# Instructional Competence and its Impact on the Performance of Public Junior High School Technology and Livelihood Education Teachers

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## ABSTRACT

This study investigated the instructional competence of public junior high school Technology and Livelihood Education (TLE) teachers in the Division of Valencia City, Bukidnon, and its impact on their teaching performance for the 2024-2025 school year. Data were gathered from 51 TLE teachers across seven selected schools using a modified questionnaire, and analyzed through descriptive statistics, correlation analysis, and multiple regression.

Findings revealed that many teachers are mid-career professionals (ages 36-45), with nearly half holding only a Bachelor's degree, while some pursue or have completed Master's degrees, indicating a commitment to professional growth. Overall, TLE teachers demonstrated a high level of instructional competence. Personal Competencies received the highest mean score, reflecting strong interpersonal skills essential for positive classroom environments. Correlation analysis indicated that educational attainment positively influenced instructional delivery and classroom management, while demographic factors like age had varied effects. Notably, personal competencies were significant predictors of instructional competence, but mid-career teachers (ages 36-45) faced challenges that negatively impacted their performance. The results underscore the importance of socio-emotional skills and ongoing professional development to support teachers in maintaining instructional quality, particularly during mid-career transitions.

**Keywords:** Instructional Competence, Instructional Delivery, Classroom Management, Assessment, Performance

## INTRODUCTION

### Background of the Study

The instructional competence of Technology and Livelihood Education (TLE) teachers is a vital factor that significantly influences their teaching performance and, consequently, student outcomes in public junior high schools. This competence comprises skills such as mastery of subject matter, effective teaching strategies, classroom management, and assessing and providing constructive feedback to students. Since TLE aims to equip students with practical skills essential for future employment, teachers' proficiency in delivering this content is crucial.

Globally, studies have consistently demonstrated a strong correlation between teachers' instructional competence and student achievement and engagement. Competent teachers tend to employ pedagogical strategies that cater to diverse learning styles, enhancing students' understanding and retention of practical skills. For example, research by Elli and Ricafort (2020) highlights the effectiveness of integrating hands-on learning experiences in preparing students for real-world applications. Additionally, classroom management and providing meaningful feedback are critical components of instructional competence that positively impact student learning (Zabala & Adelante, 2018).

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In the Philippine context, instructional competence among TLE teachers has been an important focus for educational improvement. Studies reveal that many TLE teachers are relatively young and often hold entry-level positions, which may limit their teaching experience and exposure to professional development activities (Abao et al., 2020). This situation raises concerns about their readiness to deliver quality education effectively. In Valencia City, Bukidnon, similar trends are observed. Local studies indicate that public junior high school TLE teachers face challenges related to resource availability and access to professional development programs aligned with current teaching methodologies (Zabala & Adelante, 2018). The demographic profile in this region often reflects a younger workforce with varying levels of instructional competence.

Moreover, teacher performance in Valencia City, is closely tied to their ability to adapt instructional strategies for diverse learners. Research indicates that Technology and Livelihood Education (TLE) teachers who engage in continuous professional development show enhanced teaching practices and better student outcomes (Abao et al., 2020). However, there is a significant need for targeted interventions, such as structured training programs and adequate resource allocation. Studies reveal that teachers involved in professional development are 30% more effective in using varied instructional strategies, leading to a 20% increase in student performance. Surveys show that 70% of TLE teachers believe structured training would improve their effectiveness, while schools that invest in teacher development see a 15% boost in teaching quality indicators. These findings highlight the necessity of targeted support to improve teacher competencies and student learning outcomes.

Demographic factors, including age, gender, educational attainment, and years of teaching experience, further influence Filipino TLE teachers' performance. Younger teachers may show enthusiasm for integrating technology into their lessons but lack the classroom management experience necessary for effective instruction (de Leon-Abao, 2022). Moreover, while many TLE teachers possess advanced degrees or graduate units, a gap remains between their competency levels and the standards set by the National Competency-Based Teacher Standards (NCBTS) (Elli & Ricafort, 2020). This gap highlights the need for ongoing professional development aligned with national standards to enhance instructional quality.

Despite the acknowledged importance of instructional competence, many TLE teachers face challenges that hinder their effectiveness. These include insufficient instructional resources, limited access to professional development opportunities, and inconsistent levels of preparedness. For instance, Zabala and Adelante (2018) identified weaknesses in TLE teachers' ability to effectively use information and communication technology (ICT) in their instruction, a critical skill in today's digital learning environment. Such deficiencies can impede the development of essential competencies in students, underscoring the need for comprehensive support systems for teachers.

In conclusion, the instructional competence of public junior high school TLE teachers play a significant role in their teaching performance and student success. Addressing these educators' challenges through targeted professional development and improved resource allocation can enhance teaching practices and better prepare students for future career challenges.

Thus, the initiative to promote academic excellence and quality education in the District of Valencia City, Bukidnon, Philippines, motivated the researcher to investigate the instructional competence of public junior high school Technology and Livelihood Education (TLE) teachers, aiming to establish a foundation for an instructional enhancement program. The insights gained from this study are crucial for stakeholders involved in the K to 10 Matatag curriculum, which the government has implemented to improve the country's literacy rate. Practically, these findings can guide school administrators in identifying professional development needs, enabling them to tailor training programs that address specific competencies. Additionally, policymakers can use the data to allocate resources effectively and design targeted interventions that support teachers in enhancing their instructional strategies. Ultimately, this research can inform the development of curriculum materials and teaching practices that better meet the diverse needs of students, thereby contributing to improved educational outcomes in the district.

**Statement of the Problem**

This study aimed to assessed the level of instructional competence of public junior high school TLE teachers in the Division of Valencia City, Bukidnon.

Specifically, this study seeks to answer the following questions:

1.What is the demographic profile of the JHS TLE teachers in terms of:

1.1 age;

1.2 highest educational attainment; and

1.3 teaching position?

2. What is the level of instructional competence of JHS TLE teachers in terms of:

2.1 instructional delivery;

2.2 classroom management;

2.3 assessment; and

2.4 personal competencies (soft skills)?

3. Is there a significant relationship between the respondents' instructional competence level in instructional delivery, classroom management, assessment, and personal competencies across profile variables as to age, highest educational attainment, and teaching position?

4. Is there any variable, singly or in combination, which affects the performance of public junior high school TLE teachers?

**Objectives of the Study**

The study aimed to determine the level of instructional competence, of public junior high school TLE teachers in the Division of Valencia City, Bukidnon.

Specifically, this study aimed to:

1.Identify the demographic profile of the JHS TLE teachers in terms of:

a. age;

b. highest educational attainment; and

c. teaching position.

2.Discover the level of instructional competence of JHS TLE teachers in terms of:

a. instructional delivery;

b. classroom management;

c. assessment; and

d. personal competencies (soft skills).

3.Determine the significant relationship between the respondents' demographic profile and their instructional competence.

4.Examine if any variable, singly or in combination, affects the performance of public junior high school TLE teachers.

**Significance of the Study**

The results of this study may contribute to a better understanding of the ins0tractional practices within TLE education, leading to improvements in teaching effectiveness and student learning outcomes. This will be beneficial to the following stakeholders:

To the teachers, the study on instructional competence can empower TLE teachers by providing them with valuable insights, targeted support, and opportunities for growth, all of which contribute to their effectiveness in the classroom and their overall professional development.

To the students, the study on instructional competence directly impacts students by improving the quality of their education, enhancing their learning experiences, and better preparing them for future academic and career success. Competent instruction ensures that students gain the necessary skills and knowledge in TLE, leading to more effective learning and personal growth.

To the school administrators, the study can highlight specific areas where TLE teachers might need additional training or support. This information is valuable for designing effective professional development programs that address teachers' needs and help them stay updated with current teaching methodologies and technologies.

To Department of Education officials, the study is very vital in helping the Department of Education move toward an improvement in the overall quality and effectiveness of TLE education by way of targeted interventions, policy adjustments, and resource allocation intended to reap better educational outcomes among learners.

To the government, the findings can inform educational policies and practices related to teacher training, evaluation, and support. Policymakers can use this data to make evidence-based decisions aimed at enhancing the overall educational system.

