

THE SATISFACTION OF THE PROFESSIONAL CONTINUING EDUCATION PROGRAM OF SECONDARY SCHOOL TEACHERS IN RELATION TO TEACHING PERFORMANCE IN MASINLOC, ZAMBALES

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ABSTRACT

The study was conducted to determine the level of satisfaction of teachers towards professional continuing education in relation to their teaching performance. This descriptive research is a study on the satisfaction on professional continuing education program in relation to teaching performance of secondary school teachers In Masinloc, Zambales. Statistical tools used were percentage, weighted mean, ANOVA, Pearson r and Likert Scale. There is low positive correlation between perceived satisfaction on professional education program and teaching performance. Based on the summary of findings and conclusion, the school need to be more persistent in encouraging and motivating the teachers to pursue professional education. The teachers' respondents were on the middle adulthood, female, Married, with a monthly salary of 14,878.79, a Bachelor's degree holder, in the service for 7.28 years and have attended 11.41 seminars/trainings. The teaching performance of the private and public secondary school teachers is 7.01. The respondents were "Very Satisfied" on professional continuing education. The teacher must pursue professional education for a better teaching performance. Further study to compare the professional development between private and public high school teachers.

Keywords: Professional Continuing Education, Teacher Satisfaction, Teaching Performance, Faculty Development, Continuing Professional Development, Zambales

INTRODUCTION

Professional continuing education programs address the lifelong learning needs of individuals and organizations through the design and delivery of structured training opportunities aimed at enhancing technical skills and professional competence (Centro Escolar University, 1907; Mendoza, 2013). These programs are essential in enabling educators to adapt to the dynamic demands of teaching, moving from knowledge acquisition to practical application and long-term professional development (Fleet & Patterson, 2001).

In education, professional development encompasses both formal and informal learning that teachers engage in throughout their careers (Craft, 2000). Teachers pursue continuous learning not because of a lack of knowledge but due to the necessity of responding to evolving challenges in diverse and fast-changing classrooms. Since learning is socially situated, teacher development cannot be separated from their social and professional work contexts (Roberts, 1998).

The concept of continuing professional development (CPD) underscores the ongoing nature of teacher learning, ranging from seminars and workshops to degree programs and institutional faculty development initiatives (Ediger, 2005; Crowther et al., 2000). These activities aim to foster competence, upgrade skills, and ultimately improve teaching performance, thereby contributing to student learning outcomes and school effectiveness (Hirsh, 2014; Champion, 2003). Within this context, the present study investigates the satisfaction of private and public secondary school teachers in Masinloc, Zambales with their professional continuing education programs and examines how such satisfaction relates to their teaching performance. By analyzing key variables such as teacher demographics, program benefits, and skill enhancement outcomes, this study aims to provide meaningful insights for strengthening professional development initiatives in secondary education.

METHODOLOGY

Research Design

In this study, the researchers used the descriptive research method and they used a questionnaire as the major instrument in gathering data. In this study a checklist for professional teachers were used to check and counter check the information gathered in the questionnaire.

Descriptive research describes and interprets “what is”. According to Calderon (1993), Descriptive method of research is a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, beliefs, processes, trends, and cause effect relationship and the making in adequate and accurate interpretation about such data with or without the aid of statistical method.

The descriptive method of research is the most appropriate method to be use since the researchers are concerned in determining the profile, and the attitude towards the implementation of professional continuing education program to the professional teachers. Zulueta, (2003) stated that descriptive research seeks to provide information about one or more variables and answers the question of “what exist”. According to Gonzales et al. (1993), the descriptive research gives a better and deeper understanding of phenomenon by an in-depth study of the phenomenon. It reveals problems or abnormal condition so that remedial measure maybe instituted.

Population and Locale of the study

The study was conducted in five (5) secondary school namely San Andres School of Masinloc Inc., Northern Zambales College Inc., Bani National High School, Taltal National High School and San Salvador High School in Masinloc, Zambales. The number of population in San Andres School of Masinloc Inc. was twenty-nine (29) teachers, in Northern Zambales College are fifty-seven (57) teachers, in Bani National High School are twenty (20) teachers – respondent while in Taltal National High School are fourty-four (44) respondents and in San Salvador High School are fifteen (15) teachers respondents with a total of 165 respondents.

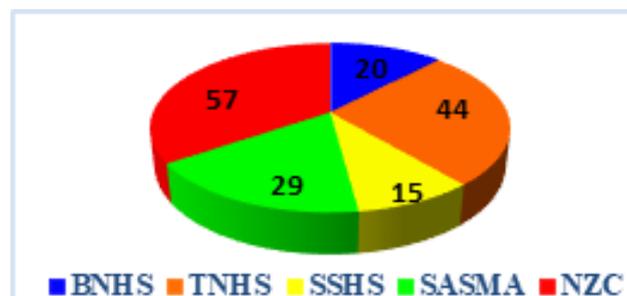


Figure 3. Distributions of the respondents

Figure 3 presents the distribution of the respondents according to schools namely Bani National High School with twenty (20) teachers, Taltal National High School with fourty-four (44) teachers, San

Salvador High School with fifteen (15) teachers, San Andres School of Masinloc Inc. with twenty-nine (29) teachers and Northern Zambales College with fifty-seven (57) teachers.

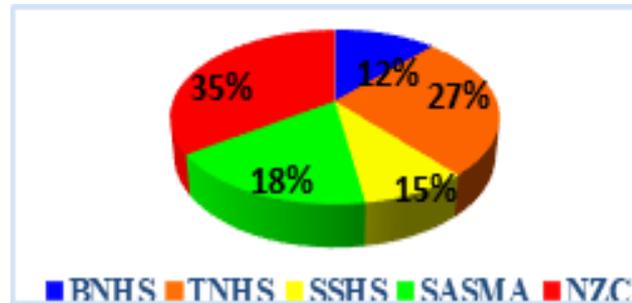


Figure 4. Percentage of the respondents

Figure 4 presents the distribution of the respondents according to schools namely Bani National High School with twelve percent (12%), Taltal National High School with twenty-seven percent (27%), San Salvador High School with fifteen percent (15%), San Andres School of Masinloc Inc. with eighteen percent (18%), and Northern Zambales College with thirty five percent (35%).

INSTRUMENT

The questionnaire was the main instrument in gathering data that are necessary for the descriptive method of research. Through questionnaire, it can gather data faster than any method. With the help of sample study of questionnaire and asking from knowledgeable people who have taken up research, the questionnaire will be a researchers made.

