
CONTINUING PROFESSIONAL DEVELOPMENT (CPD) AND LEVEL OF SATISFACTION AS PERCEIVED BY DON CARLOS POLYTECHNIC COLLEGE INSTRUCTORS

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ABSTRACT

This study explored the perceptions of instructors at Don Carlos Polytechnic College, Bukidnon regarding Continuing Professional Development (CPD) and their level of satisfaction during the school year 2025–2026. Specifically, the research aimed to determine the respondents' demographic profile in terms of age, sex, years of teaching experience, and number of seminars attended. It also assessed the level of CPD in terms of leadership efficacy, relationships with co-instructors, and resilience. Furthermore, the study examined instructors' level of satisfaction in terms of trust and cooperation within the institution and determined whether a significant relationship existed between CPD and instructors' satisfaction. The study employed a quantitative research design involving 100 instructors from Don Carlos Polytechnic College as respondents. Data were collected through a structured survey questionnaire. Statistical tools used for data analysis included frequency counts, percentages, weighted means, standard deviations, and Pearson's r correlation coefficient to determine relationships among variables. The findings revealed that the majority of respondents were aged 26–30 years old, female, had 1–3 years of teaching experience, and had attended 11–15 professional development seminars. Results showed that CPD was perceived as highly supportive in enhancing leadership efficacy, strengthening relationships with co-instructors, and developing resilience among instructors. Moreover, instructors reported a high level of satisfaction, particularly in terms of trust-building and cooperation within the workplace. Correlation analysis indicated significant positive relationships between CPD and instructors' satisfaction, particularly in leadership efficacy,

professional relationships, and resilience. The study concludes that effective continuing professional development programs significantly contribute to improving instructors' competencies, strengthening collegial relationships, fostering resilience, and enhancing overall professional satisfaction in higher education institutions.

KEYWORDS: Continuing Professional Development, Instructor Satisfaction, Leadership Efficacy, Resilience, Collaboration.

INTRODUCTION

Continuing Professional Development (CPD) was crucial in education, as it helped instructors enhance their skills, stay current with trends and technologies, and improve teaching effectiveness. As institutions aimed to uphold academic standards, CPD remained essential for instructors' ongoing professional growth worldwide.

Professional development for instructors involved not only deepening subject knowledge but also improving teaching methods, integrating technology, developing communication and leadership skills, and staying aware of educational changes. As key facilitators of learning, their adaptability was vital to academic success. CPD supported both their growth and the enhancement of the institution's teaching environment.

Institutions supported faculty development by offering various CPD opportunities such as workshops, seminars, and collaborative sessions. These programs encouraged instructors to enhance skills, explore new methods, and work with colleagues, promoting a culture of lifelong learning and continuous improvement.

However, although CPD programs aimed to benefit instructors, their success depended on instructor satisfaction, particularly on how well the programs aligned with professional goals, offered relevant knowledge, and enhanced teaching. Understanding instructors' perceptions was essential to ensure these programs met their needs.

Satisfaction with CPD depended on factors such as content relevance, facilitator quality, practical learning opportunities, and program organization. Institutional support, including time, resources, and leadership encouragement, also influenced engagement. Instructors were motivated when CPD was useful and applicable, but were dissatisfied when programs felt outdated or irrelevant.

This research explored the relationship between Continuing Professional Development and instructors' satisfaction to identify improvements for CPD programs. It aimed to help

institutions develop effective support systems that enhanced teaching skills and student outcomes.

In addition, Continuing Professional Development was crucial for instructors' growth and effectiveness. As teaching demands evolved, understanding their impact on instructors' satisfaction and professional development was essential.

According to Chung (2019), professional development helped instructors who lacked collaboration, felt isolated, or faced high turnover. This project aimed to improve staff interaction and build collective support. Overworked teachers often leave within two years due to limited collaboration and support. Enhancing instructors' self-efficacy improved confidence, cooperation, and workplace satisfaction (Chung, 2019). This study examined how professional development influenced collective teacher efficacy.

