Preprints.org

Article

Teacher's Work Values in Public Schools: The Influence of Web-Based Professional Development to Self Efficacyand Resilience in Davao Region

Ronald Almagro [*] and Loyd Flores

Article

Teacher's Work Values in Public Schools: The Influence of Web-Based Professional Development to Self Efficacy and Resilience in Davao Region

Ronald E. Almagro [1,*] and Loyd C. Flores [2]

[1] Davao del Norte State College, Phd-Student
[2] Maniki, Kapalong, Davao del Norte, 8113, Philippines
[*] Correspondence: almagro.ronald@dnsc.edu.ph

Abstract: This study explores the interplay between web-based professional development, teachers' self-efficacy, resilience, and work values in the context of the Davao Region. The investigation reveals significant findings in three key areas: web-based professional development, teachers' resilience, and teachers' work values. The survey indicates that web-based professional development significantly impacts teachers' self-efficacy, with interaction self-efficacy registering the highest mean score. Moreover, teachers' resilience is manifested across emotional, motivational, and social dimensions, with emotional resilience scoring the highest mean. Teachers' work values, encompassing physical facilities, social environment, job security, new challenges, professional growth, personal growth, and interpersonal relationships, all demonstrate high descriptive equivalents. The study establishes a significant positive correlation between web-based professional development and teachers' self-efficacy, as well as a significant relationship between teachers' resilience and their work values. Furthermore, both web-based professional development and teachers' resilience exert a significant influence on teachers' work values.The conclusions drawn from the study highlight the prominence of web-based professional development, teachers' resilience, and work values in the educational landscape of the Davao Region. The findings underscore the interconnectedness of these factors and their crucial role in shaping the teaching profession. In light of these results, recommendations are made to inform policy decisions and enhance professional development programs for teachers in the region. The study encourages a holistic understanding of the relationships between web-based professional development, self-efficacy, resilience, and work values, aiming to contribute to the continuous improvement of education quality in the Davao Region. Additionally, future research is suggested to delve deeper into specific aspects of teachers' general self-efficacy, social resilience, and interpersonal relationships for a more comprehensive understanding.

Keywords: Web-based professional development; Teachers' self-efficacy; Teachers' resilience; Teachers' work values; educational quality

Chapter 1

INTRODUCTION

Background of the Study

In every institution, the matter of individual work values is an issue that has fueled a great deal of research in field of education and teaching (Laboste, 2017). Teachers are the most important group of professionals for the nation's future. Therefore, it is astonishing to know that even today many of the teachers are dissatisfied and tend to get low performances with their jobs (Lacerna, 2018). Numerous studies on individual work values of teachers have been conducted. It is therefore indicated that when teachers have high regards in work values, they can perform their responsibilities with more concentration and devotion (Ramos, 2018). Some teachers tend to be dissatisfied with their own work values   that lead to hesitant implementation of their best capabilities.

Understanding what enables teachers to develop and sustain their resilience and what lessons there are for the school organization can improve the support for teachers in day—to—day work. This understanding can assist those in leadership to challenge the culture in school, bringing about effective change to the teaching and learning experience in the school. Also, it will support leaders in sustaining and retaining effective teachers while they build a force for school improvement. This study discussed how teachers manage the interactions between work and life over the course of their careers and seek to identify what strategies and experiences enable or inhibit their resilience including their 'hope, optimism and sense of effectiveness in the profession' (Day & Gu, 2017). On the other hand, while there has been increasing interest in the role of the school environment in promoting and supporting the development of healthy dietary behaviors, a group of researchers has previously investigated teacher role modeling, as well as food practices, beliefs, and behaviors of schoolteachers (Layn, 2017). Kubik (2019) surveyed middle schoolteachers and found the use of classroom food practices, such as using food as a reward in the classroom or allowing students to eat food in the classroom, to be a common occurrence. Moreover, the majority of middle schoolteachers, especially those with low perceived health and less support for the school environment, did not model positive eating behavior at school which led to low provision of learning management to learners.

In Singapore, teacher serve the role model of behavior and positive attitude that leads every individual towards successful direction and events of their work life. Maintaining and demonstrating positive work values among teachers would also provide clear image of a living example on the real essence of professionalism and integrity (Raha, 2017). The manner of teachers' delivery of goals and the way they manage work situations are some of the factors that may contribute to the satisfaction of learning and development of the individuals. In Makati, Philippines, the study of Aktwil (2018) indicated that administration may improve the performance of its people through motivating them to perform their duties and responsibilities effectively and efficiently (Akeel, 2018). Faculty performance evaluation based on the appraisal of the teachers is one of the measures of the institution to determine the work performance of the faculty in a certain period. One of the principles of feedback is having an environment of professional learning and support is promoted by the institution's leadership (Major, 2014). Furthermore, in the Province of Columbio in Mindanao, Capri (2015) indicated that work values might be considered a factor in determining the work performance of teachers. Work values as well as evaluation revealed to significantly predict career preferences in various organizations and the similarity of work values with the work place has been shown to exist (Bakar, 2017). Dramatic changes are also taking place in the work environment as a result of globalization, advancement of technology and borderless world (Tomlinson, 2014).

This type of study has not been achieved by previous researchers. Also, there were no published researches yet with exactly similar topic found in the institution. Another aspect that the researchers dealt in conducting this study is the possibility of instituting a management center or program that will sustain the importance of constructivist learning environment management skills and resilience of teachers as determinants of work values. Furthermore, since some of teachers are not fully engaged into high quality individual work values, this proposal must be evaluated.

Thus, the researcher seeks to determine the Teacher's work values in public schools: the influence of web-based professional development and resilience. Consequently, this study will give respondents a chance to be equipped with work skills along with the possible intervention and strategies on such.

Statement of the Problem

The study aims to determine the level of constructivist learning environment management skills and resilience of teachers as predicted by work values. Specifically, it seeks to answer the following questions:

1. What is the level of web-based professional development to self-efficacy of teachers in terms of:
    1.1 General self-efficacy;

        1.2   Interaction self-efficacy; and

        1.3   Applying self-efficacy?

2.   What is the level of the resilience of the teachers in terms of:

        2.1   Motivational and resilience;

        2.2   Social resilience;

        2.3   Emotional resilience;

3.   What is the level of work values of teachers in terms of:

        3.1   Physical facilities;

        3.2   Professional growth;

        3.3   Interpersonal relationship;

        3.4   Social environment;

        3.5   Personal gratification;

        3.6   New challenges; and

        3.7   Job security?

4.   Is there a significant relationship between:

        4.1   web-based professional development to self-efficacy and work values of teachers?

        4.2   resilience and work values of teachers?

5.   Do web-based professional development to self-efficacy and resilience significantly influence the work values of teachers?

Theoretical Framework

This study was anchored on Social exchange theory (Homans, 1958). According to Homans, social exchange theory emphasized on the social interactions between people, involving cost and rewards. Digging deeply into the definitions of the components of the social exchange theory, including: Cost and Reward (Redmond, 2015). As supported by Redmond (2015), in the context of teachers and web-based professional development to self-efficay, work values can be viewed as a determinant of their willingness to invest time and effort in online learning platforms. Teachers who highly value professional growth, collaboration, and continuous learning are more likely to engage in web-based professional development to self-efficacy opportunities.

