

Professional Growth Toward Teaching Effectiveness and Work Productivity Balance of TLE Novice Teachers

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Abstract—This study examined the significant relationship between the professional growth toward teaching effectiveness and work productivity balance of Technology and Livelihood Education (TLE) novice teachers. Specifically, it determined the level of professional growth in terms of pedagogical development, technical skills enhancement, mentorship, and self-efficacy; the level of teaching effectiveness in terms of mastery of the lesson, student engagement, curriculum implementation, and feedback; and the level of work productivity balance in terms of time management, workload management, stress management, and job satisfaction. The study employed a quantitative descriptive-correlational research design. Respondents consisted of 51 novice TLE teachers from selected secondary schools in Laguna, who were chosen through purposive sampling. Data were gathered using a researcher-made questionnaire and analyzed using weighted mean, standard deviation, and Pearson Product-Moment Correlation. Findings revealed that the three variables were at a very high level across all indicators. Results further showed that most of the professional growth indicators have a significant relationship with teaching effectiveness indicators. While professional growth indicators only mentorship showed significant relationships on the three indicators of work productivity balance the time management, workload management, and stress management. There is a significant relationship in professional growth and teaching effectiveness of TLE novice teachers; therefore, the null hypothesis was rejected. This concludes that enhancing professional growth contributes to improving teaching effectiveness among TLE novice teachers, highlighting the importance of continuous development programs in strengthening instructional quality. On the other hand, professional growth and work productivity balance of TLE novice teachers do not have any significant relationship; therefore, the null hypothesis was accepted. This implies that professional growth does not necessarily translate to better work productivity balance. The findings show that school administrators must continuously conduct trainings, workshops, seminars, and mentorship programs for TLE novice teachers to continuously improve their teaching effectiveness and work productivity balance. Mentors and experienced teachers were recommended to provide consistent guidance, feedback and professional support to develop their instructional practices. Lastly, schools must implement programs on time, workload, and stress management to help the TLE novice teachers to maintain productivity and job satisfaction.

Keywords—Professional growth, novice teachers, Technology and Livelihood Education, teaching effectiveness, work productivity balance.

I. INTRODUCTION

Teachers play a central role in shaping the future of learners and society. Beyond being facilitators of knowledge, they serve as mentors, motivators, and role models who influence the values, skills, and aspirations of their students. For novice teachers in Technology and Livelihood Education (TLE), this role becomes even more demanding, as they are expected to impart not only academic knowledge but also practical competencies relevant to daily living and future employment.

To fulfil these responsibilities, teachers must engage in continuous professional growth. Herrity (2025) describes professional growth as the application of new experiences and skills to positively impact one's current position and career pursuits. By expanding skills and thinking ahead, professional growth prepares individuals to handle greater responsibilities. For novice TLE teachers, it is especially crucial as it allows them to enhance subject expertise, refine pedagogical strategies, and adapt to the evolving needs of 21st-century learners.

Related to professional growth is teaching effectiveness. A teacher who continuously develops professionally becomes more capable of designing engaging lessons, implementing learner-centered strategies, and assessing learning outcomes effectively. Bardach and Klassen (2020) define teacher effectiveness as the possession of requisite skills, competencies, knowledge, and expertise that enable teachers to facilitate active learning, manage classrooms, motivate learners, and address educational challenges. It encompasses the cognitive, emotional, and psychomotor domains essential for optimal teaching performance. Thus, professional growth directly supports a novice teacher's ability to become effective in their teaching practice.

However, teaching effectiveness cannot be viewed in isolation, as it is closely intertwined with work productivity. Teachers carry multiple responsibilities that extend beyond classroom instruction, including lesson preparation, assessment tasks, administrative duties, and professional development. Novice teachers who are still adjusting to the profession often struggle to balance these tasks. When productivity demands become overwhelming, performance and motivation may decline. On the other hand, maintaining a balanced workload fosters job satisfaction, efficiency, and sustainable growth in the teaching profession.

This study therefore examines the professional growth of novice TLE teachers and its relationship with teaching effectiveness and work productivity balance. By exploring these aspects, the research aims to highlight the importance of supporting novice teachers in their journey, ensuring that they develop into effective educators who can sustain productivity without compromising instructional quality or personal well-being.