Although numerous studies focused on improving professional development for student learning, little was known about how teacher learning translated into classroom practice. This study aimed to address that gap by developing professional growth models.

Framework of the Study

This study drew upon multiple well-established theories that provided a comprehensive lens through which the relationship between Continuing Professional Development and instructors' satisfaction was explored. Kolb's Experiential Learning Theory (2017) emphasized the importance of active learning, while Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory highlighted the factors that influenced instructors' motivation and satisfaction. The Kirkpatrick Model offered an evaluation framework for assessing the effectiveness of CPD programs, and Self-Determination Theory underscored the role of intrinsic motivation in fostering meaningful professional growth. Together, these theories provided valuable insights into how CPD could be designed to meet instructors' needs and expectations, thereby increasing their satisfaction and enhancing their professional development.

Maslow's Hierarchy of Needs was a motivational theory widely used to understand human behavior. The theory posited that individuals had a hierarchy of needs, starting from basic physiological needs to higher-level needs such as self-actualization. This model was applied to CPD by recognizing that instructors, like all individuals, had certain professional needs that had to be met in order to feel motivated and satisfied with their work.

In terms of CPD, the lower levels of Maslow's hierarchy (e.g., safety, belonging, and esteem) were fulfilled through access to professional development opportunities, recognition for

participation, and a sense of community within the academic institution. The higher levels of the hierarchy (e.g., self-actualization) were satisfied when instructors felt that CPD programs helped them achieve their full potential, contribute meaningfully to the profession, and enhance their teaching practices. When CPD programs met these needs, instructors were more likely to report higher levels of satisfaction and engagement.

In order to bridge the gap between teachers' current beliefs and behaviors and the ideal ones, Lovett stated that professional development providers faced difficulty connecting theory and practice. Lovett (2018) claimed that some practitioners placed a higher value on hands-on training that challenged their thinking, which resulted in disagreements and reduced importance given to theory (Rentoul, 2016).

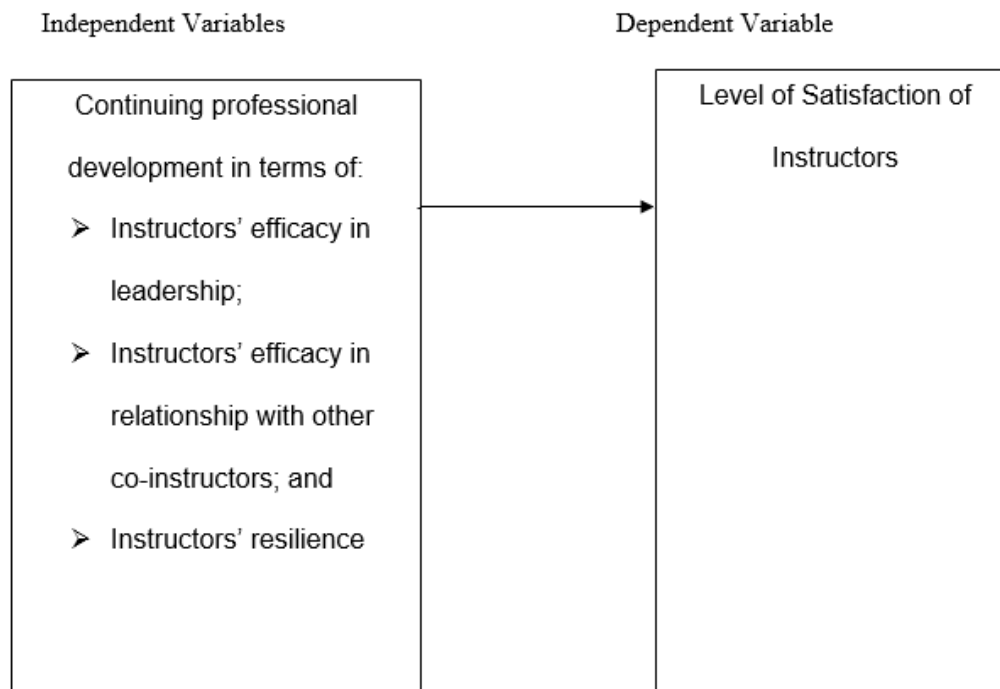


Figure 1. The Schematic Diagram of the Study Showing the Relationship of between Dependent and Independent Variables.

