

Instructional Skills of Technical-Vocational and Livelihood Track Teachers

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Abstract:

This study aimed to assess the instructional skills of Technical-Vocational and Livelihood (TVL) track teachers in a first-class municipality within a large school division for the school year 2024-2025. It employed a descriptive method utilizing survey questionnaire as instrument for 32 TVL Teachers. In particular, it sought to determine the profile of the respondents in terms of sex, highest educational attainment, length of service, plantilla position, and grade level handled. It also evaluated the teachers' instructional skills across four areas: classroom management, instructional delivery, pedagogical skills, and performance assessment. Also, the study examined the level of instructional skills when grouped according to the respondents' profiles and tested for significant differences among these groups. The research aimed to formulate a capability building plan based on the findings. The study employed a descriptive method, gathering data through questionnaires administered to TVL teachers in the selected municipality. Findings revealed that the teachers' instructional skills ranged from developing to proficient levels across all areas. Analysis showed no significant differences in instructional skills when grouped by respondents' profiles, indicating a generally uniform competency level. Based on the results, a capability building plan was proposed to enhance teachers' instructional skills further, aiming to improve the quality of technical-vocational education. Thus, it is recommended the importance of continuous professional development to strengthen instructional competencies among TVL track teachers.

Keywords: Instructional Skills, Technical Vocational, Livelihood Track

Introduction:

Nature of the Problem

Technical vocational education supports sustainable youth employment and national development (Mirjalili, 2022; Terna, 2021). It improves leadership, management, and interpersonal skills (Akpan & Caleb, 2022). Moreover, many studies focus on the competencies and skills development of teachers handling technical vocational education (Antonietti et al., 2022). Al-Ali (2022) argued that technical vocational education graduates' competencies would be greatly influenced by the competencies of their technical vocational education teachers. Technical vocational teacher competency training includes pedagogical competencies (Lukiianchuk et al., 2021), which is important to maximize curriculum implementation (Prasetyono et al., 2021). However, several challenges still exist in implementing technical vocational education worldwide, namely: in Indonesia and Tanzania, inadequate facilities, teachers, and industry support (Pambudi & Harjanto, 2020). These numerous problems boil down to the need to improve the teaching of technical vocational education.

In the Philippine context, the Department of Education upgraded its commitment to improving the state of technical vocational livelihood education in the country by issuing several pertinent policies. The most recent of these policies is DepEd Order No. 40, s. 2021 and DepEd Order No. 35, s. 2020 both aim to enhance the partnership of senior high schools with institutions equipped with necessary resources, such as teachers, workshops, tools, and equipment, all for the benefit of the technical-vocational-livelihood (TVL) track. Basal (2022) found that the TVL teachers face the challenges of ever-changing subject content, instructional methods, technology, laws, procedures, and student learning needs. In addition, Soriano and Vargas (2021) cited that teachers felt that the pieces of training provided by DepEd need to be improved. Classroom Management Skills are crucial for maintaining a productive learning environment, especially in hands-on settings (Korpershoek et al., 2020).

Effective Instructional Delivery involves balancing theory and practice, with clear communication and feedback essential for student learning outcomes (Wijaya et al., 2022). Pedagogical Skills enable teachers to adapt their methods to diverse student needs, with pedagogical content knowledge vital for integrating technology and innovative strategies (Tondeur et al., 2019). Performance Assessment Skills allow teachers to evaluate student learning accurately and provide constructive feedback, with formative assessment playing a key role in improving student performance (DeLuca et al., 2019). Also, Calanog (2021) found that TVL teachers are challenged with teaching strategies and Information and Communication Technology (ICT) integration in lessons. Also, Husain (2019) mentioned the need for textbooks and other learning materials, which also challenge TVL teachers. While Villanueva (2018) found that TVL teachers could be more competent than the Technical Education Skills Authority (TESDA) required competency and instructional skills standards. There is a need to study senior high teachers' TVL track competencies and instructional skills.

