

Competencies, Instructional Skills, and Challenges of Teachers in Implementing the Technical-Vocational and Livelihood Senior High School Track

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Abstracts: This study aimed to investigate the competencies, instructional skills, and challenges faced by teachers in implementing the Technical-Vocational and Livelihood (TVL) track in senior high school. Stratified random sampling was used to select participants from the Surigao del Sur Division of the Department of Education in the Caraga Region, Philippines. Descriptive-correlational research was employed, utilizing frequency counts, percentages, means, correlation analysis, and multiple regression analysis to analyze the collected data. The findings revealed that TVL teachers demonstrated high levels of competence in areas such as Home Economics, Agri-fishery Arts, Industrial Arts, and ICT and Entrepreneurship. However, the study also identified specific challenges faced by these teachers, including difficulties in preparing assessment questions and providing feedback. The research highlighted the significant shortage of classrooms to accommodate learners and the challenges associated with managing limited space in shop rooms. Establishing linkages and developing community and industry partnerships also proved to be major challenges for teachers. Furthermore, the study found that the level of teachers' competencies had a significant relationship with their instructional skills in the TVL track. Additionally, the profiles of the teachers substantially influenced their level of competence in the TVL track.

Keywords: Teachers' competencies, Instructional skills, Challenges, Technical-vocational and livelihood (TVL), Senior high school track.

1. INTRODUCTION

Technical vocational education supports sustainable youth employment and national development (Mirjalili, 2022; Terna, 2021). It improves leadership, management, and interpersonal skills (Akpan & Caleb, 2022). It is vital to nation's development that several studies around the world focused on technical vocational livelihood education, namely: Africa (Simmons, 2022); Fiji and Solomon Islands (Craney, 2021); Iran (Hosseini, Forouzani & Abdeshahi, 2022); Nigeria (Aniah & Mohammed, 2021; Omobola & Adegoke-Samuel, 2021); Pakistan (Iqbal et al., 2021; Rizwan, Huma, & Rafiq, 2021); and Syria (Sert, Somuncu & Kutlar, 2021).

However, there still exist several challenges in the implementation of technical vocational education worldwide, namely: in Indonesia and Tanzania, inadequate facilities, teachers, and industry support (Pambudi & Harjanto, 2020); in UAE and China, low enrolment rate (Raji, 2019; Wang & Guo, 2019); in Trinidad and Tobago, stigma, attrition, and low-quality teaching (Mack & White, 2019); in India, serious problem on curriculum content and design (Pilz & Regel, 2021); in Uganda, labor market entry problems (Kintu, Kitainge & Ferej, 2019); in Africa, inadequate funding (Oviawe, 2018). These numerous problems boil down to the need to improve the teaching of technical vocational education.

Additionally, many studies presently focus on the competencies and skills development of teachers handling technical vocational education (Antonietti, Cattaneo & Amenduni, 2022; Cattaneo, Antonietti & Rauseo, 2022; Jeffery & Cannon, 2022; Orishev, & Burkhonov, 2021; Yeap,

Suhaimi & Nasir, 2021). 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). Teachers' technical vocational education skills increase their chances of being employed in teaching positions in vocational schools (Mutohhari, Sofyan, & Nurtanto, 2021; Yudiono et al., 2021) but can also motivate the students (Danilyarovna, Istamovich &

Ilhom, 2021).

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. Also, in response to the Covid-19 pandemic, DepEd disseminated Order No. 12, s. 2020 which enumerated the essential learning competencies for the 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.

Furthermore, Calanog (2021) found that TVL teachers are challenged with teaching strategies and Information and Communications Technology (ICT) integration in lessons. Also, Husain (2019) mentioned the need for textbooks and other learning materials also challenges 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.

These ample research findings and evidence show that many more studies are needed in TVL education. There is indeed a need to study the TVL track competencies and instructional skills of senior high teachers. In addition, a contextualized study on TVL in Surigao del Sur would be very timely and helpful to the school division and the entire Department of Education in general. 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.

2. THEORETICAL FRAMEWORK

This study is anchored on the Environmental Habit Theory of Prosser and Quigley (1950) and Ability, Motivation, and Opportunity, (AMO) Theory of Appelbaum et al., (2000). The Environmental Habit Theory of Prosser and Quigley (1950) suggests that teaching vocational education will be effective if the teacher has experience in applying skills and knowledge to operate materials and work processes (Suyitno et al., 2022). The theory emphasized the developing vocational education based on workplace situations (Suyitno et al., 2022). It reveals the situations and influences affecting the development of skills important for work accomplishment with exact jobs and basic tools and machinery encouraged to be used (Ikeoji & Agbidi, 2015).

Furthermore, the Environmental Habit Theory espouses the importance of the learning environment in teaching vocational education (Mayuga, 2022). It emphasizes that vocational education would be efficient if the learner training environment replicates the setting where the learner must work (Edem et al., 2022; Eniola-Arigbe, Arigbe & Adewale, 2022). It considers the teachers' instructional technique as important in teaching vocational education (Oyenuga & Olakotan, 2022). It also suggests applying a repeated and continuous pattern of thinking and practicing in vocational education (Niswah & Rejekiningsih, 2022).

On the other hand, the Ability, Motivation, and Opportunity (AMO) Theory of Appelbaum et al., (2000) espouses that organizational performance is served by employees who can do tasks, have the skills and knowledge, are motivated to work, and could organize their skills in doing their tasks (Mwathe, 2018). AMO theory argues that teachers' professional development is the combined effect of personal ability, motivation, and perceived opportunity (Chen & Chen, 2022). There were several methods to enhance ability, motivation, and opportunity as suggested. These suggested enhancement practices are for ability, staffing, and professional development; motivation, performance appraisal, and reward systems; and opportunity, job design, and participation (Zhoua et al. (2022).

A recent study by Mbukanma & Strydom (2022) in South Africa concluded that ability, motivation, and opportunity are the main work-practice fundamentals that support workers' attitudes to top performance. Thus, Mbukanma and Strydom (2022) advised the selection of workers with the correct attitude and skills for effective performance. Kellner, Cafferkey, and Townsend (2019) also emphasized ability, motivation, and opportunity as the formula for worker's performance. Yu et al. (2020) also suggested providing training to improve employees' abilities, incentives to improve employee motivation, and conducive working conditions to improve employment opportunities.

The above-mentioned theoretical perspectives have been investigated to comprehend and characterize investment education such as the TVL. Both theories helped in providing a better focus on technical vocational education and were used as the lens to understand better the relationship between TVL teachers' competence and the effectiveness of technical vocational education.

3. METHODOLOGY

In this study, a quantitative research design was utilized, employing survey questionnaires as the primary method for data collection. The participants consisted of TVL (Technical-Vocational-Livelihood) track teachers in senior high schools within the DepEd Surigao del Sur Division, located at coordinates 8°40'N 126°00'E. DepEd Surigao del Sur Division is situated in Region XIII (Caraga Region) of the Philippines.

The survey questionnaires were designed to assess the teachers' competencies, instructional skills, and the challenges they encountered in their teaching practices. The study aimed to provide a detailed description of the profile of TVL teachers and determine if there were any relationships between their levels of competencies, instructional skills, and challenges. Thus, the nature of the study was descriptive-correlational in nature.

To determine an appropriate sample size, the Cochran Formula was applied, considering a 95% confidence level, a 5% margin of error, and a 50% population proportion. The study utilized a single set of instruments consisting of three sections. The first section collected information about the participants' profiles, including their educational attainment, current position, number of years in the current position, experience with teaching TVL, and training related to TVL teaching. The second section comprised a questionnaire designed to measure the participants' level of competency and skill based on the identified TESDA (Technical Education and Skills Development Authority) competency standards. The instrument underwent validation by experts and was subjected to reliability analysis. Based on the results generated, certain items in the tool were revised or discarded.

This study employed a quantitative approach using survey questionnaires to gather data from TVL track teachers in senior high schools within the DepEd Surigao del Sur Division. The study aimed to provide a comprehensive understanding of the teachers' profiles, assess their competencies and instructional skills, and explore the challenges they faced in their teaching practices.

4. RESULTS AND DISCUSSION

Table 1 shows the frequency and percentage distribution of the profile of the participants. The number of female teacher participants was higher than that of male teacher participants. Most of the participants were master's degree unit earners. The next is bachelor's and a few master's degree holders. None of the participants have doctorate degrees, nor they obtained units in doctorate classes.

Table 1. Frequency and Percentage Distribution of the Level of Work Stress of Teachers According to Student Behavior.

