

Technology and Livelihood Education Teachers' Competence in Performance Task Development

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ABSTRACT

This study investigated the relationship between Technology and Livelihood Education (TLE) teachers' competence in performance task development and learners' academic performance in selected private elementary schools in Bulacan. Employing a mixed-methods research design, the study assessed the competence of early-career TLE teachers across five dimensions: technical competence, teaching pedagogy, practical experience, communication and interpersonal skills, and assessment and evaluation. Data were gathered from teacher-respondents, school leaders, and official academic records for the 2025–2026 school year. Findings revealed that both teachers and school leaders perceived the level of competence as "Highly Competent" across all dimensions, with no

significant difference between their assessments. Demographic factors such as age, sex, and teaching experience also showed no significant influence on competence levels. While learners' academic performance was generally "Above Average," correlation analysis yielded a very weak, non-significant relationship ($r = 0.030$, $p = 0.817$) between teacher competence and student grades. Qualitative themes highlighted manageable challenges, including time constraints and limited resources, which teachers addressed through differentiated instruction and alternative materials. The study concludes that while teacher competence is a vital instructional component, learner outcomes are influenced by a complex interplay of factors beyond teaching skills alone. A proposed program of activities focuses on continuous professional development, rubric refinement, and enhanced instructional supervision to further strengthen TLE performance-based instruction.

Keywords: *Teacher Competence, Performance Task Development, Technology and Livelihood Education (TLE), Academic Performance, Performance-Based Assessment*

INTRODUCTION

Education in the 21st century continues to evolve in response to rapid technological advancements, changing labor demands, and the increasing need for learners to acquire practical and transferable skills. In this context, Technology and Livelihood Education (TLE) plays a vital role in bridging academic learning and real-world application by equipping learners with technical competencies, entrepreneurial skills, and work values essential for productive citizenship. Unlike purely academic subjects, TLE emphasizes performance-based learning, where students demonstrate their understanding through hands-on tasks and authentic outputs aligned with real-life situations. Thus, the quality of instruction and assessment in TLE is closely linked to teachers' competence in designing and implementing effective performance tasks. Performance tasks have gained prominence as a key assessment strategy under outcomes-based and learner-centered education frameworks. These tasks require learners to apply knowledge, skills, and values to

meaningful activities that reflect real-world challenges. Studies show that well-designed performance tasks promote deeper learning, critical thinking, and skill transfer, particularly when aligned with learning competencies and supported by clear assessment criteria (Black & Wiliam, 2021). However, the effectiveness of these tasks largely depends on teachers' competence in planning, contextualizing, and evaluating them. Poorly designed performance tasks may fail to capture learners' true abilities, resulting in inaccurate assessment of learning outcomes.

Teacher competence remains a central factor in improving instructional quality and learner achievement. Contemporary research highlights that teacher competence extends beyond subject matter knowledge to include pedagogical skills, assessment literacy, and the ability to design authentic learning experiences (Darling-Hammond et al., 2020). In TLE, this competence is especially critical, as teachers are expected to integrate technical knowledge, practical skills, and appropriate assessment strategies into cohesive performance tasks that reflect real-life applications.

In the Philippine educational context, the Department of Education (DepEd) emphasizes the importance of performance-based assessment under the K to 12 curriculum. DepEd policies highlight that assessment should be formative, authentic, and aligned with learning competencies to support meaningful learning and accurate measurement of learner progress (Department of Education [DepEd], 2020). This policy direction places greater responsibility on teachers, particularly TLE teachers, to demonstrate competence in designing performance tasks that effectively assess both knowledge and practical skills.

Despite policy support and the recognized value of performance-based assessment, teachers continue to encounter challenges in developing effective performance tasks. Previous studies have identified common difficulties, such as aligning tasks with learning competencies, designing authentic activities, developing clear rubrics, and ensuring fairness and feasibility in implementation (Brookhart, 2023). In TLE, these challenges may be further intensified by limited instructional time, insufficient resources, varying learner skill levels, and the need to integrate technical and entrepreneurial competencies within a single task.

