

TLE Teachers Professional Development on Their Teaching Competencies and Achievement

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Abstract—The main purpose of this study is to identify the relationship of the TLE Teacher's Professional development on their teaching competencies and achievement. Specifically, to find out the level of TLE teacher Professional development, teaching competencies and achievement. Furthermore, to examine the relationship between TLE teachers professional development and their teaching competencies as well as their achievement. The researchers utilized the descriptive research design in the conduct of this study. One hundred (100) teachers were randomly selected as respondents in this research. Self-made questionnaire was used to gather data for interpretation. The researcher used mean, standard deviation and Pearson r correlation as appropriate statistical tools. The study reveals "Very High" results in TLE teachers professional development, teaching competencies and achievement across various aspects. In addition, relationship between Professional Development, Teaching Competencies, and Teacher Achievement for TLE Teachers was found to be "Significant." Based on the finding, the following conclusions were drawn. The study reveals a significant relationship between professional development and both teaching competencies and teacher achievements among TLE educators, leading to the rejection of both hypotheses. This implies that participation in various professional development activities, including seminars, training programs, mentorship, and workshops, positively impacts instructional skills, teaching rewards, student performance, career advancement, and overall competencies. These findings underscore the critical role of ongoing learning in enhancing educational success and highlight the importance of investing in comprehensive professional development programs to maintain and improve high standards of TLE instruction. Based on the conclusions, it is recommended that educational institutions implement data-driven professional development programs aligned with organizational goals and individual teacher needs. Establishing mentorship systems, creating clear career advancement pathways, and investing in educational technology will further enhance teaching effectiveness. Regular assessment and adjustment of professional development activities should be conducted to ensure optimal outcomes. Future research should focus on evaluating the cost-effectiveness of various professional development activities and exploring emerging educational trends to continue improving TLE teacher development and, ultimately, student learning outcomes.

Keywords— Professional Development, Teaching Competencies, (TLE) Technology and Livelihood Education Teachers, Teacher Achievement, Educational Effectiveness.

I. INTRODUCTION

The professional development of teachers is paramount for enhancing the quality of instruction and student outcomes. This is particularly significant for Technology and Livelihood Education (TLE) teachers in elementary schools, where the integration of practical skills and theoretical knowledge forms

the bedrock of effective teaching. The development needs of TLE teachers encompass a range of areas, including up-to-date technological literacy, innovative pedagogical strategies, and the ability to foster a hands-on learning environment. Effective professional development practices that emphasize continuous learning, peer collaboration, mentorship, and targeted workshops can significantly enhance teaching practices. For instance, incorporating current technological advancements into the curriculum, employing project-based learning, and utilizing formative assessments can lead to a more engaging and effective learning experience for students.

According to Guskey (2017), effective professional development is characterized by a focus on improving student outcomes, active learning experiences for teachers, and sustained support over time. These elements are particularly pertinent for TLE teachers who need to constantly update their skills to keep pace with technological advancements and evolving industry standards. The field of Technical and Livelihood Education (TLE) is essential in providing students with useful skills necessary for their growth in both their personal and professional lives. Given the dynamic nature of educational pedagogy and the continuous advancements in technology and industry practices, TLE teachers must stay updated with current trends and methodologies. Enhancing teaching effectiveness through professional development is essential for TLE educators to meet the evolving demands of the vocation. Professional development in education is not merely about attending workshops or seminars; it encompasses a wide range of activities, including peer collaboration, mentoring, and continuous learning (Desimone, 2019).

The professional development needs and practices of teachers play an essential role in enhancing teaching effectiveness, particularly for Technology and Livelihood Education (TLE) teachers. These educators face unique challenges and opportunities in delivering a curriculum that is both diverse and demanding. Effective professional development programs are essential to equip TLE teachers with the necessary skills and knowledge to meet these challenges and improve their instructional strategies. This research aims to investigate the specific professional development needs and best practices for TLE teachers in elementary settings, providing actionable insights to elevate teaching quality and student achievement.

In essence, understanding the professional development needs and practices of TLE teachers is vital for formulating policies and programs that enhance teaching effectiveness.

This investigation seeks to explore these needs and practices, considering both the challenges faced and the opportunities available for TLE educators. By pursuing this study, the researcher aims to make a significant contribution to the field of education, particularly in enhancing the professional development and teaching effectiveness of TLE teachers.

