Technology and Livelihood Education Teachers' Competence and Students' Assessment of Work Skills and Attitudes

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Abstract

Competencies are the abilities and expertise that help teachers succeed. The study was conducted to determine the relationship between Technology and Livelihood Education (TLE) teachers' competence and students' assessment on work skills and attitudes within the Claveria Northeast District SY 2022-2023. Specifically, it sought to find out the following: the teachers' competence on skills in terms of instructional, classroom management and personal and professional, the student's assessment in terms of work skills and attitudes and significant relationship between the TLE Teachers' Competence and students' assessment on Work Skills and Attitudes. The respondents were the one hundred fifty (150) Junior High School students of Claveria Northeast District. The researcher adapted the study of Villegas (2022). The data were analyzed using descriptive statistics such as frequency, mean, standard deviation and Pearson Product Moment Correlation (r) to test the significant relationship between the variables.

The study revealed that TLE teachers' competence has a strong degree of correlation to students' work skills and attitudes. There is a significant relationship between the TLE teachers' competence in terms of classroom management skills, guidance skills and personal and professional skills, except instructional skills and work skills. On the other hand, there is a significant relationship between the student's assessment of the TLE teachers' competence in terms of instructional skills, guidance skills and personal and professional skills only, while the classroom management skills revealed no significance on the work attitudes of students.

It is recommended to strengthen the hiring standards in assessing the teacher applicants to possess competence for professional development that will increase productivity at work. Teachers should be recognized by the school administration for their demonstration of their best practices, excitement, and passion in their job.

Keywords: Technology and Livelihood Education, Teachers' Competence

Introduction

Teaching Technology and Livelihood Education (TLE) exploratory subjects entails flexibility, creativity and adaptability on the part of the teacher to cater the learners' multiple intelligences, diverse cultures, skills and talent. In this stage, it is where an interest of a learner is stirred up and starts to grow and develop to where and what particular specialization they tried to emulate as they venture into different exploratory subjects. It is in this stage that learner can somehow conceptualize their impression that leads to their choice of what Academic Strand and TVL Tract they wish to take in their Senior High School based on their learning experiences. However, it is not really enough to suffice the need because not all schools can offer all courses in TLE exploratory.

The Philippines has embarked to finally adopt the globally renowned K to 12 Curriculum also

known as Enhanced Basic Education Act of 2013 (Republic Act No. 10533). With the implementation of the new curriculum, the steps of progress in education are being realized. This was particularly evident in the field of Technology and Livelihood Education (TLE). According to the K to12 Curriculum Guide (2013), TLE means teaching facts, concepts, skills, and values in their entirety.

Teachers need to be well-versed in the subject area to effectively implement the new curriculum. There were many different topics that can be taught in TLE. Four topics should be covered in each Grade Level in Grades 7 and 8, allowing teachers to pick from a variety of subject areas. When choosing a study area, it is crucial to consider both the teachers' expertise and credentials as well as the available resources. Schools offer a variety of TLE learning areas due to the resources available and the teachers' skill levels, making it harder to manage. Since the teacher must foster the entire potential of the kids while planning varied lessons, this presents a difficulty. In another context, the study of Mayasari and Tridyanti (2019) concluded that the variables of work skills and work attitudes significantly affected work competencies and employee performance.

Based on the researcher's review of related literature, relatively few studies used work skills and attitudes. This study looks at this gap in the research by employing work skills and work attitudes as variables to further validate the results of earlier limited studies. Since teachers were very significant for quality education, this study aimed to find out how the perceived Technology and Livelihood teacher competence affects the work skills and work attitudes of the students of Claveria Northeast District.

However, it has been noted in the field of teaching and learning, particularly in TLE Grades 7 and 8, that there were learning gaps that need to be revisited. In particular, it was important to evaluate the relationship between the competence of TLE teachers and the students' work skills and attitudes.

Theoretical and Conceptual Framework

Relating to teachers' competence, the theory of Medley (1977) was adapted. As Medley's teacher competence theory divided teachers' competence into five major components, the researcher focused on the following competency which is believed to be present inside each of the component: Instructional Skills, Classroom Management, Guidance Skills, and Personal and Professional Skills.

The study also aimed to find and describe the assessment of the student on their work skills and attitudes. Therefore, the Motor Skill Learning Multi-Stage Theory of Paul Fitts and Michael Posner (1967) is very relevant as the theory shows how the students acquire a certain skill through regular practice while the Elaboration Likelihood Theory of Attitude Change by Richard E. Petty and John Cacioppo (1980) presents how the students can shift and alter their attitudes toward something.

The following concepts explicitly explain how variables such as Instructional Skills, Classroom Management Skills, Guidance Skills and Personal and Professional Skills relate to learners' Work Skills and Attitudes.

One of the key competencies of teachers is their instructional skills. A study by Van Velzen, Volman, and Wardekker (2017) revealed that teachers who possess effective instructional skills are more likely to have a positive impact on their students' academic achievement. These skills involve the ability to design effective lesson plans, implement appropriate teaching strategies, provide timely feedback, and assess student learning outcomes.

In the study of Erdogan, Kaya, and Dagli (2018), teachers with strong instructional skills are able to create a positive and engaging classroom environment. This allows students to be more motivated and interested in learning, leading to increased academic performance. Effective instructional skills also help teachers to differentiate instruction based on individual student needs, which is crucial in meeting the diverse learning needs of students in the classroom.

Also, Wang, Haertel, and Walberg (2018) suggest that teachers who possess strong classroom management skills are able to create a safe and supportive learning environment. This allows students to feel comfortable and engaged in the classroom, leading to improved academic performance. Effective classroom management also involves the ability to differentiate instruction and provide support to students who require additional assistance.

Effective guidance skills require the ability to foster a growth mindset in students. According to a

study by Dweck (2017), students who possess a growth mindset are more likely to be resilient in the face of challenges and to have a greater motivation to learn. Teachers who possess strong guidance skills are able to promote a growth mindset by providing students with feedback that emphasizes effort and improvement and by encouraging students to take risks and learn from mistakes.

