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Continuous Professional Development Programs and Their Influence on Teachers' Performance: A Study at West B District, Schools Division of Dipolog City

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ABSTRACT: This study determined the influence of Continuous Professional Development (CPD) programs on teacher performance in West B District, Schools Division of Dipolog City, during the school year 2024–2025. The study employed survey and descriptive-correlational research designs. A total of 162 teachers participated as respondents. Data were analyzed using weighted mean, standard deviation, and Spearman rank-order correlation coefficient with the aid of Microsoft Excel and jamovi. Results revealed that the respondents rated the implementation of CPD programs as very high overall (AWV = 4.50). Specifically, teachers strongly agreed that CPD programs enhanced their professional knowledge, instructional competence, assessment skills, reflective thinking, mentoring support, and classroom effectiveness. In terms of teacher performance, the respondents obtained an overall rating of very satisfactory (AWV = 4.148). Most of the teachers, comprising 85.19%, were rated very satisfactory, while 14.81% were rated outstanding. No teacher received a rating below satisfactory, indicating a generally competent and effective teaching workforce. Furthermore, the findings showed a significant positive low correlation between CPD programs and teacher performance, $\rho = .183$, $p = .020$. This means that teachers' higher participation in and more favorable perceptions of CPD programs were associated with better teacher performance. Based on the findings, the study recommends that DepEd officials, through school principals, strengthen the implementation of CPD programs by aligning activities with the Philippine Professional Standards for Teachers and MATATAG Curriculum priorities. School-based Professional Learning Communities and Learning Action Cells may also be enhanced to promote collaboration, peer learning, and the sharing of effective teaching practices.

KEYWORDS: Continuous Professional Development (CPD) program, teachers' performance, Department of Education, Dipolog City, Philippines

INTRODUCTION

Continuous Professional Development (CPD) programs are widely recognized worldwide as a vital strategy for enhancing teacher performance and sustaining educational quality. Across many education systems, CPD is regarded as a structured and continuous process that enables teachers to strengthen their pedagogical knowledge, instructional competence, classroom management, and responsiveness to the diverse needs of learners. Darling-Hammond et al. (2017) described effective professional development as a form of structured learning that brings about meaningful changes in teacher practice and improves student learning outcomes, particularly when it is content-focused, collaborative, supported by coaching, and sustained over time. Similarly, Kurteshi and Rrustemi (2025) found that continuous professional development positively influences teacher performance, showing that teachers who participate in meaningful and well-organized professional learning activities tend to demonstrate stronger classroom practices and higher levels of student engagement. These global findings suggest that CPD is not merely an administrative requirement but an evidence-based investment in teacher quality, instructional improvement, and overall school effectiveness.

Teacher performance refers to the extent to which teachers effectively fulfill their professional responsibilities in planning instruction, delivering lessons, managing classrooms, assessing learning, and contributing to student achievement and school goals. It is a significant indicator of educational quality because it reflects how well teachers translate their knowledge, skills, and professional commitments into actual classroom practice. Engida (2024) emphasized that teacher quality is significantly associated with students' academic achievement, indicating that effective teacher performance contributes directly to improved learning outcomes. Similarly, Bacus (2024) found that personal, educational, and professional characteristics significantly predict the teaching performance of beginning teachers in the Philippines. These studies suggest that teacher performance is not only a measure of instructional effectiveness but also a reflection of teachers' competence, preparation, and capacity to meet the demands of the teaching profession.

Continuous Professional Development is likewise treated as an essential mechanism for strengthening teaching quality and supporting educational reform. In the Philippines, DepEd institutionalized the Learning Action Cell (LAC) as a school-based continuing professional

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development strategy intended to improve teaching and learning through collaborative and context-responsive professional learning. DepEd states that this policy supports the continuing professional development of teaching personnel based on lifelong learning and aims to improve both teacher practice and learner achievement. Complementing this policy direction, a recent Philippine systematic review found that teacher professional development programs in the country commonly focus on school-based LACs, pedagogy, content knowledge, technology integration, and other competencies needed for 21st-century teaching. Thus, in both global and local contexts, CPD programs are regarded as a strategic approach for enhancing teacher capability, performance, and ultimately the quality of education.

The importance of this study lies in its potential to generate evidence on how Continuous Professional Development programs contribute to teacher performance, particularly in a rapidly changing educational environment where teachers are expected to adapt to new curricula, technologies, and learner demands. Understanding this effect is essential because teacher performance remains one of the most influential school-based factors in achieving quality education. Mgaiwa and Milinga (2024) argued that teacher preparation and continuous professional development are inseparable components of teacher quality because professional learning enables teachers to respond more effectively to 21st-century educational challenges. In the same way, Ventista and Brown (2023) noted that sustained professional learning, coaching, and collaborative CPD contribute not only to better teaching practices but also to improved student learning outcomes. Hence, this study is important because it provides a basis for strengthening professional development initiatives that can enhance teacher effectiveness and overall school performance.