Profile of Participants	F	%
Gender		
Male	34	40.96
Female	49	50.04
Educational Attainment		
Bachelor's degree	35	42.17
Master's degree with earned units	42	50.60
Master's degree	6	7.23
Doctoral with earned units	0	0.00
Doctoral Degree	0	0.00
Work Status		
Permanent	68	81.93
Contract of Service/Probationary	15	18.07
Number of Years in Work Position		
Less than 1 year	7	8.43
1 to 2 years	3	3.61
3 to 4 years	4	4.82
5 to 6 years	11	13.25
7 to 8 years	24	28.92
9 to 10 years	31	37.35
More than 10 years	3	3.61
Position/Academic Rank		
Teacher 1	14	16.87
Teacher 2	46	55.42
Teacher 3	18	21.69
SHST 2	4	4.82
Master Teacher 1	1	1.20

These results clearly showed how the senior high TVL teachers tried their best in obtaining higher education. Additionally, the research of Villegas (2022) showed how continued education fosters and nurture TVL teachers' knowledge. Most of the participants were with permanent work status. Antoniou, Charitaki and Mastrogiannis (2023) emphasized the relationship between teachers' work status to teachers' effectiveness and engagement. Whereas one-fifth of them have a contract of service or probationary work status. Hubilla and Carretero (2023) noticed more female teachers than male teachers. While Javillonar and Boni (2023) also noticed that most senior high school teachers were master's degree unit earners. Most teachers having permanent work status would prevent exodus to other fields. (Deloso & Bongcac, 2020).

Regarding the tenure in their work positions, a majority of participants had already attained 9 to 10 years of experience. They were closely followed by those with 7 to 8 years of work experience. As for their teaching positions or academic ranks, the highest percentage of participants held the position of Teacher II. The second highest percentage was observed among participants with the rank of Teacher III. Additionally, the third highest percentage of participants held the position of Teacher I.

Moreover, Hussain, Khan, and Bidar (2022) noted how several years of teaching increases teachers' confidence. Teachers' higher academic rank increases their teaching proficiency (Fabelico & Afalla, 2020).

Table 2 shows the frequency and percentage distribution of the profile of the teacher-participants. Most of the participants were Home Economics (HE) majors. They were followed by those majoring in Technology and Livelihood Education (TLE).

Table 2. Frequency and Percentage Distribution of the Major/ Field of Specialization of the Participants.

Major/ Field of Specialization	F	%
1 – Home Economics	24	28.92
2 – Technology and Livelihood Education	12	14.46
3 – Fisheries	4	4.82
4 - Food Processing	4	4.82
5 – Tailoring	4	4.82
6 - Animal Production	4	4.82
7 - Garments Technology	2	2.41
8 - Electrical Installation and Maintenance	3	3.61
9 - Crop Science	3	3.61
10 - Industrial Arts	4	4.82
11 - Computer System Servicing	4	4.82
12 – TVE	1	1.20
13 – Aquaculture	1	1.20
14 - Beauty Care	1	1.20
15 - Front Office Services	2	2.41
16 – Non-TVL/ Academic Subjects	10	12.05

The distribution of the major/field of specialization among the participants is presented in Table II. The most prevalent major/field of specialization among the participants was Home Economics, accounting for 28.92% of the sample. This finding suggests that a significant proportion of teachers in the study had expertise in Home Economics, which aligns with the focus on vocational and livelihood skills in the TVL track. Technology and Livelihood Education emerged as the second most common major/field of specialization, comprising 14.46% of the participants. This result highlights the importance of technical and vocational skills in the TVL track.

Other notable specializations included Fisheries, Food Processing, Tailoring, and Animal Production, each accounting for 4.82% of the sample. These findings indicate that there was a diverse range of specializations represented among the participants, reflecting the broad scope of technical-vocational fields within the TVL track. Additionally, subjects such as Garments Technology, Electrical Installation and Maintenance, Crop Science, Industrial Arts, and Computer System Servicing each accounted for 2.41% to 4.82% of the participants, demonstrating the variety of technical disciplines covered in the study.

Interestingly, a smaller proportion of participants specialized in non-TVL/academic subjects, which accounted for 12.05% of the sample. This finding suggests that while the majority of teachers had specialized in technical and vocational fields, a significant portion also had expertise in non-TVL/academic subjects, which may contribute to a more holistic approach to education within the TVL track.

The distribution of majors/fields of specialization among the participants provides valuable insights into the current profile of teachers in the TVL track. This information can be used to inform curriculum development, teacher training programs, and resource allocation to ensure that teachers possess the necessary expertise and qualifications to effectively deliver instruction in their respective areas of specialization. Furthermore, it underscores the importance of promoting and supporting a diverse range of technical and vocational disciplines to meet the needs and interests of students pursuing the TVL track.

Table 3 displays the mean distribution of the level of teachers' track competencies in terms of home economics front office services. Data showed that the all participants handling subjects under Home Economics - Front Office Services rated themselves as highly competent in 15 indicators.

The teachers were highly competent in terms of receiving and processing reservations. This is the first competency required for front office services and considered to be important for proper customer treatment (Wang, Chen & Chi, 2023). The teachers were highly competent in terms of operating computerized reservations system. Carvalho and Ivanov (2023) noted the importance of computerized reservations for front office services to provide

easy information, taking orders, and booking.

Table 3. Mean Distribution of the Level of Teachers’ Track Competencies in Terms of Home Economics - Front Office Services.

Home Economics: A. 1. Front Office Services	Mean	Description
1. Receive and process reservations	5.00	Highly Competent
2. Operate a computerized reservations system	5.00	Highly Competent
3. Provide accommodation reception services	5.00	Highly Competent
4. Conduct a night audit	5.00	Highly Competent
5. Provide club reception services	5.00	Highly Competent
6. Provide concierge and bell services	5.00	Highly Competent
7. Provide cashiering services	5.00	Highly Competent
8. Use and identify FOS tools, equipment, and paraphernalia applicable to a specific job	5.00	Highly Competent
9. Conduct a self-evaluation of the required performance	5.00	Highly Competent
10. Perform after-care activities for tools, equipment, and paraphernalia	5.00	Highly Competent
11. Perform simple calculations	5.00	Highly Competent
12. Identify hazards and risks	5.00	Highly Competent
13. Evaluate and control hazards and risks	5.00	Highly Competent
14. Maintain OHS awareness	5.00	Highly Competent
15. Read and interpret the front office reception area	5.00	Highly Competent
Overall Mean	5.00	Highly Competent

Legend: 4.50 – 5.00 – Highly Competent; 3.50 – 4.49 – Competent; 2.50 – 3.49 – Moderately Competent; 1.50 – 2.49 – Slightly Competent; 1.00 – 1.49 – Not Competent.

The teachers were highly competent in terms of providing accommodation reception services. Hu, Trivedi and Teichert (2022) considered accommodation reception competence as important components in assessing front line services employees’ performance. The teachers were highly competent in terms of conducting night audit. Handayani (2023) considered night audit as important part of front office services as means to check accuracy and compiles front office accounting records.

The teachers were highly competent in terms of providing club reception services. Hu, Trivedi and Teichert (2022) also considered club reception competence as important components in assessing front line services employees’ performance. The teachers were highly competent in terms of providing concierge and bell services. Insani and Setiyariski (2020) emphasized the importance of concierge and bell services in providing guest satisfaction and becoming loyal customer.

The teachers were highly competent in terms of providing cashiering services. Li, Field and Davis (2022) expounded the role of cashiering in enabling a customer-focused front office service. The teachers were highly competent in terms of using and identifying FOS tools, equipment, and paraphernalia applicable to a specific job. Sieck et al. (2023) identified tools, equipment, and paraphernalia as mechanisms to support strong relationships with clients.

The teachers were highly competent in terms of conducting self-evaluation on the required performance. Etehadi and Karatepe (2019) emphasized the role of self-evaluation in increasing employee’s self-efficacy. The teachers were highly competent in terms of performing after-care activities for tools, equipment, and paraphernalia. Makinde (2023) discussed how after-care activities support starting operations for next day.

The teachers were highly competent in terms of performing simple calculations. Rodrigues et al. (2019) support the idea of how performing simple calculations help employees do job more efficiently. The teachers were highly competent in terms of identifying, evaluating, and controlling hazards and risks. They were also highly aware of the office hazards system (OHS). Shin and Kang (2020) espoused how effective handling hazards and risks attracts more customers.

The teachers were highly competent in terms of reading and interpreting front office reception area. Forgas-Coll

et al. (2022) emphasized the role of reception area in gathering and providing information from and for customers.

This result implies teachers' confidence in their abilities and mastery in terms of their competence in front office services. Shah and Bhattarai (2023) added how teachers' confidence in their abilities increases their self-efficacy. This result suggests that the teacher's potential has increased their level of competence.

Table 4 shows the mean distribution of teachers' track competencies in terms of Home Economics - Household Services. The results revealed that the participants handling subjects under Home Economics-Household Services rated themselves as highly competent in all 15 indicators.