Personal and professional skills are essential for teachers to effectively carry out their roles and responsibilities. Personal skills refer to the teacher's abilities, qualities, and attitudes that enable them to build positive relationships with students and colleagues, while professional skills refer to the teacher's expertise, knowledge, and instructional practices that contribute to student learning. A study by Klassen, Kim, and Rushby (2019) found that the combination of personal and professional skills is critical for effective teaching.

Methodology

The quantitative-descriptive research methodology was used in this research. According to McCombes (2019), descriptive research tries to correctly and methodically describe a population, circumstance, or phenomenon. The study's methodology was employed to describe the characteristics of the TLE teachers and the survey respondents who were students. The primary way for generating data will be the survey method. A questionnaire is a research instrument that consists of a set of questions to collect information from a respondent. A survey was a research method used for collecting data from a pre-defined group of respondents to gain information and insights on various topics of interest.

It discusses the interplay of the dependent and independent variables in the study. Data was gathered, and the results were explained by the underlying concepts that can be related to each piece of information.

The population consists of Grade 8 students from the three medium size public national high schools in Claveria Northeast District, Division of Misamis Oriental School Year 2022-2023. The Grade 8 students were chosen as respondents because they were the ones who took the TLE exploratory course. The researcher chose Claveria Northeast District because it has three medium schools, it is nearer to where she lives and also to get the 150 required respondents. The schools were the following: Mat-i National High School, Aposkahoy National High School and Malagana National High School. To determine the number of samples, the Slovin's Formula was used. The study used simple random sampling in selecting the participants.

The instrument that was used in gathering the needed data was a questionnaire adopted from the study of Villegas (2022). Part I of the questionnaire was composed of 35 items, which were used to assess the teacher's competence in terms of skills: instructional, classroom management, guidance and personal and professional skills. Part II of the questionnaire was composed of 20 items used to assess the students' work skills and attitude. The researcher asked for permission through email to adopt the questionnaire from Sir Christian Villegas and it was granted. To ensure timeliness and relevance, minor modifications were made to the research setting of the study and then no revisions were made to the questionnaire after the content validation.

Results

This section presents the results and findings of the study through the careful analysis of the gathered data using the research instrument.

1. *Students' Assessment on the Teachers' Competence in terms of Instructional Skills,* **Classroom Management Skills, Guidance Skills, Personal and Professional Skills**

Table 1. Students' Assessments on the Instructional Skills of Teacher

Indicators	Mean	SD	Description
My TLE teacher states the objectives of the lesson for each session.	4.21	1.08	Usually
My TLE teacher presents ideas/concepts clearly and convincingly and within the student's intellectual level.	4.34	1.00	Every time

My TLE teacher demonstrates mastery of the subject matter by showing an aura of confidence during lecture sessions.	4.45	0.82	Every time
My TLE teacher utilizes traditional and technological tools to ascertain students' comprehension of the different concepts and theories	3.90	0.99	Usually
My TLE teacher presents well-organized materials that meet students' interests and needs.	4.34	1.01	Every time
My TLE teacher integrates lessons with other areas of discipline to show students the relevance of the concepts being discussed.	4.25	1.06	Every time
My TLE teacher presents lessons using the appropriate method/technique to ensure students' understanding and assimilation of lesson like recitation, lecture, laboratory, demonstration etc.	4.08	1.01	Usually
My TLE teacher stimulates and invites students' desire and interest to learn more about the subject matter.	3.90	1.15	Usually
My TLE teacher makes the students apply concepts to demonstrate understanding of the lesson.	4.20	0.98	Usually
My TLE teacher gives fair tests and examinations and returns test results within reasonable period.	4.11	0.96	Usually
My TLE teacher shows good command of the language of instruction.	4.29	1.14	Every time
Overall	**4.19**	**0.55**	**Usually**

Table 1 above presents the students' assessment on the instructional skills of the teacher with an overall mean of **4.188 (SD=1.018),** described as **Usually.** This means that by connecting student performance to specific learning objectives, teachers can use student evaluation to gauge the success of their instruction. As a result, teachers can institutionalize successful pedagogical decisions and change unsuccessful ones. So then, most TLE Teachers focuses on the student-centered teaching strategy which shows a gesture of contextualization. As observed TLE teacher demonstrates mastery of the subject matter by showing an aura of confidence during lecture sessions. The teacher presents well-organized materials that meet students' interests and needs, integrates lessons with other areas of discipline to show students the relevance of the concepts being discussed and shows good command of the language of instruction.

According to Lacaba (2019), instructional skill is the ability to create a positive and supportive learning environment. TLE teachers must be able to establish positive relationships with their students and foster a sense of collaboration and teamwork in the classroom. TLE teachers must be able to plan and organize lessons effectively, create a positive and supportive learning environment, and utilize various instructional methods and strategies to accommodate the diverse learning needs of their students. Professional development opportunities could help teachers develop and enhance these skills to provide effective, high-quality TLE programs.

The indicator, **My TLE teacher demonstrates mastery of the subject matter by showing an aura of confidence during lecture sessions** obtained the highest mean of **4.45 (SD=0.82)** described as **Every time**. This means that the students believed in their TLE teacher's instructional skills who demonstrated mastery of the subject matter by showing an aura of confidence during lecture sessions. It implies that teachers who are well-versed in their subject matter can organize the material more effectively and efficiently, make connections to the students' prior knowledge, come up with practical analogies and examples, present current thinking on the subject, and establish the proper emphases. As observed in TLE class students can easily follow and comprehend what a teacher demonstrated in their class. Also, TLE students showed much mastery and confidence in the demonstration of skills based from what they saw from their TLE Teacher. This further agrees to the idea from 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, behavioural) that enable learners to develop their potential, make critical and informed decisions and act effectively and responsibly in the society within the context of their environment and of the wider community.

However, the idea that teachers must also effectively manage classroom behaviour and maintain discipline to ensure that students were focused and on task (Cabasan & Vargas, 2017). TLE teachers must also be able to effectively utilize a variety of instructional methods and strategies to accommodate the diverse learning needs of their students. This includes using visual aids, interactive activities, and real-world applications to help students connect theoretical concepts to practical applications (De Guzman, 2018).

