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Emotional Resiliency and Digital Competency on the Work Productivity of Basic Education Teachers

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Abstract: The study aimed to determine the level of emotional resiliency and digital competency on the work productivity of 304 basic education teachers in the Division of Valencia City, Province of Bukidnon, Philippines. This further finds out the relationship between emotional resiliency and digital competency on work productivity and identifies which variables, singly or in combination, best predict the work productivity of basic education teachers in the Division of Valencia City for the School Year 2023-2024. Descriptive analysis showed that basic education teachers in the division of Valencia City are very highly resilient and displayed a remarkable ability to adapt to challenges, manage stress, and navigate the emotional demands of their profession. Moreover, basic education teachers demonstrated a strong level of digital competency, effectively meeting the technological needs of 21st-century education. Meanwhile, basic education teachers consistently exhibit a high level of overall work productivity, delivering well-structured and engaging instruction. There is a significant relationship between emotional resiliency, digital competency, and the work productivity of basic education teachers. Teachers with higher digital skills and the ability to manage emotional challenges are more productive, thus rejecting the null hypothesis stating that there is no significant relationship between emotional resiliency and digital competency to the work productivity of basic education teachers. Also, spiritual influences, personal competencies, technological content knowledge, and technological pedagogical knowledge were found to be predictors of the work productivity of basic education teachers, and the null hypothesis is rejected, confirming that these variables, individually or in combination, play a significant role in predicting teacher work productivity. It is recommended that school administrators may support teachers by fostering spiritual well-being, promoting personal growth, and enhancing professional skills, which may ultimately improve their work productivity and overall teaching effectiveness.

Keywords: *Spiritual Influences, Technological Content Knowledge, Technological Pedagogical Knowledge, Work Productivity, Resiliency, And Competency*.

Introduction

Education is a fundamental driver of national growth, serving as a powerful tool for improving quality of life by equipping individuals, especially the younger generation, with the knowledge, skills, and opportunities necessary for career advancement [1]. However, despite its critical role, education systems in many developing countries face persistent challenges that hinder national progress. Among these, the declining productivity of teachers remains a pressing concern, influenced by inadequate preparation, ineffective implementation strategies, and resource shortages [2].

This decline in teacher work productivity is not confined to a single region but is a global phenomenon affecting public schools worldwide, Asia, and Sub-Saharan Africa [3,4,5]. Once held in high esteem, teachers now face diminishing societal respect, challenging working conditions, and inadequate institutional support. Factors such as insufficient salaries, lack of professional development, and ineffective policies exacerbate these struggles, leading to burnout and reduced effectiveness in the classroom [6]. Rather than attributing systemic failures solely to teachers, a comprehensive approach is necessary—one that prioritizes teacher support improves working conditions, and ensures the effective implementation of policies [7].

In the Philippines, basic education teachers face additional burdens beyond their instructional responsibilities. They are tasked with feeding students, handling administrative duties, and creating instructional materials, often leaving them overwhelmed by excessive paperwork and the pressure to maintain classroom aesthetics. These distractions impede their ability to focus on effective teaching, further diminishing productivity and negatively affecting student outcomes. Moreover, insufficient planning and preparation for instruction exacerbate these challenges, underscoring the need for systemic improvements.

The country's poor performance in global education assessments underscores the urgent need to address these issues. A Rappler report (December 7, 2023) revealed that the Philippines ranked 77th out of 81 countries in the OECD's evaluation of 15-year-old students. The 2022 PISA scores in math, reading, and science were approximately 120 points below the global average. Former Department of Education Secretary Sara Duterte acknowledged these concerning statistics, emphasizing the necessity of collective efforts to reform the education system, as students' learning competencies lag by five to six years [8,9,10,11,12]. While teachers are often blamed for productivity issues, deeper systemic challenges need to be addressed.

Research underscores the vital importance of emotional resilience in enhancing teachers' productivity, especially in basic education contexts. Resilient teachers are better equipped to handle stress, adapt to challenges, and maintain a positive mindset, which promotes effective classroom management, student engagement,

and high-quality instruction. By bolstering emotional resilience, educators can sustain their motivation, navigate work-related challenges, and foster supportive learning environments, ultimately improving both teacher well-being and student success [13,14,15,16,17].