Table 4. Mean Distribution of the Level of Teachers' Track Competencies in Terms of Home Economics Household Services.

Home Economics: A. 2. Household Services	Mean	Description
1. Clean the living room, dining room, bedrooms, toilets, bathrooms, and kitchen.	5.00	Highly Competent
2. Wash and iron clothes, linens, and fabric.	5.00	Highly Competent
3. Prepare hot meals and cold meals/food.	5.00	Highly Competent
4. Provide food and beverage service.	5.00	Highly Competent
5. Handle housekeeping requests	5.00	Highly Competent
6. Advise guests on room and housekeeping equipment	5.00	Highly Competent
7. Set up equipment and trolleys	5.00	Highly Competent
8. Access rooms for servicing	5.00	Highly Competent
9. Apply the cleaning technique	5.00	Highly Competent
10. Clean and store trolleys and equipment	5.00	Highly Competent
11. Select and set up equipment and materials	5.00	Highly Competent
12. Clean dry and wet areas	5.00	Highly Competent
13. Maintain and store cleaning equipment and chemicals	5.00	Highly Competent
14. Display professional valet standards	5.00	Highly Competent
15. Care for the guest property	5.00	Highly Competent
Overall Mean	5.00	Highly Competent

Legend: 4.50 – 5.00 – Highly Competent; 3.50 – 4.49 – Competent; 2.50 – 3.49 – Moderately Competent; 1.50 – 2.49 – Slightly Competent; 1.00 – 1.49 – Not Competent.

The teachers were highly competent in terms of cleaning the living room, dining room, bedrooms toilets, bathrooms, and kitchen. Koutsimpogiorgos, Frenken and Herrmann (2023) espoused the need for a reliable and competent cleaner. The teachers were highly competent in terms of washing and ironing clothes linens and fabric. Humphries and Thomas (2023) considered washing and ironing clothes as a growing job demand in the world.

The teachers were highly competent in terms of preparing hot and cold meals/food, and beverages. Cowan (2023) described preparing hot and cold meals, and beverages involved a different method today because of more advanced technology and thus require appropriate training. The teachers were highly competent in terms of handling housekeeping requests, advising guest on how to do housekeeping and use equipment and trolleys, access rooms for housekeeping, and apply cleaning technique. Nisic, Molitor and Trübner (2023) supported the need for training on housekeeping.

The teachers were highly competent on aspects of cleaning, storing, setting up trolleys and equipment. They were highly competent in cleaning dry and wet areas, storing chemicals. They also have high competency in terms of displaying professionalism and care for guest property. Wichterich (2023) added the attitude of being warm and cheerful in dealing with guests.

The result implies that teachers are confident in their abilities and mastery of their competence in household services. In view of this result, Tohan, Nyoto, and Chandra (2022) noted how teachers' confidence increases job satisfaction and teaching performance. The more the teachers were trained and exposed to their area of specialization the higher their level of competence.

Table 5 exhibits the mean distribution of teachers' track competencies in terms of Home Economics - Cookery. The highest weighted mean is 5.00 which were given by the participants in indicators nos. 1, 14, and 15 indicating that teachers are highly competent in cleaning and maintaining kitchen premises, utilizing, and maintaining appropriate kitchen tools, equipment, and paraphernalia, and storing and stacking kitchen tools and equipment. The result implies teachers' confidence in their abilities and mastery in terms of their competence in cookers.

Table 5. Mean Distribution of the Level of Teachers' Track Competencies in Terms of Home Economics – Cookery.

Home Economics: A. 3. Cookery	Mean	Description
1. Clean and maintain kitchen premises	5.00	Highly Competent
2. Prepare stocks, sauces, and soups	4.88	Highly Competent
3. Prepare appetizers	4.88	Highly Competent
4. Prepare salads and dressing	4.88	Highly Competent
5. Prepare sandwiches	4.88	Highly Competent
6. Prepare meat dishes	4.75	Highly Competent
7. Prepare vegetable dishes	4.75	Highly Competent
8. Prepare egg dishes	4.63	Highly Competent
9. Prepare starch dishes	4.75	Highly Competent
10. Prepare poultry and game dishes	4.63	Highly Competent
11. Prepare seafood dishes	4.75	Highly Competent
12. Prepare desserts	4.88	Highly Competent
13. Package prepared food	4.88	Highly Competent
14. Utilize and maintain appropriate kitchen tools, equipment, and paraphernalia	5.00	Highly Competent
15. Store and stack kitchen tools and equipment	5.00	Highly Competent
Overall Mean	4.83	Highly Competent

Legend: 4.50 – 5.00 – Highly Competent; 3.50 – 4.49 – Competent; 2.50 – 3.49 – Moderately Competent; 1.50 – 2.49 – Slightly Competent; 1.00 – 1.49 – Not Competent.

The teachers were highly competent in terms of preparing stocks, sauces, soups, appetizers, salad dressings, sandwiches, meat and vegetable dishes, egg and starch dishes. They were also highly competent in terms of preparing poultry, game, and seafood dishes, and desserts. Being highly competent in these aspects increase the confidence of the cookery teachers (Laila et al., 2023). The teachers were also highly competent in packaging food. They were likewise highly competent in utilizing, maintaining, storing, and stacking kitchen tools and equipment. Luu, Tran and Truong (2023) put emphasis on utilizing, maintaining, storing, and stacking kitchen tools and equipment for food safety reasons.

The participants were also rated highly competent on the rest of the indicators. Anent the results, Sharma et al. (2021) noted how confidence increases teachers' efficacy. This emphasized that the teachers' confidence in performing skills has increased their productivity and competence level in the delivery of the competency standards.

Table VI presents the mean distribution of the level of teachers' track competencies in terms of Home Economics – Dressmaking or Tailoring. Data showed that the majority of the indicators were rated highly competent by the participants handling subjects under Home Economics - Dressmaking/Tailoring.

Table 6. Mean Distribution of the Level of Teachers' Track Competencies in Terms of Home Economics - Dressmaking or Tailoring.

Home Economics: A. 4. Dress Making / Tailoring	Mean	Description
1. Plan garment design for casual apparel	4.47	Competent
2. Take body measurements of the client	4.67	Highly Competent
3. Select and prepares garment tools, accents, and accessories	4.53	Highly Competent
4. Draft and manipulate the basic pattern	4.53	Highly Competent
5. Cut the final pattern of casual apparel	4.60	Highly Competent
6. Lay out and pins patterns according to the grain line of the fabric	4.53	Highly Competent
7. Trace the drafted pattern on the material/fabric	4.60	Highly Competent
8. Cut the fabric	4.67	Highly Competent
9. Prepare the sewing machine for operation	4.60	Highly Competent
10. Sew and assembles garment parts of casual apparel	4.53	Highly Competent
11. Alter/ modify completed casual apparel	4.40	Competent
12. Apply finishing touches on the casual apparel	4.47	Competent
13. Trim excess threads of casual apparel	4.60	Highly Competent
14. Press-finished casual apparel	4.60	Highly Competent
15. Pack the finished garment	4.60	Highly Competent
16. Observe safe work procedures	4.67	Highly Competent
17. Perform housekeeping activities	4.53	Highly Competent
Overall Mean	4.56	Highly Competent

Legend: 4.50 – 5.00 – Highly Competent; 3.50 – 4.49 – Competent; 2.50 – 3.49 – Moderately Competent; 1.50 – 2.49 – Slightly Competent; 1.00 – 1.49 – Not Competent

The table presents the mean distribution of the level of teacher competencies in the field of Home Economics, specifically in Dressmaking or Tailoring. The competencies are rated on a scale, with 1 being the lowest level and 5 being the highest level of competence.

Based on the mean scores, it can be interpreted that the teachers involved in Dressmaking or Tailoring have generally high levels of competency. Most of the competencies listed in the table have mean scores ranging from 4.40 to 4.67, indicating a highly competent level. Only a few competencies, such as applying finishing touches and trimming excess threads, have slightly lower mean scores, suggesting a competent level.

This result implies teachers' confidence in their abilities and mastery of their competence in dressmaking/tailoring. The highest mean of 4.67 was on indicators regarding taking body measurements, cutting fabric, and safety. The participants needed to be more highly competent with the hands-on planning design, altering/ modifying, and applying the finishing touches of casual apparel. In support to the results above, Ansibey (2022) suggested that in teaching dressmaking or tailoring, teachers should focus on changing, modifying, and using finishing touches to casual clothing.

Table 7 shows the mean distribution of teachers' track competencies in Home Economics - Beauty Care (Nail Care). Data showed that the majority of the indicators were rated highly competent by the participants handling subjects under Home Economics - Beauty Care (nail care).