Moreover, Conservation of Resources (COR) Theory is a stress theory that describes the motivation that drives humans to both maintain their current resources and to pursue new resources (Hobfoll in 1989). As emphasized by Hinojosa (2012) that Teachers who hold strong work values, such as a passion for education, a sense of purpose, and a commitment to student success, may be more resilient in the face of challenges and setbacks. This resilience, in turn, can positively impact their citation rates.

On the other hand, the study's conceptual paradigm is shown in Figure 1. The first independent variable of this study is web-based professional development, it involves perceived usefulness, perceived ease of use, affection, anxiety and behaviour. The second independent variable is teacher resilience with indicators of motivational and resilience, social resilience and emotional resilience. the dependent variable of the study is work values with physical facilities, professional growth, interpersonal relationship, social environment, personal gratification and new challenges.
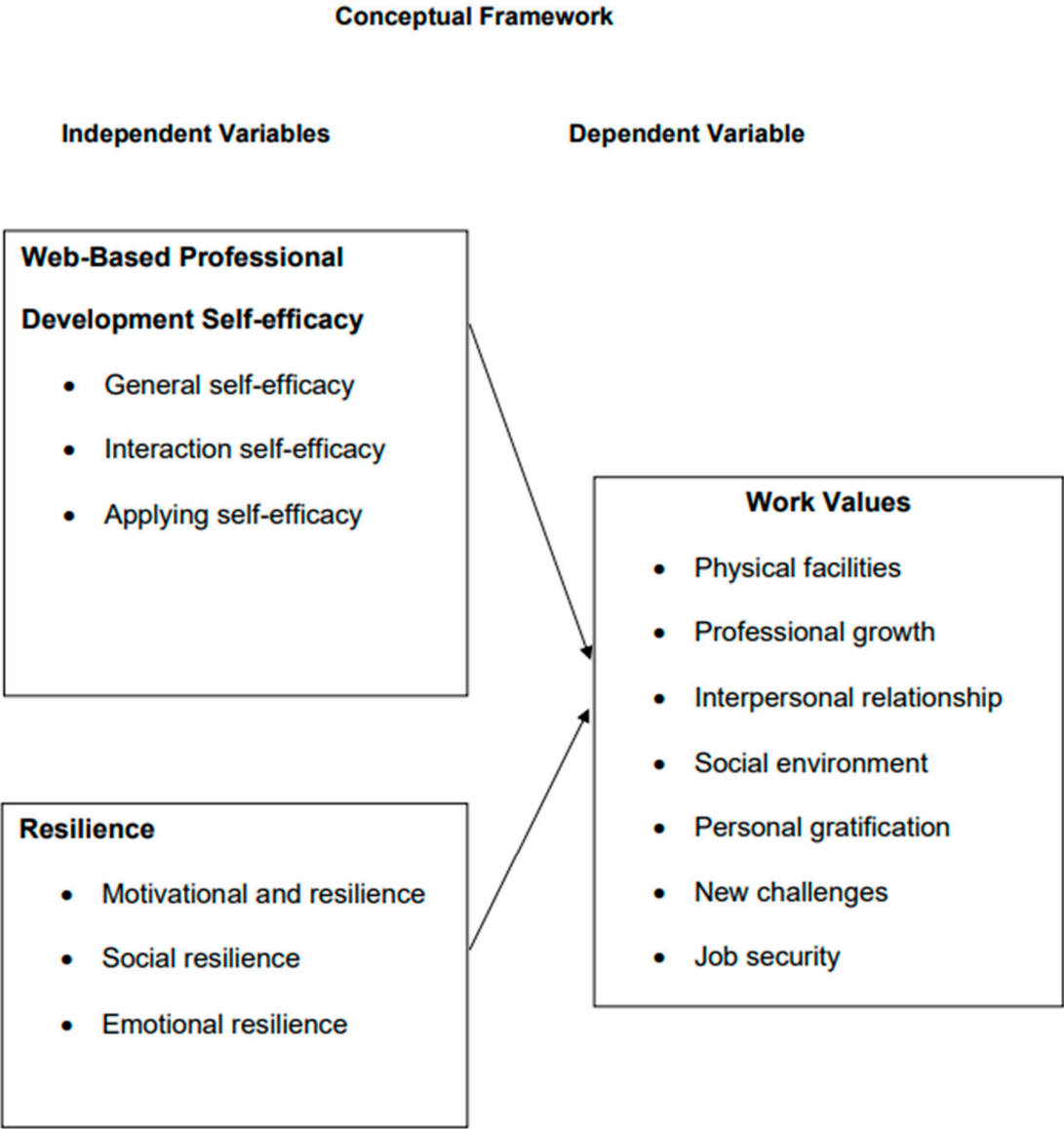
4

Conceptual Framework

Independent Variables   **Dependent Variable**

Web-Based Professional Development Self-efficacy

- General self-efficacy
- Interaction self-efficacy
- Applying self-efficacy

Resilience

- Motivational and resilience
- Social resilience
- Emotional resilience

Work Values

- Physical facilities
- Professional growth
- Interpersonal relationship
- Social environment
- Personal gratification
- New challenges
- Job security

Figure 1. The Conceptual Framework of the Study.

Definition of Terms

For more comprehensive understanding, the following terms were defined conceptually and operationally:

Web-Based Professional Development to Self-efficacy. for teachers can be conceptually defined as the utilization of online platforms, resources, and activities that aim to enhance the knowledge, skills, and competencies of educators in various aspects of teaching and professional growth (Johnson, 2019). It encompasses the use of web-based technologies and digital tools to deliver engaging and interactive learning experiences, enabling teachers to access educational content, collaborate with peers, engage in reflective practices, and acquire new instructional strategies and pedagogical approaches.

Resilience of teachers can be conceptually defined as the ability of teachers to effectively cope with and bounce back from adversities, challenges, and stressful situations encountered in their professional lives (Smith et al., 2020). It encompasses psychological and emotional factors such as maintaining a positive mindset, adaptability, and the ability to regulate emotions and stress responses. Operationally, resilience of teachers can be measured through self-report surveys that

assess factors such as perceived self-efficacy in handling difficult situations, emotional well-being and stress management skills, adaptability to change, and the ability to maintain a sense of purpose and motivation in their teaching practice. Additionally, it may also involve objective measures such as indicators of job satisfaction, retention rates, and overall performance evaluations as indicators of resilience in the face of challenges.

Work Values of teachers refer to the underlying beliefs, principles, and priorities that guide their attitudes, behaviors, and decision-making related to their profession and work responsibilities (Johnson, 2018). In this context, work values encompass the individual teacher's subjective evaluation of the importance and significance they attach to aspects such as professional development, student engagement and success, collaboration with colleagues, autonomy in instructional practices, work-life balance, and the overall impact of their work on students and society.

Significance of the Study

The success of this study aimed to be beneficial for the following groups of people. In particular, this was subjected to be useful to the following.

Teachers. The findings of this research would contribute to the body of knowledge in teaching practices, particularly in the context of public schools. By examining the influence of work values, web-based professional development, and resilience on teaching effectiveness, the study can provide teachers with valuable information on best practices and strategies for enhancing student learning outcomes. The research can shed light on the importance of aligning teachers' work values with their professional development efforts to foster a positive impact on students' attitudes and engagement, specifically in subjects like mathematics. This knowledge can help teachers design and deliver instruction that effectively meets the unique needs and learning styles of students, leading to improved attitudes and performance in mathematics.