It is a research instrument consisting of a series of questions and other prompts of gathering information from the respondents. Good (1954) defined that the questionnaire is a list of planned written question related to a particular topic with space provided for indicating the response to each question – intended submission to a number of persons reply.

The questionnaire was divided into two (2) main parts. The First part covers the profile of the private and public secondary teachers as to the following variables Age; Sex; Civil Status; Monthly Salary; Highest Educational Attainment; Years in the service; and the number of seminars/trainings attended. The Second part is the satisfaction on professional continuing education described as to the following. Requirement for the renewal of the Professionals License, Aims and objective, Benefits and promotion, and Upgrading of skills. Human relation skills, Cognitive skills, Adaptability skills, and Practical skills. It will consist of three to nine (3-9) indicator per item.

The researchers submitted the first draft of the questionnaire to their adviser for correction and suggestions. Some changes were made. The irrelevant items were discarded and some questions, based from the advisers expert opinion, were added. After it has been checked, the researchers finalized the research instrument and will conduct a dry – run or pilot study in order to test the reliability of the instrument. It was distributed to five (5) teachers who are not included as respondents.

Data Collection A letter was prepared by the adviser to endorse the researchers to conduct their study in the respective schools, and request the performance rating of the teachers upon the approval of the schools principals. The questionnaires was distributed personally by the researchers. Three (3) days was allotted for the distribution and retrieved with one hundred percent (100%) target retrieval rate. However, two schools did not provide the performance rating. According to the principal, they maintain the confidentiality of the teacher’s performance rating.

Data Analysis After the retrieval of the questionnaire, the data were tallied, grouped, tabulated and analyzed using Percentage, Weighted Mean, Likert Scale, ANOVA and Pearsons Product according to the objectives of the study as to follows: (1) Profile of the respondents, (2) the satisfaction on professional continuing education described. The statistical package for social sciences version 11.5 was used in the analysis of data. Percentage The percentage and frequency of the distributions was used to classify the respondents according to their Age, Sex, Civil Status, Monthly Salary, Highest Educational Attainment, Years in the Service and the number of Seminar/Training attended. The frequency presented the actual response of the respondents to a specific question or item in the questionnaire. The percentage of each item was computed by dividing it with the total sample number of respondents who answered the survey. Weighted Mean Another statistical technique used by the researchers was the weighted mean. It will be used to determine the average response of the different options provided in the various parts of the survey questionnaire used. Pearson Product Moment of Coefficient of Correlation or Pearson r. It will be used to determine the significant difference in the perceived satisfaction on professional continuing education program as to: Requirement for the renewal of the Professionals License; Aims and objective; Benefits and promotion; and Upgrading of skills. Human relation skills; Cognitive skills; Adaptability skills; and Practical skills? When the secondary school teachers – respondents are grouped according to their profile variables? And the significant relationship between perceived satisfactions on professional continuing education program and teaching performance? Include table for correlation coefficients and the corresponds descriptive rating. The following scales of values were used to interpret the computed result of the correlation coefficient

r from 0.00 to 0.02 denotes in different increase or negligible

r from 0.20 to 0.40 denotes low correlated slight relationship

r from 0.40 to 0.70 denotes substantial relationship or marked relationship

r from 0.70 to 1.00 denote high to very high relationship

Analysis of variance (ANOVA) This was used to determine the significant differences on the satisfaction on the professional continuing education program in relation to teaching performance as to their Age, Sex, Civil Status, Monthly salary, Highest Educational Attainment, Years in the Service and the number of Seminar/Training attended. The procedure for obtaining the level of significance was to compare the computed f values with the tabular value in the corresponding tables used in determining the significant difference of 05 level of significance. Interpretation of Data The Likert Scale method, Ratings would be used in the study. The Likert Scaling assigns one scale value of the difference responses. To analyze responses to a Likert Scale, each category is assigned to numerical value. It would be used to determine the satisfaction on the professional continuing education program in relation to teaching performance the secondary teachers.

Description	Nominal Scale	Point Scale
Very Satisfied	5	4.20 – 5.00
Satisfied	4	4.40 – 4.19
Moderately Satisfied	3	2.60 – 3.39
Unsatisfied	2	1.80 – 2.59
Very Unsatisfied	1	1.00 – 1.79

The satisfaction on the Professional Continuing Education program in relation to teaching performance of secondary teachers would be interpreted base on the following table:

Point	Weighted Value	Qualitative Interpretation
5	4.20 – 5.00	Very Satisfied (VS)
4	3.49 – 4.19	Satisfied (S)
3	2.60 – 3.39	Moderately Satisfied (MS)
2	1.80 – 2.59	Unsatisfied (US)
1	1.00 – 1.79	Very Unsatisfied (VUS)

RESULTS AND DISCUSSION

1. Profile of the Respondents

Table 1

Frequency and Percentage Distribution of Respondents' Personal Profile

Age (years)	Frequency	Percent
20-25	40	24.24
26-30	41	24.85
31-35	31	18.79
36-40	17	10.30
41-45	15	9.09
46-50	11	6.67
51-and above	10	6.06
Total	165	100.00
Mean = 32.85		
Sex	Frequency	Percent
Male	47	28.48
Female	118	71.52
Total	165	100.00
Civil Status	Frequency	Percent
Single	59	35.76
Married	103	62.42
Widowed	3	1.82
Total	165	100.00
Monthly Salary (Php)	Frequency	Percent
10,000 below	56	33.94
11,000-15,000	29	17.58
16,000-20,000	53	32.12
21,000-25,000	18	10.91
26,000-30,000	7	4.24
31,000 above	2	1.21
Total	165	100.00

Mean = 14,878.79		
Highest Educational Attainment	Frequency	Percent
Associate Degree	8	4.85
Bachelor's Degree	126	76.36
Master's Degree	14	8.48
Professional's Degree	17	10.30
Doctorate	0	0.00
Total	165	100.00
Years in Service	Frequency	Percent
1-5 years	80	48.48
5-10 years	52	31.52
11-15 years	23	13.94
20-25 years	2	1.21
26-and above	8	4.85
Total	165	100.00
Mean = 7.28		
Number of Seminars/Trainings Attended	Frequency	Percent
5-10	94	56.97
11-15	42	25.45
16-20	14	8.48
21-25	8	4.85
26-and above	7	4.24
Total	165	100.00
Mean = 11.41		

Table 1 shows the frequency and percentage distribution of the teacher-respondents' personal profile as to age, sex, civil status, monthly salary, highest educational attainment, years in service and number of seminars/trainings attended.