Despite the recognized importance of teacher competence and performance-based assessment, there is limited empirical research in the local context that specifically examines the relationship between TLE teachers' competence in performance task development and learners' academic performance. Most existing studies focus on general teaching competence or assessment practices, leaving a gap in understanding how performance task development—a critical component of TLE instruction—relates to learner outcomes.

This study aims to determine the level of Technology and Livelihood Education teachers' competence in performance task development and its relationship with learners' academic performance. By examining this relationship, the study seeks to provide empirical evidence that may guide school administrators, curriculum planners, and teachers in improving assessment practices and instructional quality in TLE. Ultimately, strengthening teachers' competence in performance task development may lead to more meaningful learning experiences and improved academic outcomes for learners.

LITERATURE REVIEW

Teacher demographic characteristics such as age, sex, educational attainment, teaching experience, plantilla position, and professional development influence instructional competence and assessment practices. Younger teachers tend to be more adaptable to innovations, while experience enhances teaching effectiveness through practice and reflection (OECD, 2021; Hattie, 2023). Although female teachers dominate primary education, competence is shaped more by professional training, experience, and continuous development rather than sex (UNESCO, 2022; Darling-Hammond et al., 2020).

Employment stability supports greater engagement in instructional planning and professional growth, though competence is primarily influenced by experience and professional learning (OECD, 2021; DeLuca et al., 2021). Higher educational attainment and continuous professional development strengthen instructional and assessment practices, but effectiveness depends more on teaching strategies and classroom application (Darling-Hammond et al., 2020; Hattie, 2023). Teacher competence is multidimensional, including technical skills, pedagogy, practical experience, communication, and assessment literacy. In TLE, technical competence and hands-on experience are essential for guiding learners in authentic tasks and developing practical skills (UNESCO, 2022; Lucas et al., 2021). Constructivist and experiential learning theories emphasize active engagement and real-world application in learning (Schunk, 2020; Kolb, 2015).

Effective pedagogy, clear instruction, meaningful feedback, and supportive teacher–student relationships enhance learner engagement and performance (Panadero et al., 2022; Fredricks et al., 2022). Assessment literacy ensures fair, aligned, and competency-based evaluation through well-designed performance tasks and rubrics (Brookhart, 2023; OECD, 2021). Institutional factors such as facilities, resources, leadership support, and learner engagement also influence teaching effectiveness. While challenges exist, teachers can adapt through creativity, professional commitment, and supportive environments to sustain effective instruction and improve learner outcomes.

This study examined the relationship between TLE teachers’ competence in performance task development and learners’ academic performance in selected private elementary schools in Baliwag City, Bustos, and San Rafael, Bulacan (SY 2025–2026). It described teachers’ demographic profile, competence, and challenges, assessed learners’ academic performance, tested differences and relationships among variables, and proposed a program of activities to enhance TLE teaching and learning.

Conceptual Framework

The conceptual framework of the study illustrates the relationship between Technology and Livelihood Education (TLE) teachers’ competence in performance task development and learners’ academic performance. It assumes that teachers’ competence in designing and implementing performance tasks significantly influences learners’ academic outcomes.

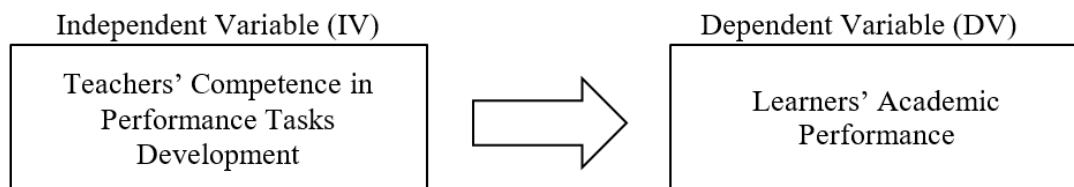


Figure 1. Paradigm of the Study

In this study, teachers’ competence in performance task development is treated as the independent variable, referring to their ability to design and implement aligned, contextualized, and well-assessed tasks. This competence includes technical skills, pedagogy, practical experience, communication, and assessment abilities, which are essential in TLE’s skill-based learning environment. The dependent variable is learners’ academic performance, measured through performance-based assessments and recorded grades reflecting the attainment of learning outcomes.