To the future researchers, this study may provide important material for future studies on instructional competence of teachers. This will also be beneficial material for future reference.

**Scope and Delimitation of the Study**

This study focused on teachers' instructional competence. The respondents are the public junior high school TLE teachers of the Division of Valencia City, Bukidnon.

The study was delimited to the data provided by the public junior high school TLE teachers on their responses regarding demographic profiles, such as age, highest educational attainment, and teaching position. On the other hand, instructional competence includes instructional delivery, classroom management, assessment, and personal competencies. Moreover, it determined the level of instructional competence of JHS TLE teachers, which affects their performance. The data was gathered through a survey questionnaire.

## METHODOLOGY

This chapter presents the overall methodology of the study. It consists of the research design, respondents of the study, locale of the study, research instruments, ethical considerations, data gathering procedure, and statistical techniques.

## Research Design

This study employed descriptive correlational research. This research design is appropriate in determining the level of instructional competence and its effect on the performance of public junior high school TLE teachers in the Division of Valencia City. The study used a questionnaire and interviews to gather data about varying subjects. This data aimed to know the extent to which different conditions can be obtained among the subjects. Nonetheless, this study has no control variables. It only attempted to determine the level of instructional competencies of public junior high school TLE teachers and how they affected the performance of the teachers. Creswell and Creswell (2017) explained that descriptive survey design is used to determine the characteristics of the subjects, including their traits, behavior, and opinions. This information may be gathered using surveys, which are shared with the respondents, who, in this case, are the research subjects.

Moreover, this study utilized a questionnaire survey to gather the needed data. This allowed the researcher to collect data at a certain point in time from the sample size to the target respondents of the population respective to one or more variables.

## Locale of the Study

This study was conducted within the city of Valencia, province of Bukidnon. After Republic Act No. 8985 was ratified, Valencia became a city on January 12, 2001. The city is the most populous of all the municipalities and cities in the province of Bukidnon and the sixth largest in terms of area. It is also Mindanao's most populous inland city.

The Division of Valencia City consist of ten (10) districts. There are seventeen (17) secondary schools in the entire Division of Valencia City. Furthermore, the researcher will examine the public junior high school TLE teachers in Batangan Integrated School, Dagat-Kidavao Integrated School, Guinoyoran National High School, Lumbo Integrated School, Lurugan National High School, Tongan Tongan National High School, and Valencia National High School. These seven (7) selected schools have the highest number of secondary school teachers.

## Respondents of the Study

The respondents of this study are public junior high school TLE teachers of Batangan Integrated School, Dagat-Kidavao Integrated School, Guinoyoran National High School, Lumbo Integrated School, Lurugan National High School, Tongan Tongan National High School, and Valencia National High School. To ensure that the teacher in each school is represented, total enumeration will be used. Total enumeration refers to the inclusion of an entire population in the study, rather than using a sample. It aims to gather data from every individual or element within the defined population. The primary advantage of using this strategy is that it provides a complete and accurate representation of the entire population that eliminates sampling errors and ensures that the findings can be generalized to the entire group. Furthermore, it is particularly beneficial when dealing with smaller populations or when the cost and time constraints of sampling are not significant factors.

## Research Instrument

The researcher adopted a survey questionnaire from Asis et al. (2023). Experts first validated the questionnaire content and the interview questions, and then the comments were incorporated. A seven-point Likert scale was utilized to measure different study domains. The questionnaire determined the level of instructional competence of TLE teachers, which consisted of forty (40) items involving questions on instructional delivery, classroom management, assessment, and personal competencies. The researcher conducted a pilot test at Dologon National High School to measure the tool's reliability. The questionnaires were administered to 30 junior high school TLE teachers. This is important as it helped eliminate ambiguity, misunderstanding, and inadequate items, making research instruments valid and reliable. This necessitated the researcher to carry out a pilot study to ensure instruments are accurate without any flaws before the actual research was initiated. The reliability was measured by obtaining its Cronbach alpha value (a Cronbach alpha value of 0.981 indicates an acceptable level of reliability).

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Table I The Rating and Scoring for Survey Responses with Likert Scale on level of Instructional Competence

| Coding of Ranked Scales | Range | Verbal Interpretations |
|---|---|---|
| 7 | 6.51-7.00 | Very Highly Competent (VHC) |
| 6 | 5.51-6.50 | Highly Competent (HC) |
| 5 | 4.51-5.50 | Much Competent (MC) |
| 4 | 3.51-4.50 | Competent (C) |
| 3 | 2.51-3.50 | Somewhat Competent (SwC) |
| 2 | 1.51-2.50 | Slightly Competent (SC) |
| 1 | 1.00-1.50 | Not Competent (NC) |

The researcher also adopted a survey questionnaire from the DepEd RPMS-PPST tool (2023). The questionnaire, which consisted of fifteen (15) items, determined the level of teacher performance. It involved questions on content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, personal growth and professional development, and plus factors.

Table Ii The Rating and Scoring for Survey Responses with RPMS 5-point Scale on level of Teachers Performance.

| Coding of Ranked Scales | Range | Verbal Interpretations |
|---|---|---|
| 5 | 4.500-5.000 | Outstanding (O) |
| 4 | 3.500-4.499 | Very Satisfactory (VS) |
| 3 | 2.500-3.499 | Satisfactory (S) |
| 2 | 1.500-2.499 | Unsatisfactory (US) |
| 1 | 1.000-1.499 | Poor (P) |

**Ethical Consideration**

Before the study commenced, ethical clearance was obtained from the Institutional Ethics Review Committee (IERC) OF Central Mindanao University to ensure that the research followed appropriate protocols. The participants were informed about the study's procedures, and the researcher adhered to ethical standards. Permissions were obtained from the authors of the survey questionnaires used in the study. Informed consent was obtained from all participants using separate consent forms. All the research participants were informed about the voluntary nature of their participation and their right to withdraw at any time without facing any negative consequences. Participants were guaranteed confidentiality of their responses and demographics.

**Data Gathering Procedure**

The researcher requested authorization from the Valencia City Schools Division Superintendent to conduct the study. Then, the endorsement letter to conduct the study was presented to the school principals of Batangan Integrated School, Dagat-Kidavao Integrated School, Guinoyoran National High School, Lumbo Integrated School, Lurugan National High School, Tongan Tongan National High School, and Valencia National High School. The researcher explained thoroughly the goal of the study so that they understood what would be measured.

The researcher then distributed a survey questionnaire on the level of instructional competence of public junior high school TLE teachers. An informed consent form was attached for the respondents to read and sign to ensure that the teachers were willing to participate in the study and were fully aware of their role as the study's subject. Voluntary participation from the respondents and all personal information acquired about the respondents was entirely kept confidential. The data was compiled and organized for statistical analysis and interpretation.

**Statistical Treatment of Data**

The information collected through the questionnaires was organized, tabulated, analyzed, and interpreted using the following statistical tools: Descriptive Statistics such as Mean, Standard Deviation, and Percentage Distribution. These tools were used to answer problems 1 and 2. These tools determined the demographic profile and the level of instructional competence of public junior high school TLE teachers in terms of instructional delivery, classroom management, assessment, and personal competencies (soft skills). Descriptive Correlation. To answer problem 3, which deals with the significant relationship between the respondents' demographic profile and instructional competence. To answer problem 4, Regression Analysis was utilized.

**Presentation, Analysis, And Interpretation of Data**

This chapter presented the analysis and interpretation of the data gathered based on the problems of the study. It comprises the display of data depending on the respondents' profiles. It also addresses and evaluates the level of instructional competence and performance among public junior high school TLE teachers. Moreover, it discusses the significant relationships between the variables reported.

**Profile of Public Junior High School Technology and Livelihood Education Teachers**

**Age Group**

Table 3 displays the distribution of teacher-respondents in terms of age. According to the response, 20 or 39.22% of the teacher-respondents were between 36-45 years old. Also, 1 of the teacher-respondents, or 1.96%, belongs to the 25 years old and below bracket.

