
**IMPLEMENTATION COMPLIANCE AND EFFECTIVENESS OF THE
CONTINUING PROFESSIONAL DEVELOPMENT ACT (R.A.10912)**

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ABSTRACT

This study assessed the implementation, compliance, and effectiveness of the Continuing Professional Development (CPD) Act of 2016 (Republic Act No. 10912) among licensed criminologists in Panay Island, Philippines, in 2025. Employing a descriptive research design, the study involved 346 registered criminologists selected through stratified random sampling from a population of 2,588 professionals affiliated with the Philippine National Police (PNP), Bureau of Fire Protection (BFP), Bureau of Jail Management and Penology (BJMP), National Bureau of Investigation (NBI), and Philippine Drug Enforcement Agency (PDEA). Data were collected using a researcher-made questionnaire that underwent content validation and reliability testing. Statistical tools such as frequency, percentage, mean, t-test, analysis of variance (ANOVA), and Pearson's r were utilized in analyzing the data. Findings revealed that the implementation ($M = 2.92$) and compliance ($M = 2.96$) with the CPD Act were both at a moderate extent, while its effectiveness ($M = 2.86$) was rated moderate. Significant differences in implementation were observed only when respondents were classified according to province. Compliance significantly differed according to years in service, type of agency, and province, while effectiveness significantly varied based on years in service and province. No significant differences were found when respondents were grouped according to sex and educational attainment in most variables. Furthermore, significant positive relationships were found among implementation, compliance, and effectiveness, indicating that improved implementation leads to higher compliance and greater perceived effectiveness of the CPD Act. The study concludes that while licensed criminologists recognize the value of CPD, challenges related to accessibility, consistency of implementation, and compliance remain. Strengthening policy implementation, enhancing support mechanisms, and improving access to relevant and affordable CPD programs are

recommended to maximize the law's intended benefits for professional development and competency enhancement.

KEYWORDS: Continuing Professional Development Act, CPD Compliance, CPD Effectiveness, Licensed Criminologists, Professional Development, Panay Island, Republic Act No. 10912.

INTRODUCTION

Ensuring the quality-of-service delivery and preserving public trust depend on licensed practitioners developing their professional competence. This idea is made official in the Philippines by Republic Act No. 10912, also referred to as the Continuing Professional Development (CPD) Act of 2016. All regulated professionals are required by law to complete continuing professional development (CPD) activities to renew their Professional Identification Cards (PICs). The Professional Regulation Commission (PRC) and the corresponding Professional Regulatory Boards are in charge of enforcing this requirement (Republic Act No. 10912, 2016).

By helping professionals stay knowledgeable, moral, and competitive in their fields on a global scale, the CPD Act seeks to encourage lifelong learning (PRC, n.d.). The PRC responded by establishing the Continuing Professional Development Accreditation System (CPDAS), which accredits programs and providers in a range of professions, including criminology (CPDAS, n.d.). The CPD Act's implementation has, however, faced several obstacles in spite of the institutional framework, including those related to cost, accessibility, program quality, and administrative limitations, especially in geographically dispersed areas like Panay Island.

Moreover, Republic Act No. 11131, also known as the Philippine Criminology Profession Act of 2018, reinforces the importance of CPD in the criminology profession. Section 2 of R.A. 11131 emphasizes the State's policy to "promote, develop, and professionalize the practice of criminology in the country." It also mandates that registered criminologists adhere to ethical and competency-based standards aligned with the CPD requirements. This law institutionalizes the role of the Professional Regulatory Board of Criminology (PRBoC) under the supervision of the PRC in ensuring the delivery of relevant and accessible CPD programs for criminologists nationwide.

The implementation of CPD was further altered in 2020 by the start of the COVID-19 pandemic. The majority of professional development activities moved to online or blended

modalities due to limitations on in-person meetings (Soklaridis et al., 2024). Some people found that this digital shift increased their flexibility and access, but it also revealed inequalities in digital literacy, internet connectivity, and technological resources—factors that are still unequally distributed throughout the Philippine regions (Barath and Ross, 2024). Professionals working outside of large cities, such as those in the provinces of Iloilo, Capiz, Antique, and Aklan on Panay Island, are directly impacted by these issues.

Furthermore, the majority of empirical research on CPD in the Philippines has focused on the domains of health and education sciences, leaving criminology as an understudied field (Soklaridis et al., 2024). Additionally, little research has been done on the implementation and results of CPD at the regional or island level, especially in places like Panay, where geographic isolation, a lack of providers, and differing institutional support from organizations like the Philippine National Police (PNP), Bureau of Jail Management and Penology (BJMP), and local government units may influence professional development opportunities.

A localized study into the application, adherence, and efficacy of the CPD Act among Panay Island's registered criminologists is both urgently needed and required in light of these contextual difficulties. Improving CPD delivery methods, fostering fair access to professional development, and guaranteeing that criminologists maintain professional and ethical standards in the fight for justice and public safety can all be achieved by having a thorough understanding of how the law operates in practice at the regional level. Thus, this study will be conducted.

Statement of the Problem

This study aimed to determine the implementation, compliance, and effectiveness of the Continuing Professional Development Act (R.A. 10912) among Registered Criminologists in Panay Island, Philippines, for the year 2025.

Specifically, the study sought answers to the following questions:

1. What is the profile of the respondents in terms of sex, educational attainment, years in service, type of agency, and province?
2. What is the extent of implementation of the Continuing Professional Development Act as assessed by the respondents when taken as a whole and when classified according to sex, educational attainment, years in service, type of agency, and province?

3. What is the extent of compliance with the Continuing Professional Development Act as assessed by the respondents when taken as a whole and when classified according to sex, educational attainment, years in service, type of agency, and province?
4. What is the level of effectiveness of the Continuing Professional Development Act as assessed by the respondents when taken as a whole and when classified according to sex, educational attainment, years in service, type of agency, and province?
5. Are there significant differences in the extent of implementation of the Continuing Professional Development Act as assessed by the respondents when classified according to sex, educational attainment, years in service, type of agency, and province?
6. Are there significant differences in the extent of compliance with the Continuing Professional Development Act as assessed by the respondents when classified according to sex, educational attainment, years in service, type of agency, and province?
7. Are there significant differences in the level of effectiveness of the Continuing Professional Development Act as assessed by the respondents when classified according to sex, educational attainment, years in service, type of agency, and province?
8. Are there significant relationships among implementation, compliance, and effectiveness of the Continuing Professional Development Act?

