



**SCHOOL ADMINISTRATIVE SUPPORT AND TEACHERS' PERFORMANCE IN
DELIVERING GRADE 10 TECHNOLOGY AND LIVELIHOOD
EDUCATION (TLE)**

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ABSTRACT

This study determined the significant relationship on the School Administrative Support and Teachers' Performance in Delivering Grade 10 Technology and Livelihood Education (TLE). A proposed instructional supervisory plan was formulated based on the result of the study. This study utilized a descriptive-correlational research design to determine the relationship between school administrative support and teachers' effectiveness in delivering Grade 10 Technology and Livelihood Education (TLE). The design was suitable for examining how various dimensions of administrative support—such as resource provision, professional development, communication, motivation, and monitoring—were associated with teachers' instructional performance and pedagogical practices. Teachers' effectiveness was assessed through multiple indicators, including lesson planning, instructional delivery, classroom management, use of resources, and assessment practices. The study aimed to generate evidence that served as the basis for the development of a proposed instructional supervisory plan to enhance TLE teaching effectiveness. Data were gathered through a systematic process

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that began with obtaining formal permission from the Schools Division Office, the school principal, and relevant supervisors. Once the necessary approvals were secured, the researcher administered a Likert-scale survey to teachers to measure their perceptions of school administrative support. A Classroom Observation Tool (COT) was employed to assess teachers' pedagogical practices directly in TLE classrooms. Additionally, student achievement scores in TLE were collected to evaluate the relationship between teacher effectiveness and learner outcomes. The pre-planned schedule ensured minimal disruption to classroom activities. All quantitative data from the surveys, classroom observations, and student assessments were tabulated and statistically analyzed using descriptive statistics, correlation, and regression analyses to determine the relationships among administrative support, teacher effectiveness, and learner outcomes.

The Test of Relationship Between School Heads' Support and Teachers' Instructional Practices in TLE examines whether the extent of administrative and instructional support provided by school heads was significantly associated with the instructional practices demonstrated by TLE teachers. Pearson's Product-Moment Correlation Coefficient was utilized to establish the strength and direction of the relationship between the variables, while appropriate inferential statistical procedures were employed to determine whether the observed relationship was statistically significant. The results revealed a very strong positive relationship between the extent of school heads' support in TLE programs and teachers' instructional practices. This means that higher levels of support from school heads tended to be associated with stronger instructional practices among TLE teachers. Specifically,

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administrative support involving the provision of instructional resources, professional development, communication and consultation, motivation and recognition, and monitoring and evaluation tended to accompany stronger practices in lesson planning, instructional delivery, utilization of resources and materials, assessment and feedback, classroom management, and student engagement. The strength of the relationship indicates that the two variables were closely associated among the respondents included in the study. The statistical analysis further established that the relationship between school heads' support and teachers' instructional practices was statistically significant. Consequently, the null hypothesis was rejected, confirming that meaningful variations in school-head support were associated with corresponding variations in teachers' instructional practices. This finding suggests that supportive school leadership constitutes an important organizational condition for strengthening the quality of TLE instruction. Nevertheless, because the study employed a descriptive-correlational design, the findings should be interpreted as evidence of association rather than direct causation, since teachers' instructional performance may also be influenced by professional experience, competence, available resources, learner characteristics, and other school-related factors. The results imply that the support provided by school heads was strongly and significantly associated with the quality of teachers' instructional practices in TLE. School heads demonstrated a high level of administrative and instructional support, while teachers demonstrated a very high level of instructional practice. The result implies that stronger administrative support tended to accompany stronger instructional practices among TLE teachers. Thus, sustaining adequate resource provision, relevant professional

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development opportunities, open communication and consultation, teacher recognition and motivation, systematic instructional monitoring, and constructive feedback can create supportive conditions that enable teachers to maintain and further strengthen effective TLE instruction, ultimately contributing to improved teaching quality and learner competency development.

Keywords: *School Administrative Support, Teachers' Performance, Grade 10, TLE*

INTRODUCTION

School administrative support plays a critical role in shaping the effectiveness of teachers in delivering Grade 10 Technology and Livelihood Education (TLE). TLE is a vital subject in the Philippine K–12 curriculum, as it equips learners with practical skills, an entrepreneurial mindset, and livelihood opportunities. Beyond theoretical knowledge, it emphasizes real-life application, enabling students to use competencies in everyday scenarios. Administrative support, therefore, is essential to ensure that teachers can implement these lessons effectively, providing learners with meaningful, hands-on experiences. School leaders who actively provide resources, guidance, and supervision empower teachers to deliver lessons that are both engaging and aligned with curriculum standards, ensuring students acquire the technical and practical skills necessary for higher education or immediate employment.