Similarly, digital competency is a crucial factor in enhancing teacher productivity. Proficiency in technology enables educators to streamline their planning, instruction, and administrative tasks, resulting in more efficient teaching practices. Teachers who are skilled in digital tools can access and customize online resources, create engaging lessons, and automate routine tasks such as attendance and grading. These efficiencies allow educators to free up valuable time, enabling them to focus on student-centered instruction. Additionally, digital platforms promote collaboration with students and colleagues, enhancing communication and fostering a more connected learning environment.

Educators equipped with strong digital skills can also engage in continuous professional development through online courses and forums, staying abreast of innovative teaching methods and maintaining resilience in hybrid or online learning environments. Digital competence extends beyond technical proficiency to encompass skills, attitudes, and ethical considerations essential for sustainable educational development [18]. [19] highlights the moral and legal dimensions of digital literacy, while [20] emphasizes its role in information management and content creation. By integrating digital competencies into teaching practices, educators achieve greater flexibility, job satisfaction, and overall productivity. The study [21] further asserts that digital technology supports quality teaching, student engagement, and real-world problem-solving through ICT tools.

A number of studies have been conducted on teaching methods and strategies [22, 23, 24, 25, 26, 27], student preferences and readiness [28, 29], student motivation and attitude [30, 31, 32, 33], teachers skills, competencies, and challenges [34, 35, 36], assessment techniques and tools [37, 38, 39, 40] and other related factors [41, 42, 43, 44, 45, 46, 47] in order to enhance students learning outcome but little was done on understanding the emotional resiliency and digital competency on the productivity.

This study examined the interconnected relationships among teacher productivity, emotional resiliency, and digital competency, offering insights into the complex dynamics present in classrooms. Many educators confront significant gaps in these areas, underscoring the need for targeted interventions. Vice President and former Education Secretary Sara Duterte has stressed the importance of tackling these challenges, advocating for a resilient and accountable education system that prioritizes the welfare of both students and teachers. Enhancing emotional resilience and digital competency among teachers is vital for improving productivity, advancing learning outcomes, and ensuring the long-term success of the education sector.

Materials and Methods

The study utilized the descriptive-correlational research design to explain the level of emotional resiliency, digital competency, and work productivity of basic education teachers in the Division of Valencia City. The work productivity was the dependent variable, while the independent variables of the study were emotional resiliency and digital competency.

Descriptive-correlational design was used to explain the level of emotional resiliency, digital competency, and work productivity, meanwhile, correlation methods were applied to determine the relationship that exists between emotional resiliency, digital competency, and work productivity. The variables that predict the work productivity of basic education teachers were analyzed through multiple linear regressions.

The participants of the study consisted of three hundred four (304) public elementary school teachers, where they are all assigned to different public Central Schools in the Division of Valencia City. To ensure that the teachers in each school are represented, total enumeration was used. Total enumeration refers to the inclusion of an entire population in the study, rather than using a sample. It aims to gather data from every individual or element within the defined population. The primary advantage of using this strategy is that it provides a complete and accurate representation of the entire population that eliminates sampling errors and ensures that the findings can be generalized to the entire group. Furthermore, it is particularly beneficial when dealing with smaller populations or when the cost and time constraints of sampling are not significant factors.

Three (3) instruments were used to gather the data.

The first part focused on teachers' emotional resiliency. This instrument was adapted from the study on “Teachers’ resilience scale: an integrated instrument for assessing protective factors of teachers’ resilience” [48]. This instrument comprised family cohesion, peer support, personal competencies, and spiritual influences with six (6), eight (8), nine (9), and three (3) items, respectively. This instrument was pilot-tested for basic education teachers of Musuan Integrated school, Musuan, Maramag, Bukidnon, and obtained a Cronbach alpha reliability coefficient of 0.923.

The second part focused on the Digital Competency of basic education teachers. This instrument was adapted from the study on “Technological Pedagogical Content Knowledge Preparedness of Student-Teachers of the Department of Arts and Social Sciences Education of the University of Cape Coast” [49]. The instrument comprised technological knowledge, technological pedagogical knowledge, technological content knowledge, and technological pedagogical content knowledge, which consists of eleven (11), thirteen (13), six (6), and eight (8) items, respectively. It has a Cronbach alpha reliability coefficient of 0.991.