METHODS

This study utilized a descriptive research design to assess the implementation, compliance, and effectiveness of the Continuing Professional Development (CPD) Act (R.A. 10912) among licensed criminologists in Panay Island, Philippines, in 2025. The respondents were 346 criminologists selected through stratified random sampling from a population of 2,588 professionals employed in various public safety agencies. Data were gathered using a researcher-made questionnaire validated by experts and tested for reliability. The instrument measured respondents' profiles and their perceptions of the implementation, compliance, and effectiveness of the CPD Act. After securing the necessary permissions, the researcher administered the questionnaires and processed the data using SPSS. Statistical tools such as frequency, percentage, mean, t-test, ANOVA, and Pearson's r were employed to analyze the data and determine differences and relationships among the study variables.

RESULTS AND DISCUSSIONS

Profile of the Respondents

Table 1 presents the profile of the respondents by sex, educational attainment, years of service, type of agency, and province. There were 233 males and 113 females, showing that the Criminology profession is a male-dominated one.

Almost ninety-five percent were baccalaureate degree holders, with only 17 earning their master's degree and 2 possessing a doctorate degree. Thirty-eight percent of the respondents had been in service for 6 to 10 years, followed by those with 5 years & below (25.4%), those with 11 to 15 years (18.2%), those with 16 to 20 years in service (13.6%), with a minimal 4.3 % having 21 years in service and above.

Almost fifty percent of the respondents were affiliated with the Philippine National Police (PNP -162, 46.8%), followed by those affiliated with the Bureau of Fire Protection (BFP), 73, comprising 21.1 %, and those affiliated with the Bureau of Jail Management and Penology (BJMP), 71, comprising 20.5%, with minimal numbers affiliated with the Philippine Drug Enforcement Agency (PDEA), 33 comprising 9.5% and the National Bureau of Investigation (NBI), 7 comprising only 2%.

When classified according to province, 158 were from Iloilo (45.7%), followed by Antique, 66 (19.1%), Capiz, 63 (18.2%), and Aklan, 59 (17.1%).

The data is reflected in Table 1.

Table 1. Profile of the respondents in terms of sex, educational attainment, years in service, type of agency, and province.

Variables	Frequency	Percent
Sex		
Male	233	67.3
Female	113	32.7
Educational Attainment		
Baccalaureate Degree	327	94.5
Master's Degree	17	4.9
Doctorate Degree	2	.6
Years in Service		
5 years and below	88	25.4
6 to 10 years of service	133	38.4
11 to 15 years of service	63	18.2
16 to 20 years of service	47	13.6
21 years and above	15	4.3
Type of Agency		
Philippine National Police (PNP)	162	46.8
Bureau of Fire Protection (BFP)	73	21.1

Bureau of Jail Management and Penology (BJMP)	71	20.5
National Bureau of Investigation (NBI)	7	2.0
Philippine Drug Enforcement Agency (PDEA)	33	9.5
Province		
Aklan	59	17.00
Antique	66	19.00
Capiz	63	18.00
Iloilo	158	46.00
Total	346	100.00

Table 2 presents the extent of implementation of the CPD Act as assessed by the respondents when taken as a whole. The results showed that as a whole, the respondents assessed the implementation of the CPD Act to a moderate extent ($M=2.92$). This means that the CPD programs are implemented to a moderate extent, where participation and compliance are evident, but may not be consistent across all areas of professional development. The results reflected in the table showed that all items in the questionnaire were assessed by the respondents to be implemented to a moderate extent only. Although they assessed that information about the CPD Act (RA 10912) is clearly disseminated to registered criminologists ($M=3.26$), and that Professional organizations regularly inform members about CPD requirements for license renewal (3.17), and the Professional Regulation Commission (PRC) provides clear guidelines regarding CPD implementation (3.07), their assessment of its implementation is only to a moderate extent.

Republic Act No. 10912, or the Continuing Professional Development Act, was enacted in 2016, mandating all registered professionals, including Registered Criminologists, to comply with the required Continuing Professional Development (CPD) before processing the renewal of their Professional Identification Cards (PIC). Similarly, Republic Act 11131 was enacted in 2018, however, for eight consecutive years, Registered Criminologists who were non-compliant with the CPD requirement could still renew their PRC license.

Table 2. Extent of implementation of the Continuing Professional Development Act as assessed by the respondents when taken as a whole.

Indicators	Mean	Description
Information about the CPD Act (RA 10912) is clearly disseminated to registered criminologists.	3.26	Moderate Extent
Professional organizations regularly inform members about CPD requirements for license renewal.	3.17	Moderate Extent
CPD programs and seminars are made available to registered criminologists.	2.93	Moderate Extent
The Professional Regulation Commission (PRC) provides clear	3.07	Moderate Extent

guidelines regarding CPD implementation.		
CPD providers offer programs relevant to criminology.	3.01	Moderate extent
Registered criminologists are encouraged to participate in CPD activities.	3.03	Moderate Extent
Employers support criminologists in attending CPD seminars and training.	2.92	Moderate Extent
There are adequate opportunities for criminologists to earn CPD units.	2.78	Moderate Extent
The requirements for CPD units are properly explained to professionals.	2.89	Moderate Extent
Monitoring of CPD Compliance is carried out by the relevant authorities.	2.88	Moderate Extent
There are sufficient CPD activities accessible to criminologists in different locations.	2.68	Moderate Extent
The registration process for CPD programs is clear and organized.	2.77	Moderate Extent
The schedule of CPD seminars and training programs is properly announced.	2.73	Moderate Extent
Provides equal learning opportunities for all professionals.	2.85	Moderate Extent
PRC provides sufficient support in implementing the CPD Act.	2.87	Moderate Extent
Overall Mean	2.92	Moderate Extent

Scale of Means: 4.21 – 5.00 Very Great Extent (VGE), 3.40 – 4.20 Great Extent (GE), 2.61 – 3.40 Moderate Extent (ME), 1.81 – 2.60 Low Extent (LE), 1.00 – 1.80 Very Low Extent (VLE).