School Administrators. This research serves as a valuable guide for school administrators in administering the teaching and learning processes within their schools. It highlights the importance of aligning professional development initiatives with teachers' work values and recognizing the role of resilience in teachers' overall well-being. By implementing evidence-based practices derived from this study, administrators can create an environment that supports teachers' growth, fosters their work values, and ultimately contributes to the success of both teachers and students in public schools.

DepEd Officials. The study's findings can serve as a valuable resource for creating guidelines and policies that support teachers in their professional growth and well-being. By identifying the specific aspects of web-based professional development and resilience that influence teachers' work values, educational authorities can develop targeted programs that address the needs and challenges faced by teachers in public schools. These programs can enhance teacher motivation, job satisfaction, and overall effectiveness, ultimately benefiting both teachers and their students.

Future Researchers. Future researchers can build upon the findings of this study to explore additional factors that may influence teachers' work values, such as the role of organizational support, leadership styles, and the specific features of web-based professional development programs. Further investigation can delve into the long-term effects of web-based professional development on teachers' resilience and their ability to cope with challenges and adapt to changing educational environments. Additionally, future studies may examine the impact of teachers values on student outcomes, such as academic achievement, student engagement, and learning experiences.

Chapter 2

METHOD

This section covered the study's numerous methodologies, which include the research design, respondents, research instrument, data gathering procedures, statistical treatment of data, and ethical considerations.

Research Design

A quantitative non-experimental applying descriptive and correlational approach design was used in this study. A quantitative research method includes the collection and analysis of numerical data. It is useful for identifying patterns and averages, making forecasts, examining causal linkages, and generalizing conclusions to larger groups (Bhandari, 2020). Additionally, quantitative research is a technique for gaining knowledge about a specific group of individuals, referred to as a sample population. It uses scientific inquiry to evaluate issues about a sample population via the use of observed or measured data (Creswell, 2017). Moreover, nonexperimental designs are research methods that are used to explore social phenomena without manipulating the environment under which the individuals live. Additionally, there is no random assignment of respondents to various groups (Frey, 2018).

The descriptive approach aims to investigate language learning and instruction in its natural environments, without any intervention or modification of factors. The descriptive approach's objective is to characterize a phenomenon and its features. Additionally, it is more interested in what occurred than in how or why something existed (Nassaji, 2015). In this study, this was used by the researcher to explore, determine, and describe teachers' work values, web-based professional development and resilience as variables of the study.

Furthermore, the correlational approach sought to establish correlations between two or more variables. It describes seeing whether a rise or decrease in one variable is accompanied by an increase or decrease in another (Tan, 2014). Similarly, Frey (2018) defined the correlational approach as concerned with the examination of the links between two or more domains.

The above-mentioned design was used by the researcher to address the main interests and objectives of the study. Specifically, for the descriptive approach, this was used by the researcher to explore, determine, and describe students' positive learning environment, academic emotions, and learning attitudes in mathematics as variables of the study. Moreover, a correlational approach was used to test and determine the existing relationships of teachers' work values, web-based professional development to self-efficacy and resilience as variables of the study.

Research Respondents

The respondents were all public-school teachers who are currently worked at department of education in the division of Davao del Norte and Davao de Oro. The respondents' total population size of this study, collectively comprised 1,000 teachers coming from public schools in the Division of Davao del Norte and Davao de Oro. Specifically, Division A consisted of 500 teachers, Division B consisted of 500 teachers, Moreover, this study utilized a stratified sampling technique to determine the sample size and determine the final total number of respondents. As a result, Division A had an ideal sample size of 140 teachers (280×0.50), Division B had 140 teachers (280×0.50). Furthermore, by using qualtrics online sample size calculator, and specifically allowing a 95% confidence level (Z-Score=1.96), and a 5% margin of error, given the identified collective population size of 1,000 teachers, the ideal sample size of this quantitative study consisted of 180 teachers in total.

The map of Davao del Norte and Davao de Oro, on the other hand, is presented in Figure 2. The small red circle indicated the location of the schools where the research was conducted.

Figure 2. Local Map of Division of Davao del Norte and Davao del Norte. Source: Google Maps. (n.d.). Google Maps. https://www.google.com/maps/@7.5335225,125.6204737,16.25z.

Research Instrument

　　Three adopted research instruments were used in this study, as well as one researcher-made survey questionnaire. These were selected and modified to match the overall objectives of the study. The three research instruments were validated by a panel of experts. Moreover, the Cronbach alpha value was determined in order to test the internal consistency of the items.

　　Multidimensional Teacher Resilience Scale (MTRS). The instrument for Teacher Resilience was adopted from Mansfield and Wosnitza (2015) and translated into Greek by Daniilidou et al. (2020). This contained a 28-item survey questionnaire comprised the three (13) components of a motivational and resilience such social resilience (11 items), and emotional resilience (5 items). Moreover, The reliability of the three subscales was found satisfactory (α motivational & professional resilience = 0.80, α social resilience = 0. 77, α emotional resilience = 0.73). This was anchored on a 5-point Likert scale ranging from: 5 *Strongly agree - 4, Agree - 3, Moderately Agree - 2, Disagree - 1. Strongly Disagree.*

　　The following parameter limits, with its corresponding descriptions, were applied for the level of teacher's resilience.

Parameter Limits	Descriptive Equivalent	Interpretation

4.20 – 5.00	Very High	This indicates that teacher's resilience is very much observed.
3.40 – 4.19	High	This indicates that teacher's resilience is much observed.
2.60 – 3.39	Moderate	This indicates that teacher's resilience is moderately observed.
1.80 – 2.59	Low	This indicates that teacher's resilience is less observed.
1.00 – 1.79	Very Low	This indicates that teacher's resilience is least observed.

Web-based Professional Development Self-Efficacy Questionnaire (WPDSE) The instrument for academic emotion was adopted from (Kao, Tsai, & Shih, 2014). This contained a 22-item questionnaire comprised the three (3) different web-based professional development to self efficacy such as general self-efficacy (8 items), Interactive-self efficacy (7 items), and applying self-efficacy (7 items). This was anchored on a 5-point Likert scale ranging from: 5 *Strongly agree - 4, Agree - 3, Moderately Agree - 2, Disagree - 1. Strongly Disagree.*

The following parameter limits, with its corresponding descriptions, were applied for the level of teacher's web-based professional development.

Parameter Limits	Descriptive Equivalent	Interpretation
4.20 – 5.00	Very High	This indicates that teachers web-based professional development to self efficacy is very much evident.
3.40 – 4.19	High	This indicates that teachers web-based professional development to self efficacy is much evident.
2.60 – 3.39	Moderate	This indicates that teachers web-based professional development to self efficacy is moderately evident.
1.80 – 2.59	Low	This indicates that teachers web-based professional development to self efficacy is less evident.
1.00 – 1.79	Very Low	This indicates that teachers web-based professional development to self efficacy is least evident.

