

**CONTINUING PROFESSIONAL DEVELOPMENT AND TEACHERS' PERFORMANCE IN
MOLAVE DISTRICTS**

A Graduate Thesis

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by

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ABSTRACT

This study was undertaken to determine the perceptions of the school administrators and teachers on the implementation of the Continuing Professional Development Program. It involved 28 school administrators and 286 elementary teachers of Molave East and West Districts, Molave, Zamboanga del Sur during the School Year 2017-2018.

This study looked into the profile of the respondents, their perceptions in the implementation of the Continuing Professional Development Program, the teachers' teaching performance, the benefits gained, the challenges they met, and the course of actions to these challenges. It also ascertained if a significant difference existed between the perceptions of the two groups of respondents regarding the program.

The study revealed that majority of the school administrator-respondents were experienced, females, married, eligible, and had been in the service for more than two decades. They had participated higher level of trainings, Master's Degree holders, permanent in the service, occupying head teacher positions, receiving monthly salary of 34,000 pesos and above and assigned in barangay schools.

Meanwhile, the teacher-respondents were 41-50 years old, females, married, eligible, had been in the service for a decade.

They had attended division trainings, Teacher I, permanent, taken units leading to Master's degree, received a monthly salary of 19,000 to 23,000, and assigned in barangay schools.

Furthermore, the two groups of respondents similarly perceived that Continuing Professional Development was very beneficial and advantageous to them. Teachers were performing well and found course of actions to the few challenges met by them in undergoing the Professional Development.

The few challenges met by the respondents in the implementation of the professional development were insufficient resources to pursue with it, and lack of motivation to be involved in the program. However, finding resources or budget can alleviate it and reminding teachers about the benefit and importance of the program would apparently lighten and solve the challenges. Moreover, there was no significant difference on the perceptions of the two groups of respondents regarding the program.

This study recommends that DepEd allocate funds to support and encourage teachers to pursue post graduate studies for professional advancement. Moreover, school administrators are also encouraged to plan and organize varied trainings and seminar-workshops and require their teachers to attend these in response to the implementation of the Continuing Professional Development Program. Consequently, teachers also undertake the opportunities

of 5engaging in this trainings and seminars for personal and professional growth. And finally, another study conducted in other districts with increased variables.