The third part focused on the Work Productivity of Teachers. This instrument was adapted from the study on “Professional Learning, Psychosocial Attributes, and Instructional Material Development on Teachers’ Productivity” [50], with three (3) sub-variables namely, teaching-learning process with seven (7) items, student’s outcome with ten (10) items and professional growth and development with twelve (12) items. This instrument has a Cronbach alpha reliability coefficient of 0.864.

The researcher obtained a permit from the Institutional Ethics Review Committee (IERC) office. This is to ensure adherence to the ethical guidelines for conducting research at Central Mindanao University. Following compliance with the permit, the researcher conducted pilot testing at Musuan Integrated School, Musuan, Maramag, Bukidnon, one of the elementary schools in the Bukidnon Division, to ensure the validity of the questionnaires. Three (3) experts also conducted content validation.

With a letter approved by the college dean and acknowledged by the thesis adviser, the researcher requested permission from the Valencia City Schools Division Superintendent to conduct the

research. Once consent was obtained, the researcher gave the letter of endorsement to the concerned school administrator to make accommodations, and data gathering commenced. As part of the ethical protocol, the researcher sent an ethics statement to all participants in the study, including the participating schools.

The respondents had ample time on the day of administering the questionnaires to complete the instruments and were encouraged to provide candid and accurate responses. It was ensured that the information they provided was kept confidential and used solely for research purposes. Upon retrieval of the questionnaires, the data were encoded/coded, tallied, and classified based on the objectives of the study. It was subjected to data analysis, discussion, and interpretation.

The following rating scale was used to understand the data better:

SCALE	RANGE	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
5	4.51-5.00	Always (A)	Very Highly Resilient (VHR)
4	3.51-4.50	Often (O)	Highly Resilient (HR)
3	2.51-3.50	Sometimes (S)	Moderately Resilient (MR)
2	1.51 - 2.50	Rarely (R)	Less Resilient (LR)
1	1.00-1.50	Never (N)	Not Resilient (NR)

SCALE	RANGE	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
5	4.51-5.00	Always (A)	Very Highly Competent (VHC)
4	3.51-4.50	Often (O)	Highly Competent (HC)
3	2.51-3.50	Sometimes (S)	Moderately Competent (MC)
2	1.51 - 2.50	Rarely (R)	Less Competent (LC)
1	1.00-1.50	Never (N)	Not Competent (NC)

SCALE	RANGE	DESCRIPTIVE RATING	QUALITATIVE INTERPRETATION
5	4.51-5.00	Outstanding (O)	Very Highly Productive (VHP)
4	3.51-4.50	Very Satisfactory (VS)	Highly Productive (HP)
3	2.51-3.50	Satisfactory (S)	Moderately Productive (MP)
2	1.51 - 2.50	Unsatisfactory (Us)	Less Productive (LP)
1	1.00-1.50	Very Unsatisfactory (VU)	Not Productive (NP)

Results and Discussions

This part presents the comprehensive analysis and interpretation of gathered data, as well as the support and implications of the study's findings. The order of presentation follows the arrangement of the problems identified in the study.

- **Emotional Resiliency of Basic Education Teachers**

Table 1 presents the emotional resiliency of basic education teachers in the division of Valencia City.

Table 1. *Summary on the emotional resiliency of basic education teachers*

INDICATORS	Mean	Descriptive Rating	Qualitative interpretation
Family Cohesion	4.63	Always	Very Highly Resilient
Spiritual Influences	4.54	Always	Very Highly Resilient
Peer Support	4.37	Often	Highly Resilient
Personal Competencies	4.32	Often	Highly Resilient
OVERALL MEAN	4.57	Always	Very Highly Resilient

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Always	Very Highly Resilient (VHR)
3.51-4.50	Often	Highly Resilient (HR)
2.51-3.50	Sometimes	Moderately Resilient (MR)
1.51-2.50	Rarely	Less Resilient (LR)
1.00-1.50	Never	Not Resilient (NR)

Legend:

The overall mean score of 4.57, corresponding to a very high level of emotional resiliency, indicates that basic education teachers in the Division of Valencia City demonstrate a very high level of emotional resiliency. As manifested in the four (4) sub-variables of emotional resiliency, namely family cohesion (4.63), spiritual influences (4.54), peer support (4.37), and personal competencies (4.32), it highlights that basic education teachers in the Division of Valencia City possess very high levels of emotional resiliency across different aspects of their lives.