Table Iii Profile of the Public Junior High School TLE Teachers in Terms of Age

| Age | Frequency | Percentage |
|---|---|---|
| 25 years old and below | 1 | 1.96 |
| 26-35 years old | 16 | 31.37 |
| 36-45 years old | 20 | 39.22 |
| 46-55 years old | 12 | 23.53 |
| 56 years old and above | 2 | 3.92 |
| Total | 51 | 100 |

The age distribution of the public junior high school Technology and Livelihood Education (TLE) teachers reveals that the majority of teachers fall within the middle age brackets. Specifically, the largest group of teachers is aged 36–45, comprising 39.22% of the sample. This suggests that a significant portion of the teaching staff is in their mid-career stage, likely possessing a blend of experience and energy conducive to effective teaching.

The next largest age group is 26–35, with 31.37% of the teachers. This indicates that many relatively younger teachers may bring fresh perspectives and recent training into the instructional environment.

Teachers aged 46–55 make up 23.53% of the population, representing a group with considerable teaching 55 experiences. This experience can contribute to instructional competence through accumulated knowledge and classroom management skills.

The smallest groups are the youngest teachers, 25 years old and below (1.96%), and the oldest group, 56 years old and above (3.92%). The low percentage of very young teachers may suggest limited entry of new educators into the TLE teaching force, which could have implications for succession planning. Similarly, the small proportion of older teachers may indicate a trend toward retirement or career transitions.

Overall, the age profile suggests a relatively balanced mix of early-career, mid-career, and senior teachers, concentrating in the mid-career range. This distribution is favorable for maintaining instructional competence, as it combines the enthusiasm and updated knowledge of younger teachers with older teachers' experience and pedagogical skills.

The relatively low number of younger teachers aged 25 and below can be linked to the Department of Education's rigorous recruitment and appointment procedures. Prospective teachers must pass the Licensure Examination for Teachers (LET) and meet specific qualification standards before being hired into the public school system (DepEd, 2023). Additionally, budget limitations and the prioritization of filling vacancies in critical shortage areas can slow the hiring of new teachers, thereby reducing the entry of beginner teachers. This limited entry of fresh teachers might hinder the introduction of up-to-date pedagogical approaches and innovative teaching practices essential for addressing the evolving needs of learners and the educational system (TeacherPH, 2024).

On the other hand, the small proportion of teachers aged 56 and above indicates that the teaching workforce is not heavily concentrated among those approaching retirement. This distribution is influenced by DepEd's mandatory retirement age of 65 and options for early retirement and career transition programs available to teachers (DepEd Region VIII, 2025). Such a balanced age profile lessens immediate concerns about widespread teacher shortages due to retirements. However, it emphasizes the need for effective succession planning and knowledge transfer mechanisms to maintain instructional quality and institutional memory over time.

**Educational Attainment**

Another crucial aspect of demographic profile included in the study is the teachers' highest educational attainment, which is reflected in Table 3. This variable is significant because it provides insight into the professional qualifications and academic backgrounds of the respondents, which could influence their teaching performance, instructional strategies, and overall effectiveness in the classroom.

Table Iv Profile of the Public Junior High School TLE Teachers in Terms of Educational Attainment

| Educational Attainment | Frequency | Percentage |
|---|---|---|
| BEED/BSED Graduate | 24 | 47.06 |
| Master's units (MA/MS/MAEd) | 20 | 39.22 |
| MA Graduate | 7 | 13.73 |
| Ph.D/ Ed.D Academic Units | 0 | 0 |
| Ph.D/ Ed.D Academic Graduate | 0 | 0 |
| Total | 51 | 100 |

The table shows that almost half of the group holds a Bachelor of Elementary Education (BEED) or Bachelor of Secondary Education (BSED) degree, with 47.06%. On the other hand, only a small segment of the population, 13.73%, has completed a Master's degree (MA/MS/MAEd/MAHEEd), and a complete absence of teacher respondents with either doctoral-level academic units or completed doctoral degrees with 0%.

This distribution suggests that while most TLE teachers have met the minimum qualifications for teaching, a considerable portion is actively engaged in further studies or has already advanced their educational credentials

beyond the undergraduate level. Almost 40% have taken Master's units, and nearly 14% have completed a master's degree, reflecting a strong commitment to professional growth and lifelong learning among the teaching staff. This is consistent with the Department of Education's encouragement for teachers to pursue higher education as part of their career advancement and to enhance their instructional competence (DepEd, 2017).

However, the absence of teachers with doctoral-level qualifications may indicate limited opportunities or incentives for pursuing the highest academic credentials within the TLE teaching community. This could be due to various factors such as the availability of graduate programs, financial constraints, or the perceived relevance of doctoral studies to their teaching roles (Chua & Cabaluna, 2020).

However, a considerable number are actively pursuing or have achieved advanced studies. The presence of many teachers with graduate-level education is notable, as research consistently finds that higher educational attainment is associated with improved teaching performance and instructional competence. For instance, Sumanga et al. (2022) and Cebreros (2011) found that teachers with advanced degrees tend to demonstrate greater effectiveness in the classroom, likely due to more profound subject matter knowledge, enhanced pedagogical skills, and improved critical thinking and problem-solving abilities (Goldstein, 2008; Sumanga et al., 2022).

Further, professional development and pursuing higher education are strongly encouraged in the teaching profession to ensure ongoing growth and adaptability. Nairz-Wirth and Feldmann (2019) noted that continuous faculty development and advanced study contribute to enhanced instructional planning, delivery, and classroom management, all of which are critical for quality teaching. This is echoed by Tubog and Costa (2024), who found that master teachers with graduate degrees were rated as "very competent" in content knowledge and pedagogy, underscoring the value of advanced education in fostering instructional excellence.

**Teaching Position**

Meanwhile, the teachers' teaching position as a demographic profile is also investigated in this study as it could also be a factor of their instructional competence. The respondents' teaching positions is reflected in Table 4.

Table V Profile of the Public Junior School TLE Teachers in Terms of Teaching Position

| Teaching Position | Frequency | Percentage |
|---|---|---|
| Teacher I | 37 | 72.55 |
| Teacher II | 3 | 5.88 |
| Teacher III | 11 | 21.57 |
| Master Teacher I | 0 | 0 |
| Master Teacher II | 0 | 0 |
| Total | 51 | 100 |

The data indicate that most teachers (72.55%) hold the position of Teacher I, the entry-level rank in the DepEd teaching career ladder. A smaller portion of the teachers are classified as Teacher II (5.88%) and Teacher III (21.57%), while no teachers currently hold the positions of Master Teacher I or Master Teacher II.

This distribution suggests that most TLE teachers are relatively early in their career progression or have not yet advanced to higher teaching ranks. The majority of Teacher I positions reflect a relatively young or less experienced teaching workforce, or it indicate limited opportunities or challenges in career advancement within the TLE department. The relatively small percentage of Teacher III positions shows that some teachers

have attained mid-level rank, likely reflecting those with more years of experience, additional qualifications, or demonstrated instructional competence.

The absence of Master Teacher positions have several factors, including the strict requirements for promotion to these ranks, such as advanced educational attainment, exemplary teaching performance, and contributions to school leadership or professional development activities (DepEd, 2017). It may also reflect a lack of available positions or limited awareness and support for teachers to pursue these higher-level roles.

This profile highlights the importance of providing clear pathways and support mechanisms for career advancement among TLE teachers. Encouraging professional development, mentoring, and recognition programs can motivate teachers to pursue higher ranks, which are often associated with greater instructional competence and leadership responsibilities. Furthermore, teachers' career progression is closely linked to their motivation, job satisfaction, and ultimately, the quality of education delivered to students.

Overall, the teaching position profile indicates that while most TLE teachers are at the beginning of their career ladder, there is potential for growth and advancement. Supporting teachers in their professional journey is essential to enhance their instructional effectiveness and contribute to improved student outcomes.

**Instructional Competence of Public Junior High School Technology and Livelihood Education Teachers in terms of Instructional Delivery, Classroom Management, Assessment, and Personal Competencies**

**Instructional Delivery**

The teachers' instructional competence, particularly in teaching TLE subject is investigated in this study as a dependent variable. It includes several dimensions such as instructional delivery, classroom management, assessment, and personal competencies. Table 6 shows the instructional competence level of public junior high school TLE teachers in terms of instructional delivery. The weighted mean value of 6.29 reveals that TLE teachers in public junior schools are "Highly Competent" in instructional delivery. This reflects a high level of competency in their capacity to successfully transfer knowledge and skills.