Furthermore, the PRC has issued numerous issuances extending the acceptance of CPD undertaking as a waiver for the renewal of PRC ID so that professionals can proceed with their renewal processing. Such action by the PRC only conveys to registered professionals, including criminologists, that they can still renew their license without the CPD units. They do not mind or exert an effort to comply, but instead, relying on the mentality of “*utangin nalang*” is their only hope every time they renew their PRC ID.

These criminologists, specifically working in law enforcement or military agencies, are classified as uniformed personnel who are widely clamoring for the requirements every time they renew their PRC ID.

Table 3 presents the extent of implementation of the CPD Act as assessed by the respondents when classified according to sex, educational attainment, years in service, type of agency, and province. The results showed that when respondents were classified according to categories, they assessed the extent of implementation of the CPD Act to a moderate extent. This showed that the respondents assessed that the participation and compliance with the CPD Act are evident but may not be consistent across all areas of professional development. However, respondents from the province of Aklan assessed it to be low (M=2.29). The

respondents assessed that the CPD programs are implemented to a limited extent, and participation in professional education activities is occasional, and compliance may be inadequate.

Additionally, these registered criminologists are currently performing the practice of profession. And based on the mandates of their respective agencies, they were provided with training aligned to their specific duties and functions. Consequently, the training offered and conducted by accredited providers is both equivalent, as both meet the objective of the CPD law, particularly for the continuous learning and enhancement of skills.

Table 3. Extent of implementation of the Continuing Professional Development Act as assessed by the respondents when classified according to sex, educational attainment, years in service, type of agency, and province.

Variables	Mean	Description
Sex		
Male	2.89	Moderate Extent
Female	2.99	Moderate Extent
Sub Mean	2.94	Moderate Extent
Educational Attainment		
Baccalaureate Degree	2.92	Moderate Extent
Master's Degree	3.02	Moderate Extent
Doctorate Degree	2.73	Moderate Extent
Sub Mean	2.89	Moderate Extent
Years in Service		
5 years and below	3.15	Moderate Extent
6 to 10 years of service	2.84	Moderate Extent
11 to 15 years of service	2.75	Moderate Extent
16 to 20 years of service	2.98	Moderate Extent
21 years and above	2.88	Moderate Extent
Sub Mean	2.92	Moderate Extent
Type of Agency		
PNP	2.92	Moderate Extent
BFP	3.02	Moderate Extent
BJMP	2.82	Moderate Extent
NBI	3.78	Great Extent
PDEA	2.75	Moderate Extent
Sub Mean	3.05	Moderate Extent
Province		
Aklan	2.29	Low Extent
Antique	2.80	Moderate Extent
Capiz	3.14	Moderate Extent
Iloilo	3.12	Moderate Extent
Sub Mean	2.83	Moderate Extent

Scale of Means: 4.21 – 5.00 Very Great Extent (VGE), 3.40 – 4.20 Great Extent (GE), 2.61 – 3.40 Moderate Extent (ME), 1.81 – 2.60 Low Extent (LE), 1.00 – 1.80 Very Low Extent (VLE).

Table 4 presents the extent of compliance with the CPD Act as assessed by the respondents when taken as a whole. The results revealed that the compliance with the CPD Act, as assessed by the respondents, was to a moderate extent ($M=2.96$). This showed that Criminologists comply with CPD requirements to some extent, although participation in professional development activities may be inconsistent or selective. However, it was only in their awareness that the CPD Act (R.A. 10912) is a mandatory requirement for the renewal of their professional license as a criminologist, where they assessed their compliance to a great extent ($M=3.61$).

Moreover, Estrellado (2022) observed that professionals across disciplines viewed the mandatory nature of CPD as a form of “compulsory learning” that conflicts with individual autonomy in professional development. However, this sentiment was partly mitigated by the PRC’s temporary easing of CPD requirements during the pandemic, which improved public perception of the law’s flexibility (Professional Regulation Commission, 2022). For criminologists, compliance attitudes may be similarly affected by the perception of CPD as either a burden or an opportunity—depending on whether the programs directly enhance practical competencies in areas like forensic science, criminal investigation, or law enforcement ethics.

Table 4. Extent of compliance with the Continuing Professional Development Act as assessed by the respondents when taken as a whole.

Indicators	Mean	Description
aware that the CPD Act (R.A. 10912) is a mandatory requirement for the renewal of my professional license as a criminologist.	3.61	Great Extent
familiar with the number of CPD credit units required for license renewal under the PRC guidelines.	3.18	Moderate Extent
clearly understand the procedures for earning and reporting CPD units.	2.98	Moderate Extent
actively attend CPD-accredited training programs or seminars related to criminology.	2.66	Moderate Extent
participate in online or blended CPD learning activities when available.	2.84	Moderate Extent
Plan my participation in CPD programs ahead of my license renewal schedule.	2.89	Moderate Extent
attend CPD programs that enhance my knowledge and skills in criminal justice and law enforcement.	2.95	Moderate Extent
Submit the required certificates or documents as proof of CPD completion to PRC.	2.92	Moderate Extent

ensure that my CPD units correspond to my field of specialization in criminology.	2.96	Moderate Extent
regularly verify my CPD compliance status before renewing my license.	2.84	Moderate Extent
Identify and select CPD-accredited programs relevant to my criminology practice.	2.87	Moderate Extent
Maintain organized records of all my completed CPD activities.	2.83	Moderate Extent
Verify the authenticity of my CPD certificates before submission to avoid disqualification.	2.92	Moderate Extent
Comply with PRC verification requests promptly to avoid license renewal issues.	3.03	Moderate Extent
Take proactive measures to overcome challenges in attending CPD programs (e.g., schedule conflicts, travel distance).	3.00	Moderate Extent
Overall Mean	2.96	Moderate Extent

Scale of Means: 4.21 – 5.00 Very Great Extent (VGE), 3.40 – 4.20 Great Extent (GE), 2.61 – 3.40 Moderate Extent (ME), 1.81 – 2.60 Low Extent (LE), 1.00 – 1.80 Very Low Extent (VLE).

Table 5 presents the extent of compliance with the Continuing Professional Development Act as assessed by the respondents when classified according to sex, educational attainment, years in service, type of agency, and province. The results revealed that across classifications, the respondents assessed the extent of their compliance with the CPD Act to a moderate extent.

