

Breaking Barriers: Prioritizing Teacher Professional Development for Enhanced Educational Outcomes

Mark Christian B. Sausa
Cebu Technological University
markchristian.sausa@deped.gov.ph

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ABSTRACT

This study assessed barriers to teachers' access to professional development programs in the identified Elementary Schools of Inabanga North District of Bohol during the school year 2023–2024, aiming to propose enhanced professional strategies to address these challenges. Adopting a descriptive quantitative approach enriched by qualitative insights, the study surveyed 100 elementary school teachers, focusing on their demographic profiles, the severity of barriers encountered, and their performance across key professional development areas. The research also explored teachers' perceived coping mechanisms for addressing these barriers. The study revealed

significant personal and professional barriers, including financial constraints, health issues, high workloads, and monotonous course content, which negatively impacted teachers' performance. Despite these challenges, teachers exhibited high proficiency in areas such as Content Knowledge and Pedagogy, Learning Environment, and Curriculum and Planning. To cope with these barriers, teachers utilized strategies like Learning Action Cell (LAC) sessions, webinars, and online resources. The study found significant negative correlations between personal and professional barriers and teachers' performance, concluding that addressing these barriers is crucial for enhancing teachers' effectiveness in their professional development priorities. The findings emphasized the need for targeted professional development strategies that consider the specific challenges faced by teachers, particularly in geographically isolated areas. The proposed enhanced professional development strategies aimed to help teachers overcome these barriers and foster continuous professional growth.

Keywords: *Administration and Supervision, Teachers' Performance, Inabanga North District Bohol, Quantitative and Qualitative Analysis, and Coping Mechanisms*

INTRODUCTION

Professional development is a cornerstone of educational improvement, ensuring that teachers continuously enhance their skills and knowledge to meet the evolving demands of the academic landscape (Guskey, 2002; Darling-Hammond et al., 2017).

According to Avalos (2011), professional development encompasses activities designed to improve teachers' instructional practices, including formal coursework, workshops, and collaborative learning experiences. Effective Professional Development is crucial as it directly influences teacher performance and student achievement, creating a more dynamic and effective learning environment (Yoon et al., 2007). According to Desimone (2009), core features of successful Professional Development include a focus on content, active learning, coherence with other learning activities, adequate duration, and collective participation. These elements form the foundation of Professional Development initiatives worldwide, emphasizing the need for well-structured and impactful programs.

Additionally, Opfer and Pedder (2011) argue that the complexity of teaching requires professional development that is adaptive and responsive to the needs of individual teachers. They suggest that effective professional development should be seen as a system of interconnected learning experiences that evolve over time, rather than as isolated events.

In the Philippines, the importance of professional development is similarly acknowledged, with the Department of Education (DepEd) implementing various initiatives to support teacher growth (DepEd, 2020). However, challenges persist, particularly in providing equitable access to professional development across different regions. According to the Philippine National Research Center for Teacher Quality (2017), disparities in professional development opportunities exist, often disadvantaging educators in remote and underserved areas. This issue is further supported by Bacani (2019), who emphasizes the gaps in professional development access and the need for targeted programs to address these inequities. The Philippine educational system is working to address these gaps through programs like the National Educators Academy of the Philippines (NEAP), which aims to provide more structured and accessible Professional Development opportunities nationwide.

Several studies highlight the critical role of professional development in the Philippines. David, Albert, and Vizmanos (2019) underscore the significant impact of continuous professional development (CPD) on improving teachers' instructional practices and student learning outcomes. Their study emphasizes the need for sustained and well-designed PD programs that are responsive to the local educational context. Furthermore, Gonzales (2015) found that teachers who participated in regular professional development activities reported higher confidence and competence in implementing new teaching strategies, particularly in integrating technology into their classrooms.

In the specific context of the Inabanga North District, these challenges are pronounced. As a rural area, Inabanga North faces significant barriers such as limited access to resources, geographical isolation, and logistical difficulties that hinder effective professional development. Teachers in this district may have fewer opportunities to engage in professional development that is relevant and impactful, resulting in a gap between their current teaching practices and the desired educational standards. In response, teachers have

implemented various strategies to alleviate these challenges. They have developed context-specific professional development programs, utilized technology for remote learning, and fostered supportive local communities of practice. Addressing these barriers requires a focused approach that includes these strategies, as noted by Barley (2007) in her study "Rural School Success: What Can We Learn?" The study highlights key components of success in high-performing, high-needs rural schools, including leadership, instruction, professional community, and a supportive school environment. By tailoring professional development initiatives to meet the unique needs of the Inabanga North District, we can enhance teacher professional growth and ultimately improve educational outcomes for students in this rural area.

This study aimed to assess and break the barriers to effective professional development for teachers in the Inabanga North District. By examining educators' specific challenges in this rural setting, the study aimed to develop enhanced professional strategies that can improve access to and quality professional development programs. Through this research, the researcher sought to enhance the professional growth of teachers, thereby improving teaching practices and student achievement. The findings of this study would contribute to the broader discourse on educational equity, providing insights that can inform policy and practice not only in Inabanga North but also in similar rural contexts.

Theoretical Background

This study is anchored on Human Capital theory (1976), Organizational Learning theory by Chris Argyris and Donald Schon (1978), the Enhanced Basic Education Act of 2013, and Republic Act 10912 which will serve as the framework of the study. The study assumes that the barriers to teachers' access to professional development programs are consistent across the Inabanga North District and significantly affect their professional growth and performance.

Human Capital Theory is a framework that proposes that investments in education and training contribute to individuals' productivity and earning potential (Ross, 2021). Barriers arise when organizations or individuals do not perceive the potential returns on investment in professional development as sufficient to justify the cost or time.

This theory has been applied to professional development for teachers, suggesting that participation in these programs enhances teachers' knowledge, skills, and effectiveness in the classroom, ultimately improving student outcomes (Ross, 2021). However, barriers to accessing professional development, such as geographical limitations, institutional constraints, personal challenges, and professional hurdles, can significantly impede teachers' ability to participate fully in these programs. These barriers limit teachers' potential to improve their instructional practices and hinder the broader goal of enhancing student achievement. It is crucial to evaluate the relationship between these barriers, teachers' participation in professional development activities, and their instructional practices and student achievement. Such evaluation helps to assess the impact of professional development investments. It informs decisions about resource allocation and program design, ensuring that efforts to improve education outcomes are effective and inclusive (Ross, 2021).

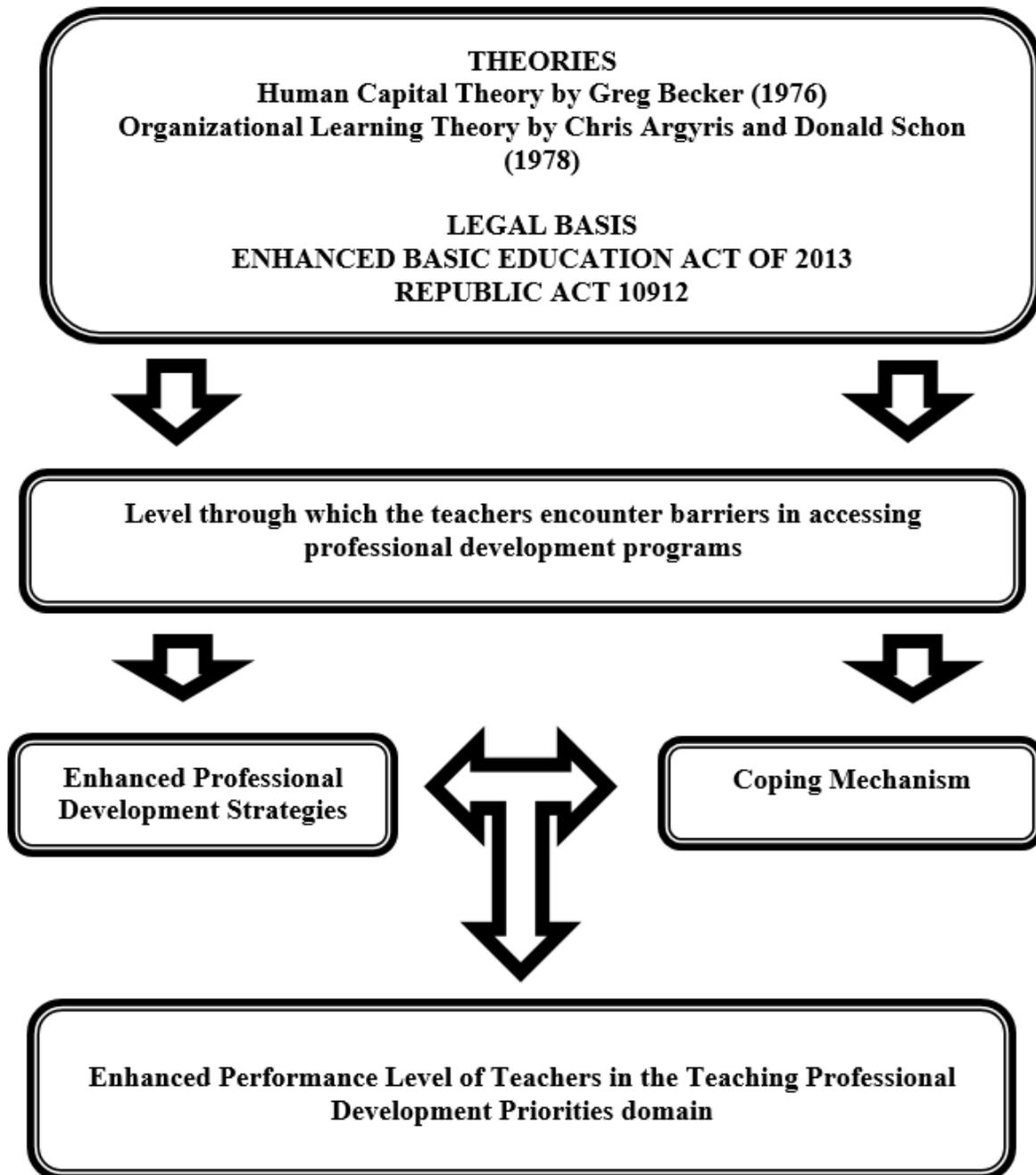


Figure 1
Theoretical Framework of the Study

Human Capital Theory provides a useful lens to examine and understand the barriers to accessing professional development programs in the Philippines. It can be used to evaluate the relationship between teachers' participation in professional development activities and their instructional practices and student achievement. This theory posits that allocating resources to professional development programs for teachers in the Philippines can bolster their expertise, competencies, and efficacy within the classroom, leading to enhanced student achievements in the long run. By evaluating the relationship between teachers' participation in professional development activities and their instructional practices and student achievement, researchers can assess the impact of professional development investments and inform decisions about resource allocation and program design in the Philippines (Ross, 2021).

The concept of human capital in teaching, as articulated by Hargreaves and Fullan in *Professional Capital: Transforming Teaching in Every School*, encompasses teachers' acquisition and continuous development of essential knowledge and skills. This includes expertise in subject matter, effective teaching strategies, understanding of students' diverse learning styles, and the ability to provide emotional and social support to students from various backgrounds (Belay, 2021). Human capital theorists argue that a society's prosperity depends not just on traditional labor and natural resources but significantly on the intellectual abilities and competencies of its people (Ogbu, 2021).

The Department of Education (DepEd) has recognized the importance of professional development programs for teachers in the Philippines. DepEd has implemented various professional development programs, such as the Teacher Induction Program (TIP), the Teacher Mentoring Program (TMP), and the Continuing Professional Development (CPD) program, to enhance teachers' knowledge, skills, and effectiveness in the classroom. However, there are still barriers in ensuring access to professional development programs for all teachers in the Philippines, particularly those in remote areas and those with limited resources.

There are several types of professional development programs for teachers, each designed to address different needs and contexts. Workshops are short-term learning events focusing on specific topics or skills. Seminars and conferences provide opportunities for teachers to learn about the latest research and trends in education. Mentoring and coaching programs pair experienced teachers with less experienced ones to provide guidance and support. Online courses and webinars offer flexibility and accessibility, allowing teachers to learn at their own pace and from any location. Professional learning communities (PLCs) are groups of educators that meet regularly to share knowledge, discuss challenges, and collaborate on solutions. Action research projects involve teachers conducting research in their own classrooms to improve their practices and student outcomes. Study groups and book clubs encourage teachers to read and discuss educational literature together, fostering continuous learning and reflection.

Applying Human Capital Theory to evaluate teachers' engagement with professional development programs in the Philippines offers a pathway to glean valuable insights into the determinants shaping teachers' involvement in such initiatives and their subsequent effects on teaching methodologies and student performance. These findings hold the potential to guide strategic resource distribution and program structuring, thereby enhancing the educational landscape and fostering improved learning outcomes across the Philippines.

