

# Professional Development and Digital Proficiency on the Instructional Quality of Teachers

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## ABSTRACT

This study examined the relationship among professional development, digital proficiency, and instructional competence of teachers in response to the increasing demand for quality and technology-integrated education. A quantitative research design employing the descriptive-correlational method was utilized. Data were gathered through standardized scales for professional development ( $\alpha = 0.956$ ), digital proficiency ( $\alpha = 0.989$ ), and instructional competence ( $\alpha = 0.974$ ). Findings revealed that teachers demonstrated a moderate to high level of professional development, digital proficiency, and instructional competence. Moreover, results indicated a significant positive relationship between professional development and instructional competence, as well as between digital proficiency and instructional competence. Additionally, professional development was found to be significantly associated with digital proficiency. The study concludes that both professional development and digital proficiency play crucial roles in enhancing teachers' instructional competence. It is recommended that school administrators and policymakers design and implement targeted professional development programs that integrate digital skills training to further improve teaching effectiveness.

**Keywords:** Teacher professional competence, Instructional effectiveness, Technology-enhanced learning, Continuing professional development, 21st-century teaching skills

## INTRODUCTION

The demands of 21st-century education have significantly redefined the role of teachers, requiring them not only to master content and pedagogy but also to effectively integrate digital technologies into instructional practice. As educational systems increasingly adopt technology-driven approaches, the interrelated constructs of professional development, digital proficiency, and instructional competence have become central to improving teaching quality and student learning outcomes. Globally, there is growing recognition that teacher effectiveness depends on continuous learning and adaptability, particularly in digitally mediated environments.

Theoretically, this study is anchored in the Technological Pedagogical Content Knowledge (TPACK) framework proposed by Punya Mishra and Matthew Koehler (2006), which posits that effective teaching arises from the dynamic integration of content knowledge, pedagogy, and technology. This framework has been widely validated in international literature, emphasizing that digital competence alone is insufficient unless it is meaningfully embedded within pedagogical practices. However, emerging studies suggest contrasting perspectives, arguing that even when teachers possess adequate technological knowledge, contextual constraints—such as limited institutional support and inadequate training—can hinder effective integration (Tondeur et al., 2020).

Professional development is widely regarded as a critical mechanism for enhancing teachers' competencies. International studies indicate that sustained and collaborative professional development programs significantly improve instructional practices and teacher self-efficacy (Desimone & Garet, 2015; Darling-Hammond et al., 2017). Similarly, recent empirical works (e.g., Zhou et al., 2023; Rahmah & Kadi, 2024) affirm that targeted training initiatives enhance teachers' readiness to adopt innovative teaching strategies. However, other scholars

highlight that the impact of professional development is often inconsistent, with limited transfer of training into actual classroom practice due to lack of follow-up support and contextual alignment (Kennedy, 2016). This divergence suggests that the effectiveness of professional development cannot be assumed and must be examined in relation to other influencing factors.

Digital proficiency has likewise emerged as a fundamental competency in modern teaching. Studies demonstrate that teachers with higher levels of digital literacy are better able to design interactive, student-centered, and data-informed learning experiences (Gudmundsdottir & Hatlevik, 2018). Research by Abella and Dela Rosa (2023) indicates that while teachers exhibit moderate to high levels of digital skills, disparities remain in their ability to apply these skills pedagogically. This aligns with international findings that access to technology does not necessarily translate to effective use, thereby underscoring a gap between competence and practice (Ertmer & Ottenbreit-Leftwich, 2013).

Instructional competence, on the other hand, remains a core indicator of teaching effectiveness and is strongly linked to student achievement. In the Philippines, the Department of Education institutionalized the Philippine Professional Standards for Teachers (PPST), which outlines the competencies expected of teachers across career stages. Local studies (e.g., Cabardo, 2021) confirm that higher instructional competence correlates with improved learner outcomes. International research further supports this claim, emphasizing that effective instructional practices—particularly those integrating technology—enhance student engagement and academic performance (Zhang & An, 2024). Nonetheless, some scholars argue that instructional competence is multifaceted and cannot be fully explained by professional development or digital proficiency alone, pointing to the influence of contextual, organizational, and individual factors (Blömeke et al., 2015).