Table Vi Level of Instructional Competence in Instructional Delivery

| Indicators | Mean | SD | Interpretation |
|---|---|---|---|
| Incorporates various teaching aids like models, diagrams, PowerPoint, etc. | 6.43 | 0.73 | Highly Competent |
| Integrates the subject matter into other real-life contexts. | 6.43 | 0.73 | Highly Competent |
| Uses teaching methods appropriate to the content standards. | 6.29 | 0.70 | Highly Competent |
| States the lesson objective clearly and demonstrates mastery of the subject matter. | 6.27 | 0.75 | Highly Competent |
| Presents topics in a logical sequence and paces the lessons appropriately. | 6.27 | 0.80 | Highly Competent |
| Selects examples relevant to student experiences and makes connections to a real-world context. | 6.24 | 0.71 | Highly Competent |
| Highlights mastery of competencies relevant to the curriculum guide. | 6.22 | 0.76 | Highly Competent |
| Shares thought-provoking questions in teaching. | 6.20 | 0.85 | Highly Competent |
| Encourages self-directed learning by providing students with group | 6.20 | 0.72 | Highly |

| | | | |
|---|---|---|---|
| activities. | | | Competent |
| Demonstrates using the knowledge/skills in problem-solving and decision-making. | 6.18 | 0.65 | Highly Competent |
| Embeds and encourages higher-order thinking skills along with teaching foundation skills. | 6.14 | 0.85 | Highly Competent |
| Weighted Mean | 6.29 | 0.73 | Highly Competent |

*Legend: 6.51 – 7.00 Very Highly Competent (VHC); 5.51 – 6.50 Highly Competent (HC); 4.51 – 5.50 Much Competent (MC); 3.51 – 4.50 Competent (C); 2.51 – 3.50 Somewhat Competent (SwC); 1.51 – 2.50 Slightly Competent (LC); 1.00 – 1.50 Not Competent (NC)

The statement, "Incorporates various teaching aids like models, diagrams, PowerPoint and "Integrate the subject matter into other real-life contexts" have the highest mean scores (6.43). This highlights teachers' proficiency in utilizing diverse teaching resources and connecting classroom learning to real-world applications. In TLE classes, teachers integrate a range of teaching aids to provide students with hands-on and visual learning experiences. For instance, during Bread and Pastry Production, teachers use actual baking tools and ingredient samples alongside step-by-step PowerPoint slides to show proper procedures in mixing and baking. In Electrical Installation and Maintenance, they demonstrate using wiring boards, electrical tools, and circuit models to let learners observe and simulate safe wiring practices. Teachers also use PowerPoint presentations with visuals, flowcharts, and short video clips to explain food preservation, basic carpentry, or sewing techniques.

In areas where technology is limited, TLE teachers improvise with locally available materials like cardboard models of kitchen layouts or tool identification posters. These varied teaching aids allow students to see and manipulate actual tools or simulations of real-world settings, which supports skills development and mastery of competencies aligned with TESDA standards.

On the other hand, the statement, “Embeds and encourages higher-order thinking skills along with teaching foundation skills. " possesses the lowest mean scores (6.14) yet still in the "Highly Competent" range. This indicates that although teachers are competent, there could be scope for developing their skills further to develop higher-order thinking and problem-solving capabilities among students. Meanwhile, this result may be due to the nature of TLE instruction, which often emphasizes task execution and technical demonstrations, with less focus on posing open-ended problems or encouraging deeper analysis and student-led inquiry during lessons.

Moreover, TLE teachers in DepEd consistently relate classroom topics to practical applications in everyday life, making the subject more relevant and engaging for learners. For example, in cookery, students are encouraged to plan and prepare simple meals using local ingredients based on family budgets, simulating real household food preparation. In dressmaking, teachers integrate entrepreneurship by guiding students to design and market their own clothing items, showing how skills learned in class can become a source of income.

During lessons in Agriculture, students may be assigned to create their own backyard gardening plans or maintain a school garden, applying sustainable farming methods learned in class. In ICT, teachers give tasks such as creating resumes, posters, or business proposals using word processing and spreadsheet software, mimicking real office tasks. By linking content with livelihood, community needs, and home responsibilities, TLE teachers empower learners to apply skills in productive and practical ways, supporting both life readiness and employability.

This result aligns with contemporary pedagogical approaches emphasizing contextualized and student-centered learning, which is crucial for effective Technology and Livelihood Education (TLE) (Borremans & Spilt, 2024; Gümüş, 2025). The study of Alcaide and Blancia (2024), who found that TLE teachers demonstrated

strong proficiency in utilizing various teaching aids and instructional modules, particularly during the new normal, which enhanced their effectiveness in delivering technical subjects. Similarly, Espiritu (2020) highlighted that while TLE teachers were highly competent in practical competencies like Cookery and Housekeeping, there remained a need to strengthen their strategies in fostering higher-order thinking skills. This is supported by Mercado (2017), whose study emphasized the role of innovative pedagogical tools, such as PowerPoint presentations, diagrams, and ICT-based resources in promoting not only hands-on learning but also student engagement and analytical thinking.

Furthermore, Biray et al. (2024) noted that although teachers in non-urban schools had basic to intermediate ICT skills, with proper support and intervention, their competence significantly improved, particularly in areas related to problem-solving and decision-making. Lastly, Arnado et al. (2023) revealed that TLE teachers possessed high instructional competency but often faced challenges in integrating critical thinking activities due to limited resources and training. Collectively, these studies affirm that while TLE teachers are highly competent in instructional delivery, particularly in using diverse teaching aids and connecting lessons to real-life contexts, there is still room for development in embedding higher-order thinking skills in their classroom practices.

**Classroom Management**

Another dimension of instructional competence included in this study is in terms of the teachers' classroom management. The results of the teachers' assessment of their competence in this area is shown in Table 7.

TABLE VII Level of Instructional Competence in Classroom Management

| Indicators | Mean | SD | Interpretation |
|---|---|---|---|
| Develop classroom rules that foster respect, caring, and community. | 6.41 | 0.73 | Highly Competent |
| Maintains discipline and control. | 6.39 | 0.60 | Highly Competent |
| Make expectations for behavior clear at the beginning of the school year. | 6.37 | 0.72 | Highly Competent |
| Set boundaries and expectations at the beginning of the class. | 6.35 | 0.80 | Highly Competent |
| Create a warm and welcoming room by properly positioning chairs, displays, and equipment. | 6.31 | 0.86 | Highly Competent |
| Shows systematic routine work/s – 6.27 – HC | 6.27 | 0.75 | Highly Competent |
| Involves parents and guardians in classroom discipline by assessing and reporting behavioral concerns. | 6.25 | 0.89 | Highly Competent |
| Keeps the class in order by staying on time and on task. | 6.22 | 0.70 | Highly Competent |
| Have a regular daily schedule to help the learners prepare for the upcoming activities. | 6.21 | 0.78 | Highly Competent |
| Weighted Mean | 6.31 | 0.68 | Highly Competent |

*Legend: 6.51 – 7.00 Very Highly Competent (VHC); 5.51 – 6.50 Highly Competent (HC); 4.51 – 5.50 Much Competent (MC); 3.51 – 4.50 Competent (C); 2.51 – 3.50 Somewhat Competent (SwC); 1.51 – 2.50 Slightly Competent (LC); 1.00 – 1.50 Not Competent (NC)

Table 7 shows the level of instructional competence in classroom management as measured by various indicators. The mean scores of these indicators fall within the "Highly Competent" (HC) range, with the weighted mean of 6.31 indicating that teachers exhibit strong abilities in managing classroom dynamics. Among the indicators, "Develop classroom rules that foster respect, caring, and community" received the highest mean score of 6.41, while the lowest mean score, 6.21, was for "Have a regular daily schedule to help the learners prepare for the upcoming activities."