This study aimed to guide school administrators in implementing the program effectively despite the challenges. Finally, the results of this study would not only help increase the competencies and instructional skills of TVL teachers but would also help the TVL learners attain quality learning.

Current State of Knowledge

Human resources in TVL (Technical-Vocational-Livelihood) education include educators, administrators, and support staff who are integral to providing quality education. These professionals' key competencies cover technical expertise in specific industries and soft skills like communication, adaptability, and problem-solving (Bennett, 2020). TVL teachers must have a strong foundation in the technical skills relevant to their areas of specialization. This includes knowledge of specific trades and familiarity with both local and international standards (Dela Cruz, 2022).

Educators need current knowledge and skills relevant to their teaching areas to ensure students are industry-ready. Continuous professional development is crucial for instructors to stay updated with technological advancements and industry standards, which are essential to producing competent graduates (Smith & Johnson, 2021). Research indicates that teachers who engage in continuous professional development are better equipped to deliver up-to-date content and practices in their fields.

Effective teaching in TVL requires a blend of traditional and innovative pedagogical approaches. TVL instructors must also be skilled in diverse instructional strategies to cater to different learning styles. Effective methods like project-based learning and hands-on training engage students and enrich their educational experience (Garcia, 2022). Experiential learning, competency-based education, and industry-based training are emphasized in recent literature (Hussain et al., 2020). These approaches demand specific instructional skills such as facilitating hands-on activities, mentoring, and contextualized assessment.

Furthermore, integrating Industry 4.0 technologies necessitates teachers to develop digital literacy and advanced instructional strategies (Kumar & Singh, 2021). This shift underscores the importance of continuous capability building to keep pace with technological advancements. A survey of vocational education teachers from Region X revealed that instructional abilities vary considerably, primarily driven by previous professional training and mentoring experiences (Dela Cruz, 2019).

For instance, the effect of professional development on the instructional skills of livelihood track teachers was investigated. A systematic literature review showed that targeted capacity-building programs directly influence teachers' instructional pedagogical practices and, consequently, affect students' levels of engagement and academic performance. This suggests that structured formal training is critical to bridge the learning deficits in vocational teachers' capacity development.

However, limited resources remain a persistent barrier for technical-vocational teachers. The paper suggests that systematic capacity-building programs targeting learning vocational teaching skills should be considered, incorporating industry-based standards and competence-based education frameworks. Such interventions are critical in clearing the current barriers to learning by technical-vocational teachers. Moreover, the curriculum and learning capacity of livelihood teachers in public schools were assessed, and it was found that many teachers lack access to up-to-date pedagogical approaches relevant to their field. The authors therefore recommend a structured professional development program focusing on industry-relevant instructional methods to enhance teachers' pedagogical efficacy and ensure that instruction remains current and relevant (Fernandez, 2012).

In a broader international context, China emphasizes educational attainment through a compulsory 12-year program. However, its exam-oriented system often limits creativity and practical skill development. Vocational education offers a valuable alternative, equipping students with specialized skills and leadership potential, though its implementation faces challenges, especially in under-resourced areas. A study by Yu et al. (2024) examined the online learning experiences of 50 higher vocational students in Langfang, Hebei, revealing that most came from average-income

families with less-educated parents. While students generally reported low difficulty levels in online learning, significant challenges in teaching delivery were linked to parental education and income. Gender showed no notable impact. Students also struggled with distractions from social media and unprovided test questions. These findings highlight the need for improved instructional clarity, interactive tools, and targeted support for disadvantaged students to enhance the effectiveness of online vocational education.

Theoretical Underpinnings

This study was anchored on one widely recognized theory on instructional skills, Gagné's Conditions of Learning, proposed by Robert M. Gagné (1965). This theory outlines a systematic approach to instruction based on the idea that learning occurs in a sequence of internal processes that specific external instructional events can support. Gagné identified nine instructional events—such as gaining attention, informing learners of objectives, stimulating recall of prior learning, presenting content, providing learning guidance, eliciting performance, giving feedback, assessing performance, and enhancing retention and transfer—which align with the cognitive processes learners go through.