Next is the Organizational Learning Theory, which is a framework that focuses on how organizations acquire, interpret, and apply knowledge to improve performance (Padillo, 2021). In this theory, organizations can more effectively identify and address the systemic barriers in accessing professional development programs, fostering an environment where both individual and organizational learning are prioritized and effectively managed. This leads to a more adaptable, skilled, and competitive organization. This will help understand how professional development programs contribute to organizational change and improvement in schools and educational institutions. By examining factors such as organizational culture, leadership support, and the mechanisms for sharing and applying new knowledge, researchers can identify strategies to create a supportive learning environment that fosters continuous improvement and innovation in teaching and learning practices (Padillo, 2021).

In the Philippines, the Enhanced Basic Education Act of 2013 has recognized the importance of professional development programs for teachers. The law mandates providing professional development programs for teachers to enhance their knowledge, skills, and effectiveness in the classroom, ultimately improving student outcomes. However, there are challenges in ensuring access to professional development programs for all teachers in the Philippines, particularly those in remote areas and those with limited resources (Kwang, 2007).

Research on teacher professional development has shown that content-focused professional development is more effective in improving student achievement (OECD, 2019). This professional development focuses on the specific subject matter and teaching strategies teachers need to teach their students effectively. Research also suggests that effective professional development programs include ongoing training, practice, and feedback and provide adequate time and follow-up support (Padillo, 2021).

In the Philippines, an examination was conducted to evaluate the effectiveness of instructional quality and professional development initiatives at a prominent university in Cebu (Padillo, 2021). The study revealed that teachers had attained proficiency in instructional planning, delivery, subject matter expertise, student rapport, and classroom management through professional development activities. However, despite these achievements, the perceived benefits of professional development for teachers were limited. These findings underscore the necessity for strategic planning, execution, and assessment of professional development programs to maximize their impact on teacher growth and student learning (Padillo, 2021).

In summary, Organizational Learning Theory can provide insights into how professional development programs contribute to organizational change and improvement in schools and educational institutions. In the context of the Philippines, the Enhanced Basic Education Act of 2013 has recognized the importance of professional development programs for teachers. By ensuring that teachers are well-prepared and continuously improving, the Act contributes to overcoming traditional barriers to professional development, primarily through structured mandates, enhanced support systems, and clear guidelines for teacher competencies and development. Research suggests that effective professional development programs are ongoing, include training, practice, and feedback, and provide adequate time and follow-up support. Content-focused professional development has also been more effective in improving student achievement. Strategic professional development planning, implementation, and evaluation are necessary to ensure teachers benefit from professional development programs.

The Enhanced Basic Education Act of 2013, also known as the K-12 Law, stands as a pivotal legislation in the Philippines, marking a significant stride towards enhancing the quality of basic education. Among its array of reforms, this law extends the basic education cycle from ten to twelve years. A fundamental aspect of this legislation is its focus on the continuous professional growth of educators, guaranteeing their readiness to provide high-quality education aligned with the updated curriculum and teaching methods. In relation to breaking barriers to accessing professional development programs in the Philippines, the Enhanced Basic Education Act of 2013 serves as the legal framework that mandates and supports the provision of professional development opportunities for teachers to address barriers. These opportunities include workshops on new teaching methodologies, seminars on student assessment strategies, and online courses on curriculum development. It recognizes the importance of ongoing training and capacity-building for educators to effectively implement the K-12 curriculum and address the varying needs of students.

By assessing barriers to accessing professional development programs, researchers can gauge the degree to which the provisions outlined in the Enhanced Basic Education Act of 2013 are being implemented in practice. This assessment can help identify any gaps or challenges in the delivery of professional development initiatives. For instance, the lack of training opportunities for teachers in remote areas could be addressed by providing online courses or mobile training units. It can also inform policy decisions aimed at improving the accessibility, quality, and relevance of these programs for teachers across the Philippines. One potential solution could be to increase the budget for professional development or to establish a centralized system for coordinating and monitoring these initiatives.

Furthermore, examining barriers to accessing professional development programs considering the K-12 Law can provide valuable insights into the effectiveness of the legislation in promoting teacher growth and enhancing instructional practices. It can also shed light on the alignment between policy objectives and the realities faced by teachers on the ground, helping policymakers refine strategies to better support teacher professional development and ultimately improve educational outcomes for Filipino students.

Moreover, the Republic Act No. 10912, also known as the Continuing Professional Development (CPD) Act of 2016, mandates CPD as a requirement for the renewal of Professional Identification Cards for various professions, including teachers. This law highlights the importance of professional development programs for teachers, which can help them enhance their knowledge, skills, and competencies to deliver quality education for all Filipino children. However, the Philippine education system faces several challenges in providing access to professional development programs for teachers. According to a study by the Philippine Institute for Development Studies, teacher education and development in the Philippines face serious challenges, including underperforming teacher education institutions (TEIs) (Leih et.al.,2021).

The Department of Education recognizes the importance of professional development for teachers and has implemented various programs to address this need. For example, the Learning Action Cell is a K to 12 basic education program school-based continuing professional development strategy for the improvement of teaching and learning. However, the provision of professional development opportunities for teachers is not without challenges. Teachers may face time constraints, cost barriers, and inadequate support from school leaders and policymakers, which can hinder their ability to access and benefit from these opportunities. Additionally, the availability of teaching and learning materials, including digital

technologies, can influence teachers' pedagogical approaches and interactions with students, which can impact student learning outcomes.

To address these challenges, the analysis and recommendations presented in SEA-PLM Policy Brief 6 suggest that improving the quality of pre-service training, providing continuous professional development opportunities, and adjusting the culture and incentive system to recognize and retain effective teachers are essential to strengthening the capacity of teachers to deliver quality education for all children (Teachers Professional Development Case Studies).

In conclusion, the Continuing Professional Development Act of 2016 emphasizes the importance of professional development programs for teachers in the Philippines. However, the Philippine education system faces several challenges in providing access to these opportunities. Addressing these challenges requires a holistic approach that includes improving pre-service training, providing continuous professional development opportunities, and adjusting the culture and incentive system to recognize and retain effective teachers.

Statement of the Problem

This research assessed the barriers to teachers' access to professional development programs within the identified Elementary Schools of Inabanga North District of Bohol for the school year 2023 – 2024 as the basis for proposing enhanced professional development strategies.

Specifically, it answered the following sub-problems:

1. What is the respondents' demographic profile in terms of;
 - 1.1 age and gender;
 - 1.2 highest educational attainment;
 - 1.3 length of service;
 - 1.4 designation;
 - 1.5 subject of specialization; and
 - 1.6 numbers and level of training and seminars?
2. What is the level through which the teachers encounter the following barriers in accessing professional development programs in terms of:
 - 2.1 personal barriers;
 - 2.2 institutional barriers;
 - 2.3 professional barriers; and
 - 2.4 geographical barriers?
3. What is the performance level of teachers in the Teaching Professional Development Priorities domain in terms of :
 - 3.1 content knowledge and pedagogy;
 - 3.2 learning environment;

- 3.3 diversity of learners;
 - 3.4 curriculum and planning;
 - 3.5 assessment and reporting;
 - 3.6 community linkages and professional engagement; and
 - 3.7 personal growth and professional development?
4. Is there a significant relationship between the level through which the teachers encounter the above mentioned barriers in accessing professional development programs and their performance level in the Teaching Professional Development Priorities domain?
 5. What are the perceived coping mechanisms of teachers to overcome barriers to accessing professional development programs?
 6. Based on the study's findings, what enhanced professional development strategies may be proposed?

Null Hypothesis

The following hypothesis tested at .05 level of significance:

H₀₁: There is no significant relationship between the level through which teachers encounter barriers in accessing professional development programs (personal, institutional, professional, and geographical barriers) and their performance level in the Teaching Professional Development Priorities domain.

Significance of the Study

This study explored barriers to accessing professional development in the Inabanga North District, emphasizing the need for inclusive and accessible pathways for teachers' professional growth.

The result of the study would benefit the following:

Teachers. They will gain insights into the availability and effectiveness of professional development opportunities, allowing them to make informed decisions about their professional growth and skill enhancement.

School Administrators. They can use the findings to tailor professional development programs to better meet the needs of their teaching staff, leading to improved teacher satisfaction, retention, and ultimately, enhanced student outcomes.

Teacher Training Institutions. They can use the study's findings to refine programs, and better prepare educators for teaching challenges and ongoing professional development.

Policy Makers. They can use the study's insights to create policies that ensure equitable access to professional development, improving education quality across the Philippines.

Students. They are catalyzed by this research to engage with issues related to professional development in education, fostering a deeper understanding of the field and inspiring action toward positive change.

METHODOLOGY

Design

The research employed a descriptive quantitative approach to systematically understand the demographic profile, the level through which the teachers encountered barriers in accessing professional development programs, and the performance level of teachers in teaching professional development priorities. Additionally, qualitative surveys were utilized to identify the perceived coping mechanisms of teachers to overcome barriers to accessing professional development programs. Surveys served as the primary data collection method, utilizing a structured questionnaire to gather quantitative data on demographic variables, level of barriers, and performance level. Quantitative data analysis techniques such as frequencies, percentages, and measures of central tendency were applied to analyze survey responses, facilitating comparisons between different demographic groups.

Stratified random sampling ensured a proportional representation of subgroups within the teacher population, based on demographic characteristics like age, gender, marital status, highest educational attainment, years of service, designation, subject of specialization, and number and level of training and seminars. This method ensured that the research findings accurately reflected the diversity of teachers, enhancing the generalizability of the results. Through this integration, the research aimed to enhance professional strategies tailored to the needs of teachers in the identified elementary school, addressing key sub-problems identified in the study.

Flow of the study

This research focused on the Input – Process – Output model. The Input consisted of the demographic profile of the respondents, which included age and gender, highest educational attainment, length of service, designation, subject of specialization, and number and level of training and seminars. Also included as Input were the levels through which the teachers encountered various barriers in accessing professional development programs, the performance levels of teachers in teaching professional development priorities, and the perceived coping mechanisms of teachers to overcome these barriers.

The process of this study began by seeking permission from the selected elementary school teacher respondents in the Inabanga North District. This step involved requesting their consent to participate in the research endeavor. Upon obtaining consent from the respondents, survey questionnaires were distributed. Adequate time was allotted for the respondents to complete the questionnaire, ensuring comprehensive and thoughtful responses. After collecting the data, the responses were meticulously tabulated to organize the information systematically. Subsequently, statistical analysis was conducted to derive insights, and the data were interpreted to extract key findings and implications.

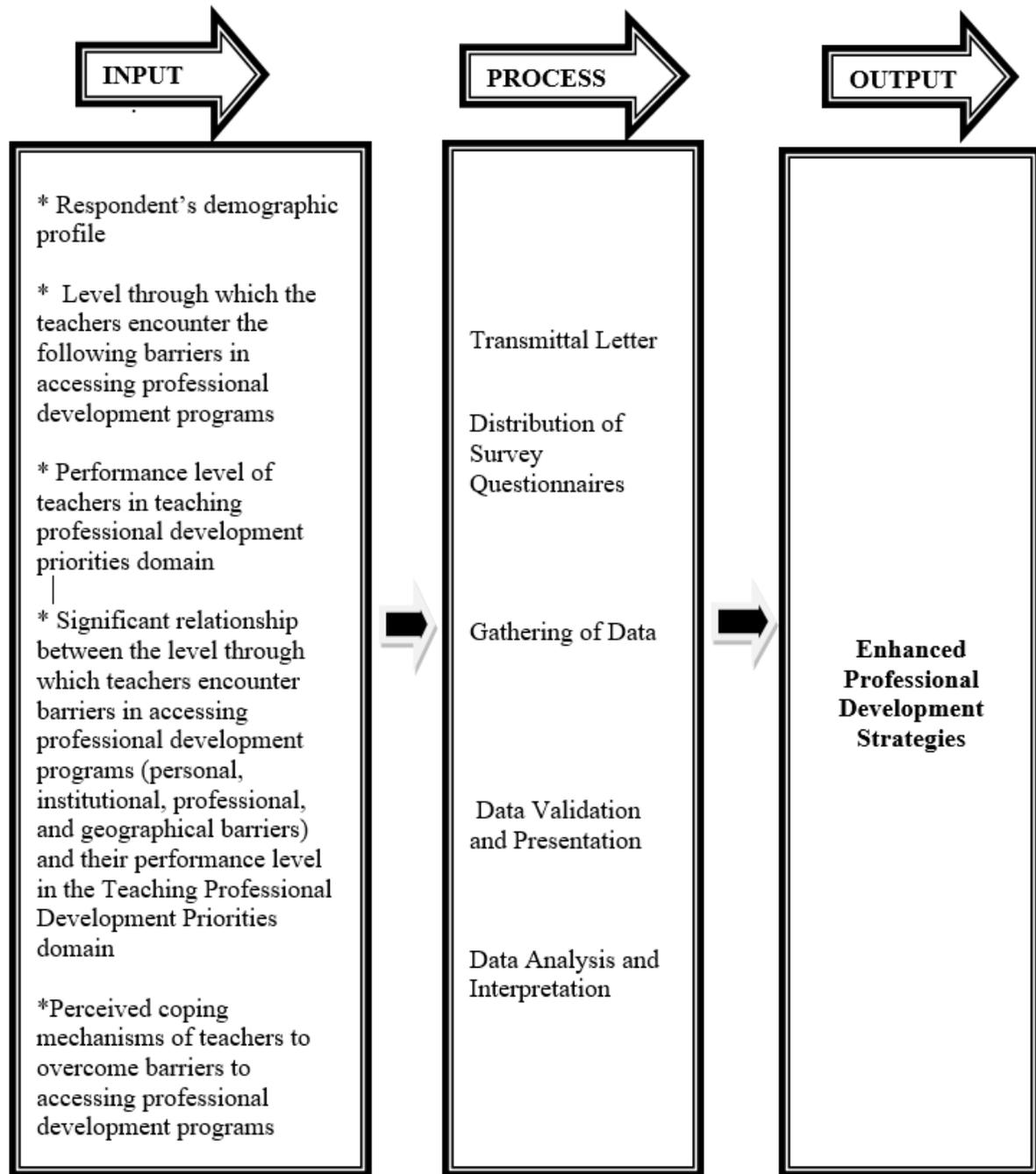


Figure 2
Flow of the Study

This approach provided valuable insights into the barriers in accessing professional development programs in the Inabanga North District, aiding in the assessment and improvement of these programs to enhance teaching quality and educational outcomes in the country.

