BARRIERS TO THE PROFESSIONAL DEVELOPMENT OF TEACHERS AND THEIR TEACHING PERFORMANCE

Barriers to the Professional Development of Teachers and Their Teaching Performance

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Abstract

In the changing world of education, professional development is significant to improve educational practices. Using a descriptive-correlational research design, data was gathered from teachers of the three public secondary schools in San Fernando, Bukidnon. The findings revealed that financial constraints were the primary barrier to teachers' professional development, followed by time limitations and lack of accountability. Additionally, teachers expressed that more affordable professional development programs would encourage increased participation. In assessing teachers' performance, it was found that teachers generally agreed that the Individual Performance Commitment and Review Form (IPCRF) accurately reflected their abilities, particularly in areas like assessment design and improving student learning. However, there was less consensus about their capability to create a safe and inclusive learning environment, highlighting the need for more focus on this aspect of teaching performance. Despite these evaluations, the study revealed no significant correlation between barriers to professional development and teachers' teaching performance. The study concludes that while professional development barriers like financial constraints and time limitations are significant, they do not have a direct impact on teaching performance. Therefore, other factors may be influencing teaching effectiveness, suggesting that overcoming professional development barriers alone may not substantially enhance overall teaching performance. Recommendations include prioritizing financial support for teacher development, creating more flexible programs, and considering other variables that may affect teaching effectiveness, such as school culture and leadership.

Keywords: *professional development, teaching performance, barriers, secondary school teachers, financial constraints*

Introduction

In the changing world of education, professional Development is significant to improve educational practices. With the ongoing Development, growing diversity, and a focus on efficacy, accountability, and openness, the educational system has been undergoing reforms (Yüner, 2022). Teachers' Professional Development is one of the keys to success in these reforms (Bautista & Ortega-Ruiz, 2015). Thus, to face new challenges, educators must qualify and improve their knowledge and abilities (Saha & Dworkin, 2009; OECD, 2010). Sustainable Development Goal 4, which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all," emphasizes the significance of ongoing professional Development for educators, including increasing the number of qualified teachers through teacher training (UNESCO, 2015).

According to OECD (2019, p. 49), "Professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher." Professional Development in the teaching profession is also described as any action, plan, or plan of action intended to modify the attitudes and behaviors of instructors to increase student achievement (Guskey, 2002). Thus, professional Development is crucial for teachers to keep up with the latest educational advancements and new teaching methods. It is known that teachers' quality is one of the most important variables in improving the quality of education because the most important variable that influences student achievement is the quality of teachers (Darling-Hammond, 2000; OECD, 2019; Özoğlu, 2011; Santiago, 2002; Yaylacı, 2013; Eroglu & Kaya, 2021). For this reason, the training and Development of teachers is important (Seferoğlu, 2004; Eroglu & Kaya, 2021).

When evaluating teachers' performance and pinpointing areas that require improvement, such as involvement in professional development activities, the Individual Performance Commitment and Review Form (IPCRF) is an essential tool. The IPCRF is an essential instrument for monitoring how obstacles such as lack of time, money, or training directly affect teachers' capacity to reach performance goals in the framework of the study on Barriers to the Professional Development of Teachers and Their Teaching Performance. School administrators can gain a better understanding of how these obstacles impede Professional Development and, in turn, impact overall teaching effectiveness by examining IPCRF data (Fernandez-Manzanal et al., 2015)

However, in the three schools of San Fernando, Bukidnon, namely Little Baguio National High School, Halapitan National High School, and Sacramento Valley Integrated School, teachers often face several challenges that prevent them from fully participating in these opportunities. These barriers can include limited time, inadequate resources, insufficient support from school leaders, and personal issues such as balancing work and personal life (Yoon et al., 2007; Borko, 2004). Thus, professional Development should be crucial because it can result in, among other positive effects, the provision of chances for peer learning, the strengthening of individual teaching skills, and the creation of a healthy school culture (Willemse et al., 2015).

In this study, the researcher intends to examine that despite numerous studies addressing professional Development in general, there is a need for more in-depth research focusing on the specific challenges faced by secondary school teachers (Borko, 2004; Desimone,

2009). This study seeks to fill this gap by employing a quantitative approach to identify the barriers that secondary school teachers encounter in their professional Development. Understanding these barriers is crucial for developing targeted interventions and policies that can enhance the effectiveness of professional development programs. As such, this study seeks to provide practical recommendations for improving professional development practices and support systems for secondary school teachers.

Also, the theory emphasizes that effective professional Development should address teachers' specific needs and provide opportunities to apply new skills. Barriers may arise if professional development programs do not align with teachers' professional needs or lack practical application (Becker, 1964; Schultz, 1961).