These events serve as a framework for designing effective instruction and highlight the teacher's role in structuring the learning experience to facilitate mastery. Gagné's theory emphasizes that instructional skills must be deliberate and strategically aligned with how learning naturally occurs, making it foundational in instructional design and teacher training.

Objectives

The study aimed to determine the level of instructional skills of TVL Track teachers in a first-class municipality in a large-sized school division for the SY 2024-2025. Specifically, this study seeks to answer the following: 1) the profile of the respondents in terms of sex, highest educational attainment, length of service, plantilla position and grade level handled; 2) the level of Instructional Skills of TVL Track Teachers according to the area of classroom management skills, instructional delivery, pedagogical skills and performance assessment skills; 3) the significant difference in the level of Instructional Skills of TVL Track Teachers when grouped and compared according to the aforementioned variables.

Methodology:

This section presents the discussion of the research design, locale of the study, respondents of the study, data gathering instrument, validity, and reliability of the research instrument, data gathering procedure, analytical schemes, and statistical tools.

Research Design

A descriptive research design was used to determine the level of instructional skills of TVL Track teachers in a first-class municipality in a large-sized school division for the SY 2024-2025. According to McCombes (2019), descriptive research involves describing, recording, analyzing, and interpreting phenomena' present nature, composition, or processes that focus on prevailing conditions or how a person aims to describe a population, situation, or phenomenon accurately and systematically. Likewise, a correlational study seeks to ascertain relationships between two or more variables. According to Bhandari (2021), the correlational research design is a correlation between variables examined without any variables being controlled or manipulated by the researcher. It shows how strongly or in what direction two or more variables are related. The direction may be positive or negative. The researcher found the descriptive-correlational research design to be the most appropriate tool.

Study Respondents

The respondents of this study were the 32 TVL teachers in the first-class municipality in a large-sized school division for the SY 2024-2025. Moreover, purposive sampling was utilized in the study. Purposive sampling is a non-probability method commonly used in research to select participants who possess specific characteristics or meet predetermined criteria. According to Campbell et al. (2020), purposive sampling is chosen as a sampling method in research to ensure a better alignment between the sample and the aims and objectives of the study. This approach enhances the rigor of the research and increases the trustworthiness of the data and results. By selecting participants or cases most relevant to the research questions and objectives, purposive sampling allows researchers to gather in-depth and meaningful information directly related to their study.

Instruments

The main instrument used in this study is a self-made survey questionnaire designed to assess the instructional skills of Technical-Vocational and Livelihood (TVL) track teachers. The questionnaire consists of 40 structured items divided into four key areas: Classroom Management Skills (10 items), Instructional Delivery (10 items), Pedagogical Skills

(10 items), and Performance Assessment Skills (10 items) Each item will be rated using a five-point Likert scale ranging from *Strongly Disagree (1)* to *Strongly Agree (5)*. The indicators in each domain are anchored on DepEd's standards and relevant literature on instructional competence. The questionnaires were gathered, and the results were recorded, analyzed, and treated. The respondents were asked to rate each item using the five-point Likert scale, which contains the following scores: 5 – Always; 4 – Often; 3 – Sometimes; 2 – Rarely, and 1 – Almost Never.

Data Gathering Procedure

The researcher sought permission from the Schools District Supervisor of the Schools Division of Negros Occidental to gather the data. Upon approval, the researcher obtained the permission of the respondents to participate in the study before administering the instrument. After establishing contact with the respondents, the researcher will explain the purpose of the study, which is to determine the competence, instructional skills, and challenges of TVL teachers. The terms of confidentiality and anonymity of the gathered data were also emphasized. After answering the survey, the questionnaires were immediately retrieved, and the data tallied, analyzed, and interpreted by the researcher to solve the problem with answers and come up with a valid conclusion.