Environment

Inabanga North District of Inabanga, Bohol is comprising 30 schools and over 200 teachers, forms the backdrop of this study. Respondents were drawn from various schools within this district. This diverse educational landscape provides a rich context for understanding the experiences and perspectives of educators in the region. This discussion will primarily explore Hambongan Elementary School, a prominent institution within the district.

Hambongan Elementary School, a testament to resilience, was established in 1950. Despite operating as an incomplete primary school with only one teacher and all classes held in a single wooden classroom, the school persevered. Even the outbreak of the Second World War, which led to the suspension of classes, could not deter its spirit. Classes resumed after the war's conclusion, marking a significant chapter in the school's history. Located in the heart of Barangay Hambongan, Inabanga, Bohol, Hambongan Elementary School has come a long way from its humble beginnings. Occupying an area of 1,054 square meters in the island area, prior to Cuaming, the school has emerged as a strong advocate and implementer of the Department of Education's programs and projects. Its active participation in various competitions and activities has not only earned it accolades in academics, sports, and scouting but also instilled a sense of pride and confidence in the school's capabilities.

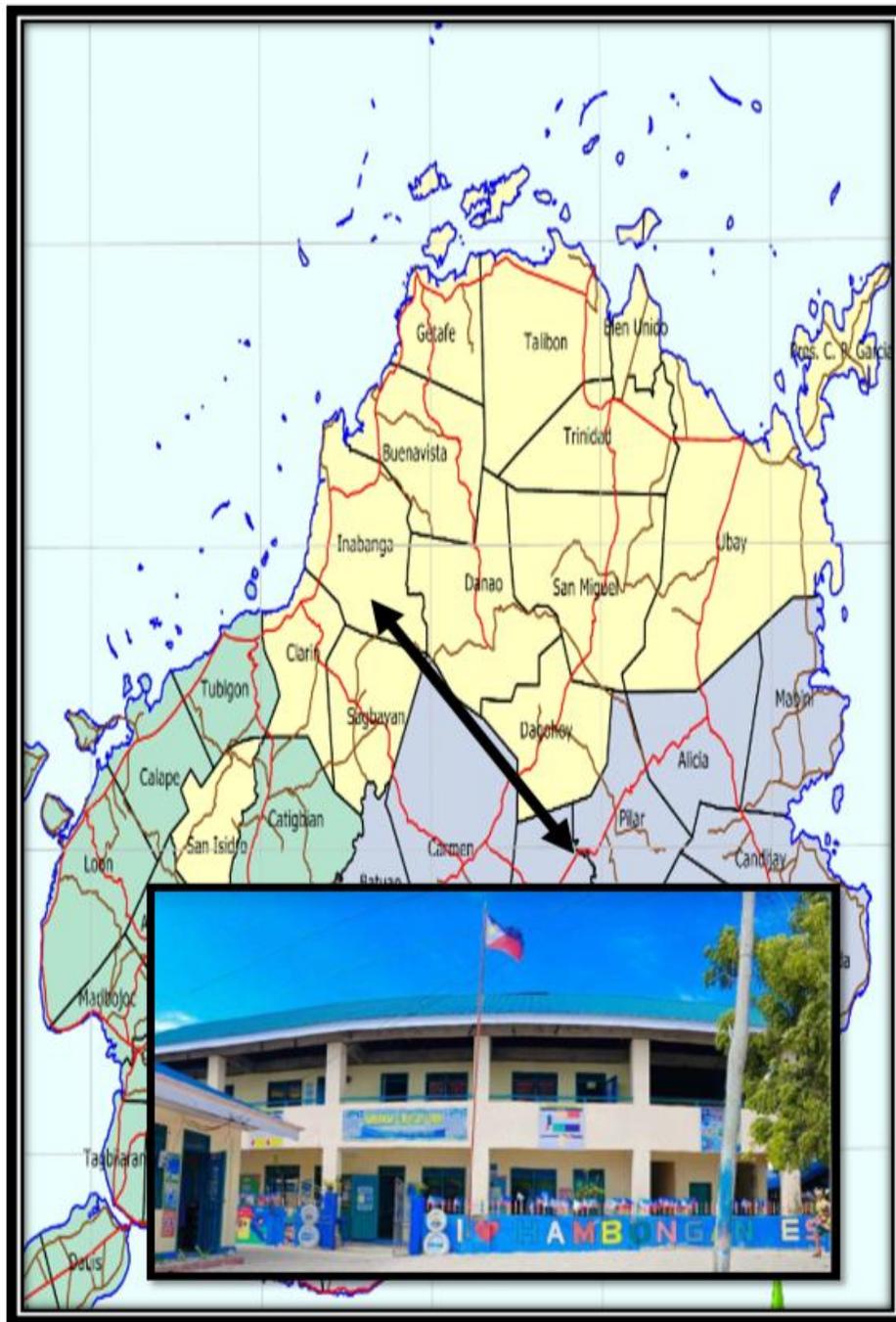


Figure 3
Research Environment

At Hambongan Elementary School, education goes beyond academics. The school places a strong emphasis on values formation, ensuring that students not only excel in their studies but also develop strong character. Through lectures, modeling, and integration of values across all subject areas, the school instills in its students the values of unity, cooperation, love, courtesy, honesty, and diligence. This commitment to values reassures parents, students, and educators alike about the school's dedication to holistic development.

Central to its mission is the concept of 'education for responsibility,' wherein education is directed towards fostering an understanding and appreciation of rights and the common good. This is achieved through [specific methods or activities]. Teachers at Hambongan Elementary School are driven by a spirit of service, cooperation, and the promotion of harmonious interpersonal relations, ensuring a conducive learning environment for all students. Through its commitment to holistic development and values-based education, Hambongan Elementary School continues to make a positive impact on its students and the community it serves.

Respondents

The researcher's selection of one hundred (100) elementary school teachers currently teaching in Inabanga North District, Bohol, was a crucial aspect of the study on *Breaking Barriers: Prioritizing in Teacher Professional Development for Enhanced Educational Outcomes*. It's important to note that this sample size is relatively small, which may limit the generalizability of the findings. However, by focusing on teachers from this specific district, the research can provide insights that may be helpful to those teachers who have difficulty accessing professional development programs, directly addressing the experiences and challenges faced by educators in this area.

Inabanga, Bohol, represents a microcosm of the Philippine educational landscape, with its own unique set of circumstances, resources, and needs. By targeting teachers from this district, the study can examine how barriers in accessing professional development programs are experienced within a specific geographical and administrative context. This localized approach allows for a more nuanced understanding of the factors influencing teachers' participation in professional development activities and the effectiveness of existing programs.

Furthermore, selecting elementary school teachers ensures a focus on a critical stage of education where foundational skills and attitudes are developed. Breaking the barriers in accessing professional development programs for elementary school teachers is particularly vital as it can significantly impact the quality of education provided to young learners. For instance, if we find that teachers who participate in professional development programs are more effective in the classroom, this could lead to policies that encourage more teachers to engage in such activities, thereby improving the overall quality of education.

By focusing on this specific group of educators, the study aims to contribute valuable knowledge that can guide efforts to enhance teachers' access to professional development programs, which are structured learning experiences that help educators develop their professional knowledge, skills, and attitudes in the Philippines.

Table 1 displays the distribution of respondents below.

Table 1. Distribution of the Respondents

Respondents	Frequency	Percent (%)
Cuaming elementary school	11	11
Hambongan Elementary School	7	7
San Isidro Elementary school	5	5
Liloan Sur Elementary school	5	5
Liloan Norte Elementary School	6	6
Baogo Elementary School	6	6
Lawis Elementary School	5	5
San Jose Elementary School	10	10
Cagayan Primary School	2	2
Ma. Rosario Primary School	2	2
Bugang Primary School	3	3
Inbanga North Central Elementary School	3	3
Baguhan Elementray School	3	3
Ondol Elementary School	5	5
Nabuad Elementary School	6	6
Sto. Nino Primary School	1	1
Cambitoon Elementary School	6	6
Napo Primary School	2	2
Dait Sur Elementary School	5	5
Datag Elementary School	4	4
Sua Primary School	2	2
Fatima Primary School	1	1
Total	100	100

Instrument

The instrument selected for this study was drawn from established educational resources provided by the Department of Education (DepEd) adapted from DepEd memorandum 050 s. 2020 and instrument from the study of Eroglu, M. & Kaya, V.D. (2021). The study employed a survey questionnaire to gather data for the study on Breaking Barriers: Prioritizing in Teacher Professional Development for Enhanced Educational Outcomes. This methodology aligns with the research objectives outlined in the sub-problems identified.

For sub-problem 1, the survey questionnaire focused on collecting quantitative data related to the demographic profile of respondents. Questions were structured to gather information on age, gender, years of service, highest educational attainment, designation, subject of specialization, and numbers and level of training and seminars. By utilizing quantitative surveys, the study aimed to provide numerical insights into the demographic characteristics of teachers participating in professional development programs in the Philippines.

The subsequent section of the survey questionnaire tackled sub-problems 2 and 3. Within this segment, a sequence of inquiries was crafted to delve into the level through which the teachers encounter barriers in accessing professional development programs and the teacher's performance level in teaching professional development priorities. And other section answered sub-problem 4 which is all about the perceived coping mechanisms of teachers to overcome barriers to accessing professional development programs.

The researcher aimed to streamline the data collection process by using conventional methods for distributing survey questionnaires to a broad audience of participants. This approach facilitated timely responses and comprehensive data gathering. Respondents had the convenience to complete the questionnaire at their own pace and convenience.

Data Gathering Procedure

The data-gathering procedure in the study "Breaking Barriers: Prioritizing in Teacher Professional Development for Enhanced Educational Outcomes" involved three phases: pre-gathering, during-gathering, and post-gathering.

The Pre-Gathering phase was a meticulous process where the researcher had a survey questionnaire designed to address the research questions at hand. Ethical approval was secured. Communication channels were also established with the participants, ensuring a smooth and ethical data collection process.

During the Gathering phase, the researcher actively engaged with the elementary school teachers in Inabanga North District, Bohol. Survey questionnaires were distributed physically, and every effort was made to ensure high participation rates. Queries were addressed promptly, and participants were encouraged to complete the questionnaires, demonstrating the team's commitment to gathering comprehensive data.

Post-gathering activities, a crucial part of the research, included data cleaning and statistical analysis to identify patterns and relationships. Findings were meticulously interpreted to draw conclusions and implications, which were then reported comprehensively in research reports or papers, providing stakeholders and policymakers with a clear and confident understanding of the research's outcomes.

Treatment of data

By employing a descriptive statistical analysis, the researcher conducted a thorough study on the level through which the teachers encounter the barriers in accessing professional development programs. This approach allowed the researcher to delve into various aspects of the phenomenon. Quantitative methods, such as surveys or questionnaires, provide numerical data on teachers' demographic profiles, including age, gender, years of service, highest educational attainment, designation, subject of specialization, and numbers and levels of training and seminars. This data offered valuable insights into the factors that influence access.