Table 7. Mean Distribution of the Level of Teachers' Track Competencies in Terms Of Home Economics - Beauty Care (Nail Care).

Home Economics: A. 5. Beauty Care (Nail Care)	Mean	Description
1. Prepare the necessary tools and equipment for the specific nail care activity.	4.67	Highly Competent
2. Use nail care tools and equipment.	4.67	Highly Competent
3. Check the condition of nail care tools and equipment.	4.67	Highly Competent
4. Perform basic preventive and corrective maintenance.	4.67	Highly Competent
5. Store nail care tools and equipment.	4.67	Highly Competent
6. Identify hazards and risks	4.67	Highly Competent
7. Evaluate and control hazards and risks.	4.67	Highly Competent
8. Identify nail structure, shapes, and nail diseases/ disorders.	4.67	Highly Competent
9. Create a basic nail design	4.67	Highly Competent
10. Generate a business idea that relates to a career choice in Beauty Care (Nail Care) Services	4.67	Highly Competent
11. Check the condition of nail care tools and equipment	4.67	Highly Competent
12. Perform basic preventive and corrective maintenance	4.67	Highly Competent
13. Keep the workplace clean	4.67	Highly Competent
14. Identify nail structure and shapes	4.67	Highly Competent
15. Understand the business environment and business ideas	4.67	Highly Competent
Overall Mean	4.67	Highly Competent

Teachers in the field of Home Economics, specifically in the area of Beauty Care (Nail Care), demonstrated a high level of competency across various competencies. The mean scores for each competency were consistently rated as 4.67, indicating a high level of competence.

These competencies encompassed various aspects of nail care, including preparing tools and equipment, using and maintaining them, identifying nail structures and shapes, creating basic nail designs, evaluating and controlling hazards and risks, understanding the business environment, and generating business ideas related to Beauty Care (Nail Care) services.

The highly competent mean scores indicate that teachers possessed the necessary skills and knowledge to effectively teach and guide students in the field of Beauty Care (Nail Care). The competencies also emphasized the importance of maintaining cleanliness in the workplace and understanding the various aspects of running a nail care business.

Table 8 shows the mean distribution of teachers' track competencies in Home Economics - Bread and Pastry Production. Data showed that all of the indicators were rated highly competent by the participants handling subjects under Home Economics-Bread and Pastry Production.

Table 8. Mean Distribution of the Level of Teachers' Track Competencies in Terms of Home Economics - Bread and Pastry Production.

Home Economics: A. 6. Bread and Pastry Production	Mean	Description
1. Select, measure, and weigh ingredients according to recipe requirements.	4.75	Highly Competent
2. Prepare a variety of bakery and pâtissier products.	4.75	Highly Competent
3. Select and use appropriate equipment, tools, and utensils.	4.88	Highly Competent
4. Select oven temperature to bake products by desired characteristics, recipe specifications, and enterprise practices.	4.88	Highly Competent
5. Bake products according to techniques, appropriate conditions, and enterprise requirements and standards.	4.88	Highly Competent
6. Decorate and present products.	4.75	Highly Competent
7. Prepare different types of desserts according to recipe specifications, desired product characteristics, and standard operating procedures.	4.75	Highly Competent
8. Plate and decorate a variety of dessert products.	4.75	Highly Competent
9. Store and package bakery and pâtissiers' products/desserts.	4.75	Highly Competent
10. Apply food hygiene and safety principles.	4.63	Highly Competent
11. Demonstrate knowledge of varieties and characteristics of products and desserts	4.75	Highly Competent
12. Demonstrate knowledge of varieties and characteristics of products and desserts	4.88	Highly Competent

13. Assemble cakes and fillings.	4.88	Highly Competent
14. Decorate and present gateaux, tortes, and cake products.	4.88	Highly Competent
15. Demonstrate knowledge of varieties and characteristics of specialized cakes.	4.88	Highly Competent
16. Select oven temperature to bake petits fours.	4.88	Highly Competent
17. Select and prepare fillings, coatings (finishing), and decorations.	4.88	Highly Competent
18. Prepare garnishes, glazes, and choux paste.	4.88	Highly Competent
19. Decorate and present petits fours.	4.88	Highly Competent
20. Store and package petits fours/desserts	4.88	Highly Competent
21. Demonstrate knowledge of varieties and characteristics of petits fours products.	4.88	Highly Competent
Overall Mean	4.82	Highly Competent

The mean scores indicate the level of competency of teachers in various skills related to bread and pastry production. In the field of Bread and Pastry Production, teachers demonstrated a high level of competency across a range of skills. The mean scores for each competency ranged from 4.63 to 4.88, indicating a high level of competence.

The competencies included selecting, measuring, and weighing ingredients according to recipe requirements, preparing a variety of bakery and pâtissier products, selecting and using appropriate equipment and tools, determining oven temperature for baking products, baking products using appropriate techniques and conditions, decorating and presenting products, preparing different types of desserts, plating and decorating dessert products, storing and packaging bakery and pâtissier products/desserts, applying food hygiene and safety principles, demonstrating knowledge of product varieties and characteristics, assembling cakes and fillings, decorating and presenting gateaux, tortes, and cake products, selecting oven temperature for baking petits fours, preparing fillings, coatings, and decorations, preparing garnishes, glazes, and choux paste, decorating and presenting petits fours, storing and packaging petits fours/desserts, and demonstrating knowledge of petits fours product varieties and characteristics.

The overall mean score of 4.82 indicates that teachers possessed a highly competent level of proficiency in Bread and Pastry Production. This information provides insight into the capabilities of teachers in the field of Bread and Pastry Production within the context of Home Economics. It suggests that these teachers are well-equipped to teach and guide students in developing skills related to bakery and pâtissier products, desserts, and various specialized items.

The data entail that the teachers are confident in their abilities and mastery in terms of their competence in bread and pastry production. Similarly, Cruz (2019) also focused on bread and pastry production teaching competence. She stated that intervention in enhancement training and assessment for teachers would increase their competence in handling classes for bread and pastry production.

Table 9 shows the mean distribution of teachers' track competencies regarding Home Economics - Food and Beverages Services. Data showed that all of the indicators were rated competent by the participants handling subjects under home economics food and beverages services were competent.

In the field of Food and Beverages Services, teachers demonstrated a competent level of competency across a range of skills. The mean scores for each competency ranged from 4.31 to 4.46, indicating a competent level of proficiency.

Table 9. Mean Distribution of the Level of Teachers' Track Competencies in Terms of Home Economics - Food and Beverages Services.

Home Economics: A. 7. Food and Beverages Services	Mean	Description
1. Prepare the dining room/restaurant area for service	4.46	Competent
2. Welcome guests and take food and beverage orders	4.46	Competent
3. Promote food and beverage products	4.46	Competent
4. Provide food and beverage services to guests	4.46	Competent
5. Provide room service	4.46	Competent
6. Receive and handle guest concerns	4.46	Competent
7. Develop and strengthen personal competencies and skills (PECs) needed in food and beverage services	4.46	Competent
8. Recognize and understand the market in food and beverage services	4.46	Competent
9. Recognize the potential customer/ market in food and beverage services	4.46	Competent
10. Create new business ideas in food and beverage services by using various techniques	4.46	Competent
11. Develop a product/service in food and beverage services	4.38	Competent
12. Select a business idea based on the criteria and techniques set	4.31	Competent
13. Develop a brand for the product	4.31	Competent
14. Take table reservations	4.46	Competent
15. Set the mood/ambiance of the dining area	4.46	Competent
Overall Mean	4.44	Competent

The competencies included preparing the dining room or restaurant area for service, welcoming guests and taking food and beverage orders, promoting food and beverage products, providing food and beverage services to guests, providing room service, receiving and handling guest concerns, developing and strengthening personal competencies and skills (PECs) needed in food and beverage services, recognizing and understanding the market in food and beverage services, recognizing the potential customer/market in food and beverage services, creating new business ideas in food and beverage services, developing a product/service in food and beverage services, selecting a business idea based on set criteria and techniques, developing a brand for the product, taking table reservations, and setting the mood/ambiance of the dining area.

None of the 15 indicators have a mean of highly competent. The lowest mean rating was on selecting business ideas and developing a brand which means that the teachers may still enhance their competence in this aspect. Several studies showed the importance of selecting business ideas and brand development in food and beverages (Vasilakakis & Sdrali, 2023; Lazzolino et al., 2023; Latham, 2023).

Table 10 displays the mean distribution of teachers' track competencies regarding Agriculture - Fisheries and Arts - Agricultural Crops Production. Data showed that the majority of the indicators were given highly competent ratings by the participants handling subjects under Agriculture- Fisheries and Arts - Agricultural Crops Production. The mean scores indicate the level of competency of teachers in various skills related to agricultural crops production. In the field of Agricultural Crops Production, teachers demonstrated a highly competent level of proficiency across a range of skills. The mean scores for each competency ranged from 4.45 to 4.73, indicating a high level of competency.