Applying Human Capital Theory to professional Development highlights the critical relationship between cost-benefit perceptions and participation decisions. Teachers are more likely to overcome barriers when professional Development is accessible, tailored to their needs, and designed with practical outcomes in mind. Conversely, participation decreases when programs fail to provide tangible benefits or present prohibitive costs. Thus, this framework suggests that policymakers and school administrators must prioritize professional development programs that are both relevant and practical. Reducing financial, logistical, or time-related costs and emphasizing benefits aligned with teachers' aspirations can encourage broader participation. Ultimately, fostering teacher growth through effective professional Development is an investment in individual educators and the quality of education students receive, reinforcing the collective value of human capital in the education system.

Research Questions

This study determined the barriers to professional Development for secondary school teachers. Specifically, it will answer the following questions:

1. What is the extent of teachers' barriers to professional Development regarding time constraints, financial constraints, and lack of accountability?
2. What is the teacher's teaching performance?
3. Is there a significant relationship between teachers' Professional Development and teaching performance?

Methodology

Research Design

This study employed a descriptive-correlational research design using a quantitative approach. This design is particularly appropriate for examining phenomena as they naturally occur and for identifying relationships between variables without manipulating them (Creswell & Creswell, 2018). By combining descriptive and correlational methods, this study provides a comprehensive understanding of the barriers to professional Development and insight into the connection between professional Development and teaching performance.

The descriptive component explored and documented the factors hindering teachers' engagement in professional Development. Specifically, it focused on key barriers, such as time constraints, financial constraints, and lack of accountability, alongside an assessment of teachers' teaching performance. Descriptive research was instrumental in painting a clear picture of these challenges, capturing the lived realities of teachers, and providing valuable context for addressing these issues (Babbie, 2020).

The correlational component investigated the relationship between professional Development and teachers' teaching performance. This approach seeks to identify patterns and measure the strength and direction of relationships between these variables. Correlational research was particularly useful in understanding whether and how professional development activities impact teaching effectiveness (Fraenkel, Wallen, & Hyun, 2019).

The study's respondents were the Grade 7 – 12 teachers of the selected public secondary schools of San Fernando, Bukidnon, who experienced professional development barriers. Complete enumeration was used to determine the target population. A total of 71 teachers were chosen as respondents. Table 1 shows the distribution of the study's respondents.

Table 1. *Distribution of the respondents of the study*

School	Number of Teachers
Little Baguio National High School	28
Halapitan National High School	22
Sacramento Valley Integrated School	21
TOTAL	71

Respondents

This study was conducted in the different public secondary schools of San Fernando, Bukidnon, namely Little Baguio National High School, composed of 28 teachers and 669 students; Halapitan National High School, composed of 22 teachers and 805 students, and Sacramento Valley Integrated School composed of 21 teachers and 423 students.

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Instrument

This study used a researcher-made questionnaire to determine the barriers to the Professional Development of teachers and their teaching performance. The research instrument consists of three (3) parts: Part I: Demographic Profile; Part II-A: Time Constraints as Professional Development Barrier; Part II-B: Financial Constraints as Professional Development Barrier; Part II-C: Lack of Accountability as Professional Development Barrier; Part III: Entails the Level of IPCRF Among Teachers. The Individual Performance Commitment and Review Form (IPCRF) of teachers was a comprehensive tool used to assess teachers' performance based on specific objectives aligned with national education goals. It facilitates accountability and self-reflection and helps identify professional development needs that can enhance teaching effectiveness.

Procedure

After receiving approval from the school's Division Superintendent, the researcher obtained consent from the district supervisor and the Principal of Little Baguio National High School, Halapitan National High School, and Sacramento Valley Integrated School by submitting a letter of intent. Upon receiving their approval, the researcher notified the participants via phone or email with information about the study, its objectives, and details about their participation. Once participants agree to participate, they were provided with research documents, including an overview of the study, a formal request for participation, and a consent form. Participants' conditions were safeguarded, and their involvement was treated strictly. After completing these initial steps, the researcher followed up with the participants via text message to confirm the specifics of the survey. The data was then gathered, organized, summarized, and analyzed. The results were presented in textual, tabular, and graphical forms. The data were analyzed using Excel and SPSS version 21 program.

Results and Discussion

This section presents, analyzes, and interprets the data collected from the respondents. Mean, tables, standard deviation and correlation were used in the data analysis process. This section was arranged under the appropriate subject below, and the sequence in which the individual problems were presented in the problem statement determined the presenting order.