1.1 Statement of the Problem

Specifically it sought to answer the following questions:

1. What is the level of TLE Teachers Professional Development in terms of:
 - 1.1 Seminar Attended;
 - 1.2 Training Programs;
 - 1.3 Mentorship;
 - 1.4 Coaching;
 - 1.5 Workshop?
2. What is the level of the Teaching competencies in terms of:
 - 2.1 Instructional Competency;
 - 2.2 Classroom Management;
 - 2.3 Content Knowledge;
 - 2.4 Assessment Method;
 - 2.5 Skills in Lesson Planning;
 - 2.6 Use of Technology in Teaching?
3. What is the level of the teaching achievement of the respondents in terms of:
 - 3.1 Teaching Rewards;
 - 3.2 Students Performance Outcome;
 - 3.3 Career Advancement;
 - 3.4 Recognition?
4. Is there a significant relationship between TLE Teachers Professional development and the Teaching competencies?
5. Is there a significant relationship between the TLE Teachers Professional development and the teacher's achievement?

II. METHODOLOGY

The research study adopts a descriptive research design, as defined by Weyant (2022) offers a comprehensive guide for designing research projects across qualitative, quantitative, and mixed methods paradigms. This edition provides an in-depth exploration of each approach, detailing the nuances and methodologies associated with them. Emphasizing practical application, the book includes strategies for designing research projects, collecting and analyzing data, and writing reports. Updated with current examples and contemporary trends, it serves as an invaluable resource for students and researchers alike, which focuses on describing and interpreting existing phenomena.

III. RESULTS AND DISCUSSION

This chapter deals with the presentation of the gathered data based on the research questions, the analysis, and the interpretation relative to the sub-problem and hypothesis stated in the first chapter.

Level Of Professional Development Of Tle Teachers

In this study, the Professional Development of TLE Teachers' skills was described in terms of seminars attended, training programs, mentorship, coaching, and workshops. The mean and standard deviation determined it.

Table 1 presented a very high level of TLE Teachers' Professional Development of TLE Teachers in terms of seminars attended with a grand (M=4.69, SD=0.52). This indicates that teachers perceived that attending seminars greatly contributes to their professional growth.

The respondents of this study have a strong agreement that seminars bridge them to be more engaged with fellow educators. Likewise, they are motivated to seek professional development opportunities and gain teaching strategies they apply in the classroom, which will significantly improve their teaching abilities.

This indicates that attending seminars aids teachers in gaining more knowledge and continuously improving their skills and competence as a professional.

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

STATEMENT	Mean	SD	Remarks
<i>The Teachers were able to... significantly improved teaching skills through seminars.</i>	4.71	0.47	Strongly Agree
<i>provides practical strategies that they can easily implement in their classes.</i>	4.67	0.60	Strongly Agree
<i>interacts and share experiences with fellow educators during the seminars.</i>	4.72	0.45	Strongly Agree
<i>Are motivated to pursue further professional development opportunities.</i>	4.69	0.56	Strongly Agree
<i>receives seminars aligned with the current trends in Technology and Livelihood Education.</i>	4.65	0.52	Strongly Agree

Grand 4.69
 Mean SD 0.52
 Verbal Interpretation Very High

The level of professional development among Technology and Livelihood Education (TLE) teachers, particularly in relation to training programs, is a critical factor in ensuring the delivery of high-quality, relevant education in rapidly evolving technological and vocational fields. This aspect of teacher preparation directly impacts the effectiveness of TLE instruction.

Level of Professional Development of TLE Teachers in Terms of Training Programs

Table 2 presents a very high level of TLE Teachers' Professional Development of TLE Teachers in terms of Training Program with a grand (M=4.60, SD=0.56). This indicates that the teachers

The respondents of this study have that the training has alignment and is designed with the emerging trends in Technology and Livelihood Education. In addition, Training programs equip teachers with modern, classroom-applicable teaching techniques, and gain confidence in implementing new strategies following training program participation.

The study emphasizes that high-quality pedagogical practices in early childhood education and care (ECEC) are crucial for positive developmental outcomes in children.