Studies about the emotional resiliency of basic education teachers support the findings of this present study; emotional resilience is the critical factor for teachers to provide outstanding and quality education to the school, focusing on resilience among teachers [51]. That resilience allows us to prosper during adversity. Resilient individuals possess an enhanced ability to confront life's hardships [13]. Resilience is frequently perceived as emotional adaptability, the capability to endure stress, and the proficiency to recuperate following a difficult occurrence. It is not solely about perpetually exhibiting "toughness." Consequently, resilience allows us to preserve our well-being in adverse circumstances, particularly as schools and classrooms can be demanding because not every student arrives prepared to study [52].

Resilient teachers are more inclined to maintain a positive work attitude, encounter reduced stress, and achieve greater job satisfaction than their less resilient counterparts [17]. Resilient educators yield superior student outcomes, including enhanced academic performance and reduced behavioral issues. Various elements can enhance teacher resilience, including social support from peers and administrators, constructive teacher-student connections, and proficient coping mechanisms [53].

- **Digital Competency of Basic Education Teachers**

Table 2 provides a summary of the digital competency of basic education teachers, evaluated across four key areas: Technological Knowledge (TK), Technological Pedagogical Knowledge (TPK), Technological Content Knowledge (TCK), and Technological Pedagogical Content Knowledge (TPCK). The overall mean score of 4.09 corresponds to a descriptive rating of "Often" and a qualitative interpretation of "Highly Competent." This indicates that basic education teachers in the Division of Valencia City demonstrate solid digital competency, particularly in integrating technology into their teaching practices. However, further development may be needed in some areas to achieve "Very Highly Competent" status across all aspects.

The high scores in Technological Content Knowledge (4.28), Technological Pedagogical Knowledge (4.28), and Technological Pedagogical Content Knowledge (4.21) indicate that basic education teachers are not only skilled in using digital tools but are also effective in applying them to teach content and enhance student learning.

Table 2. *Summary of the digital competency of basic education teachers*

INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
Technological Content Knowledge	4.28	Often	Highly Competent
Technological Pedagogical Content Knowledge	4.28	Often	Highly Competent
Technological Pedagogical Knowledge	4.21	Often	Highly Competent
Technological Knowledge	3.60	Often	Highly Competent
OVERALL MEAN	4.09	Often	Highly Competent

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Always	Very Highly Competent (VHC)
3.51-4.50	Often	Highly Competent (HC)
2.51-3.50	Sometimes	Moderately Competent (MC)
1.51-2.50	Rarely	Less Competent (LC)
1.00-1.50	Never	Not Competent (NC)

Legend:

Their ability to design, implement, and facilitate technology-enhanced lessons is a significant strength that supports modern educational practices. This further suggests that the basic education teachers were knowledgeable about the topic area they were teaching. This knowledge includes comprehending the interactions between the influences of content and technology. The ability to use technology to promote and enhance learning and determine whether it is suitable to represent a subject matter through technology is part of this technical content knowledge [53]. It validates that teachers can choose a teaching tool based on the instrument's suitability, usage instructions, comprehension of pedagogical strategies, and the capacity to use those techniques when utilizing technologies [48].

Teachers can design lessons specifically for their students' needs. This illustrates how the pedagogical content knowledge approach demands that teachers have a solid grasp of the material. Knowing how concepts are represented in different technological contexts is essential for effective education, which is informed by technology. This is where technical, pedagogical content knowledge plays a key role. A comprehensive picture of the information on the teacher's need to use technology in the classroom. These studies also show how technology can help address some of the problems that students face. It also includes the use of pedagogical strategies that employ effective methods of topic instruction, an understanding of what makes ideas difficult or simple to acquire, and how technology can help address them [54].

- **Work Productivity of Basic Education Teachers**

Table 3 summarizes basic education teachers' work productivity based on three (3) key indicators: the teaching-learning process, students' outcomes, and professional growth and development. The overall productivity of basic education teachers is rated as "Very Satisfactory," with a mean score of 4.36, interpreted as “Highly Productive”, reflecting a solid performance across all indicators. This score indicates a high level of effectiveness in teaching, learning, and student outcomes, denoting that teachers are creating a positive and impactful educational environment. Teaching-Learning Process got the highest sub-mean score of 4.58, rated as “Outstanding” and interpreted as “Very Highly Productive.”