Time Constraints as Professional Development Barrier

Time constraints severely hampered professional Development. Educators and professionals sometimes struggle to balance their everyday obligations and opportunities for learning and Development. Teaching responsibilities, administrative duties, and heavy workloads make attending workshops, pursuing more education, or engaging in reflective practice difficult. Professionals may struggle to stay current with new trends, skills, and best practices in their sector if they don't set aside time for continuous learning.

Research supports the idea that time restrictions severely impede professional Development and limit teachers' abilities to grow professionally. According to Tantawy (2020), teachers believe that professional Development is crucial for enhancing performance and advancing their careers, but they frequently don't have enough time to engage in worthwhile learning activities. Without planned time management, teachers find it difficult to balance their teaching responsibilities and continuing professional Development, which lessens the overall effect of training initiatives

Table 2. *The Extent of Time Constraints as Professional Development Barrier*

Indicator	Mean	Std. Deviation	Qualitative Description
1. My teaching effectiveness would improve if I had more time for Professional Development.	4.24	.82	Always
2. I would participate in more professional Development with a more flexible schedule.	4.20	.77	Always
3. I often have to prioritize my teaching duties over professional development opportunities.	3.77	.93	Often
4.Due to my teaching schedule ,I often find it difficult to participate in professional development activities.	3.75	.89	Often
5. The school calendar provides insufficient time for meaningful professional Development.	3.62	.96	Often
6. The demands of my daily teaching responsibilities leave me with little time for further training or education.	3.61	.93	Often
7.The time constraint limit my my ability to collaborate with colleagues on professional development activities.	3.58	.94	Often
8. I feel overwhelmed by my workload, which prevents me from engaging in professional Development.	3.45	1.05	Often
9. The time required for Professional Development is not feasible given my current responsibilities.	3.45	.97	Often
10. I struggle to balance professional Development with my personal life and commitments.	3.49	1.12	Often
Mean Score	3.72	.64	Often

Numerical Rating Range Descriptive Rating Quantitative Interpretation

5	4.20 – 5.00	Always	Great Extent
4	3.40 – 4.19	Often	Extent
3	2.60 – 3.39	Sometimes	Moderate Extent
2	1.80 – 2.59	Rarely	Less Extent
1	1.00 – 1.79	Never	Not at All

Table 2 presents the extended time constraints as a barrier to professional Development activities.

Results reveal that time constraints affect teachers' participation in professional development activities. The highest mean (M = 4.24, SD = 0.82) was recorded for the statement, "I believe that my effectiveness as a teacher would improve if I had more time for professional development," indicating a strong agreement among respondents regarding the possible benefits of additional professional development opportunities. The mean of 4.20 (SD = 0.77) with the statement "I would participate in more professional development if I had a more flexible schedule" suggests that teachers would be more engaged in professional Development if they had more flexible schedules. The lowest mean score (M = 3.45, SD = 1.05) was the statement, "I feel overwhelmed by my workload, which prevents me from engaging in professional development," pointing to a significant issue that some teachers cannot engage in professional Development due to unmanageable workload. The overall mean score of 3.72 (SD = 0.64) suggests that respondents often experience challenges in allocating time for further training due to their teaching responsibilities.

Table 2 shows a moderate level of consistency in responses with a mean score of 3.72 and a standard deviation of 0.64, demonstrate that instructors "frequently" face time restrictions as a barrier to professional growth. The statements with the highest ratings indicate a strong desire for improvement thwarted by the demands of the existing workload, implying that instructors would participate in professional Development more if they had more free time and flexible schedules. The results highlight how time constraints significantly influence teachers' capacity to seek additional training, which may impact their professional Development and efficacy as educators.

The results show that time restrictions greatly impact teachers' capacity to engage in professional development activities. Many educators firmly feel that additional training time would improve their efficacy in the classroom, underscoring the significance of professional Development in enhancing teaching methods. However, they are frequently unable to take full advantage of these chances due to a lack of schedule flexibility. This is in line with Zhang, Shi, and Lin (2020), who found that time constraints provide a significant obstacle to teacher growth, especially regarding rigorous schedules and hard workloads. Similarly, McChesney and Aldridge (2021) highlighted that time restrictions limit the long-term influence of professional development programs on teaching practices by upsetting their planned progression.

Furthermore, one of the main reasons teachers do not pursue additional training is stress from their job. Setting aside time for ongoing learning might be challenging when teachers feel overburdened by their workload. To solve these issues, Kilag and Sasan (2023) emphasized the importance of instructional leadership and recommended that school administrators provide nurturing settings emphasizing teacher development. Smith and Gillespie (2023) emphasized the necessity of organized and easily available professional Development to guarantee long-lasting teacher transformation. Furthermore, Marques and Pombo (2021) showed how incorporating adaptable and cutting-edge training techniques, such as mobile learning, can support teachers in developing their skills despite time constraints. These results highlight the necessity of legislative changes and institutional assistance to assist educators in overcoming time-related obstacles to professional growth.