The competencies included applying safety measures in farm operations, safely keeping/disposing of tools, materials, and outfits, selecting and using farm tools and equipment, performing preventive maintenance of farm tools and equipment, performing job estimation and workplace calculations, laying out garden plots, processing farm wastes, performing record keeping, performing nursery operations, planting crops, caring and maintaining crops, carrying out harvest and postharvest operations, performing basic workplace calculations, and developing and strengthening personal competencies and skills (PeCS) needed in agricultural crop production.

The overall mean score of 4.73 indicates that teachers possessed a highly competent level of proficiency in Agricultural Crops Production.

The highest mean was on applying safety, use, and disposal of tools and equipment. The lowest mean showing

only competent level was on the layout of garden plots and performing nursery operations. This entails that the teachers may still improve their competence in this aspect. Fagnani (2023) and Jain (2023) focused on the layout of garden plots and nursery operations in crop production. This claim suggests that teachers have to increase their competence in preparing gardens and operating plant nurseries to improve crop production.

Table 10. Mean Distribution of the Level of Teachers' Track Competencies in Terms of Agriculture Fisheries and Arts - Agricultural Crops Production.

Agri-Fishery and Arts: B. 1. Agricultural Crops Production	Mean	Description
1. Apply safety measures in farm operations.	4.73	Highly Competent
2. Safely keep/dispose of tools, materials, and outfits.	4.64	Highly Competent
3. Select and use farm tools and equipment.	4.73	Highly Competent
4. Perform preventive maintenance of farm tools and equipment.	4.55	Highly Competent
5. Perform job estimation and workplace calculations.	4.64	Highly Competent
6. Layout garden plots.	4.45	Competent
7. Process farm wastes.	4.55	Highly Competent
8. Perform record keeping	4.64	Highly Competent
9. Perform nursery operations	4.45	Competent
10. Plant crops	4.64	Highly Competent
11. Care and maintain crops	4.64	Highly Competent
12. Carry-out harvest and postharvest operations	4.55	Highly Competent
13. Perform basic workplace calculation	4.64	Highly Competent
14. Safely keep/dispose of tools, materials, and outfit	4.73	Highly Competent
15. Develop and strengthen Personal Competencies and Skills (PeCS) needed in agricultural crop production	4.73	Highly Competent
Overall Mean	4.73	Highly Competent

This information provides insight into the capabilities of teachers in the field of Agricultural Crops Production within the context of Agriculture Fisheries and Arts. It suggests that these teachers have the necessary skills and knowledge to teach and guide students in various aspects of crop production, including safety measures, tool usage, farm operations, record keeping, and postharvest operations.

Table 11 exhibits the mean distribution of teachers' track competencies regarding Agriculture-Fisheries and Arts - Aquaculture. Data showed that the majority of the indicators were given highly competent ratings by the participants handling subjects under Agriculture-Fisheries and Arts-Aquaculture.

The mean scores indicate the level of competency of teachers in various skills related to aquaculture. In the field of Aquaculture, teachers demonstrated a highly competent level of proficiency in most of the skills. The mean scores for each competency ranged from 4.33 to 4.67, indicating a high level of competency.

The competencies included conducting pre-operations aquaculture activities, preparing and maintaining aquaculture facilities, operating fish nurseries, performing fish or shrimp grow-out operations, recognizing and understanding the market for aquaculture, selecting and using fishery tools, selecting and operating fishery equipment, performing preventive maintenance, performing estimation, performing basic calculations, drawing layout plans for ponds, tanks, pens, and cages, applying appropriate safety measures, safekeeping/disposal of tools, materials, and outfits, and developing and strengthening personal competencies and skills (PeCS) needed in aquaculture.

Table 11. Mean Distribution of the Level of Teachers' Track Competencies in Terms of Agriculture-Fisheries and Arts – Aquaculture.

Agri.-Fishery and Arts: B. 2. Aquaculture	Mean	Description
1. Conduct pre-operations aquaculture activities	4.67	Highly Competent
2. Prepare and maintain aquaculture facilities	4.67	Highly Competent
3. Operate fish nursery	4.33	Competent
4. Perform fish or shrimp grow-out operations	4.50	Highly Competent
5. Recognize and understand the market for aquaculture.	4.50	Highly Competent
6. Select and use fishery tools	4.50	Competent
7. Select and operate fishery equipment	4.67	Highly Competent
8. Perform preventive maintenance	4.50	Highly Competent
9. Perform estimation	4.50	Highly Competent
10. Perform basic calculations	4.67	Highly Competent
11. Draw layout plans for ponds, tanks, pens, and cages	4.67	Highly Competent
12. Apply appropriate safety measures	4.33	Competent
13. Safekeeping/disposal of tools, materials, and outfit	4.67	Highly Competent
14. Develop and Strengthen Personal Competencies and Skills (PeCS) needed	4.50	Highly Competent
15. Recognize and understand the market for aquaculture	4.50	Highly Competent
Overall Mean	4.54	Highly Competent

The overall mean score of 4.54 indicates that teachers possessed a highly competent level of proficiency in Aquaculture. This information provides insight into the capabilities of teachers in the field of Aquaculture within the context of Agriculture-Fisheries and Arts. It suggests that these teachers have the necessary skills and knowledge to teach and guide students in various aspects of aquaculture, including facility management, fish and shrimp operations, market understanding, tool usage, safety measures, and personal competency development.

The low weighted means showing only competent level were on operating fish nurseries, selecting and using fishery tools, and applying safety measures. According to Jaya et al. (2022) teachers should focus on operating a fish nursery, and Yang et al. (2020) mentioned that teachers need to focus on applying safety measures. Also, Wang et al. (2021) suggested using fishery-intelligent tools and equipment.

Table 12 presents the mean distribution of teachers' track competencies in terms of Agri-Fishery and Arts - Animal Production. The table provides information about the level of competency demonstrated by teachers in various skills related to animal production. In the field of Animal Production, teachers displayed a highly competent level of proficiency in most of the competencies. The mean scores for each competency ranged from 4.33 to 4.83, indicating a high level of competency.

Table 12. Mean Distribution of the Level of Teachers' Track Competencies in Terms of Agri-Fishery and Arts - Animal Production.

Agri-Fishery and Arts: B. 3. Animal Production	Mean	Description
1. Select and use farm tools.	4.83	Highly Competent
2. Select and operate farm equipment.	4.33	Competent
3. Perform preventive maintenance.	4.67	Highly Competent
4. Perform estimation.	4.33	Competent
5. Perform basic workplace calculations.	4.50	Highly Competent
6. Select and procure stock.	4.67	Highly Competent
7. Maintain an optional environment for poultry.	4.67	Highly Competent
8. Observe and assess chick health.	4.50	Highly Competent
9. Select brood/ layer stock.	4.67	Highly Competent
10. Perform pre- and post-laying activities.	4.67	Highly Competent
11. Perform preventive and therapeutic measures.	4.50	Highly Competent
12. Select and manage breeders' goats and sheep.	4.33	Competent
13. Provide feed and implement feeding practices.	4.67	Highly Competent

14. Implement a herd health program.	4.33	Competent
15. Maintain and analyze records	4.50	Highly Competent
Overall Mean	4.54	Highly Competent

The competencies included selecting and using farm tools, selecting and operating farm equipment, performing preventive maintenance, performing estimation, performing basic workplace calculations, selecting and procuring stock, maintaining an optimal environment for poultry, observing and assessing chick health, selecting brood/layer stock, performing pre- and post-laying activities, performing preventive and therapeutic measures, selecting and managing breeders' goats and sheep, providing feed and implementing feeding practices, implementing a herd health program, and maintaining and analyzing records.

The overall mean score of 4.54 indicates that teachers possessed a highly competent level of proficiency in Animal Production. This information provides insight into the capabilities of teachers in the field of Animal Production within the context of Agri-Fishery and Arts. It suggests that these teachers have the necessary skills and knowledge to teach and guide students in various aspects of animal production, including farm tool usage, equipment operation, preventive maintenance, estimation, stock selection and procurement, poultry management, health assessment, feed practices, herd health, and record keeping.

Corroborating with the data above, Smith (2020) focused on selecting and operating farm equipment. Yakoub, Mathew, and Leal (2023) described how the farmer's estimation ability affects the farm's performance. Several studies also showed the importance of selecting and managing breeders' goats and sheep (Dhara et al., 2023; Jesuyon et al., 2023; Saleh et al., 2023).

Table 13 shows the mean distribution of teachers' track competencies regarding Agri-Fishery and Arts – Food Processing.

