

Instructional Competencies of Technology and Livelihood Education (TLE) Teachers: Basis for a Competency-Based Module

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Abstract

Key competencies are becoming a profound interest as a critical aspect of educational reform and curriculum innovation. Hence, this study assessed the level of instructional competencies of Technology and Livelihood Education teachers, which served as a basis for developing enhanced instructional program.

Mixed method research design was employed to achieve the objective of the study of which survey questionnaires were utilized to assess the teachers' instructional competencies and conducted Focus Group Discussion to the teachers to identify the problems and challenges faced in handling the subject. There were thirty-four (34) teachers and three hundred fifty-two (352) student-respondents of the study. Data were analyzed using descriptive statistics, Pearson Product Moment Correlation, ANOVA and t-test.

Results revealed that majority were female teachers handling cookery subject, with master's units, had been in the service for 0-10 years, occupying Teacher I position and were National Certificate II holders. On students' profile, majority were female students from Grade 9 level and enrolled in cookery. In terms of instructional competencies, teachers were "Competent" and "Highly Proficient" in terms of classroom observation rating and had indicated significant relationship between teachers' instructional competencies and classroom observation rating. However, teachers' instructional competencies depicted no significant difference to their profile. The study further revealed that there were problems met by the TLE teachers such as lack of instructional materials and improper curriculum implementation.

This study concludes that a competent teacher should have sufficient knowledge, necessary skills and positive attitude towards teaching. It is therefore recommended that school administrators should regularly evaluate the training needs of their TLE teachers and design a training program to address their needs.

Keywords: Technology and Livelihood Education; instructional competencies; instructional program; competent

1. Introduction

Changes in today's society are both rapid and intricate, bringing both significant challenges and new responsibilities to the field of education. Such changes, calls for reshaping and developing the curriculum to correspond the accelerating social developments. According to Bilbao (2008), curriculum as the heart of any learning institution has become a dynamic process due to the changes that occur in our society.

One particular response to the demand for such change is the recent emphasis on key competencies. Rather than a simple accumulation of knowledge, developments regarding future educational system are emphasizing the importance of the utilization of knowledge. Accordingly, the focal point of a curriculum must seek to overcome the traditional rote methods and to focus on providing students with the ability to develop knowledge selection and utilization of skills.

In order to meet these concerns, the Republic of the Philippines implemented the K to 12 curriculum as characterized as seamless, enhanced, streamlined and competency-based curriculum. It is designed to focus on the mastery of skills and competencies (cognitive, affective, behavioral) that enables individuals to develop their potentials, make critical and informed decisions and act effectively and responsibly in the society within the context of their environment and of the wider community (Magno, 2011).

The presence of highly qualified teachers in every classroom is the best way to ensure that K to 12 curriculum is

properly implemented. Teachers occupy a significant position and a key element in the curriculum implementation (Onike, 2007). Mosha (2012) points out that qualified teachers with ample and appropriate knowledge and skills are one of the pre-conditions for a successful implementation of the competence-based curriculum. The need to achieve mastery of the different learning competencies of the students especially in skill subject like Technology and Livelihood Education (TLE) is the best concern of the teachers.

Teaching the subject Technology and Livelihood Education (TLE) nowadays is very challenging. It demands broad knowledge of the subject matter, curriculum and standards, enthusiasm, a caring attitude, creativity, love for learning and a desire to make a difference in the lives of the students. In addition, it demands quality of instruction in terms of mastery of learning competencies in every TLE field of specialization to produced certified National Certificate holders.

Moreover, the phase of the teacher's life particularly those teaching Technology Livelihood Education (TLE), which is an often ignored and taken-for-granted subject by many students today without realizing the significant contribution of TLE subject to their life, has never been properly recognized. The need to look back and discern on the competencies of our TLE teachers in the field is an existing scenario which needs to be addressed.

It is within this premise that this research study was conceived, considering the fact that in the past there has been no study conducted focusing on this aspect.

This study aims to conduct a systematic assessment of the instructional competencies of the Technology and Livelihood Education (TLE) teachers. It also aims to provide an enhanced instructional program for teachers to improve classroom instruction and provide initial research framework that is useful for future research undertaking.

Statement of the problem

The study sought to answer the following questions:

1. What is the profile of the teacher-respondents in terms of the following:
 - 1.1 gender;
 - 1.2 educational attainment;
 - 1.3 TLE area of specialization;
 - 1.4 teaching experience;
 - 1.5 teaching position;
 - 1.6 TESDA Qualification (NCII/III, TM I/II, assessor)?
2. What is the profile of the student-respondents in terms of the following:
 - 2.1 gender;
 - 2.2 grade level;
 - 2.3 TLE area of specialization?
3. How do TLE teachers assess their instructional competence in terms of:
 - 3.1 mastery of the subject matter;
 - 3.2 pedagogical skills;
 - 3.3 student performance assessment skills;
 - 3.4 classroom management skills?
4. How do students assess their TLE teachers' instructional competence in terms of:
 - 4.1 mastery of the subject matter;
 - 4.2 pedagogical skills;
 - 4.3 student performance assessment skills;
 - 4.4 classroom management skills?
5. What is the classroom observation rating of the TLE teachers?
6. Is there a significant relationship between the teachers' instructional competency and classroom observation ratings?
7. Is there a significant difference between the teachers' instructional competency ratings and their profile?
8. What are the issues and concerns of the teachers teaching Technology and Livelihood Education (TLE) subject?
9. What module can be proposed to enhance the instructional competence of the TLE teachers?