Financial Constraints as Professional Development Barrier

A major obstacle to professional growth is money, which restricts instructors' access to workshops, training courses, and additional education. It might be challenging for many educators to participate in meaningful learning opportunities because they cannot afford registration fees, travel costs, and essential supplies. Teacher's risk missing out on important professional development opportunities that could improve their teaching effectiveness and career progression if they do not receive enough funding from organizations or policymakers.

Financial constraints significantly hinder teachers' participation in professional development activities, as many cannot afford the costs associated with training, workshops, or further education. These limitations may include registration fees, transportation, accommodation, or the lack of financial support from their institutions. As a result, teachers often miss valuable opportunities to enhance their skills and knowledge, affecting their teaching performance and professional growth. Addressing this barrier requires schools and education stakeholders to provide accessible and well-funded development programs to ensure that all teachers can engage in continuous learning regardless of financial capacity.

Table 3 presents the extent to which financial constraints hinder professional Development.

Table 3. *The Extent of Financial Constraints as Professional Development Barrier*

Indicator	Mean	Std. Deviation	Qualitative Description
1. I would participate in more professional development activities if they were more affordable.	4.39	.71	Always
2. If financial resources were available, I would actively seek more	4.37	.81	Always

opportunities for professional growth.

3. I worry about professional development costs when planning my budget for the year.	4.28	.78	Always
4. My school should provide more financial support for Professional Development.	4.17	.91	Often
5. The lack of funding for professional Development affects my motivation to pursue additional training.	4.15	.92	Often
6. Financial support for professional Development should be a priority for my school.	4.10	1.02	Often
7. Due to financial constraints, I often decline professional development opportunities.	4.06	.98	Often
8. I often struggle to afford training workshops or course registration fees.	4.03	1.00	Often
9. Financial limitations prevent me from attending conferences that could enhance my skills.	4.00	.97	Often
10. The costs associated with professional development programs are a significant barrier for me.	3.94	.92	Often
Mean Score	4.15	.71	Often

Numerical Rating	Range	Descriptive Rating	Quantitative Interpretation
5	4.20 – 5.00	Always	Great Extent
4	3.40 – 4.19	Often	Extent
3	2.60 – 3.39	Sometimes	Moderate Extent
2	1.80 – 2.59	Rarely	Less Extent
1	1.00 – 1.79	Never	Not at All

The highest mean (M = 4.39, SD = 0.71) was associated with the statement, "I would participate in more professional development activities if they were more affordable." This indicates that cost is one of the deciding factors many teachers consider before training. The lowest mean score (M = 3.94, SD = 0.92) was recorded for the statement, "The costs associated with professional development programs are a significant barrier for me," proving that although financial worries are common, they might not be insurmountable for everyone. Moreover, the overall mean score of 4.15 (SD = 0.71) with the qualifying statement often indicates that respondents experience challenges attending professional development training due to its cost. These findings emphasize the necessity for increased institutional support in funding professional growth programs.

The findings in Table 3 reveal that financial constraints are a significant barrier to teachers' Professional Development, with an overall mean score of 4.15 (SD = 0.71), qualitatively described as "often." The highest-rated statement (M = 4.39) suggests that affordability greatly influences teachers' willingness to participate in training, highlighting cost as a key factor in their decision-making. Although the lowest means (M = 3.94) indicates that not all teachers view financial barriers as equally severe, the data underscore the need for greater institutional support and funding to ensure equitable access to professional growth opportunities.

The results show that financial limitations severely hamper teachers' engagement in professional development activities since many educators prioritize affordability when choosing whether to participate in training. Teachers find it difficult to obtain learning opportunities due to high registration, travel, and material costs, which limits their ability

to advance professionally. According to Meesuk, Sramoon, and Wongrugsa (2020), accessible and affordable methods like classroom action research-based education are necessary for sustainable teacher development. Similarly, Bowman et al. (2022) discovered that instructors' access to high-quality training is impacted by their financial constraints, affecting how they teach. Teachers may struggle to improve their abilities and successfully incorporate new approaches into their instruction without enough financial support.

Even though financial worries are common, not all educators believe they are an impassable obstacle to professional growth. Some educators seek other training methods, like institutional funding programs or online coaching. According to Cilliers et al. (2022), online professional Development can be a more affordable option for training than in-person coaching. Haug and Mork (2021) emphasized the significance of policy-driven financial support in assisting teachers in adjusting to the new demands of education. Furthermore, Fairman et al. (2022) emphasized the difficulty of maintaining professional Development's relevance and financial viability, recommending that educational institutions and legislators set aside funds to guarantee training for everybody. These results highlight the necessity of institutional funding for teacher preparation initiatives to reduce costs and encourage lifelong learning.