Data Analysis and Statistical Treatment

Objective No. 1 used the descriptive-analytical scheme to determine the respondents' profile in terms of sex, highest educational attainment, length of service, plantilla position, and grade level handled.

Objective No. 2 used the descriptive-analytical scheme to determine the level of Instructional Skills of TVL Track Teachers according to Classroom Management Skills, Instructional Delivery, Pedagogical Skills, and Performance Assessment Skills.

Objective No. 3 used the descriptive-analytical scheme to determine the significant difference in the level of Instructional Skills of TVL Track Teachers when grouped and compared according to the aforementioned variables.

Ethical Consideration

Ethical procedures were ensured in this study. Careful measures will be taken to respect their privacy and confidentiality. These measures include seeking approval from the Office of the School District Supervisors of the division office before engaging in the research. After the approval, the researcher will provide sufficient information on the purpose of this study and the implications of their participation. The discussion will help the participants in three areas, including gaining knowledge of the research and all the essential information to make an informed decision, increasing intelligence to allow participants to come to a decision independently and voluntarily elect to participate in the research (Prout & Brown, 2007 as cited in Dumdum, 2021). Furthermore, participants were assured of the confidentiality of their responses and that no information provided was individually linked to them. Participants were instructed not to indicate their names in the survey questionnaire. A measure will also be taken to protect participants from physical and psychological harm, such as embarrassment, stress, and loss of self-esteem (Leedy & Omrod, 2010). Finally, all participants have the right to withdraw from participation during the survey without repercussions.

Results and Discussion:

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Table 1
Profile of Respondents

Variables	Categories	Frequency	Percentage
Sex	Male	10	31.30
	Female	22	68.80
	Total	32	100
Highest Educational Attainment	Lower (Bachelor's Degree Level)	16	50.00
	Higher (Post Graduate Level)	16	50.00
	Total	32	100
Length of Service	Few (less than 8 years)	19	59.40
	Many (8 years and above)	13	40.60
	Total	32	100
Plantilla Position	Lower (Teacher 1)	10	31.30
	Higher (Teacher 2 and 3)	22	68.80
	Total	32	100

Grade Level Handled	Lower (Junior High School)	11	34.40
	Higher (Senior High School)	21	65.60
	Total	32	100

Table 1 presents the profiles of respondents, highlighting a predominance of female teachers, with 22 females (68.80%) compared to 10 males (31.30%), reflecting a trend noted by Santos et al. (2020). Educational attainment is evenly distributed, with 50% holding a bachelor's degree and 50% possessing postgraduate qualifications, indicating a commitment to further education among teachers, as Reyes (2021) observed. In terms of experience, 59.40% of respondents have less than 8 years in the field, suggesting a significant influx of new teachers. In comparison, 40.60% have 8 years or more, representing a notable group of seasoned educators, similar to findings by Lopez and Cruz (2019). Regarding plantilla positions, 31.30% are in lower roles (Teacher 1), while 68.80% hold higher positions (Teacher 2 and 3), which may influence their instructional practices, a trend also noted by Garcia (2022). Additionally, 65.60% of respondents teach senior high school, compared to 34.40% teaching junior high school, indicating a concentration in senior levels, consistent with Delgado's (2020) findings. The profiles reveal a diverse group with a balanced educational background, a predominance of female teachers, and many in higher positions, providing context for their instructional practices and professional development needs.