There were 40 or 24.24% who are 20-25 years old; 41 or 24.85% who are 26-30 years old; 31 or 18.79% who are 31-35 years old; 17 or 10.30 % who are 36-40 years old; 15 or 9.09 who are 41-45 years old; 11 or 6.67% who are 46-50 years old; and 10 or 6.06 years old who are 51 and above. The mean age of the teacher-respondent is 32.85. This implies that the teacher-respondents are in their

middle adulthood. Out of the 165 respondents, 47 or 28.48% are male, and 118 or 71.52% are female. Majority of the teacher-respondents are female. This shows teaching is dominated by female. Teaching, especially in primary education belongs to range of career choices among women. There were 59 or 35.76% Single; 103 or 62.42% Married; and 3 or 1.82% Widowed. Majority of the respondents are Married. Teacher-respondent who has a monthly salary of 10,000 below is 56 or 33.94%; those whose monthly salary of 11,000-15,000 is 29 or 17.58%; those whose monthly salary of 16,000-20,000 is 53 or 32.12%; those whose monthly salary of 21,000-25,000 is 18 or 10.91%; those whose monthly salary of 26,000-30,000 is 7 or 4.24%; and those whose monthly salary of 30,000 above is 2 or 1.21%. The mean salary is 14,878.79. This is above the minimum wage being offered in accordance with labor laws. 8 or 4.85% have Associate Degree; 126 or 76.36% have Bachelor’s Degree; 14 or 8.48% have Master’s Degree; 17 or 10.30% have Professional’s Degree. Majority of the teacher-respondent has Bachelor’s Degree. This implies the minimum requirement to be employed is observed. Out of the 165 respondents, 80 or 48.48% have 1-5 years in service; 52 or 31.52% have 5-10 years; 23 or 13.94% have 11-15 years; 2 or 1.21 have 20-25 years; and 8 or 4.85 have 26 and above years in service. The mean years in service is 7.28. 94 or 56.97% have attended 5-10 seminars/trainings; 42 or 25.45 have attended 11-15 seminars/trainings; 14 or 8.48% have attended 16-20 seminars/trainings; 8 or 4.85% have attended 21-25 seminars/trainings; 7 or 4.24% have attended 26 and above seminars/trainings. The mean number of seminars/trainings attended is 11.41. This implies that the teachers are active and participative in attending trainings. Furthermore, trainings and seminars are a must for teachers.

2. Teaching Performance of Public Secondary School Teachers

Table 2

Teaching Performance of the Private and Public Secondary School Teachers

Teaching Performance	Frequency	Percent	Qualitative Interpretation
4.500-5.000	39	68.4	Outstanding
3.500-4.499	18	31.6	Very Satisfactory
2.500-3.499	0	0.00	Satisfactory
1.500-2.499	0	0.00	Unsatisfactory
1.499 and below	0	0.00	Poor
Total	57	100.00	
Mean = 4.51 Outstanding			

Table 2 presents the teaching performance of the private and public secondary school teachers.

There are 39 or 68.4% of the teacher-respondents who obtained a rating of 4.500-5.00 with a qualitative rating of “Outstanding.” 18 or 31.6% obtained a rating from 3.500-4.499, with a qualitative rating “Very Satisfactory.” No respondents were rated Satisfactory, Unsatisfactory and Poor. This implies a good performance of the teachers.

According to Galeon (2015), evaluation of the employees’ performance is considered essential in most organization. This can be used to determine how the individual employee contributes to attaining the

goals of the organization. It is not surprising that like any other organizations, it constantly evaluates its employees' performance especially the teachers who are considered to be the backbone of the educational institution. By evaluating the teachers' performance, the teachers' strengths, and weaknesses may be identified. Castetter contended that teacher performance appraisal can be an effective mean to identify the teachers' developmental needs. Information from evaluation process and inventory of needs are important inputs to the faculty development process and improvement of the teaching-learning situation.

According to Barber (2007), schools used evaluations to help teachers understand their strengths and identify areas that they needed to grow in. These evaluations were used to help teachers reflect on their practice, showcase areas of excellence, and get support on areas they wanted help in. It was found that when conducted purposefully and with the ultimate goal of student achievement in mind, teacher evaluations are a powerful tool.

3. Perception on Satisfaction on Professional Continuing Education

Table 3

Perceived Satisfaction on Professional Continuing Education as to Requirement for the Renewal of Professional License

Requirement for the Renewal of the Professionals License	Weighted Mean	Descriptive Rating	Rank
1. The CPE for every professional registered with the commission for a continuing or aggregate period of twenty (20) years or less.	4.41	Very Satisfied	1
2. The regardless of length of registration or practice.	4.26	Very Satisfied	4
3. The academe or the desirous of engaging in local super regional or national practice, international practices, particularly in practices covered by bilateral or multilateral or plurilateral agreements.	4.23	Very Satisfied	5
4. The CPE for every professional registered with the commission for a continuing or aggregate period of more than twenty (20) years but for less than fourth (40) years.	4.21	Very Satisfied	7
5. Shall be undertaken on a voluntary basis in accordance with the RLP's desire for new knowledge or skills.	4.35	Very Satisfied	3
6. Shall voluntary desirous of engaging in local practices, whether the barangay, municipality or city, provincial or regional levels	4.39	Very Satisfied	2

7.	The CPE for every professional registered with the commission for a continuing or aggregate period of more fourth (40) years.	4.15	Satisfied	9
8.	The recipient of a major or national government awards for science or the arts.	4.19	Satisfied	8
9.	The recipient of a major international award for science or arts.	4.22	Very Satisfied	6
Overall Weighted Mean		4.22	Very Satisfied	

Table 3 presents the teacher-respondents' perceived satisfaction on professional continuing education as to requirement for the renewal of professional license.

It was perceived that indicator number 1, "The CPE for every professional registered with the commission for a continuing or aggregate period of twenty (20) years or less" ranked number 1, with a weighted mean of 4.41 and descriptive rating of "Very Satisfied"; indicator number 6, Shall voluntary desirous of engaging in local practices, whether the barangay, municipality or city, provincial or regional levels" ranked number 2, with a weighted mean of 4.39 and descriptive rating of "Very Satisfied: indicator number 5, "Shall be undertaken on a voluntary basis in accordance with the RLP's desire for new knowledge or skills" ranked number 3, with a weighted mean of 4.35 and descriptive rating of "Very Satisfied", indicator number 2, "The regardless of length of registration or practice " ranked number 4, with a weighted mean of 4.26 and descriptive rating of "Very Satisfied"; and indicator number 3, "The academe or the desirous of engaging in local super regional or national practice, international practices, particularly in practices covered by bilateral or multilateral or plurilateral agreements" ranked number 5 with a weighted mean of 4.23 and descriptive rating of "Very Satisfied." The overall weighted mean is 4.73 perceived as "Very Satisfied." This result suggests that the teacher-respondents do not have any complaint on continuing professional education as to renewal of professional license.