Lack of Accountability as a Professional Development Barrier

Professional Development is severely hampered by a lack of accountability since teachers might not feel pressured to participate in ongoing education without explicit guidelines or penalties. Initiatives may become erratic and ineffectual without organized follow-ups or monitoring methods. Professional Development may also be impeded in the

absence of institutional policies that guarantee involvement and application of acquired abilities, ultimately affecting the caliber of learning and student outcomes.

Table 4 presents the extent of lack of accountability as a barrier for professional development.

Table 4. *The Extent of Lack of Accountability as a Professional Development Barrier*

Indicator	Mean	Std. Deviation	Qualitative Description
1. accountability from school leadership would encourage more teachers to engage in professional Development.	4.21	.83	Always
2. If accountability measures were implemented, I would be more inclined to participate in professional development activities.	4.07	.92	Often
3. A culture of accountability would enhance the professional growth of teachers in my school.	4.06	.83	Often
4. the lack of follow-up on professional development participation reduces its effectiveness.	4.04	.76	Often
5. I find it difficult to stay motivated for continuous professional Development without accountability measures.	3.94	.79	Often
6. My professional development efforts go unrecognized due to a lack of accountability.	3.77	.93	Often
7. There are no systems in place to track or assess the impact of professional Development on teaching practices.	3.65	.90	Often
8. I often see colleagues neglecting professional development opportunities without any repercussions.	3.56	1.00	Often
9. My school has little accountability for participating in professional Development.	3.52	.92	Often
10. There are no clear expectations for teachers regarding professional development activities.	3.48	.97	Often
Mean Score	3.83	.63	Often

Numerical Rating	Range	Descriptive Rating	Quantitative Interpretation
5	4.20 – 5.00	Always	Great Extent
4	3.40 – 4.19	Often	Extent
3	2.60 – 3.39	Sometimes	Moderate Extent
2	1.80 – 2.59	Rarely	Less Extent
1	1.00 – 1.79	Never	Not at All

The result shows that the statement "I think that accountability from school leadership would encourage more teachers to engage in professional development" obtained the highest mean score (M = 4.21, SD = 0.83), indicating agreement on the importance of institutional supervision in motivating teacher participation. The statement, "There are no clear expectations set for teachers regarding professional development activities," had the lowest mean score (M = 3.48, SD = 0.97), suggesting that unclear institutional policies could contribute to inconsistent professional development engagement. With an overall mean score of 3.83 (SD = 0.63), the accountability measures in professional Development again stood out as a critical component, indicating that respondents frequently believe their institutions lack accountability systems.

The data in Table 4 highlight the significant role of accountability in promoting teachers' engagement in professional Development. The highest-rated item (M = 4.21) reflects a strong perception among teachers that school leadership and clear accountability measures can positively influence participation in training opportunities. Meanwhile, the lowest mean (M = 3.48) still falls within the "often" range, indicating that the absence of clear expectations also contributes to the issue, though slightly less. The overall mean of 3.83 suggests that teachers frequently lack accountability within their institutions, a barrier to sustained professional growth. These findings suggest the need for school leaders to implement clearer policies and more consistent support systems to encourage ongoing teacher development.

Results show that instructors are deterred from actively participating in ongoing learning when professional Development lacks accountability. Many educators concur that leadership support and institutional oversight are essential for encouraging training program participation. Teachers might not prioritize professional Development without clear objectives and well-defined policies, which could result in irregular participation in development activities. Similar issues were brought to light by Regmi and Jones (2020) in e-learning settings, where a lack of accountability decreased training interest and engagement. The requirement for institutional control is further supported by Fabriz et al.'s (2021) findings that teachers' self-efficacy and instructional performance were positively impacted by organized professional development programs with accountability systems.

Teachers' low participation may also result from inconsistent professional development policies. Teachers might not understand the value or urgency of participating in training programs if clear objectives and criteria are not set. According to Børte, Nesje, and Lillejord (2023), cultivating an active learning culture requires clear expectations and accountability procedures. Additionally, Dille and Røkenes (2021) pointed out that formal online communities might improve professional growth engagement when accountability mechanisms are in place. Ma and Shea (2021) also looked at how perceived obstacles, such as unclear instructions, influence decisions about professional Development. These results highlight how crucial it is to implement accountability mechanisms to guarantee that teachers continue to participate in professional development programs.

