Digital Literacy and Professional Development as Attributes of Work Efficiency Dimensions and Performance of Public Elementary Teachers

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Abstract

 This study focused on the relationship between digital literacy in work efficiency and performance and between professional development in work efficiency and performance of public elementary school teachers. It is limited only to public elementary school teachers of Sariaya West District in the Division of Quezon. It is quantitative and utilized a self-made Likert-scale type of survey questionnaire to gather information that helped in realizing the purpose of the study. The areas that were given emphasis are Digital Literacy (computer literacy, technological literacy, information literacy, and communication literacy), Professional Development (time and resources, collaboration, and enhancement of teacher's knowledge), and Work efficiency (planning, teaching, classroom management, and evaluation), Work Performance (lesson preparation, classroom management strategies, and teaching-learning strategies). Weighted Mean, SD, and Pearson product-moment correlation were used for the statistical treatment of the study. After careful analysis of the data, the respondents are overwhelmingly female. Most of them were 40 years old and above the age range. Fifty-seven percent (57%) of have units in Masteral. Thirty-four percent (34%) of them have worked in the field for less than ten years, and thirty-eight percent (38%) are teachers. It was also revealed that teachers' level of digital literacy was Very High. While their professional development is Highly Observed, the level of work efficiency of teachers is Highly Efficient, and work performance is Outstanding. The link between public school teachers' digital literacy in work efficiency and performance showed a strong relationship between teachers' professional development in work efficiency and performance. Therefore, the hypothesis is rejected.

Key words: Digital literacy, Professional development, Work efficiency, Work performance, public school teachers

1. Introduction

 The most effective tool for meeting the demands of modern society and the market economy is education. A change in educational foundations is part of a global movement to realign educational outcomes with the needs of a digitally connected and globalized society. As a result, the competitive worker must know his line of work, have teamwork skills, be sociable, possess stability, execute activities, and gain various competencies—especially acquiring digital literacy—required for professional work under challenging conditions. Given the increasing growth of digital trends and their intersections with the cultural and educational spheres and new forms of communication and cultural convergence, digital literacy should be emphasized.

 As a result, digital literacy is the ability to comprehend and use contemporary ICTs and their functions in the workplace or daily life. This is exemplified by the various teaching resources that

educators employ, including e-textbooks, digital educational resources, and the Internet, as well as the use of multiple technologies during the teaching process, including e-learning, distance learning, open online courses, and open educational resources (Yelubay et al., 2020). Digital literacy is the ability to utilize information and communication in technologies to look for, assess, generate, and communicate information, requiring both cognitive and technical skills. The most effective tool for meeting the demands of modern society and the market economy is education. A change in educational foundations is part of a global movement to realign educational outcomes with the demands of a digitally connected and globalized society. As a result, the competitive worker needs to be knowledgeable about his line of work, have teamwork skills, be sociable, possess stability, execute activities, and gain various competencies—especially acquiring digital literacy—required for professional work under challenging conditions. Digital literacy is the ability to utilize information and communication in technologies to look for, assess, generate, and communicate information, requiring both cognitive and technical skills.

According to Reddy et al., among the numerous literacy difficulties undeveloped countries continue to face, digital literacy is one of the most pressing concerns worldwide. As massive technological breakthroughs continue to transform the globe, digital skills have become more important than ever. Globally, rural areas are still unaware of these advancements. Digitalization is the only way to sustain growth and competitive advantages over adversaries in any field. A sufficient level of digital literacy is necessary for both the efficient use of ICT and for comprehending and avoiding unfavorable effects of digital literacy. It is as necessary to develop digital literacy in the context of its beneficial application during the teaching and learning processes as it is to be aware of the drawbacks of the widespread usage of new media.

Although technology is an essential component of contemporary society, fosters economic growth, and aids in navigating the obstacles and viewpoints of this digital age, digital literacy is crucial. Furthermore, according to Bosler et al. (2019), digital literacy measures how much technology is used digitally and concentrates efforts to end technological illiteracy. Additionally, it helps create new educational capacities for future generations through various digital activities that encourage social change (Ehret & Čiklovan, 2020). Therefore, if emerging technologies are more popular or better suited to their needs, those with greater adoption skills can use them. However, people who struggle to accept new tools could find it challenging or feel confined to a system they do not like (Ahmed, 2010).

In addition, the ways that people communicate, study, work, and govern themselves as individuals, organizations, and societies are changing due to new technology and media innovations. Participants in this new socio-technical world must know the norms and standards of appropriate usage and have the abilities and knowledge necessary to use technology instruments. This definition of "digitally literate" includes, among other things, concerns about cognitive authority, safety and privacy, and the ethical, responsible, and creative use and reuse of digital media. Although digital literacy is sometimes considered a school-based competency, it is introduced and cultivated in informal learning contexts like social groups, libraries, museums, and online affinity spaces—not to mention the home environment. The ways and locations we may imagine and implement an enlarged definition of digital literacy that matches today's rapidly evolving world are acknowledged and connected in the following article. With this fact, the research presented here may contribute knowledge and skills to their growth and enhance their effectiveness in teaching; the researcher is interested in knowing the respondents' skills in using digital literacy and how professional development can affect their work efficiency and performance.

1.1 Statement of the Problem

The focus of the study is to evaluate the digital literacy and professional development as attributes of work efficiency and work performance of public elementary school teachers during the SY 2024-2025.

Specifically, it aims to answer the following questions.

1. What is the perception of the public-school teachers to their skills in digital literacy in terms of?
    1.1.   computer literacy;
    1.2.   technological literacy;
    1.3.   information literacy; and
    1.4.   communication literacy?
2. What is the level of observation of public-school teachers to their professional development in terms of?
    2.1. time and resources;
    2.2. collaboration; and
    2.3. enhancement of teacher's knowledge?
3. How do the public-school teachers describe their work efficiency dimensions in terms of?
    3.1. planning;
    3.2. teaching;
    3.3. classroom management; and
    3.4. evaluation?
4. How do the public-school teachers describe their work performance in terms of?
    4.1 lesson preparation;
    4.2 classroom management strategies; and
    4.3 teaching-learning strategies?

5. Is the level of digital literacy significantly relates to the work efficiency dimensions and the work performance?

6. Is the level of professional development significantly relates to the work efficiency dimensions and the work performance?

7. Singly or in combination, do digital literacy and professional development significantly predicts work efficiency?

8. Singly or in combination, do digital literacy and professional development significantly predicts work performance?

1.   Methodology

The purpose of this chapter is to provide a description of the research methodology that will utilize in this study. A description of research design including setting, theoretical basis, data collection procedures, and data analysis strategies are presented. The study used a descriptive correlational research design to ascertain the association between professional development and digital literacy and the independent factors of public elementary teachers' work performance and efficiency. Mugenda (2003) was cited as supporting the use of descriptive research for the study, as it focuses on the current situation to discover new truths. Events were recorded, described, interpreted, analyzed, and compared. Studies that sought to establish the association between several factors and present static images of settings used a descriptive correlational design (McBurney & White, 2009). Instead of attempting to infer cause-and-effect correlations, the goal of descriptive-correlational research is to characterize the relationship between variables. When the researcher has no control over the independent variables, descriptive-correlational research designs might help articulate how one occurrence is related to another (Lappe, 2000). One of Sariaya Quezon's two districts, Sariaya West, served as the study's location. Teachers from the 10 public schools in the Sariaya West District served as the study's responders. The total number of teachers who participated in this survey as responders is shown in the table. 150 teachers from the 10 schools, most of the respondents are from Lutucan Central School with 25 individuals. In terms of gender**,** the majority are female**.** Regarding civil status, most respondents are married**.** For age, the

highest number falls in the 40 and above category. In terms of designation, most are Teacher II. When it comes to years in teaching, the largest group has been teaching for 6–10 years. Lastly, for educational attainment, most respondents have Master's degree units (with MA units) with 71 individuals, indicating that a significant number are pursuing or have started postgraduate studies. The sampling technique used in this study was a random sampling technique that selected the required number of respondents from the ten (10) public elementary schools in Sariaya West District.The main instrument used to gather the necessary data for the study was a self-made survey questionnaire. This method was used to simplify the data gathering. To determine the relationship between digital literacy and professional development, and the work efficiency dimensions and work performance of public elementary teachers. The researcher read various concepts explored by other experts and constructed a survey questionnaire that addressed all the variables explored in the study. This part deals with the respondent's profile including the name, school, age, gender, civil status, educational attainment, designation, and length of teaching experience.This accords with the respondent's perception about computer skills. This includes teacherThis concerns the respondent's perception of their professional growth. This includes school performance and teachers' performance.This concerns the respondent's perception of their ability to complete tasks and achieve goals using the least number of resources, time, and effort. This concerns the respondent's perception on how well an individual executes their job duties and responsibilities. It involves the quality, efficiency, and effectiveness of their work.To validate the consistency and accuracy of the survey questionnaire, the researcher presented it to the thesis adviser and other panel members for corrections and suggestions on how to enhance it. To ensure the quality of the statements and their alignment with the subject matter under study, the researcher requested content validation by a supervisor, a principal, a head teacher, a master teacher, a teacher III, and an English teacher. Furthermore, the researcher performed a pilot test with thirty (30) teachers to assess the internal consistency of the variables in the survey questionnaire before conducting the actual study. Cronbach's Alpha was applied to the data collected during the pilot testing and it can be gleaned in the given table that it passed the reliability test. Based on the theory and concepts being examined, the researcher's primary focus is determined by the topic. The researcher adhered strictly to the protocols established by the Graduate School and Applied Research Office. The pre-oral defense included comments and suggestions from the panelists for improving the paper. It was approved thus; it was put into practice.