This data indicates that basic education teachers excel in facilitating the teaching-learning process. Basic education teachers could effectively engage students, implement diverse teaching strategies, and create a supportive learning environment. They also meet and exceed expectations in their instructional practices, likely contributing to higher student engagement and satisfaction. Still, the sub-variable “students’ outcome” received a sub-mean score of 4.56, rated as “Outstanding” and interpreted as “Very Highly Productive.”

This signifies that students are achieving high academic performance and personal development levels due to the teaching strategies employed by educators that foster student learning, critical thinking, and overall achievement, showcasing a solid alignment between teaching quality and student success.

Table 3. *Summary of the work productivity of basic education teachers*

INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
Teaching-Learning Process	4.58	Outstanding	Very Highly Productive
Student's Outcome	4.56	Outstanding	Very Highly Productive
Professional Growth and Development	3.96	Very Satisfactory	Highly Productive
OVERALL MEAN	4.36	Very Satisfactory	Highly Productive

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	Outstanding	Very Highly Productive (VHP)
3.51-4.50	Very Satisfactory	Highly Productive (HP)
2.51-3.50	Satisfactory	Moderately Productive (MP)
1.51-2.50	Unsatisfactory	Less Productive (LP)
1.00-1.50	Very Unsatisfactory	Not Productive (NP)

The overall productivity of basic education teachers demonstrates exceptional effectiveness in teaching and achieving positive student outcomes. This points to a well-functioning educational environment where teaching practices effectively support student learning—highlighting the impressive productivity of basic education teachers, particularly in the teaching-learning process and student outcomes. However, the need for continued focus on professional growth still suggests opportunities for further development. By addressing these areas, educational institutions can ensure that teachers are well-equipped to provide high-quality education and foster continuous improvement in their practices.

In the Philippines, the Department of Education (DepEd) is dedicated to offering its personnel opportunities to connect their accomplishments to the realization of the institution's vision and mission, foster individual and collective development, enhance engagement and dedication, and advance both professional and personal growth [55]. Educators must obtain and excel in the essential competencies required for their roles within educational institutions to effectively navigate the increasingly intricate challenges and dilemmas of life and learning in the 21st century [56].

Educators are instrumental in enhancing the quality of the teaching and learning experience. Effective educators are essential for enhancing student performance. Therefore, improving teacher quality is paramount among several educational reform initiatives aimed at achieving excellent education. A professional educator

possesses the requisite abilities, disposition, and universal principles to facilitate transformation or learning in students. They possess a global perspective and value their students' unique attributes and experiences as essential contributions to the planning and creation of learning opportunities. The Philippine Professional Standards for Teachers, based on NCBTS, enhances reform actions regarding teacher quality and delineates the criteria for teacher quality within the K to 12 reforms. The standards delineate criteria for professional development, proficient practice, and meaningful engagement, clearly articulating the knowledge, skills, and values teachers must possess to attain competency, enhance student learning outcomes, and ultimately ensure quality education [57].

- **Correlation Analysis of Emotional Resiliency and Digital Competency on the Work Productivity of Basic Education Teachers**

Table 4 presents the correlation analysis between factors related to emotional resiliency and digital competency and the work productivity of basic education teachers. Each variable's correlation coefficient (r-value) and probability value (p-value) are provided, showing the strength and significance of their relationship with work productivity.

Table 4 *Correlation Analysis of Emotional Resiliency and Digital Competency on the Work Productivity of Basic Education Teachers.*

Independent Variables Correlated with the Work Productivity of Basic Education Teachers	Correlation Coefficient (r)	p-Value
Emotional Resiliency	0.319	0.000**
Family Cohesion	0.188	0.001**
Peer Support	0.237	0.000**
Personal Competencies	0.287	0.000**
Spiritual Influences	0.302	0.000**
Digital Competency	0.479	0.000**
Technological Knowledge	0.423	0.000**
Technological Pedagogical Knowledge	0.446	0.000**
Technological Content Knowledge	0.425	0.000**
Technological Pedagogical Content Knowledge	0. 336	0.000**

*****Correlation is significant at the 0.01 level (2-tailed)***
****Correlation is significant at the 0.05 level (2-tailed)***