TABLE 2. Level of Professional Development of TLE Teachers in terms of Training Programs

STATEMENT	Mean	SD	Remarks
The Teachers were able to... attended Training programs that enhanced their teaching capabilities.	4.64	0.48	Strongly Agree
training programs provide them with modern teaching techniques that they can use in the classroom.	4.53	0.61	Strongly Agree
feels more self-assured in implementing new teaching strategies after participating in the training programs.	4.57	0.57	Strongly Agree
see that trainers conducting the programs are experienced and deliver the content effectively.	4.61	0.58	Strongly Agree
knows that the training received is in alignment and designed with the emerging trends in Technology and Livelihood Education.	4.63	0.56	Strongly Agree

Grand 4.60
Mean SD 0.56
Verbal Interpretation Very High

Table 3 is about emphasizing its focus on mentorship as a component of professional development for TLE teachers. It also hints at the importance of the data presented in the table for understanding the current state of mentorship in this educational field. Their instructional abilities have been improved by the training courses they have taken.

TABLE 3. Level of Professional Development of TLE Teachers in terms of Mentorship

STATEMENT	Mean	SD	Remarks
<i>The Teachers were able to...</i>			
<i>feels confident teaching their subject matter as a result of mentorship.</i>	4.65	0.50	Strongly Agree
<i>feels that their mentor is readily available to assist when needed</i>	4.64	0.54	Strongly Agree
<i>improved student engagement and performance due to mentorship.</i>	4.63	0.59	Strongly Agree
<i>feels that mentorship has helped them integrate new educational technologies into their teaching.</i>	4.69	0.48	Strongly Agree
<i>is supported by their mentor in addressing teaching challenges.</i>	4.62	0.61	Strongly Agree

Grand Mean 4.65
SD 0.55
Verbal Interpretation Very High

Table 3 shows a very high level of TLE Teachers' Professional Development of TLE Teachers in terms of Mentorship with a grand (M=4.65, SD=0.55). This indicates that Teachers feels that mentorship has helped them integrate new educational technologies in their teaching.

The respondents of this stated that the Teacher experiences increased self-assurance in subject matter instruction due to mentorship support. Likewise, they Perceive mentors as accessible and responsive for timely guidance and support.

Level of Professional Development of TLE Teachers In Terms of Coaching

Table 4 emphasizes its focus on coaching as an element of professional development for TLE teachers. It also shows the importance of the data in understanding the role of coaching in supporting and improving the skills of educators in this field.

TABLE 4. Level of Professional Development of TLE Teachers in terms of Coaching

STATEMENT	Mean	SD	Remarks
The Teachers were able to... <i>Significantly improved their instructional skills through coaching</i>	4.75	0.43	Strongly Agree
<i>appreciates the personal and professional support provided through coaching</i>	4.71	0.45	Strongly Agree
<i>received constructive feedback from their coach to improve teaching performance.</i>	4.79	0.41	Strongly Agree
<i>believes that coaching has contributed to a positive change in their teaching approach</i>	4.75	0.43	Strongly Agree
<i>perceives coaching as a beneficial tool for ongoing professional development.</i>	4.76	0.43	Strongly Agree

Grand Mean 4.75
SD 0.43
Verbal Interpretation Very High

This presents a very high level of TLE Teachers' Professional Development of TLE Teachers in terms of Coaching with a grand (M=4.75, SD=0.43). This indicates that Teachers are able to perform according to the statement, "Received constructive feedback from their coach to improve teaching performance.". They also Recognize the value of coaching as an effective instrument for continuous professional growth.

Similarly, the respondents with statements number 2 and 4, Teachers experienced substantial enhancement in teaching abilities as a result of coaching interventions. They acknowledged coaching as a catalyst for constructive modifications in pedagogical methods.

Table 5 below shows the workshops as a key component of professional development for TLE teachers. It also underscores the importance of the data in understanding how workshops influence the continuous improvement and skill acquisition of educators in this specialized area.

Level of Professional Development of TLE Teachers in Terms of Workshops

Table 5 presents a very high level of TLE Teachers' Professional Development of TLE Teachers in terms of Workshops with a grand (M=4.74, SD=0.45). This indicates that Teachers Appreciate the interactive nature of workshops and the chance to engage with peers. Additionally, they find that workshops offer valuable opportunities for hands-on learning.

Likewise, the Teachers recognize workshops as instrumental in substantially improving pedagogical proficiency and acknowledge workshops as catalysts for fostering creative approaches in instructional techniques.

The author's literature review identifies three perspectives on workshops: as tools, as practices, and as research methodologies, with a primary focus on the latter.