The framework assumes a direct relationship between the two variables. High teacher competence leads to well-designed, authentic, and aligned tasks, resulting in meaningful learning, increased engagement, and improved academic performance. Conversely, limited competence may produce poorly designed tasks, which can hinder learners’ understanding and performance.

METHODS

Research Design

This study employed a mixed-methods convergent parallel design to examine the relationship between TLE teachers' competence in performance task development and learners' academic performance. Quantitative data were collected through survey questionnaires and learners' grades, while qualitative data were obtained through semi-structured interviews with selected teachers. Both data sets were gathered concurrently, analyzed separately, and integrated during interpretation to provide a comprehensive understanding of the research problem (Creswell & Plano Clark, 2018).

Sampling and Respondents

The study involved 62 TLE teachers and 23 school leaders from 23 selected private schools in Baliwag City, Bustos, and San Rafael, Bulacan. Teachers were selected through purposive sampling based on their active involvement in performance task implementation. Additionally, 260 learners were proportionally selected from a population of 794 to represent academic performance data, based on official school records. All data were treated confidentially and used solely for research purposes.

Table 1. *Distribution of Respondents and Learners Sample*

Category	Description	Total Population	Sample Size
Teacher-Respondents	TLE teachers from selected private schools in Baliwag City, Bustos, and San Rafael, Bulacan	62	62
School leaders	School leaders/heads from participating schools	23	23
Learners	Students under the TLE teachers	794	260

Locale of the Study

This study was conducted in selected private schools in Baliwag City, Bustos, and San Rafael, Bulacan, during the School Year 2025–2026. Baliwag City, San Rafael, and the Municipality of Bustos were all located in the province of Bulacan, within the Central Luzon region.

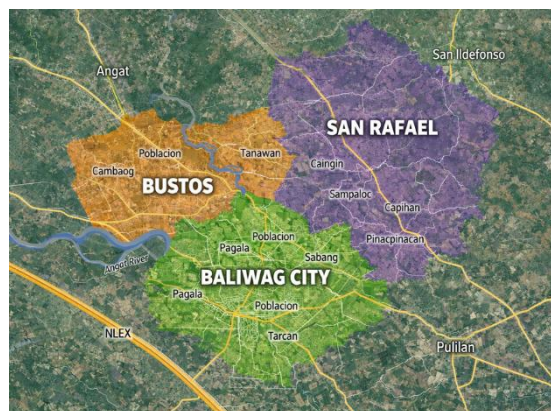


Figure 2. *Location Map of the Study*

Source: Adapted from the Philippine Statistics Authority (2023), Department of Science and Technology – Advanced Science and Technology Institute (DOST-ASTI) Philippine Geoportal Project (2023), and OpenStreetMap Contributors (2025).

Instruments

This study utilized a survey questionnaire adapted from Torres (2014) to assess TLE teachers' competence in performance task development. Learners' academic performance was measured using official grades from the first to third quarters. To complement quantitative data, semi-structured interviews were conducted with selected teachers to explore their experiences, challenges, and perceptions, providing deeper contextual insights.

Data Gathering Techniques

Data were collected following a systematic and ethical process. Approval was secured from school leaders, and informed consent was obtained from participants. Survey questionnaires were administered to TLE teachers and validated by school heads, while learners' academic performance was obtained from official school records. Qualitative data were gathered through semi-structured interviews with selected teachers. All data were collected concurrently, securely handled, and integrated through triangulation to enhance validity and reliability.

Data Analysis

Data were analyzed using a mixed-methods convergent parallel approach. Quantitative data from surveys and learners' grades were processed using descriptive statistics (frequency, percentage, mean, standard deviation) and Pearson's correlation to test relationships. Qualitative data from interviews were transcribed and analyzed through thematic analysis. Results from both data sets were integrated through triangulation to ensure a comprehensive and valid interpretation of findings.

Ethical Consideration

Ethical approval was secured from the Graduate Studies Department of Bulacan Agricultural State College and participating institutions. Informed consent was obtained from all participants, ensuring voluntary participation. Confidentiality and anonymity were maintained through secure data handling and anonymization. The study upheld principles of integrity, transparency, and participant welfare throughout the research process.