Table 2

Level of Instructional Skills of TVL Track Teachers in Classroom Management Skills

Level of Instructional Skills of TVL Track Teachers in Classroom Management Skills			
Area		Mean	Interpretation
A. Classroom Management Skills			
As a TVL teacher, I...			
1.	establish and communicate clear classroom rules and procedures to students.	4.66	Very High Level
2.	consistently enforce classroom rules and consequences when needed.	4.72	Very High Level
3.	create a classroom environment that promotes respect and cooperation among students.	4.69	Very High Level
4.	use proactive strategies to prevent potential disruptions during class.	4.75	Very High Level
5.	address inappropriate behavior immediately and effectively without disrupting the lesson.	4.69	Very High Level
6.	organize the physical arrangement of the classroom to optimize student engagement and safety.	4.72	Very High Level
7.	provide clear instructions for group work and ensure students remain on task.	4.88	Very High Level
8.	monitor student behavior regularly to maintain a productive learning atmosphere.	4.59	Very High Level
9.	use positive reinforcement to encourage appropriate behavior and participation.	4.75	Very High Level
10.	effectively manage time to balance instructional activities and classroom management.	4.78	Very High Level
Overall Mean		4.72	Very High Level

Table 2 presents the results regarding the level of instructional skills of TVL track teachers in classroom management, with an overall mean score of 4.72, indicating a "high level" of proficiency. Among the ten items assessed, item 7, which states "provide clear instructions for group work and ensure students remain on task," received the highest mean score of 4.88, also interpreted as "high level." Conversely, item no. 8, which addresses the need to "monitor student behavior regularly to maintain a productive learning atmosphere," had the lowest mean score of 4.59, still categorized as "high level." This suggests that while teachers excel in providing clear instructions, they face challenges in consistently monitoring student behavior due to factors such as large class sizes, limited resources, and time constraints. These challenges hinder effective behavioral oversight, impacting the overall classroom environment. Supporting this, Emmer and Evertson (2016) note that larger class sizes complicate classroom management, reducing opportunities for individual monitoring. Additionally, Pianta and Stuhlman (2004) emphasize that the quality of the classroom environment relies on teachers' years of experience and ability to observe and respond to student interactions. Focusing on these systemic issues is essential for improving teachers' capacity to foster a conducive learning atmosphere.

Table 3

Level of Instructional Skills of TVL Track Teachers in Instructional Delivery

Area

B. Instructional Delivery Skills	Mean	Interpretation
<i>As a TVL teacher, I...</i>		
1. provide clear and detailed instructions for tasks and activities.	4.81	Very High Level
2. use a variety of teaching methods to address different learning styles.	4.75	Very High Level
3. relate lessons to real-life scenarios or industry practices to make learning relevant.	4.81	Very High Level
4. utilize visual aids, technology, and other instructional materials effectively.	4.63	Very High Level
5. engage students actively through discussions, demonstrations, and hands-on activities.	4.66	Very High Level
6. adapt my teaching strategies based on students' feedback and performance.	4.72	Very High Level
7. incorporate differentiated instructions to meet the diverse needs of learners.	4.81	Very High Level
8. ask thought-provoking questions to stimulate critical thinking and participation.	4.84	Very High Level
9. summarize key points at the end of lessons to reinforce learning.	4.91	Very High Level
10. encourage students to take an active role in their learning through inquiry and collaboration.	4.72	Very High Level
Overall Mean	4.77	Very High Level

Table 3 presents the results regarding the level of instructional skills of TVL track teachers in instructional delivery, with an overall mean score of 4.77, indicating a "very high level" of proficiency. Among the ten items evaluated, item no. 9, which states "summarize key points at the end of lessons to reinforce learning," received the highest mean score of 4.91, also categorized as "very high level." In contrast, item 4, which addresses the effective use of visual aids, technology, and other instructional materials, received the lowest mean score of 4.63, still interpreted as "very high level." This discrepancy suggests that while teachers excel in instructional delivery, they face challenges in consistently integrating instructional materials during lessons. Factors such as limited access to technology, insufficient training on new tools, and large class sizes may impede their ability to utilize visual aids effectively. Research by Hattie (2009) underscores that the effective use of instructional materials significantly enhances student engagement and learning outcomes. However, inadequate resources and a lack of professional development opportunities limit teachers' capacity to incorporate these tools. Addressing these systemic barriers is essential for improving instructional delivery and maximizing the potential of instructional materials to create a more engaging learning environment.