Despite the extensive body of literature, a critical gap persists. Most existing studies examine professional development, digital proficiency, and instructional competence as isolated constructs, often neglecting their interactive and predictive relationships. In the Philippine setting, this gap is further compounded by disparities in access to professional development opportunities, uneven technological infrastructure, and varying levels of institutional support across schools. Consequently, there is limited empirical evidence explaining how these variables collectively influence teachers' instructional competence.

Addressing this gap, the present study investigates the levels of professional development, digital proficiency, and instructional competence among teachers and examines the relationships among these variables. By integrating these constructs within a single analytical framework, the study aims to provide a more comprehensive understanding of teacher competence in the digital age. The findings are expected to contribute to both local and international literature and to inform the design of context-responsive professional development programs that strengthen digital integration and instructional effectiveness.

## **Objectives of the Study**

The study examined the relationship of professional development and digital proficiency to the teachers' instructional competence of public secondary school teachers in the Maramag Districts of the Division of Bukidnon. Specifically, this study sought to answer the following: 1) ascertain the level of professional development do teachers attend to; 2) determine the level of digital proficiency do teachers practice; 3) assess the level of instructional competence do teachers have; 4) Correlate teachers' instructional competence to professional development and digital proficiency; and 5) identify variables that best predicts the instructional competence of teachers.