The researcher prepared a letter for the division superintendent, district supervisor, and principal/ school head for permission to conduct the study in their division/district/ school. Since the division superintendent, supervisor and principal/ school head approved the letter of request, the researcher conducted the study. The respondents answered the research instrument via a Google form. The Google form was sent to the respondents, and attached to it was the letter to them on the conduct of the study. The link was sent to the school's social media accounts for easy dissemination of information. The respondents answered the instrument based on their perceptions and feelings. The data gathered was tabulated and statistical treatment was done through the help of the statistician.The data gathered were analyzed using the statistical treatment appropriate to the study. The results were interpreted to answer the questions and achieve the aim of the study. The data collected were treated confidentially and were used only for the study. The researcher will utilize the descriptive statistics such as mean and standard deviation will be used to describe the respondents' skills on digital literacy and professional development as attributes their work efficiency and work performance. Pearson Product-Moment Correlation (Pearson r) will be used to determine the relationship between digital literacy and professional development of public elementary school teachers in ensuring their work efficiency in terms of planning, teaching, classroom management and evaluation and is there a significant relationship between digital literacy and professional development of public elementary school teachers in ensuring their work performance in terms of lesson preparation, classroom management strategies, and teaching-learning strategies. Significant relationship was tested at 0.5 level of significance.

2. Results and Discussion

Table 1. Level of Digital Literacy in terms of Computer Literacy

Indicators	Mean	SD	Verbal Interpretation
As a teacher, computer literacy …			
1. provide knowledge and experiences that I can use for an effective teaching learning process.	4.69	0.52	Very High
2. raise awareness on the current issues or problems in the teaching learning process.	4.57	0.55	Very High
3. presents innovative methods and practices for teaching 21st century learners.	4.59	0.56	Very High
4. provide updates about the current pedagogical trends for an effective teaching-learning process.	4.57	0.58	Very High
5. present useful information and insights to help me enhance my teaching skills.	4.63	0.61	Very High
Overall	4.61	0.56	Very High

Legend: 4.50-5.00 Very High, 3.50-4.49 High, 2.50-3.49 Moderate, 1.50-2.49 Low,
   1.00-1.49 Very Low

With an overall mean of 4.61 the respondents agreed on the indicators that describe the level of digital literacy in terms of computer literacy, as shown in table number 1. This indicates that the teachers are falls under very high when it comes in computer literacy. As a computer literate, the teachers serve as a able to utilize computers and related technology efficiently and also mean more advanced skills in computer. To be a competent in computer literacy the teachers must have a clear understanding of about the computer and be able to effectively used it in teaching-learning process. According to Yesilyurt, E., & Vezne R. (2023) emphasized that computer can be used for multiple purposes in the classroom including helping students in their learning process. Moreover, using a computer to facilitate learning, improve the learning and teaching process, and combine learning principles with computer technologies.

Furthermore, with a mean of 4.69, the respondents agreed in the level of digital literacy in terms of computer literacy, provide knowledge and experiences that can used for an effective teaching learning process. Being proficient with computers gives educators access to a wealth of information and experiences that improve the process of teaching and learning. Via interactive simulations, virtual tours, and videos, educators can use technology to bring real-world examples into the classroom. As mentioned by Hadar et al., (2020) emphasize that technology allows educators to employ a variety of teaching aid to adddress in different learning styles including group projects, online discussions, and digital storytelling. They experience more effective and enriching can result from teachers using computers wisely to create a dynamic, inclusive environment that encourages critical thinking, creativity, and active participation.

However, with the mean of 4.59, respondents agreed that the teachers, presents innovative methods and practices for teaching 21st century learners.It simply means that you, as a teacher, have created a vibrant and varied environment where pupils may access a rich array of digital tools and information. Teaching methods that encourage inquiry, cooperation and active student participation are required by these resources. To create engaging learning experiences that appeal to this generation, educators must reconsider how they instruct, engage with students, and utilize technology. According to Fauziah, G. E., & Aliyah, N. N. I. (2024), state that to help attain educational goals as effectively as possible, educators must exhibit innovative work practices. In the field of education, they are growing

obstacles that require everyone to put in more effort in order to achieve high-quality instruction. In essence, teachers and other educators must adapt to the new normal by finding new methods to do their jobs. Innovation is essential for solving new obstacles and improving efficiency.

Table 2. Level of Digital Literacy in terms of Technological Literacy

Indicators	Mean	SD	Verbal Interpretation
As a teacher, technological literacy…			
1. improves my computers skills while teaching.	4.63	0.57	Very High
2. learns how to use computer effectively.	4.66	0.57	Very High
3. utilizes computers in the classroom.	4.57	0.63	Very High
4. makes second/foreign language learning interesting.	4.41	0.70	High
5. feel comfortable when others talk about computers.	4.49	0.70	High
Overall	4.55	0.63	Very High

Legend: *4.50-5.00 Very High, 3.50-4.49 High, 2.50-3.49 Moderate, 1.50-2.49 Low,*
1.00-1.49 Very Low

As pictured in Table 2, respondents agreed with the statements based on the overall mean of 4.55. It indicates that the teacher's technological literacy is very high. This means that teachers encompass their capability to use technology for professional responsibilities, teaching, and learning. Since technology has since become embedded in education, this is an essential ability. Gamire and Pearson (2020) stated that technological literacy is embracing, modifying, creating, and evaluating technology that improves the individual, belonging, and environment.

Similarly, considering the highest mean of 4.66, the respondents agreed that the teacher's level of digital literacy, in terms of technological literacy, teaches how to use computers effectively. This means that productivity is increased by efficient computer use. Tasks can be finished with greater efficiency and accuracy by acquiring fundamental skills like file organization, shortcut usage, and word processor and spreadsheet proficiency. Professionals that must manage data, create reports, or communicate fast. According to Konstantinidou and Scherer (2022), to provide quality education, teachers should have basic skills in information literacy, computer literacy, and especially digital literacy. It is underlined that a teacher's technological skills mean more than helping students with digital technology usage.

Likewise, respondents agreed that teachers improve my computers skills while teaching with the mean score of 4.63. Teaching has provided me with many opportunities to improve my computer skills. As technology becomes more important in education, using computers effectively has become vital to professional growth. Through daily teaching activities, learned new tools, programs, and techniques that help to the educators better and stay connected with my students. Kan & Yel (2019), emphasize that teaching has played a major role in improving computer skills. Each day presents new chances to practiced and learned, helped became a more effective and modern educator. As technology continued to evolved and to kept learned and used new tools to enhanced in teaching-learning process.

Table 3. Level of Digital Literacy in terms of Information Literacy

Indicators	Mean	SD	Verbal Interpretation
As a teacher, informational literacy…			
1. allows to gain updated ideas for teaching improvements.	4.64	0.55	Very High
2. prevents from becoming stagnant on academic endeavors for improving my teaching skills.	4.53	0.60	Very High
3. gives an opportunity to explore the depths of education.	4.59	0.58	Very High
4. helps to further strengthen my foundation on understanding the ways for effective teaching.	4.64	0.55	Very High
5. discovers more effective methods or interventions for a successful teaching-learning process.	4.58	0.58	Very High
Overall	4.60	0.57	Very High

Legend: 4.50-5.00 Very High, 3.50-4.49 High, 2.50-3.49 Moderate, 1.50-2.49 Low,
1.00-1.49 Very Low

Levels of digital literacy in terms of information literacy are presented in Table 3. Respondents agreed with all the mentioned statements, with an overall mean of 4.60. Teachers must be information literate to help students develop critical thinking abilities, promote independent learning, and navigate the tremendous amount of information available in the digital age. According to the American Library Association (ALA) (2020), information literacy is a set of skills that demands people to identify when they need information and find, assess, and apply that knowledge efficiently. In addition, According to Tondeur et al. (2017), improving teachers' information literacy should be the primary objective in professional development programs to prepare learners for a knowledge-based society.

Similarly, respondents agreed that teachers' level of digital literacy in terms of information literacy allows them to explore the depths of education. It indicates that teachers who have strong information-finding and application skills create possibilities for students to learn more about the subjects they teach. It encourages critical thinking, creative research, and lifelong learning—all crucial elements of a valuable education. Information literacy enables students to challenge presumptions, make connections between disparate sources of knowledge, and actively contribute to creating new knowledge. Bruce (2014) defines information literacy as "not just about finding information, but about experiencing information use in a way that transforms learning, deepens understanding, and enriches the educational experience. In addition, teachers can create more engaging, inquiry-based learning environments where students may investigate challenging topics, hone their research skills, and become independent learners. Fostering strong information literacy skills is crucial to success in the twenty-first century.

