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FROM PROFESSIONAL LEARNING TO INSTRUCTIONAL COMPETENCE: UNDERSTANDING THE RELATIONSHIP BETWEEN PROFESSIONAL DEVELOPMENT ACTIVITIES AND TEACHING CAPABILITIES

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Abstract

This study examined the professional development and teaching competencies of Technology and Livelihood Education (TLE) teachers and the relationship between these variables. Findings revealed that teachers strongly agreed with the contributions of professional development activities, including seminars, training programs, mentorship, coaching, and workshops (M = 4.59–4.67). Similarly, teaching competencies in instructional practices, classroom management, content knowledge, assessment, lesson planning, and technology integration received high ratings (M = 4.58–4.68). Correlation analysis revealed significant positive relationships between training programs, coaching, and workshops and four teaching competency areas: classroom management, content knowledge, assessment, and lesson planning. However, seminar attendance and mentorship showed no significant relationships, while technology integration was not significantly associated with any professional development activity. These findings highlight the importance of structured, relevant, and practice-oriented professional development in relation to teachers' competencies. It is recommended that professional learning initiatives emphasize competency-based training, sustained coaching, and specialized technology integration opportunities.

INTRODUCTION

Education plays a vital role in human development and national progress by equipping individuals with the knowledge and competencies necessary for employment, lifelong learning, and meaningful participation in society. In the Philippines, the K to 12 Basic Education Curriculum seeks to prepare learners for further education, employment, and responsible citizenship. This commitment is aligned with Sustainable Development Goal 4 (SDG 4), which emphasizes inclusive and equitable quality education. Beyond academic preparation, education also contributes to social mobility and economic development by expanding opportunities for individuals to improve their quality of life (Du, 2012).

Within this framework, Technology and Livelihood Education (TLE) plays an important role in developing learners' technical competencies, work ethics, and entrepreneurial skills. As a practical and skills-oriented subject, TLE prepares learners for real-world applications and potential employment opportunities. Its effective implementation, however, depends considerably on teachers' professional competencies and their ability to translate curriculum objectives into meaningful learning experiences. TLE teachers are expected to demonstrate proficiency in instructional delivery, classroom management, subject matter expertise, lesson planning, assessment, and technology integration. These competencies are particularly important because TLE instruction involves both theoretical discussions and practical activities requiring demonstrations, performance-based tasks, and authentic assessments.

Teaching competence extends beyond subject matter knowledge to include the ability to apply professional knowledge effectively in classroom situations. Kunter et al. (2013) found that teachers' pedagogical content knowledge, enthusiasm, and self-regulatory abilities contribute to instructional quality and student outcomes. Similarly, Yang and Kaiser (2022) emphasized that professional competence involves recognizing learners' needs, interpreting classroom situations, and making appropriate instructional decisions. In the context of TLE, Ogoc (2024) reported significant relationships between teachers' competencies and students' job-related skills and attitudes, underscoring the importance of competent instruction in achieving the subject's practical learning objectives. Wacangan (2025) likewise found that experiential and demonstrative teaching approaches contribute to learner engagement and skills application, although limitations in instructional materials and equipment remain a concern.

Given the evolving demands of education and the workplace, teachers must continuously improve their professional knowledge and instructional capabilities. Professional development provides opportunities for teachers to address competency gaps, acquire updated knowledge, and improve their teaching practices. According to Kura and Kaur (2021), training needs analysis is an essential process for identifying performance gaps and determining appropriate training content and approaches. In the Philippine context, Ganal et al. (2020) emphasized the importance of identifying teachers' specific professional and pedagogical development needs before designing training programs. Similarly, Enciso (2025), using the Philippine Professional Standards for Teachers as an assessment framework, identified areas requiring further development, including research-based instruction, inclusive education, and assessment practices. These findings highlight the importance of basing professional development initiatives on teachers' actual competencies and identified needs.