2. Review of Related Literature

Technology and Livelihood Education (TLE) Instructional Program

The education curriculum continuously makes a progressive turn as it introduces the K to 12 curriculum. Equally important in the pedagogical change of curriculum is the vital role of Technology and Livelihood Education (Naelga & Sonsona, 2017). Technology and Livelihood Education (TLE) is one of the eight learning areas included in the K to 12 curriculum. It is anchored on knowledge and information, process and delivery, work values and life skills in the field of Agri-Fishery Arts, Home Economics, Industrial and Information and Communication Technology (ICT). This means that the TLE that works is one which is built on adequate mastery of knowledge and information, skills and processes and the acquisition of right work values and skills (Lee, 2015).

There are 24 TLE courses under the four fields- Home Economics, Industrial Arts, Agri-Fishery Arts and Information and Communication Technology (ICT). For Home Economics, it includes Beauty and Nail Care, Caregiving, Dressmaking, Front Office Services, Cookery, Household Services and Handicraft. In the field of Industrial Arts, it comprises Automotive Servicing, Consumer Electronic Servicing, Electrical Installation and Maintenance, Plumbing, Refrigeration and Air Conditioning, Shielded Metal Arc Welding (SMAW) and Masonry. For Agri-Fishery Arts, it consists of Crop Production, Animal Production, Horticulture, Aquaculture and Food (Fish) Processing and for Information and Communication Technology (ICT), it includes Computer Hardware, Illustration, Technical Drafting and Contact Center Services (DepEd, 2012).

In the K to 12 curriculum, all fields of specialization in TLE are taught based in the learning outcomes and performance criteria stipulated in the Training Regulations (TR) from TESDA. The learning competencies of all TLE courses are aligned with the TESDA Training Regulations which enable the students to obtain certification for employment (SEAMEO-INNOTECH, 2015).

TLE is a skill subject where students are exposed to experiential, contextualized and authentic teaching-learning process. It can be integrated to other subject areas or disciplines. For example, it integrates entrepreneurship with all the TLE area of specialization so that students could have the basic knowledge and skills in business and develop them to become positive, market- oriented, customer centered, most of all be productive in the society.

TLE is taught to Grade 7 and 8 students in exploratory phase. The Grade 7 and 8 students are given the opportunity to explore from a minimum of four (4) TLE courses for each level. They were taught five (5) basic competencies common to all TLE courses. These are; use of materials, tools and equipment, carry out measurements and calculations, read and interpret product design, perform basic maintenance and practice occupational health and safety. For Grade 9 and 10 students, they are taught based on their chosen TLE specialization and aligned according to the TLE curriculum map. The student may earn a Certificate of Competency (COC) and/or a National Certificate I or II (NC I/NCII) in or after Grade 9 and Grade 10. He/she gets higher qualification if he/she opted to take the Technical-Vocational-Livelihood (TVL) track in Grade 11 and Grade 12 to continue the TLE specialization taken in Grade 9 and 10 (DepEd, 2014).

Instructional Mastery of the Subject Matter

Research on teachers' content knowledge is not new. The earliest attempts at defining effective teaching systematically explored the relationship between the teacher's knowledge and learners' achievement. Described as the presage-product era of research, relationships were sought between the number and type of courses that teachers took, their grade point averages, their scores on various standardized tests and learners' learning (Gess-Newsome, 2016). Despite weak correlations, the intuitive belief persisted on the relationship between teacher knowledge and learners' achievement. More recent extensions of this research have been undertaken, matching preservice teachers' academic performance to their teaching performance (Paulick, et.al, 2016). Grades in the learners' major accounted for less than 1% of the variance in teaching performance while grades in education courses seemed to be strong predictors of successful teaching.

Despite the contributions made by such research to our understanding of teaching, the narrow operational definition of subject matter knowledge, often limited to factual knowledge provides potential explanations for the decline of this paradigm (Ubuz & Yayan, 2010). Research on subject matter understanding was abandoned during much of the process-product era of research only to reemerge later. Research studies inspired by the teacher as decision-maker brought renewed interest in the nature and influence of teacher content knowledge. Assuming that teachers' thoughts, decisions, and judgements guided classroom actions, created a model of pedagogical decision making from the extant research literature (Prachagool, Nuangchalerm, Subramaniam, & Dostál, 2016).