RESULTS AND DISCUSSION

The Demographic Profile of Respondents

Table 1. *Demographic Profile of TLE Teachers*

Variable	Key Findings
Age	Majority are 20–25 (40.32%) and 26–30 (32.26%)
Sex	Female (64.52%), Male (35.48%)
Position	Permanent (67.74%), Provisional (32.26%)
Educational Attainment	Bachelor's (67.74%), With MA Units (32.26%)
Teaching Experience	1–3 years (72.58%)
Trainings	1–2 trainings (72.58%)

Table 1 presents the demographic profile of the Technology and Livelihood Education (TLE) teacher-respondents in terms of age, sex, plantilla position, educational attainment, years of teaching experience, and participation in professional development activities related to performance task development.

In terms of age, the results show that the majority of respondents belong to the younger age groups. More than one-third (40.32%) are aged 20–25 years, while nearly one-third (32.26%) fall within the 26–30 age bracket. Meanwhile, 27.42% are aged 31–35 years, and no respondents were recorded in age groups beyond 35 years old. This distribution indicates that most TLE teachers are in the early stage of their professional careers. As supported in the original study, younger teachers are often equipped with updated knowledge of contemporary teaching strategies, including learner-centered approaches, technology integration, and performance-based assessment practices. Their adaptability to innovation and curriculum reforms makes them well-positioned to implement competency-based instruction. However, teaching competence continues to develop through experience, reflective practice, and collaboration, highlighting the need for continuous professional growth.

With respect to sex, the findings reveal that nearly two-thirds (64.52%) of the respondents are female, while 35.48% are male. This predominance of female teachers is consistent with global and national trends in elementary education, where teaching is often associated with nurturing and interpersonal competencies. Despite this imbalance, the original study emphasizes that teacher competence is not determined by gender but by pedagogical knowledge, assessment literacy, professional preparation, and continuous development. Thus, both male and female teachers can equally demonstrate competence in performance task development when equipped with appropriate skills and training.

In terms of plantilla position, about two-thirds (67.74%) of the respondents hold permanent positions, while 32.26% are in provisional status. No respondents reported substitute, contractual, or casual employment. This indicates a relatively stable workforce within the participating schools. Employment stability provides teachers with greater opportunities for long-term instructional planning, curriculum development, and sustained engagement in assessment practices. However, as highlighted in the original study, teacher competence is influenced more by professional experience and development rather than employment status alone. Both permanent and provisional teachers can demonstrate effective performance task development when supported with adequate training and instructional experience.

Regarding educational attainment, the majority of respondents (67.74%) hold a bachelor's degree, while 32.26% have earned units toward a master's degree. None of the respondents reported having completed a full master's or doctoral degree. This suggests that most teachers possess the minimum required qualification for teaching, while some are actively pursuing further education as part of their professional development. The original study emphasizes that while higher educational attainment contributes to professional growth, teaching effectiveness depends more on instructional practices, feedback mechanisms, and classroom engagement rather than academic qualifications alone. Nonetheless, pursuing graduate studies enhances teachers' pedagogical competence and ability to design meaningful learning experiences.

In terms of years of teaching experience in TLE, the findings show that a large majority (72.58%) have been teaching for only 1–3 years, indicating that most respondents are early-career teachers. A smaller proportion (16.13%) have 4–6 years of experience, while only 11.29% have 10–12 years of teaching experience. No respondents reported experience beyond 12 years. This further supports the observation that the TLE teaching workforce is relatively young and still developing instructional expertise. While early-career teachers may possess updated theoretical knowledge and familiarity with modern teaching strategies, competence in performance task development continues to improve through classroom experience, reflective practice, and professional learning opportunities.

Lastly, in terms of trainings and seminars attended related to performance task development, the results indicate that most respondents (72.58%) attended only 1–2 trainings in the past three years, while 16.13% attended 3–4 trainings, and only 11.29% participated in seven or more trainings. This suggests limited exposure to professional development activities in this area. The original study highlights that professional development is essential in strengthening teachers' competence, particularly in assessment literacy and performance-based instruction. Participation in training programs enables teachers to enhance

their skills in designing authentic tasks, developing rubrics, and implementing effective assessment strategies.