This showed that Criminologists comply with CPD requirements to some extent, although participation in professional development activities may be inconsistent or selective. However, when their type of agency was considered, the respondents affiliated with the National Bureau of Investigation (NBI), assessed their compliance to a great extent ($M=4.01$).

When the respondents were classified according to province, the respondents from the province of Aklan, assessed their compliance with the CPD Act to a low extent ($M=2.20$). Their assessment showed that the Criminologists show limited compliance with CPD requirements, with occasional participation in professional development activities and partial adherence to standards.

The results confirm the findings of the study of Ramos et al (2024), which revealed that the respondents' limited compliance occurred as more professionals used the oath of undertaking rather than the required CPD units in renewing their licenses. The study showed that the leading reasons for non-compliance with the law were being too busy and the high cost of CPD activities. With these research results, the researchers recommend the enhanced information drive on the CPD Act of 2016, lowering or subsidizing fees of CPD activities,

and urging concerned agencies and organizations to give more depth and power to professional licenses.

Table 5. Extent of compliance with the Continuing Professional Development Act as assessed by the respondents when classified according to sex, educational attainment, years in service, type of agency, and province.

Variables	Mean	Description
Sex		
Male	2.90	Moderate Extent
Female	3.07	Moderate Extent
	2.98	Moderate Extent
Educational Attainment		
Baccalaureate Degree	2.93	Moderate Extent
Master's Degree	3.39	Moderate Extent
Doctorate Degree	2.97	Moderate Extent
	3.09	Moderate Extent
Years in Service		
5 years and below	3.19	Moderate Extent
6 to 10 years of service	2.91	Moderate Extent
11 to 15 years of service	2.67	Moderate Extent
16 to 20 years of service	3.11	Moderate Extent
21 years and above	2.74	Moderate Extent
	2.92	Moderate Extent
Type of Agency		
PNP	2.87	Moderate Extent
BFP	3.00	Moderate Extent
BJMP	2.89	Moderate Extent
NBI	4.01	Great Extent
PDEA	3.20	Moderate Extent
	3.19	Moderate Extent
Province		
Aklan	2.20	Low Extent
Antique	2.82	Moderate Extent
Capiz	3.13	Moderate Extent
Iloilo	3.22	Moderate Extent
	2.84	Moderate Extent

Scale of Means: 4.21 – 5.00 Very Great Extent (VGE), 3.40 – 4.20 Great Extent (GE), 2.61 – 3.40 Moderate Extent (ME), 1.81 – 2.60 Low Extent (LE), 1.00 – 1.80 Very Low Extent (VLE).

Conceptually, compliance with the CPD Act may be viewed through the lens of professional accountability and lifelong learning. Professionals are expected to comply with CPD requirements because continuous education enhances professional competence, improves

service delivery, and aligns practice with international standards. The law emphasizes that CPD is not merely regulatory compliance but a mechanism for career progression, specialization, and quality assurance in professional practice.

Table 6 presents the level of effectiveness of the Continuing Professional Development (CPD) Act as assessed by the respondents when taken as a whole. The results showed that the respondents assessed the level of effectiveness of the CPD Act as moderate ($M=2.86$). This means that the CPD program, as assessed by the respondents, is somewhat effective in contributing to their professional growth, although improvements in content, delivery, or relevance may be needed. Although all items were assessed to be moderate, the respondents believed that seminars and training help them keep updated with new developments in criminology ($M=2.97$), and CPD programs improve their professional knowledge in criminology ($M=2.91$).

Aside from being a Registered Criminologist, their PRC licenses are likewise used as eligibility for entry into government service in reference to Republic Act No. 1080. However, due to the difficulty in complying with CPD training as a requirement for renewal of PRC ID, others opted to take other government examinations, such as Civil Service Commission (CSC) and National Police Commission (NAPOLCOM) for PNP only, and bar examinations, because passing these examinations does not require renewal every three (3) years and complying with the CPD requirement based on the existing PRC guidelines.

Table 6. Level of effectiveness of the Continuing Professional Development Act as assessed by the respondents when taken as a whole.

Indicators	Mean	Description
CPD programs improve my professional knowledge in criminology.	2.91	Moderate
activities enhance my professional skills in competencies.	2.88	Moderate
seminars and training help me keep updated with new developments in criminology.	2.97	Moderate
The program contributes to the empowerment of my job performance.	2.87	Moderate
activities help strengthen ethical practices in the criminology profession.	2.88	Moderate
programs promote lifelong learning among criminologists.	2.88	Moderate
The program enhances my ability to address issues related to crime and public safety.	2.88	Moderate
activities contribute to the professional growth of criminologists.	2.86	Moderate
Participation increases my confidence in performing my duties and responsibilities.	2.88	Moderate
activities encourage innovation and new approaches in professional practice.	2.90	Moderate
programs strengthen collaboration among criminology professionals.	2.90	Moderate
Participation enhances awareness of conduct, leaves, and policies related to criminology.	2.87	Moderate
The content has helped me improve my technical and analytical skills.	2.85	Moderate

Activities have enhanced my knowledge of current issues in law enforcement and criminal justice.	2.89	Moderate
The programs have significantly improved my competence and professional practice.	2.89	Moderate
Overall Mean	2.86	Moderate

Scale of Means: 4.21 – 5.00 Very High (VH), 3.40 – 4.20 High (H), 2.61 – 3.40 Moderate (M), 1.81 – 2.60 Low (L), 1.00 – 1.80 Very Low (VL).

Recent studies from 2023 indicate that the effectiveness of the CPD Act is reflected in the improvement of teachers' competence, motivation, and professional engagement. Dayagbil and Alda (2024) found that professional development activities positively influenced teachers' instructional competence and student learning outcomes. Teachers perceived CPD opportunities as effective because they enhanced teaching strategies, updated professional knowledge, and improved classroom practices. Motivation, accessibility of training, and institutional support were identified as important factors influencing the effectiveness of CPD programs.

Table 7 presents the level of effectiveness of the CPD Act as assessed by the respondents when classified according to sex, educational attainment, years in service, type of agency, and province. The results revealed that when classified according to sex and educational attainment, the respondents assessed that the level of effectiveness of the CPD Act was moderate (SM=2.90; 2.89).