To further strengthen this inquiry, the findings of this study may serve as a basis for developing targeted professional development programs and support mechanisms for novice TLE teachers. Moreover, the results may provide valuable insights to school administrators and policymakers in crafting strategies that promote effective teaching practices while maintaining a healthy balance between productivity and well-being.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aims to examine the relationship of the professional development of TLE novice teachers in teaching effectiveness and work productivity balance.

Specifically, it seeks to answer the following questions:

1. What is the level of professional growth of TLE novice teachers in terms of:
 - 1.1 Pedagogical Development;
 - 1.2 technical skills enhancement;
 - 1.3 mentorship; and
 - 1.4 self-Efficacy?
2. What is the level of teaching effectiveness of TLE novice teachers in terms of:
 - 2.1 Mastery of the Lesson;
 - 2.2 student Engagement;
 - 2.3 curriculum implementation; and
 - 2.4 feedback?
3. What is the level of work productivity balance of TLE novice teachers in terms of:
 - 3.1 Time Management;
 - 3.2 workload management;
 - 3.3 stress management; and
 - 3.4 job satisfaction?
4. Is there a significant relationship between the professional growth, and the level of teaching effectiveness of TLE novice teachers?
5. Is there a significant relationship between the professional growth, and the level of work productivity balance of TLE novice teachers?

II. METHODOLOGY

The study employed a quantitative descriptive-correlational research design. Respondents consisted of 51 novice TLE teachers from selected secondary schools in Laguna, who were chosen through purposive sampling. Data were gathered using a researcher-made questionnaire and analyzed using weighted mean, standard deviation, and Pearson Product–Moment Correlation.

III. RESULTS AND DISCUSSION

This chapter discusses the results that were yielded from the treatment of the data that was gathered in this study. The following tabular presentations and discussions further determine the relationship of professional growth toward teaching effectiveness and work productivity balance of TLE novice teachers.

Level of Professional Growth of TLE Novice Teachers

In this study, the level of professional growth of TLE novice teachers was describe in terms pedagogical development, technical skills enhancement, mentorship and self-efficacy and was determined by the mean and standard deviation.

The level of professional growth was determined through the computation of the mean and standard deviation, which provided a quantitative basis for describing the extent of development among the respondents.

These statistical measures were used to analyze the consistency of responses and to identify the general trend of professional growth across the identified dimensions.

The results of this assessment served as a foundation for understanding how novice teachers adapt to the demands of the teaching profession and how various factors contribute to their continuous development.

Furthermore, examining these dimensions offers valuable insights into the strengths and areas for improvement among TLE novice teachers. It also provides a basis for recommending targeted interventions, professional development programs, and support mechanisms that can enhance their teaching competencies and overall effectiveness

Table 1. Level of Professional Growth of TLE Novice Teachers in terms of Pedagogical Development

Statements	Mean	SD	Remarks
As a TLE novice teacher, I...			
1. ...apply varied teaching strategies to address diverse learning needs of students.	4.69	0.61	Strongly Agree
2. ...assess student performance using appropriate tools and techniques.	4.67	0.51	Strongly Agree
3. ...create lesson plans that align with curriculum standards and learning objectives.	4.65	0.52	Strongly Agree
4. ...demonstrate effective classroom management strategies during instruction.	4.49	0.70	Strongly Agree
5. ...develop instructional materials that support both theoretical and practical learning.	4.55	0.60	Strongly Agree
Weighted Mean	4.61		
SD	0.60		
Verbal Interpretation			Very High

Table 1 shows the level of professional growth of TLE novice teachers in terms of pedagogical development.

As shown, the respondents strongly agree that as a TLE novice teacher, they are able to apply varied teaching strategies to address diverse learning needs of students, assess student performance using appropriate tools and techniques, create lesson plans that align with curriculum standards and learning objectives, demonstrate effective classroom management strategies during instruction and develop

instructional materials that support both theoretical and practical learning.