The effectiveness of professional development, however, depends not only on the availability of training opportunities but also on the quality, continuity, and practical relevance of the activities. Darling-Hammond et al. (2017) emphasized the importance of professional learning in preparing teachers to employ instructional approaches that develop learners' complex skills. Kraft et al. (2018) identified instructional coaching as an effective professional development strategy, reporting positive effects on teaching practices and student achievement. In addition, Ventista and Brown (2023), in their systematic review of 125 studies, found that training courses, sustained coaching, and collaborative professional learning can contribute to improved student outcomes. More recently, Visscher et al. (2025), through a meta-analysis of 128 studies, reported an overall positive effect of in-service professional

development on student achievement, particularly when interventions incorporated coaching, collaboration, performance standards, and self-regulation. These findings suggest that professional development should be continuous, collaborative, and connected to the actual demands of classroom instruction.

Despite the potential benefits of professional development, participation in training does not automatically translate into improved teaching performance. Padillo et al. (2021) noted that professional development activities may have limited effects on classroom practices when they lack sustained engagement and follow-up support. This concern is particularly relevant to TLE instruction, where teachers must continually update their technical knowledge, pedagogical approaches, and ability to facilitate practical learning activities. Amemasor et al. (2025) further identified collaborative learning, hands-on training, continuing mentorship, and institutional support as important elements of effective professional development, particularly in strengthening teachers' competencies in technology integration. Similarly, Zhou et al. (2022) highlighted that vocational teachers develop professional competencies through formal training, workplace experiences, and learning opportunities in both academic and industry settings.

Studies specifically examining TLE teachers have also identified areas that warrant continued professional development. Galit (2025) reported that although teachers demonstrated high levels of competence in 21st-century skills, further development was necessary in critical thinking and problem-solving. Guiquing (2024) identified gaps in information and communications technology integration and instructional planning despite generally strong TLE performance. Leparto and Ponsades (2024) emphasized the importance of teacher confidence, mentorship, and collaborative support in sustaining instructional quality. Meanwhile, Dordas and Accad (2025) identified challenges involving inadequate teaching resources, laboratory facilities, and the implementation of instructional strategies for diverse learners. These findings indicate that strengthening TLE instruction requires attention to both teachers' individual competencies and the institutional support available to them.

In public junior high schools in Echague, Isabela, TLE teachers are expected to provide quality instruction that develops learners' practical and employment-related competencies. However, differences in teachers' professional backgrounds, access to development opportunities, and instructional experiences may result in varying levels of professional development and teaching competence. Assessing these dimensions is therefore necessary to identify existing strengths, determine areas requiring improvement, and establish appropriate priorities for teacher capacity-building.

Although previous studies have examined teacher professional development, teaching competencies, and TLE instructional practices, there remains a need to assess these dimensions collectively within the context of public junior high schools in Echague, Isabela. Specifically, understanding teachers' participation in professional development activities alongside their demonstrated teaching competencies can provide a more contextualized basis for identifying professional learning priorities.

In response to this need, the present study aims to assess the professional development and teaching competencies of TLE teachers in public junior high schools in Echague, Isabela. The findings will serve as the basis for developing a proposed capacity-

building program designed to address identified competency gaps, strengthen instructional practices, and improve the quality of TLE education. Ultimately, the study seeks to contribute to the continuous professional improvement of TLE teachers and the delivery of relevant, practical, and quality education

METHODS

Research Design

The study adopted a descriptive-correlational design to determine the levels of professional development and teaching competencies among TLE teachers and establish the nature and strength of the association between the two variables.

Respondents and Locale of the Study

The study involved 56 TLE teachers from the different public junior high schools in Echague, Isabela, during the School Year 2026–2027. Total enumeration sampling was employed to include all qualified TLE teachers in the participating schools.

Research Instrument

The data were collected using a structured questionnaire adopted from Salvador (2025). The instrument underwent internal consistency testing and yielded a Cronbach's alpha coefficient of 0.85, indicating good reliability. The instrument comprised two parts: Part I assessed the respondents' levels of professional development and teaching competencies; and Part III identified the challenges encountered by TLE teachers in carrying out their instructional responsibilities.

Data Gathering Procedure and Analysis

The data-gathering process commenced with securing the necessary institutional approvals. The researcher obtained endorsement from the Graduate School and subsequently sought authorization from the Division Office, as well as permission from the respective school heads. Upon approval, the researcher personally administered and retrieved the questionnaires from the selected respondents. Before data collection, the respondents were informed of the study's objectives, and their participation was obtained through informed consent. Participation was voluntary, and the confidentiality of the information provided was ensured throughout the research process.