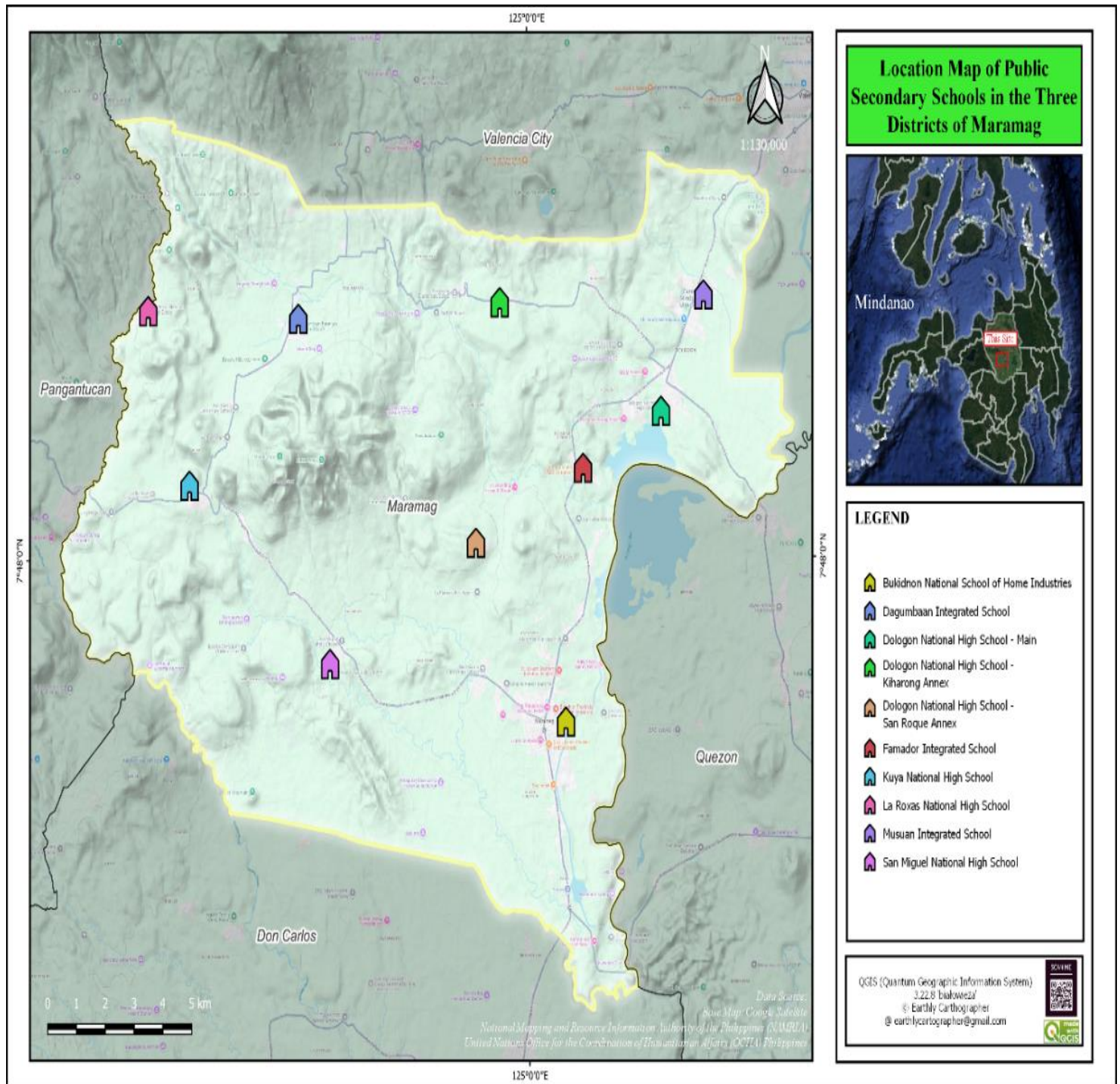
## **METHODOLOGY**

### **Research Design and Locale**

This study utilized a quantitative-correlational research design to determine the relationship between professional development and digital proficiency and the instructional competence of public secondary school teachers in the Maramag Districts of the Division of Bukidnon. The study is conducted in the public secondary schools within the Maramag I, II and III Districts in the Division of Bukidnon, located in Region X (Northern Mindanao),

Philippines.

Figure 1. Location map of public secondary schools in the three districts of Maramag



Source: Earthly Cartographer

### Research Respondents and Sampling

The respondents of this study consist of public secondary school teachers in Maramag I, II and III Districts in the Division of Bukidnon during the School Year 2025–2026. Respondents were selected using stratified random sampling, ensuring fair representation from various districts or schools in the division. The total population of public secondary school teachers across the ten schools is 459. To achieve proportional representation, 54.47% of the teacher population from each school was selected as respondents, resulting in a total sample size of 254 teachers.

**Table 1. The distribution of respondents per school.**

| District/ School   | Total Number of Teachers | Number of Respondents | Percentage  |
|--|--------------------------|-----------------------|-------------|
| Maramag I<br>Bukidnon National School of Home Industries | 206                      | 112                   | 44.09%      |
| Maramag II<br>Dologon National High School – Main        | 61                       | 34                    | 13.39%      |
| Dologon National High School – Kiharong Annex            | 28                       | 16                    | 6.30%       |
| Dologon National High School – San Roque Annex           | 17                       | 10                    | 3.94%       |
| Dologon National High School – San Roque Annex           | 29                       | 16                    | 6.30%       |
| Musuan Integrated School                                 | 11                       | 6                     | 2.36%       |
| Famador Integrated School                                |                          |                       |             |
| Maramag III<br>San Miguel National High School           | 38                       | 21                    | 8.27%       |
| Kuya National High School                                | 29                       | 16                    | 6.30%       |
| La Roxas National High School                            | 21                       | 12                    | 4.72%       |
| Dagumbaan Integrated School                              | 19                       | 11                    | 4.33%       |
| <b>TOTAL</b>   | <b>459</b>               | <b>254</b>            | <b>100%</b> |

### Ethical Considerations

This study followed ethical guidelines to protect, rights, and well-being of respondents. The school authorities and offices gave approval before data collecting. No coercion or undue influence was used to recruit study respondents. All respondents gave informed consent before taking the survey. They were told of the study's purpose, procedures, and right to withdraw without penalty. The study ensured that respondents understood that participation was voluntary and would not damage their professional position. Research was conducted in confidence and anonymity. No personally identifiable information was collected, and all responses were kept confidential. Data was used for academic reasons and maintained securely to avoid unauthorized access. Finally, to avoid plagiarism and maintain academic honesty, all study sources were correctly mentioned. The researcher was transparent in data collection, analysis, and reporting.

### Research Instruments

This study used a survey questionnaire for professional development, digital proficiency, and teachers' instructional competence. The researcher asked permission from the respective authors to adapt their questionnaires through e-mail. The questionnaire is comprised of 3 parts - Professional Development, Digital Proficiency, and Teachers' Instructional Competence. Part I highlighted Professional Development and contained 26 items, adapted from the study of Orendain (2024) with a Cronbach alpha 0.956. Part II focused on the Digital Proficiency that contained 32 items adapted from the study of Castañeros (2024) with a Cronbach alpha 0.989. Lastly, part III focused on the Instructional Competence of Teachers that contained 28 items. The questionnaire is adapted from the study of Exchaure (2024) with a Cronbach alpha 0.974.