As revealed, they had two the highest mean values of 4.64; respondents agreed that teachers' information literacy level of digital literacy allows them to gain updated ideas for teaching improvement and helps to strengthen further their foundation on understanding the ways for effective teaching. This means that teachers need to acquire current ideas and enhance their teaching methods, which is greatly aided by their information literacy, particularly when it comes to digital literacy. Spante et al. (2021) state that beyond knowledge of technology, educators must be able to assess digital content and use it meaningfully while teaching critically. Therefore, teachers with high levels of digital information literacy are better equipped to adopt new technologies, participate in professional development, and design

dynamic, student-centered learning environments. Therefore, strengthening teachers' levels of digital and information literacy is crucial for preparing pupils to succeed in a society that is becoming more and more information-rich and for improving instruction.

Table 4. Level of Digital Literacy in terms of Communication Literacy

Indicators	Mean	SD	Verbal Interpretation
As a teacher, communication literacy…			
1. closes the gap between curriculum and societal needs, especially in relation to embedding technology in subject-specific areas.	4.45	0.65	High
2. develops 21st-century skills to better prepare learners.	4.56	0.64	Very High
3. understands not only the theory about pedagogical skills and tools that are available; but also need of the technical expertise, especially in their subject-specific areas	4.57	0.61	Very High
4. motivates a good communication with others.	4.60	0.56	Very High
5. enhances communication skills and use of technology and information.	4.63	0.56	Very High
Overall	4.56	0.60	Very High

Legend: 4.50-5.00 Very High, 3.50-4.49 High, 2.50-3.49 Moderate, 1.50-2.49 Low,
1.00-1.49 Very Low

Table 4 reveals the teacher's level of digital literacy in terms of communication literacy. Respondents agreed with all the aforesaid statements, with an overall mean value of 4.56. It implies that teachers ' communication literacy is significantly affected by their level of digital literacy, particularly in modern educational environments where technology-mediated communication is essential. In the digital age, communication literacy is the capacity to communicate, work together, and exchange information with pupils, parents, and colleagues using technology, including social media, video conferencing platforms, email, and learning management systems. According to Ilomäki, Paavola, Lakkala, and Kantosalo (2016), a teacher's professional toolkit must include digital competence and communication abilities. Strong digital communication literacy enables educators to establish stronger connections with every stakeholder involved in education, provide timely feedback, and design more interesting learning environments. Therefore, collaboration, effective teaching, and a pleasant school climate all depend on teachers being more digitally literate.

Furthermore, with the highest mean score of 4.63, respondents concurred that instructors' communication literacy improves communication abilities as well as the use of technology and information. Improving teachers' ability to communicate and use information and technology effectively depends on improving their communication literacy. As Ferrari (2019) highlights, communication in digital contexts requires technical abilities as well as the strategic and ethical use of information. Therefore, improving teachers' communication literacy strengthens their ability to use digital resources effectively and enhances their teaching competency. By increasing communication literacy, teachers can enhance their communication abilities and make the most of technology and information, two crucial elements of education in the twenty-first century.

Similarly, respondents agreed that developing 21st-century skills to better prepare learners with a mean value of 4. 56. This suggests that the development of 21st-century abilities by educators and learners depends on their capacity for effective communication as well as efficient use of information

and technology. These abilities—which include critical thinking, creativity, communication, cooperation, and digital literacy—are essential for preparing kids to thrive in an increasingly interconnected and complex environment. It refers to the essential abilities, know-how, and conduct that student need to have in order to succeed in today's quickly changing environment. They give pupils the ability to think critically, solve problems, work together, make effective use of technology, and adapt to new challenges. Students who acquire 21st-century skills are more equipped for contemporary employment, global citizenship, and lifelong learning in a highly linked, digital, and changing world. Voogt and Roblin (2020) argue that to help students develop 21st-century skills, educators must not only impart knowledge but also create technologically integrated learning opportunities that foster critical, creative, and communicative thinking. By improving teachers ' communication literacy, we can better prepare students for the challenges of the twenty-first century.

Table 5. Summary Table in the Level of Digital Literacy

Indicators	Mean	SD	Verbal Interpretation
Computer Literacy	4.61	0.56	Very High
Technological Literacy	4.55	0.63	Very High
Information Literacy	4.60	0.57	Very High
Communication Literacy	4.56	0.60	Very High
Overall	4.58	0.59	Very High

Legend: 4.50-5.00 Very High, 3.50-4.49 High, 2.50-3.49 Moderate, 1.50-2.49 Low,
1.00-1.49 Very Low

Table 5 reveals the summary table in the level of digital literacy. With an overall mean value of 4.58, an SD of 0.59, and a very high verbal interpretation. The level and effectiveness of instruction are significantly improved by the teacher's level of digital literacy. High digital literacy teachers can create engaging learning activities, effectively incorporate technology into their lessons, and better assist students in developing their digital abilities. For educators, digital literacy includes skills like finding, assessing, and utilizing digital information, producing digital content, utilizing digital technologies for communication, and resolving issues in digital settings. Digitally competent teachers, according to Redecker (2017), utilize new pedagogies to develop students' creativity, critical thinking, and problem-solving abilities and use technology to improve their professional practices. Thus, an engaging educational setting, successful teaching, and ensuring students have 21st-century abilities depend on teachers' higher levels of digital literacy.

According to Tondeur, J. et al (2017) stated that more digitally literate teachers are better able to enhance learning outcomes, get pupils ready for a digital future, and keep up with the latest developments in education technology. Additionally, digital citizenship education, inclusive practices, and successful remote teaching all depend on digital literacy. In addition, a crucial skill for educators in the twenty-first century is digital literacy. Effective application of technology into teaching and learning is directly influenced by a teacher's level of digital literacy, which can range from basic to advanced.

Table 6. Level of Observation on Professional Development in terms of Time and Resources

Indicators	Mean	SD	Verbal Interpretation
On my job,…			
1. makes a list of the tasks that I have to do each day.	4.41	0.64	Observed
2. prepares schedule of the activities that I have to complete on work days.	4.46	0.59	Observed
3. plans what I want to accomplish during the next week.	4.49	0.64	Observed
4. follows my routine to avoid cramming.	4.42	0.65	Observe
5. sets goal for the entire quarter.	4.46	0.62	Observed
Overall	4.45	0.63	Observed

Legend: 4.50-5.00 Highly Observed, 3.50-4.49 Observed, 2.50-3.49 Moderately Observed,
1.50-2.49 Less Observed, 1.00-1.49 Not Observed

As pictured in Table 6, the level of observation on professional development in terms of time and resources with an overall mean of 4.45 with an SD of 0.63 and a verbal interpretation observed. This shows that teacher and professional development refers to the methodical and meticulous monitoring of time and resource availability and use. Time (such as allotted training hours, intervals for independent study, and practice chances) and resources (such as financing, expert mentors, technology, and learning materials) are important elements that directly affect the achievement of professional development. As Desimone (2019) points out, for professional development to be effective, educators must have enough time to engage with the subject matter in-depth, practice new techniques, and reflect on their learning while receiving the appropriate support. Even carefully thought-out programs may not significantly impact teaching practice if they are not frequently monitored and improved.

Moreover, respondents agreed on the level of observation on professional development and the statement planned what they wanted to accomplish during the next week with the highest mean value of 4.49. This means professional development could involve preparing for the future, including explicitly what teachers expect to achieve in the upcoming week. Setting goals and making plans helps teachers focus their learning activities, efficiently manage their time, and implement new skills in the classroom, all of which support purposeful professional progress. Effective professional development is a purposeful, continuous process that advantages from consistent planning, reflection, and goal-setting, claims Guskey (2020). Weekly schedules guarantee that professional development is meaningful, quantifiable, and aligned with more general educational objectives. Planning one's goals for the upcoming week is, therefore, an important indicator of a high degree of observation and engagement in professional development.

On the other hand, the lowest mean rating of 4.41 with an SD of 0.63 and verbal interpretation of observed is for the item "makes a list of what I have to do each day. This implies that although teachers engage in the daily task listing exercise, it is not as frequently seen as other professional development activities. Teachers may benefit from further assistance in planning their professional activities daily, as indicated by the mean of 4.41, which still shows a favorable tendency toward this practice. Allen (2021) argues that putting tasks in paperwork helps to clarify what must be done and frees up mental resources for meaningful activity. A successful teaching practice depends on this easy habit since it promotes improved decision-making, boosts productivity, and gives people control over their

everyday activities. Making a daily to-do list is an important habit for encouraging professional efficacy and ongoing development.