The collected data were systematically coded, organized, and analyzed using appropriate statistical techniques aligned with the study's objectives. The weighted mean was used to determine the levels of professional development and teaching competencies of the respondents. Furthermore, the Pearson product-moment correlation coefficient (Pearson's r) was utilized to examine the strength and direction of the relationship between professional development and teaching competencies.

RESULTS AND DISCUSSION

Table 1. Level of TLE Teachers' Professional Development in terms of Seminars Attended

Items	Mean	Qualitative Description
1. It significantly improved my teaching skills through seminars.	4.75	Strongly Agree
2. It provides me practical strategies that can easily implement in my classes.	4.63	Strongly Agree
3. I interact and share my experiences with my fellow educators during the seminars.	4.41	Strongly Agree
4. I'm motivated to pursue further professional development opportunities.	4.81	Strongly Agree
5. I receive seminars aligned with the current trends in Technology and Livelihood Education.	4.75	Strongly Agree
Grand Mean	**4.67**	**Strongly Agree**

Table 1 presents the level of TLE teachers' professional development in terms of seminars attended. The findings indicate that the respondents strongly agreed that seminar participation contributed to their professional growth, particularly by motivating them to pursue further professional development opportunities, which obtained the highest mean. This suggests that seminars serve not only as avenues for acquiring new knowledge and skills but also as sources of motivation for sustained professional learning and career advancement.

The indicators pertaining to the enhancement of teaching skills and keeping abreast of current trends in Technology and Livelihood Education (TLE) both obtained a mean of 4.75. These results suggest that the seminars were perceived as relevant to strengthening instructional competencies and updating teachers' knowledge of developments in their respective fields. In contrast, interaction and experience-sharing with fellow educators received the lowest mean of 4.41, although it remained within the Strongly Agree category. This comparatively lower rating suggests that opportunities for professional collaboration and the exchange of classroom practices may warrant greater emphasis in future seminar programs.

Overall, the findings indicate that seminars are perceived as valuable components of TLE teachers' professional development, particularly in promoting continuous learning, strengthening instructional competencies, and keeping teachers informed of emerging developments in the field. However, the results also point to the need for more deliberate integration of collaborative activities and structured opportunities for sharing teaching experiences. With a grand mean of 4.67, verbally interpreted as Strongly Agree, the findings reflect a favorable assessment of seminars as a means of supporting teachers' continuing professional growth.

Table 2. Level of TLE Teachers' Professional Development in terms of Training Program

Items	Mean	Qualitative Description
1. I attended Training programs that enhanced my teaching capabilities.	4.69	Strongly Agree

2.	The training programs provide me with modern teaching techniques that I can use in the classroom.	4.56	Strongly Agree
3.	I feel more self-assured in implementing new teaching strategies after participating in the training programs.	4.66	Strongly Agree
4.	I see that trainers conducting the programs are experienced and deliver the content effectively	4.66	Strongly Agree
5.	I know that the training received is in alignment and designed with the emerging trends in Technology and Livelihood Education.	4.72	Strongly Agree
	Grand Mean	**4.66**	Strongly Agree

Table 2 presents the level of TLE teachers' professional development in terms of training programs. The findings reveal that the alignment of training programs with emerging trends in Technology and Livelihood Education obtained the highest mean, indicating that teachers strongly agreed that these programs addressed relevant developments in their field. This highlights the perceived importance of training opportunities in keeping teachers' knowledge and competencies responsive to changes in TLE education. The enhancement of teaching capabilities ranked next, suggesting that participation in training programs was also perceived as beneficial in strengthening teachers' professional and instructional skills.

Meanwhile, confidence in implementing new teaching strategies and the perceived experience and effectiveness of trainers both obtained a mean of 4.66. These findings underscore the importance of relevant training content and competent facilitators in supporting teachers' readiness to adopt and implement improved instructional practices. In comparison, the provision of modern teaching techniques received the lowest mean of 4.56, although it was still verbally interpreted as Strongly Agree. This comparatively lower rating suggests the need to place greater emphasis on practical demonstrations, updated instructional approaches, and hands-on activities that teachers can directly apply in their TLE classrooms.

