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RELATIONSHIP BETWEEN THE BEED STUDENTS' PROFILE AND THEIR PERCEPTIONS OF THE ROLE OF CONTINUOUS PROFESSIONAL DEVELOPMENT

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ABSTRACT

This study explored the relationship between the profile of Bachelor of Elementary Education (BEED) students and their perceptions of the role of Continuous Professional Development (CPD) in their future teaching careers. Conducted at Eastern Samar State University (ESSU) across four campuses – Borongan Main Campus, Can-avid, Salcedo, and Guiuan – during Academic Year 2024–2025, the study employed a descriptive-correlational research design. A researcher-made questionnaire was used to collect data from a stratified random sample of 150 BEED students. Descriptive statistics such as frequency, percentage, and mean were used to describe the respondents' profile and their perceptions of CPD. Inferential statistics, including Pearson Product-Moment Correlation and Chi-square Test, were used to determine significant relationships between profile variables and perception scores. Findings revealed that most respondents were aged 19–21, had a GWA categorized as "Good," and nearly half had prior training or seminar exposure. BEED students expressed highly positive perceptions of CPD, with an overall mean of 3.67 (Strongly Agree). Significant relationships were found between students' year level, academic performance, and prior training exposure and their perceptions of CPD. However, no significant relationship was found between age and CPD perception. The study concludes that professional development perceptions are strongly shaped by academic experience and exposure to training rather than age. It recommends the early integration of CPD concepts in the BEED curriculum and the promotion of training opportunities to foster a culture of lifelong learning among future educators.

KEYWORDS: *Continuous Professional Development, BEED students, teacher education, professional growth, perceptions, student profile*

INTRODUCTION

Background of the Study

Continuous Professional Development (CPD) is a systematic process, spread over one's life, for acquiring, updating, and developing professional knowledge, skills, and abilities. For teachers, CPD is very important as it will develop the competencies that help in responding to changing learner needs, incorporating innovative teaching methods, and maintaining effectiveness in varied learning contexts. The perceptions of BEEd students toward CPD, as future educators, also imply the preparedness and willingness to embrace lifelong learning and professional growth (Avalos B., 2019).

Internationally, several studies underscored the role of CPD in developing quality teaching and better results for students. For example, Avalos (2019) pointed out that CPD makes teachers more innovative and more effective in teaching practice. CPD is also deemed fundamental in making sure teachers attain standards of education delivery around the globe, especially during technological evolution and the expectations of the 21st century (Day & Sachs, 2020). According to OECD, countries with good CPD programs for educators exhibit improved performance among students and better satisfaction levels among teachers (OECD, 2022). Yet, there is a dearth of studies on how pre-service teachers view the significance of CPD during their formative years.

In the Philippines, CPD is provided for by law through the Continuing Professional Development Act of 2016 (Republic Act No. 10912), which mandates the earning of CPD units among licensed professionals, including teachers, to renew their licenses. This policy demonstrates that the government recognizes CPD as essential to maintaining professional competency. Studies such as those by Bernardo and Gaerlan (2021) found that Filipino teachers view CPD as essential to their career progression, professional effectiveness, and adaptation to changing educational landscapes. However, challenges like financial constraints, accessibility, and relevance of CPD programs often hinder teacher participation. Research on pre-service teachers' perceptions of CPD remains limited, despite the importance of fostering a mindset for lifelong learning among future educators.

DepEd in Region VIII has already launched several initiatives to promote CPD among teachers, such as in-service training (INSET) programs, workshops, and seminars. Such efforts are geared towards enhancing the quality of teaching in a region that is characterized by socio-economic challenges and

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resource limitations (DepEd Region VIII Annual Report, 2023). The effectiveness of these programs, however, depends on the willingness and motivation of teachers to participate. Although researches in the region have looked into the effects of CPD on active educators, little research has been done on how pre-service teachers view CPD and its significance in their future careers as professional educators.

Eastern Samar is one of the least developed provinces in Region VIII. The province has its own unique challenges in education, including limited access to professional development opportunities for teachers. Provincial education lags due to resource limitation, teacher-student ratio, and need for teacher competency enhancement. DepEd Eastern Samar Division Report, 2024 Despite all these challenges, initiatives like localized training programs and partnerships with higher education institutions try to address such gaps. However, there is little research on how BEEd students, who are poised to address these challenges in the future, view CPD and how they plan to integrate it into their careers. This presents an opportunity to understand their perceptions and prepare them for lifelong professional development.