Workshops serve as effective platforms for researchers to uncover and examine critical factors within a specific domain, particularly in relation to technology-supported processes.

TABLE 5. Level of Professional Development of TLE Teachers in terms of Workshops

STATEMENT	Mean	SD	Remarks
The Teachers were able to...			
believes that workshops have significantly enhanced their teaching skills.	4.72	0.45	Strongly Agree
finds that workshops offer valuable opportunities for hands-on learning.	4.75	0.46	Strongly Agree
believes	4.69	0.48	Strongly Agree
appreciates the interactive nature of workshops and the chance to engage with peers.	4.78	0.41	Strongly Agree
realize that workshops have encouraged innovative thinking in their teaching methods.	4.74	0.46	Strongly Agree

Grand Mean 4.74

SD 0.45

Verbal Interpretation Very High

Level of Teacher's Competencies

In this study, the level of teacher's competencies was described in terms of instructional competency, classroom management, content knowledge, assessment method, skills in lesson planning and use of technology in teaching. The mean and standard deviation determined it.

TABLE 6. Level of Teacher's Competencies in terms of Instructional Competency

STATEMENT	Mean	SD	Remarks
The Teachers were able to...			
effectively communicates lesson objectives to the students.	4.69	0.46	Strongly Agree
uses a variety of instructional strategies to cater to different learning styles.	4.65	0.48	Strongly Agree
encourages critical thinking and problem-solving skills among students.	4.68	0.53	Strongly Agree
maintains an inclusive and supportive classroom	4.73	0.44	Strongly Agree
effectively manages classroom time and resources. environment.	4.66	0.53	Strongly Agree

Grand Mean 4.68

SD 0.49

Verbal Interpretation Very High

Table 6 presented a very high level of TLE Teachers' Level of Teacher Competencies in terms of Instructional Competency with a grand (M=4.68, SD=0.49). This indicates that Teachers competencies, in terms of Instructional Competency, maintain an inclusive and supportive classroom environment, as well as effectively communicate the lesson objectives to the students. The result also employs diverse pedagogical approaches to accommodate varied cognitive preferences among learners and fosters analytical reasoning and solution-oriented competencies within the student body.

Table 7 presented a very high level of TLE Teachers' Level of Teacher's Competencies in terms of Classroom Management with a grand (M=4.66, SD=0.48). The result shows that Teachers Enforce classroom rules consistently and fairly. Similarly to statements number 4 and 5, Teachers foster mutual respect between students and themselves and ensure that all students remain focused and engaged during class activities.

Table 8 emphasizes the importance of content knowledge in teacher competencies. It highlights the multifaceted nature

of content expertise and its impact on effective teaching. The statement also suggests that the information can be used to evaluate the overall quality of instruction and identify potential areas for professional development in terms of subject matter expertise.

TABLE 7. Level of Teacher's Competencies in terms of Classroom Management

STATEMENT	Mean	SD	Remarks
The Teachers were able to...			
enforces classroom rules consistently and fairly.	4.69	0.46	Strongly Agree
maintains a positive learning environment.	4.65	0.48	Strongly Agree
uses proactive strategies to prevent misbehavior	4.64	0.50	Strongly Agree
Fosters mutual respect between students and themselves.	4.66	0.47	Strongly Agree
ensures that all students remain focused and engaged during class activities.	4.66	0.49	Strongly Agree

Grand Mean 4.66

SD 0.48

Verbal Interpretation Very High

TABLE 8. Level of Teacher's Competencies in terms of Content Knowledge

STATEMENT	Mean	SD	Remark
The Teachers were able to...			
keeps up-to-date with the latest developments in their field.	4.59	0.55	Strongly Agree
encourages students to explore and deepen their understanding of the content.	4.62	0.54	Strongly Agree
become knowledgeable about current technology and tools related to their subject area.	4.61	0.55	Strongly Agree
uses a variety of teaching methods to make the content accessible to all students.	4.60	0.60	Strongly Agree
demonstrates a thorough understanding of the subject matter.	4.40	0.60	Strongly Agree

Grand Mean 4.60

SD 0.57

Verbal Interpretation Very High

This data presents a very high level of TLE Teachers' Level of Teacher's Competencies in terms of Content Knowledge with a grand (M=4.60, SD=0.57). The respondents were able to become knowledgeable about current technology and tools related to their subject area. Likewise, the teachers were able to Use a variety of teaching methods to make the content accessible to all students as a tool for improvement in classroom teaching and learning.

