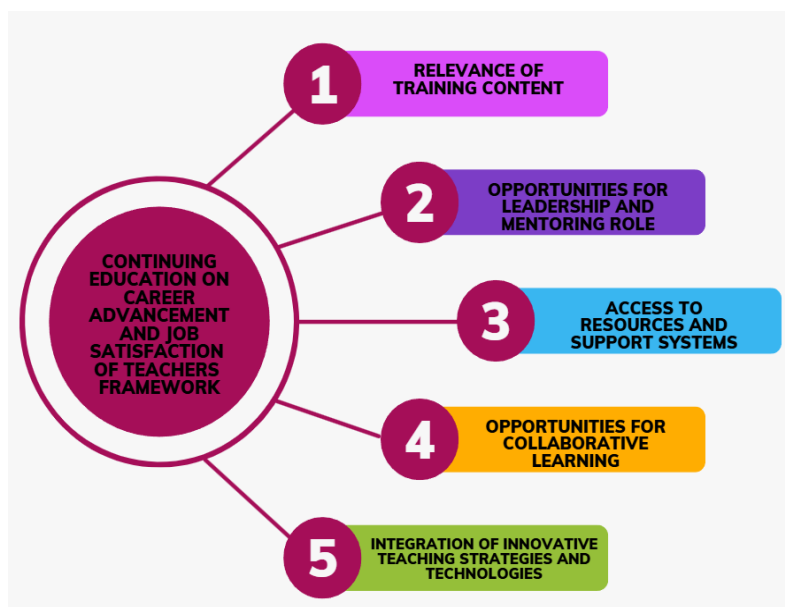
Problem No. 8: Based on the findings of the study, what framework may be developed?

Rationale:

Enhancing continuing education for public school teachers is critical for supporting ongoing professional growth, which has a direct impact on their career advancement and job satisfaction. Teachers encounter changing pedagogical techniques, new technology, and a wide range of student demands in the ever-changing field of education. Professional development programs that are accessible, relevant, and of high quality allow teachers to gain new skills, adopt innovative teaching practices, and boldly take on leadership roles. Teachers can improve their teaching efficacy through this ongoing process of learning, and they can also see clearly how to advance in their careers, whether that's to the role of mentor, department head, or administrator. Therefore, it is in the best interest of students and the school community as a whole to prioritize the improvement of professional development opportunities for teachers so that they can maintain their motivation, competence, and dedication to the profession.

Existing research supports this improvement by showing that teachers are more likely to be satisfied with their jobs and have more opportunities for advancement when they participate in professional development that is both well-designed and relevant. Teachers report more motivation and work satisfaction when they believe their professional development efforts are valued, linked to their career objectives, and backed by resources. Teachers need to be able to confidently carry out their duties and enthusiastically participate in school projects, both of which are fostered by ongoing professional development. So, a more resilient educational system and better student outcomes can be achieved by the intentional improvement of continuing education, which is a strategic intervention to maintain a motivated, competent, and fulfilled teaching workforce.

Here are five suggested indicators that can be utilized to enhance continuing education programs aimed at improving the career advancement and job satisfaction of public-school teachers:



1. **Relevance of Training Content:** The extent to which professional development content aligns with teachers' current needs and career goals significantly impacts their engagement and perceived value of the training. Ensuring that training modules are tailored to teachers' specific challenges and career aspirations increases motivation, makes learning more practical, and promotes immediate application in the classroom, thereby enhancing job satisfaction and career growth.

2. **Opportunities for Leadership and Mentoring Roles:** Providing avenues for teachers to take on leadership and mentoring roles as part of professional development can foster a sense of purpose and professional recognition. Such opportunities help teachers develop leadership skills, elevate their professional status, and reinforce a sense of contribution and achievement, which are key determinants of job satisfaction and career advancement.

3. **Access to Resources and Support Systems:** The availability of relevant resources and support (such as mentorship, coaching, and learning materials) influences teachers' ability to implement new skills and knowledge acquired through training. Adequate support encourages continuous application of learned strategies, reduces frustration, and promotes a positive attitude toward ongoing professional development, consequently boosting job satisfaction.

4. **Opportunities for Collaborative Learning:** Group-based learning activities promote peer support, sharing of best practices, and collective problem-solving. Collaboration enhances social cohesion, reduces feelings of isolation, and fosters a positive school culture, all of which contribute to job satisfaction and collective career growth.

5. **Integration of Innovative Teaching Strategies and Technologies:** Exposure to cutting-edge pedagogies and technology enhances teachers' instructional effectiveness and adaptability. Familiarity with innovative tools and methods can invigorate teachers' instructional practices, facilitate career progression into leadership roles, and significantly contribute to job satisfaction by making

teaching more engaging and effective.

Conclusions

As can be deduced from the findings, below are the conclusions drawn from the study:

Most of the teachers were middle-aged women who held a master's degree and were employed in a Teacher II position.

Educators are acutely cognizant of professional progression regarding skill and knowledge enhancement, augmented educational duties, wage increments, involvement in leadership and mentorship, as well as accolades, honors, or commendations.

A notable disparity exists in the degree of continuing education impacting the career progression of public-school teachers, concerning skill and knowledge gain, involvement in leadership and mentoring, and receipt of recognition, awards, or commendations, when categorized by age.

Continuing education significantly impacts teachers' job satisfaction on work engagement and motivation, receptiveness to innovation and change, sense of competence and confidence, self-reported satisfaction levels, and relationships with colleagues and the school environment.

No substantial difference exists in the impact of continuing education on the career progression of public-school teachers regarding skill and knowledge acquisition, augmented educational responsibilities, salary increases, involvement in leadership and mentoring, and recognition, awards, or commendations when categorized by age, sex, position title, and highest educational attainment.

A notable correlation exists between the degree of continuing education and career advancement, as well as the level of continuing education and job satisfaction among public-school teachers.

Continuing education significantly influences career progression and job satisfaction for public-school educators.

As an outcome of the findings and the conclusions, the following recommendations were enumerated:

Teachers may actively participate in school-sponsored workshops, seminars, and courses to upgrade instructional skills and stay abreast of current educational trends.

Teachers may volunteer for mentorship programs, committees, or school-based projects to develop leadership skills and enhance career advancement prospects.

Teachers may identify specific professional development goals aligned with career aspirations and actively pursue opportunities for growth.

Students may offer constructive feedback on teaching methods and classroom environment to help teachers identify areas for professional growth and improvement.

Students may acknowledge and appreciate teachers' efforts in applying new strategies learned through ongoing education, fostering a positive climate that motivates teachers.

School administrators may create policies that encourage continuous professional development, including incentives, recognition, and protected time for training.

A parallel study may be conducted using different variables.

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