The level of professional growth of TLE novice teacher in terms Pedagogical development gained the overall weighted mean of 4.61 with a standard deviation of 0.60, verbally interpreted as Very High. This means that TLE novice teachers shows very high development in improving and refining teaching methods.

In summary, the results indicate that teachers were able to apply different teaching strategies, use appropriate tools and effectively manage the classroom as they further develop their pedagogical skills.

Table 2 presents the level of professional growth of TLE novice teachers in terms of technical skills enhancement.

As reflected in the data, the respondents strongly agree that they are able to apply practical skills in family and consumer science, agriculture, ICT, or industrial arts during instruction, demonstrate competency in using tools, equipment, and machinery, upgrade technical knowledge through trainings, workshops, and seminars, integrate updated industry practices into classroom and laborator activities, and perform hands-on demonstrations to model technical processes for students.

Table 2. Level of Professional Growth of TLE Novice Teachers in terms of Technical Skills Enhancement

Statements	Mean	SD	Remarks
In my technical skills, I...			
• ...apply practical skills in family and consumer science, agriculture, ICT, or industrial arts during instruction.	4.78	0.41	Strongly Agree
• ...demonstrate competency in using tools, equipment, and machinery required in TLE.	4.69	0.58	Strongly Agree
• ...upgrade technical knowledge through trainings, workshops, and seminars.	4.73	0.63	Strongly Agree
• ...integrate updated industry practices into classroom and laboratory activities.	4.67	0.51	Strongly Agree
• ...perform hands-on demonstrations to model technical processes for students.	4.59	0.69	Strongly Agree
Weighted Mean	4.69		
SD	0.58		
Verbal Interpretation			Very High

The level of professional growth in terms of technical skills enhancement obtained an overall weighted mean of 4.69 with a standard deviation of 0.58, verbally interpreted as Very High. This indicates that TLE novice teachers possess a very high level of technical competence and continuously enhance their practical skills.

In summary, the results suggest that teachers are highly capable of applying, improving, and demonstrating technical skills relevant to TLE instruction.

Furthermore, continuous technical skills enhancement enables TLE novice teachers to adapt to evolving industry standards and classroom demands, ensuring relevant and meaningful learning experiences for students. This sustained competence strengthens instructional effectiveness and supports the delivery of quality, skills-based education in TLE programs.

Table 3. Level of Professional Growth of TLE Novice Teachers in terms of Mentorship

Statements	Mean	SD	Remarks
In engaging mentorship, I...			
• ...accept guidance from experienced teachers to improve teaching practices.	4.73	0.45	Strongly Agree
• ...apply suggestions from mentors in preparing and delivering lessons.	4.75	0.48	Strongly Agree
• ...consult mentors when encountering challenges in classroom instruction.	4.63	0.56	Strongly Agree
• ...demonstrate openness to constructive criticism from supervisors and peers.	4.78	0.41	Strongly Agree
• ...develop professional relationships with mentors to support career growth.	4.80	0.49	Strongly Agree
Weighted Mean	4.79		
SD	0.37		
Verbal Interpretation			Very High

Table 3 reveals the level of professional growth of TLE novice teachers in terms of mentorship.

The findings show that the respondents strongly agree that they accept guidance from experienced teachers, apply suggestions from mentors in teaching, consult mentors when facing instructional challenges, demonstrate openness to constructive criticism, and build professional relationships to support career growth.

The overall weighted mean of 4.79 with a standard deviation of 0.37 is verbally interpreted as Very High. This implies that mentorship plays a significant role in enhancing the professional growth of TLE novice teachers.

In summary, the results indicate that teachers actively engage in mentorship, value feedback, and build strong professional connections that contribute to their development. Table 4 illustrates the level of professional growth of TLE novice teachers in terms of self-efficacy.

Based on the results, the respondents strongly agree that they demonstrate confidence in handling classroom instruction, believe in their ability to manage diverse student behaviors, show assurance in lesson preparation and delivery, encourage student participation despite challenges, and positively influence students through effective teaching practices.