Table 7. Level of Observation on Professional Development in terms of Collaboration

Indicators	Mean	SD	Verbal Interpretation
On my job,…			
1. provides an opportunity to prove or discover methods or interventions for an effective teaching-learning process.	4.53	0.56	Highly Observed
2. allows to gain knowledge on different teaching strategies that different teachers employ.	4.57	0.57	Highly Observed
3. enables to gain other learning which could help in my teaching improvement.	4.53	0.58	Highly Observed
4. increases understanding in different areas on the field of education	4.53	0.61	Highly Observed
5. helps improve teaching skills through acquisition of other teacher's experiences.	4.57	0.63	Highly Observed
Overall	4.55	0.59	Highly Observed

Legend: 4.50-5.00 Highly Observed, 3.50-4.49 Observed, 2.50-3.49 Moderately Observed,
1.50-2.49 Less Observed, 1.00-1.49 Not Observed

Table 7 reveals the level of observation on professional development regarding collaboration. The overall mean value was 4.55, with SD 0.59, and the verbal interpretation was highly observed. The respondents agreed that all the statements on professional development were highly observed. This means that teachers improve their abilities, stay current with advancements in education, and provide better learning environments for their pupils; teachers must engage in professional development. Among the many strategies for career advancement, teamwork works quite well. Teachers who collaborate improve their teaching methods and knowledge and create encouraging professional networks that support long-term educational advancement. According to Avalos (2021), collaboration has several advantages, including exchanging practical, experience-based knowledge. Teachers can benefit much from learning from the challenges and experiences of their peers. Using peer learning, they can adopt novel strategies, avoid conventional mistakes, and feel less alone in their line of work.

Similarly, respondents agreed that it provides an opportunity to prove or discover methods or intentions for an effective teaching-learning process, with a mean value of 4.53. This means they indicate that when educators work together (or participate in professional development), They have the chance to evaluate the efficacy of particular teaching strategies and discover fresh approaches or activities that can improve instruction and learning in the classroom. Put another way, collaboration allows educators to try out different approaches, determine which one's work, and develop more efficient ways to support students' learning. Fraenkel, Wallen, and Hyun (2019) argue that it allows teachers to create and verify novel approaches and interventions that enhance the process of teaching and learning.

Moreover, respondents agreed with the statement that teachers need to increase their understanding in different areas of the field of education, with a mean value of 4.53. This shows that instructors should keep learning and growing in their understanding of a variety of educational subjects, including classroom management, teaching strategies, learning theories, assessment techniques, and how to support diverse learners in order to become more effective and responsive educators. Teachers must continue their professional development to improve their teaching strategies and increase their knowledge of different aspects of education (Guskey, 2020).

Table 8. Level of Observation on Professional Development in terms of Enhancement of Teachers' Knowledge

Indicators	Mean	SD	Verbal Interpretation
On my job,…			
1. focuses on improving and evaluating pupil outcomes.	4.59	0.55	Highly Observed
2. offers specialized knowledge and expertise.	4.57	0.56	Highly Observed
3. collaborates with colleagues when challenges arise.	4.58	0.63	Highly Observed
4. prioritizes school leadership.	4.43	0.64	Observed
5. knows how students engage and learn and can use that knowledge to push for technology that will unlock new teaching potential.	4.57	0.60	Highly Observed
Overall	4.55	0.59	Highly Observed

Legend: 4.50-5.00 Highly Observed, 3.50-4.49 Observed, 2.50-3.49 Moderately Observed,
1.50-2.49 Less Observed, 1.00-1.49 Not Observed

Table 8 reveals the level of observation on professional development in terms of enhancement of teachers' knowledge. The overall mean value was 4.55, with SD 0.59, and the verbal interpretation was highly observed. Knowledge augmentation enhances, expands, and strengthens instructors' expertise in subject matter, instructional strategies, educational technology, classroom management, and student learning. It includes lifelong learning through workshops, research, professional development, training, and higher education. Increasing their skills can help teachers better address the needs of diverse students and improve student accomplishment. Darling-Hammond et al. (2017) assert that improving student development and educational standards requires teachers to become more knowledgeable.

The respondents also concurred that they concentrate on assessing and enhancing pupils' performance; the highest score for men was 4.59. Student teachers must be trained and evaluated to guarantee hands-on and student-centered training. Focusing on the assessment and enhancement of pupils' performance is essential for effective teaching and learning. Assessment provides valuable insights into students' strengths, weaknesses, and learning needs. It allows teachers to monitor progress, motivate students, and promote accoutability. Teachers ensure that learning is relevant and centered on the actual needs of their students when they focus on assisting them in achieving improved academic and personal outcomes. Hattie (2019) asserts that concentrating on enhancing and assessing student outcomes enables educators to ensure that students are learning, modify their lessons to meet the needs of each individual, and promote more success and development.

On the other hand, based on the results, the item prioritized school leadership obtained the lowest mean rating of 4.43 with a standard deviation of 0.64. Even though it is the lowest, it yet qualifies as "observed" verbally, suggesting that respondents valued school leadership. In contrast to other evaluated goods, it received a somewhat lower rating. The role of head teachers, principals, and other administrators in directing, supervising, and improving the organization is greatly valued when school leadership is given top attention. To be a successful school leader, one must assist teachers, manage resources well, foster a pleasant school climate, and lead efforts to improve teaching and learning. Prioritizing leadership results in greater student outcomes, more organized schools, and more teacher support. Establishing school "leadership "as the primary objective is essential because effective leadership directly affects student success and instructional quality by fostering the conditions needed for progress Leithwood, Harris, & Hopkins, (2018).

Table 9. *Summary Table on Level of Observation as to Professional Development*

Indicators	Mean	SD	Verbal Interpretation
Time and Resources	4.45	0.63	Observed
Collaboration	4.55	0.59	Highly Observed
Enhancement of Teacher's Knowledge	4.55	0.59	Highly Observed
Overall	4.52	0.60	Highly Observed

Legend: 4.50-5.00 Highly Observed, 3.50-4.49 Observed, 2.50-3.49 Moderately Observed, 1.50-2.49 Less Observed, 1.00-1.49 Not Observed

Table 9 reveals the summary table on the level of observation as to professional development. With the overall mean value of 4.52 with of SD 0.60 and verbal interpretation of highly observed. The indicators "enhancement of teacher's knowledge was the highest mean value of 4.55 with SD of 0.59 and verbal interretation of highly observed. On the other hand, the time and resources got the lowest mean value of 4.45 with SD of 0.59 the verbal interpretation of observed. The teachers receive significantly from professional development because it keeps them knowledgeable of current developments in education, helps them adapt to the changing requirements of their pupils, and helps them consistently improve their skills. Workshops, training sessions, seminars, and peer cooperation are examples of professional development activities that teach instructors about new teaching methods, curriculum modifications, classroom technology, and approaches to support diverse learners. According to Darling-Hammond et al. (2017), systematic observation and evaluation of professional development help identify gaps, reinforce best practices, and promote continuous teacher growth. When professional development is well-supported and followed up with coaching or feedback, its impact on teacher performance is significantly greater.

Table 10. Level of Work Efficiency of the Teachers in terms of Planning

Indicators	Mean	SD	Verbal Interpretation
On my job,…			
1. participates in school, district, departmental, and grade level curriculum design and assessment projects,	4.44	0.66	Efficient
2. helps teachers develop instructional activities.	4.47	0.67	Efficient
3. provides expertise in the selection, evaluation, and use of materials and emerging technologies for the delivery of information and instruction	4.45	0.63	Efficient
4. creates a framework that will guide the interactive phase of instruction.	4.41	0.64	Efficient
5. produces routines that guide the behavior of both teacher and students in instruction.	4.53	0.61	Highly Efficient
Overall	4.46	0.64	Efficient

Legend: 4.50-5.00 Highly Efficient, 3.50-4.49 Efficient, 2.50-3.49 Moderately Efficient, 1.50-2.49 Less Efficient, 1.00-1.49 Inefficient

As pictured in Table 10, the level of work efficiency of the teachers in terms of an overall mean

of 4.46 with an SD of 0.64 and a verbal interpretation is efficient. This shows that the respondent's teachers' work efficiency refers to how successfully and productively they carry out their professional tasks given the time and resources available. It comprises collaborating with colleagues, creating lesson plans, supervising classroom activities, assessing student work, and taking part in professional development. A more positive school climate, greater worker satisfaction, and improved student achievements are often the effects of high labor efficiency. Workload, administrative assistance, access to instructional materials, personal motivation, and professional abilities all impact instructors' productivity. Tadesse and Muluye (2020) conclude that each organizational (leadership support and school climate) and individual characteristics (time management and self-efficacy) have a substantial impact on teacher job efficiency. Improving efficiency improves teacher performance and directly affects the quality of education provided.

Moreover, respondents agreed that they produce routines that guide the behavior of both teachers and students in instruction, with the highest mean value of 4.53. This suggests that procedures that guide student conduct during instruction are connected to the structured procedures and practices used in the classroom to produce a predictable and ordered learning environment. Through the explicit definition of expectations for conduct and learning activities, these routines aid in time management, disruption reduction, and student engagement. Well-established routines allow teachers and students to focus more on lesson content rather than behavior management, resulting in more efficient and successful education. Evertson and Weinstein (2016) assert that classroom routines and procedures communicate expectations for behavior and learning, promote student self-regulation, and create a climate conducive to academic achievement.