The respondents perceived that indicator number 1, "To raise and maintain the professional capability in delivering quality professional services as applicable" ranked number, with a weighted mean of 4.54 and descriptive rating "Very Satisfied"; indicator number 3, "To make the professional globally competitive, as applicable and promote the general welfare often public," ranked number 2 with a weighted mean of 4.48 and descriptive rating "Very Satisfied"; and indicator number 2, "To comply with the professional continuing ethical requirements" ranked number 3, with a weighted mean of 4.44 and descriptive rating "Very Satisfied." The overall weighted mean is 4.49 perceived as "Very Satisfied." This implies agreement on the part of the respondents on the aims and objectives of continuing professional education.

The DepEd recognizes the importance of professional standards in the continuing professional development and advancement of teachers based on the principle of lifelong learning. It is committed to supporting teachers, and taking cognizance of unequivocal evidence that good teachers are vital to raising student achievement set out clear expectations of teachers along well-defined career stages of professional development from beginning to distinguished practice. Hence, it aims to engage teachers to actively embrace a continuing effort in attaining proficiency; and apply a uniform measure to assess teacher performance, identify needs, and provide support for professional development. (DO 42, s. 2017)

The respondents perceived indicator number 1, “Shall be required statement in a RLP’s curriculum vitae, resume or bio-data for such an evaluation” ranked number 1, with a weighted mean of 4.40 and descriptive rating “Very Satisfied”; indicator number 3 “Shall submit a midyear and annual reports to the PRB anent the conduct of the CPE programs including the financial aspects of the administration of its CPE program” ranked number 2, with a weighted mean of 4.29 and descriptive rating “Very Satisfied”; and indicator number 2, “Shall assist the commission and PRB in the implementation of the CPE program and for this purpose, organize a CPE committee” ranked number 3, with a weighted mean of 4.24 and descriptive rating “Very Satisfied.” The overall weighted mean is 4.31 perceived as “Very Satisfied.” This result suggests that the respondents are pleased with the benefits and promotion offered.

Implementing professional education development has benefits for both teachers and students, but most importantly, it helps teachers become better educators and develop into competent future school administrators. Professional development programs can enable teachers to expand their knowledge base in different subject areas. The more professional development a teacher undergoes, the more knowledge and industry insight he or she gains. (Cassidy, 2012) Of the five human relation skills, the respondents perceived Personality Data as number 1, with a weighted mean of 4.58 and descriptive rating “Very Satisfied”; Attitude ranked number 2, with a weighted mean of 4.55 and descriptive rating “Very Satisfied”; Biographical Data ranked number 3, with a weighted mean of 4.48 and descriptive rating 4.48; Classroom Observation ranked number, with a weighted mean 4.46 and descriptive rating “Very Satisfied”; and Diary of classroom activities ranked number 5, with a weighted mean of 4.24 and descriptive rating “Very Satisfied.” The overall weighted mean is 4.46 perceived as “Very Satisfied.” This result suggests that that teacher-respondent agrees on continuing professional education on human relation skill. Roby (2015) stresses that acquiring and developing human relation skills is an ongoing process. According to him, educators are fortunate enough to have been raised with values stressing kindness, humbleness, politeness, attentiveness and empathy are preconditioned for working with others in the school setting. Creating opportunities for dialogue with other educators are crucial to fulfilling

school or school district goals. Teacher leaders who are influential have the ability to forge relationships, in other words connect with other colleagues. (Patterson, 2004) It was perceived that indicator number 1, “Teaching practices” ranked number 1, with a weighted mean of 4.53 and descriptive rating “Very Satisfied”; indicator number 3, “Modern student-centered practices promote reasoning skills ranked number 2, with a weighted mean of 4.45 and descriptive rating “Very Satisfied”; indicator number 2, “Traditional teaching practices promote factual knowledge and routine problem solving skills ranked number 3, with a weighted mean of 4.44 and descriptive rating “Very Satisfied”; indicator number 4, “Choice of teaching method “ranked number 4, with a weighted mean of 4.42 and descriptive rating “Very Satisfied”; and indicator number 5, “Choice of the appropriate learning materials” ranked number 5, with a weighted mean of 4.40 and descriptive rating “Very Satisfied.” The overall weighted mean is 4.45 perceived as “Very Satisfied.” This result suggests interest and agreement of the teacher-respondents on their cognitive skill development. According to Jordan(2016), a teacher’s cognitive skill is useful tool in assisting students with their learning problems. It provides a structure for learning when a task cannot be completed. It serves to support the learner as he or she develops internal procedures that enable him or her perform tasks that are complex. Of the five practical skills, “Demonstration skills at normal speed” and “Encouraging the learner to ask question” both ranked 1.5 with a weighted mean of 4.51 and descriptive rating “Very Satisfied”; “It provides necessary correction” ranked number 3, with a weighted mean of 4.44 and descriptive rating “Very Satisfied”; “Repetition of the skills with full explanation” ranked number 4, with a weighted mean of 4.33 and descriptive rating “Very Satisfied”; “Demonstration skills at little with no explanation” ranked number 5, with a weighted mean of 4.27 and descriptive rating “Very Satisfied”. The overall weighted mean is 4.41 and perceived as “Very Satisfactory”. This result implies that the respondents agree with the practical skills they can derive from continuing professional education. According to Altonen, et al (2013), practical skills have been possible to learn with apprenticeship education, school-based vocational education or different kinds of on the job learning systems. Auvinen (2004) concluded that at this age, the core of teachers’ work has moved from the independent expertise in one’s own subject area, to continuous co-operation with working life. The core of teachers’ work is multifold, which is seen in the differentiated tasks and contents of work reflecting practical skills.

3.1 Summary on Perceived Satisfaction on Professional Continuing Education

Table 4

Perceived Satisfaction on Professional Continuing Education

	Overall Weighted Mean	Interpretation	Rank
Requirement for the Renewal of the Professionals License	4.27	Very Satisfied	4
Aims and Objective	4.49	Very Satisfied	1
Benefits and Promotion	4.31	Very Satisfied	3
Upgrading Skills	4.45	Very Satisfied	2
Grand Mean	4.38	Very Satisfied	

Table 4 presents the summary on perceived satisfaction on professional continuing education.