Work Values Questionnaire (WLQ). . It was adapted from the work values of the University of Denver Career Center based on the works of Aguado et al (2015). This contained a 39-item questionnaire comprised the six (6) work values such as *physical facilities* (5 items), *professional growth* (5 items), *interpesonal relationship* (6 items), *Social Environment* (4 items), *Personal gratifications* (6 items), *New challenges* (7 items), and *Job Security* (6 items). For reliability, the following were the Cronbach alpha values of variable of the questionnaire is 0.79. Moreover, this was anchored on a 5-point Likert scale ranging from: 5 *Strongly agree - 4, Agree - 3, Moderately Agree - 2, Disagree - 1. Strongly Disagree.*

The following parameter limits, with its corresponding descriptions, were applied for the level of teachers' work values.

Parameter Limits	Descriptive Equivalent	Interpretation
4.20 – 5.00	Very High	This indicates that teachers' work values are very much manifested.
3.40 – 4.19	High	This indicates that teachers' teachers' work values are much manifested.
2.60 – 3.39	Moderate	This indicates that teachers' work values are is moderately evident.
1.80 – 2.59	Low	This indicates that teachers' work values are less manifested.
1.00 – 1.79	Very Low	This indicates that teachers' work values are least manifested

Data Gathering Procedure

The necessary data was gathered in a systematic procedure, which involved the following.

In gathering the data, the researcher will follow the steps.

Seeking Permission to conduct the study. The researcher asked permission to the Superintendent of the division of Davao del Norte and Davao de Oro for research to allow the researchers to conduct the study. Permission was   asked for access to a specific population for the study from someone who was in charge of that population. For example, if you want to perform research in a school district, you would need to ask for permission from the superintendent (Liberty University, 2023).

Collection of Data. The researcher requested validation from the assigned evaluator to check and validate the questionnaire to ensure its validity and reliability. Then, the researchers personally coordinated with the students to collect the data.Data collection was systematic process of gathering observations or measurements. Whether you are performing research for business, governmental or academic purposes, data collection allows you to gain first-hand knowledge and original insights into your research problem (Bhandari, 2022).

Distribution and retrieval of the Questionnaire. The researchers   distributed the questionnaire to the respondents in their vacant time. Upon the completion of the forms the researchers gathered the questionnaires.

Tabulation of Data. After collecting the questionnaires, the researchers   retrieved and tabulated data with the guidance from statistician to analyze and interpret the data.

Statistical Treatment of Data

The findings of this study were examined and comprehended appropriately using the following statistical tools such as Mean, Standard Deviation, Pearson r, and Multiple Regression Analysis.

Mean. This method of analysis was used to measure the level of web-based professional development to self-efficacy, teachers' resilience and work value in public school. Specifically, this addressed research questions 1, 2, and 3.

Standard Deviation. A standard deviation is a statistical measure of a dataset's dispersion in relation to its mean. This method of analysis was used to measure how widely distributed or near to the mean the scores are. Specifically, this addressed questions 1, 2, 3, and 4.

Pearson r. This statistical analysis was utilized to establish the existence of a meaningful association between web-based professional development to self-efficacy, teachers' resilience and work value in public school. This was utilized to specifically address research questions 4, 5, 6, and 7.

Multiple Regression Analysis. Regression analysis is a collection of statistical procedures for determining the connections among one or more dependent variables and one or more independent variables. This was used to ascertain the relationships between the students' web-based professional development to self-efficacy, teachers' resilience and work value in public school. Specifically, this was utilized to address research questions in 5,6, and 7.

Chapter 3

RESULTS AND DISCUSSION

This chapter presents the results and discussions of the study. In particular, this shows the data in tables and its corresponding descriptive interpretations.

Level of web-based professional development to self-efficacy of teachers in terms of General self-efficacy.

Table 1 shows the Level of web-based professional development to self-efficacy of teachers in terms of General self-efficacy. The item "*I feel confident uploading or downloading files from the Web.*" has the highest mean of 3.85 with a descriptive equivalent of high. This is followed by the item "*I feel confident about printing out the content of a website.*" with a mean of 3.76.On the other hand, the item "*I*

feel confident about clicking the hyperlink to connect to another Website" has the lowest mean of 3.60 with a descriptive equivalent of high.

Table 1. Level of web-based professional development to self-efficacy of teachers in terms of General self-efficacy.

Item	SD	Mean	Descriptive Equivalent
1. I feel confident about using a Web browser like "Internet Explorer" or "Firefox."	.98	3.76	High
2. I feel confident about reading the content from the Web.	.91	3.51	High
3. I feel confident about clicking the hyperlink to connect to another Website	.96	3.60	High
4. I feel confident about keying in the Website address to connect to a particular website.	.96	3.73	High
5. I feel confident about printing out the content of a website.	.95	3.76	High
6. I feel confident about copying images or text on the Web into the WORD software.	.94	3.60	High
7. I feel confident about searching for information on the Web using keywords	.96	3.73	High
8. I feel confident uploading or downloading files from the Web.	.97	3.85	High
Overall	**0.95**	**3.69**	**High**

Furthermore, the Level of web-based professional development to self-efficacy of teachers in terms of General self-efficacy has a category mean of 3.69 with a descriptive equivalent of high. This indicates that the web-based professional development to self-efficacy of teachers in terms of General self-efficacy is much evident. Moreover, the standard deviation of 0.95 in the category mean indicates that the measures of variability web-based professional development to self-efficacy of teachers in terms of General self-efficacy is close to the mean. Therefore, this shows uniformity of the responses of teachers in this indicator.

Furthermore, it has a mean category of 3.69 and a standard deviation of 0.95, which is descriptively classified as high. This indicates that the level of web-based professional development contributing to the self-efficacy of teachers is much evident, particularly in terms of general self-efficacy. The dispersion of responses from teachers regarding web-based professional development, as indicated by the standard deviation of 0.95, obtained that their responses are relatively uniform. It is much evident that teachers feel confident in performing tasks such as uploading or downloading files from the web.

Level of web-based professional development to self-efficacy of teachers in terms of Interaction self-efficacy.

Table 2 display the Level of web-based professional development to self-efficacy of teachers in terms of Interaction self-efficacy. The item "*I feel confident about searching for relevant information for web-based professional development courses on the Web.*" has the highest mean of 3.89 with a descriptive equivalent of high. This is followed by the item "*I feel confident about registering for web-based professional development courses.*" with a mean of 3.85. On the other hand, the item "*I feel confident about selecting appropriate web-based professional development courses.*" has the lowest mean of 3.67 with a descriptive equivalent of high.

Table 2. Level of web-based professional development to self-efficacy of teachers in terms of Interaction self-efficacy.

Items	SD	Mean	Descriptive Equivalent
1. I feel confident about selecting appropriate web-based professional development courses.	.98	3.67	High
2. I feel confident about registering for web-based professional development courses.	.97	3.85	High
3. I feel confident about reading the contents in web-based professional development courses.	.89	3.67	High
4. I feel confident about interacting with teachers in web-based professional development courses.	.91	3.89	High
5. I feel confident about asking or answering questions in web-based professional development courses.	.99	3.89	High
6. I feel confident about completing assigned course work in web-based professional development courses.	.92	3.67	High
7. I feel confident about searching for relevant information for web-based professional development courses on the Web.	.99	3.89	High
Category	**0.95**	**3.79**	**High**

Furthermore, it has a mean category of 3.79 and a standard deviation of 0.95, which is descriptively classified as high. This indicates that Level of web-based professional development to self-efficacy of teachers in terms of Interaction self-efficacy is much evident. The dispersion of responses from teachers regarding web-based professional development, as indicated by the standard deviation of 0.95, obtained that their responses are relatively uniform. It is much evident that teachers feel confident about searching for relevant information for web-based professional development courses on the web.

