

Adaptive Behaviors and Pedagogical Soft Skills of Technology and Livelihood Education Teachers and Competency Skills in the Initial Implementation of Matatag Curriculum

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Abstract—This study determines the level of adaptive behaviors of TLE teachers which include instructional flexibility, professional development and technological adaptation. It also recognizes the level of pedagogical soft skills which include the communication skills, motivational techniques, time management, adaptability and classroom management of TLE teachers' and its relationship to the competency skills in terms of mastery of content, instructional skills, ICT integration and assessment and evaluation. In the implementation of MATATAG curriculum. This study used a survey questionnaire with set of structured questions using Likert scale to determine the relationship of adaptive behavior and pedagogical soft skills to the competency skills of TLE teachers in the implementation of MATATAG curriculum. The respondents of the study were the (92) Public TLE Teachers in San Pedro City, Laguna for the Academic Year 2024-2025. The level of adaptive behavior in terms of instructional flexibility and professional development obtained a high rating while technological adaptation determined a moderately high rating. On the other hand, the level of pedagogical soft skills is also determined, motivational techniques and classroom management obtained a very high rating while communication skills, time management, and adaptability acquired a high rating. Lastly, the level of competency skills is determined, in terms of instructional skills, ICT integration and assessment and evaluation obtained a very high rating while mastery of content obtained a high rating. There is a significant relationship between adaptive behavior and the competency skills of TLE teachers in the initial implementation of the MATATAG curriculum. Based on the findings the null hypothesis was partially rejected, since technological adaptation has no significant correlation to some indicators of competency skills. This means that while integrating technology is important, it must be paired with structured training and strategies for it to be effective. The study found that various pedagogical soft skills, generally have a significant positive relationship to the competency skills of TLE teachers. Therefore, the null hypothesis was rejected. This implies that a teacher who communicate effectively, properly time management, setting clear goals, using and adapting different motivational techniques, managing classroom effectively as align to the needs of the students. Based on these results, it is suggested that the school may create training workshops that capacitate teachers in strengthening skills and behaviors that align with competency skills needed in MATATAG curriculum through peer to peer mentoring, focal group discussion, LAC session.

Keywords— Adaptive behavior, Pedagogical soft skills, Competency skills, TLE teachers, MATATAG curriculum.

I. INTRODUCTION

Philippine education system vision to resolve the educational crisis in the country by revising, adding and modifying the curriculum itself. It is evident that, transformative changes happen in the educational system.

A fundamental change is transforming the education system because it seeks alignment with international educational standards for basic education. The essential change will be achieved by focusing carefully on curriculum development which provides content that corresponds to national and worldwide learning requirements (Department of Education, 2019; Department of Education, 2023a). The current curriculum structure is represented by the Philippine educational system, which is known as MATATAG.

TLE is an essential subject that aims to provide students with practical and livelihood skills. It plays a vital part in promoting economic independence and preparing students for challenges they will encounter in the real world. However, the skills and preparedness of TLE teachers play a major role in the curriculum's successful implementation.

Valera et al. (2022) argues that soft skills can be integrated into the classroom, giving teachers the ability to express themselves when they don't comprehend something. Teaching soft skills in the classroom can lead to increased performance with students, can lead students to be invested in their own learning and use critical thinking can help students make connections to their learning.

Teacher's behavior denotes the observable behaviors which manifest from teaching activities aimed at facilitating student learning. Different teaching methods enable students or groups of students to learn more effectively. Beyond the teaching methods employed by the teachers, the student performance demonstrates different learning outcomes. Teachers plays a vital role to create motivational learning spaces for students to reach their academic goals. From the implementation of the MATATAG curriculum, teachers find ways and means to adapt with the new concepts. This examines teacher's adaptive behavior and skills as response to the new challenges.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to determine the adaptive behaviors and pedagogical soft skills of TLE teachers' and its relationship to the competency skills in the initial implementation of MATATAG curriculum.

Specifically, it sought to answer the following questions.

1. What is the level of adaptive behaviors of TLE teachers in the initial implementation of MATATAG curriculum in terms of:
 - 1.1 instructional flexibility;
 - 1.2 professional development and;
 - 1.3 technological adaptation?
2. What is the level of pedagogical soft skills of TLE teachers in the initial implementation of MATATAG curriculum in terms of:
 - 2.1 communication skills;
 - 2.2 motivational techniques;
 - 2.3 time management,
 - 2.4 adaptability; and
 - 2.5 classroom management?
3. What is the level of competency skills of TLE teachers in the initial implementation of MATATAG curriculum in terms of:
 - 3.1 mastery of content;
 - 3.2 instructional skills;
 - 3.3 ICT integration and;
 - 3.4 assessment and evaluation?
4. Is there a significant relationship between adaptive behavior and competency skills of TLE teachers in the initial implementation of MATATAG curriculum.?
5. Is there a significant relationship between pedagogical soft skills and competency skills of TLE teachers in the initial implementation of MATATAG curriculum.?

II. METHODOLOGY

This study used a survey questionnaire with set of structured questions using Likert scale to determine the relationship of adaptive behavior and pedagogical soft skills to the competency skills of TLE teachers in the implementation of MATATAG curriculum. The respondents of the study were the (92) Public TLE Teachers in San Pedro City, Laguna for the Academic Year 2024-2025.

III. RESULTS AND DISCUSSION

This part dealt with the presentation, analysis and interpretation of the data which also provides citations to support the researcher's claims.