Aims and Objectives has an overall weighted mean of 4.49, descriptive rating “Very Satisfied and ranked number 1; Upgrading Skills has an overall weighted mean of 4.45, with a descriptive rating “Very Satisfied” and ranked number 2; Benefits and Promotion has an overall weighted mean of 4.31, with a descriptive rating “Very Satisfied” and ranked number 3; Requirements for the renewal of the professional license has an overall weighted mean of 4.27, with a descriptive rating “Very Satisfied” and ranked number 4. The grand mean on perceived satisfaction on professional continuing education is 4.38 and perceived as “Very Satisfied.”

In line with this Constitutional mandate, Republic Act No. 8981 created the Professional Regulation Commission (PRC) to administer, implement, and enforce regulatory policies of the national government with respect to the regulation and licensing of the various professions under its jurisdiction, including the enhancement and maintenance of professional and occupational standards and ethics and the enforcement of the rules and regulations relative thereto. Moreover, the Professional Regulatory Boards (PRBs), which are under the administrative supervision of the PRC, are tasked to monitor the conditions affecting professional practices under their respective jurisdictions and whenever necessary, to adopt such measures as may be deemed proper for the enhancement of the profession and/or the maintenance of high professional, ethical and technical standards. Thus, the Continuing Professional Education (CPE) is vital and necessary to enhance and maintain high professional, ethical and technical standards in the practice of the professions, particularly for the State Registered and Licensed Professionals (RLPS) identified by the PRBs to be in the most need of CPEs for varying reasons, needs and requirements

4. Analysis of Variance on the Difference in the Perceived Satisfaction on Professional Continuing Education when the Secondary School Teachers – Respondents are Grouped According to their Profile Variables

4.1 Requirement for the Renewal of the Professionals License

Table 5

Difference in the Perceived Satisfaction on Professional Continuing Education as to Requirement for the Renewal of the Professional License When Respondents are Grouped According to their Profile Variables

Profile Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Age	Between Groups	2.97	6	0.49	1.39	0.22	Not Significant Ho is accepted
	Within Groups	56.04	158	0.35			
	Total	59.01	164				
Sex	Between Groups	0.17	1	0.17	0.47	0.50	Not Significant Ho is accepted
	Within Groups	58.84	163	0.36			
	Total	59.01	164				
Civil Status	Between Groups	0.90	2	0.45	1.26	0.29	Not Significant Ho is accepted
	Within Groups	58.10	162	0.36			
	Total	59.01	164				
Monthly Salary	Between Groups	4.16	5	0.83	2.41	0.04	Significant Ho is rejected
	Within Groups	54.85	159	0.34			
	Total	59.01	164				
Highest Educational Attainment	Between Groups	0.80	3	0.27	0.73	0.53	Not Significant Ho is accepted
	Within Groups	58.21	161	0.36			

	Total	59.01	164				
Years in Service	Between Groups	3.30	4	0.83	2.37	0.05	Significant Ho is rejected
	Within Groups	55.70	160	0.35			
	Total	59.01	164				
Number of Seminars/ Trainings Attended	Between Groups	2.34	4	0.58	1.65	0.16	Not Significant Ho is accepted
	Within Groups	56.67	160	0.35			
	Total	59.01	164				

Table 5 presents the difference in the perceived satisfaction on professional continuing education according to their profile variables as to requirement for the renewal of the professional license when respondents are grouped according to profile variables.

The computed significant values of 0.22, 0.50, 0.29, 0.53 and 0.16 are greater than the 0.05 alpha level of significance. Therefore, the null hypothesis is accepted. There is no significant difference in the perceived satisfaction on professional continuing education as to requirement for the renewal of the professional license when the respondents were grouped according to age, sex, civil status, highest educational attainment and number of seminars/trainings attended. Meanwhile, the computed significant values of 0.04 and 0.05 are lower than the 0.05 alpha level of significance. Therefore, the null hypothesis is rejected. There is significant difference in the perceived satisfaction on professional continuing education as to requirement for the renewal of the professional license when the respondents were grouped according to monthly salary and years in service. This implies that the teacher-respondents have varying perception about professional education for those with different salaries and engaged in service for years. This may be attributed on differentiation of status between private and public schools. Salaries and benefits packages differ at public and private institutions. According to Odesola(2013), public sector are generally better paid. Private school compensation tends to be somewhat lower than public. Therefore, teacher compensation has also an effect on staying in service or retention.

4.2 Aims and Objective

Table 6

Difference in the Perceived Satisfaction on Professional Continuing Education as to

Aims and Objectives When Respondents are Grouped According to their Profile Variables

Profile Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Age	Between Groups	3.39	6	0.56	2.01	0.07	Not Significant Ho is accepted
	Within Groups	44.36	158	0.28			
	Total	47.74	164				
Sex	Between Groups	0.10	1	0.10	0.36	0.55	Not Significant Ho is accepted
	Within Groups	47.64	163	0.29			
	Total	47.74	164				
Civil Status	Between Groups	0.21	2	0.11	0.36	0.70	Not Significant Ho is accepted
	Within Groups	47.53	162	0.29			
	Total	47.74	164				
Monthly Salary	Between Groups	2.31	5	0.46	1.62	0.16	Not Significant Ho is accepted
	Within Groups	45.43	159	0.29			
	Total	47.74	164				
Highest Educational Attainment	Between Groups	1.30	3	0.43	1.50	0.22	Not Significant Ho is accepted
	Within Groups	46.44	161	0.29			
	Total	47.74	164				
Years in Service	Between Groups	2.29	4	0.57	2.01	0.10	Not Significant Ho is accepted
	Within Groups	45.45	160	0.28			
	Total	47.74	164				
Number of Seminars/ Trainings Attended	Between Groups	1.08	4	0.27	0.92	0.45	Not Significant Ho is accepted
	Within Groups	46.67	160	0.29			
	Total	47.74	164				

Table 6 presents the difference in the perceived satisfaction on professional continuing education according to their profile variables as to aims and objectives when respondents are grouped according to profile variables.