The highest-rated indicator reflects teachers' strong competence in establishing a positive classroom environment where students feel respected and part of a caring community. This aligns with best practices in classroom management, emphasizing the importance of clear, supportive rules that promote a positive, inclusive atmosphere. In the context of TLE classes in DepEd, this aligns with the department's emphasis on creating a safe and supportive learning environment for skills development. TLE teachers often establish clear and collaborative rules that are integral not only for academic success but also for the development of students' practical skills, such as teamwork, respect for tools and materials, and adherence to safety protocols. The integration of values education within TLE lessons, such as respect for others' work during group projects in areas like cookery, dressmaking, and automotive servicing, helps build a sense of responsibility and community among students. DepEd's push for life skills education further supports this by emphasizing the importance of developing social and emotional competencies alongside technical skills. Through programs like the K-12 TLE Curriculum, students are encouraged to work collaboratively, fostering a respectful and inclusive classroom environment that mirrors real-life professional settings.

In contrast, the lowest-rated indicator, although still highly competent, suggests that there is room for further improvement in structuring daily schedules to consistently prepare students for each lesson in TLE classes. In DepEd's TLE programs, teachers are required to follow detailed lesson plans, but due to the nature of hands-on skills training, time management becomes crucial yet challenging. For instance, in subjects like bread and pastry production or welding, where students need time to practice using tools and materials, there might be unexpected delays due to technical issues with equipment, a shortage of materials, or varying student skill levels. DepEd has been working on enhancing the availability of resources and teacher training to help TLE instructors better manage these practical sessions, but it remains a challenge to ensure that students are always mentally and physically prepared for the tasks ahead. Furthermore, the modular approach sometimes leads to inconsistencies in time management, especially when teachers need to balance technical demonstrations with students' hands-on practice. With the introduction of more structured in-service training (INSET) and additional support for multigrade settings, it is expected that teachers can improve their ability to maintain a more consistent and organized daily schedule in TLE classes.

Clarke and Hollingsworth (2017) and Kariuki (2021) emphasize the importance of clear classroom rules and fostering a community-focused environment, which aligns with the high mean scores for establishing rules and maintaining discipline in TLE classes. These studies highlight that when teachers create a respectful and supportive classroom atmosphere, students are more engaged and better able to learn technical skills. Alderman and Dombrowski (2019) further support the significance of setting clear behavior expectations at the start of the school year, ensuring that students are mentally prepared for the challenges ahead. This is especially crucial in TLE classrooms, where hands-on activities require focus and discipline.

However, Smith and Green (2018) point out that maintaining consistent routines can sometimes be challenging in TLE settings, leading to the lower score for having a regular daily schedule. Given the practical nature of TLE, it's common for disruptions or scheduling inconsistencies to arise. Bishop and Rasmussen (2020) highlight the value of involving parents in classroom discipline, which is reflected in the high mean for parent involvement. Their study suggests that engaging parents helps improve student behavior and creates a more collaborative learning environment, which is essential in TLE classes, where practical learning often extends beyond the classroom.

**Assessment**

Table 8 presents the level of instructional competence in assessment, as measured by various indicators. The mean scores of these indicators fall within the "Highly Competent" (HC) range, with a weighted mean of 6.23, indicating that teachers demonstrate strong abilities in assessing and monitoring student progress. The highest-rated indicators, all scoring 6.35, include "Measures the performance abilities and skills of learners," "Assess the written works of learners," and "Supports learners' self-regulation." These results emphasize the importance of assessing both the performance skills and written works of students, as well as supporting their self-regulation. The lowest-rated indicator, "Uses informal assessment that is aligned with the content standards," received a mean score of 6.00, suggesting that although the use of informal assessments is present, there is room for improvement in aligning these assessments with the content standards.

TABLE VIII Level of Instructional Competence in Assessment

| Indicators | Mean | SD | Interpretation |
|---|---|---|---|
| Measures the performance abilities and skills of learners. | 6.35 | 0.82 | Highly Competent |
| Assess the written works of learners. | 6.35 | 0.74 | Highly Competent |
| Supports learners' self-regulation. | 6.35 | 0.72 | Highly Competent |
| Uses the results of the assessment to track learners' progress. | 6.29 | 0.73 | Highly Competent |
| Integrates assessment into the process of teaching and learning. | 6.29 | 0.73 | Highly Competent |
| Assesses learning to monitor students on a day-to-day basis. | 6.25 | 0.74 | Highly Competent |
| Gather evidence on student learning that informs instructional decisions. | 6.24 | 0.71 | Highly Competent |
| Provides learners the ability to track their educational goals. | 6.10 | 0.73 | Highly Competent |
| Gather information about the various learning styles of pupils in the classroom. | 6.08 | 0.82 | Highly Competent |
| Uses informal assessment that is aligned with the content standards. | 6.00 | 0.92 | Highly Competent |
| Weighted Mean | 6.23 | 0.69 | Highly Competent |

*Legend: 6.51 – 7.00 Very Highly Competent (VHC); 5.51 – 6.50 Highly Competent (HC); 4.51 – 5.50 Much Competent (MC); 3.51 – 4.50 Competent (C); 2.51 – 3.50 Somewhat Competent (SwC); 1.51 – 2.50 Slightly Competent (LC); 1.00 – 1.50 Not Competent (NC

The highest-rated indicators demonstrate teachers' competence in utilizing a variety of assessment strategies to monitor students' progress. For example, in TLE classes, teachers use both practical assessments, such as performance tasks in areas like cookery or automotive servicing, and written assessments to evaluate students' theoretical understanding. These practices align with the emphasis on developing both practical and cognitive skills in TLE education, as prescribed by the K-12 curriculum. Supporting students' self-regulation, another highly rated indicator, is crucial in TLE classrooms where students are expected to manage their own learning and practice hands-on tasks independently. The results highlight that TLE teachers are adept at integrating assessments into the teaching and learning process, making them an integral part of students' skill development. In contrast, the lower rating for informal assessment alignment with content standards suggests that while TLE teachers are using informal assessments, further alignment with the official curriculum and content standards could enhance their effectiveness.

These findings align with contemporary educational research emphasizing the importance of formative assessment strategies that evaluate student outputs and foster learner autonomy and self-monitoring (Black & Wiliam, 2018). Supporting self-regulation is critical as it empowers students to take ownership of their learning, which has been linked to improved academic outcomes (Zimmerman, 2016).

Moreover, the high competence in using assessment results to track learners' progress and integrating assessment into the teaching and learning process reflects an understanding of assessment as a continuous and integral part of instruction. Heritage (2016) highlights that formative assessment practices that inform instructional decisions are vital for adapting teaching to meet student needs and enhancing learning effectiveness. The ability to gather evidence on student learning to guide instruction further supports this interpretation, indicating that teachers use assessment data to refine their teaching approaches.

The teachers' competence in using informal assessments aligned with content standards and gathering information about students' diverse learning styles shows awareness of the need for varied and differentiated assessment methods. Tomlinson (2017) stresses that differentiated assessment is essential in addressing learner

diversity and promoting equitable educational outcomes. This competence suggests that teachers recognize the importance of modifying assessments to curriculum requirements and individual learner differences.

Personal Competencies

Table 9 presents the level of instructional competence in personal competencies as assessed by various indicators. The weighted mean of 6.41 falls within the "Highly Competent" (HC) range, signifying that teachers demonstrate strong personal competencies that positively impact their classroom interactions. Among the indicators, "Have a sympathetic attitude toward students" received the highest mean score of 6.45, while the lowest-rated indicator, "Respond appropriately in a non-threatening proactive learning environment," earned a score of 6.25.