The indicator, **My TLE teacher utilizes traditional and technological tools to ascertain students' comprehension of the different concepts and theories** obtained the lowest mean of **3.90 (SD=0.99),** described as **Usually**. This means that TLE teachers were more emphasized on using traditional approaches in teaching rather than integrating new technologies in the teaching-learning process. In this type of learning, memorization was frequently the main emphasis of the conventional educational model. As observed in TLE class, teachers focused more on lower order thinking skills of students such as listening to lectures from teachers, take notes, and then are assessed on what they learned. As observed in school, technology is something that truly excites students and acts as a major contributor to their motivation toward instruction. This implies that TLE teachers lack integration of technology into their teaching methods, teachers will be able to engage and connect with students more deeply, which will ultimately affect their general understanding, enabling students to succeed in both the classroom and at work. In view of this, in the present culture that we live in our students are surrounded by technology every day. Most of the time, in TLE class students even know more about the technologies in their classroom than the actual teachers do.

This agrees to the idea states that to improve learning and engage students, teachers must be able to use technology into their teaching (Shin, 2018). To accommodate students' various learning styles, teachers must also be able to employ a range of teaching strategies, including visual aids, cooperative learning, and problem-based learning.

Table 2. Students' Assessments on Classroom Management Skills of Teacher

Indicators	Mean	SD	Description
My TLE teacher starts and ends class promptly.	3.72	1.24	Usually
My TLE teacher maintains a responsive but disciplined classroom atmosphere.	4.49	0.80	Every time
My TLE teacher follows a systematic schedule of routine activities.	4.10	1.03	Usually
My TLE teacher maintains a classroom that is conducive to learning and safe from accidents.	3.95	1.39	Usually
My TLE teacher checks closely and frequently on students' work.	4.49	0.89	Every time
My TLE teacher stimulates students' respect and regard for the teacher.	4.61	0.78	Every time
My TLE teacher let students do their assigned tasks with a minimum supervision from the teacher.	4.29	1.03	Usually
Overall	4.24	0.59	**Every time**

Table 2 indicates students' assessments of classroom management skills of teacher with an overall mean of **4.24 (SD= 0.59),** described as **Every time**. This means that TLE Teachers had the ability to effectively manage the classroom every time. They keep students interested on their studies and on task.

Teachers has the ability to effectively manage the classroom. This implies that establishing and sustaining a supportive learning environment, dealing with disruptive conduct, and encouraging student responsibility and accountability are all parts of effective classroom management.

According to Lee and Kim (2017), educators must foster a culture of safety, respect, and learning in their classrooms. This entails establishing clear standards for student behaviour, conveying these goals in a clear and consistent manner, and praising and recognizing good behaviour.

Particularly, **My TLE teachers who maintain a responsive but disciplined classroom atmosphere** and **My TLE teacher checks closely and frequently on students' work** both received the highest mean score **4.49 (SD= 0.80),** described as **Every time**. This means that learners were able to gain an understanding of the lesson content presented because classroom discipline and close monitoring of students' work were manifested. TLE Teachers do their important task on this matter. As observed, TLE Teachers see to it that students' progress in teaching will not be left behind and their content goals would not be compromised. This implies that TLE teachers effectively performed classroom management through close monitoring on students' work which also requires encouraging student accountability and responsibility. Teachers help students and offer techniques through responsive teaching to develop students' skills to the point where they can finish the assignment independently. Furthermore, TLE Teachers helped students concentrate their attention as one of the things we do when teaching responsively. Monitoring on the other hand, the activities performed by teachers should monitor students' progress in order to make directive decisions and give response to a student's progress in study. Also, closely monitoring students' output can eventually help students in improving student learning experience.

This was a point of view in the study by Van der Stuyf and De Maeyer (2018). In holding students accountable for their conduct, teachers must encourage students to take ownership of their learning and behaviour. This entails presenting chances for student autonomy and choice, supporting self-reflection and review, and encouraging a growth mentality.

While the indicator, **TLE teachers who starts and ends class promptly** obtained the lowest mean of **3.72   (SD=1.24),** described as **Usually**. This means that teachers applied the time on task usually as a form of classroom management. As observed in TLE class there were scenario that a TLE teacher do not start and end the class promptly because of some factors like immediate reports to be submitted, parent-teacher emergency matters about their students, students' health-related cases happening in the middle of discussions, possible students' tardiness during classroom activities and active and engaging activities happened within the period. There were cases also during the demonstration of skills, the students need more time to practice, or other factors like being part of a group some of their group members contributes the delay that is why some TLE classes ended late. This implies that starting and ending a class session can affect students learning especially that there were some learners who were up-to-date and time conscious. Also being prompt manifest good time on task. The amount of time an individual devotes to an instructional task determines the extent to which learning occurs. Therefore, time-on-task does not hampers learning by limiting learning opportunities

Based from the study of Emmer and Stough (2017), to efficiently manage the classroom, various tactics are used. The establishment of routines and procedures, the development of strong connections with students, and the creation of a welcoming classroom environment are a few proactive tactics that instructors can employ.

Moreover, to efficiently manage the classroom, various tactics are used. The establishment of routines and procedures, the development of strong connections with students, and the creation of a welcoming classroom environment are a few proactive tactics that instructors can employ (Emmer & Stough, 2017). Teachers can also employ reactive techniques, such as dealing with disruptive behaviour immediately and consistently, enforcing penalties for bad behaviour, and rewarding good behaviour.