Table 4. Level of Professional Growth of TLE Novice Teachers in terms of Self-Efficacy

Statements	Mean	SD	Remarks
In exhibiting my self-efficacy, I...			
• ...apply confidence in handling classroom instruction effectively.	4.76	0.42	Strongly Agree
• ...believe in the ability to manage diverse student behaviors.	4.69	0.46	Strongly Agree
• ...demonstrate assurance in preparing and delivering TLE lessons.	4.69	0.46	Strongly Agree
• ...encourage students to participate actively despite challenges.	4.69	0.50	Strongly Agree
• ...influence students positively through effective teaching practices.	4.82	0.43	Strongly Agree
Weighted Mean	4.75		
SD	0.47		
Verbal Interpretation			Very High

The overall weighted mean of 4.75 with a standard deviation of 0.47, interpreted as Very High, indicates that TLE novice teachers possess a strong sense of self-efficacy in their teaching roles.

In summary, the findings suggest that teachers are confident, capable, and motivated in performing their instructional responsibilities.

Level of Teaching Effectiveness of TLE Novice Teachers

The level of teaching effectiveness of TLE novice teachers was described in terms of mastery of the lesson, student engagement, curriculum implementation, and feedback and was determined by the mean and standard deviation.

The level of teaching effectiveness was determined through the computation of the mean and standard deviation, which provided a quantitative basis for describing the extent of development among the respondents.

Table 5. Level of Teaching Effectiveness of TLE Novice Teachers in terms of Mastery of the Lesson

Statements	Mean	SD	Remarks
In demonstrating mastery of the lesson, I...			
• ...apply appropriate teaching methods that show clear understanding of the lesson.	4.71	0.46	Strongly Agree
• ...clarify complex topics to ensure students' comprehension.	4.67	0.55	Strongly Agree
• ...demonstrate thorough knowledge of TLE subject matter.	4.76	0.42	Strongly Agree
• ...explain concepts in ways that are easy for students to understand.	4.73	0.45	Strongly Agree
• ...integrate related concepts across different TLE areas for deeper learning.	4.65	0.55	Strongly Agree
Weighted Mean	4.70		
SD	0.49		
Verbal Interpretation			Very High

Table 5 highlights the level of teaching effectiveness of TLE novice teachers in terms of mastery of the lesson.

Data indicate that respondents strongly agree that they apply appropriate teaching methods, clarify complex topics, demonstrate thorough subject knowledge, explain concepts clearly, and integrate related concepts across TLE areas.

The overall weighted mean of 4.70 with a standard deviation of 0.49, verbally interpreted as Very High, shows that teachers have a strong mastery of the subject matter.

In summary, the results imply that teachers are knowledgeable and effective in delivering lessons that enhance student understanding.

Table 6 demonstrates the level of teaching effectiveness of TLE novice teachers in terms of student engagement.

As shown, the respondents strongly agree that they apply strategies that promote active participation, ask thought-provoking questions, design collaborative activities, encourage idea-sharing, and facilitate interactive lessons.

The overall weighted mean of 4.62 with a standard deviation of 0.55, interpreted as Very High, suggests that teachers are highly effective in engaging students in the learning process.

Table 6. Level of Teaching Effectiveness of TLE Novice Teachers in terms of Student Engagement

Statements	Mean	SD	Remarks
In promoting student engagement, I...			
• ...apply strategies that encourage students to actively participate in class.	4.65	0.55	Strongly Agree
• ...ask thought-provoking questions to stimulate critical thinking.	4.47	0.64	Strongly Agree
• ...design activities that promote collaboration and teamwork among students.	4.67	0.51	Strongly Agree
• ...encourage students to share their ideas and opinions during discussions.	4.69	0.54	Strongly Agree
• ...facilitate interactive lessons that maintain students' interest.	4.63	0.48	Strongly Agree
Weighted Mean	4.62		
SD	0.55		
Verbal Interpretation			Very High

In summary, the findings indicate that teachers successfully create interactive and participatory classroom environments. Teaching strategies are valuable in promoting student involvement. When teachers use various methods, they can create a vibrant classroom environment that encourages active participation.

Table 7 indicates the level of teaching effectiveness TLE novice teachers in terms of curriculum implementation.

The results show that respondents strongly agree that they apply instructional strategies aligned with curriculum goals, design appropriate activities, ensure instructional materials support content, integrate cross-curricular connections, and monitor student progress.