Level of Adaptive Behaviors of TLE Teachers in the Initial Implementation of MATATAG Curriculum

The MATATAG curriculum implemented in the Philippines which serves to enhance teaching techniques and educational delivery methods. The curriculum targets skill and knowledge advancement for student preparedness to resolve real-world problems.

In this study, adaptive behaviors of TLE Teachers in the initial implementation of MATATAG curriculum was described in terms of Instructional Flexibility, Professional

Development, and Technological Adaptation and was determined by the mean and standard deviation.

As reflected in Table 1, a high level of adaptability in terms of instructional flexibility was manifested among TLE teachers supported by the grand $M=4.20$, $SD=0.63$. This indicates that teachers are committed in aligning their lesson plans with the current curriculum to ensure its relevance and efficiency. They also demonstrate flexibility as they adapt various teaching methods and adjust instructional delivery based on students learning pace.

In support of the findings, teachers use instructional flexibility to modify their instructional methods as well as their assessment methods so they can meet various student learning needs. By adopting instructional flexibility TLE teachers ensures that all students regardless of their learning differences are given equal and meaningful opportunities that are essential for their learning needs Tomlinson (2014).

TABLE 1. Level of Adaptive Behaviors of TLE Teachers in the Initial Implementation of MATATAG Curriculum in terms of Instructional Flexibility

STATEMENT	Mean	SD	Remarks
I often modify my lesson plans to align with the demands of the MATATAG curriculum.	4.38	0.59	Highly Adaptive
I can easily adapt to different teaching methods to cater the students with different learning styles.	4.12	0.70	Adaptive
I often provide timely feedback to students to help them improve their performance.	4.23	0.63	Highly Adaptive
I am flexible enough to adjust instructional delivery based on the varying pace of students learning.	4.05	0.65	Adaptive
I can adjust my teaching approach when introducing new and complex topic in TLE.	4.22	0.50	Highly Adaptive
Grand Mean			4.20
SD			0.63
Verbal Interpretation			High

Teachers demonstrate the student's improvement cultivation through reactive teaching adjustments for new or complex topics and quick feedback provision to students. The results show TLE teachers demonstrate advanced instructional flexibility because it supports successful implementation of MATATAG curriculum and various learning requirements.

Table 2 presents a high level of adaptability in terms of professional development is manifested among TLE teachers supported by the grand $M=3.53$, $SD=0.88$. This means that the teachers can adjust their teaching strategies and techniques to adopt in MATATAG curriculum. Likewise, teachers can enhance their planning methods while integrating inclusive materials during professional development opportunities which include workshops seminars and in-service trainings. These training opportunities enable them to implement diverse interventions that meet different learning needs. Through such teaching experiences, teachers can develop stronger instructional competencies which revise classroom practices toward innovative and sensitive educational method.

For instance, Cogling (2017) asserts that training programs helped teachers develop capable resource management skills throughout the educational process including lesson planning and delivery, as well as development of multifunctional materials and interventions for different learning preferences.

From that study training programs serve as fundamental tools which improve teachers' resource management capabilities that is essential for their educational journey from creating lessons to providing instruction and creating flexible educational materials

TABLE 2. Level of Adaptive Behaviors of TLE Teachers in the Initial Implementation of MATATAG Curriculum in terms of Professional Development

STATEMENT	Mean	SD	Remarks
I am confident in adapting my teaching strategies to align in MATATAG curriculum.	3.98	0.71	Adaptive
I am satisfied with the support provided by the school administration in pursuing continuous professional development for the MATATAG curriculum	3.48	1.04	Adaptive
I am comfortable in integrating new methods introduced by MATATAG curriculum.	3.57	0.86	Adaptive
I feel that the provided quality of professional development programs in the implementation of the MATATAG curriculum is enough.	3.03	0.84	Moderately Adaptive
The programs of professional development help me to adjust my teaching practices to the MATATAG curriculum.	3.60	0.66	Adaptive
Grand Mean		3.53	
SD		0.88	
Verbal Interpretation		High	

Moreover, the professional development programs also assist them in refining their teaching practices to align with the current curriculum. They also agreed that they experience at ease in integrating the new methods that the MATATAG curriculum has provided. In summary the result implied that TLE teachers are shown high level of professional development which is very important in adopting to the new methods to align with the current curriculum.

TABLE 3. Level of Adaptive Behaviors of TLE Teachers in the Initial Implementation of MATATAG Curriculum in terms of Technological Adaptation

STATEMENT	Mean	SD	Remarks
I often use technology in my lesson under the MATATAG curriculum.	4.17	0.71	Adaptive
I received training on the use of technology for the MATATAG curriculum.	2.54	0.67	Less Adaptive
I integrate internet-based resources into my lessons.	3.83	0.56	Adaptive
Technological resources are available in our school to support the MATATAG curriculum.	2.41	0.63	Less Adaptive
I am confident in guiding my students to use technology tools effectively for learning.	3.71	0.65	Adaptive
Grand Mean		3.33	
SD		0.97	
Verbal Interpretation		Moderately High	

As displayed by Table 3, a moderately high level of adaptability in terms of technological adaptation was manifested among TLE teachers supported by the grand (M=3.33, SD=0.97). The statement number 1, 3 and 5 obtained an Adaptive verbal interpretation, this implied that technology is one of the most essential tools and frequently used instructional material in integrating the lesson most especially in the current curriculum. They also used internet-

based resources to enhance the teaching and learning process inside the classroom and it can also show the creativity of a teachers in making their instructional materials that really fit to improve the learners. While statement number 2 and 4 attained a Less Adaptive verbal interpretation which means that some of the teachers did not received enough or not participated in any training related to the MATATAG curriculum. Teachers need additional professional training along with proper assistance to implement technological requirements within the curriculum framework. There are also some school that has inadequate digital tools and equipment and insufficient infrastructure to execute effective teaching methods and student learning activities associated with the MATATAG curriculum properly.