Level of web-based professional development to self-efficacy of teachers in terms of Applying self-efficacy.

Table 3 display the Level of web-based professional development to self-efficacy of teachers in terms of Interaction self-efficacy. The item "*After attending web-based professional development, I feel confident about applying multiple teaching strategies in my classes.*" has the highest mean of 3.71 with a descriptive equivalent of high. This is followed by the item "*After attending web-based professional development, I feel confident about enhancing my teaching performance.*" with a mean of 3.89. On the other hand, the item "*After attending web-based professional development, I feel confident about integrating technologies in my teaching.*" has the lowest mean of 3.30 with a descriptive equivalent of moderate.

Table 3. Level of web-based professional development to self-efficacy of teachers in terms of Applying self-efficacy.

Items	SD	Mean	Descriptive Equivalent
1. After attending web-based professional development, I feel confident about enhancing my teaching performance.	1.03	3.89	High
2. After attending web-based professional development, I feel confident about enriching my course contents.	.92	3.68	High
3. After attending web-based professional development, I feel confident about applying multiple teaching strategies in my classes.	.94	3.71	High
4. After attending web-based professional development, I feel confident about extending my teaching resources.	.93	3.50	High
5. After attending web-based professional development, I feel confident about integrating technologies in my teaching.	1.05	3.30	Moderate

6. After attending web-based professional development, I feel confident about enhancing students' learning motivations.	.92 3.68	High
7. After attending web-based professional development, I feel confident about looking for appropriate web resources to guide my students' learning.	.92 3.71	High
Overall	**0.96 3.64**	High

Additionally, it has a mean category of 3.64 and a standard deviation of 0.96, which is descriptively classified as high. This indicates that Level of web-based professional development to self-efficacy of teachers in terms of Applying self-efficacy is much evident. The dispersion of responses from teachers regarding web-based professional development, as indicated by the standard deviation of 0.95, obtained that their responses are relatively uniform. It is much evident that teachers, after attending web-based professional development, feel confident about enhancing their teaching performance.

Summary on the level of web-based professional development to self-efficacy of teachers

Among the three indicators, Interaction self-efficacy got the highest mean of 3.79 and an SD of 0.95. This is followed by General self-efficacy with a mean 3.69 and an SD of 0.95. On the other hand, while applying self-efficacy got the lowest mean of 3.64 and an SD of 0.95. Additionally, all indicators got a similar descriptive equivalent of high which indicates that all items are much evident. Furthermore, it has an overall mean of 3.71, an SD of 0.95, with a descriptive equivalent of high. This means that the level of web-based professional development to self-efficacy of teachers is much evident. Additionally, this indicates that teachers have a high level of web-based professional development among teachers implies a strong positive impact on their self-efficacy.

Table 4. Summary on the level of web-based professional development to self-efficacy of teachers.

Indicators	SD	Mean	Descriptive Equivalent
1. General self-efficacy	0.95	3.69	High
2. Interaction self-efficacy	0.95	3.79	High
3. Applying self-efficacy	0.96	3.64	High
Overall	**0.95**	**3.71**	**High**

Level of the resilience of the teachers in terms of Motivational and resilience

Table 5 display the Level of the resilience of the teachers in terms of Motivational and resilience. The item "*I am well organized in my school work.*" has the highest mean of 3.89 with a descriptive equivalent of high. This is followed by the item "*I reflect on my teaching and learning to make future plans*" with a mean of 3.71. On the other hand, the item "*In my role as a teacher I set goals and work towards achieving them.*" has the lowest mean of 3.30 with a descriptive equivalent of moderate.

Table 5. Level of the resilience of the teachers in terms of Motivational and resilience.

Items	SD	Mean	Descriptive Equivalent
1. In my role as a teacher I set goals and work towards achieving them	1.04	3.30	Moderate
2. I am persistent in my work	.90	3.41	High
3. It's important to me that I put in effort to do my job well	.99	3.47	High
4. I like challenges in my work	.95	3.29	High
5. I have realistic expectations of myself as a teacher	.90	3.40	High
6. I enjoy learning when I am at work	.92	3.68	High
7. I reflect on my teaching and learning to make future plans	.94	3.71	High

8. I am well organized in my school work	1.03 3.89	High
9. My life has a clear sense of purpose	.92 3.68	High
10. I have discovered a satisfying life purpose	.94 3.71	High
11. I understand my life's meaning	.93 3.50	High
12. I have a good sense of what makes my life meaningful	1.05 3.30	Moderate
13. My life has no clear purpose	.92 3.68	High
Category	**0.96 3.54**	**High**

Additionally, it has a mean category of 3.54 and a standard deviation of 0.96, which is descriptively classified as high. This indicates that Level of the resilience of the teachers in terms of Motivational and resilience is much observed. The dispersion of responses from teachers regarding teachers' resilience, as indicated by the standard deviation of 0.96, gained that their responses are relatively uniform. It is much observed that teachers, well-organized in their school and work effectively.

Level of the resilience of the teachers in terms of social resilience

Table 6 display the Level of the resilience of the teachers in terms of social resilience. The item "*I am always do communicate my collegues.*" has the highest mean of 3.68 with a descriptive equivalent of high. This is followed by the item "*I am searching for meaning in my life*" with a mean of 3.44. On the other hand, the item "*When I am unsure of something, I seek help from colleagues.*" has the lowest mean of 3.30 with a descriptive equivalent of moderate.

Table 6. Level of the resilience of the teachers in terms of social resilience.

Items	SD Mean	Descriptive Equivalent
1. I am seeking a purpose or mission for my life.	1.09 3.24	Moderate
2. I am searching for meaning in my life	1.0 3.44	High
3. I am looking for something that makes my life feel meaningful.	1.05 3.36	Moderate
4. I am always looking to find my life's purpose	1.04 3.36	Moderate
5. In my work I can look at a situation a number of ways to find a solution	1.08 3.45	High
6. In my role as a teacher, I am a good communicator	1.04 3.30	Moderate
7. When I am at work, I can generally resolve conflicts with others	.90 3.41	High
8. I am good at building relationships in new school environments	.98 3.47	High
9. When I am unsure of something, I seek help from colleagues	.95 3.29	Moderate
10. At work I can view situations from other people's perspectives	1.0 3.40	High
11. I am always do communicate my collegues.	.92 3.68	High
Category	**1.00 3.40**	**High**

Furthermore, it has a mean category of 3.40 and a standard deviation of 1.00, which is descriptively classified as high. This indicates that Level of the resilience of the teachers in terms of social resilience is much observed. The dispersion of responses from teachers regarding teachers' resilience, as indicated by the standard deviation of 1.00, obtained that their responses are relatively diverse. It is often observed that teachers are always communicating with their colleagues.

Level of the resilience of the teachers in terms of Emotional resilience.

Table 7 shows the Level of the resilience of the teachers in terms of Emotional resilience. The item "*When something goes wrong at school, I don't take it too personally.*" has the highest mean of 4.13 with a descriptive equivalent of high. This is followed by the item "*I am generally optimistic at school*" with a mean of 4.08. On the other hand, the item "*When I feel upset or angry at school, I can manage to stay calm.*" has the lowest mean of 3.77 with a descriptive equivalent of high.