Continuous Professional Development programs, as the independent variable, and teacher performance, as the dependent variable, are grounded in the assumption that relevant and sustained professional learning enhances teachers' competencies, which in turn improves their instructional delivery and professional effectiveness. When teachers participate in development programs that are aligned with classroom realities, they are more likely to acquire new strategies, deepen subject mastery, and improve their management of teaching and learning processes. Gore et al. (2017) demonstrated that well-structured professional development significantly improved the quality of teaching, with effects sustained over time regardless of school type or teacher experience. Likewise, Dacholfany et al. (2024) reported that participation in teacher professional development programs positively influences classroom management and behavior management, both of which are important dimensions of teacher performance. Therefore, the present study assumes that stronger implementation of Continuous Professional Development programs may lead to higher levels of teacher performance.

Although prior studies have established that Continuous Professional Development can enhance teaching quality and teacher performance, important contextual gaps remain that justify the present investigation at Galas National High School, Schools Division of Dipolog City. Kurteshi and Rrustemi (2025) reported a positive association between CPD and teacher performance, while Garcia et al. (2024) noted in their systematic review of professional development programs for teachers in the Philippines that existing evidence is often drawn from varied settings, programs, and implementation conditions, making localized assessment necessary. Despite these contributions, limited school-based evidence specifically examines how CPD programs influence teacher performance in a public secondary school context where institutional support, access to training, teacher needs, and implementation practices may differ from those in other divisions or countries. Thus, the gap of this study lies in its attempt to provide context-specific evidence on the effect of Continuous Professional Development programs on teacher performance at Galas National High School, thereby contributing localized findings that may guide school leaders and education officials in strengthening professional development initiatives.

LITERATURE

Continuous Professional Development Programs

Continuous professional development programs are widely recognized as essential in strengthening teachers' pedagogical competence, subject mastery, and instructional effectiveness. Darling-Hammond et al. (2017) explained that effective professional development is content-focused, collaborative, and sustained, enabling teachers to improve classroom practices and respond more effectively to learners' needs. In the same way, Gore et al. (2017) found that structured professional development significantly improved the quality of teaching, with positive effects that were sustained over time. These findings suggest that continuous professional development programs are not one-time interventions but ongoing processes that help teachers refine their professional practice and maintain instructional quality.

Professional development is most effective when it is linked to school improvement and student learning outcomes. Ventista and Brown (2023), through a systematic review, found that teacher professional learning contributes to student achievement when it is sustained, collaborative, and closely connected to classroom practice. Similarly, Garcia et al. (2024) noted in their systematic review of professional development programs for teachers in the Philippines that school-based and context-responsive professional learning activities support teachers' continuous growth and help align teaching practices with national educational reforms.

Continuous Assessment

Continuous assessment is a systematic and ongoing process of gathering evidence about learning and performance across time rather than relying only on one final examination. In education, it is closely associated with formative assessment because it allows teachers to monitor progress, identify learning gaps, and provide timely feedback that can improve instruction. UNESCO explains that continuous assessment is important because it supports improved teaching and learning through regular monitoring of learner progress and adjustment of instruction. Likewise, Rincón et al. (2024) described continuous assessment as a more formative and reflective approach that can promote meaningful learning while reducing the punitive character of purely summative assessment. These views show that continuous assessment is not merely a grading procedure but an instructional practice that supports ongoing improvement in teaching and learning.

Mentoring

Mentoring is widely recognized as an important component of teacher professional development because it provides individualized guidance, feedback, and support that help teachers improve their instructional practices and professional confidence. Darling-Hammond et al. (2017) emphasized that professional learning becomes more effective when it includes sustained support, collaboration, and opportunities for

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reflection, all of which are central features of mentoring. In a more recent review, Luong et al. (2025) found that mentoring, coaching, and induction are commonly used to support early career teachers, particularly in strengthening professional competence, classroom adaptation, and teaching quality. These studies suggest that mentoring is not merely advisory in nature, but a structured developmental process that helps teachers grow professionally over time.

Professional Development Day

Professional development day refers to a scheduled school-based learning opportunity in which teachers participate in organized training, collaboration, reflection, and instructional planning activities intended to improve professional practice. Although the term is often used at the school or district level, the literature consistently treats it as part of broader professional learning systems rather than as a one-time isolated event. Darling-Hammond et al. (2017) explained that effective professional development is most beneficial when it is content-focused, collaborative, and sustained over time. Likewise, Jones (2024) noted that teacher professional learning has evolved from traditional in-service training toward more embedded and practice-oriented models, suggesting that professional development days are most meaningful when they are connected to long-term school improvement efforts rather than treated as stand-alone compliance activities.

Teacher Performance

Teacher performance is generally understood as the extent to which teachers effectively carry out their instructional duties, manage classrooms, demonstrate professional competence, and contribute to student learning. It is a multidimensional construct that includes pedagogical skill, subject mastery, classroom management, assessment practices, and professional responsibilities. Anderson and Cayambe (2024) noted that evaluating teacher performance requires clear methodological and conceptual distinctions between teaching effectiveness and overall professional performance, since both instructional quality and broader professional tasks shape judgments about teachers' work. In the same way, Kurteshi and Rrustemi (2025) described teacher performance as reflected in teachers' classroom actions, professional practices, and the quality indicators observed by both students and teachers. These perspectives suggest that teacher performance is not limited to classroom delivery alone, but also encompasses broader standards of professional practice.