The different views and conceptions of the teachers about their subject matter were directly associated to teachers' judgements about content and were noted as the primary factor that influenced planning. Unique on this research was the systematic investigation of teachers' beliefs and their impact on practice as oppose to the simple measurement of subject

matter knowledge. From their reviews, two of the six recommendations call for additional research that focuses on the integration on classroom practices and teachers' understanding about the subject matter, and a thorough examination of the structure of the subject matter that teachers instruct to their learners.

Carney & Indrisano (2013) refocused the attention of researchers again on the importance of teachers' subject matter understandings. In an attempt to understand the knowledge bases held by teachers, three initial field of expertise were defined: subject matter knowledge, pedagogical knowledge and curricular knowledge.

The definition of content knowledge was expanded by Niess (2013) subsuming subject matter knowledge and curricular knowledge, and adding the new sub-category-pedagogical content knowledge. On the other hand, Ritzhaupt & Kuamar (2015) identified a minimum of seven knowledge bases needed for teaching: content knowledge, pedagogical knowledge, curricular knowledge, pedagogical content knowledge, knowledge of students, knowledge of context, and knowledge of educational goals.

A rich line of research was initiated by Shulman and his colleagues (1986), reframing the definition of subject matter understanding to include the "nature, form, organization, and content of teacher knowledge" (Kleickmann, et. al, 2013). This broadened definition of subject matter knowledge avoided the drawbacks of the earlier definitions and reopened the possibility of discovering links and relations between the knowledge teachers possess, the instructional strategies they employ and the learning attitudes and beliefs of the students they teach.

Pedagogical Skills in Teaching

Planning and teaching any subject is a highly complex cognitive activity in which the teacher must apply knowledge from multiple domains (Auckaraaree, 2014). Teachers with integrated knowledge will have a greater ability than those whose knowledge is limited and fragmented, to plan and deliver lessons that help students to develop profound and integrated understandings (Magnusson, et.al, 1999). Effective teachers know how to design and guide learning experiences, under particular conditions and constraints, to help diverse students develop their knowledge and skills and prepared them to the world of work.

According to Hall, et.al (2011), pedagogy is defined as the performance of teaching together with the theories, policies, beliefs and controversies that inform and shape it. Based on this definition, teacher's knowledge of pedagogy allows the teacher to understand that teaching is not an isolated activity but an act which can be associated or linked with other concepts and factors. General pedagogical knowledge includes lesson plan development and implementation, classroom management principles and strategies and learner's assessment, among others.

The teachers' knowledge affects classroom practice and thus student learning. Research associating or linking teachers' characteristics to student achievement, however, has not supported this assumption. Teacher content knowledge as traditionally measured by standardized tests, courses taken, and grade point average, has only weak positive relationships to student achievement (Kim, 2013). Such findings have puzzled researchers for nearly 40 years. In considering the dilemma, a study conducted about Shulman in 1986 pro- posed a "missing paradigm" in educational research (Ayvazo, 2010). The construct, pedagogical content knowledge, challenged past practices of investigating knowledge of subject matter and pedagogy separately. Instead, pedagogical content knowledge (PCK), recognizes the melding of subject matter expertise with pedagogical strategies and knowledge of the student to produce high quality classroom practice. For Shulman (1986) and the researchers that followed, teachers' pedagogical content knowledge (PCK) is important to be developed or enhanced because it allows the teachers to consider the nature and importance of the subject, recognize the salient features that will make it more or less accessible to the students and find and apply suitable teaching practices to addressed students' learning needs. With PCK, neither the content knowledge nor the common teaching skills alone are sufficient to be an effective teacher.

Student Performance Assessment Skills

Assessment influences students through the practices employed by their teachers. Teachers review results of standardized tests, create tests of their own using various formats, evaluate completed students' projects they developed or obtained from resource guides or textbooks, and assign work to be done outside of school. They ask questions, listen, watch, interview students, and pose questions for solution by individuals or groups of students. Then, to one extent or another, teachers communicate their findings and evaluations to students, and in so doing, impact the learning process (Rodriguez, 2004).

Much of the literature regarding classroom assessment exists in the form of professional development-related articles and books. Early on, the focus on classroom assessment was to describe the ecology of the classroom assessment environment (Rodríguez, Capelleras, & Gimenez Garcia, 2014). In the study of Williams & Newhouse (2013), they surveyed 228 teachers from eight districts around the United States and found that use of teacher-made objective tests increased between 2nd and 11th grade. Half of the teachers who used their own objective tests reported to be comfortable with that type of assessment. They also rated objective tests as the most highly used test for grading and reporting. In fact,

they rated teacher-made objective tests higher for all purposes (including diagnosis, grouping students, grading, evaluating, and reporting) than they rated published tests or performance assessments. Observations and classroom work were also important sources of information. The observer conveyed the results of a survey of high school teachers regarding sources of information about the achievement of their students, where 40% used their own tests, 30% used interactions with learners, 21% relied on homework performance, 6% used observations of learners, and 1% used standardized tests. As a result, a profile has emerged concerning the assessment environment in most classrooms.