The grand mean of 4.66, verbally interpreted as Strongly Agree, reflects the respondents' favorable assessment of training programs as opportunities for continuous professional learning and improvement.

Table 3. Level of TLE Teachers' Professional Development in terms of Mentorship

	Items	Mean	Qualitative Description
1.	I feel confident in teaching the subject matter as a result of mentorship.	4.78	Strongly Agree
2.	I feel that my mentor is readily available to assist me when needed	4.50	Strongly Agree
3.	It improves my student engagement and performance due to mentorship.	4.56	Strongly Agree
4.	I feel that mentorship helps me integrate new educational technologies into my teaching.	4.47	Strongly Agree
5.	I supported my mentor in addressing teaching challenges.	4.63	Strongly Agree
	Grand Mean	**4.59**	**Strongly Agree**

Table 3 presents the level of TLE teachers' professional development in terms of mentorship. The findings reveal that teachers' confidence in teaching the subject matter as a result of mentorship obtained the highest mean. This indicates that mentoring relationships are perceived to play an important role in strengthening teachers' confidence in delivering instruction. The result highlights the value of guidance and professional support in helping teachers develop greater assurance in their teaching responsibilities.

The item concerning mentors' support in addressing teaching challenges ranked next, suggesting that mentorship also provides opportunities for professional collaboration, knowledge-sharing, and the exchange of practical solutions to classroom-related concerns. In contrast, the integration of new educational technologies into teaching received the lowest mean, although it was still verbally interpreted as Strongly Agree. This comparatively lower rating points to an area that may require greater attention, particularly in providing teachers with more focused guidance on the selection and effective use of educational technologies in TLE instruction.

These findings suggest that although mentorship is perceived as valuable in strengthening instructional confidence and collaborative problem-solving, mentoring initiatives could be further enhanced through more accessible and targeted support. With a grand mean of 4.59, verbally interpreted as Strongly Agree, the results indicate a favorable assessment of mentorship as a component of TLE teachers' professional development.

Table 4. Level of TLE Teachers' Professional Development in terms of Coaching

Items	Mean	Qualitative Description
1. It improved my instructional skills through coaching	4.63	Strongly Agree
2. I appreciate the personal and professional support provided through coaching	4.69	Strongly Agree
3. I received constructive feedback from my coach on my performance to improve my teaching	4.63	Strongly Agree
4. I believe that coaching has contributed to a positive change in my teaching approach	4.56	Strongly Agree
5. I perceive coaching as a beneficial tool for ongoing professional development	4.59	Strongly Agree
Grand Mean	**4.62**	**Strongly Agree**

Table 4 presents the level of TLE teachers' professional development in terms of coaching. The findings reveal that teachers' appreciation of the personal and professional support provided through coaching obtained the highest mean. This suggests that coaching is valued not only as a means of improving instructional performance but also as a source of encouragement, guidance, and professional support.

The indicators concerning the improvement of instructional skills and the receipt of constructive feedback both obtained a mean of 4.63. These results indicate that coaching provides teachers with opportunities to reflect on their instructional practices, receive feedback, and identify areas requiring improvement. Meanwhile, the perceived benefits of

coaching for continuous professional development obtained a mean of 4.59, while its contribution to positive changes in teaching approaches received the lowest mean of 4.56. Although all indicators were verbally interpreted as Strongly Agree, the relatively lower rating for changes in teaching approaches suggests that translating coaching experiences into actual instructional improvements may require more deliberate and sustained support.

Overall, the grand mean of 4.62, verbally interpreted as Strongly Agree, indicates that coaching is positively perceived as an important component of TLE teachers' professional development, particularly in providing instructional guidance and supporting continuous professional improvement.