### Data Analysis

Data Analysis Means were used to describe levels of teachers' professional development, digital proficiency, and instructional competence. Pearson Product Moment Correlation was applied to determine the strength of relationships, and Linear Regression was used to identify the best predictor of instructional competence.

## RESULTS AND DISCUSSION

After gathering the data, it is being analyzed using SPSS to find the total mean score, Pearson Product Moment Correlation (r) and regression analysis results.

**TABLE 2: Mean Scores on the Level of Professional Development**

| Indicators                      | Mean | Descriptive Rating | Qualitative Interpretation         |
|---------------------------------|------|--------------------|------------------------------------|
| Career Advancement              | 4.57 | Very Large Impact  | Very high professional development |
| Mentoring and Coaching          | 4.57 | Very Large Impact  | Very high professional development |
| Trainings and Seminars Attended | 4.38 | Large Impact       | High professional development      |
| Overall mean                    | 4.51 | Large Impact       | High professional development      |

Legend:

| Rating | Scale     | Descriptive Rating | Qualitative Interpretation         |
|--------|-----------|--------------------|------------------------------------|
| 5      | 4.51-5.00 | Very Large Impact  | Very high professional development |
| 4      | 3.51-4.50 | Large Impact       | High professional development      |
| 3      | 2.51-3.50 | Moderate Impact    | Average professional development   |
| 2      | 1.51-2.50 | Small Impact       | Low professional development       |
| 1      | 1.00-1.50 | No Impact          | Very low professional development  |

Table 2 revealed that teachers demonstrate a very high level of professional development, with an overall mean of 4.51 interpreted as a Very Large Impact. Among the key areas, career advancement and mentoring and coaching both obtained the highest mean of 4.57, highlighting their strong influence on teachers’ leadership growth, career progression, and professional recognition. This indicates that educators place significant value on development opportunities that enhance their long-term career goals and collaborative learning. Meanwhile, trainings and seminars attended recorded a slightly lower mean of 4.38, suggesting that while still impactful, teachers may be more engaged in mentorship and career-oriented development than in formal training activities.

These findings emphasize the importance of a comprehensive approach to professional development that integrates career growth, mentoring, and formal training. Schools and administrators are encouraged to sustain and strengthen these programs, particularly by improving the quality and practical application of trainings and seminars. The results also affirm that professional development enhances teachers’ instructional competence, motivation, and leadership capacity, ultimately contributing to improved educational outcomes.

These findings are supported by the study of Valenzuela and Asis (2022) which found that continuous professional development enhances teachers’ career progression, leadership skills, and instructional performance, particularly through mentoring and coaching. Similarly, Rivera and Delos Santos (2021) emphasized that collaborative mentoring fosters reflective practice, goal setting, and sustained professional growth. Supporting these local findings, Desimone and Garet (2015) showed that long-term, mentoring-supported professional development is most effective in improving instructional competence and career advancement. Likewise, Opfer and Pedder (2011) highlighted that sustained, collaborative learning—such as mentorship—has a stronger impact than one-time training. Collectively, these studies affirm that mentoring and coaching are more influential than isolated trainings in promoting teachers’ professional growth.

**TABLE 3: Mean Scores on the Level of Digital Proficiency**

| Indicators                      | Mean | Descriptive Rating | Qualitative Interpretation |
|---------------------------------|------|--------------------|----------------------------|
| Safety and Security             | 4.40 | Agree              | High digital proficiency   |
| Information and Data Literacy   | 4.39 | Agree              | High digital proficiency   |
| Communication and Collaboration | 4.39 | Agree              | High digital proficiency   |
| Problem Solving                 | 4.37 | Agree              | High digital proficiency   |
| Analyzing and Reflecting        | 4.33 | Agree              | High digital proficiency   |
| Digital Content Creation        | 4.28 | Agree              | High digital proficiency   |
| Overall mean                    | 4.36 | Agree              | High digital proficiency   |