The call for education reform arises not simply from high drop-out rates or low-test scores, but also from concerns that the kind of mastery required for students to earn school credits and high scores is frequently trivial, contrived, or meaningless. In contrast "authentic" academic achievement stands for accomplishment that is significant, worthwhile, and meaningful. Consider the type of mastery demonstrated by successful adults – designers, novelists, musicians, craftspeople, teachers, nurses, attorneys, business entrepreneurs, politicians. What key characteristics of their work justify calling their accomplishments authentic? And how do these characteristics of "real" accomplishment differ from the work that students complete in school? We define authentic academic achievement through three criteria: construction of knowledge, disciplined inquiry and value beyond school (Newmann, 2013).

Many experts in the fields observed that the primary challenge nowadays is on constructing or creating pieces of work rather than reproducing or giving its meaning. They express this knowledge in written and oral discourse (words and symbols in documents and conversation or speeches), by making and repairing things (products such furniture, buildings, videos, sculpture), and in performances for audiences (musical, dramatic, athletic). In contrast, the traditional curriculum asks students only to identify the things, discourse and performances that others have created and collected, for example by distinguishing the difference between noun and pronouns, between silk fabric and wool; by correctly labeling the sewing machine parts and their functions; by matching scientists and their inventions (Arashpour, et.al., 2015).

A second significant feature of authentic academic achievement is its reliance upon a specific type of cognitive work: disciplined inquiry. Disciplined inquiry consists of three main features: use of a prior knowledge and experiences based from one or more fields; striving for deeper understanding rather than superficial awareness; and expressing conclusions and generalizations through elaborated communication theorists, algorithms and conventions for the conduct and expression of inquiry itself. Most cognitive works of school consist in transmitting prior knowledge to learners.

Disciplined inquiry tries to develop in-depth understanding of a problem rather than relying only passing familiarity with pieces of knowledge. In-depth understanding is more than knowing about a broad survey of topics. It is a process of exploring and understanding the current problem or concern. Understanding occurs when one can look on the variables and relates or creates relationships to the theories or knowledge that illuminates the given problem. In contrast many of the cognitive tasks of school ask students to show only superficial awareness of the different topics. Accomplished adults like artists, designers, engineers, journalists, teachers and scientists depends on complex form of communication both to do their work and to express their conclusions. The language they use—verbal and nonverbal—includes nuances, elaborations, qualifications, details and expressions woven into extended expositions, creative designs and manuscripts, narratives, justifications, explanations and dialogue. In contrast, much of the communication demanded in school asks only for brief phrases: true or false, choosing from multiple choices, filling in blanks, or short sentences (Kennedy-Lewis et.al, 2016).

The third distinction between authentic human achievement and conventional school achievement is that authentic achievements have aesthetic, utilitarian, or personal value apart from documenting the competence of the student. When adults write letters, news articles, insurance claims, poems; when they speak a foreign language; when they develop blueprints; when they create a painting, a piece of music, design a dress, cook an invented recipe or build a stereo cabin, they try to communicate ideas, to produce a product or to have impact on others beyond the simple demonstration that they are competent. This kind of achievements have a special value which is missing in activities or tasks which only aims for assessing knowledge (such as quizzes or a typical essay exams). The cry for "relevant," "student-centered" curriculum, is, in many cases, simply a less precise expression of this desire that student accomplishment should have value beyond being an indicator of success in school (Education, 2010).

Classroom Management Skills

In education circles, it is commonly said that good classroom management is always taken for granted until it is missing. When teacher manage the classroom well, instruction runs smoothly and students are actively engaged in the learning process. In contrast, if a teacher manages his/her classroom poorly, instruction becomes disordered and learning is compromised. In short, effective classroom management maximizes students' learning opportunities.

Classroom management practices have a direct impact on students' chances of success. Evidenced-based classroom management practices include active instruction and monitoring of learners, opportunities for the students to respond and feedback to students.

Gage, et.al (2018) investigated the relationship between teachers' classroom management practices and students' time engaged in instruction and rate of disruptions. Researchers modeled the predictive relationship of being in classrooms

with low rates of classroom management practices and student engagement and disruptive behavior within a multilevel framework. Results revealed that the students in classrooms with low rates of classroom management practices were statistically significantly less engaged in instruction, whereas no differences in disruptions were found.

Moreover, a study was conducted to determine how experienced teacher thought about positive discipline as part of classroom management system. The researcher interviewed five (5) classroom teachers and a principal about classroom management and positive discipline. Findings revealed that effective classroom management practices include; setting clear expectations and rules; consistency in applying rules and achieving expectations and; having good parent communication. Tangible extrinsic rewards were used by all teachers in the study to motivate students and consider as a positive discipline (Stevens, 2018).