Significance of the Study

This study aimed to provide an overview of the continuing professional development and how it affected instructors' level of satisfaction.

To the learners, as receivers of learning, the results of this study served as a basis for how continuing professional development affected their academic achievement.

To the teachers, by assessing their perception of continuing professional development, this study served as a venue to hear their thoughts on the necessity and ease of continuing professional development.

To the parents, as an important factor in the success of their children, the results were beneficial because if the teachers perceived continuing professional development as an important aspect in the success of their teaching, then children benefited, as it produced positive results on their studies, consequently benefiting the parents as well.

To the Department of Education, this study was useful to the Department of Education and other educational institutions to consider and review the appropriate programs, scholarships, and training to be offered to teachers to help them in their continuing professional development.

To future researchers, this study served as a basis for additional literature studies related to the subject matter of this study.

Definition of Terms

The following terms were used theoretically or operationally in this study:

Additional Knowledge Gained. Additional knowledge gained referred to the perception of the respondents on the importance of continuing professional education, as well as the additional knowledge they gained or could gain that would help them in their professional and personal growth.

Perception. Perception referred to how the teachers understood and evaluated continuing professional development and the quality of being aware of the importance, necessity, and ease of continuing professional development in their teaching profession.

Teachers' Efficacy in Leadership. Teachers' efficacy in leadership refers to the teachers' perception of continuing professional development in terms of their efficacy in leadership.

Teachers' Efficacy in Relationship with Co-Teachers. Teachers' efficacy in relationship with co-teachers referred to the teachers' perception of professional development in terms of efficacy in relationships with other co-teachers.

Teachers' Resilience. Teachers' resilience referred to the teachers' perception of professional development in terms of teachers' resilience.

Continuing Professional Development (CPD). CPD referred to ongoing education programs that aimed at enhancing teaching skills and knowledge.

The Methodology

Research Design

The study utilized a quantitative research design. It aimed to gain an understanding of underlying reasons, opinions, and motivations, providing insights into the problem and helping to develop ideas or hypotheses for potential further research.

Moreover, quantitative research was employed to quantify the problem by generating numerical data or data that could be transformed into usable statistics. It was used to measure attitudes, opinions, behaviors, and other defined variables, allowing the generalization of results to a larger sample population.

Additionally, the study also used a descriptive correlational design in which the researcher was primarily interested in describing relationships among variables, without seeking to establish a causal connection.

Research Locale

This study was conducted at Don Carlos Polytechnic College, a significant educational institution located in Don Carlos, a municipality in the province of Bukidnon, Northern Mindanao, Philippines. The municipality was distinguished by its rich cultural heritage, expansive agricultural lands, and scenic natural landscapes, making it an important area both economically and culturally within Bukidnon. The college served as a key hub for educational development and community progress, supporting the academic and professional growth of its students and faculty.

Don Carlos Polytechnic College operated with 45 classrooms, with several additional buildings under construction to accommodate growing academic demands. The college offered three main academic programs: Education, which included the Bachelor of Secondary Education and Bachelor of Elementary Education; Criminology; and the Bachelor of Science in Information Systems Management. The teaching personnel consisted of 24 regular instructors, 60 job-order employees, and 29 part-time instructors, who collectively worked to deliver quality education and support services to students.

The town of Don Carlos was officially established as a municipality in 1957, although its history extended much further back. The area was originally inhabited by indigenous peoples, particularly the Bukidnon ethnolinguistic group, who had lived in the Mindanao highlands for centuries. The Bukidnon significantly shaped the region's cultural identity, being known for their traditional agricultural practices, intricate weaving arts, and deep connection to the natural environment.

During the Spanish colonial period, the Bukidnon region, including Don Carlos, remained relatively isolated from widespread European influence, as Spanish efforts focused primarily on coastal areas for Christianization and colonial administration. Consequently, Spanish presence in the interior regions was limited for much of the colonial era, allowing the Bukidnon to maintain much of their traditional lifestyle.