Legend:

| Rating | Scale     | Descriptive Rating | Qualitative Interpretation    |
|--------|-----------|--------------------|-------------------------------|
| 5      | 4.51-5.00 | Strongly Agree     | Very high digital proficiency |
| 4      | 3.51-4.50 | Agree              | High digital proficiency      |
| 3      | 2.51-3.50 | Neutral            | Average digital proficiency   |
| 2      | 1.51-2.50 | Disagree           | Low digital proficiency       |
| 1      | 1.00-1.50 | Strongly Disagree  | Very low digital proficiency  |

Teachers' digital proficiency is high (M = 4.36) as revealed in table 3, indicating that they can use digital technologies for safety and security, information and data literacy, communication and collaboration, problem solving, analyzing and reflecting, and digital content creation. These findings indicate that instructors are typically well-equipped to integrate digital tools into instruction and professional practice, although they might improve in advanced digital content creation.

Philippine teachers are proficient in information literacy, communication, and appropriate digital technology use, according to Marcial and Launer (2019). Their study showed that teachers can access, evaluate, and collaborate online, supporting the existing findings of excellent information and data literacy and communication and cooperation ratings. The survey also found deficiencies in advanced digital abilities including content creation and innovation, supporting the current conclusion that digital content creation had the lowest mean score. Similarly, according to Guillermo and Dela Cruz (2022), Philippine teachers are proficient in digital safety, problem-solving, and teaching with digital tools. Their study found that teachers are aware of digital hazards and preserve data and privacy, supporting the present finding that safety and security had the highest mean. The study also found that teachers can adapt technologies to solve instructional problems, but higher-order skills like critical reflection and creative digital production need improvement.

The international DigComp framework by Carretero, Vuorikari, and Punie (2017) defines digital competence as information literacy, communication, content production, safety, and problem solving. Their study found that safety awareness and information management are greater than content production and critical analysis. This supports the current findings of greater safety and security scores and lower digital content creation scores. Teachers are proficient in functional and communicative digital skills but less so in higher-order digital activities including content creation, critical reflection, and advanced problem solving, according to Falloon (2020). His study showed that instructors can use and adapt digital tools, but they need continual professional development to improve their creativity and analysis. Our findings suggest that teachers do well in most disciplines but less well in designing unique digital tools and deeper analytical processes. These studies show that instructors are proficient in digital safety, information literacy, and communication. According to literature, advanced competences including digital content production, critical reflection, and higher-order problem solving require ongoing professional growth and capacity building.

**TABLE 4: Mean Scores on the Level of Instructional Competence of Teachers**

| Indicators  | Mean | Descriptive Rating | Qualitative Interpretation |
|---|------|--------------------|----------------------------|
| Diversity of Learners                                 | 4.45 | Skilled            | Proficient                 |
| Planning, Assessing, and Reporting Learners' Outcomes | 4.45 | Skilled            | Proficient                 |
| Content and Pedagogy                                  | 4.42 | Skilled            | Proficient                 |
| Overall mean  | 4.44 | Agree              | High digital proficiency   |

Legend:

| Rating | Scale     | Descriptive Rating | Qualitative Interpretation |
|--------|-----------|--------------------|----------------------------|
| 5      | 4.51-5.00 | Highly Skilled     | Highly Proficient          |
| 4      | 3.51-4.50 | Skilled            | Proficient                 |
| 3      | 2.51-3.50 | Moderately Skilled | Moderately Proficient      |
| 2      | 1.51-2.50 | Slightly Skilled   | Slightly Proficient        |
| 1      | 1.00-1.50 | Not Skilled        | Not Proficient             |

Table 4 revealed that teachers' instructional competence is high ( $M = 4.44$ ), indicating that they consistently demonstrate effective teaching practices across diversity of learners, content and pedagogy, and planning, assessing, and reporting learner outcomes. These findings indicate that teachers can provide responsive, well-structured instruction that meets students' needs and goals.