Overall, the demographic profile indicates that the majority of TLE teachers are young, early-career educators with stable employment, basic academic qualifications, and limited training exposure. While these characteristics suggest adaptability and openness to innovation, they also highlight the need for continuous professional development and institutional support to further strengthen teachers' competence in performance task development.

Teachers' Competence in Performance Task Development

Table 2. *The Competence of TLE Teachers in Developing Performance Task as Assessed by Teachers and School Leaders*

Dimension	Teachers' Mean	School Leaders' Mean	Interpretation
Technical Competence	4.52	4.23	Highly Competent
Teaching Pedagogy	4.68	4.66	Highly Competent
Practical Experience	4.49	4.67	Highly Competent
Communication Skills	4.68	4.63	Highly Competent
Assessment & Evaluation	4.45	4.64	Highly Competent

Table 2 presents the level of Technology and Livelihood Education (TLE) teachers' competence in performance task development as assessed by both the teachers themselves and the school leaders. The results reveal that both groups consistently rated teachers as highly competent across all dimensions, as reflected in the high grand mean scores of 4.56 (teachers) and 4.57 (school leaders).

In terms of technical competence, teachers obtained a mean of 4.52, while school leaders rated them slightly lower at 4.23. Both ratings fall within the "highly competent" range, indicating that teachers are capable of designing performance tasks that are aligned with learning competencies and appropriate for skill-based instruction. However, the slightly lower rating from school leaders may suggest minor gaps in areas such as troubleshooting, resource utilization, or the application of more advanced technical strategies.

For teaching pedagogy, teachers reported a mean of 4.68, while school leaders gave a comparable rating of 4.66. These high scores indicate that teachers demonstrate strong pedagogical skills, including the ability to deliver clear instructions, facilitate learner-centered activities, and apply appropriate teaching strategies in the implementation of performance tasks. This reflects teachers' capability to integrate instructional approaches that support meaningful learning and skill development in TLE.

In the area of practical experience, teachers rated themselves at 4.49, while school leaders rated them slightly higher at 4.67. This suggests that teachers possess sufficient hands-on experience in implementing performance tasks and guiding learners in skill-based activities. The higher rating from school leaders indicates recognition of teachers' ability to apply practical knowledge effectively in real classroom settings.

Regarding communication and interpersonal skills, both teachers and school leaders reported high levels of competence, with means of 4.68 and 4.63, respectively. This indicates that teachers are effective in interacting with learners, providing clear instructions, and fostering a positive learning environment. Strong communication skills are essential in TLE, where teachers must guide learners through complex tasks and provide feedback to support skill acquisition.

In terms of assessment and evaluation, teachers obtained a mean of 4.45, while school leaders rated them higher at 4.64. Although both ratings indicate high competence, the slightly lower self-

assessment of teachers may reflect their awareness of areas for improvement, particularly in designing rubrics, ensuring alignment of assessment with learning outcomes, and providing consistent and meaningful feedback. This dimension is critical, as effective assessment practices directly influence the validity and reliability of performance tasks.

Overall, the findings indicate that TLE teachers possess a consistently high level of competence in developing performance tasks across all dimensions. The close alignment between teachers' self-assessment and school leaders' evaluation further supports the credibility of the results. However, minor differences in ratings suggest opportunities for enhancement, particularly in technical application and assessment refinement.

Challenges Encountered by Teachers

Table 3. *The Level of Challenges Encountered by TLE Teachers in Developing Performance Task*

Area	Grand Mean	Interpretation
Interest in Teaching	2.33	Slightly Felt
Facilities & Resources	2.44	Slightly Felt
Practical Activities	2.24	Slightly Felt
Financial/Admin Support	2.24	Slightly Felt
Learner Engagement	1.93	Slightly Felt

Table 3 presents the level of challenges encountered by Technology and Livelihood Education (TLE) teachers in developing and implementing performance tasks. The overall grand mean of 2.24 indicates that challenges are slightly felt, suggesting that while teachers experience certain difficulties, these challenges are generally manageable and do not significantly hinder instructional practices. In terms of laboratory and physical facilities, this area obtained the highest mean of 2.44, although still interpreted as "slightly felt." This indicates that limitations in tools, equipment, and classroom resources are among the most noticeable concerns of teachers. Since TLE is a skill-based subject that requires hands-on activities, the availability of adequate facilities is crucial. Insufficient resources may affect the quality and authenticity of performance tasks, requiring teachers to improvise or modify activities.