When classified according to years in service, the sub mean was 2.87, with all categories having moderate assessment, except with respondents who had been in the service for 11-15 years, who assessed its level of effectiveness to be low (M=2.49). Looking at the type of agency, respondents from PNP, BFP, BJMP, and PDEA assessed the level of effectiveness of the CPD Act as moderate, with mean scores of 2.77, 2.97, 2.76, and 3.07, respectively. Only respondents affiliated with the NBI assessed its effectiveness as high (M=3.83). When classified according to province, respondents from Antique, Capiz, and Iloilo assessed the level of effectiveness of the CPD Act as moderate (M=2.75, 2.82, 3.18) while respondents from Aklan assessed it to be low (M=2.17).

Table 7. Level of effectiveness of the Continuing Professional Development Act as assessed by the respondents when classified according to sex, educational attainment, years in service, type of agency, and province.

Variables	Mean	Description
Sex		
Male	2.80	Moderate
Female	3.00	Moderate
Sub Mean	2.90	Moderate
Educational Attainment		
Baccalaureate Degree	2.86	Moderate
Master's Degree	3.01	Moderate
Doctorate Degree	2.80	Moderate
Sub Mean	2.89	Moderate
Years in Service		
5 years and below	3.11	Moderate
6 to 10 years of service	2.78	Moderate
11 to 15 years of service	2.49	Low
16 to 20 years of service	3.12	Moderate
21 years and above	2.89	Moderate
Sub Mean	2.87	Moderate
Type of Agency		
PNP	2.77	Moderate
BFP	2.97	Moderate
BJMP	2.76	Moderate
NBI	3.83	High
PDEA	3.07	Moderate
Sub Mean	3.08	Moderate
Province		
Aklan	2.17	Low
Antique	2.75	Moderate
Capiz	2.82	Moderate
Iloilo	3.18	Moderate
Sub Mean	2.73	Moderate

Scale of Means: 4.21 – 5.00 Very High (VH), 3.40 – 4.20 High (H), 2.61 – 3.40 Moderate (M), 1.81 – 2.60 Low (L), 1.00 – 1.80 Very Low (VL).

These findings relate to the results in the study of Main and Anderson (2023), which showed that mandatory CPD requirements are a strong motivational factor for their completion and improve practitioners' knowledge and behavior. CPD that is more interactive is most effective, and e-learning is as effective as face-to-face CPD. There is no direct evidence to suggest the optimal quantity of CPD, although there was some evidence that complex or infrequently used skills deteriorate between 4 months and a year after training, depending on the task. CPD is most effective when it is interactive, uses a variety of methods, and is

delivered in a sequence involving multiple exposures over a period of time that is focused on outcomes considered important by practitioners. Although there is no optimal quantity of CPD, there is evidence that complex skills may require more frequent CPD.

Table 8 presents the significant differences in the extent of implementation of the CPD Act as assessed by the respondents when classified according to sex. This was computed using the independent sample t-test.

The results revealed that there were no significant differences in the extent of implementation of the CPD Act as assessed by the respondents when classified according to sex ($t = -.869$, $p = .385$). This means that the assessments of the respondents on the extent of implementation of the CPD Act were similar when they were classified according to their sex. Therefore, the null hypothesis that there are no significant differences in the extent of implementation of the CPD Act as assessed by the respondents when classified according to sex is not rejected.

These results align with the findings in the study of Prudente et al. (2024), which emphasized that effective CPD implementation requires alignment between national regulatory frameworks, institutional policies, and professional organizations. Their systematic review of professional development programs across the Philippine education and health sectors revealed that fragmented coordination between agencies often results in inconsistent enforcement and monitoring of CPD participation. This resonates with the criminology field, where coordination between the PRC, the Professional Criminologists Association of the Philippines (PCAP), and state universities offering criminology programs remains underdeveloped.

Table 8. Significant differences in the extent of implementation of the Continuing Professional Development Act as assessed by the respondents when classified according to sex.

Variables	Mean	t - value	df	p-value	Remarks
Sex					
Male	2.89	-.869	344	.385	Not Significant
Female	2.99				

Table 9 presents the significant differences in the extent of implementation of the Continuing Professional Development Act as assessed by the respondents when classified according to educational attainment, years in service, type of agency, and province. This was computed using the Analysis of Variance (F-test). The results revealed that there were significant differences in the extent of implementation of the CPD Act as assessed by the respondents

when classified according to province ($F=12.775$, $p=.000$). This means that the assessments of the respondents on the extent of implementation of the CPD Act significantly differed when classified by province. Therefore, the null hypothesis that there are no significant differences in the extent of implementation of the CPD Act as assessed by the respondents when classified according to province was rejected.

Scheffé post hoc test was conducted to determine which specific provinces differ in the extent of implementation of the CPD Act. Post hoc comparisons using the Scheffé test indicated that Aklan had significantly lower implementation scores compared to Antique ($MD = -0.505$, $p = .030$), Capiz ($MD = -0.847$, $p < .001$), and Iloilo ($MD = -0.828$, $p < .001$). No statistically significant differences were observed among Provinces Antique, Capiz, and Iloilo ($p > .05$). These findings suggest that Aklan lags behind the other provinces in terms of CPD Act implementation, while the remaining provinces demonstrate comparable levels of implementation.

However, there were no significant differences in the extent of implementation of the CPD Act as assessed by the respondents when classified according to educational attainment ($F=.121$, $p=.886$), years in service ($F=1.993$, $p=.095$), and type of agency ($F=1.990$, $p=.096$). This means that the assessments of the respondents on the extent of implementation of the CPD Act when classified according to educational attainment, years in service, and type of agency, did not differ significantly. Therefore, the null hypothesis that there are no significant differences in the extent of implementation of the CPD Act as assessed by the respondents when classified according to educational attainment, years in service, and type of agency was not rejected.

Table 9. Significant differences in the extent of implementation of the Continuing Professional Development Act as assessed by the respondents when classified according to educational attainment, years in service, type of agency, and province.

Variables		Sum of Squares	df	Mean Square	F - value	p-value	Remarks
Educational Attainment	Between Groups	.235	2	.118	.121	.886	Not Significant
	Within Groups	332.943	343	.971			
Years in Service	Between Groups	7.612	4	1.903	1.993	.095	Not Significant
	Within Groups	325.566	341	.955			
Type of Agency	Between	7.600	4	1.900	1.990	.096	Not

	Groups						Significant
	Within Groups	325.578	34 1	.955			
Province	Between Groups	33.574	3	11.191	12.77 5	.000	Significant
	Within Groups	299.604	34 2	.876			

Interviews with the respondents revealed that those who cannot comply with either the formal, non-formal, or informal training resort to the self-directed learning approach. However, this method may not apply to everyone since it involves additional costs and places a burden on those who are not familiar with and updated with the current process and procedures of PRC due to a lack of proper orientation and information.