4. Results and Discussion

Profile of the Teacher and Student-Respondents

In the teachers' profile, majority were female with 82.4% while male had only 17.6%. This gender imbalances are also true to the teaching force around the globe which attributed to the stereotypical views of teaching, social norms, labor conditions and cultural messages (Van Damme, 2017). Majority of the teachers had masteral units with 61.8% which means that TLE teachers are updating their professional growth and development through enrolling graduates' studies. According to Hayes Mizell (2010), teachers need professional development because they are confronted with great challenges each year, including changes in subject content, new instructional methods, advances in technology, changing laws and procedures and student learning needs.

The data also revealed that majority of the teachers are handling cookery as their TLE area of specialization. In terms of teaching experience, majority are in the service for 0-10 years. In terms of teaching position, majority are occupying Teacher I position. This is attributed to the limited number of items available for Teacher II or Teacher III positions, plantilla of the teacher, more teachers are newly hired and factors to be considered as stipulated in Deped Order No.66, s. 2007 such as performance rating, teaching experience, outstanding accomplishments, education psycho-social attributes and potential and trainings attended by the teacher.

In terms of TESDA qualification, all teachers are NC holders. 23.53% of them are Trainers' Methodology I holders. This means that teachers are continuing their professional development through skills training from TESDA.

For the student-respondents, the data revealed that there are more female students than male students. Most of them were from the Grade 9 level and chose cookery as their TLE area of specialization.

Instructional Competencies of TLE Teachers

The findings of the study revealed that TLE teachers assessed their instructional competencies as "Competent" practicing the manifesting behaviors of being competent in their instruction in terms of mastery of the subject matter, pedagogical skills, students' performance assessment skills and classroom management skills.

In terms of mastery of the subject matter, teachers assess their instructional competencies as competent with a grand mean of 4.09. This means that the teacher has ample knowledge and skills about the subject matter, which may lead to the achievement of objectives and the consequent interest of the learners to continue in the learning process. This makes the teacher as a knowledge expert and feel satisfied in their teaching when they were able to deliver the lesson correctly to their student. Rice (2003) asserts that teachers must possess sufficient knowledge on their area of teaching. Any teacher that does not possess the required knowledge of subject matter in his/her area of teaching cannot be effective. According to Tella (2008) it may lead to learner's loss of interest in studying. It also negatively influences the learners' performance.

In terms of pedagogical skills, teachers assess their instructional competencies as competent with a grand mean of 4.05. This means that teachers can organize and present the lesson very well using differentiated instruction in order for the students to understand the lesson better. Pedagogical competence should absolutely be owned by each teacher in order to carry out the learning tasks so that they can do all the things well. According to Hall, et al. (2008), teacher's knowledge of pedagogy allows the teacher to understand that teaching is not an isolated activity but an act which can be associated or linked with other concepts and factors.

In terms of student performance assessment skills, teachers assess their instructional competencies as competent with a grand mean of 4.15. This result means that TLE teachers are competent in assessing their students' performance outputs. They can be a good assessor in the performance of their students. Thus, promoting fairness in the evaluating the students' output and provides valid and reliable grades or scores to the students and parents. Having this skill, will boost the morale of the teachers and students will trust their teachers because they feel that their grades are the reflection of their performance.

In terms of classroom management skills, teachers assess their instructional competencies as competent with a grand mean of 4.17. This result means that TLE teachers are competent in managing their classes. They are capable in

structuring the classroom to prevent classroom misbehavior. Thus, they are capable in creating conducive environment for enhancing students' learning process. Possessing this kind of skill ensures the safety of the students, promote positive behavior, offer students the opportunity to build their knowledge and ensure the flow of classroom activities in ways that minimize distractions and disruptions of classes.

Instructional Competencies of TLE Teachers Perceived by the Students

The findings revealed that the students perceived their TLE teachers as "Competent" practicing the manifesting behaviors of being competent in their instruction in terms of mastery of the subject matter, pedagogical skills, students' performance assessment skills and classroom management.

In terms of mastery of the subject matter, students perceived their TLE teachers as competent with a grand mean of 3.89. This is because teachers were able to meet the expectations of the students in delivering the subject matter. Students as always believed that teachers are the good source of knowledge and that they trust their teachers in giving information about the subject.

This result implies that the instructional competencies of their TLE teachers in terms of Mastery of the Subject Matter are adequate. This would be a great advantage to the part of the students since they are the recipients of the good instruction. Students will appreciate teachers who is knowledgeable about the topic and possess general understanding of other disciplines. Students will understand the lessons better and able to appreciate the world they live in when the teacher shows expertise in integrating various areas of knowledge in his/her topic. More so, in showing his subject the solutions to life's problems.