Moreover, this design facilitated an in-depth exploration of the level through which the teachers encounter barriers in accessing professional development programs and the teacher's performance level in teaching professional development priorities. Quantitative analysis of survey responses allowed for the identification of trends and patterns. Integrating these approaches enhanced the validity and reliability of the study findings, offering a comprehensive understanding that can significantly inform the development of targeted strategies to improve teachers' access to professional development programs in the Philippines.

A multiple linear regression analysis was used to examine the relationship between the level of barriers teachers experience in accessing professional development programs and their performance outcomes across different domains. This method evaluates the impact of multiple independent variables (in this case, the levels of various barriers) on a single continuous dependent variable (teacher performance outcomes across different domains). Multiple linear regression is suitable for this analysis as it allows for the exploration of how each type of barrier influences performance while controlling for the effects of other barriers. The assumption of normally distributed residuals was checked, ensuring the appropriateness of the regression model for the data.

The formula for multiple linear regression is:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_p X_p + \varepsilon$$

Where,

Y is the dependent variable (teacher performance outcomes across different domains).

β_0 is the intercept (the expected value of Y when all independent variables are 0).

$\beta_1, \beta_2, \dots, \beta_n$ are the coefficients for each independent variable

X_1, X_2, \dots, X_n (representing the different levels of barriers to accessing professional development programs).

X_1, X_2, \dots, X_n are the independent variables (the levels of the various barriers).

ϵ is the error term (the difference between the observed and predicted values of Y).

Scoring Procedure

To effectively evaluate the level of barriers that teachers face when accessing professional development programs, the following scale and categories were utilized. This structured assessment approach helped in quantifying and categorizing the impact of various obstacles:

Weights	Numerical Range	Scales	Description
1	1.00 - 1.50	Very Low	I do not encounter this barrier at all.
2	1.51 - 2.50	Low	I occasionally encounter this barrier, but it is infrequent.
3	2.51 - 3.50	Moderate	I encounter this barrier at a moderate frequency; it occurs sometimes but is not constant.
4	3.51 - 4.50	High	I regularly encounter this barrier; it is a common challenge.
5	4.51 - 5.00	Very High	I encounter this barrier very frequently; it is a frequent and significant challenge.

To assess the performance level of teachers in the teaching professional development priorities, the researcher employed a rating scale derived from the guidelines outlined in Civil Service Commission Memorandum Circular No. 06, series of 2012. This circular establishes and governs the Strategic Performance Management System (SPMS) across all government agencies.

Weights	Range	Adjectival Rating	Description
5	4.500 – 5.000	Outstanding	Performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity, and initiative. Employees at this performance level should have demonstrated exceptional job mastery in all areas of responsibility. Employee achievement and contributions to the organizations are of marked excellence.

4	3.000 – 4.499	Very Satisfactory	Performance exceeded expectations. All goals, objectives, and target were achieved above the established standards.
3	2.500 – 3.499	Satisfactory	Performance met expectations in terms of quality of work, efficiency, and timeliness. The most critical annual goals were met.
2	1.500 – 2.499	Unsatisfactory	Performance failed to meet expectations, and/or one or more of the most goals were not met.
1	Below 1.499	Poor	Performance was consistently below expectations, and/or reasonable progress toward critical goals was not made. Significant improvement is needed in one or more important areas.

Definition of Terms

The following terms are the operational definitions used in the study:

Assessment and Reporting. These involve the systematic process of evaluating student learning and communicating outcomes to stakeholders.

Barriers. This typically refers to obstacles or impediments that prevent or hinder progress, access, communication, or interaction.

Community Linkages and Professional Engagement. These refer to the interactions and collaborations between teachers, schools, and external stakeholders within the broader community.

Content Knowledge and Pedagogy. These encompass teachers' subject matter expertise and their use of effective instructional practices.

Curriculum and Planning. These involve the design, organization, and implementation of educational content and activities within a structured framework.

Demographic Profile. This refers to a comprehensive summary of the characteristics of a population or a specific group of people.

Geographical Barrier. This encompasses the challenges related to physical distance and location that teachers face in accessing professional development opportunities and delivering effective instruction.

Institutional Barrier. This refers to the challenges and constraints within educational institutions that may hinder teachers' access to professional development programs and their effectiveness in the classroom.

Learning Environment. This refers to the physical, social, and emotional atmosphere in which learning takes place.

Performance. This refers to the execution or accomplishment of a task, activity, or function, often with a focus on effectiveness, efficiency, and quality.

Personal Barrier. This refers to individual challenges and obstacles that teachers may encounter in accessing professional development programs and improving their effectiveness in the classroom.

Personal Growth and Professional Development. These focus on the continuous improvement and advancement of teachers' knowledge, skills, and practices.

Professional Barrier. This refers to challenges that educators encounter in their professional roles and development.

Survey Questionnaire. It is a structured tool used to collect data from respondents in a systematic manner. It typically consists of a series of questions organized around specific themes or topics related to the research objectives.

The Professional Development Program. This specifies structured activities and initiatives to enhance teachers' knowledge, skills, and effectiveness in their professional roles.

RESULTS AND DISCUSSION

Age and Gender

The table shows the age and gender distribution of respondents, offering insights into the demographic profile of the teaching workforce and helping tailor professional development programs to various career stages.

Table 2. Age and Gender Distribution

Age Group	Male		Female		Total	
	f	%	f	%	f	%
51 – 60 years old	0	0	4	4.6	4	4
46 – 50 years old	1	7.7	7	8	8	8
41 – 45 years old	2	15.4	5	5.7	7	7
36 – 40 years old	3	23.1	22	25.3	25	25
31 – 35 years old	5	38.5	26	29.9	31	31
26 – 30 years old	2	15.4	23	26.4	25	25
Total	13	100	87	100	100	100

Overall Mean:	2	15	17
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Table 2 presents the age and gender of the respondents. The age group with the highest representation among the respondents is 31-35 years old, comprising 31% of the total respondents. Within this age group are 5 males (38.5% of the male respondents) and 26 females (29.9% of the female respondents). The next most represented age groups are 36-40 years old and 26-30 years old, each making up 25% of the total respondents. Among the 36-40 years old group, there are 3 males (23.1% of the male respondents) and 22 females (25.3% of the female respondents). In the 26-30 years old group, there are 2 males (15.4% of the male respondents) and 23 females (26.4% of the female respondents).

Following these, the age group 41-45 years old accounts for 7% of the total respondents, with 2 males (15.4% of the male respondents) and 5 females (5.7% of the female respondents). The age group 46-50 years old represents 8% of the total respondents, with 1 male (7.7% of the male respondents) and 7 females (8.0% of the female respondents). The age group 51-55 years old includes 4% of the total respondents, consisting of no males and 4 females (4.6% of the female respondents). Lastly, there are no respondents in the age groups 56 years old and above or 25 years old and below.

The data indicates a predominance of younger teachers, particularly those aged 31-35, with females being more represented across all age groups. There is a notable concentration of respondents in the 31-35, 36-40, and 26-30 age groups, which collectively account for 81% of the total respondents. The gender distribution shows that females constitute a significant majority in each age group, highlighting a gender imbalance among the respondents.

According to Bantilan et al. (2024), age and work experience significantly impact teachers' organizational commitment, while gender has a minimal effect. This highlights the need for professional development programs tailored to younger teachers and those with different experience levels to enhance their commitment and performance. By addressing these specific needs, such programs can more effectively improve overall teaching quality.

Highest Educational Attainment

This refers to the highest level of education completed or in progress by the respondents in this study. It includes degrees, units completed towards degrees, and college-level education.

Table 3. Distribution of Highest Educational Attainment among Respondents

Highest Educational Attainment	Frequency	Percentage (%)
Doctorate Units	2	2
Master's Degree	6	6
With Units in Masters	78	78
College Level	14	14

Total	100	100
Overall Mean:	25	

Table 3 presents the educational attainment of respondents within the study, showcasing varied levels of academic achievement. The largest group, 78% of respondents, has completed coursework towards a master’s degree, indicating a significant focus on advanced education among participants. Following this, 14% of respondents have reached the college level, indicating a substantial proportion with some tertiary education but without specific degrees. A smaller yet notable portion, accounting for 6% of respondents, holds a master’s degree, reflecting a subset of individuals who have completed this advanced qualification. Only 2% of respondents have acquired doctoral units, signifying progress towards a doctoral degree. Notably, no respondents in the study have completed a doctoral degree. This distribution provides a clear picture of the educational paths pursued by participants, highlighting a predominant pursuit of master ’s-level education and ongoing academic endeavors among educators surveyed.

According to the study by Damianus Abun et al. (2021), higher educational attainment is associated with increased self-efficacy, positively influencing performance levels. For teachers, this suggests that those with advanced degrees are more likely to benefit from professional development, leading to improved teaching performance. Tailoring professional development to their existing knowledge can further enhance their effectiveness in the classroom.

Length of Service

This refers to the number of years an educator has worked in teaching or related roles.

Table 4. Distribution of Respondents by Length of Service

Length of Service	Frequency	Percentage (%)
More than 21 Years	7	7
16 – 20 Years	7	7
11 – 15 Years	28	28
6 – 10 Years	35	35
0 – 5 Years	23	23
Total	100	100
Overall Mean:	20	

Table 4 presents the distribution of respondents' length of service in the teaching profession. The largest group of respondents, representing 35%, have been teaching for 6 to 10 years. This is followed by 28% of respondents who have been in the profession for 11 to 15 years and 23% who have been teaching for 0 to 5 years. A smaller proportion of respondents, each constituting 7%, have over 21 years of teaching

experience or 16 to 20 years of service. These findings indicate a varied range of teaching experiences among the respondents, with a notable concentration of teachers in the mid-range of their careers. Understanding the length of service helps in identifying the professional development needs specific to different stages of teachers' careers.

According to the study by Wakkala, Danjuma, and Boulakhras (2022), tailoring professional development programs to the years of teaching experience is crucial for enhancing job satisfaction and performance. For experienced teachers, programs should emphasize leadership training and advanced pedagogical techniques, while less experienced teachers would benefit from foundational skill-building and mentorship. This targeted approach ensures that professional development is relevant and impactful, effectively addressing the unique needs of teachers at various stages in their careers.

Designation

This refers to professional roles in educational institutions, including Master Teacher III, II, I, and Teacher III, II, I, which indicate different levels of seniority and responsibility.

Table 5. **Distribution of Respondents by Designation**

Designation	Frequency	Percentage (%)
Master Teacher II	1	1
Master Teacher I	5	5
Teacher III	59	59
Teacher I	35	35
Total	100	100
Overall Mean:	25	

Table 5 presents the distribution of respondents by their designations within the teaching profession. Most respondents, representing 59%, hold the designation of Teacher III. This is followed by 35% of respondents who are designated as Teacher I. Only 1% of the respondents hold the designation of Master Teacher II, and 5% are designated as Master Teacher I. Notably, there are no respondents in the categories of Master Teacher III or Teacher II. These findings highlight a significant representation of teachers in the Teacher III and Teacher I designations, indicating a need to focus professional development efforts on these groups to support their career progression and enhance their teaching effectiveness.

According to Yağan, Özgenel, and Baydar (2023) in their study "Professional Self-Understanding of Teachers in Different Career Stages: A Phenomenological Analysis", teachers' professional self-understanding and identity are significantly influenced by their career stages and social status. Their research highlights that teachers at various stages, including those in entry-level and mid-level designations such as Teacher I and Teacher III, experience different levels of job motivation, professional image, and future perspectives. The study underscores the importance of understanding how teachers perceive their

roles and careers, which can impact their professional development needs. This aligns with the findings that a significant proportion of respondents in these designations, particularly Teacher III and Teacher I, indicates a need for targeted professional development efforts to address their career progression and enhance teaching effectiveness. The study supports the need for focused development initiatives that cater to teachers' evolving self-understanding and professional growth.

Subject of Specialization

This refers to the specific academic or content areas educators focus on, such as English, Mathematics, Science, or Special Education (SPED), reflecting their professional training and instructional responsibilities.

Table 6. Distribution of Respondents by Subject Specialization

Subject of Specialization	Frequency	Percentage (%)
English	6	6
Araling Panlipunan	1	1
Filipino	2	2
Math	4	4
General Content	74	74
Early Childhood	7	7
EPP	5	5
SPED	1	1
Total	100	100
Overall Mean:	13	

Table 6 presents the distribution of respondents across various subject specializations. Among the surveyed educators, the largest group specializes in General Content, constituting a significant majority at 74% of the total sample. This indicates that a substantial portion of the respondents focus on foundational academic subjects. Early Childhood Education follows with 7%, suggesting a notable but smaller representation specializing in early years pedagogy. English educators comprise 6% of the sample, reflecting a substantial presence in language and literature instruction. Math and EPP (Edukasyong Pantahanan at Pangkabuhayan) each represent 4% and 5% respectively, indicating a moderate but noteworthy presence in specialized academic areas. Filipino and SPED (Special Education) educators each account for 1% of the respondents, showing a lesser but still significant representation in language and special needs education. Araling Panlipunan and Science have minimal representation, each accounting for less than 1% of the respondents, suggesting a lesser focus on social studies and natural sciences within the

surveyed group. Overall, the distribution provides insights into the diverse subject specializations among educators participating in the study.