To sum up, the result meant that TLE Teachers exhibit a moderately high level of technological adaptation. Despite of actively using technology into their lessons and being comfortable mentoring students, TLE teachers encounter several challenges because of a lack of training and limited access to technological resources. The successful integration of technology into the MATATAG curriculum may be improved by filling these gaps with better training programs and a better utilization of available resources.

Level of Pedagogical Soft Skills of TLE Teachers in the Initial Implementation of MATATAG Curriculum

TLE teachers' pedagogical soft skills will influence MATATAG Curriculum implementation during its first phase because these competencies embrace educational change while sustaining student relationships for effective instruction. Valera et.al 2022 indicates that, soft skills should be taught by teachers to help them convey their misunderstandings to students during lessons. Students should use interactive learning methods which enable them to communicate through project-based work.

To be effectively integrated, the MATATAG Curriculum must be implemented with pedagogical soft skills. Soft skills help TLE teachers adapt while enhancing their classroom management and peer collaboration while solving problems creatively and aiding students emotionally to integrate technology for successful implementation of the new curriculum.

In this study, pedagogical soft skills of TLE Teachers in the initial implementation of MATATAG curriculum was described in terms of Communication skills, Time management, Motivational techniques, Adaptability and Classroom management was determined by the mean and standard deviation.

As presented in Table 4, a high level of pedagogical soft skills in terms of communication skills was manifested among TLE teachers supported by the grand M=4.17 and SD=0.54. This indicated that the teacher always give emphasis on the positive feedback to the students especially on their progress with MATATAG curriculum tasks, so it will help to boost the confidence of the students, motivate and encourage them to stay engaged in learning.

The study conducted by Khan et al. (2017) defines that, communication as the way people share their thoughts with others. A teacher must master effective communication skills

for their students to achieve academic success. The ability to communicate well allows teachers to both support their students and reach their career aims. The quality of teacher communication with students enables better student learning and avoids confusion that results from classroom instruction.

TABLE 4. Level of Pedagogical Soft Skills of TLE Teachers in the Initial Implementation of the MATATAG Curriculum in terms of Communication Skills

STATEMENT	Mean	SD	Remarks
I am effectively communicating the goals of the MATATAG curriculum to my students.	4.13	0.56	Proficient
I often use appropriate language to explain the concepts of the MATATAG curriculum.	4.16	0.59	Proficient
I provide instructions for activities or projects related to the MATATAG Curriculum.	4.07	0.50	Proficient
I use different strategies to overcome communication barriers inside the classroom.	4.22	0.51	Highly Proficient
I always provide positive feedback to students on their progress with MATATAG curriculum tasks.	4.27	0.51	Highly Proficient
Grand Mean		4.17	
SD		0.54	
Verbal Interpretation		High	

The teachers used different learning techniques and strategies to ensure that the students are clearly understand the lesson and instruction inside the classroom so they can conquer the communication challenges they might encounter inside the classroom. They also used relevant language that is suitable to the students learning needs and to ensures that the students are completely understand and utilize the concepts covered by MATATAG curriculum, while also fostering a more effective, inclusive, and engaging learning environment. In totality, the result meant that TLE teachers obtained a high level of communication skills. Teachers have the abilities to interact with students in an effective manner, especially when it comes to giving constructive feedback and effective communication when giving instruction as well as explaining the concepts of MATATAG curriculum.

TABLE 5. Level of Pedagogical Soft Skills of TLE Teachers in the Initial Implementation of the MATATAG Curriculum in terms of Motivational Techniques

STATEMENT	Mean	SD	Remarks
I often set clear learning goals for my students concerning the MATATAG curriculum.	4.22	0.52	Highly Proficient
I use different motivational techniques to stimulate the interest of my students.	4.27	0.59	Highly Proficient
I encourage my students to participate and be engaged during lessons.	4.29	0.58	Highly Proficient
I frequently provide feedback to motivate students.	4.12	0.60	Highly Proficient
I use different learning methods to maintain students' interest throughout the lessons.	4.16	0.49	Highly Proficient
Grand Mean		4.21	
SD		0.57	
Verbal Interpretation		Very High	

As shown by Table 5, a very high level of pedagogical soft skills in terms of motivational techniques was manifested

among TLE teachers supported by the grand ($M=4.21$, $SD=0.57$). It means that the teachers create an interactive and meaningful learning environment to encourage the students to get involved and participated inside the classroom. Furthermore, the teacher is essential in encouraging the pupils throughout their education. They establish positive learning environment and interactive strategies to encouraged and motivate the students. Setting the clear learning objectives can also help the students to understand the purpose of the lesson. TLE teacher used positive reinforcement to inspired and recognized students' effort through praises and simple encouragement and it can be a good imitation when it comes to motivational techniques.