In the Philippine setting, teacher performance is commonly assessed through formal evaluation systems such as the Individual Performance Commitment and Review Form (IPCRF) under the Department of Education's performance management framework. The DepEd interim guidelines for School Year 2024–2025 state that teachers use the official electronic IPCRF tool for inputting and finalizing IPCR data, confirming the continued institutional role of IPCRF in teacher performance evaluation. Likewise, a recent Philippine mixed-method study on IPCRF compliance found that teacher performance can be examined through IPCRF results alongside teachers' experiences, challenges, and compliance strategies, showing that performance appraisal is both an accountability measure and a mechanism for professional reflection. Therefore, teacher performance may be viewed as both an evaluative outcome and a developmental process within the school system.

CONCEPTUAL FRAMEWORK

The conceptual framework is illustrated in Figure 1. Part I highlights the independent variable, continuous professional development programs which is measured through four indicators, namely: continuous professional development; continuous assessment; mentoring; and professional development day. Part II. presents the dependent variable, teacher performance based on their IPCRF.

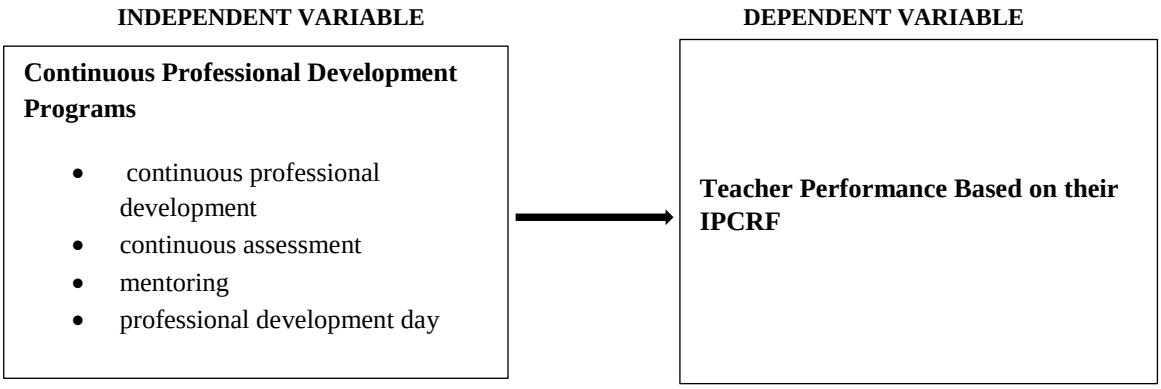


Figure 1. Conceptual Framework of the Study

Statement of the Problem

This study aimed to determine the influence of continuous professional development programs on teacher performance at West B District, Schools Division Of Dipolog City, during the school year 2024-2025.

Specifically, it sought to answer the following questions:

1. What is the respondents' perceived level of continuous professional development programs in terms of:
   - 2.1 continuous professional development;
   - 2.2 continuous assessment;
   - 2.3 Mentoring; and
   - 2.4 professional development day?

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2. What is the respondents' level of teacher performance based on IPCRF rating?
3. Is there a significant relationship between the perceived level of continuous professional development programs and level of performance based on IPCRF rating?

Hypothesis

1. There is no significant relationship between the perceived level of continuous professional development program and level of performance based on IPCRF rating?

Scope and Limitations of the Study

This study focuses on determining the level of Continuous Professional Development (CPD) programs and teacher performance based on the Individual Performance Commitment and Review Form (IPCRF), and examining the relationship between these two variables among one hundred sixty-five (165) teacher-respondents of Galas National High School, Schools Division of Dipolog City, during the school year 2024–2025. This study is delimited to two major variables: Continuous Professional Development programs and teacher performance based on IPCRF ratings. Continuous Professional Development programs are measured using four indicators, namely: continuous professional development, continuous assessment, mentoring, and professional development day. Meanwhile, teacher performance is measured through the respondents' Individual Performance Commitment and Review Form (IPCRF) ratings.

RESEARCH METHODOLOGY

Method Used

The study utilized survey and descriptive-correlational research methods. The researcher used the survey method to collect data on Continuous Professional Development (CPD) programs and teacher performance based on the Individual Performance Commitment and Review Form (IPCRF) through a questionnaire and actual performance data. DeCarlo (2021) defines a survey as a research design in which the researcher poses a set of predetermined questions to an entire group or to a sample of individuals. Likewise, McCombes (2019/2025) explains that survey research collects information about a group of people by asking questions and analyzing the results. Creswell and Guetterman (2019) define correlational research as the systematic investigation of relationships among two or more variables without experimental manipulation. In this study, the descriptive-correlational method was used to determine the statistical relationship between Continuous Professional Development programs and teacher performance based on IPCRF ratings, without manipulating the variables.