Numbers and Levels of Training and Seminars

This refers to the number of training sessions and seminars teachers participate in, as well as the varying degrees of complexity or significance of these sessions. It provides insight into the extent of teachers' learning and the progression of their professional development. The frequency and intensity of these professional development activities reflect the teachers' commitment to enhancing their skills and staying updated with the latest educational trends. Additionally, the diversity of topics covered in these sessions indicates the breadth and depth of the knowledge they are acquiring.

Table 7. Distribution of Respondents by Numbers and Levels of Training and Seminars

Numbers	School Level		Division Level		Regional Level		National Level	
	f	%	f	%	f	%	f	%
More than 10	43	43	14	14	1	1	1	1
7 – 9	22	22	10	10	1	1	1	1
4 – 6	21	21	10	10	4	4	5	5
0 – 3	14	14	66	66	94	94	93	93
Total	100	100	100	100	100	100	100	100
Overall Mean:	25							

Table 7 illustrates the frequency and percentage distribution of teachers' participation in professional development programs at different administrative levels: school, division, regional, and national. At the school level, most teachers (43%) have attended more than 10 programs, followed by 22% who have attended between 7 and 9 programs, 21% who have attended between 4 and 6 programs, and 14% who have attended between 0 and 3 programs. This indicates a strong engagement in professional development at the school level.

At the division level, a significant majority (66%) of teachers have attended between 0 and 3 programs. This is a stark contrast to the school level, suggesting that fewer teachers participate in division-level professional development. Only 14% of teachers have attended more than 10 programs, 10% have attended between 7 and 9 programs, and another 10% have attended between 4 and 6 programs.

At the regional level, an overwhelming majority (94%) of teachers have attended between 0 and 3 programs. Only a small fraction of teachers have attended more programs, with 4% having attended between 4 and 6 programs, and just 1% each for those who have attended between 7 and 9 programs and

more than 10 programs. This indicates very limited participation in regional-level professional development.

At the national level, the participation in professional development is very similar to the regional level, with 93% of teachers having attended between 0 and 3 programs. Only 5% of teachers have attended between 4 and 6 programs, and a mere 1% each have attended between 7 and 9 programs and more than 10 programs.

While there is strong participation in school-level professional development programs, participation declines significantly at division, regional, and national levels, with fewer teachers attending these higher-level programs. The study by Perez and Ortega-Dela Cruz (2024) highlights that teaching seminars, especially for newly hired or inexperienced faculty, significantly improve teaching performance, emphasizing the importance of accessible development opportunities at all levels.

Level of Teacher’s Experience of the Barriers in Accessing Professional Development Program

Understanding and addressing the personal, institutional, professional, and geographical barriers teachers face in accessing professional development is crucial for fostering a supportive environment that enhances educational practices and promotes lifelong learning.

Personal Barriers

Personal barriers refer to individual challenges and obstacles that teachers may encounter in accessing professional development programs and improving their effectiveness in the classroom.

Table 8. Personal Barriers to Accessing Professional Development

Statement	Mean	SD	Description
Time Constraints: "I do not have enough time to participate in professional development programs due to my busy schedule."	4.47	0.5	High
Financial Problems: "The cost of professional development programs is too high for me to afford right now."	4.58	0.5	Very High
Familial and Health Problems: "My family responsibilities and health issues prevent me from attending professional development sessions."	4.34	0.7	High
Burnout: "Feeling overwhelmed and exhausted from work makes it hard for me to engage in further training."	4.21	0.8	High
Attitudes of Families (Indifference): "My family does not see the value in professional development, making	4.24	0.7	High

it difficult for me to prioritize and justify the time and expense."			
OVERALL MEAN AND SD	4.37	0.67	High

Legend: 4.51 - 5.00 - Very High, 3.51 - 4.50 – High, 2.51 - 3.50 – Moderate, 1.51 - 2.50 – Low, 1.00 - 1.50 - Very Low

Table 8 presents data on personal barriers that teachers face when accessing professional development opportunities. The overall mean score of 4.37 with a standard deviation (SD) of 0.67 indicates that these barriers are experienced frequently, falling into the "High" category. Among the specific barriers, "Financial Problems" has the highest mean score of 4.58 (SD = 0.5), suggesting that the high cost of professional development is the most significant barrier, experienced "Very High." "Time Constraints" and "Familial and Health Problems" also have high mean scores of 4.47 (SD = 0.5) and 4.34 (SD = 0.7), respectively, indicating that teachers often struggle with finding time and managing personal responsibilities to engage in professional development. "Burnout" (mean = 4.21, SD = 0.8) and "Attitudes of Families (Indifference)" (mean = 4.24, SD = 0.7) are also significant barriers, frequently impacting teachers' ability to pursue further training

The findings reveal that personal barriers significantly impede teachers' participation in professional development programs, with a mean of 4.37 and a standard deviation (SD) of 0.67. These barriers are categorized as "High," indicating frequent challenges that include financial constraints, time limitations, and family responsibilities. These findings align with Haroon, Hassan, and Arif (2023), who identified major barriers including time constraints due to heavy workloads, a lack of resources and relevant opportunities, insufficient institutional support, and personal factors like work-life balance. These barriers collectively hinder teachers' professional growth.

Institutional Barriers

Institutional barriers refer to the challenges and constraints within educational institutions that may hinder teachers' access to professional development programs and their effectiveness in the classroom.

Table 9. Institutional Barriers to Accessing Professional Development

Statement	Mean	SD	Description
Unsatisfactory Performance Evaluation: "Negative performance evaluations make it difficult for me to qualify for professional development opportunities."	3.43	1.0	Moderate
High Workload and Lack of Time: "The high workload at my job leaves me with no time to pursue professional development."	3.94	1.1	High
Problems Related to Attitudes and Practices of Administrators: "The lack of support from administrators	3.10	1.0	Moderate

discourages me from participating in professional development."			
Problems Related to Attitudes of Colleagues: "Skeptical or unsupportive colleagues create a discouraging environment for pursuing professional development."	3.34	1.2	Moderate
Issues Related to the Selection of Participants: "The selection process for professional development is biased or unclear, limiting my chances of participation."	3.06	1.5	Moderate
OVERALL MEAN AND SD	3.37	1.16	Moderate

Legend: 4.51 - 5.00 - Very High, 3.51 - 4.50 – High, 2.51 - 3.50 – Moderate, 1.51 - 2.50 – Low, 1.00 - 1.50 - Very Low

Table 9 presents data on institutional barriers that teachers face when accessing professional development opportunities. Among the specific barriers, "High Workload and Lack of Time" has the highest mean score of 3.94 (SD = 1.1), indicating that this barrier is experienced at a High level. Other barriers, such as "Unsatisfactory Performance Evaluation" (mean = 3.43, SD = 1.0), "Problems Related to Attitudes of Colleagues" (mean = 3.34, SD = 1.2), and "Problems Related to Attitudes and Practices of Administrators" (mean = 3.10, SD = 1.0), fall into the Moderate category, meaning they are sometimes significant but not as frequently encountered.

Overall, the data, with a mean score of 3.37 and SD of 1.16, suggest that institutional barriers are experienced at a moderate level, meaning they can still significantly impact teachers' ability to pursue professional growth. This moderate level of institutional barriers suggests that while not overwhelmingly prohibitive, these challenges are persistent enough to deter consistent participation in professional development programs. The variance in the data, indicated by the standard deviation, reflects differing levels of institutional support among teachers, with some facing more pronounced obstacles than others. Desimone and Garet (2015) found that high workload and insufficient administrative support are significant barriers to professional development, aligning with these findings and highlighting how institutional challenges can substantially hinder teachers' engagement in growth activities. These findings underscore the need for targeted interventions to reduce institutional barriers and ensure that all teachers have equitable access to opportunities for professional growth.

Professional Barriers

These refer to challenges that educators encounter in their professional roles and development. These barriers collectively hinder educators' ability to effectively engage in and benefit from ongoing professional growth opportunities.

Addressing these barriers is essential to ensure educators have access to relevant, engaging, and effective professional development that supports their continuous improvement and enhances educational outcomes.

Table 10. Professional Barriers to Accessing Professional Development

Statement	Mean	SD	Description
Lack of Related Professional Development Opportunities: "There are very few professional development programs that align with my specific career needs."	3.07	0.8	Moderate
Monotony of Course Content: "The content of available professional development courses is repetitive and not engaging."	3.60	0.9	High
Inefficacy of Course Trainers: "The trainers in professional development programs are often ineffective, which discourages my participation."	3.06	1.2	Moderate
Out-of-Content Knowledge: "The topics covered in the professional development programs do not match the current demands and trends in my field."	3.30	1.2	Moderate
Insufficient Number of Courses: "There are not enough professional development courses available to meet my learning and scheduling needs."	3.04	1.5	Moderate
OVERALL MEAN AND SD	3.21	1.12	Moderate

Legend: 4.51 - 5.00 - Very High, 3.51 - 4.50 – High, 2.51 - 3.50 – Moderate, 1.51 - 2.50 – Low, 1.00 - 1.50 - Very Low

Table 10 presents data on barriers related to the relevance and quality of professional development opportunities. Among the specific barriers, "Monotony of Course Content" has the highest mean score of 3.60 (SD = 0.9), indicating that this barrier is experienced at a High level. Other barriers, such as "Lack of Related Professional Development Opportunities" (mean = 3.07, SD = 0.8), "Inefficacy of Course Trainers" (mean = 3.06, SD = 1.2), "Out-of-Content Knowledge" (mean = 3.30, SD = 1.2), and "Insufficient Number of Courses" (mean = 3.04, SD = 1.5), fall into the Moderate category, meaning they are sometimes significant but not as frequently encountered.

Overall, the data, with a mean score of 3.21 and an SD of 1.12, indicate that while course relevance and quality issues are encountered at a Moderate level, they can still significantly affect teachers' engagement in professional development programs. These findings align with Haroon, Hassan, and Arif (2023), who identified multiple barriers in in-service training programs, including lack of relevance, limited resources, inadequate training design, and lack of collaboration. These challenges reflect the broader context of professional obstacles in educational settings, underscoring their impact on teachers' development and effectiveness.

Geographical Barriers

Geographical barriers encompass the challenges related to physical distance and location that teachers face in accessing professional development opportunities and delivering effective instruction. These barriers can limit teachers' access to in-person training and resources, impacting their ability to stay current with best practices. Additionally, remote or underserved areas may lack sufficient professional development options, further exacerbating the difficulties teachers encounter in enhancing their skills and knowledge. Consequently, overcoming these geographical constraints is crucial for ensuring equitable access to professional growth opportunities for all educators.

Table 11. Geographical Barriers to Accessing Professional Development

Statement	Mean	SD	Description
Distance of Course Location: "The training locations are too far from where I live or work, making attendance challenging."	4.49	0.5	High
Limited Availability of Local Training Opportunities: "There are very few professional development programs offered near my location, limiting my ability to participate."	4.49	0.7	High
Travel Costs: "The high costs of travel and accommodation required to attend distant training courses are prohibitive."	4.17	0.8	High
Time Zone Differences: "Courses offered in different time zones make it difficult to attend live sessions or engage in real-time discussions."	3.19	0.7	Moderate
Accessibility of Remote Locations: "Some professional development programs are held in locations that are not easily accessible by public transportation, complicating my ability to attend."	4.21	0.7	High
OVERALL MEAN AND SD	4.13	0.67	High

Legend: 4.51 - 5.00 - Very High, 3.51 - 4.50 – High, 2.51 - 3.50 – Moderate, 1.51 - 2.50 – Low, 1.00 - 1.50 - Very Low

Table 11 presents data on geographical barriers that teachers face when accessing professional development opportunities. The highest mean scores are shared by two statements: "Distance of Course Location" and "Limited Availability of Local Training Opportunities," both with a mean of 4.49 and standard deviations (SD) of 0.5 and 0.7, respectively. These findings indicate that teachers often encounter significant obstacles due to the physical distance to training locations and the scarcity of local opportunities, both categorized as "High." Similarly, "Travel Costs" (mean = 4.17, SD = 0.8) and "Accessibility of Remote Locations" (mean = 4.21, SD = 0.7) also fall under the "High" category, emphasizing the prohibitive nature

of travel and accommodation expenses and the difficulties in accessing training venues due to limited transportation options. In contrast, "Time Zone Differences" (mean = 3.19, SD = 0.7) is categorized as "Moderate," reflecting a less frequent but still notable challenge posed by courses offered in different time zones.