With a mean score of 4.47, respondents also concurred that planning aids educators in developing educational activities. This demonstrates how it supports educators in developing educational activities by giving them the ability to arrange information, set precise learning goals, choose efficient teaching strategies, and predict the needs of their students. With the correct preparation, teachers may design classrooms that are cohesive, interesting, and related to the curriculum. Being well-prepared makes it possible to evaluate student understanding, use a variety of teaching philosophies, and make the required modifications to enhance learning outcomes. Lesson preparation is essential because it gives teachers a framework for methodical instruction, helps them foresee possible problems, and guarantees that instructional activities are meaningful and goal-directed (Richards, 2015).

Table 11. Level of Work Efficiency of the Teachers in terms of Teaching

Indicators	Mean	SD	Verbal Interpretation
On my job,…			
1. uses questions to stimulate discussion, emphasizing the value of answers.	4.53	0.59	Highly Efficient
2. gives participants hands-on experience.	4.51	0.62	Highly Efficient
3. uses teaching aids to gain and retain attention	4.59	0.57	Highly Efficient
4. cultivates transferable, independent learning.	4.50	0.64	Highly Efficient
5. involves facilitator and learners.	4.59	0.56	Highly Efficient
Overall	4.54	0.60	Highly Efficient

Legend: 4.50-5.00 Highly Efficient, 3.50-4.49 Efficient, 2.50-3.49 Moderately Efficient,
1.50-2.49 Less Efficient, 1.00-1.49 Inefficient

The level of work efficiency of the teachers in terms of teaching is presented in Table 11. Respondents agreed with all the mentioned statements with an overall mean of 4.54. This means that

teachers' work efficiency in terms of teaching relates to how successfully they prepare, present, and assess classes to maximize student learning while making good use of time and resources. Maintaining classroom discipline, communicating material in an approachable way, engaging students, and modifying the curriculum to meet their needs are all part of it. High teaching efficiency allows a teacher to complete learning goals with minimal effort waste, improving student achievement and fostering a more productive learning environment. According to Stronge (2018), state that effective and efficient teachers optimize instructional time, clearly communicate learning objectives, employ a variety of teaching strategies, and provide timely feedback to students, all of which contribute to improved student achievement.

As revealed, they had 2 the highest mean value of 4.59, respondents were agreed that teachers on their job they use teaching aids to gain and retain attention and they involves facilitator and learners. This means that teachers utilize teaching aids to capture and hold students' attention while actively engaging both the facilitator and the learners in the instructional process.Models, interactive technologies, multimedia, and visual materials are a few examples of instructional tools that increase student interest and accessibility. Teachers can make difficult ideas easier to understand, maintain student interest, and improve the classroom atmosphere by using these resources. This technique turns teachers from knowledge transmitters to facilitators who promote active learning and encourage student participation. According to Singh (2008), state that teaching aids are vital for improving students' comprehension, keeping their attention, and promoting meaningful connection between teachers and students.

Moreover, respondents agreed that on their job teacher uses questions to stimulate discussion, and emphasizing the value of answer with the mean value of 4.53 and the SD of 0.59 with the verbal interpretation of highly efficient. This shows that teachers encourage students to think deeply, express varied ideas, and engage in meaningful discourse by asking thought-provoking questions. This method not only encourages student involvement, but it also helps students develop higher-order thinking abilities like analysis, synthesis, and assessment. Effective questioning promotes a collaborative learning environment in which students believe their views are appreciated and learning becomes a collaborative activity. Orlich et al. (2017) state that good teachers use questioning strategies to get students thinking, guide class debates, and highlight the importance of critical techniques and active participation in the learning process. In support, to Chin (2016), teachers' use of questioning encourages students to think, reason, and converse in addition to evaluating their comprehension, creating a more participatory and thoughtful learning environment.

Table 12. Level of Work Efficiency of the Teachers in terms of Classroom Management

Indicators	Mean	SD	Verbal Interpretation
On my job,…			
1. interactions with students including both words and actions.	4.63	0.54	Highly Efficient
2. encourages pupils to express and examine their ideas, opinions and values.	4.62	0.54	Highly Efficient
3. approaches lessons and the class with enthusiasm.	4.59	0.57	Highly Efficient
4. encourage interactions with other students, including both words and actions.	4.58	0.59	Highly Efficient
5. motivates students with praise, commendation and constructive criticism	4.62	0.61	Highly Efficient
Overall	4.61	0.57	Highly Efficient

Legend: 4.50-5.00 Highly Efficient, 3.50-4.49 Efficient, 2.50-3.49 Moderately Efficient,

Table 12 reveals the level of work efficiency of the teachers in terms of classroom management. With an overall mean value of 4.61, with SD of 0.57, and verbal interpretation of highly efficient. This shows that educators create an orderly, disciplined, supportive learning environment that optimizes instructional time while minimizing disturbances. Clear expectations, routines, positive behavior promotion, and constructive conflict resolution are all components of effective classroom management. When teachers manage their classrooms well, students are more engaged, classes go more smoothly, and teaching and learning improve. Marzano and Marzano (2020) emphasize that effective classroom management is one of the most important factors influencing student achievement, and teachers who excel in this area have strong organizational skills, consistent rule enforcement, and the ability to foster respectful relationships.

Similarly, respondents agreed that on their job they encourage pupils to express and examine their ideas, opinions and values with mean value of 4.62. This means that they promote critical thinking, self-awareness, and courteous communication. Teachers establish a school environment where kids feel comfortable voicing their thoughts in order to help youngsters improve their communication skills, confidence, and ability to consider diverse points of view. In addition to promoting tolerance and appreciation for variety, this approach deepens understanding. According to Brookfield (2017) emphasize that good teaching creates conditions in which students are encouraged to express themselves, critically reflect on their beliefs, and engage constructively with the viewpoints of others.

Likewise, respondents agreed that motivates students with praise, commendation and constructive criticism with the mean value of 4.62. In other words, to encourage self-assurance, reward good behavior, and guide advancement. Students can see their shortcomings and learn how to do better without getting irritated when they get constructive criticism. Students feel valued and inspired to perform at their highest level when these strategies are used successfully to create a positive learning environment. When implemented effectively, these tactics foster an active learning which learners have conducive environment and motivated to do their best. According to Hattie and Timperley (2017) state that effective feedback, including praise and constructive criticism, is one of the most important influencers on student accomplishment, assisting students in understanding both what they are doing well and where they need to improve.

Table 13. Level of Work Efficiency of the Teachers in terms of Evaluation

Indicators	Mean	SD	Verbal Interpretation
On my job, ….			
1. provides detailed knowledge of the content.	4.55	0.59	Highly Efficient
2. plans well what to teach before he/she enters the classroom.	4.59	0.55	Highly Efficient
3. fosters a good relationship with the students as well as parents.	4.63	0.55	Highly Efficient
4. keeps motivating his/her students and put extra efforts for their improvement.	4.65	0.59	Highly Efficient
5. establishes a good communication with the students.	4.64	0.62	Highly Efficient
Overall	4.61	0.58	Highly Efficient

Legend: 4.50-5.00 Highly Efficient, 3.50-4.49 Efficient, 2.50-3.49 Moderately Efficient,
1.50-2.49 Less Efficient, 1.00-1.49 Inefficient

The rating of the teachers' job efficiency is shown in Table 13. An overall mean of 4.61 indicates that respondents agreed with all of the statements mentioned. Using the right instruments and processes, it describes how well teachers evaluate, track, and encourage student learning. Fair exam design, prompt and insightful feedback, analysis of student performance data, and use of the results to guide instruction are all components of effective evaluation standards. Good evaluators make sure that tests are ongoing, linked to learning goals, and intended to help students grow rather than just offer grades. Nitko and Brookhart (2014) underline that good teacher smoothly incorporate assessment into instruction to improve learning and drive teaching decisions rather than considering it as a separate or final process.

Moreover, respondents agreed that their job fosters a good relationship with students and parents, with a mean value of 4.63 and an SD of 0.55, with highly efficient verbal interpretation. This shows that building great relationships with kids promotes trust, motivation, and participation in the classroom. At the same time, good communication and relationships with parents help kids achieve academic success and general well-being. Teachers who actively involve parents and maintain open, respectful communication encourage a shared responsibility for their students' growth and learning. According to Epstein (2021), good teachers realize the value of creating strong partnerships with students and their families, and collaborative relationships contribute significantly to children's academic and social growth.