Table 13. Mean Distribution of the Level of Teachers' Track Competencies in Terms of Agriculture Fisheries and Arts – Food Processing.

Agri-Fishery and Arts: B. 4. Food Processing	Mean	Description
1. Apply Food Safety and Sanitation	4.80	Highly Competent
2. Use Standard Measuring Devices / Instruments	5.00	Highly Competent
3. Use Food Processing Tools, Equipment, and Utensils	4.80	Highly Competent
4. Perform Mathematical Computation	5.00	Highly Competent
5. Implement Good Manufacturing Practice Procedure	4.80	Highly Competent
6. Implement Environmental Policies and Procedures	4.80	Highly Competent
7. Process Food by Salting, Curing, and Smoking	4.80	Highly Competent
8. Process Food by Fermentation and Pickling	4.80	Highly Competent
9. Process Food by Sugar Concentration	4.80	Highly Competent
10. Process Food by Drying and Dehydration	4.60	Highly Competent
11. Process Food by Thermal Application	4.40	Highly Competent
12. Generate a business idea that relates to a career choice in Food Processing	4.20	Highly Competent
13. Select tools, equipment, utensils, and instruments	5.00	Highly Competent
14. Use tools, equipment, instruments, and utensils by following the standard procedures	5.00	Highly Competent
15. Perform post-operation activities	5.00	Highly Competent
Overall Mean	4.79	Highly Competent

Table 13 presents the mean distribution of teachers' track competencies in terms of Agri-Fishery and Arts - Food Processing. The table provides information about the level of competency demonstrated by teachers in various skills related to food processing. In the field of Food Processing, teachers displayed a highly competent level of proficiency in most of the competencies. The mean scores for each competency ranged from 4.20 to 5.00, indicating a high level of competency.

The competencies included applying food safety and sanitation practices, using standard measuring devices/instruments, utilizing food processing tools, equipment, and utensils, performing mathematical computation,

implementing good manufacturing practice procedures, implementing environmental policies and procedures, processing food by salting, curing, and smoking, processing food by fermentation and pickling, processing food by sugar concentration, processing food by drying and dehydration, processing food by thermal application, generating business ideas related to food processing careers, selecting tools, equipment, utensils, and instruments, using tools, equipment, instruments, and utensils following standard procedures, and performing post-operation activities. The overall mean score of 4.79 indicates that teachers possessed a highly competent level of proficiency in Food Processing.

This information provides insight into the capabilities of teachers in the field of Food Processing within the context of Agri-Fishery and Arts. It suggests that these teachers have the necessary skills and knowledge to teach and guide students in various aspects of food processing, including food safety and sanitation, measurement, equipment usage, mathematical computation, manufacturing practices, environmental considerations, and various food processing techniques.

In view of this, Putra et al. (2022) noted the importance of creating innovations in food products and making them a business idea. In addition, establishing a business needs careful and thorough validation to check and balance the contributing factors to sustain the growth of the food business. Thus, this call for more training and workshops to enhance the competence of the teachers particularly in food business through processing raw materials to come up and produce new products to available in the market.

Table 14 presents the mean distribution of teachers' track competencies in terms of Industrial Arts - Carpentry. The table provides information about the level of competency demonstrated by teachers in various carpentry skills.

Table 14. Mean Distribution of the Level of Teachers' Track Competencies in Terms of Industrial Arts – Carpentry.

Industrial Arts: C. 1. Carpentry	Mean	Description
1. Prepare construction materials and tools	4.67	Highly Competent
2. Observe procedures, specifications, and manuals of instruction	4.67	Highly Competent
3. Perform mensuration and calculations	4.67	Highly Competent
4. Maintain tools and equipment	5.00	Highly Competent
5. Prepare / Stake-out building lines	5.00	Highly Competent
6. Fabricate formworks	5.00	Highly Competent
7. Install formwork components	5.00	Highly Competent
8. Strip formwork components	5.00	Highly Competent
9. Install framing works	4.67	Highly Competent
10. Identify materials and tools for a task	5.00	Highly Competent
11. Request appropriate materials and tools	4.67	Highly Competent
12. Receive and inspect materials	4.67	Highly Competent
13. Check the condition of tools and equipment	5.00	Highly Competent
14. Perform basic preventive maintenance	4.67	Highly Competent
15. Select measuring instruments	4.67	Highly Competent
Overall Mean	4.82	Highly Competent

In the field of Carpentry, teachers displayed a highly competent level of proficiency in most of the competencies. The mean scores for each competency ranged from 4.67 to 5.00, indicating a high level of competency.

The competencies included preparing construction materials and tools, observing procedures, specifications, and manuals of instruction, performing mensuration and calculations, maintaining tools and equipment, preparing/staking-out building lines, fabricating formworks, installing formwork components, stripping formwork components, installing framing works, identifying materials and tools for a task, requesting appropriate materials and tools, receiving and inspecting materials, checking the condition of tools and equipment, performing basic preventive maintenance, and selecting measuring instruments. The overall mean score of 4.82 indicates that teachers possessed a highly competent level of proficiency in Carpentry. This information provides insight into the capabilities of teachers in the field of Carpentry within the context of Industrial Arts. It suggests that these teachers

have the necessary skills and knowledge to teach and guide students in various aspects of carpentry, including material preparation, following instructions, measurements and calculations, tool maintenance, formwork fabrication and installation, framing works, material and tool identification, and basic maintenance practices.

Oviawe and Anaele (2020) discussed carpentry’s role in sustainable development. This competence demonstrates the value educators place on carpentry as a life skill for growth. Additionally, based on how confidently they practice the competencies, this viewpoint suggests that teachers could accomplish the necessary competencies.

Table 15 displays the mean distribution of teachers' track competencies regarding Industrial Arts – Electrical Installation and Maintenance. Data showed that all indicators were given highly competent ratings by the participants handling subjects under Industrial Arts – Electrical Installation and Maintenance.

Table 15. Mean Distribution of the Level of Teachers’ Track Competencies in Terms of Industrial Arts – Electrical Installation and Maintenance.

Industrial Arts: C. 2. Electrical Installation and Maintenance	Mean	Description
1. Use Hand Tools	5.00	Highly Competent
2. Perform Mensuration and Calculation	4.86	Highly Competent
3. Prepare and Interpret Technical Drawing	4.71	Highly Competent
4. Apply Quality Standards	5.00	Highly Competent
5. Terminate and Connect Electrical Wiring and Electronic Circuits	4.86	Highly Competent
6. Perform roughing-in activities, wiring, and cabling works for single-phase distribution, power, lighting, and auxiliary systems	4.86	Highly Competent
7. Install electrical protective devices for distribution, power, lighting, auxiliary, lightning protection, and grounding systems	4.86	Highly Competent
8. Install wiring devices of floor and wall-mounted outlets, lighting fixtures/switches, and auxiliary outlets	5.00	Highly Competent
9. Prepare electrical materials and tools for the task	5.00	Highly Competent
10. Request appropriate electrical supplies, materials and tools applicable to a specific job	4.86	Highly Competent
11. Receive and inspect electrical supplies, materials, and tools	4.86	Highly Competent
12. Select electrical measuring tools and instruments	4.86	Highly Competent
13. Carry out measurements and calculations	5.00	Highly Competent
14. Analyze signs, electrical symbols, and data	5.00	Highly Competent
15. Interpret technical drawings and plans	5.00	Highly Competent
Overall Mean	4.91	Highly Competent

In the field of Electrical Installation and Maintenance, teachers displayed a highly competent level of proficiency in most of the competencies. The mean scores for each competency ranged from 4.71 to 5.00, indicating a high level of competency. The competencies included using hand tools, performing mensuration and calculation, preparing and interpreting technical drawings, applying quality standards, terminating and connecting electrical wiring and electronic circuits, performing roughing-in activities, wiring, and cabling works for single-phase distribution, power, lighting, and auxiliary systems, installing electrical protective devices for various systems, installing wiring devices of floor and wall-mounted outlets, lighting fixtures/switches, and auxiliary outlets, preparing electrical materials and tools for the task, requesting appropriate electrical supplies, materials, and tools, receiving and inspecting electrical supplies, materials, and tools, selecting electrical measuring tools and instruments, carrying out measurements and calculations, analyzing signs, electrical symbols, and data, and interpreting technical drawings and plans.

The overall mean score of 4.91 indicates that teachers possessed a highly competent level of proficiency in Electrical Installation and Maintenance. This information provides insight into the capabilities of teachers in the field of Electrical Installation and Maintenance within the context of Industrial Arts. It suggests that these teachers have the necessary skills and knowledge to teach and guide students in various aspects of electrical installation, wiring, maintenance, and interpreting technical drawings.