The American colonial period brought considerable changes to the region. Beginning in the early 1900s, American governance emphasized educational reform and infrastructure development. During this time, migration to the fertile lands of Bukidnon increased, attracting settlers from other parts of the Philippines. Agriculture thrived with the cultivation of rice, corn, and sugarcane, supported by improvements in transportation, including roads and railways, which boosted economic growth and population expansion.

Following World War II, the Philippine government focused on the development of Mindanao as part of national post-war recovery and resettlement programs. This led to an influx of migrants from Luzon and the Visayas, increasing population density and contributing to the formal establishment of new municipalities, including Don Carlos. Named after a prominent local figure, Don Carlos became an officially recognized town with structured governance to manage its growing agricultural economy and population.

Throughout the latter half of the 20th century and into the 21st, Don Carlos continued to grow, expanding its infrastructure, educational facilities, and healthcare services. Agriculture remained the backbone of the municipality's economy, with farming and agribusiness deeply integrated into community life. In recent years, efforts were made to diversify the economic base through tourism promotion and the development of small-scale industries.

By the present time, Don Carlos had become a vibrant and progressive municipality, recognized for its agricultural productivity and community-focused development initiatives. Its history and heritage reflected the resilience and adaptability of its people, who maintained strong cultural ties to their land while pursuing sustainable growth. This dynamic progress positioned Don Carlos as a key player in both the economic and cultural landscape of Bukidnon.

Don Carlos Polytechnic College continuously strives to enhance its educational programs and facilities in response to the evolving needs of its students and the community. The institution actively promoted research, extension services, and community engagement projects that contributed to the social and economic development of Don Carlos and its neighboring areas. Through partnerships with local government units, industry stakeholders, and academic

networks, the college aimed to provide students with relevant skills and practical experiences to prepare them for the challenges of the modern workforce.

Don Carlos also benefited from its strategic location as a link between agricultural and urban areas in Northern Mindanao. Its growing population and infrastructure brought both opportunities and challenges, while the community's strong cultural identity and cooperative spirit drove progress and innovation.

Respondents of the Study

The respondents of the study were all the instructors of Don Carlos Polytechnic College, Don Carlos, Bukidnon, for the academic year 2025–2026.

Sampling Procedure

The respondents of the study were all the instructors at Don Carlos Polytechnic College, Don Carlos, Bukidnon, for the school year 2025–2026. The study employed complete enumeration to determine the respondents.

The research aimed to assess the continuing professional development (CPD) and level of satisfaction among all 100 instructors of Don Carlos Polytechnic College (DCPC) for the academic year 2025–2026. Given the manageable number of respondents, this method ensured that every instructor's perspective was included, leading to more comprehensive and reliable findings.

Complete enumeration was considered the most appropriate technique for this study because it eliminated potential biases that could arise from selecting only a portion of the population. Since the study focused on the entire teaching faculty of DCPC, gathering responses from all instructors allowed for an accurate representation of their experiences with CPD. This method also ensured that the results were more applicable to the institution as a whole, rather than being limited to a selected group.

To collect data, a structured questionnaire was distributed to all instructors. This instrument was designed to measure their perceptions of CPD in terms of leadership efficacy, relationships with colleagues, and resilience. It also assessed their level of satisfaction with CPD initiatives. Ethical considerations were strictly followed, ensuring that all participants were informed of the study's purpose, their rights as respondents, and the confidentiality of their responses. Participation was voluntary, and anonymity was maintained to encourage honest and unbiased feedback.

Research Instrument

The instrument of this study was adapted from Melanie Allen (UK, 2019) and consisted of three parts. The first part gathered the demographic profile of the respondents, the second part aimed to identify the effects of continuing professional development (CPD) on teachers, and the third part assessed the level of satisfaction of teachers regarding collective teacher efficacy

Data Gathering Procedure

The researcher sent an endorsement letter to the Mayor of Don Carlos, Bukidnon, the College President of Don Carlos Polytechnic College (DCPC), and the respective department heads to seek permission to administer the questionnaires at the college. Furthermore, the researcher requested the assistance of the department heads in distributing and collecting the research instruments, as they had direct access to their respective instructors.