Table 3. Students' Assessments in terms of the Guidance Skills of Teacher

Indicators	Mean	SD	Description
My TLE teacher shows genuine interest in students.	4.09	1.09	Usually

My TLE teacher accepts students as they are by recognizing their strengths and weaknesses as individuals.	4.01	1.07	Usually
My TLE teacher handles-class and students' problem with fairness and understanding.	4.03	1.07	Usually
My TLE teacher shows respect with consideration of students' opinion and suggestion.	4.15	1.05	Usually
My TLE teacher provides differentiated assignments to students if necessary.	3.51	1.22	Usually
My TLE teacher shows concern for the personal and other problems presented by the students outside classroom activities.	3.91	1.22	Usually
My TLE teacher plans and organize activities that will foster camaraderie/companionship among the learners.	4.32	0.93	Every time
Overall	**4.00**	**0.68**	**Usually**

Table 3 shows the students' assessments in terms of the Guidance Skills of Teacher that students with a overall mean of **4.00 (SD=0.68**) described as **Usually.** As observed, TLE teachers usually guide the learners in terms of showing genuine interest in students, accepting students as they are by recognizing their strengths and weaknesses as individuals, handling class with fairness and understanding, showing respect by considering students' opinions and suggestions, providing concern for the personal and other problems presented by the students outside classroom activities. This implies that teachers usually provide guidance and support to their students and usually feel motivated and confident in their abilities to learn and succeed in TLE. Therefore, teachers in this area had a different discretion in maintaining the standard of guidance skills. Teachers usually guide students in problem-solving and decision-making abilities. Teachers usually integrate communication, discipline, crisis intervention, and skills that promote self-esteem, self-control, and student independence.

This was noted in the study of Kim, Lee, and Cho (2019) effective guidance skills of teachers play a crucial role in the development of students' work skills in Technology and Livelihood Education. Guidance from teachers could help students identify their strengths and weaknesses, set goals, and develop strategies to achieve those goals.

The indicator, **My TLE teachers planned and organized activities that will foster camaraderie/companionship among the learners** obtained the highest mean score of **4.32 (SD=0.93),** described as **Every time**. This means that teachers' guidance significantly predicts students' achievement in TLE learning area. This implies that TLE teachers infused effective guidance skills that help students to develop social and emotional skills, such as self-awareness, self-regulation, and empathy, which are important for success in the workplace. As observed in TLE class, teachers who provide guidance on conflict resolution and communication skills could facilitate the development of teamwork and collaboration among students. Therefore TLE Teachers always planned their lessons well before facing their students with infused differentiated instruction and active group activities that foster camaraderie as part of value integration. During difficult work assignments, workplace camaraderie is what keeps students on good terms.

The study of Greany and Higham (2019) suggests that teachers with excellent guidance abilities were more likely to have a favourable effect on their students' academic accomplishment, well-being, and future success. Effective guidance abilities include the capacity to offer assistance, direction, and inspiration to students.

On the other hand, **TLE teacher who provides differentiated assignments to students** obtained the lowest mean score of **3.51 (SD= 1.22),** described as **Usually**. This means differentiated assignment to learners was usually implemented in the real classroom setting. Teachers usually evaluate the differentiated instruction given to learners. In addition, giving differentiated instruction tailored lessons to meet each student's individual interests, needs, and strengths. This implies that teachers in this study usually give students choice and flexibility in how they learn and help teachers with personalized learning.

As observed, teachers usually apply a teaching strategy in the actual learning process that adjusts lessons to the individual learning demands of each student. However, this differs according to the interests, preferences, skills, and challenges of every student. Absolutely, differentiation is crucial for supporting and pushing students with different levels of success. This implies that teachers, on the other hand, less effectively fulfil the requirements of each student and develop a stimulating learning environment that promotes growth through individualized instruction.

Kim, Kang, and Lee (2020) said that when students learn to work effectively with others, they are more likely to succeed in the workplace. Guidance skills of teachers play a critical role in developing students' work skills in TLE.

Moreover, this idea of (Kim, Lee, & Cho, 2019) tells that effective guidance skills of teachers play a crucial role in the development of students' work skills in Technology and Livelihood Education. Guidance from teachers could help students identify their strengths and weaknesses, set goals, and develop strategies to achieve those goals. Teacher guidance significantly predicts students' achievement in TLE courses (Kim, Lee, & Cho, 2019). Teachers who provide guidance and support to their students could facilitate the development of work skills such as problem-solving, critical thinking, and creativity. When students receive guidance, they are more likely to feel motivated and confident in their abilities to learn and succeed in TLE.

Table 4. Students Assessments in terms of Personal and Professional Skills of Teacher

Indicators	Mean	SD	Description
My TLE teacher maintains emotional balance not over-critical or over-sensitive.	3.91	1.04	Usually
My TLE teacher shows composure in the midst of difficult situations.	3.87	1.04	Usually
My TLE teacher is free from mannerism that distracts the teaching-learning process.	2.20	1.47	Frequently
My TLE teacher observes proper hygiene and good grooming at all times.	4.45	0.99	Every time
My TLE teacher is fair and impartial to all students: no favouritism.	3.81	1.33	Usually
My TLE teacher is resourceful and creative: has initiative.	3.72	1.14	Usually
My TLE teacher exhibits enthusiasm and passion in doing one's work.	3.95	1.10	Usually
My TLE teacher has good sense of humour.	4.00	1.12	Usually
My TLE teacher has good diction, clear, and modulated voice.	4.23	0.96	Every time
My TLE teacher is open to suggestions and criticisms from the class.	3.97	0.94	Usually
Overall	3.81	0.61	**Usually**

Table 4 denotes that students rated their TLE teachers in terms of Personal and Professional Skill with an overall mean of **3.81 (SD=0.61)** described as **Usually**. This means that the personal and professional skills of teachers play a crucial role in the development of students' work skills in Technology and Livelihood Education. Teachers usually manifest personal and professional skills to learners. In the same manner, teacher's exhibit great personal and professional qualities that act as role models for students, which help them develop essential job skills. This implies that students learning and their academic achievement are associated with the teacher professional skills of classroom conditions and assessment procedures. It has been observed that teaching contributes towards the development of students' calibre. Furthermore, teachers' personal and professional skills may be embedded in subject matter and focused on student learning.

Moreover, personal skills refer to the teacher's abilities, qualities, and attitudes that enable them to build positive relationships with students and colleagues, while professional skills refer to the teacher's expertise, knowledge, and instructional practices that contribute to student learning. A study by Klassen, Kim, and Rushby (2019) found that the combination of personal and professional skills is critical for effective teaching.