Level of Teacher Performance

The caliber of teachers' work is a key element in guaranteeing excellent education and student achievement. Several factors directly impact teaching efficacy, including institutional support, instructional practices, and Professional Development. A productive learning environment and accomplishing educational objectives depend on the ongoing evaluation and enhancement of instructors' performance.

Table 5 presents the level of teaching performance as measured through the Individual Performance Commitment and Review Form (IPCRF).

Table 5. *The Level of Teacher Performance*

Indicator	Mean	Std. Deviation	Qualitative Description
1. My IPCRF rating reflects my mastery of the subject matter and my ability to present concepts clearly to students.	4.34	.72	Always
2. The IPCRF process recognizes my efforts to use innovative teaching strategies to engage students effectively.	4.32	.75	Always
3. My IPCRF evaluation acknowledges my ability to create a safe, inclusive, and supportive learning environment for all students.	4.17	.84	Often
4. The IPCRF process adequately considers how I address the needs of students with diverse learning styles and backgrounds.	4.31	.65	Always
5. My IPCRF rating accurately reflects my ability to align lesson plans with curriculum standards and learning objectives.	4.39	.67	Always
6. The IPCRF process fairly evaluates my ability to design assessments and use the results to improve student learning.	4.41	.69	Always
7. My IPCRF acknowledges my efforts to collaborate with parents and community stakeholders to support student development.	4.24	.75	Always
8. The IPCRF rating reflects my active participation in school and community programs that enhance the educational experience.	4.28	.70	Always
9. The IPCRF process considers my commitment to continuous learning through seminars, workshops, and professional development programs.	4.25	.82	Always
10. My IPCRF rating motivates me to pursue personal growth and improve my professional skills for better teaching outcomes.	4.38	.72	Always
Mean Score	4.31	.59	Always

Numerical Rating	Range	Descriptive Rating	Quantitative Interpretation
5	4.20 – 5.00	Always	Great Extent
4	3.40 – 4.19	Often	Extent
3	2.60 – 3.39	Sometimes	Moderate Extent
2	1.80 – 2.59	Rarely	Less Extent
1	1.00 – 1.79	Never	Not at All

Results reveal a consistently high degree of agreement regarding the sufficiency of performance evaluation. The overall mean score of 4.31 (SD = 0.59) suggests that respondents consistently agree that their professional competencies are reflected in the IPCRF. Highlighted, the highest-rated indicator (M = 4.41, SD = 0.69) was associated with the statement "The IPCRF process fairly evaluates my ability to design assessments and use the results to improve student learning," indicated the ability of the evaluation process to assess the design of assessments and its effect on student learning. The lowest mean score (M = 4.17, SD = 0.84) was associated with the statement, "My IPCRF evaluation acknowledges my ability to create a safe, inclusive, and supportive learning environment for all students," indicating that while most respondents agree with this aspect, there is slightly less consensus compared to other performance indicators.

The findings in Table 5 indicate a generally positive perception of the IPCRF as an effective tool for evaluating teaching performance, with an overall mean score of 4.31 (SD = 0.59), reflecting consistent agreement among respondents. The highest-rated statement (M = 4.41) emphasizes the IPCRF's effectiveness in recognizing teachers' ability to design assessments and use results to enhance student learning, highlighting its strength in evaluating instructional impact. Although the lowest mean score (M = 4.17) pertains to recognizing efforts in creating a safe and inclusive classroom, it still falls within the "always" range, suggesting a slightly lower—but still favorable—level of agreement. These results demonstrate that teachers trust the IPCRF process to reflect their competencies. However, there may be room for improvement in capturing more holistic aspects of teaching, such as classroom environment and inclusivity.

According to the results, teachers believe the Individual Performance Commitment and Review Form (IPCRF) is useful for assessing their professional skills. In line with the findings of Conradty and Bogner (2020), who highlighted the importance of structured evaluations in enhancing teaching methods, many educators know its capacity to evaluate crucial facets of instruction, such as creating assessments and using the results to improve student learning. Furthermore, Mofield (2020) emphasizes the importance of professional Development and teamwork in improving teacher effectiveness, indicating that ongoing training opportunities could help teachers further improve their teaching strategies.

Although most educators concur that the IPCRF fairly represents their capacity to teach, some have minor concerns about its

acknowledgment of the importance of fostering a secure and welcoming learning environment. This observation is consistent with the Chin et al. (2022) study, which pointed out the necessity for more thorough evaluation techniques to cover a range of instructional facets. Additionally, Medallo and Constantino (2020) highlighted the value of administrative cooperation in bolstering professional development initiatives, which may improve performance evaluation efficacy. Maguate et al. (2024) also emphasized the need for in-service training for professional Development and continuous assistance to maintain high teaching performance levels.