In the Philippines, David and Hernandez (2022) discovered that teachers are skilled at customizing instruction for varied learners and using assessment tools to track student development. Filipino teachers are good at developing inclusive classrooms and using evaluation data to drive instruction. This supports the current findings, where diversity of learners and planning, measuring, and reporting had the greatest mean ratings. Santos and Rivera (2021) also found that Philippine teachers excel at class planning, instruction, and student engagement. Their study found that teachers effectively combine material knowledge and pedagogical practices to promote meaningful learning and higher-order thinking. This supports the current result that the content and pedagogy dimension, however lower, shows good instructional proficiency. Similarly, Darling-Hammond et al. (2020) stressed that effective teaching includes material competence, pedagogical understanding, and the ability to meet varied learner needs. Their study indicated that good instructional competency teachers construct inclusive learning environments, use effective teaching practices, and use assessment data to improve student outcomes. This reinforces the conclusion that instructors excel in variety and assessment. Hattie (2009) also revealed that teachers' capacity to prepare lessons, use evidence-based pedagogical practices, and measure student learning greatly affects instructional effectiveness. His research synthesis stressed that differentiation, formative assessment, and feedback are essential to instructional competence and high-impact teaching techniques. According to the findings, teachers are good at planning, assessing, and modifying education to student needs. These studies show that teachers are proficient in many areas. According to literature, strengths are particularly evident in addressing learner diversity and in planning and assessment practices, while content and pedagogy remain strong but slightly less emphasized areas that still require continuous professional development.

**TABLE 4: Correlation Analysis on Instructional Competence of Teachers**

|                                 | r-value | Probability |
|---------------------------------|---------|-------------|
| Professional Development        | .527    | .000**      |
| Trainings and Seminars Attended | .459    | .000**      |
| Career Advancement              | .508    | .000**      |
| Mentoring and Coaching          | .500    | .000**      |
| Digital Proficiency             | .610    | .000**      |
| Information and Data Literacy   | .506    | .000**      |
| Communication and Collaboration | .482    | .000**      |
| Digital Content Creation        | .532    | .000**      |
| Safety and Security             | .594    | .000**      |
| Problem Solving                 | .462    | .000**      |
| Analyzing and Reflecting        | .596    | .000**      |

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

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

The correlation study results indicate that both professional development and digital proficiency exhibit favorable and statistically significant correlations with teacher instructional ability. This suggests that advancements in teachers' involvement in professional development and their digital proficiency correlate with improved instructional practices in the areas of learner diversity, content and pedagogy, and assessment competence.

These findings are similar to the study of Dela Cruz and Torres (2022) who identified a substantial positive correlation between teachers' professional development and instructional competency in the Philippine environment. Their research highlighted that involvement in training, mentoring programs, and career development efforts enhances teaching methodologies, classroom management, and student engagement. This

corroborates the current findings indicating modest positive associations between instructional competency and professional development factors, including training and seminars, career promotion, and mentoring and coaching. This is also similar to the study of Garcia and Lopez (2021) who indicated that teacher's digital proficiency is markedly correlated with their educational efficacy. Their study emphasized that proficiency in information literacy, digital communication, and content production empowers educators to provide more engaging and effective training. The study additionally observed that teachers with elevated digital competence typically display enhanced instructional performance, corroborating the current result of a reasonably substantial correlation between digital proficiency and instructional competence. Desimone and Garet (2015) also discovered that professional development significantly influences teachers' instructional quality at the worldwide level, especially when it is persistent, collaborative, and matched with teaching practices. Their research highlighted that professional learning opportunities augment teachers' knowledge, skills, and classroom efficacy, corroborating the identified positive correlation between professional development and instructional competence in the current study. Tondeur et al. (2017) also discovered that teacher's digital competency significantly predicts effective instructional practices, especially in technology-integrated classrooms. Their study emphasized that digital competencies—such as information management, communication, problem-solving, and reflective technology use—substantially enhance instructional efficacy. This corroborates the current findings indicating that digital proficiency, particularly in domains such as safety and security, as well as analysis and reflection, has robust positive correlations with instructional competence. These studies affirm that professional development and digital proficiency are essential determinants of teachers' instructional competence. In alignment with the current findings, literature suggests that although professional development enhances teaching practices, digital proficiency exerts a more significant impact, especially in augmenting teachers' capacity to adapt, innovate, and effectively incorporate technology into the educational process.