Overall, the data, with an overall mean score of 4.13 and SD of 0.67, indicate that geographical barriers, particularly those related to distance, limited local opportunities, and travel costs, frequently hinder teachers' participation in professional development programs. A related study by Krille (2020) in Barriers to Participation in Professional Development conforms to these findings. The study identifies similar geographical and logistical barriers, such as high travel costs, distant training locations, and scheduling conflicts, as significant obstacles affecting teachers' participation in professional development programs.

Summary of Level of Teacher’s Experience of the Barriers in Accessing Professional Development Program

The following table summarizes the level of teachers' experience with various barriers in accessing professional development programs. The barriers are categorized into personal, institutional, professional, and geographical. Each category is rated based on mean scores, with descriptions provided to interpret the frequency of encountering these barriers. The table provides a comprehensive overview of how frequently teachers encounter different types of barriers, offering insights into which areas may require the most attention for improvement. The grand mean is also calculated to give an overall perspective on the teachers' experience with these barriers. By analyzing the grand mean, educators and administrators can identify the overall severity of these barriers and prioritize strategies to mitigate their impact on professional development opportunities.

Table 12. **Summary table of Barriers to Accessing Professional Development**

Barriers	Mean	SD	Description
Personal	4.37	0.67	High
Institutional	3.37	1.16	Moderate
Professional	3.21	1.12	Moderate
Geographical	4.13	0.67	High
OVERALL MEAN AND SD	3.77	0.91	High

Legend: 4.51 - 5.00 - Very High, 3.51 - 4.50 – High, 2.51 - 3.50 – Moderate, 1.51 - 2.50 – Low, 1.00 - 1.50 - Very Low

Table 12 shows that personal and geographical barriers are categorized as "High" with mean scores of 4.37 (SD = 0.67) and 4.13 (SD = 0.67), respectively, indicating significant challenges such as time constraints and travel costs. This suggests that these barriers are common and regularly impact teachers, making access to professional development more difficult. In contrast, institutional and professional barriers are categorized as "Moderate" with mean scores of 3.37 (SD = 1.16) and 3.21 (SD = 1.12), reflecting issues like high workloads and course relevance that occur occasionally but are not as consistently

challenging. The overall mean score of 3.77 (SD = 0.91) indicates that, on average, barriers to professional development are experienced as "High," which significantly impacts teachers' participation in professional growth activities.

Performance Level of Teachers in the Teaching Professional Development Priorities Domain

Evaluating the performance level of teachers in the Teaching Professional Development Priorities domain is essential for understanding their effectiveness in various key areas. This domain encompasses multiple aspects of teaching, including content knowledge, pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages, and personal growth. The following analysis presents the performance levels of teachers across these areas, providing insights into their strengths and areas for improvement. Identifying specific strengths and weaknesses helps tailor professional development programs to address individual and collective needs. Moreover, this evaluation supports the development of strategies to enhance teaching practices and improve student outcomes. Ultimately, such assessments are crucial for guiding targeted professional development initiatives and enhancing overall educational quality.

Content Knowledge and Pedagogy

Content Knowledge and Pedagogy encompass teachers' subject matter expertise and their use of effective instructional practices. It evaluates how well teachers master academic content and convey this knowledge to students through teaching methods. This domain integrates content knowledge with strategies to enhance student understanding, engagement, and learning outcomes, crucial for fostering meaningful learning experiences in education.

Table 13. Content Knowledge and Pedagogy

Statement	Mean	SD	Description
Integrating Curriculum: "I incorporate knowledge from various subjects to enhance my teaching across different curriculum areas."	3.92	0.8	Very Satisfactory
Enhancing Literacy and Numeracy: "I use diverse teaching strategies to boost my students' literacy and numeracy skills."	3.90	0.8	Very Satisfactory
Fostering Higher-Order Thinking: "I apply a variety of methods to cultivate critical and creative thinking, as well as other advanced cognitive skills in my students."	3.71	0.7	Very Satisfactory
Multilingual Proficiency: "I effectively use Mother Tongue, Filipino, and English to support and enhance the teaching and learning process."	4.00	0.7	Very Satisfactory
OVERALL MEAN AND SD	3.88	0.81	Very Satisfactory

Legend: 4.500 – 5.000 – Outstanding, 3.000 – 4.499 - Very Satisfactory, 2.500 – 3.499 – Satisfactory, 1.500 – 2.499 – Unsatisfactory, Below 1.499 - Poor

The results in table 13 reveal that teachers demonstrated a very satisfactory level of content knowledge and pedagogy across various areas. The highest mean score of 4.00 (SD = 0.7) was observed in multilingual proficiency, with very satisfactory scores also in integrating curriculum (3.92, SD = 0.8) and enhancing literacy and numeracy (3.90, SD = 0.8). Fostering higher-order thinking skills had a slightly lower mean of 3.71 (SD = 0.7), but still within the very satisfactory range. The overall mean score of 3.88 (SD = 0.81), which corresponds to the adjectival rating of "Very Satisfactory." This rating indicates that the performance consistently exceeded expectations and that most goals, objectives, and targets were achieved above the established standards.

This finding is supported by Mikyeong Yang's (2023) review of Pedagogical Content Knowledge, which emphasizes addressing social demands and reconceptualizing subject matter to enrich educational experiences. Yang's critique of separating content knowledge from teachers' PCK highlights the need for a holistic approach, aligning with the study's high performance levels and reinforcing the value of integrating content knowledge with pedagogical skills through professional development.

Learning Environment

The learning environment encompasses the physical, social, and emotional aspects of the classroom that influence student engagement, collaboration, and overall learning outcomes.

Table 14. Learning Environment

Statement	Mean	SD	Description
Safe Learning Environment: "I enhance learning by consistently implementing policies, guidelines, and procedures to create a safe and secure learning environment."	3.76	0.9	Very Satisfactory
Constructive Behavior Management: "I ensure a learning-focused environment by managing learner behavior constructively through positive and non-violent discipline."	3.79	0.9	Very Satisfactory
Promoting Inclusivity and Diversity: "I foster respect, understanding, and acceptance among all learners, regardless of background or ability, to promote inclusivity and diversity within the learning environment."	3.93	1.0	Very Satisfactory
Supportive Atmosphere: "I create a supportive and nurturing atmosphere where students feel valued, encouraged, and empowered to take ownership of their learning journey, fostering a sense of belonging and motivation to succeed."	3.85	1.0	Very Satisfactory
OVERALL MEAN AND SD	3.83	0.95	Very Satisfactory

Legend: 4.500 – 5.000 – Outstanding, 3.000 – 4.499 - Very Satisfactory, 2.500 – 3.499 – Satisfactory, 1.500 – 2.499 – Unsatisfactory, Below 1.499 - Poor

Table 14 presents teachers' performance in creating a supportive and inclusive learning environment. The highest rating was given to promoting inclusivity and diversity, with a mean score of 3.93 (SD = 1.0), classified as very satisfactory. Creating a supportive atmosphere was rated at 3.85 (SD = 1.0), also very satisfactory. Ensuring a safe learning environment received a mean score of 3.76 (SD = 0.9), described as very satisfactory. Constructive behavior management was rated with a mean score of 3.79 (SD = 0.9), also very satisfactory. The overall mean score of 3.83 (SD = 0.95) indicates a consistently very satisfactory level of performance across the assessed areas suggesting that performance generally exceeded expectations, and that goals, objectives, and targets were achieved above the established standards. The standard deviation of 0.95 reflects moderate variability, indicating that while most performance ratings are very satisfactory, there is some degree of variation among individuals.

Supporting these findings, Li and Singh's (2022) study, *Inclusive Learning Environments Can Improve Student Learning and Motivational Beliefs*, highlights the critical role of an inclusive learning environment in enhancing student outcomes. Their research reveals that students' perception of inclusiveness, particularly regarding recognition and a sense of belonging, strongly influences their learning and motivational beliefs. This underscores the importance of creating a learning environment that is safe, supportive, and inclusive, aligning with the very satisfactory performance levels observed in this study. The findings affirm that fostering such an environment is essential for achieving positive educational outcomes.

Diversity of Learners

Diversity of learners encompasses the range of backgrounds, abilities, and learning styles among students within a classroom or educational setting. This domain focuses on how teachers address and accommodate these differences to ensure equitable learning opportunities for all students. It includes strategies for supporting cultural diversity, inclusion of students with diverse needs, and fostering an environment where every learner can thrive academically and socially.

Table 15. **Diversity of Learners**

Statement	Mean	SD	Description
Differentiated Learning: "I use developmentally appropriate learning experiences tailored to each learner's gender, needs, strengths, interests, and experiences."	3.69	0.9	Very Satisfactory
Inclusive Teaching Strategies: "I design, adapt, and implement teaching strategies that cater to learners with disabilities, giftedness, and talents."	3.54	0.8	Very Satisfactory
Responsive Planning: "I plan and deliver teaching strategies that address the special educational needs of learners in challenging circumstances, such as geographic isolation, chronic illness, displacement, urban resettlement, disasters, child abuse, and child	3.53	0.8	Very Satisfactory

labor."			
Culturally Appropriate Strategies: "I adapt and use teaching strategies that are culturally appropriate to meet the needs of learners from indigenous groups."	3.50	0.8	Very Satisfactory
OVERALL MEAN AND SD	3.57	0.84	Very Satisfactory

Legend: 4.500 – 5.000 – Outstanding, 3.000 – 4.499 - Very Satisfactory, 2.500 – 3.499 – Satisfactory, 1.500 – 2.499 – Unsatisfactory, Below 1.499 – Poor

Table 15 presents teachers' performance in addressing learner diversity. Differentiated learning, tailored to individual needs, received a mean score of 3.69 (SD = 0.9), rated as very satisfactory. Inclusive teaching strategies for learners with disabilities, giftedness, and talents had a mean score of 3.54 (SD = 0.8), also very satisfactory. Responsive planning for learners in challenging circumstances, such as geographic isolation or displacement, was rated very satisfactory with a mean score of 3.53 (SD = 0.8). Culturally appropriate strategies for indigenous learners received a mean score of 3.50 (SD = 0.8), reflecting very satisfactory performance. The overall mean score of 3.57 (SD = 0.84) indicates a consistently very satisfactory level of performance in addressing the diverse needs of learners. This rating reflects that the teachers effectively cater to various learner needs, meeting and often exceeding the established expectations in this area. The standard deviation of 0.84 suggests some variability in performance, but overall, the performance is reliably above the satisfactory level.

Supporting these findings, Ramdani et al. (2022) in their study "Students Diversity and the Implementation of Adaptive Learning and Assessment: A Systematic Literature Review" emphasize the importance of understanding student diversity to implement appropriate learning and assessment strategies. The study highlights that recognizing students' cognitive and non-cognitive readiness, learning styles, interests, talents, and experiences is crucial for adaptive learning. This aligns with the very satisfactory performance observed in adapting teaching strategies to meet diverse learner needs, reinforcing the effectiveness of inclusive and responsive teaching practices reported in this study.

Curriculum and Planning

Curriculum and planning involve the design, organization, and implementation of educational content and activities within a structured framework. This domain examines how teachers develop and align instructional materials, lessons, and assessments to educational standards and learning objectives. It encompasses the systematic planning of educational experiences that cater to diverse student needs, promote coherence in learning progression, and ensure the attainment of educational goals.

Table 16 . Curriculum and Planning

Statement	Mean	SD	Description
Developmentally Sequenced Teaching: "I plan, manage, and implement a teaching and learning process that is developmentally sequenced to meet varied learning needs and contexts."	3.46	0.9	Satisfactory
Achievable Learning Outcomes: "I set achievable and	3.82	0.9	Very Satisfactory

appropriate learning outcomes that align with learning competencies."			
Effective Resource Use: "I select, develop, organize, and use appropriate teaching and learning resources to address learning goals."	3.48	0.8	Satisfactory
Innovative Instructional Strategies: "I integrate innovative and engaging instructional strategies, such as project-based learning, inquiry-based learning, and collaborative learning, to promote critical thinking, problem-solving, and creativity among students."	3.57	0.8	Very Satisfactory
OVERALL MEAN AND SD	3.58	0.83	Very Satisfactory

Legend: 4.500 – 5.000 – Outstanding, 3.000 – 4.499 - Very Satisfactory, 2.500 – 3.499 – Satisfactory, 1.500 – 2.499 – Unsatisfactory, Below 1.499 – Poor

Table 16 shows that teachers' performance in curriculum and planning is largely very satisfactory. The statement on setting achievable and appropriate learning outcomes aligned with competencies received the highest mean score of 3.82 (SD = 0.9), rated as very satisfactory. The integration of innovative instructional strategies, such as project-based and inquiry-based learning, had a mean score of 3.57 (SD = 0.8), also rated as very satisfactory. The effective use of resources was rated satisfactory, with a mean score of 3.48 (SD = 0.8). The area of developmentally sequenced teaching, however, received a slightly lower mean score of 3.46 (SD = 0.9), indicating satisfactory performance. The overall mean score of 3.58 (SD = 0.83) reflects a consistently very satisfactory level of performance in curriculum planning and implementation. This score indicates that teachers are effectively planning and executing their curriculum, generally exceeding expectations and achieving the set goals. The standard deviation of 0.83 shows a moderate level of variability, suggesting that while most performance is very satisfactory, there are some differences among individual performances.