With an overall weighted mean of 4.56 and a standard deviation of 0.58, interpreted as Very High, the findings suggest that teachers effectively implement the curriculum in their instruction.

Table 7. Level of Teaching Effectiveness of TLE Novice Teachers in terms of Curriculum Implementation

Statements	Mean	SD	Remarks
In implementing the curriculum, I...			
• ...apply instructional strategies that reflect curriculum goals.	4.61	0.90	Strongly Agree
• ...design classroom activities consistent with curriculum requirements.	4.61	0.76	Strongly Agree
• ...ensure that teaching materials support curriculum content.	4.55	0.85	Strongly Agree
• ...integrate cross-curricular connections in lesson delivery.	4.47	1.00	Strongly Agree
• ...monitor student progress based on curriculum competencies.	4.59	0.83	Strongly Agree
Weighted Mean	4.56		
SD	0.58		
Verbal Interpretation			Very High

In summary, the results reveal that teachers are consistent in aligning their teaching practices with curriculum standards.

Table 8 depicts the level of teaching effectiveness of TLE novice teachers in terms of feedback.

The findings show that respondents strongly agree that they provide constructive feedback, apply strategies that guide

improvement, clarify misconceptions, communicate feedback supportively, and discuss assessment results with students.

Table 8. Level of TLE Novice Teachers' Teaching Effectiveness in terms of Feedback

Statements	Mean	SD	Remarks
In providing feedback to students, I...			
• ...address students' strengths and weaknesses through constructive feedback.	4.75	0.44	Strongly Agree
• ...apply feedback methods that guide students toward improvement.	4.59	0.57	Strongly Agree
• ...clarify misconceptions by giving timely feedback during or after lessons.	4.67	0.51	Strongly Agree
• ...communicate feedback in a supportive and encouraging manner.	4.51	0.57	Strongly Agree
• ...discuss assessment results with students to help them understand their progress.	4.59	0.60	Strongly Agree
Weighted Mean	4.62		
SD	0.55		
Verbal Interpretation	Very High		

The overall weighted mean of 4.62 with a standard deviation of 0.55, verbally interpreted as Very High, indicates that teachers are highly effective in giving meaningful and constructive feedback.

In summary, the results suggest that teachers use feedback as a tool to support student learning and improvement.

Level of Work Productivity Balance of TLE Novice Teachers

The level of work productivity balance of TLE novice teachers was described in terms of time management, workload management, stress management, and job satisfaction and was determined by the mean and standard deviation.

Table 9. Level of Work Productivity Balance of TLE Novice Teachers in terms of Time Management

Statements	Mean	SD	Remarks
In managing my time effectively, I...			
• ...allocate sufficient time for lesson planning and preparation.	4.61	0.53	Strongly Agree
• ...balance instructional tasks with administrative responsibilities effectively.	4.39	0.60	Strongly Agree
• ...complete teaching tasks within the required deadlines.	4.55	0.64	Strongly Agree
• ...demonstrate punctuality in class and school-related activities.	4.61	0.56	Strongly Agree
• ...follow a timetable that ensures lessons are delivered as planned.	4.59	0.53	Strongly Agree
Weighted Mean	4.55		
SD	0.58		
Verbal Interpretation	Very High		

The level of productivity balance was determined through the computation of the mean and standard deviation, which provided a quantitative basis for describing the extent of development among the respondents.

The results of the study reveal that the level of work productivity balance among TLE novice teachers is at a moderate to high level. This indicates that they are generally able to fulfill their teaching responsibilities while attempting

to maintain a balance between their professional and personal lives. However, there are still areas that require improvement, particularly in time management, handling multiple tasks, and adapting to new responsibilities within the school environment. This suggests that while TLE novice teachers demonstrate a satisfactory level of work-life balance, targeted support and strategies are still needed to enhance their productivity and overall well-being.

Table 9 outlines the level of work productivity balance of TLE novice teachers in terms of time management.

The data show that the respondents strongly agree that they allocate sufficient time for lesson planning and preparation, balance instructional tasks with administrative responsibilities, complete teaching tasks within required deadlines, demonstrate punctuality in class and school-related activities, and follow a timetable to ensure lessons are delivered as planned.