However, statement number 5 states that the Teacher demonstrates a thorough understanding of the subject matter and maintains the core message that the item received the lowest meanwhile still being interpreted as "Strongly Agree." It also implies that while teachers' subject matter understanding is still highly regarded, it might be an area where there's potential for further improvement relative to other aspects of their content knowledge.

In table 9, it shows its focus on assessment methods as a key component of teacher competencies. It highlights the importance of these skills in evaluating student learning and adapting teaching approaches, setting the stage for the reader to interpret the data presented in the table.

Table 9 presents very high level of TLE Teachers' Level of Teacher's Competencies in terms of Assessment Method

with a grand (M=4.53, SD=0.61). The respondents were able to design assessments that require critical thinking and problem-solving, they also encourage peer assessment as part of the learning process.

TABLE 9. Level of Teacher’s Competencies in terms of Assessment Method

STATEMENT	Mean	SD	Remarks
The Teachers were able to...			
uses a variety of assessment methods to measure student learning.	4.50	0.61	Strongly Agree
encourages peer assessment as part of the learning process.	4.55	0.43	Strongly Agree
uses both objective and subjective assessments to evaluate student performance.	4.50	0.59	Strongly Agree
design assessments that require critical thinking and problem-solving.	4.58	0.66	Strongly Agree
adapts assessment methods based on the diverse needs	4.54	0.53	Strongly Agree

Grand Mean 4.53
SD 0.61
Verbal Interpretation Very High

Similarly, the Teachers use a variety of assessment methods to measure student learning and use both objective and subjective assessments to evaluate student performance as effective teaching strategies in the process of assessment methods pertaining to the needs of learners.

Table 10 highlights the importance of lesson planning skills in teacher competencies. It emphasizes how these skills contribute to effective teaching and sets the stage for interpreting the data presented in the table. It presented a very high level of TLE Teachers’ Level of Teacher’s Competencies in terms of Skills in Lesson planning with a grand (M=4.62, SD=0.46). The respondents were able to ensure that lesson plans are flexible enough to adjust based on student feedback and needs. The Teachers prepare in advance the lectures and materials that help them become equipped for the field.

TABLE 10. Level of Teacher’s Competencies in terms of Skills in Lesson Planning

STATEMENT	Mean	SD	Remarks
The Teachers were able to...			
ensures that lesson plans are flexible enough to adjust based on student feedback and needs.	4.66	0.47	Strongly Agree
prepare materials and resources in advance for planned lessons.	4.64	0.54	Strongly Agree
aligns lesson plans with long-term learning goals and objectives.	4.60	0.60	Strongly Agree
includes formative assessment opportunities in lesson plans to monitor student progress.	4.61	0.55	Strongly Agree
incorporates a variety of instructional strategies in lesson plans.	4.58	0.60	Strongly Agree

Grand Mean 4.62
SD 0.56
Verbal Interpretation Very High

Table 11 presents the importance of technology integration in teaching. It sets the context for the reader to understand the significance of these competencies in contemporary education and prepares them to interpret the data presented in the table.

TABLE 11. Level of Teacher’s Competencies in Terms of Use of Technology in Teaching

STATEMENT	Mean	SD	Remarks
The Teachers were able to...			
uses multimedia resources (videos, audio, interactive activities) to support lesson objectives.	4.63	0.54	Strongly Agree
employs educational software and applications to facilitate student learning.	4.48	0.66	Strongly Agree
uses technology to create engaging and interactive presentations.	4.63	0.59	Strongly Agree
utilizes online assessment tools to monitor and evaluate student progress.	4.57	0.55	Strongly Agree
creates a technology-rich learning environment that supports student collaboration and communication.	4.58	0.55	Strongly Agree

Grand Mean 4.58
SD 0.58
Verbal Interpretation Very High

It presented a very high level of TLE Teachers’ Level of Teacher’s Competencies in terms of the use of Technology in teaching with a grand (M=4.58, SD=0.58). Similar to statements number 1 and 3, Teachers are able to use multimedia resources (videos, audio, interactive activities) to support lesson objectives and Use technology to create engaging and interactive presentations. This highlights the positive implications of teachers' technological competencies while also noting the importance of ongoing development in this area.