The interest in teaching the subject recorded a mean of 2.33, also interpreted as "slightly felt." This suggests that while teachers generally maintain a positive attitude toward teaching TLE, there may be instances where motivation is influenced by external factors such as workload, limited resources, or lack of institutional support. Despite this, teachers continue to demonstrate commitment to their teaching responsibilities.

The application of practical activities and financial and administrative support both obtained a mean of 2.24. These findings indicate that teachers encounter some difficulty in implementing hands-on learning activities due to constraints such as insufficient funding, limited materials, or lack of administrative assistance. However, these challenges are not severe enough to prevent teachers from delivering performance tasks, suggesting that they are able to adapt through resourcefulness and creativity.

The lowest mean was recorded in learners' interest and engagement (1.93), which is still within the "slightly felt" range. This indicates that most learners are generally engaged in TLE activities, and lack of interest is not a major concern. However, variations in student motivation and participation may still occur, particularly when tasks are perceived as difficult or when resources are limited.

Overall, the results indicate that while TLE teachers encounter challenges in implementing performance tasks, these are relatively minimal and manageable. The findings suggest that teachers are

able to cope with constraints through adaptability, professional commitment, and effective classroom management. Nonetheless, addressing issues related to resources, facilities, and institutional support could further enhance the quality of performance task implementation and improve the overall teaching and learning process in Technology and Livelihood Education.

Learners` Academic Performance

Table 4. *Distribution of Learners` Academic Performance in TLE*

Grade Range	%
90–94	49.23
95–97	14.62
98–100	4.23
Below Average & Below	<10%

Table 4 presents the academic performance of learners in Technology and Livelihood Education (TLE) based on their recorded grades from the first to third quarters of the School Year 2025–2026. The results show that the majority of learners achieved performance levels within the very satisfactory range, as reflected in the overall mean of 90.58.

Nearly half of the learners (49.23%) obtained grades ranging from 90–94, which falls under the “very satisfactory” category. This indicates that a significant portion of the learners were able to meet the expected learning competencies and demonstrate a strong level of understanding and skill in TLE. Additionally, 14.62% of the learners achieved grades within the 95–97 range, while 4.23% obtained grades between 98–100, both categorized as “outstanding.” These results suggest that a notable group of learners excelled in performance-based tasks, demonstrating high levels of mastery and competence.

Meanwhile, 25.77% of the learners received grades ranging from 85–89, interpreted as “satisfactory,” while a smaller proportion (6.15%) obtained grades between 80–84, categorized as “fairly satisfactory.” Notably, no learners fell within the “did not meet expectations” category (75–79), indicating that all learners were able to achieve at least a minimum level of competency in TLE.

The distribution of grades suggests that learners generally performed well, with most achieving satisfactory to outstanding levels of performance. This may be attributed to effective teaching practices, the use of performance-based assessments, and the alignment of instructional strategies with learning competencies. The relatively high mean score further supports the observation that learners are able to successfully demonstrate knowledge and skills through performance tasks.

Overall, the findings indicate that learners` academic performance in TLE is above average, reflecting a generally positive learning outcome. However, variations in performance across grade levels suggest that continuous efforts are needed to support learners who fall within the lower performance brackets and to further enhance instructional strategies that promote higher levels of achievement.

Test of Differences and Relationships

Table 5. *Difference in TLE Teachers` Competence When Grouped According to Demographic Profile*

Test	Result	Interpretation
Demographic vs Competence	$p > 0.05$	Not Significant
Teachers` vs School Leaders Assessment	$p = 0.930$	Not Significant
Competence vs Academic Performance	$r = 0.030, p = 0.817$	Not Significant

Table 5 presents the test of difference in TLE teachers' competence in performance task development when grouped according to their demographic profile. The results reveal that all computed p-values are greater than the 0.05 level of significance, indicating that there are no significant differences in teachers' competence across all demographic variables.