The overall weighted mean of 4.55 with a standard deviation of 0.57, verbally interpreted as Very High, indicates that TLE novice teachers exhibit a very high level of effectiveness in managing their time.

In summary, the findings suggest that teachers can organize their tasks efficiently, meet deadlines, and maintain a balance between instructional and administrative responsibilities, contributing to improved work productivity.

Table 10 presents the level of work productivity balance of TLE novice teachers in terms of workload management.

The findings show that the respondents strongly agree that they balance instructional duties with non-teaching responsibilities, complete paperwork and reports without compromising lesson quality, prioritize essential workload requirements, maintain productivity despite numerous school obligations, and perform assigned duties efficiently within the expected timeframe.

Table 10. Level of Work Productivity Balance of TLE Novice Teachers in terms of Workload Management

Statements	Mean	SD	Remarks
In handling my workload, I...			
• ...balance instructional duties with non-teaching responsibilities.	4.55	0.54	Strongly Agree
• ...complete paperwork and reports without compromising lesson quality.	4.57	0.60	Strongly Agree
• ...prioritize essential workload requirements to ensure quality outcomes.	4.43	0.66	Strongly Agree
• ...maintain productivity despite having numerous school obligations.	4.55	0.57	Strongly Agree
• ...perform assigned duties efficiently within the expected time frame.	4.55	0.60	Strongly Agree
Weighted Mean	4.53		
SD	0.60		
Verbal Interpretation	Very High		

The overall weighted mean of 4.53 with a standard deviation of 0.60, verbally interpreted as Very High, indicates that TLE novice teachers demonstrate a very high level of effectiveness in managing their workload.

In summary, the results suggest that teachers are capable of handling multiple responsibilities while maintaining efficiency and quality in their work performance.

Table 11 demonstrates the level of work productivity balance of TLE novice teachers in terms of stress management.

Table 11. Level of Work Productivity Balance of TLE Novice Teachers in terms of Stress Management

Statements	Mean	SD	Remarks
In managing stress effectively, I...			
• ...cope with stressful situations while maintaining effective teaching.	4.55	0.67	Strongly Agree
• ...control emotional responses during high-pressure tasks.	4.59	0.57	Strongly Agree
• ...endure heavy workloads without lowering teaching quality.	4.59	0.53	Strongly Agree
• ...overcome difficulties that cause stress in daily teaching tasks.	4.49	0.61	Strongly Agree
• ...regulate emotions when faced with demanding schedules.	4.51	0.54	Strongly Agree
Weighted Mean	4.55		
SD	0.58		
Verbal Interpretation	Very High		

The results show that respondents strongly agree that they cope with stressful situations while maintaining effective teaching, control emotional responses during high-pressure tasks, endure heavy workloads without lowering teaching quality, overcome difficulties in daily teaching tasks, and regulate emotions when faced with demanding schedules.

The overall weighted mean of 4.55 with a standard deviation of 0.58, verbally interpreted as Very High, indicates that TLE novice teachers are highly capable of managing stress while maintaining their teaching performance.

In summary, the results suggest that TLE novice teachers demonstrate a very high level of work productivity balance in terms of stress management. They are able to manage stress effectively, maintain emotional control, and sustain teaching quality despite heavy workloads and challenging conditions. This indicates that strong stress management skills contribute to their overall effectiveness and well-being.

Table 12 demonstrates the level of work productivity balance of TLE novice teachers in terms of job satisfaction.

Table 12. Level of Work Productivity Balance of TLE Novice Teachers in terms of Job Satisfaction

Statements	Mean	SD	Remarks
In terms of my job satisfaction, I...			
1. ...appreciate the opportunities provided by the teaching profession.	4.73	0.49	Strongly Agree
2. ...enjoy performing both instructional and non-instructional tasks.	4.65	0.55	Strongly Agree
3. ...relish the challenges and accomplishments in teaching responsibilities.	4.43	0.63	Strongly Agree
4. ...treasure the support and recognition received from peers and administrators.	4.75	0.44	Strongly Agree
5. ...value the impact of teaching on students' lives and futures.	4.69	0.46	Strongly Agree
Weighted Mean	4.65		
SD	0.53		
Verbal Interpretation	Very High		

The results show that respondents strongly agree that they appreciate opportunities provided by the teaching profession,

enjoy instructional and non-instructional tasks, relish challenges and accomplishments in teaching, value support and recognition from peers and administrators, and recognize the impact of teaching on students' lives.