The Factor of Professional Development Barriers

Teachers' Development depends on professional Development, yet several obstacles prevent them from participating and being effective. Teachers are frequently unable to fully participate in training programs due to various factors, including time limits, financial limitations, a lack of accountability, and difficulties with institutional support. As indicated by several studies, it is essential to comprehend these obstacles in order to create focused remedies that boost professional development possibilities and raise teaching effectiveness.

Table 6 summarizes the key factors influencing teachers' participation in professional Development.

Table 6. *Result of the Factor of Professional Development Barriers*

Indicator	Mean	Std. Deviation	Qualitative Description
Time Constraints	3.72	.64	Often
Financial Constraints	4.15	.71	Often
Lack of Accountability	3.83	.63	Often
Overall Mean	3.90	.46	Often

Numerical Rating	Range	Descriptive Rating	Quantitative Interpretation
5	4.20 – 5.00	Always	Great Extent
4	3.40 – 4.19	Often	Extent
3	2.60 – 3.39	Sometimes	Moderate Extent
2	1.80 – 2.59	Rarely	Less Extent
1	1.00 – 1.79	Never	Not at All

The results indicate that financial constraints are the most significant barrier (M = 4.15, SD = 0.71), followed by lack of accountability (M = 3.83, SD = 0.63) and time constraints (M = 3.72, SD = 0.64). The overall mean (M=3.90, SD = 0.46) indicates that teachers often face barriers that limit their ability to engage in continuous professional growth. These findings imply that while financial support is a primary concern, related issues, such as time constraints and lack of accountability, also play vital roles in shaping teachers' professional development experiences. Addressing these barriers through policy interventions and resource allocation could enhance teachers' skills enhancement and career progression opportunities.

The data in Table 6 provide a clear summary of the major barriers affecting teachers' engagement in professional Development, with financial constraints emerging as the most prominent challenge (M = 4.15), followed by lack of accountability (M = 3.83) and time constraints (M = 3.72). The overall mean of 3.90 (SD = 0.46) suggests that these obstacles are commonly experienced by teachers and significantly hinder their participation in continuous learning opportunities. The findings emphasize the multifaceted nature of professional development challenges, where financial limitations, institutional support, and time availability play crucial roles. To improve teacher development, schools and education policymakers must implement comprehensive strategies that address these interconnected barriers through better funding, clearer expectations, and more flexible scheduling.

Financial limitations are the biggest obstacle preventing instructors from fully engaging in professional development programs, while other concerns exist. According to research, many teachers have trouble finding the money they need for training opportunities, which keeps them from developing their careers and improving their skill sets (Alvarez, Ventura, & Opiniano, 2020). Teachers' engagement in professional Development is further hampered by a lack of responsibility and time restrictions, as they frequently struggle to juggle these obligations with their daily responsibilities (Tulo & Lee, 2022). These obstacles may restrict teachers' ability to advance in their careers and enhance their teaching strategies, underscoring the necessity of systemic support.

It is essential to put policies that lessen financial strains and encourage responsibility in educational institutions to address these issues. Kilag et al. (2023) state that creating Individual Plans for Professional Development (IPPD) is crucial for directing teachers' Development and guaranteeing continuous career improvement. Furthermore, Sumalinog (2022) argues that although online learning has emerged as a popular substitute for professional Development, it has drawbacks, such as inadequate support and restricted access to technology. Teachers will be better prepared to participate in ongoing professional Development and enhance their teaching effectiveness if these obstacles are addressed through focused interventions and better resource allocation.

Factors on Teacher's Professional Development Barriers and Teaching Performance

Examining the relationship between the elements impeding educators' Professional Development and their performance as teachers is essential to comprehending how obstacles affect educators' efficiency. Financial limits, time constraints, a lack of accountability, and issues with institutional support can all greatly impact teachers' capacity to learn and develop continuously. Analyzing the relationship between these obstacles and instructional effectiveness yields important information for refining teacher preparation programs and

raising educational standards.

Table 7 presents the relationship between the factors on teacher's professional development barriers and teaching performance.

Table 7. *Test of Relationship between Factors on Teacher's*
Professional Development Barriers and Teaching Performance

Dependent Variable	r	p-value	Remarks
Teaching Performance	0.103	0.39	*Nonsignificant*

Using the Shapiro-Wilcoxon test for normality, data shows that the collected sample data was not normally distributed with p<0.05. Hence, a Spearman rank correlation test was performed, a non-parametric test equivalent to the Pearson correlation. The result above reveals that the relationship between the factors on teachers' professional development barriers and teaching performance was insignificant, r(69) = .103, p = 0.39.