The importance of CPD to improve the quality of teachers and the resulting outcomes for learners is clearly underlined in global and local literature, yet a huge gap has been observed on the research about the perceptions of pre-service teachers, most especially those students enrolled in BEEd. Most research studies were concentrated on in-service teachers. In the Philippines and in Southeast Asia generally, very little work has been undertaken to explore how pre-service teachers conceptualise CPD, especially in such a poor region as Eastern Samar.

This study addresses this gap by probing the perceptions of BEEd students about the significance of CPD, examining what factors influence such perceptions, and determining the potential barriers to participation in CPD. It is necessary to understand such perceptions for designing CPD programs and curricular modifications that support a culture of lifelong learning for future teachers. At the same time, this study also brings localized insights for policy makers and educational institutions in Eastern Samar.

Statement of the Problem

This study aimed to explore the relationship between the BEED students' profile and their perceptions of the role of Continuous Professional Development in their future teaching career. Specifically, it seeks to address the following research questions:

1.What is the profile of BEED students of Eastern Samar State University in terms of:
1.1 age;
1.2 year level;
1.3 academic performance; and
1.4 and prior training or seminar exposure?
2.What are the perceptions of BEED students on the significance of Continuous Professional Development (CPD) in achieving teaching excellence?
3.Is there a significant relationship between the BEED students' profile and their perceptions of the role of Continuous Professional Development in their future teaching career?

METHODOLOGY

Research Design

This study employed a descriptive-correlational research design to determine the relationship between the profile of BEED students and their perceptions of the role of Continuous Professional Development (CPD) in their future teaching careers.

The descriptive component aimed to present a comprehensive profile of the respondents in terms of age, year level, academic performance, and prior training or seminar exposure. It also sought to describe their perceptions of CPD, particularly its significance in achieving teaching excellence, enhancing professional competence, and preparing them for lifelong learning.

The correlational component investigated whether there was a statistically significant relationship between the BEED students' profile variables and their perceptions of CPD. This design was appropriate as it allows the researcher to examine existing conditions and relationships without manipulating any variables.

The data was gathered using a self-administered survey questionnaire composed of two parts: Part I collected demographic and academic information of the respondents, while Part II measured their perceptions of CPD using a 4-point Likert scale. Statistical tools such as frequency, percentage, mean, and Pearson Product-Moment Correlation (or Spearman Rank Correlation, if data are non-parametric) was used to analyze the results.

This design supported the objective of the study to describe, analyze, and interpret the relationships between student characteristics and their views on CPD, which may serve as a basis for enhancing pre-service teacher development programs.

Locale of the Study

The locale of this study was in Eastern Samar State University, ESSU, in the province of Eastern Samar, Philippines. ESSU was one of the top universities in the region. Being a higher education institution provided a comprehensive academic environment in various programs, such as the Bachelor of Elementary Education course. The university was the prime context of this research as the study focused on the BEEd students enrolled in the institution. Of these students, the future teachers, whose perceptions of CPD in ESSU were critically important to understand.

The study primarily involved BEEd students from the different academic years enrolled in ESSU's undergraduate teacher education program. The choice of this locale was grounded in the institution's role in shaping future educators and its ongoing efforts to enhance the quality of teaching through professional development programs. By focusing on a regional public university, the study provided insights into the effectiveness

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and challenges of CPD implementation in a provincial context, which may differ from urban-based higher education institutions in terms of resources, access, and institutional support for professional development. Thus, the setting provided an opportunity to explore perceptions of BEEd students within a specific geographic and institutional context.

Further, the study was relevant to understanding how CPD was perceived in the greater educational context of Eastern Samar, a region within the Philippines that also faces unique educational and infrastructural challenges. The results can possibly inform local and national policies about education, designed to promote CPD for pre-service teachers.

Respondents of the Study

The respondents of this study were the Bachelor of Elementary Education (BEED) students enrolled at Eastern Samar State University (ESSU) during the Academic Year 2024–2025. The study included BEED students from four ESSU campuses: Borongan Main Campus, Can-avid Campus, Salcedo Campus, and Guiuan Campus. These respondents were considered appropriate for the study as they were pre-service teachers whose perceptions of Continuous Professional Development (CPD) were critical to understanding their preparedness and commitment to future teaching excellence.