TABLE IX Level of Instructional Competence in Personal Competencies

| Indicators | Mean | SD | Interpretation |
|---|---|---|---|
| Have a sympathetic attitude toward students | 6.45 | 0.81 | Highly Competent |
| Avoid discrimination towards students, parents, or colleagues | 6.43 | 0.78 | Highly Competent |
| Respond to students' requests promptly and treat all students with respect | 6.39 | 0.85 | Highly Competent |
| Exhibits sensitivity to gender and cultural differences in all students/learners | 6.39 | 0.85 | Highly Competent |
| Shows a feeling of responsibility towards the students | 6.37 | 0.85 | Highly Competent |
| Contribute towards the students' growth | 6.37 | 0.75 | Highly Competent |
| Establishes high but achievable expectations to encourage a love for learning | 6.35 | 0.77 | Highly Competent |
| Collaborates with the teaching staff members in the functional activities | 6.33 | 0.71 | Highly Competent |
| Exhibits flexibility in adjusting to novel situations | 6.27 | 0.78 | Highly Competent |
| Respond appropriately in a non-threatening proactive learning environment | 6.25 | 0.72 | Highly Competent |
| Weighted Mean | 6.41 | 0.73 | Highly Competent |

*Legend: 6.51 – 7.00 Very Highly Competent (VHC); 5.51 – 6.50 Highly Competent (HC); 4.51 – 5.50 Much Competent (MC); 3.51 – 4.50 Competent (C); 2.51 – 3.50 Somewhat Competent (SwC); 1.51 – 2.50 Slightly Competent (LC); 1.00 – 1.50 Not Competent (NC)

The highest-rated indicator reflects teachers' exemplary ability to display empathy and compassion toward students, fostering a nurturing and supportive classroom atmosphere. This suggests that teachers possess a genuine concern for their students' well-being and emotional needs. In the context of DepEd's approach to education, this aligns with the emphasis on holistic development, where teachers are encouraged to build meaningful relationships with their students. Teachers with a sympathetic attitude create a safe learning environment, which is essential for the personal and academic growth of students, particularly in subjects like TLE, where practical, hands-on work is prevalent. By displaying empathy, teachers can better manage classroom dynamics and create a conducive space for learning, promoting both technical and life skills in students.

In contrast, the lowest-rated indicator, although still highly competent, suggests that there may be opportunities for improvement in responding appropriately in a non-threatening proactive learning environment. This could indicate that while teachers generally manage classroom behavior effectively, there is still room for enhancing proactive measures that ensure a more inclusive and less stressful atmosphere for students. In TLE classes, where technical skills training often involves complex tasks and hands-on activities, ensuring that students feel

safe and supported at all times is critical. DepEd's focus on promoting a safe and positive learning environment aligns with this need, as teachers are encouraged to be more proactive in addressing potential conflicts or stressors that could hinder student engagement or progress. While teachers in TLE are generally skilled at providing a safe learning environment, more training in conflict resolution, student motivation, and classroom management techniques may further enhance their personal competencies in responding to students' needs in a proactive and non-threatening manner.

These findings align with contemporary research emphasizing the importance of teachers' interpersonal skills and ethical conduct in fostering a positive and inclusive learning environment (OECD, 2020). According to Jennings and Greenberg (2017), teachers' social-emotional competence, including empathy and fairness, is critical in creating supportive classrooms that promote student engagement and well-being.Teachers' ability to establish high yet achievable expectations and exhibit sensitivity to gender and cultural differences reflects their commitment to equity and diversity in education. Villegas and Lucas (2017) support this, arguing that culturally responsive teaching enhances student motivation and academic success by recognizing and valuing students' diverse backgrounds.

Flexibility in adapting to new situations and collaboration with colleagues also received high ratings, highlighting teachers' adaptability and teamwork skills. These competencies are essential in today's dynamic educational landscape, where teachers must respond to changing curricula, technologies, and student needs (Day & Gu, 2016). Collaborative practices among teaching staff have improved instructional quality and professional growth (Vangrieken et al., 2017).

**Summary of Instructional Competence of Public Junior High School Technology and Livelihood Education Teachers**

Table 10 shows the overall level of instructional competence of teachers based on four key indicators. Personal competencies recorded the highest mean score of 6.41, followed by assessment with 6.35, classroom management at 6.31, and instructional delivery, which received the lowest mean of 6.29. Despite these differences, all indicators are interpreted as highly competent according to the given scale. The overall mean is 6.34, also within the highly competent range.

TABLE X Overall Level of Instructional Competence

| Indicators | Mean | SD | Interpretation |
|---|---|---|---|
| Personal Competencies | 6.41 | 0.73 | Highly Competent |
| Assessment | 6.35 | 0.69 | Highly Competent |
| Classroom Management | 6.31 | 0.68 | Highly Competent |
| Instructional Delivery | 6.29 | 0.73 | Highly Competent |
| Overall Mean | 6.34 | 0.70 | Highly Competent |

*Legend: 6.51 – 7.00 Very Highly Competent (VHC); 5.51 – 6.50 Highly Competent (HC); 4.51 – 5.50 Much Competent (MC); 3.51 – 4.50 Competent (C); 2.51 – 3.50 Somewhat Competent (SwC); 1.51 – 2.50 Slightly Competent (LC); 1.00 – 1.50 Not Competent (NC)

The result reflects a consistently high level of instructional competence across all domains. The scores indicate that teachers exhibit strong capabilities in personal effectiveness, evaluative practices, and classroom control. However, the slight variation in means highlights areas of relative strength and areas for targeted improvement. The highest-rated indicator, Personal Competencies (6.41), reflects teachers' strong values, professionalism, and interpersonal skills. Conversely, the lowest-rated indicator, Instructional Delivery (6.29), suggests a relative need for growth in how teachers present lessons, use varied teaching strategies, and engage students in active learning.

The high score in personal competencies signifies that teachers are dependable, self-motivated, and able to build positive relationships with students and colleagues. These qualities are essential in maintaining a healthy

school culture and often translate into better classroom engagement and teacher retention. This strength suggests that the teachers are emotionally and ethically invested in their profession, which positively influences their overall performance. On the other hand, instructional delivery, though still rated highly competent, ranks the lowest among the indicators. This suggests a gap in the practical execution of lessons, teachers may benefit from capacity-building programs focused on pedagogical approaches, differentiated instruction, and technology integration. Improving this area will ensure that teachers not only manage their classrooms effectively and assess student learning properly, but also deliver content in more dynamic, responsive, and student-centered ways.

This aligns with Jennings and Greenberg's (2017) findings that social-emotional competence in teachers fosters positive classroom environments conducive to student engagement and well-being. Teachers who demonstrate these personal attributes are better equipped to build trusting relationships and promote inclusive learning environments. Moreover, the findings of Stronge (2018) emphasized that personal attributes such as empathy, integrity, and responsibility are critical to building trust and motivation in students. These traits, reflected in high personal competencies scores, contribute significantly to teaching effectiveness and school climate. Likewise, Darling-Hammond et al. (2017) stressed the importance of continuous professional development in instructional delivery, particularly in helping teachers adapt their teaching styles to meet diverse learner needs, this aligns with the relatively lower rating for Instructional Delivery. Marzano and Toth (2013) underscored the role of classroom management in creating environments conducive to learning, which supports the teachers' strong showing in that domain. The OECD (2020) also highlighted that competent assessment practices are essential for effective instruction, confirming the teachers' strength in using assessment tools to enhance learning. Finally, the Department of Education (DepEd Philippines, 2023), through its RPMS-PPST framework, emphasizes personal and professional competencies as foundational pillars of quality teaching. This national standard mirrors the study's finding that Personal Competencies emerged as the strongest indicator of teacher competence.

**Relationship between Instructional Competence in Instructional Delivery, Classroom Management, Assessment, and Personal Competencies of TLE Teachers on Age, Educational Attainment, and Teaching Position**

Table 11 presents the correlation analysis between teachers' instructional competence across four domains: Instructional delivery, classroom management, assessment, and personal competencies and selected variables such as age, educational attainment, and position/rank. Correlation coefficients (r) and their respective p-values are reported. Significant correlations were found in some variables, particularly those related to educational attainment and age, indicating varying degrees of association with instructional competence components.

The most notable results include a strong negative correlation between educational attainment (BEED/BSED Graduate) and instructional delivery, with a correlation coefficient of r = -0.438 and a p-value of 0.006, indicating statistical significance at the 0.01 level. In contrast, there is a positive correlation between educational attainment (Masters Units) and classroom management with r = 0.375, and p = 0.007, also significant at the 0.01 level. Additionally, a significant positive correlation was observed between the age group 26–35 and Personal Competencies with r = 0.318, and p = 0.023, while a strong negative correlation was found between the age group 46–55 and Personal Competencies with r = -0.446, and p = 0.001. These findings suggest that both age and educational attainment are important factors influencing instructional competence, with their effects varying in direction and strength across different instructional domains.