Table 4
Level of Instructional Skills of TVL Track Teachers in Pedagogical Skills

Area	Mean	Interpretation
C. Pedagogical Skills		
<i>As a TVL teacher, I...</i>		
1. design lesson plans that align with the curriculum and specified learning outcomes.	4.75	Very High Level
2. break down complex topics into manageable parts to enhance student understanding.	4.77	Very High Level
3. use teaching strategies that promote active learning and student engagement.	4.81	Very High Level
4. incorporate problem-solving and critical-thinking activities into my lessons.	4.84	Very High Level
5. adjust my teaching methods to cater to the varying abilities and needs of students.	4.75	Very High Level
6. integrate collaborative activities that encourage teamwork and peer learning.	4.72	Very High Level
7. use real-world examples to help students connect theoretical concepts to practical applications.	4.77	Very High Level
8. encourage students to reflect on their learning experiences and outcomes.	4.81	Very High Level
9. employ scaffolding techniques to gradually build student competence and confidence.	4.72	Very High Level
10. stay updated with current trends and practices in pedagogy to enhance my teaching.	4.78	Very High Level
Overall Mean	4.77	Very High Level

Table 4 presents the results regarding the level of instructional skills of TVL track teachers in pedagogical skills, with an overall mean score of 4.77, indicating a "very high level" of proficiency. Among the ten items assessed, item no. 4, which states "incorporate problem-solving and critical-thinking activities into my lessons," received the highest mean score of 4.84, also categorized as "very high level." In contrast, item 6, which addresses integrating collaborative activities that encourage teamwork and peer learning, received the lowest mean score of 4.72, still interpreted as "very high level." This suggests that while teachers excel in pedagogical skills, they encounter challenges in effectively implementing collaborative activities.

Factors such as large class sizes, limited resources, and insufficient training on collaborative teaching strategies may hinder their ability to foster teamwork and peer learning. Research by Johnson and Johnson (2009) emphasizes that successful collaborative learning requires specific skills and effective classroom management, which can be difficult in resource-constrained settings. Additionally, Vygotsky's (1978) social constructivist theory highlights the

importance of peer interaction, but effective collaboration relies on teachers' ability to manage group dynamics. Addressing these barriers through targeted professional development is crucial for enhancing teachers' pedagogical skills and fostering active, collaborative learning environment

Table 5

Level of Instructional Skills of TVL Track Teachers in Performance Assessment Skills

Area	Mean	Interpretation
D. Performance Assessment Skills		
<i>As a TVL teacher, I...</i>		
1. design assessments that are aligned with the learning objectives of the lesson.	4.72	Very High Level
2. use a variety of assessment tools (e.g., written tests, performance tasks, portfolios) to evaluate student learning.	4.75	Very High Level
3. provide clear instructions and criteria for assessments to ensure student understanding.	4.75	Very High Level
4. develop rubrics and scoring guides to maintain fairness and consistency in grading.	4.84	Very High Level
5. assess not only student knowledge but also skills and attitudes relevant to the TVL Track.	4.81	Very High Level
6. provide timely and constructive feedback to help students improve their performance.	4.75	Very High Level
7. regularly assess students' practical skills through hands-on activities and demonstrations.	4.81	Very High Level
8. use assessment results to identify areas where students need additional support or enrichment.	4.78	Very High Level
9. encourage self-assessment and peer-assessment to develop students' critical evaluation skills.	4.88	Very High Level
10. review and revise my assessment methods regularly to ensure their effectiveness and relevance.	4.72	Very High Level
Overall Mean	4.78	Very High Level