Hence, Tambong (2025) stated that, when teachers offer motivational support, they can substantially boost student learning while simultaneously increasing their self-confidence. Teacher has a huge part in motivating and support the students to take part in class discussion, activities as well as in different learning task. The result meant TLE Teachers obtained a very high level of pedagogical soft skills in terms of motivational techniques. Teachers can also use a variety of motivational techniques to get the attention of the students. They apply various strategies to inspire and capture the learner's attention and inspired them more eager to learn. Also, regularly establish specific and understandable learning goals that are aligned with the MATATAG curriculum and it is designed to help the students comprehend what they need to learn.

As reflected in Table 5, a high level of pedagogical soft skills in terms of time management was manifested among TLE teachers supported by the grand ($M=4.00$, $SD=0.66$). This means that teachers set specific periods for reviewing student learning progress alongside performance assessment. The teachers use regular assessment to identify student capabilities and shortcomings which enables them to provide useful feedback for improved learning. Teachers can manage their time in preparing and planning lesson plan in the current curriculum to align the lessons with learning objectives, balance different teaching strategies and provide time for assessment and feedback.

TABLE 6. Level of Pedagogical Soft Skills of TLE Teachers in the Initial Implementation of the MATATAG Curriculum in terms of Time Management

STATEMENT	Mean	SD	Remarks
I can manage my time in planning lessons in the MATATAG curriculum.	4.04	0.64	Proficient
I often finish all planned activities within the allotted class time.	3.89	0.74	Proficient
I can handle my time in providing feedback to the students on their performance under the MATATAG curriculum.	3.98	0.56	Proficient
I balance my time in personal and work-related tasks with the demands of the MATATAG curriculum.	4.00	0.78	Proficient
I always allocate time to assess the performance of the students.	4.07	0.52	Proficient
Grand Mean		4.00	
SD		0.66	
Verbal Interpretation		High	

Additionally, Gafhar (2023) added that, time management skills are essential to teachers especially in handling personal and academic responsibilities while sustaining their career as a teacher. It can help the teachers to balance their duties in lesson planning, classroom teaching as well as attending trainings. A teacher who effectively manage their time become more productive, effective while motivated and they serve as an example of good habit for many students.

Teachers can handle their time between personal matters and work necessities even though the MATATAG curriculum imposes specific requirements. Education demands is a great deal from its professionals thus, proper time management allows teachers to prevent exhaustion and feelings of burnout and stress. The integration of MATATAG curriculum demands with personal responsibilities and schoolwork tasks enables teaching personnel to remain fit and dutiful instructors alongside maintaining their personal activities. Time management reached an elevated level based on the results which were achieved by TLE teachers. They also exhibit excellent capabilities for effective time planning. A few teachers still face challenges while maintaining personal and professional equilibrium because of restricted teaching periods.

TABLE 7. Level of Pedagogical Soft Skills of TLE Teachers in the Initial Implementation of the MATATAG Curriculum in terms of Adaptability

STATEMENT	Mean	SD	Remarks
I easily adapt to the MATATAG curriculum compared to the previous curriculum.	3.47	0.52	Proficient
I adjust my teaching methods to suit the MATATAG curriculum.	4.04	0.59	Proficient
I am comfortable using new teaching tools or technologies required by MATATAG curriculum.	3.83	0.58	Proficient
I always adjust my teaching pace when the students are struggle with the materials under the MATATAG curriculum	4.00	0.60	Proficient
I always adapt to different teaching strategies to cater the students with different learning needs and abilities.	4.18	0.49	Proficient
Grand Mean	3.90		
SD	0.70		
Verbal Interpretation			High

As displayed in Table 7, a high level of pedagogical soft skills in terms of adaptability was manifested among TLE teachers supported by the grand $M=3.90$ and $SD=0.70$. Students have different learning skills, learning styles and level of understanding, so TLE teachers shows flexibility and adaptability inside the classroom, they can adjust their teaching approach and used various teaching method to cater the learning needs and differences of the students to help them learn effectively. The ability to adapt makes teachers build successful teaching environments that embrace all students under the MATATAG curriculum framework. Cope-up lessons efficiently becomes possible due to teachers who modify their teaching speed for students who struggle with current curriculum learning materials. The teachers demonstrate flexible instruction delivery as a key required skill for implementing curricula in accordance with the MATATAG directives.

As part of the adaptability, they also observe the learning progress of the students, provides further explanation, use alternative materials to better understand the lesson and ensure that no student is left behind. In totality, the results meant that TLE teachers exhibit a high level of adaptability, it shows that teacher can be very flexible and adaptable especially in adjusting the teaching methods, instructional strategies and classroom management to cater the learning needs and differences of the students that is suitable MATATAG curriculum despite of the challenges they encounter such as lack of resources.

As presented in Table 8, a very high level of pedagogical soft skills in terms of classroom management was manifested among TLE teachers supported by the grand $M=4.21$ and $SD=0.59$.

In line with the study of Lajom (2023), classroom management produces positive learning conditions that help students focus better and reduces disruptive conduct and enhances their social and emotional development. Teachers need to demonstrate clear rules through routine-based systems so they can identify positive conduct and supervise the classroom spaces.