TABLE XI Correlation Analysis of the Variables

| Independent Variables Correlated with Teacher's Instructional Competence | Correlation Coefficient (r) | p-value |
|---|---|---|
| Instructional Delivery | | |
| Age 25 | 0.138 | 0.333 |
| Age 26-35 | 0.251 | 0.075 |

| | | |
|---|---|---|
| Age 36-45 | -0.105 | 0.465 |
| Age 46-55 | -0.162 | 0.256 |
| Age 56 and above | -0.082 | 0.566 |
| Educational Attainment (BEED/BSED Graduate | -0.438 | 0.006** |
| Educational Attainment (Masters Units) | 0.229 | 0.001** |
| Educational Attainment (MA Graduate) | 0.074 | 0.604 |
| Teacher I | -0.175 | 0.218 |
| Teacher II | 0.129 | 0.367 |
| Teacher III | 0.117 | 0.416 |
| Classroom Management | | |
| Age 25 | 0.145 | 0.311 |
| Age 26-35 | 0.062 | 0.667 |
| Age 36-45 | 0.043 | 0.762 |
| Age 46-55 | -0.190 | 0.181 |
| Age 56 and above | 0.056 | 0.696 |
| Educational Attainment (BEED/BSED Graduate | 0.262 | 0.064 |
| Educational Attainment (Masters Units) | 0.375 | 0.007** |
| Educational Attainment (MA Graduate) | 0.153 | 0.283 |
| Teacher I | -0.171 | 0.231 |
| Teacher II | 0.131 | 0.358 |
| Teacher III | 0.110 | 0.442 |
| Assessment | | |
| Age 25 | 0.134 | 0.347 |
| Age 26-35 | 0.208 | 0.143 |
| Age 36-45 | -0.062 | 0.663 |
| Age 46-55 | -0.220 | 0.121 |
| Age 56 and above | 0.044 | 0.761 |
| Educational Attainment (BEED/BSED Graduate | 0.146 | 0.307 |
| Educational Attainment (Masters Units) | -0.239 | 0.091 |
| Educational Attainment (MA Graduate) | 0.128 | 0.371 |
| Teacher I | -0.133 | 0.353 |
| Teacher II | 0.115 | 0.421 |
| Teacher III | 0.078 | 0.585 |
| Personal Competencies | | |
| Age 25 | 0.116 | 0.419 |
| Age 26-35 | 0.318 | 0.023* |
| Age 36-45 | 0.043 | 0.766 |
| Age 46-55 | -0.446 | 0.001** |
| Age 56 and above | 0.025 | 0.863 |
| Educational Attainment (BEED/BSED Graduate | 0.225 | 0.112 |
| Educational Attainment (Masters Units) | -0.237 | 0.095 |

| | | |
|---|---|---|
| Educational Attainment (MA Graduate) | 0.009 | 0.948 |
| Teacher I | -0.014 | 0.920 |
| Teacher II | 0.089 | 0.536 |
| Teacher III | -0.035 | 0.807 |

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

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

Furthermore, the highest positive correlation with r = 0.375 was observed between teachers with master's units and their classroom management competence, indicating that advanced education is associated with better organizational and behavioral management in the classroom. This suggests that further academic preparation enhances teachers' ability to implement strategies that promote effective learning environments. On the other hand, the strongest negative correlation with r = -0.438 was found between BEED/BSED graduates and instructional delivery, revealing that those without further studies beyond a bachelor's degree may have limitations in diversifying or enhancing their teaching strategies. Additionally, the negative correlation between age 46–55 and personal competencies with r = -0.446, and p = 0.001 suggests that older teachers in this group may face challenges in adaptability, motivation, or interpersonal dynamics, while younger teachers aged 26–35 show a positive association with r = 0.318, and p = 0.023 with these same competencies. These findings highlight the need to support professional growth, particularly among less academically advanced and mid-career teachers, through targeted development programs.

Darling-Hammond et al. (2017) affirms this result as emphasized that continued professional and academic development such as enrolling in graduate studies, enhances instructional techniques and classroom practices, supporting the positive correlation between master's units and classroom management. Likewise, Bucayong (2020) found that younger teachers tend to be more open to innovation and collaboration, aligning with the positive relationship between the 26–35 age group and personal competencies. In contrast, Bermudez and Punzalan (2019) highlighted that older teachers may struggle with adapting to evolving teaching demands and technologies, resonating with the negative correlation observed in the 46–55 age group. Cruz (2018) discovered that teaching performance significantly improves when teachers pursue further education beyond the undergraduate level, reinforcing the finding that BEED/BSED graduates without graduate studies tend to perform less effectively in instructional delivery. Lastly, DepEd Order No. 42, s. 2017, which promotes the Philippine Professional Standards for Teachers (PPST), underscores the value of higher education and lifelong learning in enhancing competence across all teaching domains.

**Regression Analysis on Instructional Competence of Technology and Livelihood Education Teachers**

Table 12 reflects the result of the regression analysis conducted to determine of any of the demographic variable, singly or in combination, affects the performance of the TLE teachers.

TABLE XII Multiple Regression Analysis on Instructional Competence of Technology and Livelihood Education Teachers

| **Coefficients** | | | | | | |
|---|---|---|---|---|---|---|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | p-value |
| | | B | Std. Error | Beta | | |
| | (Constant) | 2.009 | 0.533 | | 3.767 | 0.000 |
| | Personal Competencies | 0.384 | 0.083 | 0.553 | 4.645 | 0.000 |
| | R=0.553 | $R^2$= 0.306 | | F-value=21.577 | | p=0.000 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | (Constant) | 2.072 | 0.504 | | 4.114 | 0.000 |
| | Personal Competencies | 0.393 | 0.078 | 0.566 | 5.033 | 0.000 |
| | Age 36-45 | -0.305 | 0.115 | -0.299 | -2.658 | 0.011 |

Regression Equation Model 1:

$y=2.009+0.38x_1$

where:

y=Teachers' performance

$x_1$= Personal Competencies

Regression Equation Model 2:

$y= 2.072+ 0.393x_1-0.305x_2$

where:

y=Teachers' performance

$x_1$= Personal Competencies

$x_2$= Age 36-45

The multiple regression analysis in Table 12 reveals that personal competencies significantly predict the instructional competence of Technology and Livelihood Education (TLE) teachers. In the first model, personal competencies positively and substantially affect instructional competence, with an unstandardized coefficient (B) of 0.384 and a standardized beta of 0.553. This indicates that for every one-unit increase in personal competencies, instructional competence increases by approximately 0.384 units, holding other factors constant. The relationship is statistically significant, as evidenced by a t-value of 4.64 and a p-value of 0.00, highlighting the critical role of personal attributes such as empathy, adaptability, and interpersonal skills in enhancing teaching effectiveness.

In the second model, which includes age as an additional variable, personal competencies continue to strongly influence instructional competence (B = 0.393, beta = 0.566, t = 5.033, p = 0.000). However, the age group of 36 to 45 years exhibits a significant adverse effect on instructional competence, with an unstandardized coefficient of -0.305 and a standardized beta of -0.299. This suggests that teachers within this age bracket tend to have lower instructional competence scores compared to other age groups when controlling for personal competencies. The negative association is statistically significant (t = -2.658, p = 0.011), possibly reflecting mid-career challenges such as increased workload, professional burnout, or transitional career phases that may impact teaching performance.

The multiple regression analysis indicates that personal competencies strongly and positively predict instructional competence among TLE teachers. This finding suggests that teachers with well-developed personal attributes such as emotional intelligence, empathy, adaptability, effective communication, and interpersonal skills are likelier to exhibit higher instructional competence. These personal competencies enable teachers to create supportive and engaging learning environments, manage classroom dynamics effectively, and respond sensitively to diverse student needs.

The findings of this study are highly relevant to the teaching context in DepEd Valencia, where personal competencies have consistently emerged as essential in sustaining quality instruction, especially in TLE subjects. For instance, teachers who exhibit strong interpersonal skills, resilience, and professional ethics often demonstrate higher instructional competence, as shown in their effective classroom delivery and strong rapport with learners. In actual practice, TLE teachers who actively engage in community-based learning projects or integrate real-life livelihood tasks—such as food processing or agricultural demonstrations—often receive favorable feedback from both students and school heads, reinforcing the strong link between personal commitment and teaching effectiveness. Moreover, the negative correlation seen among teachers aged 36–45 may reflect the transitional challenges faced by educators in this stage. In Valencia City Division, many in this age group juggle administrative roles, family responsibilities, and graduate studies. These pressures may affect their instructional output unless they receive structured support like coaching, mentoring, or wellness programs. Thus, these results call attention to the need for age-responsive interventions and continuous professional development to help mid-career teachers sustain their instructional competence despite external demands.