Table 10 presents the significant differences in the extent of compliance with the Continuing Professional Development Act as assessed by the respondents when classified according to sex. The results showed that there were no significant differences in the extent of compliance with the CPD Act as assessed by the respondents when classified according to sex ($t=-1.451$, $p=.148$). This means that the assessments of the respondents on their extent of compliance with the CPD Act did not vary significantly when their sex was considered. Both male and female respondents have similar assessments of their compliance with the CPD Act. Therefore, the null hypothesis that there are no significant differences in the extent of compliance with the CPD Act as assessed by the respondents when classified according to sex.

This can be explained by Geronimo et al (2024) in their study, whose findings suggest that while most engineers engage in CPD activities to fulfill requirements, they recognize the benefits of improving their technical knowledge and skills. Challenges related to cost and time constraints highlight the need for flexible delivery modes and financial incentives to enhance the effectiveness and engagement of CPD programs in the engineering profession. Through these insights, the study contributes valuable information to policymakers, regulators, CPD providers, and engineering professionals aiming to strengthen the engineering workforce in the Philippines and improve the quality of engineering practices in Nueva Ecija.

Table 10. Significant differences in the extent of compliance with the Continuing Professional Development Act as assessed by the respondents when classified according to sex.

Variables	Mean	t – value	df	p-value	Remarks
Sex					
Male	2.90	-1.451	344	.148	Not Significant
Female	3.07				

Table 11 presents the significant differences in the extent of compliance with the CPD Act as assessed by the respondents when classified according to educational attainment, years in service, type of agency, and province. The results revealed that there were significant differences in the extent of compliance with the CPD Act as assessed by the respondents when classified according to years in service ($F=3.138$, $p=.015$), type of agency ($F=2.907$, $p=.022$), and province ($F=18.305$, $p=.000$). This means that the extent of compliance with the CPD Act as assessed by the respondents when classified according to years in service, type of agency, and province differed significantly. Therefore, the null hypothesis that there are no significant differences in the extent of compliance with the CPD Act as assessed by the respondents when classified according to educational attainment, years in service, type of agency, and province is rejected.

The post hoc test revealed only one significant difference in compliance with Continuing Professional Development (CPD) across groups based on length of service. Specifically, employees with 5 years or fewer differed significantly from those with 11 to 15 years of service, with a mean difference of 0.50 and a p-value of 0.01, which is lower than the 0.05 level of significance. This indicates that respondents with 5 years or less demonstrated significantly higher CPD compliance than those with 11 to 15 years of service. On the other hand, all pairwise comparisons among the different length-of-service groups showed no significant differences, as their p-values were greater than 0.05. This means that compliance with CPD among employees aged 6 to 10 years, 16 to 20 years, and 21 years and above was statistically comparable to that of the other groups. Overall, the findings suggest that length of service generally does not create substantial differences in CPD compliance, except between employees with shorter service and those with 11 to 15 years of service.

The post hoc test showed significant differences in Continuing Professional Development (CPD) compliance across agency types. Respondents from the Philippine National Police (PNP) differed significantly from those in the National Bureau of Investigation (NBI), with a mean difference of -1.13 and a p-value of 0.02. Similarly, respondents from the Bureau of

Jail Management and Penology (BJMP) also differed significantly from the NBI group, with a mean difference of -1.13 and a p-value of 0.03. These results suggest that NBI respondents had higher CPD compliance than those from the PNP and BJMP. All other comparisons between agencies showed no statistically significant differences, as their p-values were above 0.05. This means that CPD compliance among respondents from the Bureau of Fire Protection (BFP), Philippine Drug Enforcement Agency (PDEA), PNP, BJMP, and NBI was largely similar, except for higher compliance in the NBI group. Overall, these results suggest that agency type has little effect on CPD compliance, but NBI respondents tend to have higher compliance than those from other agencies.

The post hoc test revealed significant differences in Continuing Professional Development (CPD) compliance among respondents across provinces. Respondents from Aklan had significantly lower CPD compliance than those from Antique, Capiz, and Iloilo, with p-values of 0.00, 0.00, and 0.00, respectively. The negative mean differences indicate that Aklan respondents complied less than those in the other three provinces. In addition, respondents from Antique had significantly lower compliance than those from Iloilo, with a mean difference of -0.40 and a p-value of 0.01. This means that respondents from Iloilo showed higher compliance than those from Antique.

No significant differences were found between Antique and Capiz or between Capiz and Iloilo, as their p-values were above 0.05. This means that CPD compliance levels in these provinces were statistically similar. Overall, the results suggest that the province where respondents work affects CPD compliance, with those from Iloilo and Capiz generally showing higher compliance than those from Aklan.

However, there were no significant differences in the extent of compliance with the CPD Act as assessed by the respondents when classified according to educational attainment ($F=1.707$, $p=.183$). This means that the assessments of the respondents on the extent of compliance with the CPD Act, when classified according to sex, were similar. Therefore, the null hypothesis was not rejected.

It can be explained because respondents have more than enough training provided by their respective agencies; these trainings are not credited for CPD compliance. To comply, they are forced to attend accredited trainings on their personal account using their own time and resources.

The non-compliance with the CPD Act is a clear violation of the provisions of Section 22 of RA 11131, Revocation or Suspension of the Certificate of Registration and Cancellation of Temporary/Special Permit (e)" non- renewal of professional identification card for a period

of six years with the PRC without justifiable cause”. At present, this rule may not yet be applicable since renewal without the CPD can still be accepted through the signing of an undertaking or a waiver. In addition, if this statement is enforced against criminologists who defer renewing their PRC ID due to non-compliance with the CPD, it could pose an issue for those with original appointment or promotion, particularly in cases where a valid PRC ID is a requirement to be submitted to the agency or to the Civil Service Commission before the processing of their documents.