TABLE 8. Level of Pedagogical Soft Skills of TLE Teachers in the Initial Implementation of the MATATAG Curriculum in terms of Classroom Management

STATEMENT	Mean	SD	Remarks
I ensure a positive classroom environment aligns with the MATATAG curriculum goals.	4.27	0.61	Highly Proficient
I can manage students with varying levels of engagement and motivation.	4.15	0.49	Proficient
I often use praises and rewards to manage my student's behavior and engagement.	4.29	0.65	Highly Proficient
I ensure that my students follow classroom routines and procedures.	4.18	0.56	Proficient
I can manage my time during my lessons to ensure all activities are completed as planned.	4.14	0.58	Proficient
Grand Mean	4.21		
SD	0.59		
Verbal Interpretation			Very High

This indicates that the teachers often use positive reinforcement such as praises and rewards as a strategy to handle the student's behavior and always caught their attention inside the classroom. By acknowledging their efforts and achievement the teachers can build comfortable learning environment where the students feel motivated that will lead to the successful learning process. Teachers maintain positive learning environment that aligns with the MATATAG curriculum by promoting respect and inclusivity inside the classroom. They ensure that the students feel safe and supported to participate in class and help them to confident in their abilities. Teachers also ensure that the students continually follow classroom routines and procedures to establish a well-organized and inclusive learning environment.

The MATATAG curriculum achieves multiple educational outcomes through classroom management which develops student character together with emotional strength while maintaining discipline. The ability to maintain class discipline together with proper behavioral methods permits teachers to

create balanced learning opportunities which enhances their teaching process. Students require specific expectations and rules which help them build their behavior along with discipline and sense of responsibility and respect toward their peers. Student engagement and focus and learning readiness are achieved through regular operating procedures that build positive learning spaces.

The research findings demonstrate that TLE teachers exhibit a very high level of classroom management, which allows them to establish specific behavioral standards within their teaching environments. A classroom set up with proper structure enables teachers to meet educational demands of every student so they can succeed. The basic element for creating effective and motivating learning spaces rests upon classroom management.

Level of Competency Skills of TLE Teachers in the Initial Implementation of MATATAG Curriculum.

TLE teachers need particular competency skills to execute the MATATAG Curriculum successfully in its first stage since their skills include teaching delivery and new learning adoption. The MATATAG program from DepEd embodies a powerful achievement which will enhance educational quality levels throughout the Philippines. The program implements a comprehensive strategy to develop an educated and compassionate new generation of students who demonstrate advanced abilities. The essential skills and inclusive teaching methods and empowerment traits which this educational reform teaches teachers will transform Philippine education while the educational institution helps students become prepared to face the constantly transforming world. According to Department of Education (2023a). The MATATAG Curriculum implementation quality depends directly on the competency skills of TLE teachers. The extensive skills of teachers in technical matters along with their pedagogical techniques and assessment abilities and digital competence combined with classroom organization abilities and their capacity to work with industries guarantee students receive high-quality education that follows industry standards.

In this study, competency skills of TLE Teachers in the initial implementation of MATATAG curriculum was described in terms of Mastery of content, Instructional skills, ICT integration and Assessment and evaluation was determined by the mean and standard deviation.

As reflected in Table 9, a high level of competency skills in terms of mastery of content was manifested among TLE teachers supported by the grand $M=4.16$ and $SD=0.57$. This implied that, the teachers can adapt the content knowledge into real world application as required by MATATAG curriculum ensuring that the lessons are relevant and connected to the learning experiences of the students. In incorporating hands on activities and real-life scenarios into the teaching process the students have a chance to see the significance of what they are learning.

Additionally, Anderson (2024) added that teachers must achieve comprehensive understanding beyond the basic level of understanding. Mastering a subject requires complete understanding that permits lecturers to transform knowledge into classroom use.

TABLE 9. Level of Competency Skills of TLE Teachers in the Initial Implementation of MATATAG Curriculum in terms of Mastery of Content

STATEMENT	Mean	SD	Remarks
I understand the key competencies and learning outcomes expected in the MATATAG curriculum for TLE subject.	4.17	0.59	Competent
I can effectively integrate theoretical knowledge with hands on or practical activities in my TLE lessons.	4.13	0.45	Competent
I can apply my content mastery across the four key areas when needed.	4.12	0.62	Competent
I have the ability to simplify the to easily understand the concept.	4.13	0.55	Competent
I can adapt content knowledge into real world applications as required by MATATAG curriculum.	4.24	0.63	Highly Competent
Grand Mean		4.16	
SD		0.57	
Verbal Interpretation			High

TLE teachers ensure that they are familiar with the learning competencies and objectives of TLE subject to guide the students obtaining skills. So that TLE teachers can align their teaching strategies, lesson plans and as well as assessment methods with the MATATAG curriculum's goals. The lessons help students to understand the context and apply real-life scenario learning which develops critical and problem-solving abilities for deeper understanding. Their knowledge of the curriculum allows them to create teaching methods which properly represent the learning targets of the curriculum.

Hence, the results meant that TLE teachers exhibit a high level of mastery of content, which means that teachers can demonstrate a mastery of content and effectively deliver lessons and provides necessary technical skills needed by the students.