This implies that teachers demonstrate a consistently high level of competence regardless of age, sex, employment status, educational attainment, teaching experience, and number of trainings attended. The findings suggest that competence in performance task development is not determined by personal or professional background alone but is influenced by a combination of factors such as instructional practices, professional engagement, and continuous learning.

Qualitative Themes

Table 6. *Summary of Emerging Themes from Semi-Structured Interviews*

Main Theme	Key Insights
Valid Performance Tasks	Alignment with competencies, use of rubrics
Implementation Challenges	Time, resources, learner differences
Teacher Competence	Reflection, feedback, student outcomes
Influence on Learning	Clear instruction, engagement, feedback
Support Needs	Training, collaboration, resources

Table 6 presents the major themes that emerged from the qualitative data gathered through semi-structured interviews with selected TLE teachers. These themes provide deeper insights into teachers' experiences, perceptions, and challenges in developing and implementing performance tasks, complementing the quantitative findings of the study.

The first theme, validity of performance tasks, highlights the importance of alignment with the Most Essential Learning Competencies (MELCs), the use of clear rubrics, and well-defined assessment criteria. Teachers emphasized that effective performance tasks must be authentic, relevant, and aligned with intended learning outcomes to ensure that learners can demonstrate their knowledge and skills meaningfully. This finding supports the quantitative results indicating high levels of competence in assessment and evaluation.

The second theme, implementation challenges, reflects the difficulties encountered by teachers in executing performance tasks. Common issues include time constraints, limited availability of materials and resources, and the need to address diverse learner abilities. Although these challenges were only slightly felt in the quantitative findings, the qualitative data reveal that they still require attention, as they can affect the quality and consistency of task implementation.

The third theme, teacher competence, emphasizes the role of reflective practice, adaptability, and continuous professional growth. Teachers acknowledged the need to improve their skills in designing and implementing performance tasks, particularly in aligning tasks with competencies and providing effective feedback. This aligns with the quantitative results showing high competence while also indicating areas for further enhancement.

The fourth theme, influence on learning, underscores the positive impact of well-designed performance tasks on learner engagement and skill development. Teachers observed that authentic and meaningful tasks encourage active participation, critical thinking, and practical application of knowledge. This supports the finding that learners generally achieved very satisfactory academic performance in TLE. Lastly, the theme of support needs highlights the importance of institutional and professional support in strengthening teachers' competence. Teachers expressed the need for more training, collaboration opportunities, and access to resources to enhance their ability to develop effective performance tasks. This

reinforces the quantitative finding that challenges, although minimal, are related to resources and professional development.

Overall, the qualitative findings provide a richer and more contextualized understanding of the study. They confirm that while TLE teachers are generally competent in performance task development, continuous support, training, and resource provision are essential to further enhance instructional practices and improve learning outcomes.

Proposed Program of Activities Based on the Results of the Study

Technology and Livelihood Education (TLE) teachers demonstrate a high level of competence in developing performance tasks across technical competence, teaching pedagogy, practical experience, communication and interpersonal skills, and assessment and evaluation. However, they also encounter manageable challenges related to instructional implementation, student engagement, and resource availability. The findings further indicate that teacher competence alone does not directly determine learners' academic performance, suggesting that other factors such as student motivation, learning environment, and instructional support may influence outcomes.