Supporting these findings, Alnaji's (2022) study, *Curriculum Planning Model in General Education*, establishes the appropriateness of comprehensive curriculum planning models. Alnaji's research underscores the importance of effective curriculum development processes, demonstrating high agreement on the suitability of various planning procedures. The study highlights that a structured approach to curriculum planning, including setting clear objectives and employing appropriate methods, contributes significantly to effective educational outcomes. This supports the very satisfactory performance levels observed in your study regarding curriculum planning and the use of innovative instructional strategies.

Assessment and Reporting

Assessment and reporting involve the systematic process of evaluating student learning and communicating outcomes to stakeholders. This domain focuses on how teachers design and administer assessments to measure student progress and achievement against learning goals. It includes strategies for providing timely and constructive feedback to students, parents, and educators to support ongoing learning and educational improvement.

Table 17. Assessment and Reporting

Statement	Mean	SD	Description
Assessment Strategies: "I design, select, organize, and use diagnostic, formative, and summative assessment strategies that are consistent with curriculum requirements."	3.80	0.8	Very Satisfactory
Learner Progress Evaluation: "I monitor and evaluate learner progress and achievement using learner data."	3.54	0.9	Very Satisfactory
Constructive Feedback: "I provide timely and constructive feedback to students to support their learning journey, identify areas for growth, and celebrate their achievements."	3.62	0.9	Very Satisfactory
Collaborative Data Analysis: "I collaborate with colleagues and stakeholders to analyze assessment data, identify trends, and implement targeted interventions to support student learning and development."	3.32	0.9	Satisfactory
OVERALL MEAN AND SD	3.57	0.88	Very Satisfactory

Legend: 4.500 – 5.000 – Outstanding, 3.000 – 4.499 - Very Satisfactory, 2.500 – 3.499 – Satisfactory, 1.500 – 2.499 – Unsatisfactory, Below 1.499 - Poor

Table 17 presents teachers' self-assessments of their practices in assessment and reporting. The highest rating was given to the design and implementation of assessment strategies, with a mean score of 3.80 (SD = 0.8), described as very satisfactory. Monitoring and evaluating learner progress received a mean score of 3.54 (SD = 0.9), and providing timely and constructive feedback was rated at 3.62 (SD = 0.88), both also described as very satisfactory. Collaborative data analysis and intervention planning were rated lower, with a mean score of 3.32 (SD = 0.9), classified as satisfactory. The overall mean score for all statements was 3.57 (SD = 0.9), indicating a very satisfactory level of performance in these areas. This score suggests that teachers consistently perform above the standard expectations, achieving goals and objectives effectively. The standard deviation of 0.9 reflects a moderate level of variability, indicating that while performance is generally very satisfactory, there is some variation among individual ratings.

Li, Yan, Chan, and Zhan (2023) in their study, "The Role of Professional Development Programs in Developing Primary Teachers' Formative Assessment Literacy," demonstrated that a professional development program significantly improved teachers' formative assessment literacy, particularly in designing and implementing formative assessments and providing constructive feedback. The study also highlighted the role of professional learning communities in enhancing collaborative data analysis among teachers. These findings support the current results, which suggest that while teachers excel in individual assessment practices, there is potential for growth in collaborative efforts to further support student learning and development.

Community Linkages and Professional Engagement

Community linkages and professional engagement refer to the interactions and collaborations between teachers, schools, and external stakeholders within the broader community. This domain explores how educators establish partnerships with parents, community organizations, and professional networks to enrich educational experiences and support student learning. It emphasizes the importance of professional development, networking, and community involvement in enhancing teaching practices and fostering a supportive learning environment.

Table 18. Community Linkages and Professional Engagement

Statement	Mean	SD	Description
Responsive Learning Environments: "I maintain learning environments that are responsive to community contexts."	3.46	0.7	Satisfactory
Community Involvement: "I build relationships with parents/guardians and the wider school community to facilitate their involvement in the educative process."	3.59	0.9	Very Satisfactory
Professional Practice Review: "I regularly review my teaching practice using existing laws and regulations applicable to the teaching profession and adhere to the responsibilities specified in the Code of Ethics for Professional Teachers."	3.50	0.9	Very Satisfactory
Policy Compliance: "I consistently comply with and implement school policies and procedures to foster harmonious relationships with learners, parents, and other stakeholders."	3.56	0.9	Very Satisfactory
OVERALL MEAN AND SD	3.53	0.84	Very Satisfactory

Legend: 4.500 – 5.000 – Outstanding, 3.000 – 4.499 - Very Satisfactory, 2.500 – 3.499 – Satisfactory, 1.500 – 2.499 – Unsatisfactory, Below 1.499 - Poor

Table 18 presents teachers' practices in community linkages and professional engagement. The highest mean score was 3.59 (SD = 0.9) for community involvement, rated as very satisfactory. Professional practice review and policy compliance also received very satisfactory ratings, with mean scores of 3.50 (SD = 0.9) and 3.56 (SD = 0.9), respectively. The area of maintaining responsive learning environments had the lowest mean score of 3.46 (SD = 0.7), rated as satisfactory. Overall, the average mean score was 3.53 (SD = 0.84), indicating a very satisfactory level of performance in these areas. This average score reflects that teachers consistently meet and often exceed expectations across the assessed domains. The standard deviation of 0.84 suggests some variability in performance, but overall, the results are reliably above the satisfactory level.

These findings are supported by Sahoo, Cagaňová, Pattnaik, and Sahu (2024) in their study "Community Engagement, The Context for Teachers' Work-Efficiency? A Tism Approach." The study highlights that effective community engagement enhances teachers' professional practices, including policy compliance and practice review. It conforms with the very satisfactory ratings observed in Table 18 and underscores how community involvement improves teacher efficiency and manages emotional exhaustion. These findings further suggest that strong community ties contribute to a more supportive work environment, which is crucial for sustaining high levels of teacher performance. The study also reinforces the idea that community engagement serves as a buffer against burnout, enabling teachers to maintain their effectiveness and satisfaction in their roles.

Personal Growth and Professional Development

Personal growth and professional development focus on the continuous improvement and advancement of teachers' knowledge, skills, and practices. This domain examines how educators engage in ongoing learning opportunities, reflective practices, and professional development activities to enhance their effectiveness in the classroom. It emphasizes the importance of self-assessment, goal-setting, and lifelong learning in supporting educators' personal growth and professional excellence.

Table 19. Personal Growth and Professional Development

Statement	Mean	SD	Description
Upholding Professional Dignity: "I adopt practices that uphold the dignity of teaching as a profession by exhibiting qualities such as a caring attitude, respect, and integrity."	3.72	0.9	Very Satisfactory
Professional Networking: "I participate in professional networks to share knowledge and enhance my practice."	3.66	0.8	Very Satisfactory
Development Goals: "I set professional development goals based on the Philippine Professional Standards for Teachers."	3.47	0.9	Satisfactory
Continuous Reflection: "I engage in continuous reflection on my teaching practices, seek feedback from peers and mentors, and actively seek opportunities for growth and improvement."	3.46	1.1	Satisfactory
OVERALL MEAN AND SD	3.58	0.92	Very Satisfactory

Legend: 4.500 – 5.000 – Outstanding, 3.000 – 4.499 - Very Satisfactory, 2.500 – 3.499 – Satisfactory, 1.500 – 2.499 – Unsatisfactory, Below 1.499 - Poor

Table 19 presents an analysis of teachers' practices in personal growth and professional development. Upholding professional dignity was rated very satisfactory, with a mean score of 3.72 (SD = 0.9), indicating that teachers are perceived as exhibiting qualities such as caring, respect, and integrity in their profession. Professional networking also received a very satisfactory rating, with a mean score of 3.66 (SD = 0.8), reflecting active participation in sharing knowledge and enhancing practice. The setting of

professional development goals, based on the Philippine Professional Standards for Teachers, scored a mean of 3.47 (SD = 0.9), which is satisfactory. Continuous reflection on teaching practices and seeking feedback, as well as opportunities for growth, was rated with a mean score of 3.46 (SD = 1.1), also falling into the satisfactory range. The overall mean score was 3.58 (SD = 0.92), indicating a very satisfactory level of performance in personal growth and professional development. This score demonstrates that teachers effectively engage in practices that promote their own growth and development, generally exceeding expectations. The standard deviation of 0.92 suggests a moderate degree of variability in individual performance, but overall, the performance in this area is consistently high.

These findings are supported by Even-Zahav, Widder, and Hazzan (2022) in their study "From Teacher Professional Development to Teacher Personal-Professional Growth: The Case of Expert STEM Teachers." The study underscores the importance of addressing teachers' professional well-being and aspirations for personal-professional growth within development programs. It highlights that while teachers value professional dignity and networking, there is a gap in how these programs address continuous reflection and growth. This aligns with the very satisfactory ratings for upholding professional dignity and professional networking observed in Table 19 and points to the need for improvement in continuous reflection and development goals.

Summary of the Performance Level of Teachers in the Teaching Professional Development Priorities Domain

The following table provides a summary of the performance levels of teachers in the Teaching Professional Development Priorities domain. The performance levels are evaluated across seven key areas: Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community Linkages and Professional Engagement, and Personal Growth and Professional Development.

Table 20. Summary Table of Teaching Professional Development Priorities

Domain	Mean	SD	Description
Content Knowledge and Pedagogy	3.88	0.81	Very Satisfactory
Learning Environment	3.83	0.95	Very Satisfactory
Diversity of Learners	3.57	0.84	Very Satisfactory
Curriculum and Planning	3.58	0.83	Very Satisfactory
Assessment and Reporting	3.57	0.88	Very Satisfactory
Community Linkages and Professional Engagement	3.53	0.84	Very Satisfactory
Personal Growth and Professional Development	3.58	0.92	Very Satisfactory
OVERALL MEAN AND SD	3.65	0.87	Very Satisfactory

Table 20 shows that teachers rate their performance across various domains as very satisfactory. Content Knowledge and Pedagogy, with a mean score of 3.88 (SD = 0.81), received the highest rating,

reflecting very satisfactory performance. Learning Environment also scored very satisfactorily, with a mean of 3.83 (SD = 0.95). The Diversity of Learners domain and Curriculum and Planning had mean scores of 3.57 (SD = 0.84) and 3.58 (SD = 0.83), respectively, indicating very satisfactory performance. Assessment and Reporting, Community Linkages, and Professional Engagement all received mean scores of 3.57 (SD = 0.88) and 3.53 (SD = 0.84), respectively, while Personal Growth and Professional Development scored 3.58 (SD = 0.92). The overall mean score of 3.65 (SD = 0.87) highlights a consistent and very satisfactory level of performance across all domains.

Test of the Significant Relationship Between the Level Through Which the Teachers Encounter Barriers in Accessing Professional Development Programs and their Performance Level in the Teaching Professional Development Priorities Domain

The significance test assesses whether barriers to accessing professional development programs meaningfully impact teachers' performance in the Teaching Professional Development Priorities domain. This analysis helps identify the relationship between barriers and performance, informing potential interventions and support mechanisms. Results are presented in the following tables.

Table 21. Relationship Between the Level Through Which the Teachers Encounter Barriers in Accessing Professional Development Programs and Their Performance Level in the Teaching Professional Development Priorities Domain

R squared = 0.1470					
	Coefficients	Standard Error	t Stat	P-value	Stand. Estimate
Intercept	4.9870	0.6100	8.1748	<0.001	
Personal Barrier	-0.2616	0.0807	-3.2417	0.0016	-0.3514
Institutional Barrier	-0.0595	0.0453	-1.3142	0.1919	-0.1291
Professional Barrier	-0.1288	0.0501	-2.5684	0.0118	-0.2748
Geographical Barrier	0.1015	0.1149	0.8832	0.3794	0.0854

Table 21 presents the results of a regression analysis exploring the relationship between the barriers teachers encounter in accessing professional development programs and their performance level in the Teaching Professional Development Priorities Domain. The analysis reveals that both personal and professional barriers have significant negative effects on performance, with coefficients of -0.2616 (P = 0.0016) and -0.1288 (P = 0.0118), respectively. This indicates that higher levels of these barriers are associated with lower performance levels in this domain.