Table 7. Level of the resilience of the teachers in terms of Emotional resilience.

Items	SD	Mean	Descriptive Equivalent
1. I am generally optimistic at school	.98	4.08	High
2. I balance my role as a teacher with other dimensions in my life	.94	3.99	High
3. When I feel upset or angry at school, I can manage to stay calm	.95	3.77	High
4. After reflection, I can usually find the funny side of challenging school situations	.98	3.86	High
5. When something goes wrong at school, I don't take it too personally	.95	4.13	High
Category	**0.96**	**3.97**	**High**

Furthermore, the Level of the resilience of the teachers in terms of Emotional resilience has a category mean of 3.97 with a descriptive equivalent of high. This indicates that the Level of the resilience of the teachers in terms of Emotional resilience is much observed. Moreover, the standard deviation of 0.96 in the category mean indicates that the measures of variability in the resilience of the teachers in terms of Emotional resilience.   is close to the mean. Therefore, this shows uniformity of the responses of teachers in this indicator.

Summary on the Level of the resilience of the teachers

Table 8 Summary on the Level of the resilience of the teachers. Among the three indicators Emotional resilience obtained the highest mean of 3.97. This is followed by Motivational and resilience with a mean 3.54. On the other hand, social resilience has the lowest mean of 3.40.

Additionally, all indicators got a similar descriptive equivalent of high which indicates that all items are much observed. The Level of the resilience of the teachers obtained an overall mean of 3.64 with a descriptive equivalent of high. Moreover, the overall standard deviation of 0.97 in the overall mean indicates that the measures of variability of resilience of the teachers is close from the mean. Therefore, this shows uniformity of the responses of teachers in this variable.

Table 8. Summary on the Level of the resilience of the teachers.

Items	SD	Mean	Descriptive Equivalent
1. Motivational and resilience	0.96	3.54	High
2. social resilience	1.00	3.40	High
3. Emotional resilience.	0.96	3.97	High
Category	**0.97**	**3.64**	**High**

Level of work values of teachers in terms of Physical facilities.

Table 9 shows the Level of work values of teachers in terms of Physical facilities. The item "*have freedom in your own area*." has the highest mean of 4.05 with a descriptive equivalent of high. This is followed by the item "*Have a good place in which to work (good lighting, quiet, clean, enough space, etc.).*" with a mean of 4.03.On the other hand, the item "*follow certain safety precautions and procedures*" has the lowest mean of 3.81 with a descriptive equivalent of high.

Table 9. Level of work values of teachers in terms of Physical facilities.

Items *Work in which you..*	SD	Mean	Descriptive Equivalent
1. have freedom in your own area	.76	4.05	High
2. have adequate lounge, toilet and other facilities	.81	4.00	High
3. follow certain safety precautions and procedures	.86	3.81	High
4. like the setting in which your job is done	.84	3.99	High

Items Work in which you…	SD	Mean	Descriptive Equivalent
5. Have a good place in which to work (good lighting, quiet, clean, enough space, etc.)	.76	4.03	High
Category	**0.81**	**3.98**	**High**

Furthermore, the Level of work values of teachers in terms of Physical facilities. has a category mean of 3.98 with a descriptive equivalent of high. This indicates that the Level of work values of teachers in terms of Physical facilities is much manifested. Moreover, the standard deviation of 0.81 in the category mean indicates that the measures of variability in the work values of teachers in terms of Physical facilities is close to the mean. Therefore, this shows uniformity of the responses of teachers in this indicator.

Level of work values of teachers in terms of Professional growth

Table 10 shows the Level of work values of teachers in terms of Professional growth. The item "*gain prestige in your field.*" has the highest mean of 3.89 with a descriptive equivalent of high. This is followed by the item "*know your job will last.*" with a mean of 3.71. On the other hand, the item "*need to have artistic ability*" has the lowest mean of 3.33 with a descriptive equivalent of moderate.

Table 10. Level of work values of teachers in terms of Professional growth.

Items Work in which you…	SD	Mean	Descriptive Equivalent
1. gain prestige in your field	1.03	3.89	High
2. look forward to changes in your job	.92	3.68	High
3. know your job will last	.94	3.71	High
4. use leadership abilities	.93	3.50	High
5. need to have artistic ability	1.05	3.30	Moderate
Category	**0.97**	**3.62**	**High**

Furthermore, the Level of work values of teachers in terms of Professional growth has a category mean of 3.62 with a descriptive equivalent of high. This indicates that the Level of work values of teachers in terms of Professional growth is much manifested. Moreover, the standard deviation of 0.81 in the category mean indicates that the measures of variability in the work values of teachers in terms of professional growth is close to the mean. Therefore, this shows uniformity of the responses of teachers in this indicator.

Level of work values of teachers in terms Interpersonal relationship

Table 11 Level of work values of teachers in terms Interpersonal relationship. The item "*plan and organize the work of others*" has the highest mean of 3.45 with a descriptive equivalent of high. This is followed by the item "*have authority over others.*" with a mean of 3.44. On the other hand, the item "*help others*" has the lowest mean of 3.24 with a descriptive equivalent of moderate.

Table 11. Level of work values of teachers in terms Interpersonal relationship.

Items Work in which you…	SD	Mean	Descriptive Equivalent
1. help others	1.09	3.24	Moderate
2. have authority over others	1.00	3.44	High
3. add to the well-being of other people	1.05	3.36	Moderate
4. have good contacts with fellow workers	1.04	3.35	Moderate
5. plan and organize the work of others	1.08	3.45	High
6. feel you have helped another person	1.04	3.30	Moderate
Category	**1.05**	**3.37**	**Moderate**

Furthermore, the Level of work values of teachers in terms Interpersonal relationship has a category mean of 3.37 with a descriptive equivalent of moderate. This indicates that the Level of work values of teachers in terms Interpersonal relationship is moderately manifested. Moreover, the standard deviation of 1.05 in the category mean indicates that the measures of variability in the work values of teachers in terms of interpesonal relationship is spread out from the mean. Therefore, this shows diverseness of the responses of teachers in this indicator.

Level of work values of teachers in terms social environment

Table 12 Level of work values of teachers in terms social environment. The item "*have a boss who is reasonable/considerate*" has the highest mean of 3.85 with a descriptive equivalent of high. This is followed by the item "*form friendships with your fellow employees.*" with a mean of 3.68. On the other hand, the item "*can be the kind of person you would like to be*" has the lowest mean of 3.67 with a descriptive equivalent of high.

Table 12. Level of work values of teachers in terms social environment.

Items *Work in which you…*	SD	Mean	Descriptive Equivalent
1. can be the kind of person you would like to be	.98	3.67	High
2. have a boss who is reasonable/considerate	.97	3.85	High
3. form friendships with your fellow employees	.90	3.68	High
4. know that others consider your work important	.92	3.67	High
Category	**0.94**	**3.72**	**High**

Additionally, the Level of work values of teachers in terms social environment has a category mean of 3.72 with a descriptive equivalent of high. This indicates that the Level of work values of teachers in terms social environment is much manifested. Moreover, the standard deviation of 0.94 in the category mean indicates that the measures of variability in the work values of teachers in terms of social environment is close from the mean. Therefore, this shows uniformity of the responses of teachers in this indicator.