The questionnaire was administered by the researcher herself through interviews, while maintaining minimum health protocols. Respondents were assured of the confidentiality of the data collected from their responses.

After gathering all the completed questionnaires, the results were digitally tabulated. Only the researcher had access to the data involved in the study. The data collection forms were kept secure until the completion of the research. Respondents were given sufficient time to answer the questionnaire, and any queries from the participants were addressed exclusively by the researcher. Once the data were encoded and collated, only the participants' designated numbers were used in the data forms.

Scoring Procedure

The following scores and qualitative descriptions were used to analyze the responses of the respondents in the questionnaire. The respondents were asked to mark each item in the appropriate column. Each response to the items in the questionnaire was scored using a five-point Likert scale as follows:

Scale	Interval	Qualitative Description	Qualifying Statement
5	4.20-5.00	Strongly Agree	High Supportive
4	3.40-4.19	Agree	Supportive
3	2.60-3.39	Moderately Agree	Moderately Supportive
2	1.80-2.59	Disagree	Less Supportive
1	1.00-1.79	Strongly disagree	Not Supportive

FINDINGS

The majority of the respondents were between the ages of 26 and 30, the majority were female, the majority had 1 – 6 years of teaching experience, and had attended 11–15 seminars.

The level of continuing professional development of instructors in terms of instructors' efficacy in leadership, relationship with other co-instructors, and instructors' resilience was all high.

The levels of satisfaction of instructors in their continuing professional development in terms of building trust with each other and in terms of cooperation with each other were high.

There were significant relationships between the level of continuing professional development of instructors in terms of instructors' efficacy in leadership, relationship with other co-instructors, and instructors' resilience, and the level of satisfaction of instructors in their continuing professional development.

CONCLUSIONS

The demographic profile is primarily aged 26-30, female, with 1-6 years of experience.

The study concludes that the continuing professional development (CPD) of instructors is highly effective in enhancing their efficacy in leadership, relationships with co-instructors, and resilience, as demonstrated by consistently high mean scores across these dimensions among a young, seminar-active teaching workforce.

The instructors exhibit high levels of satisfaction with their continuing professional development (CPD), specifically in building trust and fostering cooperation with colleagues.

The significant positive relationships exist between instructors' continuing professional development (CPD) levels in efficacy in leadership, relationships with co-instructors, and resilience, and their overall satisfaction with CPD, indicating that enhancements in these domains through targeted training directly contribute to greater professional fulfillment and effectiveness among instructors.

RECOMMENDATIONS

Schools may prioritize tailored CPD programs for early-career teaching personnel, incorporating mentorship pairings with veterans to accelerate their professional integration.

Instructors may actively join CPD programs focused on leadership skills, teamwork, and resilience training to build on their high satisfaction levels and early-career strengths. They can pair up with veteran mentors for faster growth and share seminar insights with co-

teachers to improve daily cooperation. Regularly reflect on CPD gains through personal journals to sustain trust and effectiveness in group tasks.

School administrators may offer tailored CPD for young female teachers aged 26-30 with 1-6 years of experience, including leadership simulations, peer observation, and team-building retreats. Add recognition awards for teamwork to boost high satisfaction in trust and cooperation. Track CPD results with simple surveys to focus resources on leadership, relationships, and resilience for better school outcomes.

Since the results of the study are all significant in terms of demographic profile, instructor efficiency in leadership, in relation to co-instructors' resilience, and the level of satisfaction of instructors in their continuing professional development. Instructor may continue to update their personal and professional skills and competence in teaching in order to hone their potential. They may attend in-service training and seminar workshops related to the teaching profession so that their students will be updated on the new technological advancements in the field of education.

Future researchers may test these findings with larger or older teacher groups to check if age and experience change CPD effects on leadership and resilience. Explore how specific CPD types like online vs. in-person affect satisfaction in trust and cooperation over time. Study links between CPD, teacher retention, and student results to expand on the positive relationships found here.

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