TABLE 10. Level of Competency Skills of TLE Teachers in the Initial Implementation of MATATAG Curriculum in terms of Instructional Skills

STATEMENT	Mean	SD	Remarks
I can deliver the lesson effectively following the MATATAG curriculum requirements.	4.17	0.59	Competent
I can effectively implement competency-based instruction as outlined in the MATATAG curriculum.	4.11	0.45	Competent
I incorporate technology and multimedia tools in my lessons to enhance instruction.	4.21	0.62	Highly Competent
I often use differentiated instruction (tailoring lessons to meet diverse student needs) in my TLE classes.	4.17	0.55	Competent
I maintain classroom discipline while conducting practical, hands-on activities.	4.37	0.63	Highly Competent
Grand Mean		4.21	
SD		0.61	
Verbal Interpretation			Very High

Table 10 shows the very high level of competency skills of TLE Teachers in the initial implementation of MATATAG Curriculum in terms of instructional skills ($M=4.21$, $SD=0.61$). TLE teachers-maintained classroom discipline while conducting hands on activities. It implies that TLE teachers' able incorporate different instructional skills as needed in the MATATAG curriculum requirements. Deliver

the lesson effectively and implement competency-based instruction as outlined in the MATATAG Curriculum through incorporating technology as well as differentiated instructions tailoring lessons to meet diverse student needs.

The research by Kolmar (2022) shows that, teachers with excellent instructional abilities generate interactive classrooms resulting in higher student performance. Students demonstrate better motivation and learning interest because of this approach which produces improved academic results. Effective instructional skills enable teachers to evaluate lesson content according to student needs thus supporting diverse learning requirements in typical classrooms. Teachers use instructional skills to establish their contact strategy toward course content while determining their instructional delivery systems.

Hence the results meant that TLE teachers exhibit a very high level of competency skills in terms of Instructional skills which means that the integration of technology by teachers adds value to teaching while keeping learners interested because it follows MATATAG's initiative to advance digital innovation and real-world learning. Differentiated instruction from the teachers allows every student to reach quality education standards by accommodating diverse educational needs regardless of their background abilities. The teachers actively enforce classroom discipline particularly when students conduct practical activities to establish a secure learning space for students to advance their technical and vocational competencies. Through these educational practices the learning experience becomes more meaningful and inclusive and engaging as defined by the MATATAG curriculum.

Table 11 presents the very high level of competency skills of TLE teachers in the initial implementation of the MATATAG curriculum in terms of integrating ICT in instructions ($M=4.14$, $SD=0.61$). Teachers able to incorporate different software applications in lesson preparation, delivering the instructions. They find it easily integrating ICT into TLE subjects based on MATATAG curriculum. Also, teachers recognized the usage of ICT tools to enhance their teaching TLE subjects and incorporate ICT tools as part of the learning experience of the students. In addition, teachers play a vital role in guiding the students how to effectively utilize ICT tools and application as part of their development. Through hands-on experiences students acquire important technical skills while developing capability to handle digital requirements that will be needed in their professional work environments. The MATATAG curriculum focuses on delivering quality education while fostering innovation through preparation of learners who meet contemporary world standards.

The Integration of Information Communication Technology (ICT) in education describes a teaching concept where computer-based communication structures supplement educational instruction on a daily basis. Teachers stand as essential figures who implement ICT within their everyday classrooms while preparing students for digital literacy Ghavifekr, et.al(2015). The findings demonstrate that teachers find it easy to integrate ICT as competency skills

because this creates a solid basis for implementing MATATAG's curricular sections which include technology-based elements. The possession of this competency assists teachers to transition more smoothly while delivering the curriculum objectives with better results.

TABLE 11. Level of Competency Skills of TLE Teachers in the Initial Implementation of MATATAG Curriculum in terms of ICT Integration

STATEMENT	Mean	SD	Remarks
I can easily integrate ICT in teaching TLE subjects under the MATATAG curriculum.	4.12	0.59	Competent
The ICT tools can enhance my teaching in TLE subjects.	4.28	0.45	Competent
I can use different software applications in my lesson preparation and instructional delivery.	3.99	0.62	Competent
I can teach my students how to use ICT tools and applications as part of their learning experiences.	4.10	0.55	Competent
I am proficient in using digital tools to assess students' performance and provide feedback.	4.21	0.63	Highly Competent
Grand Mean	4.14		
SD	0.61		
Verbal Interpretation	Very High		

TABLE 12. Level of Competency Skills of TLE Teachers in the Initial Implementation of MATATAG Curriculum in terms of Assessment and Evaluation

STATEMENT	Mean	SD	Remarks
I can assess the students' learning outcomes based on the competencies outlined in the MATATAG curriculum.	4.20	0.50	Highly Competent
I understand the various forms of assessment in the context of the MATATAG curriculum.	4.07	0.67	Competent
I create effective criteria or rubrics to assess hands-on activities and practical skills in TLE subjects.	4.20	0.58	Highly Competent
I provide timely and constructive feedback to my students based on their performance.	4.27	0.56	Highly Competent
I involve my students in self-assessment and peer assessment activities to promote reflective learning.	4.33	0.58	Highly Competent
Grand Mean	4.21		
SD	0.58		
Verbal Interpretation	Very High		

As shown in Table 12, the very high level of competency skills of TLE teachers in the initial implementation of the MATATAG curriculum in terms of assessment and evaluation ($M=4.21$, $SD=0.58$). This means that, the teachers always ask the students to evaluate their own work, understanding and learning progress. The student's involvement in self-assessment as well as peer assessment provides an effective path for reflective learning that builds student awareness about their academic development. In addition, the growth of students together with their motivation depends on appropriate and immediate feedback of a teacher.