A stratified random sampling technique was employed to ensure proportional representation of respondents from each campus and year level (first year to fourth year). This method ensured that the data collected reflect the diversity and distribution of the student population within the BEED program.

The total number of respondents was determined based on the actual enrollment data provided by the university registrar. The sample size was computed using Slovin's Formula at a 5% margin of error to ensure validity and reliability of the results. Only officially enrolled BEED students during the data collection period were included in the study. Transfer students, irregular students who were not taking major BEED subjects during the semester, and students on leave were excluded.

Research Instruments

This study utilized a researcher-made survey questionnaire as the primary data-gathering tool. The instrument was designed to collect relevant information on the profile of BEED students and their perceptions of the role of Continuous Professional Development (CPD) in their future teaching careers.
The questionnaire is divided into two major parts:

Part I gathers the demographic and academic profile of the respondents, specifically their age, year level, academic performance (as measured by General Weighted Average or GWA), and prior training or seminar exposure related to teaching and professional development.

Part II consists of statements measuring the students' perceptions of CPD. These statements are aligned with dimensions such as the importance of CPD in enhancing teaching competence, promoting lifelong learning, improving classroom effectiveness, and supporting professional growth. Responses were measured using a 4-point Likert scale with the following options: 4 – Strongly Agree, 3 – Agree, 2 – Disagree,1 – Strongly Disagree.

To ensure content and face validity, the questionnaire was reviewed by a panel of experts in education, educational research, and teacher training. Their suggestions were incorporated to improve the clarity, relevance, and appropriateness of the items. A pilot test was also conducted among a small group of BEED students who were not part of the actual sample. The internal consistency of the perception items was evaluated using Cronbach's Alpha, with a reliability coefficient of 0.85, indicating high reliability.

The finalized questionnaire was administered in person and/or via digital forms, depending on the availability and accessibility of respondents across the ESSU campuses. Participation was voluntary and responses were treated with strict confidentiality.

Data Gathering

Prior to data collection, the researcher sought approval from the office of the University President and obtained a formal endorsement from the College Dean and respective Campus Directors of Eastern Samar State University (ESSU) across its four campuses: Borongan Main Campus, Can-avid Campus, Salcedo Campus, and Guiuan Campus. A copy of the approved research instrument and a letter of request were submitted to the appropriate authorities to secure permission for the conduct of the study.

Once approval was granted, the researcher coordinated with faculty-in-charge and student organizations to schedule appropriate times for administering the survey without disrupting regular classes. The data collection was conducted within a predetermined time frame during the second semester of Academic Year 2024–2025.

The validated researcher-made questionnaire was distributed either physically (printed copies) or electronically (via Google Forms or institutional email), depending on the availability and accessibility of the respondents. Prior to answering the questionnaire, the purpose of the study was clearly explained to all participants, and they were assured of the voluntary nature of their participation, anonymity, and confidentiality of their responses. Informed consent was secured before the administration of the survey.

For physical distribution, the researcher personally visited each campus or designated a point person to ensure proper administration and collection. For online responses, a secured link was shared along with clear instructions for completing and submitting the form. A follow-up schedule was implemented to maximize response rates and ensure complete data.

After all responses were collected, the data were organized, encoded, and checked for completeness and accuracy. The information gathered was then subjected to statistical analysis to answer the research questions and test the hypotheses.

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Analysis of Data

The data gathered from the responses of BEED students of Eastern Samar State University (ESSU) were carefully analyzed and interpreted using appropriate descriptive and inferential statistical tools, aligned with the specific research questions stated in the Statement of the Problem.

For SOP 1, the profile variables were analyzed using descriptive statistics, such as: Frequency and percentage distribution to summarize categorical variables (e.g., age groups, year level, and seminar exposure), Mean and standard deviation, if applicable (e.g., continuous age data or GPA averages). Graphical presentations (bar graphs or pie charts) were also used to support the visual understanding of the student demographics.

For SOP 2, the perception data, measured using a 4-point Likert scale, were analyzed using: Mean scores to determine the overall perception level for each item or statement; Interpretation guides were used to categorize the perception (e.g., Strongly Agree, Agree, Disagree, Strongly Disagree); and Standard deviation was computed to assess the variation in responses.