The lowest rated mean was on preparing and interpreting technical drawings but still interpreted as highly competent. This suggests that the teachers still have little room for improvement on this aspect of industrial arts. Kheradranjbar, Mohammad, and Rafiee (2023) espoused the importance of learning electrical installation and maintenance in maintaining buildings' good condition.

Table 16 shows the mean distribution of the level of teachers' track competencies in terms of ICT and Entrepreneurship – Computer System Servicing. Data showed that all indicators were given competent ratings by the participants handling subjects under ICT and Entrepreneurship – Computer System Servicing.

Table 16. Mean Distribution of the Level of Teachers' Track Competencies in Terms of ICT And Entrepreneurship – Computer System Servicing.

ICT and Entrepreneurship: D. 1. Computer System Servicing	Mean	Description
1. Apply quality standards	4.10	Competent
2. Perform computer operations	4.30	Competent
3. Perform mensuration and calculation	4.30	Competent
4. Prepare and interpret technical drawing	4.20	Competent
5. Use hand tools	4.20	Competent
6. Terminate and connect electrical wiring and electronic circuits	3.90	Competent
7. Test electronic components	4.00	Competent
8. Install and configure computer systems	4.40	Competent
9. Set up Computer Networks	4.30	Competent
10. Set up Computer Servers	4.30	Competent
11. Maintain and Repair Computer Systems and Networks	4.30	Competent
12. Develop and strengthen personal competencies and skills (PECs) needed in computer systems servicing	4.30	Competent
13. Recognize and understand the market in computer systems servicing	4.20	Competent
14. Recognize the potential customer/ market in computer systems servicing	4.20	Competent
15. Create new business ideas in computer systems servicing by using various techniques	4.20	Competent
Overall Mean	4.21	Competent

In the field of Computer System Servicing within the context of ICT and Entrepreneurship, teachers displayed a competent level of proficiency in the competencies assessed. The mean scores for each competency ranged from 4.10 to 4.40, indicating a satisfactory level of competency.

The competencies included applying quality standards, performing computer operations, performing mensuration and calculation, preparing and interpreting technical drawing, using hand tools, terminating and connecting electrical wiring and electronic circuits, testing electronic components, installing and configuring computer systems, setting up computer networks and servers, maintaining and repairing computer systems and networks, developing and strengthening personal competencies and skills (PECs) needed in computer system servicing, recognizing and understanding the market in computer system servicing, recognizing the potential customer/market in computer system servicing, and creating new business ideas in computer system servicing using various techniques.

The overall mean score of 4.21 indicates that teachers possessed a competent level of proficiency in Computer System Servicing within the ICT and Entrepreneurship context. This information provides an understanding of the capabilities of teachers in the field of Computer System Servicing and their readiness to teach and guide students in various aspects of computer operations, system maintenance, network setup, and entrepreneurship within the ICT domain.

The lowest rated mean was applying quality standards. The data entails that the teachers still need to improve their competency on this aspect of ICT and entrepreneurship. Sánchez-Zas et al. (2023) espoused the importance of applying quality standards in computer system servicing to ensure cyber risk management.

Table 17 shows the mean distribution of the level of senior high school teachers' instructional skills. Results

were divided into three groups: before, during, and after instruction. The overall means of 4.59, 4.54, and 4.60 all revealed the greatest extent of teachers' instructional skills before, during, and after instruction.

Data shows that the highest mean before instruction was 4.66 and that teachers ensured that the lesson plan's learning objectives aligned with the DepEd-prescribed MELCs. However, the lowest mean of 4.55 revealed how the teachers have challenges in the aspect of assessments. Several studies also showed how assessments were challenging for teachers (Castaneda, Bindman & Divanji, 2023; Fitriani, 2023; Latif & Alhamad, 2023). While during instruction, data shows that the highest mean was 4.69 showing the teachers' effectively utilizing alternative modes of teaching. The mean for "asking students to be flexible in teamwork to achieve common goals" ranked second. They also ask questions that explore students' views.

The top three lowest indicators were on asking students to communicate, using ICT in teaching, and guiding students to realize the importance of the skills gained in earning a living.

Table 17. Mean Distribution of the Level of Senior High School Teachers' Instructional Skills.

Indicators	Mean	Description
Before Instruction		
1. I ensure that my lesson plan learning objectives are aligned with the DepEd-prescribed MELCs	4.66	Greatest Extent
2. I see that my lesson plan's teaching activities and strategies are appropriate/relevant to the target learning objectives.	4.64	Greatest Extent
3. I craft learning assessments to measure my students' learning levels in my lesson plan.	4.55	Greatest Extent
4. I prepare all needed teaching aids/materials for every classroom teaching.	4.57	Greatest Extent
5. I plan every question to ask students	4.55	Greatest Extent
	4.59	Greatest Extent
During Instruction		
6. I guide students to present ideas in writing in various ways effectively.	4.53	Greatest Extent
7. I ask students to interpret people's knowledge based on the information they give.	4.58	Greatest Extent
8. I ask students to communicate for various purposes (for example: Telling information, giving instructions, motivating, and persuading).	4.41	Greater Extent
9. I guide students to use various media based on the latest technology for effective communication.	4.54	Greatest Extent
10. I guide students to be able to create new ideas that have the features of improvement or innovation.	4.49	Greater Extent
11. I guide students so that they can analyze my ideas to improve the weaknesses of my ideas.	4.55	Greatest Extent
12. I ask students to see failure as an opportunity to learn new things.	4.49	Greater Extent
13. I ask students to see failure as an opportunity to continue to find new ideas in the long run.	4.47	Greater Extent
14. I guide students to use idea-creation techniques well (examples: brainstorming, thinking, and sharing, among others)	4.60	Greatest Extent
15. I allow students to demonstrate the ability to work effectively in diverse teams.	4.61	Greatest Extent
16. I ask students to be flexible in performing teamwork to achieve common goals.	4.66	Greatest Extent
17. I guide students to take on shared responsibilities in teamwork.	4.57	Greatest Extent
18. I guide students to receive input and encouragement from teammates for mistakes made.	4.57	Greatest Extent
19. I encourage teaching and learning in groups.	4.46	Greater Extent
20. I guide students to give arguments appropriate to the situation (such as inductive, and deductive, among others.).	4.59	Greatest Extent
21. I ask students to be flexible in performing teamwork to achieve common goals.	4.57	Greatest Extent
22. I ask students to ask questions that can explain various points of view	4.58	Greatest Extent
23. I ask questions that explore students' views.	4.62	Greatest Extent
24. I guide students to realize the importance of the skills gained in earning a living.	4.36	Greater Extent
25. I use ICT in every classroom teaching.	4.41	Greater Extent
26. I effectively utilize alternative modes of teaching (online, modular, and blended.)	4.69	Greatest Extent
	4.54	Greatest Extent
After Instruction		
27. I keep accurate records of learner scores/performance in every assessment activity.	4.57	Greatest Extent
28. I keep learners informed on their scores/performance in every learning assessment.	4.61	Greatest Extent
29. I provide each learner on time and appropriate feedback regarding their scores/performance in every learning assessment.	4.55	Greatest Extent
30. I provide recognition to achievers and constructive comments/suggestions to those who still need to reach desired outcomes.	4.66	Greatest Extent
	4.60	Greatest Extent

Klefbeck (2023) and Wulandari, Handayani, and Amanda (2023) focused on improving learners' communication skills. Poza and Letzel (2023) and Lomos, Luyten, and Tieck (2023) supported the increase of ICT usage in teaching.

After instruction, data shows that the highest mean was 4.66 showing the teachers providing recognition to achievers and constructive comments/suggestions to those who did not reach desired outcomes. The mean for "keeping learners informed on their scores/performance in every learning assessment" ranked second. They also keep accurate learner scores/performance records in every assessment activity. The lowest indicator was providing each learner on time and appropriate feedback regarding their scores/performance in every learning assessment. Several studies supported the importance of on-time and appropriate feedback in learning (Boud & Dawson, 2023; Carless & Winstone, 2023; Baidoo-Anu & Owusu Ansah, 2023). This claim helps teachers provide students the opportunity to evaluate their study habits and confirm or modify them to learn more effectively. Additionally, the teacher enables students to focus their attention and energy effectively, prevent costly mistakes and dead ends, and avoid learning things they will later need to unlearn.

Table XV18 shows the mean distribution of the challenges the Senior High School teachers encountered in the implementation of TVL Track. The challenges were grouped into three: challenges related to laboratory, shop, and classroom; challenges related to tools and equipment; and challenges related to linkages.

Regarding laboratory, shop, and classroom challenges, the highest mean of 2.43 indicated how insufficient classrooms challenged the TVL teachers to accommodate learners.