The overall weighted mean of 4.65 with a standard deviation of 0.53, verbally interpreted as Very High, indicates that TLE novice teachers experience a very high level of job satisfaction.

In summary, the findings suggest that teachers are highly satisfied with their profession and are motivated by both intrinsic and extrinsic factors in their work.

Significant Relationship between Professional Growth and the Level of Teaching Effectiveness of TLE Novice Teachers

In this study, the significant relationship between professional growth and the level of teaching effectiveness of TLE novice teachers were analyzed by applying the Pearson correlation coefficient using Minitab 14.

Table 13 presents the relationship between the professional growth of TLE novice teachers and the level of teaching effectiveness. The results include Pearson correlation coefficients (r-values), p-values, and sample size (N=51) for each relationship.

Table 13. Significant Relationship between Professional Growth and the Level of Teaching Effectiveness of TLE Novice Teachers

Professional Growth of TLE Novice Teachers	Teaching Effectiveness of TLE Novice Teachers				
		Mastery of Lesson	of the Student Engagement	Curriculum Implementation	Feedback
Pedagogical Development	Pearson Correlation	.284*	.348*	.337*	.381*
	Sig. (2-tailed)	(2-.043)	.012	.016	.006
	N	51	51	51	51
Technical Skills Enhancement	Pearson Correlation	.675*	.351*	.415*	.286
	Sig. (2-tailed)	(2-.000)	.011	.002	.042
	N	51	51	51	51
Mentorship	Pearson Correlation	.288*	.372*	.358*	.393*
	Sig. (2-tailed)	(2-.040)	.007	.0110	.004
	N	51	51	51	51
Self-Efficacy	Pearson Correlation	.287*	.136	.138	.064
	Sig. (2-tailed)	(2-.041)	.340	.333	.658
	N	51	51	51	51

Note * p < .05

The results reveal that professional growth of TLE novice teachers in terms of pedagogical development, technical skills enhancement and mentorship are significantly relative to the level of teaching effectiveness in terms of mastery of the lesson, student engagement, curriculum implementation and feedback. All obtained p-values are lower than 0.05 level of significance which confirms that the relationship is statistically significant. This implies that teacher improvement directly translates to better classroom performance. Teachers'

content expertise and technical proficiency improve lesson delivery and curriculum implementation and that better-trained teachers are more capable of engaging students effectively.

The results reveal that professional growth of TLE novice teachers in terms of pedagogical development, technical skills enhancement and mentorship are significantly relative to the level of teaching effectiveness in terms of mastery of the lesson, student engagement, curriculum implementation and feedback. All obtained p-values are lower than 0.05 level of significance which confirms that the relationship is statistically significant. This implies that teacher improvement directly translates to better classroom performance. Teachers content expertise and technical proficiency improve lesson delivery and curriculum implementation and that better-trained teachers are more capable of engaging students effectively.

However, self-efficacy only shows a significant relationship with teachers teaching effectiveness in terms of mastery of the lesson. This implies that novice teachers who possess higher self-efficacy tend to demonstrate better confidence and competence in mastering lesson content. On the other hand, the lack of significant relationships with student engagement, curriculum implementation, and feedback implies that self-efficacy alone is not enough to influence more complex and interactive aspects of teaching effectiveness.

The overall results reveal that professional growth, particularly pedagogical development, technical skills enhancement, and mentorship are associated in improving teachers' effectiveness specifically in lesson mastery, promoting student engagement and implementing the curriculum.

The professional growth of teachers is an essential factor that influences their control of the content of the lessons and their ability to provide engaging, relevant and high-quality education to students. It has been widely recognized that effective professional development initiatives positively affect the knowledge of teachers, educational skills and, ultimately, students' results.