Table 11. Significant differences in the extent of compliance with the Continuing Professional Development Act as assessed by the respondents when classified according to educational attainment, years in service, type of agency, and province.

Variables		Sum of Squares		df	Mean Square	F-value	p-value	Remarks
Educational Attainment	Between Groups	3.394	2	1.697	1.707	.183		Not Significant
	Within Groups	341.119	343	.995				
Years in Service	Between Groups	12.231	4	3.058	3.138	.015		Significant
	Within Groups	332.283	341	.974				
Type of Agency	Between Groups	11.360	4	2.840	2.907	.022		Significant
	Within Groups	333.154	341	.977				
Province	Between Groups	47.665	3	15.888	18.305	.000		Significant
	Within Groups	296.848	342	.868				

Table 12 presents the significant differences in the level of effectiveness of the CPD Act as assessed by the respondents when classified according to sex. The results showed that there were no significant differences in the level of effectiveness of the CPD Act as assessed by the respondents when classified according to sex ($t=-1.512, p=.131$). Therefore, the hypothesis that there are no significant differences in the level of effectiveness of the CPD Act as assessed by the respondents when classified according to sex was not rejected. This means that the assessments of the respondents on the level of effectiveness of the CPD Act, when classified by sex, did not differ significantly.

The concept of effectiveness in CPD implementation is grounded in the theory of Lifelong Learning, which emphasizes that learning is a continuous and ongoing process throughout an individual's professional career. Through seminars, workshops, trainings, conferences, research activities, and online learning programs, professionals are expected to continuously develop competencies relevant to their fields. The CPD Act institutionalizes this principle by

requiring professionals regulated by the Professional Regulation Commission (PRC) to participate in accredited learning activities for license renewal and professional growth.

Table 12. Significant differences in the level of effectiveness of the Continuing Professional Development Act as assessed by the respondents when classified according to sex.

Variables	Mean	t - value	df	p-value	Remarks
Sex					
Male	2.80	-1.512	344	.131	Not Significant
Female	3.00				

Table 13 presents the significant differences in the level of effectiveness of the CPD Act as assessed by the respondents when classified according to educational attainment, years in service, type of agency, and province. The results revealed that there were significant differences in the assessments of the respondents on the level of effectiveness of the CPD Act when classified by years in service ($F=3.337$, $p=.011$), and province ($F=11.799$, $p=.000$). Therefore, the hypothesis that there are no significant differences in the level of effectiveness of the CPD Act as assessed by the respondents when classified according to years in service and province was rejected. This means that the assessments of the respondents significantly differed when their years in service and the province where they reside were considered.

A post hoc test was used to see if the effectiveness of Continuing Professional Development (CPD) differed by length of service. The results showed that employees with 5 years or less of service had significantly different views on CPD effectiveness compared with those with 11 to 15 years of service (Mean Difference = 0.61, $p = 0.01$). There was also a significant difference between employees with 11 to 15 years and those with 16 to 20 years of service (Mean Difference = -0.63, $p = 0.03$). These results suggest that the length of someone's employment may affect how they perceive the value of CPD programs. All other group comparisons showed no significant differences, as their p-values were above 0.05. In particular, employees with 6 to 10 years of service and those with 21 or more years of service had similar perceptions of CPD effectiveness. This means that, apart from the groups already mentioned, most employees viewed CPD programs in much the same way. Overall, differences in CPD effectiveness were observed only within certain service-length groups, not across all employees.

A post hoc test was used to determine whether there were significant differences in the effectiveness of Continuing Professional Development (CPD) across provinces. The results

showed that respondents from Aklan had significantly different views from those of respondents from Antique ($p = 0.02$), Capiz ($p = 0.00$), and Iloilo ($p = 0.00$). The negative mean differences indicate that people in Aklan saw CPD as less effective than those in other provinces. There was also a significant difference between Antique and Iloilo ($p = 0.04$), suggesting that people in these two provinces held different opinions about CPD effectiveness. However, there were no significant differences between Antique and Capiz ($p = 0.98$) or between Capiz and Iloilo ($p = 0.14$), since their p -values were above 0.05. This means respondents from these provinces generally shared similar views on the effectiveness of CPD programs. In summary, the results show that the province can influence how respondents assess CPD effectiveness, especially among those from Aklan and Iloilo, whereas other provinces show more similar evaluations.

However, there were no significant differences in the level of effectiveness of the CPD Act as assessed by the respondents when classified according to educational attainment ($F=.136$, $p=.873$) and type of agency ($F=1.983$, $p=.097$). Therefore, the hypothesis that there are no significant differences in the level of effectiveness of the CPD Act as assessed by the respondents when classified according to educational attainment and type of agency was not rejected. This means that the assessments of the respondents on the level of effectiveness of the CPD Act, when classified by educational attainment and type of agency, were similar.

Table 13. Significant differences in the level of effectiveness of the Continuing Professional Development Act as assessed by the respondents when classified according to educational attainment, years in service, type of agency, and province.

Variables		Sum of Squares		df	Mean Square	F-value	p-value	Remarks
Educational Attainment	Between Groups	.381	2	.191	.136	.873		Not Significant
	Within Groups	481.471	343	1.404				
Years in Service	Between Groups	18.152	4	4.538	3.337	.011		Significant
	Within Groups	463.700	341	1.360				
Type of Agency	Between Groups	10.952	4	2.738	1.983	.097		Not Significant
	Within Groups	470.900	341	1.381				
Province	Between Groups	45.196	3	15.065	11.799	.000		Significant
	Within Groups	436.656	342	1.277				

Recent studies from 2023 indicate that the effectiveness of the CPD Act is reflected in the improvement of teachers' competence, motivation, and professional engagement. Dayagbil and Alda (2024) found that professional development activities positively influenced teachers' instructional competence and student learning outcomes. Teachers perceived CPD opportunities as effective because they enhanced teaching strategies, updated professional

knowledge, and improved classroom practices. Motivation, accessibility of training, and institutional support were identified as important factors influencing the effectiveness of CPD programs.

Table 14 presents the significant relationships among the implementation, compliance, and effectiveness of the CPD Act as assessed by the respondents. The results revealed that there were significant relationships among the extent of implementation and compliance ($r=.758, p=.000$), compliance and effectiveness ($r=.773, p=.000$), and the effectiveness and implementation ($r=.659, p=.000$). Therefore, the null hypothesis that there are no significant relationships among the extent of implementation, compliance, and level of effectiveness of the CPD Act was rejected. The statistical result confirms that implementation and compliance are significantly associated with the effectiveness of the CPD Act. This implies that strengthening the implementation mechanisms of the Act may lead to better compliance and greater effectiveness of CPD initiatives among professionals.

