

Effects of Continuous Professional Development Program on the Work Performance of Teachers in Selected Private Schools

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Abstract

This study determined the effects of the Continuous Professional Development (CPD) Program on the work performance of teachers in selected private schools in Binangonan, Rizal during the School Year 2025–2026, namely: Binangonan Catholic College, Claremont School of Binangonan, Raises Montessori Academe–Pantok Annex, Shining Light Christian College, and Zion Hills Christian School of Binangonan. The respondents consisted of the total population of 114 teachers. A descriptive survey research design and documentary analysis were employed. A researcher-made questionnaire-checklist measured the perceived effects of CPD on motivational skills, classroom management skills, instructional skills, interpersonal skills, and leadership skills. Documentary analysis of teachers' performance evaluation ratings for School Year 2024–2025 served as basis for determining their level of work performance. Findings revealed that most respondents were 21–30 years old, female, single, Teacher I, with less than five years of service, and had attended school-level in-service trainings. Teachers perceived that the CPD program had a very high effect on all identified skill areas. No significant differences were found in the perceived effects when grouped according to sex, civil status, educational attainment, and position title. However, significant differences emerged in terms of age, length of service, and in-service trainings attended. Teachers' overall work performance was rated Very Satisfactory. A significant relationship was established between teachers' level of work performance and the perceived effects of the CPD program. The study concluded that while certain demographic variables do not predict perceived CPD effects, age, experience, and training exposure contribute to teachers' perceptions and performance. Continuous implementation of professional development programs, encouragement for graduate studies, provision of incentives, and adoption of the proposed action plan were recommended.

Keywords: Continuous Professional Development, Work Performance, Teachers, Professional Growth, Educational Management

1. Introduction

Education is a continuous and dynamic process that responds to the evolving demands of society. As a primary driver of national development, it plays a vital role in producing competent human resources capable of addressing social and economic challenges. In the Philippine context, the 1987 Constitution, Article XIV, Section 5 underscores the State's commitment to assigning the highest budgetary priority to education and ensuring that teaching attracts and retains qualified professionals through adequate support and opportunities for professional growth. This constitutional mandate affirms that teachers have the right and responsibility to pursue continuing professional development (CPD) through graduate studies, seminars, trainings, and other scholarly engagements.

Professional development programs are structured initiatives designed to enhance educators' competencies in pedagogy, classroom management, curriculum development, assessment practices, technology integration, and leadership. Empirical studies consistently highlight the positive influence of CPD on teachers' performance and student outcomes. For instance, Asiyah (2022) and Rajendran (2023) found that CPD participation significantly improves instructional effectiveness, work commitment, and teacher retention. Similarly, Letanzio (2023) and Owusu (2022) established a strong relationship between professional development and improved learner achievement, emphasizing the mediating role of teachers' professional knowledge. Mduma (2021) further noted that sustained training reduces burnout and enhances overall job performance. Saludo (2021) reported a significant relationship between CPD and teachers' relational effectiveness, while Padillo (2021) emphasized the need for strategic planning and evaluation of professional development initiatives to maximize benefits. However, despite extensive literature linking CPD with instructional quality and student achievement, limited studies have comprehensively examined its direct effects on teachers' overall work performance—

particularly in private basic education institutions. Most local investigations focused on public schools or higher education faculty, leaving a contextual gap regarding private school settings.

Researcher observations in selected private schools in Binangonan, Rizal reveal that while teachers regularly attend seminars and in-service trainings, systematic evaluation of how these programs translate into measurable work performance remains insufficient. Variations in age, teaching experience, and exposure to trainings also suggest differing levels of professional growth and application. This gap underscores the need to determine whether continuous professional development programs significantly influence teachers' motivational, instructional, managerial, interpersonal, and leadership competencies.

In view of these considerations, the present study was conceived to determine the effects of continuous professional development programs on the work performance of teachers in selected private schools, thereby providing empirical basis for strengthening professional growth initiatives and institutional policies.

2. Materials and methods

2.1 Research Design

This study applied the descriptive method of research utilizing a questionnaire-checklist as the tool in gathering pertinent data.

2.2 Research Setting

The study was conducted in selected private schools in Binangonan, Rizal during the School Year 2025-2026. These schools include Binangonan Catholic College, Claremont School of Binangonan, Raises Montessori Academe-Pantok Annex, Shining Light Christian College and Zion Hills Christian School of Binangonan...

2.3 Respondents

The respondents of the study included the total population of teachers in the said schools. This consists of 114 teachers. They were described in terms of age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended.