Providing feedback to the students with a complete understanding enables them to match their achievements with course requirements while recognizing their good skills and weaknesses. Students receive clear expectations when a carefully designed rubric is implemented because it diminishes evaluator subjectivity during grading assignments. Every learner will experience evaluation through predefined assessment standards. The assessment along with its evaluation serves as a vital process to guarantee effective

learning results. Students and teachers derive standard and equal results from valid and reliable rubrics used in hands on activities.

In the early implementation of the MATATAG Curriculum, there is a strong correlation between the adaptive behavior of TLE teachers and their proficiency skills.

The initial implementation of MATATAG curriculum TLE teachers faced mixed obstacles alongside opportunities to teach under new educational standards that required different approaches and competencies. The way TLE teachers adapt to change stands as the fundamental factor which identifies their response capacity while maintaining curriculum compliance. Teachers manage.

TLE courses incorporated adaptive behaviors during the MATATAG curriculum launch through instructional adaptability alongside teacher growth and technological enhancement. This research included competency skills such as content mastery combined with instructional skills and ICT integration and assessment tools and evaluation. The relationship between adaptive behaviors and competency skills enables teachers to mentor students in MATATAG curriculum by maintaining purposeful lessons that comply with educational reform aims.

TABLE 13. Significant Relationship Between Adaptive Behavior and Competency Skills of TLE Teachers' in the Initial Implementation of MATATAG Curriculum

Adaptive Behavior (IV)	Competency Skills (DV)			
	Mastery of Content	Instructional Skills	ICT Integration	Assessment and Evaluation
Instructional Flexibility:				
Pearson Correlation	0.302	0.206	0.090	0.231
p-value	0.003*	0.049*	0.392	0.026*
N	92	92	92	92
Professional Development:				
Pearson Correlation	0.265	0.376	0.247	0.320
p-value	0.011	0.000*	0.018*	0.002*
N	92	92	92	92
Technological Adaptation:				
Pearson Correlation	0.143	0.184	0.132	0.091
p-value	0.175*	0.079	0.210	0.387
N	92	92	92	92

Note: * p < .05

Table 13 presents the Significant Relationship Between Adaptive Behavior and Competency Skills of TLE Teachers in the Initial Implementation of the MATATAG Curriculum. It explores how different aspects of adaptive behavior such as Instructional Flexibility, Professional Development, and Technological Adaptation correlate with various competency skills (Mastery of Content, Instructional Skills, ICT Integration, and Assessment & Evaluation). The results include Pearson correlation coefficients (r-values), p-values, and sample size (N=92) for each relationship.

A significant positive relationship between the aspects of adaptive behavior particularly among instructional flexibility

and competency skills in terms of mastery of content, instructional skills and assessment and evaluation. This means that a teacher who are more flexible and adaptive in their teaching method and during instructions are tend to demonstrate better skills in the subject matter, classroom management as well as evaluating students' performance. However not significant correlation between instructional flexibility and ICT integration. It implies that, a teacher who demonstrate flexibility in instruction methods does not necessarily use information and communication technologies effectively or increase their classroom implementation.

Moreover, there is a significant positive relationship also between the aspect of adaptive behavior in terms of professional development and competency skills among instructional skills, ICT integration and assessment and evaluation. This indicates that, active teacher involvement in professional development leads them to deliver effective instruction methods and develop competence in educational technology while gaining skill in student performance assessment. Whereas, not significant correlation between professional development and mastery of content. This means that Teachers who participate in continuous training programs tend to build their teaching competencies but their subject-matter depth is not always enhanced.

Also, there is a significant positive relationship between the aspect of adaptive behavior particularly among technological adaptation and competency skills in terms of mastery of content it indicates that the improved mastery of content and teaching delivery and assessment abilities appear when teachers enhance instructional approaches through continuous learning and teaching approach refinement. However, not significant correlation between technological adaptation and competency skills in terms of instructional skills, ICT integration and assessment and evaluation, it indicates that technology integration as a standalone practice does not deliver effectiveness unless it combines with proper training methods and instructional approaches. The results demonstrate that school success in curriculum change implementation alongside education quality enhancement in TLE depends directly on teachers' adaptation abilities as well as their commitment to ongoing training and professional development.

The new curriculum aims to develop student competencies while teachers must be considered as an essential factor. The use of building proper learning experiences for students marks it as a highly critical necessity.

The significant relationship between pedagogical soft skills and competency skills of tle teachers' in the initial implementation of MATATAG curriculum. The MATATAG curriculum initial phase implementation relies on teachers' readiness and abilities specifically in Technology and Livelihood Education classrooms. Understanding the significant relationship between pedagogical soft skills and competency skills brings clarity to the effective teaching methods to improve their instructional delivery and engagement while reaching classroom objectives.

Table 14 presents the significant relationship between pedagogical soft skills and competency skills of TLE teachers'

in the initial implementation of MATATAG Curriculum. It examined the various pedagogical soft skills (communication, time management, motivational techniques, adaptability and classroom management) related to different competency skills (Mastery of Content, Instructional Skills, ICT Integration, and Assessment & Evaluation). The results include Pearson correlation coefficients (r-values), p-values, and sample size (N=92) for each relationship.