Table 7. *Proposed Program of Activities Based on the Results of the Study*

Objectives	Activities	Persons Involved	Time Frame	Expected Output
Enhance teachers' competence in designing effective performance tasks	Workshop on Performance-Based Assessment and Rubric Development	School Administrators, TLE Teachers, Assessment Experts	Beginning of School Year	Teachers develop improved performance task rubrics
Strengthen teachers' instructional strategies in facilitating hands-on learning activities	Demonstration Teaching and Peer Observation Programs	TLE Teachers, Master Teachers, School Leaders	Quarterly	Improved instructional practices and sharing of best teaching strategies
Improve teachers' ability to engage students during practical activities	Training on Student Engagement Strategies and Experiential Learning	TLE Teachers, School Leaders	First Quarter	Teachers apply innovative strategies to increase student participation
Enhance teachers' assessment literacy and feedback strategies	Seminar on Authentic Assessment and Constructive Feedback	School leaders, School Leaders, TLE Teachers	Midyear	Teachers develop more effective assessment and feedback techniques
Promote collaboration and professional learning among teachers	Professional Learning Community (PLC) Sessions focusing on Performance Task Development	TLE Teachers, School leaders	Monthly	Teachers share experiences, challenges, and best practices
Improve instructional resources and support systems	Resource Planning and Instructional Material	School Administrators, TLE Teachers	Throughout the School Year	Development of instructional materials for TLE practical activities

	Development Workshop			
Strengthen monitoring and evaluation of performance task implementation	Regular Instructional Supervision and Coaching	School Administrators, School Leaders	Every Quarter	Continuous improvement of teaching practices and performance task implementation

The proposed program of activities was developed based on the study’s findings on TLE teachers’ competence in performance task development and the challenges encountered in implementing performance-based instruction. While teachers demonstrated a high level of competence, the results underscore the need for continuous professional development and institutional support to sustain and further enhance instructional effectiveness. The program aims to strengthen teachers’ competence through professional learning, collaboration, and instructional improvement. It includes workshops on performance-based assessment and rubric development to enhance assessment literacy and ensure alignment with curriculum competencies. Collaborative activities such as demonstration teaching, peer observation, and Professional Learning Community (PLC) sessions are also incorporated to promote the sharing of effective practices. Additionally, the program focuses on improving student engagement through training on experiential learning strategies and classroom techniques. Instructional supervision and coaching are included to provide continuous feedback and support in refining teaching and assessment practices.

CONCLUSIONS

The demographic profile indicates that most TLE teachers are young, female, and in the early stages of their teaching careers, with limited experience and training in performance task development. Despite these characteristics, teachers demonstrate the capacity to effectively implement performance-based instruction. Technology and Livelihood Education (TLE) teachers demonstrate a high level of competence in developing performance tasks in terms of technical competence, teaching pedagogy, practical experience, communication and interpersonal skills, and assessment and evaluation. This indicates that teachers possess sufficient professional knowledge and instructional skills to effectively implement performance-based instruction in TLE. The challenges encountered by teachers in developing performance tasks are generally minimal and manageable, indicating that teachers are capable of addressing instructional constraints related to resources, facilities, and learner engagement. Learners demonstrate generally above-average academic performance in Technology and Livelihood Education, indicating that a large proportion of learners are able to meet the expected learning competencies in the subject. No significant differences were found in teachers’ competence when grouped according to demographic variables, and no significant difference was observed between the assessments of teachers and school leaders. Furthermore, no significant relationship was found between teachers’ competence in performance task development and learners’ academic performance, suggesting that student achievement may also be influenced by other factors such as learner motivation, engagement, and learning conditions.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. School administrators should continue to support Technology and Livelihood Education (TLE) teachers by providing professional development programs that strengthen their competence in performance task development, particularly in authentic assessment, rubric development, and performance-based instruction.

2. TLE teachers are encouraged to continuously enhance their instructional strategies by participating in seminars, workshops, and collaborative learning opportunities such as Professional Learning Communities (PLC) to further improve their competence in designing and implementing performance tasks.
3. Schools should ensure the availability of adequate instructional resources, facilities, and administrative support to sustain effective performance-based learning activities in Technology and Livelihood Education.
4. Teachers should continue to apply learner-centered instructional strategies that promote student engagement, motivation, and active participation in practical activities to further enhance learning outcomes in TLE.
5. The proposed program of activities should be implemented and periodically evaluated to strengthen teachers' competence in performance task development and support the effective implementation of performance-based instruction.
6. Future researchers are encouraged to conduct similar studies involving a larger number of schools and to explore additional variables that may influence learners' academic performance, such as student motivation, learning environment, and instructional support.

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