The indicator**, My TLE teachers observe proper hygiene and good grooming at all times** obtained the highest mean score of **4.45 (SD=0.99),** described as **Every time.** This means that teachers at all times observes proper hygiene and good grooming that encouraged students to actively engage in the learning process. As observed, TLE teachers developed strategies that promote good grooming habits hat increases students' opportunities for positive interactions with others. This implies that TLE teachers maintained personal hygiene that is necessary for many reasons: personal, social, health, psychological or simply as a way of life. Teachers particularly value the prevention of communicable diseases, like diarrhea, trachoma and many others that is highly possible through the application of proper personal hygiene. This implies that TLE teachers see to it to that students always practiced wearing of personal protective equipment or PPE during cooking activities to observe and learn the proper practice of personal hygiene and use this for the prevention and control of important public health diseases that are prevalent in the school. Similarly, teachers observed good grooming the fact that in TLE, food handling is very important. For example, everything must be tidy and in place, including the individuals during food preparation.

According to Dr. Sudhakar (2017), grooming is the secret of real elegance and success. The best clothes, the most wonderful jewels, the most glamorous beauty do not count without good grooming.

However, the indicator **My TLE teachers who are free from mannerism that distract the teaching-learning process** obtained a lowest mean score of **2.20 (SD= 1.47),** described as **Frequently**. This means that there were teachers who frequently showed some body mannerisms that disrupted the teaching-learning process. As observed in TLE class, teachers frequently manifest mannerism that distract the teaching-learning process. Although there were few but it does not directly affect the learning progress of the students. The result showed that the teacher with mannerisms distract students' attention that may hamper their learning. As observed in a teaching situation, good body language may inspire, engage, and motivate students. This implies that students in relation to teachers' mannerisms can be an affecting factor to students' academic performance. They may even feel secure and comfortable enough to engage in the lessons more regularly as a result. As -Allen Ruddock stated, "Your body communicates as well as your mouth. Don't contradict yourself."

These are similar to the idea of Williamson (2023) that words have the potential to uplift even the lowest of lows or bring down the highest of highs. However, there is a convincing argument to be made for the idea that our body language has much more impact. They have the power to either strengthen our message or confuse (or even silence) our listeners when combined with our words. When the significance of body language in teaching is appreciated, communication is most effective. Communication synergy occurs when these nonverbal cues and our spoken ones are coordinated.

Table 5. Summary of Students Assessment on TLE Teachers' Competence

Teacher's Competence	Overall Mean	Description
Instructional Skills	4.19	Usually
Classroom Management Skills	4.24	Every time
Guidance Skills	4.00	Usually
Personal and Professional Skills	3.81	Usually

Table 5 shows the summary of the students' assessments of the TLE teacher's competence. Classroom Management Skills obtained the highest mean of **4.24** with a description **of Every time** .This means that the students believed that their TLE teachers were capable of managing the classroom properly.

As observed, students felt as part of classroom management that their TLE class gave them the chance to express themselves through manipulating, investigating, and coming up with useful ideas. Students believed they perform well while performing fundamental TLE skills and applying previously taught theories in practical settings. As observed in the field, classroom management skills of the TLE teachers manifested high compared to instructional, guidance and personal and professional skills. This implies that TLE teachers were highly competent in terms of managing classroom.

As stated by Silva (2020), if a student has negative feelings toward their teacher, such as fear or dislike, it will affect their attitude toward the subject. Similarly, in the study by Ayub et al. (2021), teacher leadership has a big impact on how well students develop their work abilities.

On the contrary, the teachers' competence on personal and professional skills obtained the lowest mean of **3.81** described as **Usually** .It showed that personal and professional abilities were the least important to students' lives since they showed a factual evaluation in which students were unaware of the teachers' personal and professional lives. What a student merely observes to a teacher in a particular classroom setting is closely related to instruction, classroom management and guidance skills, least on the personal and professional skills. This implies that teachers must be strengthened on personal and professional skills. Also, recognized the strong influence of personal factors of teachers in developing professional competence.

Personal and professional skills were essential for teachers to effectively carry out their roles and responsibilities. Personal skills refer to the teacher's abilities, qualities, and attitudes that enable them to build positive relationships with students and colleagues, while professional skills refer to the teacher's expertise, knowledge, and instructional practices that contribute to student learning. A study by Klassen, Kim, and Rushby (2019) found that the combination of personal and professional skills is critical for effective teaching.

Moreover, the personal and professional skills of teachers play a crucial role in the development of students' work skills in Technology and Livelihood Education. Teachers who exhibit great personal and professional qualities could act as role models for students and help them develop essential job skills. The development of social and emotional abilities in students can be aided, according to research, by teachers who have good interpersonal skills like communication, empathy, and conflict resolution (Thompson & Rudolph, 2018). These skills are essential for success in the workplace, as they help individuals to work effectively with others and to manage their own emotions and behaviours. Teachers who model and teach these skills can contribute to the development of students' work skills in TLE.

2. *Students' Assessment* on their Work Skills and Work Attitudes in TLE class

Table 6. Students' Assessments on their Work Skills in TLE class

Indicators	Mean	SD	Description
I cultivate resourcefulness in completing a delegated task in my TLE class.	4.45	0.88	Every time
I utilize time productively in my TLE class.	4.21	0.95	Usually
I perform well in doing basic skills in my TLE class.	3.93	1.15	Usually
I observe proper care and maintenance of tools and equipment in my TLE class.	4.37	1.05	Every time
I construct worthwhile projects in my TLE class.	4.29	0.91	Every time
I develop skills needed by professionals in my TLE class.	4.23	0.95	Every time
I apply accurately the theories I learned in my TLE class.	4.29	0.99	Every time
I obtain skills with the use of modern technology in my TLE class.	3.49	1.27	Usually
I acquire knowledge and information essential for making an intelligent choice of an occupation or career in my TLE class.	4.07	1.11	Usually

I discover hidden abilities essential in learning other life skills in my TLE class.	4.28	0.94	Every time
Overall	**4.16**	**0.61**	**Usually**

Table 6 shows the students' assessments of their Work Skills in TLE class with an overall mean of **4.16 (SD= 0.61),** described as **Usually.** This means that students were usually being assessed on their work skills in TLE class in terms of: cultivating resourcefulness in completing a delegated task, observing proper care and maintenance of tools and equipment, constructing worthwhile projects, developing skills needed by professionals, applying accurate the theories learned and discovering hidden abilities essential in learning other life skills. As observed, that students' technical abilities, problem-solving abilities, and communication abilities were all greatly enhanced by the TLE program. In addition, these results implies that TLE programs usually helped students strengthen their work abilities. Students were less exposed on work skills enhancement that lead to development of work skills as essential for students' success in their chosen career paths.