In this study, the significant relationship between professional growth and the level of work productivity balance of TLE novice teachers were analyzed by applying the Pearson correlation coefficient using Minitab 14.

Table 14 presents the test of the significant relationship between the professional growth of TLE novice teachers and their level of work productivity balance in terms of time management, workload management, stress management, and job satisfaction. Using Pearson Product–Moment Correlation with 51 respondents, the analysis determined whether the different dimensions of professional growth are significantly associated with work productivity balance.

The results reveal that mentorship shows significant relationships with time management, workload management, and stress management. This indicates that teachers who receive guidance and support from mentors tend to manage their time better, handle workload more effectively, and cope

with stress in a more efficient manner. However, mentorship does not show a significant relationship with job satisfaction.

Table 14. Significant Relationship between Professional Growth and the Level of Work Productivity Balance of TLE Novice Teachers

		Work Productivity Balance of TLE Novice Teachers			
	Professional Growth of TLE Novice Teachers	Time Management	Workload Management	Stress Management	Job Satisfaction
Pedagogical Development	Pearson Correlation	.145	.127	.147	.116
	Sig. (2-tailed)	.308	.374	.304	.417
	N	51	51	51	51
Technical Skills Enhancement	Pearson Correlation	.004	.051	.003	.098
	Sig. (2-tailed)	.977	.722	.982	.496
	N	51	51	51	51
Mentorship	Pearson Correlation	.346*	.402*	.282*	.218
	Sig. (2-tailed)	.013	.003	.048	.124
	N	51	51	51	51
Self-Efficacy	Pearson Correlation	.042	.093	.010	.071
	Sig. (2-tailed)	.770	.516	.942	.621
	N	51	51	51	51

Note * p < .05

On the other hand, pedagogical development and technical skills enhancement do not show significant relationships with any of the indicators of work productivity balance. This suggests that improvements in teaching strategies and technical competencies are not directly associated with how teachers manage their time, workload, stress, or job satisfaction.

Likewise, self-efficacy also shows no significant relationship with all indicators of work productivity balance. This implies that confidence in teaching does not significantly influence how novice teachers manage their productivity and well-being at work.

In summary, the findings demonstrate that among the dimensions of professional growth, only mentorship is significantly associated with selected aspects of work productivity balance, while pedagogical development, technical skills enhancement, and self-efficacy show no significant relationships with any of its indicators.

IV. CONCLUSION AND RECOMMENDATIONS

There is a significant relationship between the professional growth of TLE novice teachers and teaching effectiveness. Therefore, the null hypothesis is rejected. The results show that pedagogical development, technical skills enhancement, and mentorship are associated with teaching effectiveness, indicating that these dimensions of professional growth contribute to improved instructional performance among TLE novice teachers. This underscores the importance of nurturing a supportive professional environment where TLE novice teachers are guided not only in skill development but also in

reflective practice, allowing them to grow into more confident, effective, and responsive educators.

There is a no significant relationship between professional growth and work productivity balance. Therefore, the null hypothesis is accepted. The results show that pedagogical development, technical skills enhancement, and self-efficacy were not associated with work productivity balance while mentorship is associated with work productivity balance. This suggests that continuous improvements in pedagogical development, technical skills enhancement, and self-efficacy alone do not necessarily translate into better management of time, workload, stress, and job satisfaction. Although mentorship shows a significant association, the general result supports the acceptance of the null hypothesis that professional growth does not significantly influence the work productivity balance of TLE novice teachers.

Based on the drawn conclusions results are the following recommendations:

School administrators may continuously conduct mentorship programs to better support TLE novice teachers in improving their teaching effectiveness and work productivity balance.

TLE novice teachers are encouraged to continuously enhance their pedagogical and technical skills through

trainings, workshops, and seminars to sustain high levels of teaching effectiveness.

Mentors and experienced teachers are recommended to provide consistent guidance, constructive feedback, and professional support to novice teachers to further develop their instructional practices.

Schools are suggested to implement programs that promote effective time management, workload management, and stress management to help teachers maintain productivity and job satisfaction.

Future researchers are encouraged to conduct similar studies using a larger sample size or explore other related variables to further validate and expand the findings of this study.

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