The analysis in Table 6 shows that the data on teachers' professional development barriers and teaching performance did not follow a normal distribution, as indicated by the Shapiro-Wilk test (p < 0.05), prompting the use of the Spearman rank correlation. The resulting correlation coefficient, r(69) = .103 with a p-value of 0.39, indicates a weak and statistically insignificant relationship between professional development barriers and teaching performance. This suggests that, within the sample, barriers such as financial constraints, lack of accountability, and time limitations do not directly or indirectly impact teachers' performance, as reflected in the IPCRF scores.

With various factors impacting how teachers engage in ongoing improvement, the relationship between professional development barriers and teaching performance is an important field of research. Several factors, including time limits, lack of accountability, and money constraints, frequently impede teachers' participation in professional development opportunities. Studies that highlight the significance of professional development programs for boosting teacher motivation, lowering stress, and promoting better teaching practices demonstrate that, despite these obstacles, professional growth initiatives remain crucial in enhancing teaching effectiveness and student outcomes (Ahn, Mangulabnan, & Lee, 2022; Bernardo et al., 2020).

However, the study's data shows no substantial correlation between the factors impacting professional development barriers and instructors' teaching ability, even though the impact of these barriers is acknowledged. The results imply that although obstacles to professional growth are common, they may not directly or quantifiably impact teaching effectiveness as judged by the study population. The work of Kilag et al. (2023) and Ocariza et al. (2023) supports the idea that teaching outcomes may be more significantly shaped by other factors, such as individual teacher qualities, school culture, and support systems, highlighting the complexity of teacher performance.

The study demonstrates the major obstacles teachers encounter while attempting to participate in professional Development, with the most common being the lack of funds, which are followed by time limits and a lack of accountability. Despite these difficulties, the data showed no statistically significant correlation between these barriers and teachers' performance as teachers, suggesting that other factors might impact learning outcomes. The findings imply that school support, individual teacher traits, and culture may directly affect performance, while professional Development is essential for enhancing teaching techniques. Though they might not always result in better teaching performance, removing the obstacles to professional Development through focused interventions could increase chances for teacher development.

The study's findings reveal that teachers frequently face several barriers to professional Development, with financial constraints emerging as the most significant, followed by a lack of accountability and time constraints. Despite these challenges, the IPCRF was perceived as a fair and effective tool for evaluating teaching performance, particularly in assessment design and instructional improvement areas. However, a statistical analysis using correlation indicated no significant relationship between professional development barriers and teaching performance, suggesting that while barriers are commonly experienced, they do not directly affect teachers' performance ratings in a measurable way.

Conclusion

The study employed a descriptive-correlational survey approach to examine the barriers to professional development among secondary school teachers, utilizing statistical tools such as frequency counts, average weighted mean, and Spearman rank correlation. Results indicated that financial constraints were the most significant obstacle, followed by time limitations and a lack of accountability. Teachers reported a strong willingness to participate in professional development activities if they were more affordable, underscoring the financial burden as a key limiting factor. While institutional accountability was acknowledged as a concern, it was not as pressing as cost and time-related challenges. Despite these barriers, the study found no significant correlation between professional development obstacles and teaching performance, suggesting that other variables may play a more substantial role in influencing educators' effectiveness in the classroom.

The assessment of teaching performance was conducted using the Individual Performance Commitment and Review Form (IPCRF), with most teachers affirming that it accurately reflected their competencies, especially in test construction and improving student learning outcomes. However, there was less consensus on the evaluation of their ability to foster inclusive and supportive learning

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environments, indicating potential gaps in how this aspect of performance is measured. The Spearman rank correlation test confirmed the null hypothesis, revealing a weak and statistically insignificant relationship ($r(69) = .103$, $p = 0.39$) between professional development barriers and perceived teaching performance. Thus, while removing financial, time, and accountability-related barriers may enhance access to training, such improvements alone may not directly influence how teachers perceive or demonstrate their performance, pointing to the need to explore other contributing factors to teaching effectiveness.

The following recommendations are offered: School heads may prioritize creating policies that provide financial support for teachers' Professional Development and ensure that accountability systems are clearly defined. This will encourage greater teacher engagement in continuous professional growth and improve teaching performance. Teachers may actively participate in available professional development programs and engage in collaborative learning opportunities. By doing so, they can expand their knowledge and skills to enhance their effectiveness in the classroom. Educators may design more inclusive professional development programs that are flexible and consider teachers' varying time constraints. This would ensure that all teachers can benefit from such initiatives despite their busy schedules. Future researchers may explore additional factors affecting teaching performance beyond professional development barriers. For example, further studies could investigate the impact of school culture, peer collaboration, and leadership on teacher effectiveness.

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