Research Instrument

The questionnaire used in the study consisted of two parts: Part I: Continuous Professional Development Programs adopted from Saleem,et al. (2021), with four indicators, namely: continuous professional development; continuous assessment; Mentoring; and professional development day; Part II: Teacher performance based on their IPCRF.

Ethical Consideration

This study secured approval from the Research and Ethics Committee of the Department of Education before the conduct of data gathering. Informed consent was obtained from the institution and the individual respondents prior to their participation. The questionnaire was written in clear and understandable language to ensure voluntary and informed participation. The identities of the respondents were kept anonymous, and all information gathered was treated with strict confidentiality. Only essential research data were retained for academic and future research purposes.

Statistical Treatment of the Data

Presented below are the statistical tools utilized in the treatment and analysis of the data gathered.

Weighted Mean. This is used to quantify the respondents' ratings on the continuous professional development programs and teacher performance based on their Individual Performance Commitment and Review Form (IPCRF).

Scoring Procedure

Continuous Professional Development Programs

Scale	Range of Values	Description	Interpretation
5	4.21-5.00	Strongly Agree	Very High
4	3.41-4.20	Agree	High
3	2.61-3.40	Somewhat Agree	Average
2	1.81-2.60	Disagre	Low
1	1.00-1.80	Strongly Disagree	Very Low

Teacher Performance Based on IPCRF DepEd Order No. 2, s. 2015

Scale	Range of Values	Description
5	4.500–5.000	Outstanding
4	3.500–4.499	Very Satisfactory
3	2.500–3.499	Satisfactory
2	1.500–2.499	Unsatisfactory
1	below 1.499	Poor

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Standard Deviation. This is used to determine the homogeneity and heterogeneity of the employee's score, where SD ≤ 3 is homogenous and SD > 3 is heterogeneous Aiken & Susane (2001); Refugio et al. (2019).

Spearman Rank-Order Correlation Coefficient. This is used to determine the correlation between continuous professional development programs and teacher performance based on their Individual Performance Commitment and Review Form (IPCRF). The following guide in interpreting the correlation value proposed by Cohen et al. (2014) was utilized in this study:

DATA PRESENTATION AND ANALYSIS

The data are presented following the statement of the problems of the current study. The study aimed to answer the following questions:
1. What is the respondents' perceived level of continuous professional development programs in terms of:
   2.1 continuous professional development;
   2.2 continuous assessment;
   2.3 Mentoring; and
   2.4 professional development day?

Table 1: Perceived Level of Continuous Professional Development Program in Terms of Continuous Professional Development

A. Continuous Professional Development	AWV	SD	Description	Interpretation
1. Continuous professional development fulfils my academic needs	4.59	0.53	Strongly Agree	Very High
2. Continuous professional development clarifies my understanding of implementing a formative evaluation plan in my class.	4.59	0.53	Strongly Agree	Very High
3. Continuous professional development helps me in gaining new information and skills.	4.60	0.53	Strongly Agree	Very High
4. Continuous professional development indicates important resources for my teaching.	4.62	0.52	Strongly Agree	Very High
5. Continuous professional development motivates me to perform better in my job.	4.59	0.53	Strongly Agree	Very High
6. My teaching skills are developed as a result of continuous professional development.	4.57	0.54	Strongly Agree	Very High
7. After participating in continuous professional development, I am now able to use audio-visual aids more effectively in my classroom instruction.	4.54	0.52	Strongly Agree	Very High
8. Continuous professional development provides career opportunities for me	4.52	0.59	Strongly Agree	Very High
9. Du 2e to the CPD, my overall performance in class is improved.	4.35	0.64	Strongly Agree	Very High
10. Continuous professional development develops better interaction between me and my students.	4.38	0.65	Strongly Agree	Very High
11. Continuous professional development is a wastage of time during the teaching session.	4.50	0.65	Strongly Agree	Very High
12. Due to Continuous professional development better cooperation was developed between me and my colleagues	4.20	0.97	Agree	High
13. Due to the CPD, my assessment skills are improved.	4.49	0.57	Strongly Agree	Very High
14. Continuous professional development develops reflective thinking in me.	4.54	0.55	Strongly Agree	Very High
Overall	**4.51**	**0.48**	**Strongly Agree**	**Very High**

AWV=Average Weighted Value, SD=Standard Deviation

Table 1 discloses the perceived level of the continuous professional development program in terms of continuous professional development. The results reveal that respondents perceive Continuous Professional Development (CPD) programs as highly effective, with an overall weighted mean of 4.51, described as "Very High." All indicators were rated "Strongly Agree," except for item 12, which was interpreted as "High," indicating slightly lower agreement regarding improved cooperation with colleagues (AWV = 4.20). The highest-rated indicator shows that CPD provides important teaching resources (AWV = 4.62), followed by gaining new information and skills (AWV = 4.60), and fulfilment of academic needs and improved understanding of formative assessment (AWV = 4.59). These findings suggest that CPD programs significantly contribute to teachers' professional knowledge, instructional competence, motivation, and classroom effectiveness, particularly in enhancing assessment skills, use of instructional materials, and reflective teaching practices. However, the relatively lower rating on collegial cooperation implies that CPD may still have a limited impact on strengthening professional collaboration among teachers. This result aligns with recent Philippine studies emphasizing that CPD is a key driver of teacher quality improvement under the Philippine Professional Standards for Teachers (PPST), as it enhances instructional practices, learner assessment strategies, and professional growth (Department of Education Philippines, 2024;