The effect of a work-integrated learning (WIL) program on the growth of work skills among undergraduate students in Malaysia was examined in a study by Lim and Yew (2019). The study discovered that the WIL program considerably enhanced students' capacity for problem-solving, teamwork, and communication.

Consequently, the indicator, **I cultivate resourcefulness in completing a delegated task in my TLE class,** obtained the highest mean of **4.45 (SD=0.88),** described as **Everytime.** This means that students were able to manage the tasks being assigned to them efficiently. As observed, students had a way of reducing their workload, boosting productivity overall, and enabling groupmates to grow professionally and assume more responsibility within the school with the delegated duties that were completed by them. Students showed the value of being resourceful and flexible in completing the delegated task in their TLE. This implies more importantly, a student had chosen which tasks being assigned. It was clear to the students what was expected of them that covers the task's scope, due date, requirements for quality, available resources, and feedback procedure. Additionally, students were able to discuss the significance of the assignment, how it fits into the wider picture, and what advantages it will have for the team as a whole.

This has a connection to effective classroom management practices and could promote the development of work skills such as communication and collaboration. For example, teachers who use cooperative learning strategies in TLE can facilitate the development of teamwork and communication skills among students (Mavi & Bahceci, 2019). When teachers promote positive interactions and collaboration among students, it could lead to the development of essential work skills that are necessary for success in the workplace.

On the other hand, the indicator **I obtained skills with the use of modern technology in their TLE class** gained the lowest mean score of **3.49 (SD=1.27),** described as   **Usually**. This means that students in this area were not yet fully equipped on skills of using modern technology advancement in their TLE class due to unstable internet connectivity. Students lack hands on experiences that require the use of modern technological tools. Therefore, TLE subjects need technological advancement that are offline in order for the students to engage more on modern technologies. As observed, there are learners like auditory and visual, using technology during whole-class education can increase student participation. Simple technological integrations like Power Points, games, online homework assignments, or online grading platforms can make a significant difference in how well students do in the classroom. While it is true that it also defer the engagement of students in class and lessen opportunities to communicate with teachers, collaborate with peers and participate in the learning process. This implies that obtaining a digitalized form of teaching and learning is one of the fundamental skills that a learner must emulate to cope up with the 21st century skills, increase classroom student engagement and facilitate personalized learning.

As noted in the study by Ayub et al. (2021), teacher leadership has a big impact on how well students develop their work abilities. The development of students' work skills can be effectively supported by teachers who serve as mentors and offer feedback. This underlines once more how crucial teacher competency was in developing students' work habits and attitudes. As perceived by the students on their

Work Skills, they obtained a very satisfactory skills with the use of modern technology in their TLE class. Similarly, in the study by Ayub et al. (2021), teacher leadership has a big impact on how well students develop their work abilities.

Table 7. Students' Assessments on their Work Attitudes in TLE Class

Indicators	Mean	SD	Description
I develop more confidence in myself in my TLE class.	4.13	0.95	Usually
I appreciate the social and economic values of the work done in my TLE class.	4.15	0.97	Usually
I reflect the virtue of honesty and integrity in performing any given task in my TLE class.	4.17	1.10	Usually
I manifest harmonious relationship with peer in my TLE class.	3.93	1.32	Usually
I manifest harmonious relationship among teachers in my TLE class.	4.15	1.03	Usually
I exert effort to produce quality work in my TLE class.	4.39	0.81	Every time
I exhibit positive feelings toward work in my TLE class.	4.37	0.92	Every time
I show appropriateness in conducting the given activity in my TLE class.	4.35	0.93	Every time
I observe safety precautions while working in my TLE class.	4.53	0.90	Every time
I display pride and gratification in my accomplishments in my TLE class.	4.29	0.93	Every time
Overall	**4.25**	**0.52**	**Every time**

Table 7 showed the students' assessment on their work attitudes in their TLE class which obtained an overall mean of **4.25 (SD=0.52)** described as **Every time.** This means that learners display the value of good work attitudes on their activities in which every learner showed employability abilities that are vital to success in the job and were strongly correlated with work attitude. As observed on students' assessments on their work attitudes in TLE class, learners every time exhibit positive feelings toward work, show appropriateness in conducting the given activity, observe safety precautions while working and display pride and gratification to their accomplishments in their TLE class. This implies also, that students had skills that are relevant to the real world. TLE subjects help students shape their future. After the learner finished senior high school, he/she might as well land a job, earned a life-long skills and even more a competitive entrepreneur using his/her earned skills and education in TLE. Still, pursuing higher education is much encouraged.

In addition, work attitude was a strong predictor of work readiness, this implies that students with a good attitude toward their jobs were more prepared for the workforce. The importance of work attitude among students in TLE cannot be overstated. Students with positive work attitudes were more likely to exhibit positive work behaviour, possess employability skills, and be prepared for the workplace. Similarly, your behaviour at work, including how you interact with co-workers, how productive you are, and how successful you are as a whole, may all be influenced by your attitude, which can also have an effect on things like prospective wage increases and promotions.

The association between work attitude and employability skills among Jordanian college students was examined in a study by Alzayyat and Al-Ghazo (2018). According to the study, students who had a good attitude about their job were more likely to have employability skills, including problem-solving, communication, and teamwork. This conclusion implied that employability abilities, which are vital to success in the job, are strongly correlated with work attitude. With skills that are relevant to the real world, TLE subjects help students shape their future. The odds of career success can be greatly increased by selecting a career route and then studying the technologies and practical skills connected to the field or

industry.