On the other hand, institutional and geographical barriers do not show a significant impact on performance, as reflected by their coefficients of -0.0595 (P = 0.1919) and 0.1015 (P = 0.3794), respectively. The model's R-squared value is 0.1470, suggesting that these barriers explain approximately 14.70% of the variance in performance. This analysis underscores the importance of addressing personal and professional barriers to enhance teachers' performance in the domain of teaching professional development priorities.

The regression analysis shows that personal and professional barriers significantly negatively impact teachers' performance in the Teaching Professional Development Priorities Domain. This aligns with Eroglu and Donmus Kaya's (2021) qualitative research, which highlights issues like inadequate in-service training, ineffective trainers, heavy workloads, and financial problems as major obstacles to teachers' professional development.

Additionally, Mukan et al. (2019) emphasize the role of institutional support in mitigating such barriers. Although our analysis found institutional barriers to be statistically insignificant, their study suggests that strong institutional frameworks can help overcome the negative effects of personal and professional challenges.

These findings underscore the importance of addressing these barriers through well-designed professional development programs supported by robust institutional backing.

Perceived Coping Mechanisms of Teachers to Overcome Barriers to Accessing Professional Development Programs

Coping mechanisms are the tactics or techniques that people employ to manage, overcome, or adapt to difficult situations or stresses. These strategies assist people in dealing with adversity in a way that reduces negative consequences and increases resilience.

Table 22. **Coping Mechanisms**

Coping Mechanisms	Frequency	Rank
Attending Learning Action Cell (LAC) Sessions	93	1
Attending webinars or virtual workshops	53	2
Surfing the internet (google, YouTube)	51	3
Managing Time	49	4
Applying Scholarship Programs	35	5

Table 22 presents the perceived coping mechanisms utilized by teachers to overcome barriers to accessing professional development programs. The most reported strategy, ranked first, is attending Learning Action Cell (LAC) sessions, with 93 teachers indicating this as their primary coping mechanism. This suggests that teachers highly value collaborative learning opportunities provided within their school communities. Following this, attending webinars or virtual workshops is the second most frequently used strategy, with 53 teachers choosing this option, highlighting the importance of online learning as a flexible professional development resource. Surfing the internet, including platforms like Google and YouTube, ranks third, with 51 teachers leveraging these tools to enhance their knowledge and skills independently. Managing time effectively is the fourth most cited coping mechanism, reported by 49 teachers, which underscores the importance of personal time management in balancing professional development with other responsibilities. Lastly, applying for scholarship programs is ranked fifth, with 35 teachers using this approach to gain access to more formalized and structured professional development opportunities.

According to Natalia Klokar's 2024 study, "Ways to Overcome Barriers in the Professional Development of Teachers of the New Ukrainian School," effective strategies include the use of Professional Learning Communities (like LAC sessions), online learning platforms (aligned with webinars), and self-directed learning through internet resources. Additionally, Klokar's emphasis on time management and tailored professional development supports the importance of personal time management and scholarships in the study.

SUMMARY

The main objective of the study was to assess the barriers to accessing professional development programs for teachers within the selected Elementary Schools of Inabanga North District for the school year 2023 – 2024 as the basis for proposing enhanced professional development strategies.

Moreover, the study aimed to determine teacher respondents' demographic profile. The study aimed to determine the coping mechanisms used by teachers to overcome barriers to accessing professional development programs, the level through which the teachers encounter the barriers in accessing professional development programs, and the performance level of teachers in the Teaching Professional Development Priorities domain.

A descriptive research method was utilized, and four sets of questionnaires were distributed to the respondents: the Demographic Checklist the questionnaire on the level of barriers encountered in accessing professional development programs, the questionnaire assessing the performance level of teachers in the Professional Development Program Priorities, and the questionnaire on coping mechanisms used by teachers to overcome barriers to accessing professional development programs.

FINDINGS

Based on the sub-problems raised, the findings below are attained:

It was noted that the 100 respondents, primarily female and aged 31-35, are mid-career Teacher III specialists in General Content with master's units, showing strong commitment by attending over 10 school-level training sessions, though their engagement at higher levels is limited to 0-3 sessions, indicating a need for more advanced professional development.

Teachers face significant barriers to accessing professional development due to personal issues like financial constraints and health problems, institutional challenges such as high workload, professional obstacles including monotonous course content, and geographical difficulties like distance, limited opportunities, and travel costs.

Despite these barriers, teachers consistently demonstrate a very satisfactory level of performance across all assessed domains. They excel in content knowledge, pedagogy, inclusivity, curriculum planning, assessment practices, community involvement, and personal growth, reflecting their dedication to high performance and continuous improvement.

To overcome these barriers, teachers use effective strategies such as attending Learning Action Cell (LAC) sessions, participating in webinars, utilizing online resources, managing time efficiently, and applying for scholarships, which help them maintain professional growth despite the challenges.

Therefore, based on the findings, the researcher will propose an enhanced professional development program.

CONCLUSION

In conclusion, the analysis indicates that personal and professional barriers are significant obstacles to teachers' performance in the Teaching Professional Development Priorities Domain. The negative correlation observed between these barriers and performance means that as personal and professional barriers increase, teachers' performance in this domain decreases. This inverse relationship highlights the detrimental effect that these barriers have on teacher effectiveness, making it crucial to address them to improve overall performance. By reducing personal and professional challenges, teachers are more likely to excel in their professional development priorities.

RECOMMENDATIONS

The key findings and conclusions presented serve as the benchmark and provide insights for this study as follows:

Teachers must continuously seek ways to turn personal and professional challenges into growth opportunities that enhance their teaching practice.

School Administrators must foster an environment where teachers feel supported in overcoming barriers, leading to improved performance in critical teaching domains.

Teacher Training Institutions must incorporate strategies into your programs that help teachers harness the positive effects of personal and professional challenges on their performance.

Policymakers must develop policies that specifically target the reduction of personal and professional barriers, as addressing these obstacles is essential for improving teachers' performance and effectiveness in their professional development priorities.

Students must stay motivated and engaged, recognizing that their teachers' ability to perform well is often strengthened by the challenges they overcome.

OUTPUT OF THE STUDY

Rationale

The proposed enhanced professional development strategies are grounded in the analysis that reveals significant impacts of personal and professional barriers on teachers' performance, often in ways contrary to expectations. The analysis highlights that personal barrier, such as individual challenges, can unexpectedly correlate with higher performance in domains like Content Knowledge and Pedagogy, while institutional barriers also show a complex, sometimes positive effect. These findings suggest that while barriers may present challenges, they can also foster resilience and adaptability in teachers.

Considering these insights, the rationale for the proposed strategies is to leverage the strengths developed through overcoming barriers and address the specific needs identified in the study. Tailored support systems and peer mentorship aim to mitigate personal barriers, while reforms in institutional practices and enhanced training content seek to overcome professional and institutional obstacles. Expanding online learning opportunities addresses residual geographical barriers, and leveraging the positive impacts observed in certain domains can further enhance overall teacher performance. Domain-specific programs are designed to address unique challenges in each area, ensuring that professional development is both relevant and effective. This multifaceted approach aims to provide comprehensive support that aligns with the needs and strengths of teachers, ultimately improving their performance and professional growth.

Objectives

Here are the objectives for the proposed enhanced professional development strategies:

1. Mitigate Personal Barriers to Professional Development

Provide personalized support systems, including counseling services, stress management workshops, and peer mentorship programs, to help teachers manage personal challenges, share coping strategies, and improve their engagement in professional development activities.

2. Reform Institutional Practices to Support Teacher Development

Implement time management workshops and workload adjustments during professional development periods, while increasing administrative support by providing release time, reducing other responsibilities, and fostering a supportive culture to enable more effective teacher participation in training programs.

3. Enhance the Relevance and Effectiveness of Professional Development Content

Involve teachers in planning and designing professional development programs to ensure relevance and alignment with current educational trends, while ensuring trainers are highly qualified and sessions are interactive, practically oriented, and engaging to enhance program effectiveness.

4. Expand Access to Professional Development through Online Learning

Minimize geographical barriers by increasing online professional development opportunities and promoting digital literacy among teachers to ensure equitable access and maximize the effectiveness of training programs.

5. Leverage Positive Barriers to Enhance Teacher Performance

Investigate why barriers in domains like Learning Environment and Diversity of Learners correlate with positive teacher performance, and use this insight to design professional development initiatives that enhance resilience, adaptability, and innovative teaching strategies.

6. Develop Domain-Specific Professional Development Programs

Create and continuously update professional development programs tailored to address specific barriers in each teaching domain, focusing on individualized coaching, small group workshops, and targeted interventions to keep pace with evolving educational standards.

7. Implement and Evaluate Pilot Programs to Test Effectiveness

Launch pilot programs in selected schools to test the effectiveness of recommended strategies, gather continuous feedback from teachers to refine the programs, and regularly monitor and evaluate their impact on teacher performance to make data-driven adjustments and optimize professional development offerings.

Scheme of Implementation

A copy of the findings of the study and the proposal for enhanced professional development strategies will be submitted to the Public Schools District Supervisor and principals of Inabanga North District to raise awareness of the importance of aligning professional development with teachers' career needs, improving training quality, expanding availability, fostering institutional support, encouraging collaborative learning, and ensuring transparent selection processes. This submission aims to underscore how these strategies can enhance teacher effectiveness and engagement, thereby supporting the district's educational objectives.

Implementation Plan for Enhanced Professional Development Strategies									
Areas of Concern	Objectives	Activities/Strategies	Timeline	Expected Result/Outcome	Person Involved	Budget	Concern Person/Officials	Accomplishment	Remarks
Personal Barriers	Provide personalized support to help teachers manage personal challenges and improve engagement in PD.	1. Establish counseling services. 2. Organize stress management workshops. 3. Create flexible online learning opportunities.	Q1 - Q2 2025	Increased teacher participation and reduced impact of personal barriers.	School counselors, HR, external trainers	₱100,000	HR Manager, School Principals	To be filled during monitoring	
Institutional Practices	Implement time management workshops and workload adjustments during PD periods.	1. Conduct time management workshops. 2. Adjust teacher workloads during PD periods.	Q1 - Q2 2025	Reduced stress and better participation in PD programs.	Admin staff, external trainers	₱80,000	HR Manager, School Principals		

Professional Development Content	Make PD content more relevant and engaging, ensuring it meets	1. Survey teachers to identify needs. 2. Involve teachers in PD content planning. 3. Hire qualified trainers for interactive, practical sessions	Q3 2025	Increased relevance and engagement in PD, leading to improved teaching practices.	Curriculum Developers, Teachers	₱150,000	Curriculum Director, Teachers' Committee		
Geographical Barriers	Expanded access to PD through online learning platforms.	1. Develop online PD modules. 2. Promote digital literacy among teachers.	Q1 - Q4 2025	Wider access to PD opportunities, minimizing geographical barriers.	IT department, external consultants	₱120,000	IT Curriculum Director		
Learning Environment & Diversity	Leverage positive barriers to enhance teaching	1. Research and analyze why barriers correlate with positive outcomes in some domains. 2. Develop programs to foster resilience and adaptability.	Q2 - Q4 2025	Enhanced qualities like resilience and adaptability in teaching practices.	Research team, PD trainers	₱90,000	Research Director, PD Coordinator		

Domain-Specific PD	Create and implement domain-specific PD programs.	1. Develop PD programs targeting specific teaching domains. 2. Organize small group workshops and individual coaching sessions.	Q3 - Q4 2025	Targeted improvements in specific teaching domains, enhancing overall performance.	Curriculum Developers, PD Trainers	₱110,000	Curriculum Director, PD Coordinator
Pilot Programs & Evaluation	Launch and evaluate pilot programs to test effectiveness	1. Implement pilot PD programs in selected schools. 2. Collect feedback and monitor outcomes. 3. Adjust programs based on feedback and evaluation results.	Q1 - Q2 2026	Refined PD programs that effectively address identified barriers.	Pilot School Teachers, PD Coordinators	₱130,000	School Principals, Evaluation Team

Explanation and Notes

Timeline. The plan spans over two years (2025-2026), allowing adequate time for implementation, feedback collection, and adjustments.

Budget. Estimated costs are placeholders and should be adjusted based on the specific needs of the schools and programs. Costs include training fees, resource materials, and any technology required for online platforms.

Person Involved. Lists key personnel responsible for executing each objective. Collaboration across departments (HR, IT, Curriculum) is crucial for success.

Expected Results. These outcomes should be measured through teacher feedback, performance evaluations, and other relevant metrics.

Accomplishments/Remarks. These sections will be filled out during and after implementation to track progress, document successes, and note any challenges encountered.

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