The implementation of the TVL track in senior high schools presents several challenges for teachers, as indicated in Table 18. In terms of laboratory, shop, and classroom facilities, teachers report concerns about cleanliness, adequate size, ventilation, lighting, accessibility, and safety measures. While these challenges are perceived to a lesser extent, they still require attention to ensure conducive learning environments. Another significant challenge lies in the availability and maintenance of tools and equipment. Teachers express the need for adequate resources that can accommodate the number of students per specialization. Although the need for better maintenance and repairs is reported to a lesser extent, it still requires consideration to optimize learning experiences. Additionally, establishing effective linkages with parents, the community, and industry proves challenging, with uncooperative parents, a lack of school-industry partnerships, and a perceived absence of support.

These challenges can hinder the smooth implementation of the TVL track. Despite these hurdles, the overall mean score suggests that, on average, the challenges are perceived to a lesser extent. Addressing these concerns would greatly contribute to the success of the TVL track and enhance the learning experiences of students pursuing technical-vocational education.

Table 18. Mean Distribution of the Challenges Encountered by the Senior High School Teachers in the Implementation of TVL Track.

Indicators	Mean	Description
Challenges Related to Laboratory, Shop, and Classroom		
1. Classrooms and shop rooms/ laboratories are dirty and must be properly maintained.	1.98	To a lesser extent
2. Shop rooms/laboratories need to be adequate in size and accommodate the number of students.	2.42	To a lesser extent
3. Shop rooms/laboratories need to be well-ventilated.	2.25	To a lesser extent
4. Shop rooms/laboratories need proper lighting.	2.24	To a lesser extent
5. Shop rooms/laboratories are proximate to excessive noise.	2.18	To a lesser extent
6. Shop rooms/laboratories are not accessible to students.	2.03	To a lesser extent
7. Problems with fire alarm systems, fire exits, and safeguards in dangerous areas such as kitchens, shops, and laboratories.	2.31	To a lesser extent
8. Need for classrooms to accommodate TVL learners.	2.43	To a lesser extent
	2.23	To a lesser extent

Challenges Related to Tools and Equipment		
9. Tools and equipment must be adequate for the number of students per specialization.	2.81	To a great extent
10. Shop/laboratory tools and equipment need to be better maintained and utilized.	2.33	To a lesser extent
11. Shop/laboratory tools and equipment need to be fixed.	2.45	To a lesser extent
	2.53	To a great extent
Challenges Related to Linkages		
12. Uncooperative parents and community.	2.60	To a great extent
13. Absence of school and industry partnership.	2.70	To a great extent
	2.65	To a great extent
Overall Mean	2.47	To a lesser extent

The second highest mean of 2.42 was related to the first that is on the inadequate size of shop rooms/laboratories challenged the teachers. The lowest mean of 1.98 showed that the teachers were not challenged regarding cleanliness and maintenance. Mubita, Milupi, and Kalimaposo (2023) espoused how cleanliness prevents the growth of hazards.

Regarding challenges related to tools and equipment, the highest mean of 2.81 indicated the TVL teachers were challenged by having an inadequate number of tools and equipment to the number of learners. According to Villesèche and Teilmann-Lock (2023), classroom tools and equipment promote students' peer learning.

In terms of challenges related to linkages, the teachers were more challenged by the difficulty in obtaining partnerships with industries. Also, teachers were challenged with having uncooperative parents and the community. Insorio Manalot & Lareña (2023) also noted the challenge of obtaining school and industry partnerships.

Table 19 shows the relationship between the level of competencies and instructional skills of the senior high school TVL teachers.

Table 19. Correlation Analysis between the Level of Competencies and Instructional Skills of the Senior High School TVL Teachers.

Variables	R-Value	P-Value	Interpretation	Decision
Level of Competencies of SHS TVL Teachers and Instructional Skills	0.625	0.000	Significant	Reject Ho1

Note: Level of significance at 0.05

In Table 20, a correlation analysis was conducted to examine the relationship between the level of competencies and instructional skills of senior high school TVL teachers. The analysis yielded an r-value of 0.625 and a p-value of 0.000. The significant correlation suggests that there is a strong positive relationship between the level of competencies and instructional skills of the teachers. This result indicates that as the level of competencies of TVL teachers increases, their instructional skills also tend to improve. The decision to reject the null hypothesis (Ho1) is supported by the significant correlation observed. These findings highlight the importance of enhancing teachers' competencies in order to positively impact their instructional abilities in the TVL track. In view of this results, Lee and Vongkulluksn (2023) noted how a higher level of competence in teachers improves their confidence in instruction.

Table 20 shows the multiple regression analysis summary predicting the participants' level of TVL track competencies concerning their profile. Results showed that a teacher's profile greatly influenced the level of TVL track competencies. Firstly, the number of years in a work position significantly predicted the level of competence ($\beta = .378, p < .001$). The number of years in a work position allows teachers to acquire new skills and improves self-efficacy (Wu et al., 2019; Truzoli, Pirola & Conte, 2021). This claim further suggests that as the teacher's number of years in teaching increases, their competencies also increase. The knowledge and skills acquired over the years improved the level of competence in teaching.

Table 20. Multiple Regression Analyses Summary Predicting the Level of TVL Track Competencies of the Participants Concerning Their Profile.

Variables	B	SE	β	t	p
(Constant)	5.033	.426		11.803	.000
Gender	-.272	.119	-.226	-2.286	.025*
Educational attainment	.089	.102	.093	.879	.382
Work status	-.059	.158	.040	-.373	.710
Number of years in work position	.128	.034	.378	3.791	.000*
Academic rank	-.182	.080	-.246	-2.273	.025*
Major / field of specialization	-.027	.011	-.242	-2.412	.018*

a. Dependent Variable: Level of Competencies, * means significant at .05 level

Secondly, the participants' major or field of specialization significantly predicted the level of competence ($\beta = -0.242$, $p = 0.018$). Parker et al. (2023) explained that teachers handling subjects aligned with their major had an edge since they were trained with basic competencies. This explains further that teachers handling their major subjects have high confidence and mastery and the level of practice contributed to the high level of competence. Thirdly, gender significantly predicted the level of competence ($\beta = -0.226$, $p = 0.025$). Sánchez Prieto et al. (2020) also noticed the underrepresentation of female gender in vocational education. This result supports that most of the teachers are female and more so in vocational education and female significantly shows a high level of competence.

Finally, academic rank significantly predicted the level of competence ($\beta = -0.246$, $p = 0.025$). Talahiban et al. (2022) explained that having a lower academic rank means being new to a teaching career and having less training and experience. This explains further that teachers with higher academic ranks have achieved a high level of education and training relevant to their area of specialization.

5. CONCLUSIONS

Based on the findings of the study, the study extracted the following conclusions:

The senior high school TVL track teachers in the division Surigao del Sur are highly competent in their respective areas of specialization. Their competence is their basic requirement to teach TVL subjects to senior high students. However, sustainability for high-level competencies is needed, and additional training for low-level competencies is suggested. The teacher's competence may need to be updated due to the latest trends brought about by innovations and technologies. The curriculum guides used in the TVL track were formulated by DepEd patterned from the competency standards and training regulations of TESDA.

Physical facilities of the TVL track like the laboratory, shop, and classroom are among the challenges mentioned in the study. Hence, schools may be given enough fund to build such facilities. Classrooms need to be sufficient to accommodate TVL learners. The laboratories are different from the required measurement and number of students.

There is an insufficiency of tools and materials in the implementation of TVL. Thus, they need to be purchased for use of the students per specialization. Also, as the school years go by, the tools and materials become worn out and unserviceable, which reduces their desired quantity for the learners. Hence, something has to be done to address this issue.

The TVL teachers lack support from the parents and the community. This case happened to schools in far-flung areas wherein establishments and industries are not accessible for the students to be engaged during their exposure. This situation needs the support of the parents and the community for the learners to undergo on-the-job training.

The level of competencies of TVL teachers has significant relationships to their instructional skills which suggest that the two are closely associated. Also, the profile of TVL teachers, like gender, educational attainment, work status, work experience, and position, significantly influence the level of TVL track competencies which further entails that in selecting teachers for TVL, the selection committee should take these factors in consideration. The in-service teachers as well require assistance and support to improve their qualities for them to become more competent as TVL teachers.

As an output of the present study, the following are proposed enhancement activities for the TVL curriculum framework: a). curriculum mapping and review to align competencies in all four TVL components by evaluation, validation, revision, and finalization. b). adaptation of teaching philosophies like constructivism- to build knowledge and skills like learning by doing. c). contextualization of learning content to relate the curriculum to a particular setting or area of application. d). Integration - competencies are applied across learning areas to deepen the understanding. e). linkages and sustainability - for continuous learning improvement as TVL competencies are based on TESDA Training Regulations.

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DOI: <https://doi.org/10.15379/ijmst.v10i2.1304>

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