Table 5. Level of TLE Teachers' Professional Development in terms of Workshops

Items	Mean	Qualitative Description
1. I believe that workshops have significantly enhanced my teaching skills.	4.63	Strongly Agree
2. I find that workshops offer valuable opportunities for hands-on learning.	4.66	Strongly Agree
3. The workshop improved my ability to demonstrate practical skills and competencies to learners	4.69	Strongly Agree
4. I appreciate the interactive nature of workshops and the chance to engage with peers.	4.69	Strongly Agree
5. I realize that workshops have encouraged innovative thinking in my teaching methods.	4.69	Strongly Agree
Grand Mean	**4.67**	**Strongly Agree**

Table 5 presents the level of TLE teachers' professional development in terms of workshops. The findings reveal that three indicators obtained the highest mean of 4.69: the improvement of teachers' ability to demonstrate practical skills and competencies to learners, appreciation of interactive activities and peer engagement, and encouragement of innovative thinking in teaching methods. These results suggest that workshops are particularly valued for providing opportunities to strengthen practical instructional abilities, exchange professional experiences, and explore creative approaches to teaching.

The availability of hands-on learning opportunities had a mean of 4.66, while the perceived enhancement of teaching skills obtained a mean of 4.63. These findings further indicate that workshops are regarded as relevant avenues for developing instructional competencies through active participation and practical engagement. Although all indicators were verbally interpreted as Strongly Agree, the results highlight the importance of designing workshop activities that extend beyond theoretical discussions and provide meaningful opportunities for skills practice, collaborative problem-solving, and the development of innovative instructional materials.

Such opportunities are particularly relevant to Technology and Livelihood Education, where effective instruction requires teachers to demonstrate procedures, facilitate skills-based activities, and guide learners in performing practical tasks. Overall, the grand mean of 4.67, verbally interpreted as Strongly Agree, indicates that workshops are favorably perceived as an

important component of TLE teachers' professional development, particularly in strengthening the practical and innovative dimensions of their instructional competencies.

Table 6. Level of Teaching Competencies of TLE Teachers in terms of Instructional Competency

Items	Mean	Qualitative Description
1. I clearly communicate lesson objectives to learners.	4.78	Strongly Agree
2. I use varied instructional strategies suited to different learning styles.	4.41	Strongly Agree
3. I encourage learners to develop critical thinking and problem-solving skills.	4.72	Strongly Agree
4. I create an inclusive and supportive learning environment for all learners.	4.69	Strongly Agree
5. I manage instructional time effectively to maximize learning.	4.44	Strongly Agree
Grand Mean	**4.61**	**Strongly Agree**

Table 6 presents the level of teaching competencies of TLE teachers in terms of instructional competency. The findings reveal that clearly communicating lesson objectives to learners obtained the highest mean, indicating that teachers strongly agreed that they establish clear learning expectations and provide learners with appropriate direction before engaging in classroom activities. This was followed by encouraging learners to develop critical thinking and problem-solving skills and creating an inclusive and supportive learning environment. These results suggest that teachers place considerable emphasis on establishing instructional clarity, promoting higher-order thinking, and maintaining a positive classroom environment.

In contrast, the use of varied instructional strategies suited to learners' diverse needs received the lowest mean, followed by effective instructional time management. Although both indicators were still verbally interpreted as Strongly Agree, their comparatively lower ratings point to areas that may benefit from further professional development. This is particularly relevant to TLE instruction, where teachers must balance lesson discussions, practical demonstrations, hands-on activities, and performance-based assessments within the available instructional time.

Overall, the grand mean of 4.61, verbally interpreted as Strongly Agree, indicates that TLE teachers positively assess their instructional competencies, particularly in communicating learning expectations, promoting critical thinking, and establishing supportive learning environments.

Table 7 presents the level of teaching competencies of TLE teachers in terms of classroom management. The findings reveal that consistently and fairly enforcing classroom rules obtained the highest mean, indicating that teachers strongly agreed that they establish and implement behavioral expectations to maintain an organized and conducive learning environment. This was followed by maintaining a positive and orderly classroom atmosphere and employing proactive strategies to prevent disruptive behavior. These results suggest that

teachers recognize the importance of establishing clear behavioral standards and implementing preventive measures to ensure the smooth conduct of classroom activities.