Level of work values of teachers in terms Personal gratification

Table 13 Level of work values of teachers in terms Personal gratification. The item "*lead the kind of life you most enjoy*" has the highest mean of 3.47 with a descriptive equivalent of high. This is followed by the item "*see the results of your efforts.*" with a mean of 3.68. On the other hand, the item "*are your own boss*" has the lowest mean of 3.29 with a descriptive equivalent of moderate.

Table 13. Level of work values of teachers in terms Personal gratification.

Items *Work in which you…*	SD	Mean	Descriptive Equivalent
1. get the feeling of having done a good day's work	1.04	3.30	Moderate
2. know by the results when you've done a good job	.90	3.41	High
3. lead the kind of life you most enjoy	.99	3.47	High
4. are your own boss	.95	3.29	Moderate
5. make competent students/graduates	1.04	3.40	High
6. see the results of your efforts	.92	3.68	High
Category	**0.97**	**3.43**	**High**

Additionally, the Level of work values of teachers in terms Personal gratification has a category mean of 3.43 with a descriptive equivalent of high. This indicates that the Level of work values of teachers in terms Personal gratification is much manifested. Moreover, the standard deviation of 0.97 in the category mean indicates that the measures of variability in the work values of teachers in terms

of personal gratification is close from the mean. Therefore, this shows uniformity of the responses of teachers in this indicator.

Level of work values of teachers in terms new challenges

Table 14 Level of work values of teachers in terms new challenges. The item "*are being challenged on my assigned task*" has the highest mean of 3.89 with a descriptive equivalent of high. This is followed by the item "*have to keep solving new problems.*" with a mean of 3.71. On the other hand, the item "*contribute new ideas*" has the lowest mean of 3.30 with a descriptive equivalent of moderate.

Table 14. Level of work values of teachers in terms new challenges.

Items *Work in which you …*	SD	Mean	Descriptive Equivalent
1. try out new ideas and suggestions	.92	3.68	High
2. have to keep solving new problems	.94	3.71	High
3. are being challenged on my assigned task	1.03	3.89	High
4. do not do the same thing all the time	.92	3.68	High
5. do many different things	.94	3.71	High
6. need to be mentally alert	.93	3.50	High
7. contribute new ideas	1.05	3.30	Moderate
Category	**0.96**	**3.64**	**High**

Additionally, the Level of work values of teachers in terms new challenges has a category mean of 3.64 with a descriptive equivalent of high. This indicates that the Level of work values of teachers in terms new challenges is much manifested. Moreover, the standard deviation of 0.96 in the category mean indicates that the measures of variability in the work values of teachers in terms of new challenges is close from the mean. Therefore, this shows uniformity of the responses of teachers in this indicator.

Level of work values of teachers in terms Job security

Table 14 Level of work values of teachers in terms Job security. The item "*are sure of always having a job*" has the highest mean of 3.76 with a descriptive equivalent of high. This is followed by the item "*have pay increases that keep up with the cost of living.*" with a mean of 3.60. On the other hand, the item "*can get a raise*" has the lowest mean of 3.60 with a descriptive equivalent of high.

Table 15. Level of work values of teachers in terms Job security.

Items *Work in which you…*	SD	Mean	Descriptive Equivalent
1. are sure of always having a job	.98	3.76	High
2. can get a raise	.91	3.51	High
3. receive compensation equal to the effort you have exerted	.94	3.60	High
4. are paid enough to live right	.96	3.73	High
5. are sure of another job in the company if your present job ends	.95	3.76	High
6. have pay increases that keep up with the cost of living	.94	3.60	High
Category	**0.95**	**3.66**	**High**

Additionally, the Level of work values of teachers in terms Job security has a category mean of 3.66 with a descriptive equivalent of high. This indicates that the Level of work values of teachers in terms Job security is much manifested. Moreover, the standard deviation of 0.95 in the category mean indicates that the measures of variability in the work values of teachers in terms of job security is close from the mean. Therefore, this shows uniformity of the responses of teachers in this indicator.

Summary on the Level of work values of teachers

Table 16 Summary on the Level of the work values of the teachers. Among the seven indicators Physical facilities obtained the highest mean of 3.98. This is followed by social environement with a mean 3.70. On the other hand, interpersonal relationship has the lowest mean of 3.37.

Additionally, all indicators got a similar descriptive equivalent of high which indicates that all items are much manifested. The Level of the work values of the teachers obtained an overall mean of 3.63 with a descriptive equivalent of high. Moreover, the overall standard deviation of 0.95 in the overall mean indicates that the measures of variability of work values of the teachers is close from the mean. Therefore, this shows uniformity of the responses of teachers in this variable.

Table 16. Summary on the Level of work values of teachers.

Indicators	SD	Mean	Descriptive Equivalent
1. Physical facilities	0.81	3.98	High
2. Professional growth;	0.97	3.62	High
3. Interpersonal relationship	1.05	3.37	Moderate
4. Social environment	0.94	3.72	High
5. Personal gratification	0.97	3.43	High
6. New challenges	0.96	3.64	High
7. Job security	0.95	3.66	High
Category	**0.95**	**3.63**	**High**

Significance of the relationship between the web-based professional development to self-efficacy, resilience, and work values.

Table 17 shows the relationship between the web-based professional development to self-efficacy, resilience, and work values.

Table 17. Significance of the Relationship Between the Variables.

Variables Correlated	r	p-value	Decision on H_o	Decision on Relationship
Web-Based Professional Development to Work Value	0.890	0.000	Reject	Significant
Resilience & Work Values	0.928	0.000	Reject	Significant

The correlation between Web-Based Professional Development to self-efficacy and Work Value showed that web-based professional development has a significant relationship with teachers' work value ($p<0.05$) with an r-value of 0.890, and the null hypothesis is rejected. In particular, the p-value of the two variables is less than the 0.05 level of significance, which made them significant.

Furthermore, the rejection of the null hypothesis indicates that there is a meaningful connection between web-based professional development and teachers' work value. It suggests that professional development opportunities offered through online platforms can positively influence teachers' attitudes towards their profession and their perceived worth in the education system.

The correlation between teachers' resilience and work value showed that teacher's resilience has a significant relationship with teachers' work value ($p<0.05$) with an r-value of 0.928, and the null hypothesis is rejected. In particular, the p-value of the two variables is less than the 0.05 level of significance, which made them significant.

This finding indicates that resilient teachers are more likely to perceive their work as meaningful, important, and worthwhile. They may show a greater commitment to their profession, display higher

motivation, and exhibit a stronger sense of dedication towards their students and the educational process.

Regression Analysis on the Teacher's Work Values in Public Schools: The Influence of Web-based Professional Development to Self Efficacy and Resilience

Regression analysis was performed to determine the significant influence of Web-based Professional Development to Self Efficacy and Resilience on the work values of teachers.

The results in Table 18 revealed that web-based professional development it appears to be statistically significant predictor of teacher work values (p <0.05). The beta value (β=0.434) indicates that for every unit increase in Web-based Professional Development to Self Efficacy, Teachers' work value will also increase by 0.434 units. Furthermore, based on the significance level, the results have rejected the study's null hypothesis.