The computed significant values of 0.07, 0.55, 0.70, 0.16, 0.22, 0.10 and 0.45 for age, sex, civil status, monthly salary, highest educational attainment, years in service and number of seminars/trainings attended respectively, are greater than the 0.05 alpha level of significance. Therefore, the null hypothesis is accepted. There is no significant difference in the perceived satisfaction on professional continuing education as to aims and objectives when the respondents were grouped according to age, sex, civil status, monthly salary, highest educational attainment, years in service and number of seminars/trainings attended. This result implies that the teacher-respondents have similar view about the aims and objectives of continuing professional education. The Philippine government has required all Filipino professionals to undergo continuing education programs. The standardized implementing guidelines and procedures. Under the law, 40 different professions being regulated by the PRC are required to undergo CPE programs to be administered by various accredited CPE providers. These programs are meant to ensure that licensed professionals maintain minimum skills, are exposed to advances in their field of practice, and get additional training. (PRC Res. No. 381)

4.3 Benefits and Promotion

Table 7

Difference in the Perceived Satisfaction on Professional Continuing Education as to

Benefits and Promotion When Respondents are Grouped According to their Profile Variables

Profile Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Age	Between Groups	2.55	6	0.43	1.28	0.27	Not Significant Ho is accepted
	Within Groups	52.32	158	0.33			
	Total	54.88	164				
Sex	Between Groups	0.04	1	0.04	0.12	0.73	Not Significant Ho is accepted
	Within Groups	54.84	163	0.34			

	Total	54.88	164				
Civil Status	Between Groups	0.39	2	0.19	0.58	0.56	Not Significant Ho is accepted
	Within Groups	54.49	162	0.34			
	Total	54.88	164				
Monthly Salary	Between Groups	3.63	5	0.73	2.25	0.05	Significant Ho is rejected
	Within Groups	51.25	159	0.32			
	Total	54.88	164				
Highest Educational Attainment	Between Groups	0.73	3	0.24	0.72	0.54	Not Significant Ho is accepted
	Within Groups	54.15	161	0.34			
	Total	54.88	164				
Years in Service	Between Groups	1.88	4	0.47	1.42	0.23	Not Significant Ho is accepted
	Within Groups	53.00	160	0.33			
	Total	54.88	164				
Number of Seminars/ Trainings Attended	Between Groups	1.89	4	0.47	1.43	0.23	Not Significant Ho is accepted
	Within Groups	52.99	160	0.33			
	Total	54.88	164				

Table 7 presents the difference in the perceived satisfaction on professional continuing education as to benefits and promotion when respondents are grouped according to profile variables.

The computed significant values of 0.27, 0.73, 0.56, 0.54, 0.23 and 0.23 for age, sex, civil status highest educational attainment, years in service and number of seminars/trainings attended respectively are greater than the 0.05 alpha level of significance. Therefore, the null hypothesis is accepted. There is no significant difference in the perceived satisfaction on professional continuing education as to benefits and promotion when the respondents were grouped according to age, sex, civil status, highest educational attainment and number of seminars/trainings attended. On the other hand, the computed

significant value of 0.05 is lower than the 0.05 alpha level of significance. Therefore, the null hypothesis is rejected. There is significant difference in the perceived satisfaction on professional continuing education as to benefits and promotion when the respondents were grouped according to monthly salary. This result implies the respondents' differences on what they receive base on salary. Public sector teachers are generally better paid and have superior pension programs. Naturally, compensation among private schools vary widely depending on the local economic situation. Public sector benefits have historically been excellent. Private school compensation tends to be somewhat lower than public(Kennedy, 2017). While public school teachers enjoy the competitive and attractive compensation package, private school teachers remain in qualms about low salary, poor work and retirement benefits, and tenure security issues. (i-mil.com 2017)

4.4 Upgrading of Skills

4.4.1 Human Relation Skills

Table 8

Difference in the Perceived Satisfaction on Professional Continuing Education as to Upgrading of Human Relation Skills When Respondents are Grouped According to their Profile Variables

Profile Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Age	Between Groups	3.25	6	0.54	1.99	0.07	Not Significant Ho is accepted
	Within Groups	43.05	158	0.27			
	Total	46.30	164				
Sex	Between Groups	0.20	1	0.20	0.69	0.41	Not Significant Ho is accepted
	Within Groups	46.11	163	0.28			
	Total	46.30	164				
Civil Status	Between Groups	0.65	2	0.32	1.15	0.32	Not Significant Ho is accepted
	Within Groups	45.66	162	0.28			
	Total	46.30	164				
Monthly	Between	1.27	5	0.25	0.9	0.48	Not

Salary	Groups				0		Significant Ho is accepted
	Within Groups	45.03	159	0.28			
	Total	46.30	164				
Highest Educational Attainment	Between Groups	1.05	3	0.35	1.24	0.30	Not Significant Ho is accepted
	Within Groups	45.26	161	0.28			
	Total	46.30	164				
Years in Service	Between Groups	1.91	4	0.48	1.72	0.15	Not Significant Ho is accepted
	Within Groups	44.39	160	0.28			
	Total	46.30	164				
Number of Seminars/ Trainings Attended	Between Groups	0.45	4	0.11	0.39	0.81	Not Significant Ho is accepted
	Within Groups	45.85	160	0.29			
	Total	46.30	164				

Table 8 presents the difference in the perceived satisfaction on professional continuing education as to upgrading of human relation skills when respondents are grouped according to profile variables.

The computed significant values of 0.07, 0.41, 0.32, 0.48, 0.30, 0.15 and 0.81 for age, sex, civil status, monthly salary, highest educational attainment, years in service and number of seminars/trainings attended respectively, are greater than the 0.05 alpha level of significance. Therefore, the null hypothesis is accepted. There is no significant difference in the perceived satisfaction on professional continuing education as to upgrading of human relation skills when the respondents were grouped according to age, sex, civil status, monthly salary, highest educational attainment, years in service and number of seminars/trainings attended.