Salas and Soriano (2020) found that schools in the Philippines where administrators provided structured support, access to instructional materials, and timely feedback to teachers

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observed significant improvements in student engagement and achievement in vocational and technical subjects. Similarly, Gonzales (2018) reported that effective administrative support, including professional development and monitoring, enhanced teachers' pedagogical practices in TLE, which led to better mastery of skills among learners. These studies underscore that when school heads use evidence-based leadership practices, teachers gain confidence in their teaching, employ more effective instructional strategies, and students demonstrate improved academic performance.

From the researcher's standpoint, exploring the relationship between school administrative support and teacher effectiveness in TLE is both personally and professionally relevant. As a TLE teacher, the researcher has observed that administrative encouragement, timely provision of resources, and structured professional development foster a productive learning environment. Classroom activities such as school-based Technolympics, when fully supported by school heads, allow students to apply technical skills in authentic contexts, enhancing both engagement and achievement. Without such support, lessons often remain theoretical, limiting students' opportunities to practice and master essential skills. By investigating this dynamic, the researcher aims to provide evidence on how administrative actions influence teaching quality and student outcomes, offering recommendations to improve TLE instruction.

Several challenges are encountered in practice. Limited availability of instructional materials, delays in administrative approvals, and inconsistent monitoring hinder effective lesson delivery. Teachers sometimes lack access to professional development programs or

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structured evaluation tools, making it difficult to track student learning and align teaching with DepEd standards. Resistance to new strategies or workloads can also discourage teachers from implementing innovative, student-centered approaches. These challenges demonstrate the critical need to understand how administrative support affects teacher performance and, in turn, student achievement in TLE.

Pursuing this study is necessary to generate insights on the influence of school administrative support on TLE instruction. Understanding this relationship will inform actionable strategies for school leaders to enhance teacher effectiveness, ensure meaningful learning experiences, and improve the achievement of Grade 10 learners. The findings will serve as a foundation for proposing interventions that strengthen leadership practices and promote high-quality, hands-on education in TLE.

This study determined the significant relationship on the School Administrative Support and Teachers' Performance in Delivering Grade 10 Technology and Livelihood Education (TLE). A proposed instructional supervisory plan was formulated based on the result of the study.

Specifically, this study sought to answer the following questions:

1. What is the school head's administrative support in terms of:

- 1.1 Resource Provision;
- 1.2. Professional Development Support;
- 1.3. Communication and Consultation;
- 1.4. Motivation and Recognition; and

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1.5. Monitoring and Evaluation Support?

2. What is the teachers' performance in teaching TLE lessons in terms of:

2.1. Lesson Planning and Preparation – alignment with curriculum standards and MELCs;

2.2. Instructional Delivery – clarity, engagement, and use of practical demonstrations;

2.3. Use of Resources and Materials – integration of available TLE tools and hands-on activities;

2.4. Assessment and Feedback – application of rubrics, journals, portfolios, and performance evaluation;

2.5. Classroom Management and Student Engagement – maintaining an inclusive, safe, and productive learning environment.

3. Is there a significant relationship between the school head's administrative support and teachers' performance in delivering Grade 10 TLE?

4. What instructional supervisory plan can be proposed based on the findings of the study to improve teacher effectiveness and student achievement in Grade 10 TLE?

Statement of Null Hypotheses

H₀: There is no significant relationship between THE school head's administrative support and teachers' effectiveness in delivering Grade 10 TLE.

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METHODOLOGY

Design. This study utilized a descriptive-correlational research design to determine the relationship between school administrative support and teachers' effectiveness in delivering Grade 10 Technology and Livelihood Education (TLE). The design was suitable for examining how various dimensions of administrative support—such as resource provision, professional development, communication, motivation, and monitoring—were associated with teachers' instructional performance and pedagogical practices. Teachers' effectiveness was assessed through multiple indicators, including lesson planning, instructional delivery, classroom management, use of resources, and assessment practices. The study aimed to generate evidence that served as the basis for the development of a proposed instructional supervisory plan to enhance TLE teaching effectiveness.