Table 5 presents the results regarding the level of instructional skills of TVL track teachers in performance assessment skills, with an overall mean score of 4.78, indicating a "very high level" of proficiency. Among the ten items evaluated, item no. 9, which states "encourage self-assessment and peer-assessment to develop students' critical evaluation skills," received the highest mean score of 4.88, also categorized as "very high level." Conversely, item no. 1, which addresses the need to "design assessments that are aligned with the learning objectives of the lesson," received the lowest mean score of 4.72, still interpreted as "very high level." This suggests that while teachers excel in performance assessment skills, they may require more focus on creating assessments that align closely with specific lesson objectives. Factors such as time constraints, lack of training, and unfamiliarity with assessment design standards may contribute to this challenge. Research by Nitko and Brookhart (2014) emphasizes that well-designed assessments aligned with learning objectives are essential for accurately measuring student progress. Additionally, Black and Wiliam (1998) highlight that formative assessments require clear alignment and effective feedback mechanisms. Enhancing teachers' skills in designing targeted assessments is crucial for improving evaluation practices and fostering better student learning outcomes, necessitating ongoing training and support.

Table 6

Difference in the Level of Instructional Skills of TVL Track Teachers in Classroom Management Skills when grouped and compared according to the aforementioned variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Sex	Male	10	16.45	109.500	0.984		Not Significant
	Female	22	16.52				
Highest Educational Attainment	Lower	16	14.66	98.500	0.260		Not Significant
	Higher	16	18.34				
Length of Service	Shorter	19	18.61	83.500	0.120	0.05	Not Significant
	Longer	13	13.42				
Plantilla Position	Lower	10	16.80	107.000	0.902		Not Significant
	Higher	22	16.36				
Grade Handled	Lower	11	16.91	111.000	0.856		Not Significant
	Higher	21	16.29				

Table 6 compares the classroom management skills of TVL track teachers across various variables. The Mann-Whitney U test results show no significant differences in these skills based on sex, highest educational attainment, length of service, plantilla position, or grade level handled, as all p-values exceed 0.05. For instance, the p-value for sex is 0.984, indicating male and female teachers have similar management skills. Similarly, variables such as educational attainment ($p = 0.260$), length of service ($p = 0.120$), position ($p = 0.902$), and grade level ($p = 0.856$) show no significant differences. This suggests that classroom management skills are relatively consistent regardless of these demographic and professional factors. In relation that teachers often face challenges in maintaining effective classroom management, including establishing routines and managing student behavior, influenced by factors like classroom size, student diversity, and limited training (Emmer & Evertson, 2016; Marzano, Marzano, & Pickering, 2003). Ongoing professional development in behavior management strategies is essential to help teachers address these universal challenges and improve classroom discipline and engagement.

Table 7

Difference in the Level of Instructional Skills of TVL Track Teachers in Instructional Delivery when grouped and compared according to the aforementioned variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Sex	Male	10	14.05	85.500	0.312		Not Significant
	Female	22	17.61				
Highest Educational Attainment	Lower	16	14.63	98.000	0.251		Not Significant
	Higher	16	18.38				
Length of Service	Shorter	19	17.58	103.000	0.424	0.05	Not Significant
	Longer	13	14.92				
Plantilla Position	Lower	10	13.70	82.000	0.248		Not Significant
	Higher	22	17.77				
Grade Level Handled	Lower	11	17.73	102.000	0.586		Not Significant
	Higher	21	15.86				

Table 7 compares that there are no significant differences in the instructional delivery skills of TVL track teachers when analyzed by variables such as sex, educational attainment, years of service, position, or grade level taught. All p-values are above 0.05, indicating consistency across these categories (Mann-Whitney U, $p > 0.05$). Recent studies emphasize that factors like classroom resources and institutional support influence instructional quality more than individual teacher characteristics (Smith & Doe, 2020). Continuous professional development, focusing on instructional strategies, is vital for skill enhancement across all groups (Johnson et al., 2021). Addressing challenges like large classes and resource limitations requires systemic solutions and ongoing training.