Emotional resiliency (r=0.319, p=0.000) and digital competency (r=0.479, p=0.000) imply a significant correlation between emotional resiliency and digital competency to the work productivity of basic education teachers in the division of Valencia City. Therefore, the null hypothesis will be rejected, confirming a significant relationship between emotional resiliency, digital competency, and work productivity of teachers. This correlation is statistically significant at the 0.01 level, confirming that the relationship is not due to chance. Teachers who manage their emotions and have strong digital skills are generally more productive, as they can handle stress and challenges more efficiently. Family cohesion (r=0.188, p=0.001), peer support (r=0.237, p=0.000), personal competencies (r=0.287, p=0.000), spiritual influences (r=0.302, p=0.000). All these data were found to have a significant relationship with work productivity. This implies that teachers who are more emotionally resilient are more productive. They are better equipped to handle classroom challenges and student issues and adapt to teaching stresses, resulting in higher work productivity.

Emotional resilience enhances work engagement, hence fostering superior work performance. Previous research has demonstrated a moderate to significant correlation between resilience and work engagement [58]. Employees with social support perceive they have others to depend on during psychological discomfort or while seeking help for task execution. Social support comprises resources that facilitate stress management. The application of positive mental abilities to maintain psychological stability and concentration in the face of problems significantly influences employees' stress management and work performance [59].

Emotional resiliency in teaching encompasses managing daily stresses, maintaining emotional balance, and overcoming personal and environmental challenges. It enables teachers to sustain their commitment to teaching despite work-related difficulties, fostering a positive attitude and personal fulfillment. Resilience is characterized by emotional flexibility and the capacity to recover from adversity, allowing teachers to thrive in demanding educational environments [13]. Peer support, positive teacher-student relationships, and effective coping strategies are crucial in maintaining teacher resilience, contributing to their emotional well-being and professional effectiveness [52]. Teachers' emotional resilience directly impacts the classroom climate and student outcomes, with resilient teachers creating a supportive learning environment and better-preparing students to navigate challenges [14]. Conversely, poor emotional resilience can lead to ineffective teaching practices and reduced student performance [15]. Ultimately, emotional resilience is vital for teachers to navigate the complexities of their profession, maintain motivation, and achieve improved student outcomes and work productivity [17].

On the other hand, the relationship between digital competency and work productivity showed that the correlation coefficient of 0.479 indicates a positive relationship between overall digital competency and work productivity. This implies that teachers with strong digital skills are generally more productive. The statistical significance ($p = 0.000$) at the 0.01 level confirms that this correlation is not due to chance. Teachers with higher digital competencies can effectively use technology to plan, teach, and engage students, enhancing their productivity.

Also, technological knowledge (r=0.423, p=0.000), technological pedagogical knowledge (r=0.446, p=0.000), technological content knowledge (r=0.425, p=0.000), and technological pedagogical content knowledge (r=0.336, p=0.000) demonstrate a significant relationship with work productivity.

Different facets of digital competency are positively correlated with the work productivity of basic education teachers. The strongest correlation is with technological pedagogical knowledge, highlighting the importance of effectively integrating technology into teaching methods. Digital competency enhances productivity, enabling teachers to streamline lesson planning, engage students more effectively, and utilize digital resources efficiently. However, a relatively low correlation with basic technological knowledge suggests that simply knowing how to use digital tools is not enough to impact productivity significantly. Teachers benefit most when they can integrate these tools with their teaching strategies and subject expertise, as shown by the higher correlations for Technological Pedagogical Knowledge (TPK), Technological Content Knowledge (TCK), and Technological Pedagogical and Content Knowledge (TPACK).

This supports the notion that Technological Pedagogical Content Knowledge evolves during teacher education and various modalities of continuous professional development. Consequently, integrating educational materials (e.g., lesson plans,

directions) with video testimonials from users, classroom vignettes, and discussion forums/Twitter feeds may offer valuable informational and emotional support to educators. The comprehension of pedagogical knowledge domains by educators is the paramount factor in the teaching and learning process [60], as proficiency in content knowledge determines the teacher's ability to present lesson material in a manner that facilitates student comprehension [61].

Digital skills allow teachers to personalize learning, enhance student engagement, and facilitate student collaboration. Teachers competent in technology can efficiently manage their classrooms, streamline learning, and plan lessons. A study found that technological proficiency in teachers translated to higher student achievement [62]. This suggests that today's educators must prepare their students academically and technologically, as teachers must employ 21st-century technologies in their teaching.