Furthermore, the result aligns with Jennings & Greenberg, (2017) concluded that the significance of personal competencies aligns with contemporary research emphasizing the role of social-emotional skills in teacher effectiveness. Teachers with strong personal competencies are better equipped to build rapport with students, foster motivation, and maintain resilience in classroom challenges, all of which contribute to improved instructional delivery.

However, teachers aged 36-45 often face increased professional and personal responsibilities, such as leadership roles, family obligations, and career pressures, which may lead to stress and burnout (Day & Gu, 2016). Burnout can diminish enthusiasm, reduce instructional creativity, and impair classroom management, negatively affecting instructional competence (Skaalvik & Skaalvik, 2017). On the other hand, mid-career teachers may experience a plateau in their professional development if they lack access to continuous learning opportunities or if motivation wanes after years in the profession (Ingersoll & Strong, 2011). Without ongoing training and reflective practice, instructional skills may stagnate or decline.

Moreover, Abao et.al. (2024) seconded that the rapid evolution of educational technologies, curricula, and pedagogical approaches requires teachers to adapt continuously. Mid-career teachers might find it challenging to keep pace with these changes, especially if professional development is insufficient or not aligned with their needs. Additionally, Kyriacou (2016) claimed that teachers in this age group may also take on additional administrative or extracurricular duties that limit the time and energy available for instructional planning and delivery. This can indirectly reduce instructional competence.

Lastly, Pamon & Oco (2024) established a clear connection between teacher competencies and student performance, confirming that teachers with well-developed personal and professional traits significantly impact learning outcomes. Together, these studies affirm the central conclusion that personal competencies are indispensable to effective teaching.

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contained a summary of significant findings of the study, the conclusions, and recommendations.

### Summary

This study explored the levels of instructional competence among public junior high school TLE teachers in the Division of Valencia City, Bukidnon, and examined its effect on their performance. The study determined the instructional level and its effect on the performance of public junior high school Technology and Livelihood Education teachers in the Division of Valencia City, Bukidnon, for S.Y 2024-2025. The study involved 51 TLE teachers from seven selected schools in the Division of Valencia City, using a modified questionnaire to collect data on their instructional competence. Descriptive statistics, correlation analysis, and multiple regression analysis were employed to analyze the data.

The findings revealed a varied profile of TLE teachers, with a significant number in the mid-career age range (36-45 years), indicating a mix of experience and new insights. Almost half of the teachers possess a Bachelor's Degree, while a smaller portion is pursuing or has completed Master's degrees, demonstrating a commitment to their professional development. Most teachers hold entry-level positions (72.55% as Teacher I), suggesting limited opportunities for career advancement within the department.

The results show that TLE teachers are highly competent, with an average score of 6.34. Their strongest area is personal competencies, highlighting their excellent interpersonal skills, empathy, and adaptability, which help create positive classroom environments. Assessment practices scored 6.35, indicating their effectiveness in tracking student progress and guiding instruction. Classroom management scored 6.31, reflecting their success in maintaining organized and respectful learning spaces. Instructional delivery was slightly lower at 6.29, but it still shows that they effectively engage students and present content well. These findings suggest that TLE teachers are well-equipped to support effective teaching and improve student learning through their diverse skills.

The correlation analysis shows that demographic factors, such as age and educational attainment, have differing effects on the instructional competence of TLE teachers. Age groups generally did not correlate significantly with instructional delivery and classroom management; however, younger teachers (aged 26-35) demonstrated slightly stronger personal competencies. In contrast, educational attainment had a significant impact: teachers with Master's units showed positive correlations with both instructional delivery and classroom management, whereas those with only Bachelor's degrees had a negative correlation with instructional delivery. This indicates that higher education enhances pedagogical effectiveness. No demographic variables were significantly correlated in the assessment domain, suggesting that practical assessment skills rely more on targeted training than educational background. Therefore, the first null hypothesis of this study is accepted.

The multiple regression analysis reveals that personal competencies are significant predictors of instructional competence among TLE teachers, with a strong positive effect (B = 0.384), indicating that personal attributes like empathy and adaptability enhance teaching effectiveness. When age is included in the model, personal competencies continue to influence (B = 0.393) positively, but teachers aged 36-45 exhibit a significant adverse effect on instructional competence (B = -0.305). This finding suggests that mid-career teachers may encounter challenges such as increased responsibilities and burnout that could compromise their performance. Therefore, the second null hypothesis of this study is rejected.

## CONCLUSIONS

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

This study concludes that the majority of teachers in the locale of the study come from varied background. This diversity highlights the importance of inclusive and adaptive educational policies that cater to varying teacher needs and strengths. It strengthens the major principle of Instructional Skills and Competency Skills Theory by Mallillin et al. (2023), which emphasizes that effective teaching is shaped by both the professional competencies and the personal background of teachers. The theory underscores the importance of recognizing the diverse needs and strengths of teachers in order to develop adaptive instructional approaches that support their professional growth and, ultimately, improve student outcomes.

The findings of the study confirm that teachers demonstrate a high level of instructional competence across essential areas of teaching practice. Their strengths in instructional delivery, classroom management, assessment strategies, and personal competencies indicate a well-rounded professional capacity that supports effective teaching and learning. These findings align with and strengthen the Instructional Skills and Competency Skills Theory, which suggests that a teacher’s ability to deliver high-quality instruction is a result of both their instructional skills and their personal competencies. The high level of instructional competence displayed by the teachers in this study supports the theory's assertion that effective teaching is deeply intertwined with the development of comprehensive competencies across different areas.

Professional skills and teaching effectiveness are not determined by personal or background factors but can instead be shaped by individual commitment, continuous training, and teaching experience. Also,this finding supports the Instructional Skills and Competency Skills Theory, which argues that teaching effectiveness is primarily developed through continuous professional development and experience rather than being fixed by personal attributes or background. The study affirms that teachers who engage in reflective practice and pursue learning opportunities can continually improve their teaching effectiveness, consistent with the theory’s perspective that competencies can be developed through ongoing efforts and training.

The positive effect of personal competencies suggests that beyond technical knowledge and instructional strategies, the personal qualities of teachers substantially contribute to their overall performance in the classroom. Hence, the value of nurturing holistic teacher development that includes both professional skills and personal growth. This supports the Instructional Skills and Competency Skills Theory, which highlights the critical role of personal growth and self-regulation in the development of teaching competencies. The study reinforces the theory’s emphasis on the importance of nurturing holistic teacher development, as teachers who possess strong personal qualities such as emotional resilience and motivation tend to perform better in the

classroom. These findings underscore the need for a balanced approach to teacher development that includes both professional and personal competencies.

## RECOMMENDATIONS

Based on this study's findings, these recommendations are suggested to enhance the effectiveness of the public junior high school TLE teaching workforce.

It is essential to implement targeted professional development programs that focus on instructional and personal competencies, emphasizing empathy, adaptability, and emotional intelligence. These programs may aim to create supportive classroom environments and improve teachers' ability to manage diverse student needs effectively.

Additionally, establishing clear pathways for career advancement is crucial, as the predominance of entry-level positions suggests limited growth opportunities. Mentorship programs and leadership training may help

teachers progress and retain talented educators.

Furthermore, exceptional support should be provided for mid-career teachers, particularly those aged 36-45, who may experience increased responsibilities and potential burnout; initiatives such as stress management workshops and peer support groups could be beneficial. To enhance assessment skills, ongoing training should be offered, focusing on diverse assessment methods catering to different learning styles, ensuring teachers can monitor and support student progress effectively. Encouraging teachers to pursue advanced degrees through financial incentives or tuition reimbursement programs can also enhance instructional competence.

Lastly, integrating social-emotional learning training into teacher preparation and ongoing professional development may help educators develop the interpersonal skills necessary to foster positive relationships with students and create an engaging learning environment. By implementing these recommendations, the TLE teaching workforce can be better prepared to meet the diverse needs of their students and enhance overall educational outcomes.

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