Table 7. Level of Teaching Competencies of TLE Teachers in terms of Classroom Management

Items	Mean	Qualitative Description
1. I enforce classroom rules consistently and fairly.	4.69	Strongly Agree
2. I maintain a positive and orderly classroom atmosphere.	4.63	Strongly Agree
3. I use proactive strategies to prevent disruptive behavior.	4.59	Strongly Agree
4. I foster mutual respect between learners and myself.	4.50	Strongly Agree
5. I ensure learners remain engaged and focused during learning activities.	4.56	Strongly Agree
Grand Mean	**4.59**	Strongly Agree

In contrast, fostering mutual respect between teachers and learners received the lowest mean, although it remained within the Strongly Agree category. This comparatively lower rating suggests an area for further improvement, particularly in strengthening teacher-learner relationships and promoting meaningful learner engagement. Such considerations are especially important in TLE classes, where the use of shared equipment, collaborative tasks, practical demonstrations, and workshop-based activities require cooperation, mutual respect, and adherence to established safety procedures.

Overall, the grand mean of 4.59, verbally interpreted as Strongly Agree, indicates that TLE teachers positively assess their classroom management competencies, particularly in establishing behavioral expectations and maintaining an orderly learning environment.

Table 8. Level of Teaching Competencies of TLE Teachers in terms of Content Knowledge

Items	Mean	Qualitative Description
1. I demonstrate mastery of the TLE subject matter that I teach.	4.53	Strongly Agree
2. I keep myself updated with current developments in TLE and related fields.	4.44	Strongly Agree
3. I integrate current tools, equipment, and technology relevant to my specialization.	4.53	Strongly Agree
4. I explain concepts and skills in ways that are understandable to learners.	4.66	Strongly Agree
5. I encourage learners to explore and deepen their understanding of TLE concepts	4.72	Strongly Agree
Grand Mean	**4.58**	Strongly Agree

Table 8 presents the level of teaching competencies of TLE teachers in terms of content knowledge. The findings reveal that encouraging learners to explore and deepen their understanding of TLE concepts obtained the highest mean. This indicates that teachers strongly agreed that they promote active engagement with subject matter and provide

opportunities for learners to develop a deeper understanding of the concepts and skills covered in their respective specializations. This was followed by explaining concepts and skills in ways that learners can understand, suggesting that teachers also recognize the importance of presenting subject matter in an accessible and comprehensible manner.

In contrast, keeping abreast of current developments in TLE and related fields received the lowest mean, although it was still verbally interpreted as Strongly Agree. This comparatively lower rating suggests the need to strengthen teachers' access to current industry practices, emerging technologies, updated technical standards, and innovations relevant to their respective specializations. Such developments are particularly important in TLE, where instructional content and practical competencies must remain responsive to evolving workplace requirements and industry expectations.

The grand mean of 4.58, verbally interpreted as Strongly Agree, indicates that TLE teachers positively assess their content knowledge, particularly in promoting learners' understanding of subject matter and explaining concepts and skills effectively.

Table 9. Level of Teaching Competencies of TLE Teachers in terms of Assessment

Items	Mean	Qualitative Description
1. I use varied assessment tools to measure student learning outcomes.	4.69	Strongly Agree
2. I use performance-based assessment appropriate for TLE competencies.	4.63	Strongly Agree
3. I provide timely and constructive feedback to help learners improve.	4.72	Strongly Agree
4. I design assessments that measure higher-order thinking and practical skills.	4.72	Strongly Agree
5. I adjust assessment methods to address learners' diverse needs and abilities.	4.66	Strongly Agree
Grand Mean	**4.68**	Strongly Agree

Table 9 presents the level of teaching competencies of TLE teachers in terms of assessment. The findings reveal that providing timely and constructive feedback to help learners improve and designing assessments that measure higher-order thinking and practical skills both obtained the highest mean. These results indicate that teachers strongly agreed on the importance of using assessment not merely to determine learners' levels of achievement but also to provide meaningful feedback that supports learning improvement and evaluates the application of acquired knowledge and skills. This reflects an understanding of assessment as an integral component of instruction that informs both learner progress and instructional decisions.