In terms of pedagogical skills, students perceived their TLE teachers as competent with a grand mean of 3.97. The data shows that the students experienced the different teaching approaches in their learning sessions. They were able to make activities based on their learning styles and preferences. They perceived their teacher as a dedicated, versatile and flexible teacher who can respond to their difficulty in learning.

The result implies that the instructional competencies of their TLE teachers in terms of pedagogical skills are adequate. This is a good indication that students will be instructed based on their learning needs, styles and preferences. Students will also gain confidence and boost their morale since the teacher were able to design activities that suits to their learning styles; thus; they can learn and achieve better. In addition, students will be personally involved in the learning experiences and this will give them the opportunity to show their leadership skills, teamwork and collaboration.

In terms of student performance assessment skills, students perceived their TLE teachers as competent with a grand mean of 4.03. This means that students are being assessed fairly and judiciously and makes them feel that their teacher exercise no favoritism and they are assessed based on their performance and not their personality. Such feeling makes students to observe proper behavior during the test, respect their teacher and be good in their written or performance test. Having a teacher who possess good assessment skills makes students realize that assessment is part of the learning process. They will be expose to varied assessment methodologies in order to ensure that the learning competencies were attained and students' performances will be evaluated. The result implies that students will trust their teachers in assessing their academic performances. They will be satisfied and feel that they deserved on the grades that the teacher gave them. In TLE, it is more on performance tasks like demonstration and group activity. This will also be the best avenue for the students to build confidence, leadership and teamwork to his/her classmates. More so, learning is fun, enjoyable and shared by everyone in the classroom.

In terms of classroom management skills, students perceived their TLE teachers as competent with a grand mean of 4.04. This result means that the instructional competencies of their TLE teachers in terms of managing classes are adequate. Students are disciplined and able to behave well in classroom when teacher shows competence in classroom management. Students will realize that they have roles to perform in order to achieve a conducive classroom for learning. They have to work together and help their teacher to promote positive relationships, cooperation and purposeful learning. The data implies that students will ensure active and equitable engagement in organizing, assigning and managing time and spaces and activities inside the classroom. Teachers as well manage the class effectively through maximizing efficiency, maintaining discipline and morale, promoting teamwork, planning, communicating, focusing on results, evaluating progress and making constant judgements. This will result to a harmonious classroom management. According to Oliver and Rechly (2007), the principle is that effective teaching and learning take place in well-managed classrooms. The inability of teachers to effectively manage the classroom environment and behavior often contributes to the low academic achievement of the students.

Performance Rating of the TLE Teachers

The finding revealed that the performance rating of the TLE teachers is "Highly Proficient." In content and pedagogy, teachers' performance rating is 3.58 which means "Highly Proficient." This result indicates that teachers consider all the elements of the teaching-learning process that work in convergence to help students attain standard of learning and

understanding of curricular goals and objectives during the class observation. They give emphasis on the mastery of the subject matter, teaching-learning approaches and activities, instructional materials and learning resources including ICT.

On the other hand, learning environment has a mean of 3.24 which means “Proficient”. The data shows that during classroom observation, TLE teachers create physical and social class environments that allow their students to attain maximum learning. They focus on the importance of providing a social and physical environment within which all students, regardless of individual differences in learning, can engage in different learning activities and work toward attaining high standards of learning.

Correlation Between Teachers’ Instructional Competency and Classroom Observation Ratings

Table 1 shows that teachers’ instructional competencies affect the quality of instruction in terms of content and pedagogy. According to Angeli & Valanides (2013), content and pedagogy has an important task in the instructional competencies of the teachers. This is one of the domains that is observable during the class observation. Teachers’ instructional competencies can be best applied in delivering the subject matter. If the teacher is equipped with knowledge and necessary skills and attitude in delivering the lesson, she will be able to demonstrate the lessons very well in a manner that students will understand better because it is designed based on their learning styles. However, if the teacher lack with the necessary skills, students will notice it and consequently distrust their teacher.

Table 1: Correlation Between the Teachers’ Instructional Competency and Classroom Observation Ratings

Instructional competency Variables	Content and Pedagogy		Learning Environment		Decision
	R	Sig.	R	Sig.	
mastery of the subject matter	0.394**	.000	0.213**	0.002	Reject H _o
pedagogical skills	0.295**	.000	0.300**	0.000	Reject H _o
student performance assessment skills	0.905**	.000	0.314**	0.000	Reject H _o
classroom management skills	0.832**	.000	0.214**	0.000	Reject H _o
**. Correlation is significant at the 0.05 level (2-tailed).					

More likely, learning environment has significant relationship between the instructional competencies of the teacher. This means that teachers’ instructional competencies affect the learning environment. Teachers play an important role in attaining learning environment that is conducive to the learners. Teachers expertise in maintaining class routine and fairness has a positive impact on students’ behavior as well as academic quality. Learning environment is closely linked with issues of motivation, discipline and respect.

Therefore, there is a significant relationship between teachers’ competency and classroom observation ratings.