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Teacher Education Council, 2025). Similarly, research conducted in Philippine public schools found that teachers who actively engage in CPD programs demonstrate improved classroom performance, higher instructional confidence, and better adaptation to curriculum reforms such as the MATATAG Curriculum (Olvido et al., 2024). However, studies also highlight that while CPD is effective in improving individual competencies, its impact on collaborative practice may be less pronounced unless training programs explicitly incorporate collaborative learning structures such as professional learning communities (PLCs) (Oplas, 2024). Overall, the findings confirm that CPD programs are highly beneficial in enhancing teacher performance in the Philippine context, but there is a need to strengthen collaborative dimensions to maximize their full institutional impact.

Table 2: Perceived Level of Continuous Professional Development Program in Terms of Continuous Assessment

B. Continuous Assessment	AWV	SD	Description	Interpretation
1. Continuous assessment assists me in the development of the learners.	4.50	0.56	Strongly Agree	Very High
2. Continuous assessment is suitable to determine the learner's progress.	4.52	0.56	Strongly Agree	Very High
3. Continuous assessment is a burden on primary school teachers in the shape of extra work.	2.39*	1.28	Disagree	Low
4. Continuous assessment is one of the sources of quality education.	4.40	0.72	Strongly Agree	Very High
5. Continuous assessment assists me in identifying student's problems in mastering skills.	4.49	0.57	Strongly Agree	Very High
6. Continuous assessment motivates the learner to participate actively in their learning activity.	4.49	0.57	Strongly Agree	Very High
7. Continuous assessment provides opportunities to identify students' strengths and weaknesses.	4.48	0.61	Strongly Agree	Very High
8. Continuous assessment improves my students learning skills	4.50	0.55	Strongly Agree	Very High
9. I am satisfied with the criteria for the marking scheme of my students	4.41	0.58	Strongly Agree	Very High
10. Due to the continuous assessment of my students, my results have been improved.	4.45	0.60	Strongly Agree	Very High
11. Criteria for assessment of students are reliable.	4.49	0.61	Strongly Agree	Very High
Overall	**4.29**	**0.54**	**Strongly Agree**	**Very High**

*AWV=Average Weighted Value, SD=Standard Deviation, *reversely coded*

Table 2 exhibits the perceived level of the continuous professional development program in terms of continuous assessment. The outcome affirms that teachers in West B District have a very positive perception of Continuous Assessment as part of Continuous Professional Development (CPD), with an overall weighted mean of 4.29 interpreted as "Very High." Most indicators were rated "Strongly Agree," particularly on its role in supporting learner development (AWV = 4.50), determining learner progress (AWV = 4.52), improving students' learning skills (AWV = 4.50), and helping teachers identify learners' strengths and weaknesses (AWV = 4.48–4.49). These results suggest that teachers recognize continuous assessment as an essential instructional tool that enhances both teaching effectiveness and student learning outcomes. Notably, the statement that continuous assessment is a burden on teachers was rated "Disagree" (AWV = 2.39), indicating that respondents generally do not view it as an excessive workload, despite its associated tasks. This reflects a positive acceptance of assessment reforms in classroom practice. These findings are supported by recent Philippine education reforms emphasizing formative and continuous assessment as key components of the MATATAG Curriculum and the Philippine Professional Standards for Teachers (PPST), which promote assessment for learning rather than merely of learning (Department of Education Philippines, 2024). Recent DepEd implementation reports also highlight that teachers have increasingly integrated continuous assessment strategies to improve learner engagement, track progress, and inform instruction (DepEd, 2024). Similarly, studies in Philippine public schools show that teachers who are trained in CPD programs are more confident in using formative assessment tools, resulting in improved learner achievement and more responsive instruction (Olvido et al., 2024). However, literature also notes that effective implementation of continuous assessment requires sustained training and clear guidelines to ensure consistency and reduce assessment-related stress among teachers (Teacher Education Council, 2025). Overall, the results confirm that continuous assessment is widely accepted and valued by teachers as a critical component of effective teaching and learning in the Philippine context.