Level of Teaching Achievement

In this study, the Level of Teaching Achievement of the TLE Teachers in terms of Teaching rewards, Student performance outcome, Career Advancement, and Recognition. The mean and standard deviation determined it.

Table 12 presents a very high level of the Level of Teaching Achievement of the TLE Teachers in terms of Teaching rewards with a grand (M=4.45, SD=0.65). It shows that the Teachers receive recognition and awards for their outstanding teaching performance and receive positive feedback from students regarding their teaching effectiveness. Likewise, the respondents were able to acknowledge the administration for their innovative teaching methods. They are also given opportunities for career advancement based on their teaching achievements.

TABLE 12. Level of Teaching Achievement in terms of Teaching Rewards

STATEMENT	Mean	SD	Remarks
The Teachers were able to...			
acknowledged by the school administration for their innovative teaching methods.	4.48	0.64	Strongly Agree
receives recognition and awards for their outstanding teaching performance.	4.47	0.68	Strongly Agree
receives positive feedback from students regarding their teaching effectiveness.	4.51	0.66	Strongly Agree
frequently invited to conduct training or workshops for other teachers.	4.37	0.59	Strongly Agree
given opportunities for career advancement based on their teaching achievements.	4.40	0.68	Strongly Agree

Grand Mean 4.45
SD 0.65
Verbal Interpretation Very High

It implies a positive educational environment that values and rewards teaching excellence, which can have far-reaching effects on teacher performance, student outcomes, and overall institutional quality.

Level of Teaching Achievement in Terms of Students Performance Outcome

Table 13 explains its focus on student performance outcomes as a measure of teaching achievement. It outlines potential metrics included in the table and emphasizes the importance of this data in evaluating and improving educational practices.

TABLE 13. Level of Teaching Achievement in terms of Students Performance Outcome

STATEMENT	Mean	SD	Remarks
The Teachers were able to...			
effectively uses student performance data to tailor instruction and improve learning outcomes.	4.53	0.61	Strongly Agree
notice the students receive high marks on standardized tests related to TLE subjects.	4.45	0.61	Strongly Agree
successfully uses formative assessments to guide and enhance student learning outcomes.	4.49	0.66	Strongly Agree
encourages and supports students in setting and achieving their academic and personal goals.	4.55	0.55	Strongly Agree
identify students who show notable improvements in term.	4.52	0.61	Strongly Agree

Grand Mean 4.51
SD 0.61
Verbal Interpretation Very High

The result presented a very high level, the Level of Teaching Achievement of the TLE Teachers in terms of student performance Outcome with a grand (M=4.51, SD=0.61). The Teachers Encourage and support students in setting and achieving their academic and personal goals. It emphasizes the benefits of teachers encouraging and supporting students in goal setting and achievement, highlighting its importance in modern educational practices. Additionally, it shows the use of student performance data to tailor instruction and improve learning outcomes is effective.

However, students show notable improvements in their academic performance compared to the previous term, and they have successfully used formative assessments to guide and enhance student learning outcomes.

These implications are intertwined with a discussion of the four core principles upon which Outcome-based- education operates.

Table 14 illustrates the level of Teaching achievement and career advancement in education. It provides data on how educators' classroom performance and accomplishments correlate with their professional growth opportunities, offering insights into the pathways for career progression in the teaching profession.

TABLE 14. Level of Teaching Achievement in terms of Career Advancement

STATEMENT	Mean	SD	Remarks
The Teachers were able to...			
Actively seeks out professional development opportunities.	4.52	0.61	Strongly Agree
Obtained advanced certifications or completed specialized training relevant to their field.	4.49	0.56	Strongly Agree
clear career goals and a vision for their professional future.	4.50	0.61	Strongly Agree
demonstrated significant career progression (e.g., promotions, increased responsibilities) over the years.	4.52	0.61	Strongly Agree
effectively networks with peers and professionals to enhance their careers.	4.55	0.61	Strongly Agree

Grand Mean 4.52
SD 0.60
Verbal Interpretation Very High

The result presented a very high level, the Level of Teaching Achievement of the TLE Teachers in terms of Career Advancement with a grand (M=4.52, SD=0.60). The respondents effectively use networks with peers and professionals to enhance their careers as TLE teachers. They have also practiced and had positive responses with significant career progression in terms of promotions. They have expected increased responsibilities as they have grown to such positions over a year. Similar to statement number 1, they actively seek out professional development opportunities.