Table 14. Summary Table on Level of Work Efficiency of the Teachers

Indicators	Mean	SD	Verbal Interpretation
Planning	4.46	0.64	Efficient
Teaching	4.54	0.60	Highly Efficient
Classroom Management	4.61	0.57	Highly Efficient
Evaluation	4.61	0.58	Highly Efficient
Overall	4.56	0.60	Highly Efficient

Legend: 4.50-5.00 Highly Efficient, 3.50-4.49 Efficient, 2.50-3.49 Moderately Efficient,
1.50-2.49 Less Efficient, 1.00-1.49 Inefficient

Table 14 reveals the summary table on the teachers' work efficiency level, with an overall mean value of 4.56 with an SD of 0.60 and verbal interpretation of highly efficient. The indicators under the work efficiency planning became efficient, and the rest of the indicators became highly efficient. Since teacher productivity directly affects student accomplishment, educational quality, and the overall learning environment, it is imperative to use it. Higher student engagement, more precise lesson delivery, and improved classroom organization are all results of effective teachers using their time, resources, and teaching techniques more effectively. Teachers who are highly productive are able to adjust their teaching strategies, give timely feedback, and concentrate on the needs of individual students all of which enhance academic performance and the general development of their students.

According to Stronge (2018), state that competent and efficient teachers additionally achieve curriculum objectives but also create good, supportive learning environments that promote student achievement. Furthermore, increased teacher efficiency lowers burnout, increases professional satisfaction, and encourages ongoing improvement in teaching procedures. One of the most important components of a teacher's professional success is work efficiency. In addition to providing excellent education, it demonstrates the capacity to efficiently manage time, money, and obligations. Teachers that are more effective are better able to assist student learning, accomplish educational objectives, and have a positive work-life balance.

Table 15. Level of Work Performance of the Teachers in terms of Lesson Preparation

Indicators	Mean	SD	Verbal Interpretation
On my job,…			
1. understands that planning is implicit with their action and not necessarily a process which can easily define.	4.47	0.60	Very Satisfactory
2. plans learning activities that meet student's differences.	4.54	0.54	Outstanding
3. provides opportunities for students to demonstrate and practice the knowledge and skills.	4.61	0.57	Outstanding
4. plans the sequences of the lesson in an engaging and meaningful manner.	4.53	0.61	Outstanding
5. provides appropriate learning activities and develop strategies to obtain feedback on student learning.	4.53	0.64	Outstanding
Overall	4.54	0.59	Outstanding

Legend: 4.50-5.00 Outstanding, 3.50-4.49 Very Satisfactory, 2.50-3.49 Satisfactory,
1.50-2.49 Unsatisfactory, 1.00-1.49 Needs Improvement

Level of work performance of the teachers in terms of lesson preparation are being presented in Table 15. Respondents agreed with all the mentioned statements with an overall mean of 4.54. Teachers' work performance in terms of lesson preparation relates to how well they develop, organize, and prepare their instructional activities prior to delivering them in the classroom. Good lesson planning guarantees that learning objectives are well-defined, that teaching strategies are suitable for the subject and the requirements of the students, and that resources and tests are prepared and aligned with the objectives. Well-prepared teachers can deliver courses more easily, adjust to student responses, and create meaningful learning experiences that improve comprehension and retention. According to Clark and Dunn (2021), thorough lesson planning is critical for effective teaching because it provides a road map for instruction, predicts potential problems, and allows teachers to make the best use of their time and resources to enhance student learning.

Based on the result, the third statement stating that provides oppurtunities for students to demonstrate and practice the knowledge and skills obtained the highest mean value of 4.61 with SD of 0.57 and verbal interpretation of outstanding. It provides opportunities for students to exhibit and practice knowledge and skills in order to reinforce learning and develop competence. For examples, exercises, debates, projects, and exams let students actively connect with the subject, apply what they've learned, and build critical thinking and problem-solving skills. Practice not only enhances learning but also identifies areas where students may require additional assistance, allowing teachers to alter instruction accordingly. Setting clear learning objectives, selecting appropriate teaching tactics and materials, rationally sequencing content, and developing tests to measure student understanding are all components of effective lesson preparation. Lessons that are well-designed ensure that instruction is focused, coherent, and considerate of the different requirements of the students. Teachers who are well-prepared can foresee potential issues, make efficient use of class time, and create an environment that is more engaging and productive for learning. According to Kolb (2019), stated that learning is most effective when students have the opportunity to actively apply concepts and skills in practical, real-world

circumstances, allowing them to turn knowledge into experience.

On the other hand, the table revealed that first statement got the lowest mean value of 4.47. The respondents on their job understands that planning is implicit with their action and not necessarily a process which can easily define. By planning is implicit in their actions and not necessarily a process which can be easily defined means that for teachers, planning often happens naturally and continuously as part of their teaching practice. Planning typically indicates a strict, well-defined process with exact procedures. This indicates that even while the planning process is not always formal or documented, effective teachers frequently plan mentally and adaptively. Because of their professional background, they are able to anticipate the requirements of their pupils, modify activities as needed, and make judgments about education organically. Teachers may not always write down every detail, but they are always planning whether anticipating student questions, modifying lessons on the spot, or finding new ways to explain concepts. According to Clark and Dunn (2021), state that teachers' planning is not always an easy-to-understand continuous process; rather, it is frequently adaptable, continuous, and deeply integrated into their daily teaching activities.

Table 16. Level of Work Performance of the Teachers in terms of Classroom Management Strategies

Indicators	Mean	SD	Verbal Interpretation
On my job,…			
1. communicates to students that I am serious about getting appropriate behavior.	4.62	0.53	Outstanding
2. establishes regulations to ensures that my students behave well throughout the year.	4.65	0.52	Outstanding
3. knows what kind of rewards are used to keep students involve.	4.55	0.59	Outstanding
4. adjusts with my student's misbehavior.	4.55	0.61	Outstanding
5. ensures that I can handle my class using some techniques to redirect him quickly.	4.64	0.61	Outstanding
Overall	4.60	0.57	Outstanding

Legend: 4.50-5.00 Outstanding, 3.50-4.49 Very Satisfactory, 2.50-3.49 Satisfactory,
1.50-2.49 Unsatisfactory, 1.00-1.49 Needs Improvement

Table 16 presents the teachers' level of work performance in terms of classroom management strategies. It can be seen from the table that respondents agreed with all the statements, with the overall mean value of 4.60 and SD of 0.57, with verbal interpretations of their outstanding level of work performance. This means that the effectiveness with which teachers establish, manage, and maintain a good and orderly learning environment. In addition, setting clear goals, establishing routines, encouraging respectful behavior, and dealing with disruptions gently and consistently are all part of effective classroom management. When teacher use successful management tactics, they reduce behavioral issues, increase instructional time, and foster a classroom environment that promotes student involvement and academic achievement. Evertson and Weinstein (2016) state that teachers' classroom management strategies include techniques and practices for creating a managed, helpful, and efficient learning environment. These strategies help to keep things in order, promote good behavior, reduce disruptions, and boost student involvement. Good classroom management ensures that students are aware of the rules, feel valued, and are motivated to engage in learning activities.

The highest mean value obtained from the respondents' level of work performance in terms of classroom management strategies are 4.65. In addition to regulating student conduct, these guidelines

promote respect for one another and help to avoid disciplinary problems. By implementing these standards consistently throughout the year, order is maintained and improved teaching and learning are made possible. Consistently applying these standards throughout the year promotes order and allows for more effective teaching and learning. According to Emmer and Evertson (2016), setting clear expectations and norms early on is critical for preventing misbehavior and building a healthy learning environment.

On the other hand, the indicator "adjusts to students' misbehavior" had the 2 lowest mean score, 4.55. This implies that, while the instructor is generally highly efficient, there is slightly less consistency or ease in responding and adapting to pupils' behavioral concerns than in other areas. Addressing student misconduct properly is critical for maintaining a healthy classroom environment, and it takes adaptable tactics, patience, and swift decision-making to reduce interruptions and keep students focused on learning. According to Jones and Jones (2017), teachers who respond to student misconduct by altering their techniques can keep minor disruptions under control and preserve a productive learning environment.

Table 17. Level of Work Performance of the Teachers in terms of Teaching-Learning Strategies

Indicators	Mean	SD	Verbal Interpretation
On my job,….			
1. knows varied learning styles and needs allow them to select multiple techniques to deliver the knowledge.	4.57	0.57	Outstanding
2. shows fair support to all students.	4.64	0.56	Outstanding
3. maintains an open-minded on how to effectively engage their kids and make them interested about learning.	4.57	0.57	Outstanding
4. establishes a teaching dispels student passivity, and when more students are engaged, you'll have much more fun too.	4.56	0.61	Outstanding
5. sets up a workgroup environment.	4.57	0.60	Outstanding
Overall	4.58	0.58	Outstanding

Legend: 4.50-5.00 Outstanding, 3.50-4.49 Very Satisfactory, 2.50-3.49 Satisfactory,
1.50-2.49 Unsatisfactory, 1.00-1.49 Needs Improvement

Table 17 shows the teacher's level of work performance in terms of teaching-learning strategies, with an overall mean of 4.58. This demonstrates that teachers recognize the value of teaching and learning strategies when instructing. The level of work performance in terms of teaching-learning techniques relates to how well teachers use various methods and approaches to help students learn. Effective educators select and apply instructional strategies that foster critical thinking and in-depth understanding, actively engage learners, and accommodate a variety of learning preferences. A more dynamic classroom environment, improved academic achievement, and greater student participation are all results of effective teaching-learning strategies. Cooperative learning, inquiry-based learning, direct instruction, differentiated instruction, and lesson enhancement with multimedia and technology are all examples of excellent teaching-learning practices. Bransford, Brown, and Cocking (2020) emphasize that effective teaching requires an understanding of how students learn and the design of education that builds on learners' prior knowledge, abilities, attitudes, and beliefs.