TABLE 14. Significant Relationship Between Pedagogical Soft Skills and Competency Skills of TLE Teachers' in the Initial Implementation of MATATAG Curriculum

Pedagogical Soft Skills (IV)	Competency Skills (DV)			
	Mastery of Content	Instructional Skills	ICT Integration	Assessment and Evaluation
Communication Skills:				
Pearson Correlation	0.213	0.084	0.113	0.249
p-value	0.042*	0.424	0.285	0.017*
N	92	92	92	92
Time Management:				
Pearson Correlation	0.313	0.146	0.001	0.266
p-value	0.002*	0.164	0.993	0.010*
N	92	92	92	92
Motivational Techniques:				
Pearson Correlation	0.359	0.267	0.038	0.237
p-value	0.000*	0.010*	0.720	0.023*
N	92	92	92	92
Adaptability:				
Pearson Correlation	0.416	0.369	0.293	0.372
p-value	0.000*	0.000*	0.005*	0.000*
N	92	92	92	92
Classroom Management:				
Pearson Correlation	0.218	0.081	0.014	0.264
p-value	0.036*	0.443	0.894	0.011*
N	92	92	92	92

Note: * $p < .05$

A significant positive relationship of various pedagogical soft skills includes communication skills and competency skills in terms of mastery of content and assessment and evaluation. This signifies that the teachers who possess great communication skills are more likely to be knowledgeable about their subject and effective at assessing and evaluating students' learning. However, not significant relationship between pedagogical soft skills in terms of communication skills and competency skills in terms of instructional skills and ICT integration. It means that, a teacher's ability to communicate to the students may not possess equal abilities to instruct students efficiently and integrate technology effectively.

Additionally, there is a significant positive relationship between pedagogical soft skills which includes time management and competency skills specifically mastery of content and assessment and evaluation. This implies that a teacher who manage their time efficiently are more likely to

possess an adequate knowledge of the subjects they teach and to be effective at evaluating and assessing the performance of their students. While not significant correlation between Pedagogical soft skills in terms of time management and competency skills in terms of instructional skills and ICT integration. The ability to manage one's time helps organize responsibilities alongside deadlines while failing to influence either teaching creativity or the effectiveness of using digital educational tools. The research outcome demonstrates that expertise in instruction and ICT integration relies on factors different from basic time management skills.

Furthermore, there is a significant positive relationship between pedagogical soft skills which includes motivational techniques and competency skills in terms mastery of content, instructional skills and assessment and evaluation. Motivational teaching methods foster stimulating classroom settings that improve both student interest in addition to classroom performance and assessment capabilities. The research findings demonstrate that motivation plays a vital role in enhancing teaching competencies by and show how teaching inspiration strengthens multiple dimensions of professional performance. However not significant correlation between motivational techniques and ICT integration. This means that, motivational skills generate better student engagement, but they do not influence a teacher's digital tool proficiency and comfort level nor their equipment availability. ICT integration demands specific abilities consisting of technical capability together with digital competence and educational technology training.

In addition, a significant positive relationship of pedagogical soft skills includes adaptability and competency skills in terms of mastery of content, instructional skills, ICT integration and assessment and evaluation. Lastly, a significant positive relationship of pedagogical soft skills includes classroom management and competency skills in terms of mastery of content and assessment and evaluation. While not significant correlation between classroom management and competency skills in terms of instructional skills and ICT integration.

According to Ghafar (2023), a competent teacher shows mastery of education along with effective teaching methods and possesses important characteristics required for teaching effectively. It means that teachers who communicate effectively, properly managing time, setting clear goals, using different motivational techniques, adapting different methods and managing classroom effectively align to the needs of the students exhibit better understanding of the content, instructional delivery, ICT integration assessment and evaluation skills. It indicates that TLE teacher pedagogical soft skills have significant influence in the competency skills needed in the MATATAG curriculum.

Domingo (2021) explain that, teachers implement multiple pedagogical approaches and educational strategies for the dual purpose of subject instruction and classroom learning environment creation. Through this method teachers can deliver educational content using ICT technologies while providing high-quality assessment processes to their students. Teachers demonstrate awareness that soft skills establish

important capabilities in effective teaching together with content understanding and appropriate skillsets. Teaching staff investigates expert-level training that enables multiple methods for supporting different pedagogical abilities.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the different findings of the study, the following conclusions are hereby concluded based on the statement of the problem.

In terms of relationship between adaptive behavior and competency skills of TLE teachers, the null hypothesis was partially rejected. These results emphasize that the success of implementing curriculum changes and improving the quality of education in TLE relies on teachers' adaptability, ongoing training, and professional development.

In terms of pedagogical soft skills and competency skills of teachers, the null hypothesis was rejected. It means that teachers who communicate effectively, properly time management, setting clear goals, using different motivational techniques, adapting different strategies and managing classroom effectively as align to the needs of the students exhibit better understanding of the content, instructional delivery, ICT integration, assessment and evaluation skills.

From the said conclusion, the following recommendations were presented:

It recommends that the schools may strengthen mentorship and coaching programs that can be designed to cultivate and strengthen teachers' adaptive behaviors and pedagogical soft skills. Also, strengthen training programs with hands on strategies that tailor instruction to meet the diverse needs of students aligned with MATATAG curriculum.

It proposes that schools may prioritize the selection and implementation of technologies that directly support specific learning objectives and pedagogical strategies.

It recommends that schools may establish ongoing professional development opportunities to reinforce and enhance pedagogical soft skills.

It suggests that the Division office may create training workshops that capacitate teachers in strengthening skills and behaviors that align with competency skills needed in

MATATAG curriculum through peer to peer mentoring, focal group discussion, LAC session.

Future researchers may explore other adaptive behaviors, pedagogical soft skills and competency skills of teachers from other subject area.

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