In the meantime, the indicator **students seem to observed safety precautions while working on their TLE class,** received the highest mean score of **4.53 (SD=0.90),** described as **Every time** . This means that students in the field every time observed proper safety precautions while working on their TLE class. Teachers infused the significance of "safety first" to avoid accidents. . As observed, it was certainly a better working environment if students' aren't afraid of what they are doing. Safety pays for everyone. Therefore, students in most circumstances were acquainted with the major injuries, which can be avoided by wearing protective gear such as gloves, hard helmets, goggles, earplugs, and body armour. Depending on the task, different PPE is required, but it should guard against airborne material risks, electrical hazards, thermal hazards, chemicals, and physical hazards. This implies that working in a safety environments benefit from fewer accidents, which results in fewer occupational health costs, better learners' retention and satisfaction

Advocated by Ainsley (2021) states that regardless of the job or industry, everyone has the right to safe working conditions. Of course, some jobs are inherently more dangerous than others, but teachers/employers have a duty to ensure that all students/employees are safe while working.

On the other hand, the indicator **I manifest a harmonious relationship with peer in their TLE class** obtained the lowest mean of **3.93 (SD=1.03), described as Usually**. This implies that harmonious relationships among peers was usually manifested by the students in their TLE class which relate to a positive relationship that reduces students' psychological stress related to learning and gives them a positive emotional learning experience. As observed, students usually experienced harmonious relationship with peer in their TLE class because teachers implement differentiation of instructions that students would stand by their own feet to practically grasp the content of the lesson being emphasized. However, successful classroom instruction raises students' motivation to learn. Although students usually manifested good relations with their classmates, no aggressions happening, and there was a smooth flow of interactions happening beside the fact that harmonious relations was less manifested. This implies that students usually experienced care, which was a fundamental component of motivation to learn. Learner usually receives care that he/she might as well pursue working the activities in TLE class without hesitations because there was still a feeling of satisfaction and security.

Given that conceptually related constructs like perceptions of care and emotional support, social relatedness, and a sense of belongingness have been widely acknowledged as significant factors in academic and social success at school (Allenet et al. 2018; Kincaid et al. 2020)

Table 8. Summary of Students' Assessment on their Work Skills and Work Attitudes

Variable	Mean	Description
Work Skills	4.16	Usually
Work Attitudes	4.25	Every time

Table 8 shows the summary of the students' assessment on their Work Skills and Work Attitudes. Work Attitudes got the highest mean of **4.25** with a description of **Everytime** .This means that students were more focused on their work attitude than on work skills. It would also mean that TLE Teachers integrate good work values in the learning field. As observed that students demonstrated a strong work ethic that contributed to a favorable attitude toward a certain thing, fact, or circumstance. This implies that students developed a good and positive work attitudes in TLE subject.

Notably, in the study by Bakar and Ibrahim (2019), work attitude was a strong predictor of work readiness, meaning that students with a good attitude toward their jobs were more prepared for the workforce. The importance of work attitude among students in TLE cannot be overstated. Students with positive work attitudes were more likely to exhibit positive work behaviour, possess employability skills, and be prepared for the workplace.

While Work Skills, on the other hand, got the second mean of **4.16** with a description **of Usually.** This means that in order to assist student's success and the development of their abilities in the

school, TLE teachers must give high emphasis to the development of their students' positive work skills.

As observed that work skills was usually manifested to student's capabilities in their TLE class than work attitudes. Although, attaining such work skills helps students survive in a highly competitive environment; job market requires new graduates with high level work skills. This implies that work skills development plays an essential role in developing students' competencies to meet the needs of modern workplaces in their ever-changing world. In addition, students' work skills aid them in carrying out their everyday duties. For instance, their skills helped them develop an annual strategy, settle a workplace argument, or show tenacity when working under pressure.

In connection to Mavi and Bahceci (2019), posit that when teachers promote positive interactions and collaboration among students, it could lead to the development of essential work skills that are necessary for success in the workplace. Teachers who established a positive and supportive learning environment, provide effective instruction and feedback, and promote student engagement and motivation can facilitate the development of essential work skills such as problem-solving, critical thinking, communication, collaboration, and creativity. In order to promote their success and the growth of their work skills, TLE teachers must place a high priority on the development of students' good work skills.

3. Relationship between *Teachers'* Competence and the *Students' Work* Skills and Work Attitudes

Table 9. Relationship between the TLE Teachers' Competence and students' assessment on Work Skills

Teacher's Competence	Pearson r	Interpretation	p-value	Decision	Interpretation
Instructional Skills	0.666	Strong Degree of Correlation	0.250	Accept H0	Not Significant
Classroom Management Skills	0.557	Strong Degree of Correlation	0.055	Reject H0	Significant
Guidance Skills	0.528	Strong Degree of Correlation	0.001	Reject H0	Significant
Personal and Professional Skills	0.536	Strong Degree of Correlation	0.000	Reject H0	Significant

Table 9 shows the test for a significant relationship between the students' assessment of TLE Teachers' Competence and their Work Skills. The results indicate that there is a strong degree of relationship/correlation in all variables indicating the teachers' competence in terms of instructional skills, classroom management, guidance skills and personal and professional skills. Thus, at 0.05 level of significance, there exists a significant relationship between the assessments of students towards the TLE Teacher competence in terms of classroom management skills, guidance skills, and personal and professional skills, except for the instructional skills, which obtained a p-value of 0.25 which is greater than .05 the result was not significant which lead to the decision of accepting the null hypothesis and rejecting the alternative hypothesis. This implies that teachers does not anymore expound and elaborate deeply the instructions to students because they could easily understand and comprehend instructions.

Also, students in this area, were competent enough in terms of following instructions. This indicates that students with higher assessment towards TLE teacher competence in terms of instructional skills, classroom management, guidance, and personal and professional skills tend to have higher ratings in terms of their work skills. Teachers' values, decisions, communication, goals, and practices in the classroom are influenced by their competencies, which also promote their professional growth and academic studies. Thus, it plays a significant role in addressing teachers' competencies to enhance the

teaching-learning process in the classroom.

As observed, among all variables of teachers' competence only instructional skills revealed not significant on students work skills. This implies that instructional skills do not significantly affect the work skills of the students. Yet, learning was still more engaging and more individualized learning opportunities. This implies that students, therefore could easily grasp the instructions of a teacher without any more reinforcing it with additional facts and examples. TLE Teachers' success of the students may be determined by how the teacher manages, guides and conducts the class personally and professionally. Moreover, students showed the ability to follow instructions as their way in everyday life. Following instructions can have an impact on grades, subject knowledge, and skill execution in a classroom setting.