TABLE 15. Level of Teaching Achievement in terms of Recognition

STATEMENT	Mean	SD	Remarks
The Teachers were able to...			
efforts have been formally recognized as having a significant positive influence on the institution's reputation and achievements.	4.55	0.55	Strongly Agree
received multiple certificates of appreciation for their dedication and hard work	4.44	0.65	Strongly Agree
acknowledged and appreciated by the wider community.	4.47	0.61	Strongly Agree
regularly recognized by peers for their contributions to the educational community.	4.49	0.56	Strongly Agree
receives positive feedback and recognition from students.	4.49	0.61	Strongly Agree

Grand Mean 4.49
SD 0.60
Verbal Interpretation Very High

In this study, the result presented a very high level, the Level of Teaching Achievement of the TLE Teachers in terms of Recognition with a grand (M=4.49, SD=0.60). It is evident that the Teachers are exerting efforts and have been formally recognized as having a significant positive influence on the

institution's reputation and achievements. Similar to statements number 4 and 5, they are Regularly recognized by peers for their contributions to the educational community and also have received positive feedback and recognition from students. With this result it implies that Teachers are demonstrating exceptional performance and impact, as evidenced by formal recognition for enhancing the institution's reputation and achievements. In addition, regular acknowledgment from peers for their contributions to

education and positive feedback and recognition from students.

Significant Relationship Between Tle Teacher's Professional Development And Teaching Competencies

To test the significant relationship between the Significant Relationship Between TLE Teachers Professional Development and Teaching Competencies data were treated statistically using Minitab 14 using Pearsons R. The major findings were presented in the following table.

TABLE 16. Test of Significant Relationship Between TLE Teacher's Professional Development and Teaching Competencies

Teachers' Professional Development (IV)	Teaching Competencies (DV)					
	Instructional Competency	Classroom Management	Content Knowledge	Assessment Method	Skills in Lesson Planning	Use of Technology in Teaching
Seminars Attended:						
Pearson Correlation	0.432	0.450	0.441	0.403		0.4870.478
p-value	0.000*	0.000*	0.000*	0.000*		0.000*0.000*
N	100	100	100	100		100100
Training Programs:						
Pearson Correlation	0.386	0.398	0.388	0.367	0.438	0.381
p-value	0.000*	0.000*	0.000*	0.000*	0.000*	0.000*
N	100	100	100	100	100	100
Mentorship:						
Pearson Correlation	0.398	0.427	0.456	0.501	0.446	0.427
p-value	0.000*	0.000*	0.000*	0.000*	0.000*	0.000*
N	100	100	100	100	100	100
Coaching:						
Pearson Correlation	0.470	0.492	0.500	0.533		0.4750.464
p-value	0.000*	0.000*	0.000*	0.000*	0.000*	0.000*
N	100	100	100	100	100	100
Workshop:						
Pearson Correlation	0.613	0.623	0.553	0.520	0.570	0.494
p-value	0.000*	0.000*	0.000*	0.000*	0.000*	0.000*
N	100	100	100	100	100	100

Note: * $p < .05$

Table 16 shows the connection between professional development and teaching competencies is a crucial aspect of educational effectiveness. This relationship, particularly for Technology and Livelihood Education (TLE) teachers, highlights how ongoing learning and skill enhancement directly impact classroom performance.

The findings reveal significant relationships between TLE teachers' professional development activities such as seminars attended, training programs, mentorship, coaching, and workshops and various aspects of their teaching competencies, including instructional competency, classroom management, content knowledge, assessment methods, skills in lesson planning, and use of technology in teaching. The consistently significant p-values ($< .05$), all recorded as 0.000, indicate strong evidence to reject the null hypothesis, confirming the positive impact of professional development activities on enhancing teaching competencies. Pearson correlation coefficients highlight varying strengths of relationships: seminars attended and training programs show moderate positive correlations (ranging from 0.367 to 0.487), while mentorship reveals moderately stronger connections (0.398 to 0.501). Coaching demonstrates strong positive relationships (0.470 to 0.533), and workshops emerge as the strongest predictors of competency enhancement, with correlations ranging from 0.494 to 0.623, particularly strengthening areas

such as instructional competency, classroom management, and overall teaching efficacy. These results emphasize the critical role of tailored professional development programs in cultivating essential teaching competencies among TLE teachers.