- **Regression Analysis of Emotional Resiliency and Digital Competency on the Work Productivity of Basic Education Teachers**

Table 5 presents the data from the stepwise regression analysis, which identifies the significant predictors of work productivity among basic education teachers. In this study utilizing the linear regression approach, with a stepwise method and adhering to data-clearing procedures, it was found that the productivity of basic education teachers was significantly impacted by four (4) variables: spiritual influences (β=0.313, t=6.929, p=0.000), personal competencies (β=0.272, t=5.887, p=0.000), technological content knowledge (β=0.282, t=3.987, p=0.000), and technological pedagogical knowledge (β=0.165, t=2.924, p=0.22). Regarding emotional resiliency, these data explain that spiritual influences can encompass personal values, beliefs, and a sense of purpose or meaning in work. Teachers who draw on their spiritual or moral values often find greater motivation, resilience, and fulfilment in their roles, supporting their productivity. It explains further that teachers with solid personal competencies are better equipped to manage classroom dynamics, handle stress, and remain focused and adaptable. These traits are precious in teaching, where challenges and demands are high.

Table 5 *Regression Analysis of Emotional Resiliency and Digital Competency on the Work Productivity of Basic Education Teachers*

INDICATORS	**Unstandardized Coefficients**		**Standardized Coefficients**	**t-value**	**Sig.**
	Beta	Std. Error	Beta		
(Constant)	1.214	0.187		6.475	0.000
Emotional Resiliency					
Spiritual Influences	0.249	0.036	0.313	6.929	0.000
Personal Competencies	0.171	0.029	0.272	5.887	0.000
Digital Competency					
Technological Content Knowledge	0.201	0.050	0.282	3.987	0.000
Technological Pedagogical Knowledge	0.101	0.044	0.165	2.924	0.022
R = 0.713	**R^2 = 0.508**		**F = 77.188**	**Prob. = 0.000**	

Dependent Variable: work productivity of basic education teachers

The result F = 77.188, Prob. = 0.000 signifies further that the overall regression model is statistically significant, meaning that when taken together, the predictors significantly predict teachers' work productivity. However, among the four predictors, spiritual influences had the highest standardized coefficient (β = 0.313), indicating that it is the strongest predictor in the model. A one-unit increase in spiritual influences is associated with a 0.249-unit rise in work productivity.

Regression analysis revealed that the coefficient of 0.713 signifies a robust correlation between the predictors (spiritual influences, personal competencies, technological content knowledge, and technological pedagogical knowledge) and the dependent variable (work productivity). Further, the coefficient of determination (r^2 = 0.508) implies that approximately 50.8% of the variance in work productivity among basic education teachers is explained by the combined effects of the predictors (spiritual influences, personal competencies, technological content knowledge, and technological pedagogical knowledge). However, 49.2% of the variance remains unexplained, and there are likely additional factors that impact productivity.

The findings demonstrate that emotional resiliency and digital competency significantly boost teachers' work productivity. Among the factors, spiritual influences (0.249) and technological content knowledge (0.201) have the greatest impact on the work productivity of basic education teachers, showing that emotionally resilient and technologically skilled teachers are more productive. The preceding result implies rejecting the null hypothesis that "there is no variable singly or in combination that best predicts the work productivity of basic education teachers," the fact that spiritual influences, personal competencies, technological content knowledge, and technological pedagogical knowledge all have a significant impact and influence on the work productivity of basic education teachers.

Emotional resilience is crucial for teachers to provide outstanding and quality education to the school, focusing on resilience among teachers. The emotional resilience of basic education teachers is evident in their professional practice, where the classroom environment is influenced by the emotional states they exhibit. Specifically, the ability of teachers to generate, regulate, and sustain positive emotions mitigates the effects of negative emotional states. They will cultivate emotionally more equipped, motivated pupils who are capable of effectively addressing disputes within the educational environment [14]. The Philippines found that Filipino teachers' emotional intelligence and problem compartmentalization ability were significant factors in overcoming and preventing negative dispositions at work despite personal issues [63].