2.4 Research Instruments

The study utilized a researcher-made questionnaire-checklist to gather relevant data. The instrument consisted of two parts: Part I collected the respondents' demographic profile, including age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended; Part II measured the perceived effects of the continuous professional development (CPD) program on teachers' work performance in terms of motivational skills, classroom management skills, instructional skills, interpersonal skills, and leadership skills, with 10 items per aspect for a total of 50 items. Responses were rated using a five-point Likert scale ranging from 1 (Never – Least Effect) to 5 (Always – Very High Effect). The level of work performance was determined based on the respondents' latest Performance Evaluation rating, categorized from Poor to Outstanding using a corresponding five-point scale. The instrument underwent content validation by experts in research and education, including the thesis adviser, statistician, dean, professorial lecturers, Math coordinator, and school administrator, and their feedback was incorporated in the final revision of the tool.

2.5 Data Collection

The researcher followed the Gantt Chart of Activities in the conduct of the study. This includes the formulation of research problem up to the revision of the manuscript and submission of the final copy. After the validation of the instrument permission to conduct the study was obtained from the Office of the Schools Division Superintendent. The questionnaire-checklist was administered to the respondents through the Google survey form. Guidelines in the Data Privacy Act were considered for the confidentiality of the gathered data. After the retrieval, the data were encoded and processed through the Statistical Package for Social Sciences (SPSS). Based on the interpreted data, summary of findings, conclusions and recommendations were formulated. After the oral defense, the manuscript was revised considering the comments and suggestions of the Oral Examination Committee. The study was also subjected to an antiplagiarism test. After finalization, hard bound copies were submitted to the office of the Graduate Studies Program and other offices.

2.6 Data Analysis

For the analysis and interpretation of data, appropriate statistical tools were employed. Frequency, percentage, and rank distribution were used to describe the profile of the respondents based on the selected variables. Weighted mean was applied to determine the extent of the effects of the continuous professional development (CPD) program on teachers' work performance across the identified aspects. To test whether significant differences existed in the perceived effects of CPD when respondents were grouped according to their profile variables, one-way analysis of variance (ANOVA) was utilized. The level of work performance of teachers, based on their latest performance evaluation results, was analyzed using mean, standard deviation, frequency, and percentage distribution. Finally, correlation analysis was employed to

determine whether a significant relationship existed between the perceived effects of the CPD program and the teachers' level of work performance.

2.7 Ethical Considerations

The study ensured the protection of the rights and welfare of all respondents. Participation was voluntary, and respondents were informed about the purpose of the study. Confidentiality and anonymity of all information provided were strictly maintained, and data were used solely for research purposes. The researcher ensured that the respondents were treated with respect and that no harm, whether physical, emotional, or psychological, would result from their participation in the study.

3. Results and Discussion

3.1. Profile of the Respondents in Terms of the Selected Variables

As gleaned from the table, majority of the respondents have ages 21-30 years old. Most of them are females with 69.3 % and only 30.7% are males. Majority of them are single with 79.8%, holding Bachelor's degree with 85.1%. Majority of them are Teacher I with 98.2%. Most of them have been in the service below 5 years with 65.8% and have attended school level in-service trainings with 54.4%. The results suggest that the majority of teacher-respondents are young, female, single, and relatively new to the profession.

Table 1: *Profile of the Respondents*

Age	Frequency	Percent	Rank
51years old and above	10	8.8	3
41-50 years old	14	12.3	2
31-40 years old	7	6.1	4
21-30 years old	83	72.8	1
Total	114	100.0	
Sex			
Male	35	30.7	2
Female	79	69.3	1
Total	114	100.0	
Civil Status			
Single	91	79.8	1
Married	22	19.3	2
Separated	1	.9	3
Total	114	100.0	
Educational Attainment			
With MA units	17	14.9	2
Bachelor's Degree	97	85.1	1
Total	114	100.0	
Position Title			
Teacher II	2	1.8	2
Teacher I	112	98.2	1
Total	114	100.0	
Length of Service			
25 years and more	10	8.8	3
20-24 years	1	.9	6
15-19 years	9	7.9	4
10-14 years	5	4.3	5
5-9 years	14	12.3	2
Below 5 years	75	65.8	1
Total	114	100.0	
In-Service Trainings Attended			
International Level	1	.9	6
National Level	19	16.7	2
Regional Level	7	6.1	4.5
Division Level	7	6.1	4.5
District Level	18	15.8	3
School Level	62	54.4	1
Total	114	100.0	

3.2. Extent of Effects of Continuous Professional Development Program on the Work Performance of Teachers as Perceived by Themselves with Respect to the Different Aspects

As depicted from the table, the composite weighted mean obtained is 4.65 interpreted Very High Effect. First and second in ranks are Interpersonal Skills and Classroom Management Skills with overall weighted means of 4.72 and 4.67 respectively both interpreted Very High Effect. The three other aspects are interpreted Very High Effect with last in rank is the aspect Instructional Skills with an overall weighted mean of 4.57. It could be deduced from the results that continuous professional development program has very high effect on the work performance of teachers with respect to the cited aspects. This means that teachers' participation in different professional development activities help in enhancing their motivational skills, classroom management skills, instructional skills, interpersonal skills and leadership skills. Findings imply that continuous development programs positively impact teachers' work performance by enhancing their teaching competencies, such as lesson planning, classroom management, and assessment skills. This leads to increased job satisfaction, greater confidence, improved student engagement and achievement, and a greater likelihood of career advancement and retention. This conforms with the findings of the study of Padillo (2021) which showed that professional development activities for teachers had achieved mastery in instructional planning, instructional delivery, knowledge of the subject matter, rapport with students, and classroom management.