Educational leadership depends on human relation, it all about relationship at every level, Relationship with teaching staff, administrative staff and students. Without good relation with teacher it is impossible for a leader to achieve good academic result. Without the help of administrative staff and teachers it is almost impossible to run a school in proper order, teachers are the soul of a school and without the help

of them the school would be a chaos. Therefore good relations between leader and his school teachers are very important for the improvement of school and the over-all performance of teachers.(NL, 2016)

4.4.2 Cognitive Skills

Table 9

Difference in the Perceived Satisfaction on Professional Continuing Education as to Upgrading of Cognitive Skills When Respondents are Grouped According to their Profile Variables

Profile Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Age	Between Groups	3.69	6	0.61	2.45	0.03	Significant Ho is rejected
	Within Groups	39.61	158	0.25			
	Total	43.29	164				
Sex	Between Groups	0.13	1	0.13	0.49	0.49	Not Significant Ho is accepted
	Within Groups	43.16	163	0.26			
	Total	43.29	164				
Civil Status	Between Groups	0.66	2	0.33	1.25	0.29	Not Significant Ho is accepted
	Within Groups	42.63	162	0.26			
	Total	43.29	164				
Monthly Salary	Between Groups	1.71	5	0.34	1.30	0.26	Not Significant Ho is accepted
	Within Groups	41.59	159	0.26			
	Total	43.29	164				
Highest Educational Attainment	Between Groups	1.41	3	0.47	1.81	0.15	Not Significant Ho is accepted
	Within Groups	41.88	161	0.26			
	Total	43.29	164				
Years in	Between	2.69	4	0.67	2.6	0.04	Significant

Service	Groups				5		Ho is rejected
	Within Groups	40.60	160	0.25			
	Total	43.29	164				
Number of Seminars/Trainings Attended	Between Groups	0.93	4	0.23	0.88	0.48	Not Significant
	Within Groups	42.36	160	0.26			Ho is accepted
	Total	43.29	164				

Table 9 presents the difference in the perceived satisfaction on professional continuing education as to upgrading of cognitive skills when respondents are grouped according to profile variables.

The computed significant values of 0.49, 0.29, 0.26, 0.15, 0.48 for sex, civil status highest educational attainment, and number of seminars/trainings attended respectively are greater than the 0.05 alpha level of significance. Therefore, the null hypothesis is accepted. There is no significant difference in the perceived satisfaction on professional continuing education as to upgrading of cognitive skills when the respondents were grouped according to sex, civil status, highest educational attainment and number of seminars/trainings attended. On the other hand, the computed significant value of 0.03 and 0.04 for age and years in service is lower than the 0.05 alpha level of significance. Therefore, the null hypothesis is rejected. There is significant difference in the perceived satisfaction on professional continuing education as to upgrading of cognitive skills when the respondents were grouped according age and years in service. Age is a factor in cognitive skills. Age-related changes in cognitive function vary considerably across individuals and across cognitive domains, with some cognitive functions appearing more susceptible than others to the effects of aging. Age-related changes in brain structure and function are not uniform across the whole brain or across individuals, age-related changes in cognition are not uniform across all cognitive domains or across all older individuals. Many older people out-perform young people, at least on some cognitive tasks, and others of the same age do at least as well as the young. (Glisky, 2007)

4.4.3 Adaptability Skills

Table 10

Difference in the Perceived Satisfaction on Professional Continuing Education as to Upgrading of Adaptability Skills When Respondents are Grouped According to their Profile Variables

Profile Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Age	Between Groups	3.64	6	0.61	2.21	0.04	Significant Ho is rejected
	Within Groups	43.33	158	0.27			
	Total	46.97	164				
Sex	Between Groups	0.46	1	0.46	1.61	0.21	Not Significant Ho is accepted
	Within Groups	46.51	163	0.29			
	Total	46.97	164				
Civil Status	Between Groups	1.77	2	0.89	3.18	0.04	Significant Ho is rejected
	Within Groups	45.19	162	0.28			
	Total	46.97	164				
Monthly Salary	Between Groups	3.04	5	0.61	2.20	0.06	Not Significant Ho is accepted
	Within Groups	43.93	159	0.28			
	Total	46.97	164				
Highest Educational Attainment	Between Groups	1.65	3	0.55	1.96	0.12	Not Significant Ho is accepted
	Within Groups	45.31	161	0.28			
	Total	46.97	164				
Years in Service	Between Groups	2.55	4	0.64	2.30	0.06	Not Significant Ho is accepted
	Within Groups	44.42	160	0.28			
	Total	46.97	164				
Number of Seminars/Trainings Attended	Between Groups	0.71	4	0.18	0.61	0.66	Not Significant Ho is accepted
	Within Groups	46.26	160	0.29			
	Total	46.97	164				

Table 10 presents the difference in the perceived satisfaction on professional continuing education as to upgrading of adaptability skills when respondents are grouped according to profile variables.

The computed significant values of 0.21, 0.06, 0.12, 0.06 and 0.66 for sex, highest educational attainment, and number of seminars/trainings attended respectively are greater than the 0.05 alpha level

of significance. Therefore, the null hypothesis is accepted. There is no significant difference in the perceived satisfaction on professional continuing education as to upgrading of adaptability skills when the respondents were grouped according to sex, highest educational attainment and number of seminars/trainings attended. On the other hand, the computed significant value of 0.04 and 0.04 for age and civil status is lower than the 0.05 alpha level of significance. Therefore, the null hypothesis is rejected. There is significant difference in the perceived satisfaction on professional continuing education as to upgrading of adaptability skills when the respondents were grouped according age and civil status. Age and civil status can be factors in learning adaptability skills. This result is similar from the study of Collie(2016) wherein the adaptability skills of teachers vary and affect the age. Adaptability is linked to youth and vitality. As one gets older, more mental scripts developed which can really challenge ability to adapt to anything new. Sosnof, et al (2009) found older adults to have a greater amount of variability than their younger counterparts in both tasks. Older adults also demonstrated an increase in the structure of force output in the constant task but a decrease in structure in the sinusoidal task. Age differences in the adaptability to task constraints persisted throughout practice.

4.4.4 Practical skills

Table 11

Difference in the Perceived Satisfaction on Professional Continuing Education as to Upgrading of Practical Skills When Respondents are Grouped According to their Profile Variables

Profile Variables	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Age	Between Groups	2.04	6	0.34	1.20	0.31	Not Significant Ho is accepted
	Within Groups	44.86	158	0.28			
	Total	46.90	164				
Sex	Between Groups	0.04	1	0.04	0.12	0.73	Not Significant Ho is accepted
	Within Groups	46.87	163	0.29			
	Total	46.90	164				
Civil Status	Between Groups	0.67	2	0.34	1.18	0.31	Not Significant

	Within Groups	46.23	162	0.29			Ho is accepted
	Total	46.90	164				
Monthly Salary	Between Groups	1.90	5	0.38	1.35	0.25	Not Significant
	Within Groups	45.00	159	0.28			Ho is accepted
	Total	46.90	164				
Highest Educational Attainment	Between Groups	0.82	3	0.27	0.96	0.41	Not Significant
	Within Groups	46.08	161	0.29			Ho is accepted
	Total	46.90	164				
Years in Service	Between Groups	2.00	4	0.50	1.78	0.13	Not Significant
	Within Groups	44.90	160	0.28			Ho is accepted
	Total	46.90	164				
Number of Seminars/Trainings Attended	Between Groups	0.58	4	0.14	0.50	0.74	Not Significant
	Within Groups	46.32	160	0.29			Ho is accepted
	Total	46.90	164				

Table 11 presents the difference in the perceived satisfaction on professional continuing education as to upgrading of practical skills when respondents are grouped according to profile variables.