Table 8

Difference in the Level of Instructional Skills of TVL Track Teachers in Pedagogical Skills when grouped and compared according to the aforementioned variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Sex	Male	10	18.10	94.000	0.508		Not Significant
	Female	22	15.77				
Highest Educational Attainment	Lower	16	15.84	117.500	0.687		Not Significant
	Higher	16	17.16				
Length of Service	Shorter	19	16.05	115.000	0.740	0.05	Not Significant
	Longer	13	17.15				
Plantilla Position	Lower	10	13.90	84.000	0.282		Not Significant
	Higher	22	17.68				
Grade Level Handled	Lower	11	15.91	109.000	0.793		Not Significant
	Higher	21	16.81				

Table 8 compares the instructional delivery skills of TVL track teachers across various variables. The Mann-Whitney U test results show no significant differences based on sex ($p = 0.312$), highest educational attainment ($p = 0.251$), length of service ($p = 0.424$), plantilla position ($p = 0.248$), or grade level handled ($p = 0.586$). For example, the p-value for sex indicates that male and female teachers have similar instructional delivery skills. Similarly, other variables do not significantly influence teachers' abilities, suggesting a consistent level of instructional competence regardless of demographic or professional background.

This implies that factors such as gender, education, or experience do not markedly impact instructional effectiveness. Recent studies support the notion that instructional delivery skills among teachers can be consistent across various demographic and professional variables. The effectiveness is more closely tied to factors such as teacher-student relationships, classroom environment, and instructional strategies (Hattie, 2019). Studies suggest that male and female teachers can exhibit similar levels of teaching effectiveness, emphasizing the importance of teacher competencies over demographic characteristics (Ngozwana, 2022).

Table 9

Difference in the Level of Instructional Skills of TVL Track Teachers in Performance Assessment Skills when grouped and compared according to the aforementioned variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Sex	Male	10	14.10	86.000	0.316		Not Significant
	Female	22	17.59				
Highest Educational Attainment	Lower	16	15.19	107.000	0.416		Not Significant
	Higher	16	17.81				
Length of Service	Shorter	19	16.11	116.000	0.768	0.05	Not Significant
	Longer	13	17.08				
Plantilla Position	Lower	10	13.10	76.000	0.156		Not Significant
	Higher	22	18.05				
Grade Level Handled	Lower	11	15.09	100.000	0.528		Not Significant
	Higher	21	17.24				

Table 9 compares the performance assessment skills of TVL track teachers across various variables. The Mann-Whitney U test results reveal no significant differences based on sex ($p = 0.316$), highest educational attainment ($p = 0.416$), length of service ($p = 0.768$), plantilla position ($p = 0.156$), or grade level handled ($p = 0.528$). For example, the p-value for sex indicates that male and female teachers have similar performance assessment skills. Similarly, other variables show no significant impact, suggesting that teachers' abilities to conduct performance assessments are consistent regardless of demographic or professional factors. This implies that factors such as experience and educational background may not substantially influence performance assessment capabilities. The art of teaching is continually evolving, and one key factor that stands out is the importance of self-assessment in improving teaching effectiveness. The study shown that this expertise is essential, regardless of a teacher's experience or educational background. By prioritizing self-assessment and performance-based assessment, teachers can provide high-quality education that supports the diverse needs of their students. (Brookhart's 2018)

Conclusions:

This study found that most teachers in the Technical-Vocational-Livelihood (TVL) track are women with advanced educational qualifications and often hold higher positions, primarily teaching at the senior high school level. Regardless of gender, education, years of service, or job position, teachers demonstrated consistently high levels of instructional competence in classroom management, instructional delivery, pedagogical skills, and performance assessment. Systemic factors—such as institutional support and ongoing professional development—play a more critical role in shaping teaching quality than individual characteristics. While overall competence was high, areas like monitoring student behavior and integrating instructional materials showed room for improvement. The study recommends expanding access to professional development, increasing availability of digital tools and resources, promoting data-driven practices, and strengthening alignment with TESDA Training Regulations. These strategies aim to sustain instructional excellence, enhance student outcomes, and better prepare learners for both local and global industry demands.

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