Table 2: *Extent of Effects of Continuous Professional Development Program on the Work Performance of Teachers as Perceived by Themselves with Respect to the Different Aspects*

Aspects	$\overline{WX}$	Verbal Interpretation	Rank
Motivational Skills	4.65	Very High Effect	4
Classroom Management Skills	4.67	Very High Effect	2
Instructional Skills	4.57	Very High Effect	5
Interpersonal Skills	4.72	Very High Effect	1
Leadership Skills	4.66	Very High Effect	3
Composite $\overline{WX}$	4.65	Very High Effect	

3.3. Significant Difference on the Extent of Effects of Continuous Professional Development Program on the Work Performance of Teachers as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile

As gleaned from the table, with respect to the different aspects in terms of sex, civil status, position title and educational attainment, F-test results reveal probability values greater than .05. This fails to reject the null hypothesis stating that there is no significant difference on the extent of effects of continuous professional development program on the work performance of teachers as perceived by themselves with respect to the different aspects in terms of the cited variables. On the other hand, in terms of age, length of service and in-service trainings attended, the null hypothesis is since the probability values in all aspects are less than .05. Findings imply that teachers' maturity, teaching experience and trainings attended are contributory on the teachers' perception on the extent of effects of continuous professional development program on the work performance of teachers with respect to the different aspects. Meanwhile, sex, civil status, position title and educational attainment are not significant. This relates with the findings of the study of Laurel (2022) which revealed that most of the respondents are female, belong to the age bracket of 41 years and above, and teaching for 21 years and above, and their highest educational attainment is college graduate where they are qualified to teach. On the other hand, contribution of professional development system in the area of acquiring knowledge theory skills shows to develop knowledge and skills in the simple process and application of learning, and provides skills and knowledge to understand the process of instruction in teaching process, contribution of professional development system in the area of standard requirements theory skills shows that effective teacher skills include a well-organized classroom to avoid distraction in the classroom learning process, and need to develop leadership skills inside or outside the classroom teaching and learning responsibility.

Table 3: Significant Difference on the Extent of Effects of Continuous Professional Development Program on the Work Performance of Teachers as Perceived by Themselves with Respect to the Different Aspects in Terms of Their Profile

Aspects/Variables	F-value	p-value	Ho	Verbal Interpretation
Age				
Motivational Skills	7.412	0.041	Rejected	Significant
Classroom Management Skills	8.243	0.005	Rejected	Significant
Instructional Skills	5.611	0.019	Rejected	Significant
Interpersonal Skills	9.321	0.003	Rejected	Significant
Leadership Skills	3.984	0.003	Rejected	Significant
Sex				
Motivational Skills	0.021	0.987	Accepted	Not Significant
Classroom Management Skills	0.045	0.921	Accepted	Not Significant
Instructional Skills	0.711	0.392	Accepted	Not Significant
Interpersonal Skills	1.987	0.199	Accepted	Not Significant
Leadership Skills	0.232	0.983	Accepted	Not Significant
Civil Status				
Motivational Skills	2.221	0.832	Accepted	Not Significant
Classroom Management Skills	1.222	0.322	Accepted	Not Significant
Instructional Skills	1.366	0.798	Accepted	Not Significant
Interpersonal Skills	1.263	0.851	Accepted	Not Significant
Leadership Skills	0.183	0.854	Accepted	Not Significant
Position Title				
Motivational Skills	0.632	0.643	Accepted	Not Significant
Classroom Management Skills	0.629	0.622	Accepted	Not Significant
Instructional Skills	2.115	0.066	Accepted	Not Significant
Interpersonal Skills	0.529	0.787	Accepted	Not Significant
Leadership Skills	0.281	0.853	Accepted	Not Significant
Educational Attainment				
Motivational Skills	0.514	0.119	Accepted	Not Significant
Classroom Management Skills	1.825	0.232	Accepted	Not Significant
Instructional Skills	1.711	0.439	Accepted	Not Significant
Interpersonal Skills	0.165	0.645	Accepted	Not Significant
Leadership Skills	0.213	0.832	Accepted	Not Significant
Length of Service				
Motivational Skills	5.721	0.004	Rejected	Significant
Classroom Management Skills	3.754	0.009	Rejected	Significant
Instructional Skills	6.622	0.033	Rejected	Significant
Interpersonal Skills	8.018	0.034	Rejected	Significant
Leadership Skills	9.765	0.002	Rejected	Significant
In- Service Trainings Attended				
Motivational Skills	3.422	0.005	Rejected	Significant
Classroom Management Skills	3.029	0.012	Rejected	Significant
Instructional Skills	4.112	0.006	Rejected	Significant
Interpersonal Skills	6.793	0.004	Rejected	Significant
Leadership Skills	7.885	0.001	Rejected	Significant