For SOP 3, to determine the relationship between each profile variable and the students' perception of CPD, inferential statistics were used: Pearson Product-Moment Correlation Coefficient (r) was applied if both variables are continuous and normally distributed (e.g., age and perception score, GPA and perception score). Spearman Rank Correlation or Chi-square Test of Independence was used for categorical data (e.g., year level or training exposure versus perception score) if normality assumptions are not met.

A significance level (α) of 0.05 was used to determine whether to reject the null hypothesis. If the p-value is less than 0.05, the study concludes that there is a significant relationship between the profile variable and perception of CPD.

Ethical Considerations

In conducting this study on the perceptions of BEEd students regarding CPD, several ethical considerations must be taken into account so that the rights, dignity, and confidentiality of participants are respected throughout the research process. These are deemed essential for maintaining the integrity and credibility of the research, as well as protection of participants from harm and exploitation.

One of the basic principles behind doing ethical research is through obtaining informed consent from all participants. Before the beginning of the actual data collection, the participants are to be fully informed about the purpose, scope, and importance of conducting the said study. At the same time, one is assured that participation would be voluntary; the right is also given to back out at anytime without any damage done. The informed consent form will detail the possible risk and benefits of conducting such a study so that participants are not forced or blackmailed to participate (Silverman, 2020; Creswell, 2018).

Confidentiality and anonymity will be guaranteed throughout the research process. Participants' identities will be safeguarded through the use of pseudonyms or code numbers rather than personal identifiers. All the data gathered, including interviews and surveys, will be stored in a safe manner and only accessed by the researcher. Moreover, participants' responses will not be released to any third party outside the research team to ensure their privacy and keep the information confidential (Babbie, 2020).

Additionally, participation in this study will be entirely voluntary. No participant will face any penalty or disadvantage for choosing not to participate or for withdrawing from the study at any point. The researcher will emphasize that the participants are free to withdraw at any time, without any negative repercussions, ensuring a transparent and respectful process (Babbie, 2020). This ensures that participants are not subjected to any coercion or undue pressure.

Another ethical consideration is that of minimization of harm. The researcher will ensure that the study does not cause any physical or psychological harm to the participants. In case participants encounter sensitive topics during interviews or discussions, they will be encouraged to share only what they are comfortable with. If any participant feels discomfort at any point, they will have the option to discontinue their involvement. The researcher will also offer support in the course of the study to deal with any issues that may arise (Creswell, 2018; Glesne, 2016).

Another ethical consideration of this research is respect for participants' rights. The rights of participants will be respected at every stage of the research process, especially their right to privacy and their right to withdraw their data from the study if they wish. The researcher will ensure that all participants understand their rights and that these rights are not infringed upon during their involvement in the study (Glesne, 2016). This reinforces the study's ethical framework and ensures that participants' autonomy is always respected.

The researcher will also maintain data integrity; all data will be collected and reported honestly and transparently without any manipulation or fabrication of the data. Any biases and assumptions that the researcher might possess will be acknowledged, and measures will be taken to work objectively throughout the study (Silverman, 2020).

Finally, before doing the research, ethical approval from the appropriate institutional review board or ethics committee at Eastern Samar State University shall be sought. This guarantees that the study is ethically guided by such standards as enunciated by the institution and other appropriate bodies researching about such matters, thus ensuring the study will actually achieve established standards of ethics (Glesne, 2016).

By following the ethical concerns of this study, it will carry out with responsible, clear, and respectful conduct, protecting the rights and interests of participants, while maintaining research integrity.

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RESULTS

Profile of BEED Students

1.1 Age

The age of the respondents ranged from 18 to 26 years old. As shown in Table 1, the majority of BEED students fall within the 19–21 age bracket.

Table 1. Frequency and Percentage Distribution of Respondents According to Age

Age Bracket	Frequency	Percentage
18 and below	15	10%
19–21	78	52%
22–24	40	27%
25 and above	17	11%
Total	150	100%

This implies that the majority of BEED students are of traditional college age, which may influence their early perceptions of CPD as part of their future professional growth.

1.2 Year Level

Table 2. Frequency and Percentage Distribution According to Year Level

Year Level	Frequency	Percentage
First Year	38	25.3%
Second Year	36	24.0%
Third Year	40	26.7%
Fourth Year	36	24.0%
Total	150	100%

The distribution shows a relatively balanced representation across all year levels, which provides a comprehensive perspective on CPD from students at different stages of their education.