Table 3: Perceived Level of Continuous Professional Development Program in Terms of Mentoring

C. Mentoring	AWV	SD	Description	Interpretation
1. Mentoring helps me in gaining mastery over my subjects	4.61	0.50	Strongly Agree	Very High

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2. Mentoring enables me to teach effectively.	4.64	0.51	Strongly Agree	Very High
3. Mentoring assists me in identifying and solve classroom problems.	4.55	0.54	Strongly Agree	Very High
4. Mentoring prepares me for my professional growth.	4.61	0.51	Strongly Agree	Very High
5. Mentoring teaches me to use teaching material effectively.	4.62	0.54	Strongly Agree	Very High
6. Mentoring creates a supportive and comfortable environment for my professional development.	4.62	0.52	Strongly Agree	Very High
7. Mentoring promotes reflective thinking in me.	4.62	0.51	Strongly Agree	Very High
8. My mentors' attitude toward me is collegial.	4.59	0.54	Strongly Agree	Very High
9. My teaching efficiency is increased due to mentoring	4.62	0.51	Strongly Agree	Very High
10. My confidence level is being raised due to the continuous guidance from my mentor.	4.59	0.54	Strongly Agree	Very High
11. I received useful and timely feedback from my mentor.	4.60	0.54	Strongly Agree	Very High
Overall	**4.60**	**0.47**	**Strongly Agree**	**Very High**

AWV=Average Weighted Value, SD=Standard Deviation

Table 3 conveys the perceived level of the continuous professional development program in terms of mentoring. The data confirm that teachers in West B District perceive mentoring as a highly effective component of Continuous Professional Development (CPD), with an overall weighted mean of 4.60 interpreted as "Very High." All indicators were rated "Strongly Agree," with the highest ratings observed in mentoring's role in improving teaching effectiveness (AWV = 4.64), enhancing the use of teaching materials (AWV = 4.62), promoting reflective thinking (AWV = 4.62), increasing teaching efficiency (AWV = 4.62), and creating a supportive professional environment (AWV = 4.62). These results suggest that mentoring significantly contributes to teachers' instructional competence, classroom problem-solving abilities, professional growth, and confidence. The findings also indicate that mentors are perceived as collegial and supportive, providing useful and timely feedback that strengthens teachers' professional practice. This finding aligns with recent Philippine education policy directions emphasizing mentoring as a core strategy in teacher induction and professional growth under the Philippine Professional Standards for Teachers (PPST) and the Results-Based Performance Management System (RPMS) (Department of Education Philippines, 2024). DepEd implementation reports highlight that structured mentoring programs, particularly through school-based learning action cells (SLACs) and coaching sessions, have improved teacher confidence, instructional delivery, and classroom management skills (DepEd, 2024). Furthermore, recent Philippine studies show that mentoring is strongly associated with improved teaching performance, reflective practice, and sustained professional development, especially among early- and mid-career teachers (Olvido et al., 2024). However, literature also suggests that the effectiveness of mentoring depends on the quality of mentor-mentee relationships and the consistency of feedback mechanisms (Teacher Education Council, 2025). Overall, the findings confirm that mentoring is a highly valued and impactful CPD strategy that significantly enhances teacher performance in the Philippine educational context.

Table 4: Perceived Level of Continuous Professional Development Program in Terms of Professional Development Day

D. Professional Development Day	AWV	SD	Description	Interpretation
1. District teacher educator is a knowledgeable person	4.49	0.58	Strongly Agree	Very High
2. District teacher educator is trained in pedagogical skills.	4.56	0.56	Strongly Agree	Very High
3. District teacher educator is a role model for me.	4.52	0.58	Strongly Agree	Very High
4. I am satisfied with the attitude of my DTE towards me.	4.51	0.58	Strongly Agree	Very High
5. Professional development day is beneficial for me.	4.55	0.58	Strongly Agree	Very High
6. I have learned to develop low-cost A.V aids from my mentor.	4.42	0.61	Strongly Agree	Very High
7. Training materials related to CPD are relevant and helpful to me.	4.43	0.63	Strongly Agree	Very High
Overall	**4.50**	**0.55**	**Strongly Agree**	**Very High**

AWV=Average Weighted Value, SD=Standard Deviation

Table 4 manifests the perceived level of the continuous professional development program in terms of professional development day. The result conveys that teachers in West B District have a very high perception of the effectiveness of Professional Development Day as part of

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Continuous Professional Development (CPD), with an overall weighted mean of 4.50 interpreted as "Very High." All indicators were rated "Strongly Agree," particularly on the perceived competence of district teacher educators (DTEs), who are viewed as knowledgeable (AWV = 4.49), well-trained in pedagogical skills (AWV = 4.56), and role models for teachers (AWV = 4.52). Respondents also expressed strong agreement that Professional Development Day is beneficial (AWV = 4.55) and that they are satisfied with the attitude of their DTEs (AWV = 4.51). These findings suggest that structured CPD activities conducted during Professional Development Days are effective in enhancing teacher learning, especially in improving pedagogical practices and resource utilization, such as the development of low-cost instructional materials (AWV = 4.42). This finding is consistent with recent Philippine education reforms that emphasize school-based and division-led professional development as key mechanisms for improving teacher quality under the Philippine Professional Standards for Teachers (PPST) and the MATATAG Curriculum framework (Department of Education Philippines, 2024). DepEd reports further highlight that professional development sessions facilitated by trained instructional leaders and district specialists significantly contribute to improved teaching strategies, instructional material development, and curriculum implementation fidelity (DepEd, 2024). Moreover, recent studies in the Philippine context indicate that teacher learning is most effective when CPD programs are delivered through structured, collaborative, and context-based training led by competent facilitators (Olvido et al., 2024). However, literature also suggests that the sustainability of CPD impact depends on continuous support, follow-up coaching, and relevance of training materials to classroom realities (Teacher Education Council, 2025). Overall, the findings confirm that Professional Development Day is a highly valued CPD mechanism that strengthens teacher competence and instructional effectiveness in the Philippine setting.