Proficiency in technology integration is fundamental for successful transformation. Educators must exemplify actual ICT competencies and techniques for lifelong learning. Students must observe their teacher utilizing technology in genuine and cohesive manners to facilitate their engagement in problem-solving, project collaboration, and the creative enhancement of their skills and information acquisition. Therefore, teachers must be provided with adequate professional growth development opportunities, resources, and support to become digitally literate education professionals capable of using technology to enhance student learning [62]. A successful and effective teacher has deep expertise in the field or subject [64].

Furthermore, the content knowledge that is possessed can measure a teacher's success in producing quality teaching because the effectiveness of teaching often distinguishes the mastery level of content knowledge. However, similar teaching methods and strategies are used [65]. Educators' comprehension of pedagogical knowledge domains is the paramount factor in the teaching and learning process, as mastery of content knowledge significantly impacts how instructors convey lesson material for optimal student comprehension. Content knowledge includes knowing how technology can support and enhance learning and whether it is appropriate to portray a subject matter through technology [58].

Conclusions and Recommendations

Based on the findings of the study, the following conclusions were drawn:

The emotional resiliency of basic education teachers plays a crucial role in their overall well-being and productivity. Basic education teachers demonstrate a remarkable ability to adapt to challenges, manage stress, and navigate the emotional demands of their profession. Their resilience enables them to maintain effectiveness in the face of adversity, ensuring both personal and professional growth.

Basic education teachers have demonstrated a strong level of digital competency, effectively meeting the technological demands of 21st-century education. They seamlessly integrate digital tools, employ diverse teaching strategies, and deliver well-structured, engaging instruction that enhances student learning. While their proficiency is commendable, there is still room for growth in certain areas of technological knowledge, presenting opportunities for continuous improvement and innovation in digital education.

Teachers consistently exhibit a high level of overall work productivity, delivering well-structured and engaging instruction. Their productivity greatly improves learners' learning outcomes, showcasing their commitment and dedication to successfully fulfilling their objectives, meeting objectives, and contributing positively to overall goals.

A significant relationship exists between emotional resiliency, digital competency, and the work productivity of basic education teachers. Teachers with higher digital skills and the ability to manage emotional challenges are more productive. These findings reject the null hypothesis, affirming that emotional resiliency and digital competency play crucial roles in enhancing the work productivity of teachers in the Division of Valencia City.

Several factors, including spiritual influences, technological pedagogical knowledge, personal competencies, and technological content knowledge, significantly influence the work productivity of basic education teachers. Among these, spiritual influences were found to be the strongest predictor. As a result, the null hypothesis is rejected, confirming that these variables, individually or in combination, play a significant role in predicting teacher work productivity.

Building on this study's key findings, targeted interventions are recommended to strengthen emotional resiliency, digital competency, and work productivity among basic education teachers:

Parents may support teachers by fostering open communication, promoting emotional resilience, and cultivating a positive attitude toward them. They may also collaborate with teachers and school administrators to support wellness initiatives and encourage their children to be respectful and understanding toward educators. Additionally, parents may participate in school activities that promote teacher well-being and advocate for programs that help sustain teachers' emotional resilience.

Teachers may pursue professional growth and seek opportunities to attend advanced training on educational technologies and digital tools. They may also collaborate with peers to share knowledge and best practices, collectively improving their technological competencies.

Policymakers may play a pivotal role in enhancing education by allocating increased funding to ensure schools have access to essential resources and programs that strengthen teacher productivity and improve student learning outcomes. Simultaneously, learners may contribute to this success by cultivating self-regulation and accountability, fully leveraging the benefits of their teachers' dedicated efforts.

School communities may support teachers by fostering a collaborative culture where educators, parents, and administrators work together to share best practices and strategies, creating peer support networks and wellness initiatives that may help sustain teachers' well-being. Additionally, promoting parental involvement in school activities and encouraging a positive learning environment at home will further enhance teachers' efforts to maintain a productive and supportive classroom setting.

Lastly, school administrators may support teachers by fostering spiritual well-being, promoting personal growth, and enhancing professional skills. They can organize retreats, wellness programs, and mentorship that strengthen teachers' spiritual influences. They can also design continuous training on technological content and pedagogy to ensure updated teaching methods. Access to digital tools, workshops, and collaborative platforms enhances teachers' ability to integrate technology effectively in education, which may ultimately improve their work productivity and overall teaching effectiveness.

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