1.3 Academic Performance

Table 3. Academic Performance Based on GWA

GWA Range	Frequency	Percentage
1.00–1.49 (Excellent)	10	6.7%
1.50–1.99 (Very Good)	35	23.3%
2.00–2.49 (Good)	70	46.7%
2.50–2.99 (Fair)	30	20.0%
3.00 and above (Passed)	5	3.3%
Total	150	100%

Most respondents fall under the "Good" category, indicating a moderate level of academic performance.

1.4 Prior Training or Seminar Exposure

Table 4. Training or Seminar Attendance

Response	Frequency	Percentage
Yes	65	43.3%
No	85	56.7%
Total	150	100%

A little over 40% of the students have participated in seminars or trainings, suggesting that many students have had at least initial exposure to professional development concepts.

Perceptions on the Significance of Continuous Professional Development

To address this problem, a 10-item Likert scale was used. Mean scores were computed and interpreted as shown in

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Table 5. BEED Students' Perception of CPD

Statement	Mean	Interpretation
CPD enhances teaching competence.	3.76	Strongly Agree
CPD promotes lifelong learning.	3.68	Strongly Agree
CPD improves classroom effectiveness.	3.65	Strongly Agree
CPD supports career advancement.	3.72	Strongly Agree
CPD is essential for pre-service teachers.	3.70	Strongly Agree
I am motivated to attend CPD activities.	3.60	Strongly Agree
CPD helps in adapting to educational trends.	3.67	Strongly Agree
CPD encourages self-reflection.	3.58	Strongly Agree
CPD requires time and financial support.	3.62	Strongly Agree
I plan to pursue CPD after graduation.	3.74	Strongly Agree
Overall Mean	3.67	Strongly Agree

The results indicate a very positive perception of CPD among BEED students, affirming their awareness of its role in developing their future professional capabilities.

Relationship Between Profile and Perception of CPD

To determine whether there is a significant relationship between the BEED students' profile and their perceptions of CPD, the Pearson Product-Moment Correlation and Chi-Square Test were applied.

Table 6. Summary of Test of Relationship

Profile Variable	Statistical Test	p-value	Interpretation
Age	Pearson r	0.164	Not Significant
Year Level	Chi-Square	0.031	Significant
Academic Performance	Pearson r	0.048	Significant
Training/Seminar Exposure	Chi-Square	0.025	Significant

The findings reveal that: There is no significant relationship between age and perception of CPD. There is a significant relationship between year level, academic performance, and prior seminar exposure and the perception of CPD.

These results suggest that the more advanced and exposed students are in their education and training, the more positively they view CPD.

CONCLUSIONS

Based on the findings, the following conclusions were drawn:

1. BEED students at ESSU are generally aware of and positively inclined toward Continuous Professional Development as an essential part of their future profession.
2. The perception of CPD improves as students advance in their academic year and gain more exposure to professional activities such as seminars and workshops.
3. Students who perform better academically are more likely to view CPD as vital to their growth and teaching effectiveness.
4. Age is not a determining factor in how students perceive CPD, indicating that professional maturity is more closely linked with academic and experiential exposure than chronological age.
5. There is a need to further strengthen CPD-related programs and integration into the BEED curriculum, especially for lower year levels.

RECOMMENDATIONS

Based on the conclusions, the following recommendations are offered:

1. For the College of Education. Integrate structured CPD-related activities into early BEED coursework to cultivate a proactive professional mindset. Offer elective courses or modules focused on reflective teaching, professional growth planning, and lifelong learning.
2. For BEED Program Coordinators and Faculty. Encourage student participation in seminars, workshops, and training as early as first year. Promote mentoring programs that expose students to in-service teachers who model continuous professional development.
3. For Students. BEED students are encouraged to take initiative in attending professional development activities beyond the academic requirements. Build personal development plans aligned with future teaching goals.
4. For Future Researchers. Conduct similar studies using qualitative or mixed-method designs to explore deeper insights into motivations and barriers to CPD

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engagement. Expand the scope to include pre-service students from other teacher education institutions for comparative analysis.

Conflict of Interest

The researcher declares that there was no conflict of interest in the conduct of this study titled "Relationship Between the BEEd Students' Profile and their Perceptions of the role of continuous Professional Development**.** The study was carried out independently, without any financial, institutional, or personal relationships that could have influenced the outcomes, data interpretation, or presentation of findings. All responses from participants were gathered objectively, and ethical standards were strictly observed throughout the research process to ensure credibility, impartiality, and academic integrity.

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