The computed significant values of 0.31, 0.73, 0.31, 0.25, 0.41, 0.13 and 0.74 for age, sex, civil status, monthly salary, highest educational attainment, years in service and number of seminars/trainings attended respectively, are greater than the 0.05 alpha level of significance. Therefore, the null hypothesis is accepted. There is no significant difference in the perceived satisfaction on professional continuing education as to upgrading of practical skills when the respondents were grouped according to age, sex, civil status, monthly salary, highest educational attainment, years in service and number of seminars/trainings attended. This suggests that learning practical skills are the same across all ages, sexes, etc.

Secondary school teaching is a demanding but incredibly rewarding profession. The teacher needs the ability to inspire young minds along with a range of other skills to successfully carry out your role. As well as being adept at explaining, teachers also need to be able to demonstrate how to do something. Teachers learn how to teach better by doing things themselves, whether it be writing a poem or preparing for an exam question. Modelling is an important skill as it fully demonstrates a process and enables a teacher to talk through their actions and decisions in order to benefit the learners' understanding. High school teachers must have this.(Smith, 2017)

5. Relationship Between Perceived Satisfaction on Professional Continuing Education Program and Teaching Performance

Table 12

Relationship Between Satisfaction on Perceived Satisfaction on Professional Continuing Education Program as to Requirement for the Renewal of the Professional License and Teaching Performance

Pearson Correlation	-0.226
Sig. (2-tailed)	0.092
N	57
Interpretation	Very low negative correlation
	Not Significant
	Ho is accepted

Table 12 shows the relationship between satisfaction on perceived satisfaction on professional continuing education programs as to requirement for the renewal of the professional license and teaching performance.

The computed r - value of -0.226 denotes a low negative correlation. This implies that the satisfaction on perceived satisfaction on professional continuing education program as to requirement for the renewal of the license has a negative effect or influence on the teaching performance of the teacher-respondent.

The researchers' review did not find any study on continuing professional education as to renewal of the requirement to show the relationship with teaching performance.

5.1 Aims and Objective

Table 13

Relationship Between Perceived Satisfaction on Professional Continuing Education Program as to Aims and Objectives and Teaching Performance

Pearson Correlation	-0.051
Sig. (2-tailed)	0.706
N	57
Interpretation	Very low negative correlation
	Not Significant
	Ho is accepted

Table 13 shows the relationship between satisfaction on perceived satisfaction on professional continuing education programs as to aims and objectives and teaching performance.

The computed r- value of -0.051 denotes a very low negative correlation. This implies that the satisfaction on perceived satisfaction on professional continuing education program as to aims and objectives does not affect or influence the teaching performance of the teacher-respondent. Saka, et al (2016) revealed in his study that continuing professional education has enhanced librarians' performance mostly through clear communication to subordinates harmonious working relationship with coworkers.

5.2 Benefits and Promotion

Table 14

Relationship Between Perceived Satisfaction on Professional Continuing Education Program as to Benefits and Promotion and Teaching Performance

Pearson Correlation	-0.269
Sig. (2-tailed)	0.043
N	57
Interpretation	Low negative correlation
	Significant
	Ho is rejected

Table 14 shows the relationship between satisfaction on perceived satisfaction on professional continuing education programs as to benefits and promotion and teaching performance.

The computed r- value of -0.269 denotes a low negative correlation. This implies that that the satisfaction on perceived satisfaction on professional continuing education program as to benefits and promotion does not affect or influence the teaching performance of the teacher-respondent.

This study is similar with that of Hussin (2011) wherein he found that there is a relationship with job satisfaction on promotion and job performance.

5.3 Upgrading of Skills

Table 15

Relationship Between Perceived Satisfaction on Professional Continuing Education Program as to Upgrading of Skills and Teaching Performance

Pearson Correlation	-0.078
Sig. (2-tailed)	0.565
N	57
Interpretation	Very low negative correlation
	Not Significant
	Ho is accepted

Table 15 shows the relationship between satisfaction on perceived satisfaction on professional continuing education programs as to upgrading of skills and teaching performance.

The computed r- value of -0.078 denotes a very low negative correlation. This implies that that the satisfaction on perceived satisfaction on professional continuing education program as to upgrading of skills does not affect or influence at all the teaching performance of the teacher-respondent.

This result is opposite or contrary to the study of Powell (2003) when he found that trainings on skills have high correlation with the teacher's job performance.

CONCLUSION

Based on the summary of findings, the researchers have concluded that:

The teacher-respondent is in the middle adulthood, female, Married, with a monthly salary of 14,878.79, a Bachelor's degree holder, in the service for 7.28 years and have attended 11.41 seminars/trainings. The teaching performance of the private and public secondary school teachers is 7.01. The satisfaction on professional continuing education is perceived as "Very Satisfied." 4. In the perceived satisfaction on professional continuing education, as to requirement for the renewal of the professional license there is no significant difference when the respondents were grouped according to age, sex, civil status, highest educational attainment and number of seminars/trainings attended and significant difference to monthly salary and years in service; as to aims and objectives, there is significant difference when the respondents were grouped according to all the profile variables; as to benefits and promotion, there is no significant difference when the respondents were grouped according to age, sex, civil status, highest educational attainment and number of seminars/trainings attended and significant when the respondents were grouped according to monthly salary; as to upgrading of human skills, there is no significant difference when the respondents were grouped according to the profile variables; as to upgrading of cognitive skills, there is no significant difference when the respondents were grouped according to sex, civil status, highest educational attainment and number of seminars/trainings attended; as to upgrading of cognitive and practical skills there is no significant difference when the respondents were grouped according age and years in service; as to upgrading of adaptability skills when the respondents were grouped according to sex, highest educational attainment and number of seminars/trainings and significant difference when the respondents were grouped according age and civil status. There is low positive correlation between perceived satisfaction on professional education program and teaching performance.

RECOMMENDATION

Based on the summary of findings and conclusion, the researchers hereby recommend:

The school need to be more persistent in encouraging and motivating the teachers to pursue professional education. The teachers should give importance and prioritize upgrading themselves while they are still young. The teacher must pursue professional education for a better teaching performance. Find reasons why teachers seem reluctant to pursue professional education. Further study to compare the professional development between private and public high school teachers.

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