A significant positive relationship between TLE teachers' professional development and teaching competencies shows that their involvement in professional development, such as seminars, training programs, mentorship, coaching, and workshops highly leads them to be more competent in refining instructional strategies, mastering classroom management, staying updated on subject knowledge, and applying appropriate assessment methods. This implies further that career advancement through continuous professional development enables teachers to stay competitive and effective in their field.

Significant Relationship Between TLE Teacher's Professional Development And Achievements

The analysis in Table 17 underscores the statistically significant relationship ($p < .05$) between TLE teachers' professional development activities such as seminars attended, training programs, mentorship, coaching, and workshops and their achievements, including teaching rewards, students' performance outcomes, career advancement, and recognition.

Across all activities and achievement dimensions, the p-values are consistently 0.000, confirming extremely strong evidence to reject the null hypothesis, thus establishing significant positive associations. These findings emphasize the reliability of the results and indicate that participation in professional development activities is a critical factor in enhancing teachers' achievements. Workshops reflect the highest correlation values (ranging from 0.453 to 0.585), highlighting their strong influence on career growth and

recognition, while coaching and mentorship also yield high correlations (up to 0.546 and 0.531, respectively). Seminars and training programs, though exhibiting comparatively moderate correlations, remain significantly impactful with consistent p-values of 0.000. Ultimately, this reaffirms that professional development activities are key contributors to both professional success and broader achievements for TLE teachers.

TABLE 17. Test of Significant Relationship Between TLE Teacher's Professional Development and Achievements

Teachers' Professional Development (IV)	Achievements (DV)			
	Teaching Rewards	Students Performance Outcome	Career Advancement	Recognition
Seminars Attended:				
Pearson Correlation	0.421	0.439	0.425	0.476
p-value	0.000*	0.000*	0.000*	0.000*
N	100	100	100	100
Training Programs:				
Pearson Correlation	0.341	0.370	0.386	0.406
p-value	0.000*	0.000*	0.000*	0.000*
N	100	100	100	100
Mentorship:				
Pearson Correlation	0.412	0.480	0.483	0.531
p-value	0.000*	0.000*	0.000*	0.000*
N	100	100	100	100
Coaching:				
Pearson Correlation	0.426	0.515	0.501	0.546
p-value	0.000*	0.000*	0.000*	0.000*
N	100	100	100	100
Workshop:				
Pearson Correlation	0.453	0.	0.551	0.585
p-value	0.000*	0.000*	0.000*	0.000*
N	100	100	100	100

Note: * $p < .05$

A significant positive relationship between TLE teachers' professional development and teacher achievement shows that their involvement in professional development, such as seminars, training programs, mentorship, coaching, and workshops highly leads them to be more competent in refining instructional strategies, mastering classroom management, staying updated on subject knowledge, and applying appropriate assessment methods. This implies further that TLE teachers' engagement in professional development activities, including seminars, training programs, mentorship, coaching, and workshops, demonstrates a strong positive correlation with their teaching achievement. This involvement significantly enhances their competencies in refining instructional strategies, mastering classroom management, staying current with subject knowledge, and applying appropriate assessment methods. Consequently, investing in professional development for TLE teachers is likely to boost their overall teaching effectiveness and improve student outcomes.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the comprehensive analysis of the relationship between professional development, teaching competencies, and teacher achievements among TLE educators, the following conclusions:

A. Professional development significantly relates to TLE teachers' teaching competencies. The null hypothesis

stating no significant relationship between professional development and teaching competencies is rejected. This result suggests that participation in seminars, training programs, mentorship, coaching, and workshops positively impacts instructional skills.

B. Similarly, professional development significantly correlates with TLE teachers' achievements. The null hypothesis asserting no significant relationship between professional development and teacher achievement is also rejected. Thus, the findings indicate that engagement in professional development activities is strongly linked to improved teaching rewards, student performance, career advancement, recognition, and overall competencies.

Based on the conclusions provided, here are comprehensive recommendations,

1. For the educational institution, implement a comprehensive, data-driven professional development program that aligns with organizational goals and individual teacher needs.
2. For the higher ups in the Department of education, establish a strong mentorship and peer observation system to leverage the expertise of high-performing teachers and enhance overall teaching competencies.
3. Create a clear career advancement pathway and recognition program to reward achievement and motivate continuous improvement.

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