On the other hand, the use of performance-based assessments appropriate to TLE competencies received the lowest mean, although it remained within the Strongly Agree category. This comparatively lower rating suggests an area for further professional development, particularly in designing authentic performance tasks, developing clear competency-based rubrics, and ensuring alignment between assessment activities and the practical requirements of TLE instruction.

Meanwhile, the grand mean of 4.68, verbally interpreted as Strongly Agree, indicates that TLE teachers positively assess their competencies in evaluating learner performance and progress, particularly in providing constructive feedback and designing assessments that measure higher-order thinking and practical skills.

Table 10. Level of Teaching Competencies of TLE Teachers in terms of Lesson Planning

Items	Mean	Qualitative Description
1. I prepare lesson plans aligned with the Most Essential Learning Competencies (MELCs).	4.69	Strongly Agree
2. I design learning activities that are appropriate to students' level and context.	4.59	Strongly Agree
3. I incorporate learner-centered strategies in planning my lessons.	4.69	Strongly Agree
4. I plan lessons that integrate both theory and hands-on practice.	4.66	Strongly Agree
5. I prepare instructional materials and resources ahead of time to support learning.	4.69	Strongly Agree
Grand Mean	**4.66**	Strongly Agree

Table 10 presents the level of teaching competencies of TLE teachers in terms of lesson planning. The findings reveal that preparing lesson plans aligned with the Most Essential Learning Competencies (MELCs), incorporating learner-centered strategies, and preparing instructional materials and resources ahead of time all obtained the highest mean. These results indicate that teachers strongly agreed that effective lesson planning involves alignment with prescribed learning standards, consideration of learners' needs, and adequate preparation of instructional resources. Such practices reflect the importance of systematic planning in ensuring that instructional activities are purposeful, organized, and responsive to the intended learning outcomes.

On the other hand, designing learning activities appropriate to students' levels and contexts received the lowest mean, although it remained within the Strongly Agree category. This comparatively lower rating suggests an opportunity to further strengthen the contextualization and differentiation of learning activities to accommodate variations in learners' abilities, available resources, and practical learning environments.

Nevertheless, the grand mean of 4.66, verbally interpreted as Strongly Agree, indicates that TLE teachers positively assess their competencies in planning organized and learner-centered skills lessons.

Table 11. Level of Teaching Competencies of TLE Teachers in terms of Technology in Teaching

Items	Mean	Qualitative Description
1. I use multimedia resources (videos, audio, interactive materials) to support lesson delivery.	4.19	Agree
2. I use educational software and digital applications to enhance learning.	4.59	Strongly Agree

3.	I use technology to create engaging presentations and learning tasks.	4.72	Strongly Agree
4.	I use online or digital tools to assess learners and monitor progress.	4.63	Strongly Agree
5.	I promote a technology-supported learning environment that encourages collaboration.	4.78	Strongly Agree
	Grand Mean	**4.58**	**Strongly Agree**

Table 11 presents the level of teaching competencies of TLE teachers in terms of the use of technology in teaching. The findings reveal that promoting a technology-supported learning environment that encourages collaboration obtained the highest mean. This indicates that teachers strongly agreed on the importance of integrating technology to facilitate interaction, collaboration, and active learner participation. This was followed by using technology to develop engaging presentations and learning tasks, suggesting that digital tools are also recognized as valuable resources for enhancing lesson delivery and learner engagement.

The use of online or digital tools to assess learners and monitor their progress obtained a mean of 4.63, while the use of educational software and digital applications received a mean of 4.59. These results suggest that teachers recognize the value of technology in supporting instructional delivery, facilitating assessment, and promoting learner participation. In contrast, the use of multimedia resources, such as videos, audio recordings, and interactive materials, obtained the lowest mean of 4.19, verbally interpreted as Agree. This indicates a potential area for improvement in integrating diverse multimedia resources into classroom instruction.

Nonetheless, the grand mean of 4.58, verbally interpreted as Strongly Agree, indicates that TLE teachers positively assess their competencies in integrating technology into teaching, although multimedia utilization remains an area for further enhancement.