This means that as the implementation of the CPD Act increases, the level of compliance among professionals also tends to increase, which consequently enhances the effectiveness of the Act. The obtained significance value suggests that the relationships observed are not due to chance, thereby implying a strong association among the variables. Hence, effective implementation of the CPD Act contributes to greater compliance and improved effectiveness of continuing professional development programs.

One strong example to support these findings is the study by Oducado & Palma (2020), which found that awareness of the CPD law and attitudes toward the importance of CPD were significantly related to attitudes toward CPD implementation. Specifically, the researchers reported that awareness about the CPD law had a significant relationship with attitude toward CPD implementation, and attitude toward the importance of CPD also had a significant relationship with CPD implementation. These findings imply that greater awareness and positive perceptions of CPD contribute to better acceptance, compliance, and perceived effectiveness of the implementation of the CPD Act among professionals.

Table 14. Significant relationships among implementation, compliance, and effectiveness of the Continuing Professional Development Act.

Correlations		implementation	Compliance	effectiveness	Remarks
implementation	Pearson Correlation		.758**		
	p-value		.000		Significant
	N		346		
Compliance	Pearson Correlation			.773**	

	p-value			.000	Significant
	N			346	
effectiveness	Pearson Correlation	.659**			
	p-value	.000			Significant
	N	346			

CONCLUSIONS

Based on the above-mentioned findings, the following conclusions are formulated:

1. The licensed criminologists in the island of Panay assessed that participation and compliance with the CPD Act are evident but may not be consistent across all areas of professional development.
2. The licensed criminologists in Panay Island comply with CPD requirements to some extent, although participation in professional development activities may be inconsistent or selective.
3. The licensed criminologists consider that the CPD program is somewhat effective in contributing to their professional growth, although improvements in content, delivery, or relevance may be needed.
4. Assessments of the licensed criminologists on the extent of implementation of the CPD Act vary when classified according to province.
5. The licensed criminologists' assessments of the extent of compliance with the CPD Act vary when their years of service, type of agency, and province are considered.
6. Assessments of the licensed criminologists on the level of effectiveness of the CPD Act differ when their sex and years in service are considered.
7. As the implementation of the CPD Act increases, the level of compliance among professionals also tends to increase, which consequently enhances the effectiveness of the Act.

Recommendations

Based on the findings and conclusions, the following recommendations are advanced:

For the Professional Regulations Commission (PRC):

- a) To strictly reinforce the implementation across all PRC-regulated professions and to further conduct reassessment of the existing policies and guidelines in relation to the current status of the implementation among members of Professional Regulatory Boards (PRBs), Accredited Professional Organizations (APOs), Accredited Integrated Professional Organizations (AIPOs), concerned government agencies, academe, and stakeholders;

- b) Similar to the accreditation and equivalency process, may consider the professional work experience of licensed professionals actively engaged in the practice of the profession, including relevant trainings, can be considered forms of CPD compliance;
- c) To establish a PRC satellite office in the provinces, specifically, in Aklan to cater to the needs of all professionals, more importantly, in the dissemination of information about CPD, regularly conduct an orientation on the nitty-gritty of the law covering all clusters of the regulated profession, and the processing of applications and renewal of licenses of all professions.

The Commission on Higher Education, as a Council Member of the Philippine Qualification Framework National Coordinating Council, to reinforce Implementation of CPD may include CPD in the Policies, Standards, and Guidelines (PSG) of the Bachelor of Science in Criminology program as an additional enhancement course for graduating students as preparation toward the practice of the Criminology profession.

Heads of Agencies:

- a. Pursuant to RA 10912 Section 13, may apply as accredited CPD providers and designate a focal person to manage the CPD program, give support to personnel classified as PRC registered professionals engaging in the practice of the profession, allocate appropriate funds, and include CPD trainings in the Human Resource Development Plan;
- b. May coordinate with other concerned agencies and revisit their Qualification Standards (QS) specifically for the positions involving practice of profession in reference to RA No. 11131 requiring applicants to submit RA 1080 eligibility, particularly those who will be performing Law enforcement and quasi Police functions.

Policy Makers may consider amending the CPD law by exempting registered criminologists from the CPD compliance, particularly those who are practicing the profession, have attended relevant training, and are currently performing law enforcement and quasi police functions.

Registered Criminologist to have a clear understanding of the essence of the CPD law, monitor earned credit units in the Continuing Professional Development Accreditation System (CPDAS) account, attend CPD orientation, and monitor announcements posted on the PRC Website where the lists of accredited CPD providers and relevant training programs are posted.

The Service / Training Providers can propose a cost-effective training fee to encourage participation, consider classifying participants per agency, and select topics aligned to the agencies' mandates - agency-focused trainings.

The Professional Criminologists Association of the Philippines (PCAP) can conduct without cost and relevant trainings as a privilege for active members regularly, establish an office in Region 6, and create a portal where members can easily access their membership status, view announcements, and monitor scheduled trainings and seminars.

The Continuing Professional Development Council can approve training requests based on the timeline and validated matrix of registration fees, conduct an audit, and regularly monitor the performance of accredited training providers.

The Civil Service Commission may integrate CSC Resolution No. 2500358 specifically Section 4(1)(d)(ii) on Proof of Eligibility, and Republic Act No. 11131, also known as Philippine Criminology Profession Act of 2018 particularly Section 5, thereof, to include registered criminologists classified as uniformed personnel in law enforcement agencies performing law enforcement, quasi-police, intelligence, and similar governmental functions involving the practice of criminology profession in the compliance for the submission of valid PRC Identification Card in the processing of original appointment, promotion, transfer, reappointment or reemployment.

The researcher can discuss the findings with the Professional Regulation Commission (PRC) and the Board of Criminologists as a reference in reviewing policies and disseminate the findings to all agencies performing law enforcement and quasi-police functions and other intelligence services or agencies of the government exercising similar functions.

Future researchers may consider studying the non-uniformed personnel in the government service and those working in private companies who do not practice the profession.

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