As revealed by the highest mean value of 4.64, respondents agreed with statement 2, stating that the teachers show fair support to all students. By giving every student equal support, encouragement, and

attention, the teacher makes sure that every student feels valued and respected. Fair assistance creates a positive learning environment where all children may succeed and diversity is valued. Treating students fairly encourages confidence, trust, and general classroom engagement. Banks and Banks (2019) state that treating all students fairly and equally is vital for developing inclusive classrooms in which each learner can attain their full potential.

Based on the response, it was revealed that the fourth statement got the lowest mean value of 4.56, stating that teachers establish teaching to dispel students' passivity, and when more students are engaged, you'll have much more fun too. The instructor may be reducing passive behavior while fostering a lively and dynamic classroom environment by promoting participation, teamwork, and interactive learning. Both students and teachers find lessons more engaging and effective when more students actively participate in the learning process. Increased engagement not only improves student comprehension, but it also results in a more enthusiastic and rewarding teaching experience. Bonwell and Eison (2016) stated that stud nts must do more than just listen: they must read, write, discuss, and participate in problem-solving. Active learning is linked to increase en oyment of learning for both students and teachers.

Table 18. Summary Table on Level of Work Performance of the Teacher

Indicators	Mean	SD	Verbal Interpretation
Lesson Preparation	4.54	0.59	Outstanding
Classroom Management Strategies	4.60	0.57	Outstanding
Teaching-learning Strategies	4.58	0.58	Outstanding
Overall	4.57	0.58	Outstanding

Legend: 4.50-5.00 Outstanding, 3.50-4.49 Very Satisfactory, 2.50-3.49 Satisfactory,
1.50-2.49 Unsatisfactory, 1.00-1.49 Needs Improvement

Table 18 presents the summary of the teachers' work performance levels. It can be seen from the table that respondents agreed with all the given variables that the teachers are outstanding in effectively addressing lesson preparation, classroom management strategies, and teaching-learning strategies, with an overall mean of 4.57, SD of 0.58 verbal interpretation of outstanding. Teachers who do their jobs effectively can provide a supportive and engaging learning environment, use effective instructional practices, and meet the different needs of their pupils. High teacher performance leads to better student outcomes, such as increased academic proficiency, improved behavior, and greater willingness to study. According to Ingersoll (2020), improved performance levels are a result of administrative assistance, teamwork among coworkers, and reasonable workloads.

In addition, the success of the school as a whole is influenced by the performance of its teachers, who also collaborate with one another and build good relationships with the community and parents. It also guarantees that teachers continue to grow professionally. Stronge (2018) notes that various factors, including professional competencies, motivation, support systems, and continuous professional development, influence teacher performance. Are able to adapt to changing educational standards and student demands.

The effectiveness of teachers' work is also a critical element of a successful educational system. Since they are the main people who teach pupils knowledge, skills, and values, educators' performance has a direct impact on the caliber of learning outcomes. According to DepEd (2015), Stronge (2018) claimed that the level of work performance refers to the measured level of a teacher's effectiveness in executing their duties and responsibilities, usually evaluated through standardized criteria such as instructional delivery, classroom management, professional conduct, and student outcomes.

Table 19. Test of Significant Relationship between Digital Literacy and Work Efficiency

Digital Literacy	Work Efficiency			
	Planning	Teaching	Classroom Management	Evaluation
Computer Literacy	0.726**	0.770**	0.749**	0.774**
Technological Literacy	0.685**	0.737**	0.755**	0.765**
Information Literacy	0.704**	0.799**	0.837**	0.818**
Communication Literacy	0.734**	0.765**	0.772**	0.760**

**. Correlation is significant at the 0.01 level (2-tailed).*

Table 19 shows a significant positive relationship between digital literacy and work efficiency. It implies that digital literacy and work efficiency are statistically substantial in terms of teachers' capacity to use digital tools and their efficacy in accomplishing professional activities. Digital literacy, according to Spante et al. (2018), aids educators in adapting to new technologies, which improves output, time management, and innovative teaching strategies. Therefore, school educators should prioritize continuing professional development programs that highlight digital tools and technology in order to increase teacher effectiveness and overall institutional efficiency.

Digital literacy helps teachers access information, offer technology-integrated instruction, manage administrative activities efficiently, and communicate effectively. As a result, better levels of digital literacy are expected to correspond with increased labor efficiency. In addition, teachers with high levels of digital literacy can improve lesson preparation, use technology to enhance classroom education, properly handle student assessments, and collaborate effectively with learners, parents, and colleagues. This competency allows instructors to be more organized, imaginative, and responsive to the demands of 21st-century learners, therefore boosting their overall work performance and productivity. In support, Voogt and Roblin (2019) mentioned that digitally literate teachers are better equipped to adapt their instructional techniques to the needs of 21st-century learners, resulting in increased overall work efficiency.

Likewise, digitally literate teachers are more likely to adopt innovative practices like blended learning, virtual classrooms, and digital assessment tools. This flexibility boosts their efficacy and resilience in a classroom that is changing quickly. Digital literacy gives teachers the ability to use technology for communication, lesson planning, evaluation, and material delivery. According to Stephen et al. (2018), digitally literate teachers tend to perform tasks more efficiently, resulting in better time management and higher productivity.

Table 20. Test of Significant Relationship between Digital Literacy and Work Performance

Digital Literacy	Work Performance		
	Lesson Preparation	Classroom Management Strategies	Teaching-learning Strategies
Computer Literacy	0.785**	0.687**	0.703**
Technological Literacy	0.731**	0.678**	0.681**
Information Literacy	0.786**	0.744**	0.744**

| Communication Literacy | 0.768** | 0.692** | 0.739** |

***. Correlation is significant at the 0.01 level (2-tailed).*

As indicated in table 20, there is a positive significant relationship between digital literacy and work performance. It shows that when teacher's capacity to use digital tools and technology has a statistically significant impact on how well they fulfill their professional responsibilities. According to this, improving teachers' digital literacy in the classroom can result in better job output, including better lesson planning, instruction delivery, assessment procedures, and teamwork. Schools should therefore make investments in specialized digital training and give teachers access to the newest technology to make sure they are prepared to handle the demands of contemporary teaching and learning environments. Ng (2017) emphasizes that digital literacy is essential for educators to function effectively in 21st-century classrooms, directly influencing the quality of teaching and student outcomes.

Teachers with digital literacy abilities are better able to develop interactive classes, manage administrative activities efficiently, assess students properly, and connect with the school community, all of which are essential components of excellent work performance. According to Tondeur et al. (2017), conclude that teachers who are confident and adept in using digital technology are more likely to employ innovative teaching practices and perform better in their professional jobs.

Table 21. Test of Significant Relationship between Professional Development and Work Efficiency

Professional Development	Work Efficiency			
	Planning	Teaching	Classroom Management	Evaluation
Time and Resources	0.720**	0.700**	0.703**	0.698**
Collaboration	0.794**	0.798**	0.818**	0.835**
Enhancement of Teacher's Knowledge	0.797**	0.816**	0.851**	0.853**

***. Correlation is significant at the 0.01 level (2-tailed).*

A summary of the significant connection between work productivity and professional development can be seen in Table 21. Teachers' job efficiency is closely related to professional growth, according to the data collected. This study identified programs and activities for professional development that are designed to enhance a teacher's competence, skills, and knowledge over the course of their career. Work efficiency can be described as the capacity to execute jobs precisely and efficiently while wasting little time and effort. Research regularly demonstrates a strong, beneficial association between professional development and teacher job efficiency.

In addition, the vital connection between professional development and work efficiency refers to how continuous training and learning opportunities for teachers can improve their capacity to perform responsibilities effectively, adapt to new teaching strategies, manage time more effectively, and meet educational goals with greater competence. Continuous learning opportunities empower teachers to learn new teaching tactics, integrate novel technologies, and improve classroom management all of which contribute to more efficient and effective performance. As Guskey (2015) points out, well-designed professional development programs favorably influence teachers' instructional methods, which increases their productivity and impacts student learning.

Moreover, when teachers participate in ongoing professional development, they keep current on the most recent instructional practices, technological tools, and educational trends. This results in more engaged students, improved lesson planning, improved classroom management, and improved assessment techniques, all of which boost output. Teachers benefit from professional development by

feeling more driven and self-assured, which increases their productivity and improves the classroom atmosphere overall. According to Desimone (2019), state that had successful professional development promotes improvements in teacher knowledge and practice, resulting in increased student achievement and teacher performance.