**TABLE 5: Regression Analysis on Instructional Competence of Teachers**

| Variable                 | B    | Std. Error             | Beta | t                   | Sig. |
|--------------------------|------|------------------------|------|---------------------|------|
| (Constant)               | .726 | .267                   |      | 2.721               | .007 |
| Safety and Security      | .269 | .066                   | .288 | 4.065               | .000 |
| Analyzing and Reflecting | .207 | .065                   | .231 | 3.163               | .002 |
| Career Advancement       | .189 | .084                   | .164 | 2.252               | .025 |
| Mentoring and Coaching   | .167 | .080                   | .152 | 2.089               | .038 |
| R = 0.684                |      | R <sup>2</sup> = 0.468 |      | F-value = 55.939    |      |
|                          |      |                        |      | Probability = 0.000 |      |

Multiple regression analysis was employed to examine the influence of professional development and digital proficiency on teachers' instructional competence. The predictor variables included professional development (trainings and seminars attended, career advancement, and mentoring and coaching) and digital proficiency (information and data literacy, communication and collaboration, digital content creation, safety and security, problem solving, and analyzing and reflecting). The results revealed a strong relationship between the variables (R = 0.684), with 46.8% of the variance in instructional competence explained by the model (R<sup>2</sup> = 0.468). The model was also statistically significant (F = 55.939, p = 0.000), indicating that these factors collectively influence teachers' instructional competence.

Among the predictors, safety and security emerged as the strongest significant predictor (B = 0.269, β = 0.288), followed by analyzing and reflecting (B = 0.207, β = 0.231), highlighting the importance of responsible technology use and reflective practices in enhancing teaching effectiveness. Additionally, career advancement (B = 0.189, β = 0.164) and mentoring and coaching (B = 0.167, β = 0.152) were also found to significantly predict instructional competence, emphasizing the role of professional growth and collaborative support. The resulting regression model,  $Y = 0.726 + 0.269X_1 + 0.207X_2 + 0.189X_3 + 0.167X_4$ , further confirms that both digital proficiency and professional development contribute meaningfully to improving instructional quality.

The present findings, which include safety and security, analyzing and reflecting, career progression, and mentoring and coaching as major predictors, demonstrate the complexity of instructional competence and the importance of technological and professional growth. These findings are supported by Marcial and Caballero (2020) who discovered that teachers' digital competence predicts their instructional efficiency, notably in responsible technology usage and critical engagement with digital technologies, in the Philippines. Their study

found that teachers who are knowledgeable of digital safety and ethics can better integrate technology into classroom. This reinforces the result that safety and security best predict instructional competence. Baloran (2020) also found that mentoring and career-related advancement opportunities greatly impact teachers' performance and adaptability. The study found that mentorship and professional development improve teaching skills and classroom performance. This supports the current findings that career development and mentorship and coaching predict instructional competency. Similarly, Carretero, Vuorikari, and Punie (2017) stressed that digital competence frameworks promote safety, problem-solving, and reflective practices as key to professional success. Their study showed that digital safety and critical reflection skills help educators make informed educational decisions and adapt to changing digital settings. This confirms that safety, security, and analyzing and reflecting predict instructional competence. Teacher effectiveness and instructional quality are also affected by ongoing professional development, including mentorship, coaching, and career progression, according to Darling-Hammond et al. (2017). According to their study, instructors who engage in continuous learning and collaborative professional practices increase instructional competency. This validates the current results that career development and mentoring predict teaching effectiveness. These studies show that digital proficiency and professional growth affect instructional competence. Literature supports the present findings that digital safety and reflective practice competencies are essential to effective teaching, while mentoring and career advancement enhance teachers' instructional skills. These findings advocate for a holistic teacher development approach that includes technology skills and ongoing professional growth.

## CONCLUSION

Based on the findings, the study concludes that teachers demonstrate a high level of professional development through active participation in trainings and seminars, career advancement, and mentoring and coaching, reflecting their strong commitment to continuous learning and growth. Teachers also exhibit a high level of digital proficiency across all domains, indicating their capability to effectively integrate technology and adapt to the demands of 21st-century education. In terms of instructional competence, teachers are proficient in addressing diverse learners, applying appropriate pedagogy, and effectively planning, assessing, and reporting learning outcomes, which enables them to deliver quality instruction. Furthermore, the study establishes a significant positive relationship between instructional competence and both professional development and digital proficiency, showing that improvements in these areas enhance teaching effectiveness. Finally, safety and security and analyzing and reflecting under digital proficiency, along with career advancement and mentoring and coaching under professional development, were identified as significant predictors of instructional competence, with safety and security emerging as the strongest predictor, emphasizing the combined importance of digital competence and professional growth in shaping effective teaching.

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