Additionally, they must be able to organize practical exercises and motivate students to apply the concepts they were learning in real-world settings (Legaspi & Amoyo, 2019). Effective teachers set up their classrooms in accordance with the needs and regulations of their students. It assists them in fostering a positive and welcoming learning atmosphere, which improves students' work performance.

Table 10. Relationship between the TLE Teachers' Competence and students' assessment on Work Attitudes

Teacher's Competence	Pearson r	Interpretation	p-value	Decision	Interpretation
Instructional Skills	0.529	Strong Degree of Correlation	0.086	Reject H0	Significant
Classroom Management Skills	0.475	Moderate Degree of Correlation	0.411	Accept H0	Not Significant
Guidance Skills	0.450	Moderate Degree of Correlation	0.000	Reject H0	Significant
Personal and Professional Skills	0.533	Strong Degree of Correlation	0.000	Reject H0	Significant

Table 10 presents the test for the significant relationship between the TLE Teachers' competence and students' assessment on their work attitudes. The results indicated that TLE Teachers' competencies in terms of instructional skills, classroom management skills, guidance skills and personal and professional skills had a strong relationship or correlation on students' work attitudes. On the other hand, at .05 level there exist a significant relationship between the students' assessment of the TLE Teachers' competence in terms of: instructional skills, guidance skills and personal and professional skills only, while the variable classroom management skills revealed not significant which obtained a p-value of 0.411 which is greater than .05 level.

The result revealed no significance in classroom management skills between student's assessment of work attitudes, leading to the decision to accept the null hypothesis and reject the alternative hypothesis. This implies that teachers had imposed good classroom management practices on students. The teacher does not have a problem in managing the particular set of classes because they can easily adapt and manage themselves during their TLE Class. This implies that students in this area were proficient and independent in terms of classroom management. Also, students could easily grasp and follow when a teacher manages them. This implies also that classroom management skills do not significantly affect the work attitude of the students. Moreover, this indicates that students with higher assessment towards TLE Teacher Competence tend to have a higher rating in terms of Work Attitudes. In addition, when teachers promote positive interactions and collaboration among students, it could lead to the development of essential work attitudes that are necessary for success in the workplace.

This connects to a study by Mollasalehi and Vafaei (2017) found that teachers' technical

competence significantly influences students' work skills development in TLE. The study also found that teachers' pedagogical competence significantly influences students' work attitude. This highlights the importance of both technical and pedagogical competence in teachers for promoting students' work skills and attitudes.

Significantly, the study by Bakar and Ibrahim (2019) examined the connection between students enrolled in technical and vocational education and training (TVET) in Malaysia and their work attitudes and preparation for the workforce. According to the study, work attitude was a strong predictor of work readiness, meaning that students with a good attitude toward their jobs were more prepared for the workforce. The importance of work attitude among students in TLE cannot be overstated. Students with positive work attitudes were more likely to exhibit positive work behavior, possess employability skills, and be prepared for the workplace. TLE teachers must make the development of students' positive work attitudes a high priority in order to support their success and the development of their work skills.

Summary

The study aimed to determine the TLE teachers' competence and work skills and work attitudes of public high school students in the Claveria Northeast District SY 2022-2023. Specifically, this paper sought to answer the level of Teachers' Competence in terms of Instructional Skills, Classroom Management Skills, Guidance Skills and Personal and Professional Skills; the level of the student's assessment in terms of work skills and work attitudes and the significant relationship between the TLE Teachers' Competence and the Work Skills and Work Attitudes of Students. A descriptive method of research was utilized in the study since it is intended to determine the level of teachers' competence and student's assessment in terms of work skills and work attitudes. The instrument used was an adapted questionnaire in the study of Villegas (2022). The respondents were the one hundred fifty (150) learners in the Claveria Northeast District with three national high schools where the study was conducted.

The distribution data were presented using descriptive statistics, including mean and standard deviation. The Pearson r was used to determine the degree of correlation and the T- test was used to determine the significant relationship at 0.05 level to assess the relationship between the TLE teachers' competence and the work skills and work attitudes of students.

Findings

From the data, the following findings were drawn:

1. The respondents' level of Teachers' Competence in terms of Instructional Skills, Guidance Skills and Personal and Professional Skills obtained as Very Satisfactory and Classroom Management Skills was Outstanding.

2. The student's assessment in terms of Work Skills obtained as Very Satisfactory and Work Attitude was Outstanding.

3. There is a significant relationship between the TLE Teachers' Competence in terms of classroom management skills, guidance skills and personal and professional skills, except for the instructional skills on Work Skills of students. On the other hand, there is a significant relationship between the students' assessment of the TLE Teachers' competence in terms of instructional skills, guidance skills and personal and professional skills only, while the classroom management skills revealed no significance on Work Attitudes of students.

Conclusion

The study successfully assessed the TLE teachers' competence and work skills and work attitudes of public high school students in the Claveria Northeast District SY 2022-2023. The results revealed that the current study showed a substantial association and relationship between the students' work skills and work attitudes to the TLE Teachers' Competence: Instructional Skills, Classroom Management, Guidance Skills, Personal and Professional Skills. However, the study revealed that on TLE Teachers' Competences, only the instructional skills found not significant to students' work skills. Additionally, on

TLE Teachers' Competences, only the classroom management skills revealed not significant to students work attitude. Teacher's approach to the classroom may have an impact on the achievement of the students. Furthermore, a positive and productive learning environment can only be created by teachers who are adept at managing the classroom.

Recommendations

After the study was conducted the following recommendations was formulated.

1. Strengthening the hiring standards in assessing the teacher's applicant of TLE learning areas that they possess such teacher's competence particularly on personal and professional skills which aim for professional development that gain the knowledge and abilities that will increase productivity at work.

2. Also, the human resource management may create a training design matrix to cater the teachers' competency and equip more teachers on various trainings and conference that focuses on work skills development in this field of TLE.

3. TLE teachers may demonstrate their best practices during INSET program and workshops that they possess such excitement and passion to their job.

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