Table 5: Summary of the Perceived Level of Continuous Professional Development Program

Domains	AWV	SD	Description	Interpretation
A. Continuous Professional Development	4.51	0.48	Strongly Agree	Very High
B. Continuous Assessment	4.40	0.54	Strongly Agree	Very High
C. Mentoring	4.60	0.47	Strongly Agree	Very High
D. Professional Development Day	4.50	0.55	Strongly Agree	Very High
Overall	**4.50**	**0.50**	**Strongly Agree**	**Very High**

AWV=Average Weighted Value, SD=Standard Deviation

Table 5 summarizes the perceived level of continuous professional development programs across the four domains. The data reveal that Continuous Professional Development (AWV = 4.51), Continuous Assessment (AWV = 4.40), Mentoring (AWV = 4.60), and Professional Development Day (AWV = 4.50), all interpreted as "Very High" with an overall mean of 4.50. This indicates that respondents strongly agree that CPD programs are highly effective in enhancing their professional competence, with mentoring emerging as the most highly rated component, followed by Professional Development Day and general CPD activities. Continuous assessment, while still rated very high, obtained the lowest mean among the domains, suggesting it is slightly less impactful compared to other CPD components, but still widely accepted and valued by teachers. Overall, the findings reflect a strong positive perception of CPD initiatives in West B District, indicating that these programs significantly contribute to teachers' instructional improvement, professional growth, and classroom effectiveness. This result is consistent with recent Philippine education policy directions emphasizing CPD as a key mechanism for improving teacher quality under the Philippine Professional Standards for Teachers (PPST) and the MATATAG Curriculum reform agenda (Department of Education Philippines, 2024). DepEd reports further highlight that mentoring and structured professional development activities are among the most effective CPD strategies in strengthening instructional competence and teacher performance (DepEd, 2024). Similarly, recent Philippine studies show that sustained engagement in CPD programs enhances teachers' pedagogical skills, assessment literacy, and reflective practice, ultimately improving classroom outcomes (Olvido et al., 2024). However, literature also notes that while CPD is highly effective overall, areas such as assessment practices require continuous refinement and support to maximize their classroom impact (Teacher Education Council, 2025). Overall, the findings confirm that CPD programs are highly valued and play a critical role in improving teacher performance in the Philippine educational context.

2. What is the respondents' level of teacher performance based on IPCRF rating?

Level of Teacher's Performance

Table 6: Level of Teacher's Performance

Scale	Range of Values	Description	F	Percent	AWV	Description
1	below 1.499	Poor	0	0.00		
2	1.500-2.499	Unsatisfactory	0	0.00		
3	2.500-3.499	Satisfactory	0	0.00	**4.148**	**Very Satisfactory**
4	3.500-4.499	Very Satisfactory	138	85.19		
5	4.500-5.000	Outstanding	24	14.81		

F=Frequency

Table 6 illustrates the level of teachers' performance. The result shows that teachers in West B District demonstrate a generally high level of performance, with an overall Average Weighted Value (AWV) of 4.148 interpreted as "Very Satisfactory." Specifically, 85.19% of the respondents fall under the "Very Satisfactory" category, while 14.81% are rated as "Outstanding." Notably, no respondents were rated "Satisfactory," "Unsatisfactory," or "Poor," indicating that all teachers meet or exceed the expected standards of performance. This suggests a consistently competent teaching workforce capable of delivering effective instruction and managing classroom responsibilities in line with

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professional expectations. The concentration of ratings in the upper performance categories further implies that teachers are consistently meeting institutional standards and demonstrating effective teaching practices that support learner achievement. This finding is consistent with recent Philippine-based research emphasizing that teacher performance in public schools is generally rated "Very Satisfactory" due to the implementation of standardized evaluation systems such as the Results-Based Performance Management System (RPMS), which aligns teacher performance with competency-based indicators under the Philippine Professional Standards for Teachers (PPST) (Mendoza & Arellano, 2023). Studies also highlight that participation in Continuous Professional Development (CPD) programs significantly contributes to improved teaching performance by enhancing instructional strategies, assessment practices, and classroom management skills among Filipino teachers (Garcia & Ramos, 2024). Furthermore, research conducted in Philippine public schools found that teachers who actively engage in mentoring and professional learning communities tend to receive higher performance ratings due to improved reflective practice and instructional effectiveness (Delos Reyes et al., 2023). However, literature also notes that sustaining "Outstanding" performance levels requires continuous support mechanisms such as coaching, targeted CPD, and workload management to prevent performance stagnation (Navarro, 2024). Overall, the results indicate a highly capable teaching workforce, where structured professional development initiatives play a key role in sustaining and enhancing teacher performance.