Furthermore, this is supported by Redmond (2015), in the context of teachers and web-based professional development to self-efficay, work values can be viewed as a determinant of their willingness to invest time and effort in online learning platforms. Teachers who highly value professional growth, collaboration, and continuous learning are more likely to engage in web-based professional development to self-efficacy opportunities.

Table 18. Regression Analysis on the Teacher's Work Values in Public Schools: The Influence of Web-based Professional Development to Self Efficacy and Resilience.

Independent Variable	Unstandardized Coefficients		Standardized Coefficients	t-stat	p-value	Decision@ $\alpha = 0.05$
	B	Standard Error	Beta			
(Constant)	0.396	0.051		7.738		
Web-based Professional Development to Self Efficacy	0.398	0.021	0.434	18.939	0.000	Rejected
Teacher Resilience	0.489	0.019	0.596	26.010	0.000	Rejected

Dependent Variable: Work Values
F-ratio: 2159.692
Adjusted R Square: 0.939

On the other hand, The results revealed that teachers resilience it appears to be statistically significant predictor of teacher work values (p <0.05). The beta value (β=0.596) indicates that for every unit increase in teachers' resilience, Teachers' work value will also increase by 0.596 units. Furthermore, based on the significance level, the results have rejected the study's null hypothesis.

Furthermore, this is supported by the work of by Hinojosa (2012) that Teachers who hold strong work values, such as a passion for education, a sense of purpose, and a commitment to student success, may be more resilient in the face of challenges and setbacks. This resilience, in turn, can positively impact their citation rates.

Chapter 4

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the major findings of the study, the conclusions, and proposed recommendations for possible implementations.

Summary of Findings

The major findings of the study are the following:

1. For the level of web-based professional development, interaction self-efficacy got the highest mean of 3.79 with a descriptive equivalent of very high and an SD of 0.95. It is followed by applying self-efficacy with a mean of 3.64, a descriptive equivalent of high, and an SD of 0.96. Next to applying self-efficacy is general self-efficacy with a mean of 3.69 and an SD of 0.95. Furthermore, it has an overall mean of 3.71, an SD of 0.95, with a descriptive equivalent of high.

2. For the level of teacher's resilience, emotional resilience got the highest mean of 3.97 and an SD of 0.96. This is followed by motivational and resilience with a mean 3.54 and an SD of 0.96. On the other hand, social resilience got the lowest mean of 3.40 and an SD 1.00. Furthermore, it has an overall mean of 3.64, an SD of 0.97, with a descriptive equivalent of high.

3. For the level of work values of teachers, physical facilities got the highest mean of 3.98 and an SD of 0.81. This is followed by social environment with a mean 3.72 and an SD of 0.72. On the other hand, job security got a mean of 3.66 and an SD of 0.95. It is followed by new challenges got a mean of 3.64 with an SD of 0.96. Next is professional growth with a mean of 3.62 with an SD of 0.97. while personal growth got a mean of 3.43 and an SD of 0.97. Lastly, Interpesonal relationship got a mean of 3.37 with an SD of 1.05. Additionally, all indicators got a similar descriptive equivalent of high. Furthermore, it has an overall mean of 3.63, an SD of 0.95, with a descriptive equivalent of high.

4. Web-based professional development to self-efficacy has a significant relationship with students' motivated strategies for learning mathematics (r=0.890,p=0.000). In particular, the degree of correlation of the two variables has a very strong positive correlation, and the p value of the two variables is less than the 0.05 level of significance, which made them significant. This indicates that there is significant relationship between web-based professional development to self-efficacy and teachers' work values. Therefore, the null hypothesis is rejected. On the other hand, teachers' resilience has a significant relationship with teachers' work values (r=0.928, p=0.000). In particular, the degree of correlation of the two variables has a strong positive correlation, and the p-value of the two variables is less than the 0.05 level of significance, which made them significant. This indicates that there is a significant relationship between teachers' resilience and work values. Therefore, the null hypothesis is rejected.

5. Web-based professional development to self-efficacy has significant influence on teachers' work values ($\beta = 0.434$, $p < 0.000$). On the other hand, the result revealed that teachers' resilience has a significant influence on work values ($\beta = 0.596$, $p < 0.000$). Furthermore, based on the level of significance, the results concluded there is a rejection of the two-null hypothesis.

Conclusion

The findings from the study led the researcher to draw the following conclusions:

1. Web-based professional development to self-efficacy is much evident.

2. Teacher's resilience is much observed.

3. Teacher's work values is much manifested.

4. There is a significant relationship between

5. Web-based professional development to self-efficacy has a significant relationship with teachers' work values. Similarly, Teachers' resilience has a significant relationship with teachers' work values.

6. Web-based professional development to self-efficacy significantly influence teachers' work values. Similarly, Teachers' resilience significantly influences with teachers' work values.

Recommendations

Based on the findings, analysis, and conclusion drawn in this study, the following recommendations were summarized:

1. This research could provide valuable insights into the effectiveness of web-based professional development programs in enhancing teachers' work values, self-efficacy, and resilience. The

findings could inform policy decisions and contribute to the development of more effective professional development programs for teachers in the Davao Region.

2. The study emphasizes the holistic understanding of the influence of web-based professional development on teachers' work values, self-efficacy, and resilience. It aims to provide a comprehensive view of how these factors interact and influence each other, and how they can be enhanced to improve the quality of education in the Davao Region.

3. Future researchers must conduct further research that will focus on the areas of teachers' general self-efficacy, social resilience, and Interpesonal relationship.

References

Aiden, R. L. (2017). The relationship between rewards, recognition and motivation at an insurance company in the Western Cape. Master"s Thesis, University of the Western Cape, Cape Town.

Aktwil, J.   (2016). Human resource management. 8th ed. Southern Africa: Oxford University Press.

Amaro, C. O. (2016). Job satisfaction and employees" turnover intentions in total Nigeria plc in lagos state. International Journal of Humanities and Social Science, 2(14), 275-287.

Appel, L. J. (2017) Management and Organisational Behaviour (7th Ed.) FT Prentice Hall.

Trotter, Y.   (2018). The job satisfaction of managerial and executive women: Revisiting the assumptions. Journal of Education for Business, 75(2), 69- 75.

Vigesaa, G. A. (2012). The economic recession and illness. S Afr Fam Pract, 54(3), 177 Ololube, N. P. (n.d). Teacher"s job satisfaction and motivation for school effectiveness: an assessment. 1-19.

Wald, M. R. A. (2012). Do demographic variables moderate the relationship between burnout and its consequences?. Iranian journal of Management Studies, 5(1), 47-62.

Walters, A. (2012). Job crafting and meaningful work. American Psychological Association.

Williams, D. (2011). Organizational commitment and job satisfaction. Journal of Science and Technology, 2(2), 85-91.

Yu, R.L. (2013) Management (6th Ed.).Thomson Learning.

Yu, R. L. (2019). Job satisfaction and life satisfaction: analysis of a reciprocal model with social demographic moderators. Journal of Economics literature classification.

Zaumn, J. (2016) . Organizational Behaviour and Management (3rd Ed). Thomson
learning London. pp 420-466.

Redmond, M. V. (2015). Social Exchange Theory. In M. V. Redmond, Social Exchange Theory (Vol. 5). Iowa : English Technical Reports and White Papers