Test of significant Difference Between the Teachers’ Instructional Competency Ratings and their Profile

Table 2 revealed that there is no significant difference between the teachers’ instructional competency ratings and their profile in terms of mastery of the subject matter, since the p-value are above the 0.05 level.

The result indicates that the profile of the teacher doesn’t affect his/her instruction in terms of mastery of the subject matter. It matters on the acquired knowledge, skills, abilities and attitude of the teacher. A skillful and knowledgeable teacher makes learning fun, as stimulating, engaging lessons which leads to students’ academic success. According to Holland (2016), being a teacher is not for the faint of heart. It requires patience, preparedness, flexibility, an open mind and strength. It is a rewarding career, as it gives the teacher an opportunity to change many lives for the better.

Table 2: Test of Significant Difference Between the Teachers' Instructional Competency Ratings and their Profile in terms of Mastery of the Subject Matter

Demographic Profile	Groups	Mean square	p-value	Interpretation
Gender	Male	4.07	0.923	Not Significant
	Female	4.10		
Educational Attainment	Between Groups	0.26	0.280	Not Significant
	Within Groups	0.19		
TLE area of specialization	Between Groups	0.314	0.096	Not Significant
	Within Groups	0.162		
Teaching Experience	Between Groups	0.009	0.961	Not Significant
	Within Groups	0.216		
Teaching Position	Between Groups	0.167	0.453	Not Significant
	Within Groups	0.206		
TESDA Qualification	Between Groups	0.053	0.867	Not Significant
	Within Groups	0.219		
Note: Significant if the Sig.(2 tailed) level is < .05				

Table 3 revealed that there is no significant difference between the teachers' instructional competency ratings and their profile in terms of pedagogical skills, since the p-value are above the 0.05 level.

Table 3: Test of Significant Difference Between the Teachers' Instructional Competency Ratings and their Profile in terms of Pedagogical Skills

Demographic Profile	Groups	Mean square	p-value	Interpretation
Gender	Male	3.88	0.366	Not Significant
	Female	4.09		
Educational Attainment	Between Groups	0.448	0.183	Not Significant
	Within Groups	0.260		
TLE area of specialization	Between Groups	0.316	0.366	Not Significant
	Within Groups	0.263		
Teaching Experience	Between Groups	0.479	0.180	Not Significant
	Within Groups	0.264		
Teaching Position	Between Groups	0.501	0.165	Not Significant
	Within Groups	0.263		
TESDA Qualification	Between Groups	0.029	0.961	Not Significant
	Within Groups	0.302		
Note: Significant if the Sig.(2 tailed) level is < .05				

The data shows that teachers' pedagogical skills does not depend on their profile. Teaching skills depends much on the versatility, passion, resourcefulness and creativity of the teachers. Only teachers who possess these skills can

appropriately respond to students' needs and can enable diverse learners to succeed in terms of much more challenging learning goals. In addition, pedagogical skills also depend on the availability of the instructional materials and kind of learners. Teaching methodologies vary depending on the tools and materials used and students' learning styles.

The data is also supported by Torres (2014) in her study about the level of competency and competency needs of teachers, that there are no significant differences in the competency rating of teachers when they are grouped according to demographic profile.

Table 4 revealed that there is no significant difference between the teachers' instructional competency ratings and their profile in terms of student performance assessment skills, since the p-value are above the 0.05 level.

Table 4: Test of Significant Difference Between the Teachers' Instructional Competency Ratings and their Profile in terms of Students' Performance Assessment Skills

Demographic Profile	Groups	Mean square	p-value	Interpretation
Gender	Male	4.08	0.425	Not Significant
	Female	4.16		
Educational Attainment	Between Groups	0.176	0.706	Not Significant
	Within Groups	0.375		
TLE area of specialization	Between Groups	0.342	0.507	Not Significant
	Within Groups	0.362		
Teaching Experience	Between Groups	0.033	0.916	Not Significant
	Within Groups	0.377		
Teaching Position	Between Groups	0.927	0.070	Not Significant
	Within Groups	0.320		
TESDA Qualification	Between Groups	0.196	0.667	Not Significant
	Within Groups	0.373		
Note: Significant if the Sig.(2 tailed) level is < .05				

The data shows that students' performance assessment skills of the teacher does not depend on his/her profile. Teachers' assessment skills greatly depend on his/her knowledge about the curriculum, policies and guidelines in assessment and dedication in making or modifying assessment tools to suit the students learning and assessment styles. DepEd Order No. 8, s. 2015 is the policy guideline in classroom assessment for the K to 12 curriculum. The teacher must be conversant on this policy so that he/she can perform assessment in accordance with the DepEd Order and the K to 12 curriculum. In addition, the dedication of the teacher is needed to make the assessment tool more authentic and valid.

Table 5 revealed that there is no significant difference between the teachers' instructional competency ratings and their profile in terms of classroom management skills since the p-value are above the 0.05 level.