Table 12. Relationship between Levels of Teaching Competencies and Professional Development

Teaching Competencies	Seminar Attended		Training Program		Mentorship		Coaching		Workshop	
	r-value	p-value	r-value	p-value	r-value	p-value	r-value	p-value	r-value	p-value
1. Classroom Management	.211	.246	.621*	<.001	.317	.077	.728*	<.001	.801*	<.001
2. Content Knowledge	.153	.403	.694*	<.001	.221	.225	.677*	<.001	.757*	<.001
3. Assessment Method	.176	.336	.659*	<.001	.241	.183	.612*	<.001	.703*	<.001
4. Lesson Planning	.276	.127	.672*	<.001	.312	.083	.711*	<.001	.690*	<.001
5. Technology in Teaching	.040	.828	.168	.358	.009	.961	.072	.694	.158	.388

The findings in Table 12 reveal that the relationship between teachers' professional development and teaching competencies varies according to the nature of the development activity. Training programs, coaching, and workshops demonstrated statistically significant

positive relationships with four competency areas: classroom management, content knowledge, assessment methods, and lesson planning. Among these activities, workshops exhibited the strongest observed correlations, particularly with classroom management ($r=.801$, $p<.001$), followed by content knowledge ($r=.757$, $p<.001$), assessment methods ($r=.703$, $p<.001$), and lesson planning ($r=.690$, $p<.001$). Similarly, training programs and coaching demonstrated moderate to strong positive associations across these competency areas. These results suggest that structured and practice-oriented professional development activities are associated with higher levels of teaching competencies, particularly in the areas of instructional delivery and classroom practice.

These findings are supported by previous studies highlighting the contribution of relevant professional development activities to specific teaching competencies. For instance, Sacote-Labadan and Tantiado (2025) reported a strong positive relationship between professional development activities and teachers' classroom management practices, which reinforced the observed association between workshops, coaching, and classroom management. Similarly, Jusayan et al. (2012) found that participation in a certificate training program significantly improved teachers' content knowledge, teaching, and assessment skills. In addition, Christoforidou et al. (2021) demonstrated that structured professional development positively influenced teachers' assessment competencies. The findings of Loquias (2026) further support this relationship, as the study established a significant positive association between professional development and instructional practices, particularly lesson planning. Collectively, these studies suggest that professional development activities that provide relevant knowledge, practical experiences, and opportunities to improve instructional practices are closely associated with teachers' professional competencies.

In contrast, seminar attendance and mentorship did not demonstrate statistically significant relationships with any of the teaching competency areas. This suggests that professional development participation alone may not be sufficient to correspond with improved teaching competencies, particularly when the activities do not directly address specific instructional needs or provide opportunities for practical application.

Notably, technology in teaching was the only competency area that did not exhibit a statistically significant relationship with any of the five professional development activities. This finding suggests that participation in seminars, training programs, mentorship, coaching, and workshops may not necessarily translate into competencies in educational technology integration.

Overall, the findings underscore the importance of the relevance, structure, and practical orientation of professional development activities in relation to teachers' competencies. While workshops, coaching, and training programs demonstrated significant associations with several instructional competencies, the results also highlight the need to strengthen technology-focused professional learning opportunities. These findings imply that professional development initiatives should move beyond participation-based approaches and place greater emphasis on competency-specific learning experiences that respond to the actual instructional demands of teachers.

CONCLUSION AND FUTURE WORKS

The findings indicate that TLE teachers positively assess their professional development experiences and teaching competencies. However, significant relationships were observed only between training programs, coaching, and workshops and selected teaching competency areas, which highlight the importance of relevant and practice-oriented professional learning opportunities. The absence of significant relationships involving technology integration further emphasizes the need for specialized professional development in this area. Future research may employ longitudinal and intervention-based approaches to examine how professional development translates into actual classroom practices and improved learner outcomes, particularly in technology integration and other competency areas requiring further development.

CONFLICT OF INTEREST

The author declares no conflict of interest regarding the conduct of this study, its analysis, and the publication of its findings. No financial, personal, or professional relationships influenced the research process or the interpretation and reporting of the results.

DECLARATION OF AI USE

The author declares the use of ChatGPT and Grammarly solely for grammar checking and language improvement. These tools were not used to generate research data, conduct data analysis, or interpret the findings. The author takes full responsibility for the accuracy, integrity, and final content of the manuscript.

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