3.4. Level of Work Performance of the Respondents as Revealed by the Results of their Performance Evaluation

As depicted in the table, performance evaluation results of the respondents obtained an overall mean rating of 4.35 interpreted Very Satisfactory. The majority of respondents (78.9%) have a "Very Satisfactory" performance, while 21.1% have an "Outstanding" performance. The standard deviation of 0.21857, indicates a relatively low variability in performance evaluation grades. The results suggest that the respondents have a high level of work performance, with the majority achieving a "Very Satisfactory" rating. Findings reveal that the respondents are meeting or exceeding expectations in their roles. The findings highlight the strengths of the respondents and suggest areas for continued growth and development. This relates with the findings of Cortez (2021) that teacher's performance based on the ratings of IPCR revealed that majority of teachers have Very Satisfactory ratings. Results showed that respondents were generally very satisfied with their work and that this satisfaction level was found not significantly related to work performance, degree of professionalism and commitment of the teachers towards work.

Table 4: *Level of Work Performance of the Respondents as Revealed by the Results of their Performance Evaluation*

Ratings	Verbal Interpretation	f	%
4.50 – 5.00	Outstanding	24	21.1
3.50 – 4.49	Very Satisfactory	90	78.9
2.50 – 3.49	Satisfactory		-
1.50 – 2.49	Unsatisfactory	-	-
1.00 – 1.49	Poor	-	-
Total		114	100
Highest Rating			4.66
Lowest Rating			3.85
Mean		4.35 – Very Satisfactory	
Standard Deviation			.21857

3.5. Significant Relationship Between the Extent of Effects of Continuous Professional Development Program and Level of Work Performance of Teachers

The table reflects that in all aspects, the test of relationship shows high correlation coefficients with probability values less than .05. This rejects the null hypothesis stating that there is no significant relationship between the perceived effects of continuous professional development program and level of work performance of teachers. Findings indicate that there is a significant positive relationship between the extent of effects of continuous professional development program and level of work performance of teachers in all aspects. This means that the extent of effects of continuous professional development program increases, the level of work performance of teachers also tends to increase. Findings imply that continuous professional development positively impacts teachers' performance by improving their knowledge, skills, and practices, which in turn leads to better student outcomes. This is because continuous professional development equips teachers with up-to-date pedagogical strategies, enhances their ability to manage classrooms, and helps them adapt to evolving educational standards and technologies. This is similar with the findings of the study of Owusu (2022), which showed that professional development has a significant positive relationship with professional knowledge. Also, professional development and professional knowledge were positively related to academic performance respectively. Finally, the results of the study showed that professional knowledge partially mediated the relationship between professional development and academic performance.

Table 5: *Significant Relationship Between the Extent of Effects of Continuous Professional Development Program and Level of Work Performance of Teachers*

Aspects	r-values	p-values	Ho	Verbal Interpretation
Motivational Skills	0.758	0.029	Rejected	Significant
Classroom Management Skills	0.812	0.007	Rejected	Significant
Instructional Skills	0.883	0.008	Rejected	Significant
Interpersonal Skills	0.754	0.045	Rejected	Significant
Leadership Skills	0.763	0.003	Rejected	Significant

4. Conclusion & Recommendations

The study concluded that teachers' sex, civil status, educational attainment, and position title do not significantly predict the perceived effects of continuous professional development (CPD) programs on their work performance. However, age, length of service, and in-service trainings attended were found to be contributory factors influencing how teachers perceive the effects of CPD on their performance. Furthermore, a significant relationship exists between the perceived effects of the CPD program and the overall level of teachers' work performance, indicating that sustained professional development initiatives are associated with improved professional outcomes.

In light of these findings, it is recommended that schools continuously implement relevant professional development activities to enhance teachers' competencies and instructional skills. Teachers should be encouraged to pursue graduate education to further strengthen their professional growth and career advancement. School administrators may also provide incentives and career progression opportunities to those who actively participate in CPD programs. The proposed

action plan is recommended for implementation, and future researchers are encouraged to conduct parallel studies incorporating additional variables to further validate and expand the findings of the study.

Compliance with ethical standards

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