Table 5: Test of Significant Difference Between the Teachers' Instructional Competency Ratings and their Profile in terms of Classroom Management Skills

Demographic Profile	Groups	Mean square	p-value	Interpretation
Gender	Male	4.22	0.595	Not Significant
	Female	4.16		
Educational attainment	Between Groups	.588	0.135	Not Significant
	Within Groups	.294		
TLE area of specialization	Between Groups	.241	0.714	Not Significant
	Within Groups	.351		
teaching experience	Between Groups	.178	0.589	Not Significant
	Within Groups	.330		
teaching position	Between Groups	.828	0.072	Not Significant
	Within Groups	.288		
TESDA Qualification	Between Groups	.065	0.903	Not Significant
	Within Groups	.347		
Note: Significant if the Sig.(2 tailed) level is < .05				

The data shows that teachers' profile does not affect the instructional competencies of the teachers especially on classroom management skills. Leadership and management capabilities, technical know-how and positive attitudes of the teachers, type of students and the classroom itself are the important factors that affects the classroom management. Teachers' personality greatly affects how he/she manage the class and consequently affects students' achievement. Managing the classroom includes the various intricacies of learning that take account of expectations, interactions, motivation and behavior. This is supported by the study of Myrberg & Rosen (2001), that reveals that teachers' gender, their teaching experience, in-service training and cooperation with colleagues had no significant influence on teachers' competence.

Issues and Concerns of the Teachers Teaching TLE Subject

Table 6 shows the problems met by the TLE teachers handling specialized courses.

Table 6: Issues and Concerns of the TLE Teachers

Areas of Concerns	Problems Met by the TLE Teachers
1. Learning competencies	None. All of the teachers responded that learning competencies in the different TLE area of specialization are attainable and achievable.
2. Curriculum implementation	There is no continuity in Grade 10 Technical Drafting.
3. Instructional materials, facilities and equipment.	Lack of instructional materials, facilities and equipment in all TLE specialized courses.
4. Assessment tools	None. Assessment tools were modified by the teachers depending on the existing learning preferences and styles of the learners.
5. Other problems	Area for planting in agriculture, water supply and location of the TLE laboratories, lack of teachers' training and transferring of students from one specialization to another.

In terms of learning competencies, all of the participants responded that learning competencies in the different TLE area of specialization are attainable and achievable. It is important that learning competencies are attainable. It means that

these are formulated based on reality. However, it needs to be reviewed in light of learners' ability, developmental levels, their initial skill sets and the time available to attain these skill sets. They should be taught in line with what is being taught.

In terms of curriculum implementation, most of the TLE teachers answered that they follow what is in the K to 12 curriculum specially in the alignment and continuity of the courses being offered in the Grade 9 and 10 TLE area of specialization. However, one teacher expressed his frustration because he is handling a specialized course that is not being offered as an exploratory subject in Grade 7 and 8 and as a specialized course in Grade 9.

In terms of instructional materials, facilities and equipment, all of the TLE teachers shared their frustrations on what they considered their number one problem in teaching TLE subjects. This was the lack of equipment, facilities and tools both in the classroom and in the laboratory. Ezeugwu (2009) in support of the efficiency of instructional materials to teaching and learning noted that there is no subject area which does not make use of instructional materials. Also, Obanya (2001) pointed out that the use of tools and equipment are didactic materials which makes teaching and learning possible and more meaningful.

Teachers also expressed other concerns like area for planting in agriculture, water supply and location of the TLE laboratories, teachers' training, students are transferring from one specialization to another and lack of expertise of the teacher.

Based on the findings of the study, the TLE teachers are competent in their instructional competencies. However, the highest rating scale ranges from 4.21-5.00 which has the verbal description of "Very Competent." With this, the teachers still need to enhance or improve their instruction in order to achieve the maximum effectiveness in instruction. A competency-based module was designed to TLE teachers for a competency-based instruction.

5. Conclusion

TLE teachers in general, have ample knowledge, with necessary skills and positive attitude towards teaching. They possess three characteristics that makes them competent. These characteristics are strength, leadership and passion. Strength in character promotes other important characteristics like dedication, commitment and determination for the teacher to bring out the best of their students as well as deliver the best instruction possible. Strength in morals as well as strength in the mastery of the subject matter, pedagogical skills, student performance assessment skills and classroom management skills are important for the TLE teacher to become competent and truly qualified.

TLE teachers also possess good leadership and management skills. A competent teacher empowers the creation and following of vision geared towards the welfare of the students. A leader who wins the hearts and minds of the students and sees the value in developing and working with others, including parents and colleagues, and actively seeks out opportunities for professional collaboration within and beyond the school.

Lastly, passion is necessary to become a competent teacher. Having this characteristic makes the teacher hold on to their tasks even when the situation becomes unbearable and difficult, at the same time makes the teachers to be receptive to changes happening in the educational landscape and using the advantages of these changes to better improve teaching.

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