Table 22. **Test of Significant Relationship between Professional Development and Work Performance**

Professional Development	Work Performance		
	Lesson Preparation	Classroom Management Strategies	Teaching-learning Strategies
Time and Resources	0.723**	0.707**	0.702**
Collaboration	0.809**	0.769**	0.753**
Enhancement of Teacher's Knowledge	0.838**	0.798**	0.797**

**. Correlation is significant at the 0.01 level (2-tailed).

The results of the significant correlation between instructors' work performance and professional development are shown in Table 22. According to the data analysis, work performance and professional development do, in fact, have a strong relationship. To determine if participating in professional development activities has a quantifiable and significant impact on teachers' ability to carry out their professional responsibilities, this test examines the significant association between professional development and work performance. According to Desimone (2019), effective professional development causes teachers' practices to change, which in turn improves student accomplishment and work performance.

Teachers who collaborate in professional growth programs gain the topic knowledge, technical skills, and up-to-date pedagogical methods they need to improve their work performance in areas including student evaluation, classroom management, lesson delivery, and teamwork. The quality of teaching and overall work performance is also improved when teachers engage in meaningful professional development, adopt better instructional practices, improve their material knowledge, and adjust to new educational technologies, according to studies. The findings imply that the knowledge and abilities acquired via a variety of professional development exercises have a significant influence on instructors' productivity and effectiveness. Teachers can improve their time management and organizational abilities by taking part in professional development training. Consequently, they become more productive, which frees up more time and energy to concentrate on their kids' needs.

Moreover, professional development enables people to advance their learning, pick up new skills, and keep abreast of developments in their area. They may thus do their duties more effectively, generate better work, and more successfully support the objectives of their company. This improvement results from better work quality, more productivity, more creativity, and greater job satisfaction. According to Darling-Hammond, Hyler, and Gardner (2017) notice that high-quality professional development correlates with gains in teacher practice and student accomplishment, indicating a clear connection between continuous learning and improved work performance. Providing teachers with up-to-date knowledge, skills, and teaching practices is one way that professional development helps them perform better at work. By acting as a link between educational theory and classroom practice, it guarantees that educators stay productive, introspective, and flexible in a setting that is changing quickly.

Table 23. Test of Significant Predictors of Work Efficiency from Digital Literacy and Professional Development

Model	R	R²	F	df1	df2	P
			Overall Model Test			
1	0.931	0.868	133	7	142	<.001

Predictor	Estimate	SE	Lower	Upper	T	p
			95% Confidence Interval			
Intercept	0.173	0.151	-0.125	0.470	1.147	0.253
Digital Literacy						
Information Literacy	0.213	0.072	0.071	0.354	2.975	0.003
Professional Development						
Collaboration	0.207	0.067	0.075	0.336	3.098	0.002
Enhancement of Teacher's Knowledge	0.329	0.071	0.188	0.469	4.622	<.001

The major determinants of work efficiency based on elements of professional growth and digital literacy are examined by the regression analysis shown in Table 23. A significant amount of variance in labor efficiency may be explained by the combination of variables, since the entire model is statistically significant ($F(7, 142) = 133$, $p <.001$). About 86.8% of the variance in work efficiency can be explained by the predictors in the model, according to its high R value of 0.931 and R2 of 0.868. This shows a good model fit and implies that professional growth and digital literacy are important factors that affect productivity. Understanding the significant predictors of work efficiency from digital literacy and professional development among teachers improves individual and institutional performance and enhances the overall quality of education. It empowers teachers, benefits students, and informs systemic education policy and practice improvements.

Among individual predictors, three variables specifically Information Literacy ($\beta = 0.213$, p = .003), Collaboration ($\beta = 0.207$, p = .002), and Enhancement of Teacher's Knowledge ($\beta = 0.329$, p < .001) are statistically significant. This means they each have a meaningful positive impact on work efficiency. Enhancement of Teacher's Knowledge shows the strongest effect size and statistical significance, suggesting that investing in teacher training and knowledge-building has the most substantial impact. Meanwhile, the intercept is not significant (p = 0.253), which is typical and does not affect the interpretation of the predictor variables. Overall, the results show how essential it is to help teachers develop their professional and digital skills in order to increase their productivity.

Effective teaching and general work efficiency require teachers to collaborate, be information literate, and continuously learn new things. Teachers with good information literacy abilities can better

access, assess, and use learning materials. Cooperation and collaboration lead to professional development through knowledge exchange and peer support, while ongoing professional development ensures teachers remain current with the newest educational ideas and technical developments. Digital literacy is defined more precisely by Paulina (2019) as the capacity to acquire, manage, integrate, assess, generate, and convey information in order to function in a knowledge society. This is achieved through the use of digital technology, communications tools, and networks. Additionally, according to Bakare and Adeyeye (2022), is the capacity to carry out tasks efficiently in a digital context. Being digitally literate also means knowing how and when to use digital technology to support these processes, as well as being able to create, collaborate, and communicate successfully.

Moreover, digital literacy and continuous professional development are crucial to modern teaching to enhance teaching quality and students' learning outcomes. Identifying which areas significantly impact teacher work efficiency helps optimize instructional time, leading to improved student engagement, achievement, and motivation. Improving teaching effectiveness and professional efficiency requires information literacy, teamwork, and the ongoing development of instructors' knowledge. Finding, assessing, and utilizing information in the classroom is easier for teachers with information literacy. Cooperation promotes peer support and shared learning, and continual professional development guarantees that educators stay up to date with changing teaching methods (Lloyd, 2020; Avalos, 2015).

Table 24. Test of Significant Predictors of Work Performance from Digital Literacy and Professional Development

Model	R	R²	Overall Model Test					
			F	df1	df2	P		
1	0.886	0.784	73.8	7	142	<.001		

Predictor	Estimate	SE	95% Confidence Interval		t	p
			Lower	Upper		
Intercept	0.456	0.190	0.081	0.831	2.402	0.018
Digital Literacy						
Information Literacy	0.208	0.090	0.030	0.386	2.304	0.023
Professional Development						
Enhancement of Teacher's Knowledge	0.349	0.090	0.172	0.526	3.889	<.001

Table 24 shows the findings of a regression analysis that looked at the important factors that influence work performance based on professional growth and digital literacy. The R value of 0.886 and the R2 value of 0.784 show that the model has excellent explanatory power, meaning that the predictors account for 78.4% of the variance in work performance. Work performance is significantly predicted by the model, as evidenced by the statistically significant overall F-test ($F(7, 142) = 73.8$, $p < .001$). This shows that professional growth and digital literacy are strong indicators of how well people do their jobs successfully.

Among the individual predictors, both Information Literacy ($\beta = 0.208$, $p = .023$) and Enhancement of Teacher's Knowledge ($\beta = 0.349$, $p < .001$) emerged as significant contributors to work performance. The enhancement of teacher's knowledge has the strongest influence, as reflected by its higher estimate and t-value ($t = 3.889$), implying that continuous learning and skills upgrading greatly improve performance outcomes. The intercept is also statistically significant ($p = .018$), indicating that baseline work performance is meaningfully greater than zero when the predictors are at zero. Overall, the results underscore the importance of equipping individuals particularly educators with digital competencies and opportunities for professional growth to boost their work performance.

The impact of digital literacy and ongoing professional development on teachers' work performance is significant. It is essential for educators to know how to successfully integrate technology into their lesson plans in the present digital age. Accessing, assessing, and utilizing digital resources for instruction is easier for teachers who possess digital literacy. Additionally, continuing education opportunities provided by professional development boost pedagogical knowledge and flexibility, which promotes job performance and student outcomes (Spante et al., 2018; Opfer & Pedder, 2015).

Likewise, Head et al. (2020), stated that improving work effectiveness in educational environments requires teachers to be information literate and to continuously improve their expertise. Teachers who possess information literacy are better able to find, assess, and use pertinent information for problem-solving and instructional preparation. Better classroom practices and increased professional efficiency are closely correlated with instructors staying up to date on pedagogical advances, which is ensured by continuous learning. In the digital era, workplaces increasingly rely on digital tools and platforms. Employees proficient in digital literacy using software, managing data, and communicating online are better equipped to handle complex tasks. Understanding which digital competencies most impact performance helps guide targeted digital upskilling initiatives.

3. Recommendations

In the light of the findings and conclusions of the study, the following recommendations are offered: First, teachers must continuously invest in their own development and role to strengthen their competencies in order to maintain the high level of effectiveness that is widely acknowledged and appreciated. Second, teachers may continuously educate themselves through various professional education programs to improve and develop their capabilities in teaching the young. Third, teachers ensure their professional development programs are updated frequently to include the latest educational technologies and digital teaching strategies. Fourth, teacher must create a school environment where using technology is encouraged, supported, and rewarded to enhance motivation and performance. Fifth, another study that expands on the scope and variables will be added to further examine the teachers' digital literacy and professional development. Seventh, institutions may prioritize enhancing teachers' professional development particularly through continuous knowledge enhancement and strengthening their digital literacy skills, especially information literacy. These two areas consistently and significantly predicted both work efficiency and work

performance, indicating that targeted training programs in these domains can substantially improve overall job effectiveness and productivity.

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