3. Is there a significant relationship between the perceived level of continuous professional development programs and level of performance based on IPCRF rating?

Table 7 Test of the Relationship between the Levels of the Continuous Professional Development Program and Teachers' Performance

Variables Correlated	rho-value	p-value	Interpretation
Continuous Professional Development Program and Teacher's Performance	0.183	0.020	positive small/low correlation Significant

Table 7 reveals the test of the relationship between the levels of the continuous professional development program and teachers' performance. When the dataset is subjected to Spearman Rank-Order Correlation Coefficient (Spearman rho), the result confirms that there is a statistically significant relationship between the level of continuous professional development (CPD) programs and teachers' performance, as indicated by the rho-value of 0.183 and p-value of 0.020. Thus, the null hypothesis is rejected. The result shows a positive, small, or low correlation, which means that as teachers' participation in and perception of CPD programs increase, their level of performance also tends to improve. Although the relationship is relatively weak, the significant result suggests that CPD programs still contribute meaningfully to enhancing teachers' instructional competence, classroom effectiveness, and overall professional performance. This implies that CPD initiatives such as mentoring, continuous assessment training, and professional development activities play an important role in supporting teacher growth, even though other factors may also influence performance outcomes. This finding is consistent with recent Philippine studies emphasizing that CPD positively affects teaching effectiveness and professional competence among public school teachers. Research conducted in Philippine basic education institutions found that teachers who actively participate in seminars, mentoring sessions, and professional learning activities tend to demonstrate better instructional practices and higher RPMS performance ratings (Garcia & Mendoza, 2024). Similarly, studies highlight that CPD programs aligned with the Philippine Professional Standards for Teachers (PPST) contribute to improved pedagogical knowledge, learner assessment skills, and classroom management (Santos et al., 2025). However, literature also notes that the relationship between CPD and teacher performance is often moderate to low because teacher effectiveness is influenced not only by professional training but also by factors such as school environment, administrative support, workload, and teacher motivation (Philippine Institute for Development Studies [PIDS], 2025). Nonetheless, education experts in the Philippines continue to emphasize that sustained and relevant CPD programs remain essential in improving teacher quality and learner outcomes under the MATATAG educational reform agenda (Department of Education Philippines, 2024). Overall, the findings confirm that CPD programs contribute positively to teacher performance and should continue to be strengthened and contextualized to maximize their impact.

DISCUSSION

The findings of the study show that Continuous Professional Development (CPD) programs play an important role in enhancing teachers' professional growth and performance. The respondents perceived CPD programs as very high in all domains, particularly in mentoring, continuous professional development, professional development day, and continuous assessment, which indicates that these programs helped teachers improve their instructional competence, assessment practices, reflective thinking, classroom management, and confidence in teaching. The teachers' IPCRF performance was also rated Very Satisfactory, showing that they generally met the expected standards of teaching effectiveness and professional responsibility. Moreover, the significant positive low correlation between CPD programs and teacher performance, $\rho = .183$, $p = .020$, means that higher participation in and more favorable perceptions of CPD programs were associated with better teacher performance; thus, the null hypothesis was rejected. However, since the relationship was low, this implies that while CPD contributes to teacher performance, other factors such as workload, school environment, administrative support, teaching experience, motivation, and availability of instructional resources may also influence teachers' performance. Therefore, CPD programs should be sustained and strengthened through mentoring, Learning Action Cells, Professional Learning Communities, follow-up coaching, and activities aligned with the Philippine Professional Standards for Teachers and MATATAG Curriculum priorities to further improve instructional quality and teacher effectiveness.

CONCLUSION

Based on the findings of the study, it is concluded that the Continuous Professional Development (CPD) programs implemented among the teachers were perceived to be very high in terms of continuous professional development, continuous assessment, mentoring, and professional development

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day. This means that the teachers strongly recognized the importance of CPD programs in improving their professional knowledge, teaching skills, assessment practices, reflective thinking, and classroom effectiveness. Likewise, the teachers' performance based on their IPCRF rating was very satisfactory, which indicates that they generally met the expected standards of instructional delivery, classroom management, learner assessment, and professional responsibilities. Furthermore, the significant positive low relationship between CPD programs and teachers' performance led to the rejection of the null hypothesis. This means that teachers with higher participation in and more favorable perceptions of CPD programs tended to have better IPCRF performance ratings. However, since the relationship was low, CPD programs may not be the only factor affecting teacher performance, as other factors such as administrative support, workload, teaching experience, motivation, school environment, and instructional resources may also influence performance. Overall, CPD programs are important mechanisms for sustaining and improving teacher effectiveness and should be continuously strengthened through mentoring, Learning Action Cells, Professional Learning Communities, professional development days, and assessment-related training aligned with the Philippine Professional Standards for Teachers and MATATAG Curriculum priorities.

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