Data were gathered through a systematic process that began with obtaining formal permission from the Schools Division Office, the school principal, and relevant supervisors. Once the necessary approvals were secured, the researcher administered a Likert-scale survey to teachers to measure their perceptions of school administrative support. A Classroom Observation Tool (COT) was employed to assess teachers' pedagogical practices directly in TLE classrooms. Additionally, student achievement scores in TLE were collected to evaluate the relationship between teacher effectiveness and learner outcomes. The pre-planned schedule ensured minimal disruption to classroom activities. All quantitative data from the surveys, classroom observations, and student assessments were tabulated and statistically

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analyzed using descriptive statistics, correlation, and regression analyses to determine the relationships among administrative support, teacher effectiveness, and learner outcomes.

The main locale of the study was Isabel National High School in the Schools Division of Leyte. The primary instruments used in this study were researcher-made Likert-scale questionnaires and a student achievement test designed to collect data on school administrative support, teachers' effectiveness, and Grade 10 learners' performance in Technology and Livelihood Education (TLE). The first instrument was a Likert-scale questionnaire intended to measure teachers' perceptions of school administrative support across five key dimensions: resource provision, professional development support, communication and consultation, motivation and recognition, and monitoring and evaluation support. Respondents indicated their level of agreement with each statement using a 5-point Likert scale: 1 – Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, and 5 – Strongly Agree. This instrument provided quantitative data on the extent and quality of administrative support and its perceived influence on teaching performance.

The second instrument was a Likert-scale questionnaire on teachers' effectiveness in delivering TLE lessons, covering five domains: lesson planning and preparation, instructional delivery, use of resources and materials, assessment and feedback, and classroom management and student engagement. Teachers responded using the same 5-point scale, which allowed the researcher to evaluate instructional performance and analyze its relationship with administrative support.

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The third instrument was a student achievement test that assessed the knowledge, skills, and competencies of Grade 10 learners in TLE. The test included multiple-choice, short-answer, and performance-based items aligned with the curriculum and the Most Essential Learning Competencies (MELCs). It was designed to measure how teachers' effectiveness, supported by school administrative practices, was reflected in actual student learning outcomes.

Sampling The respondents of the study were the School Head & 48 Junior High School Teachers that were involved in this study were being identified and the primary means of reach was during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure. To gather the necessary data within a period of one month or thirty days, the researcher requested permission from the Schools Division Office through a formal Transmittal Letter addressed to the Schools Division Superintendent. Copies of the same letter were also provided to the Public Schools District Supervisor, the school head, and the teachers who had the identified respondents under their care.

The researcher distributed the researcher-made survey questionnaires to the school head for administration to the teacher-respondents. After the one-month data-gathering period, the accomplished questionnaires were retrieved, checked, and consolidated for analysis.

The collected data were collated, tallied, tabulated, and subjected to appropriate statistical treatment. Pearson's Product-Moment Correlation Coefficient (Pearson's r) was used to

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determine the strength and direction of the relationship between the variables included in the study. The statistical results were then interpreted and used as the basis for the findings, conclusions, and recommendations of the research.

Ethical Issues. The right to conduct the study was strictly adhered to through the approval of the school head and the approval of the Superintendent of the Division. Orientation of the respondents, both school head and teachers, was done. Participation was strictly voluntary. Anonymity and confidentiality were maintained throughout the study. Results were used solely for research and educational improvement purposes.

Treatment of Data. The following statistical formulas are used in this study:

The data collected in this study were analyzed using quantitative statistical methods to determine the relationships among school administrative support, teachers' effectiveness, and students' achievement in Grade 10 Technology and Livelihood Education (TLE). Both descriptive and inferential statistics were employed to provide a comprehensive understanding of the variables.

1. Weighted Mean:

The weighted mean was calculated to determine the overall level of school administrative support as perceived by teachers and to summarize the effectiveness of teachers in delivering TLE lessons. It was also used to provide an overall description of students' achievement in TLE.

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2. Standard Deviation:

The standard deviation was used to measure the variability or dispersion of responses from the Likert-scale questionnaires and the students' achievement test scores. This indicated the degree of consistency in teachers' perceptions, instructional practices, and learner performance.

3. Pearson Product-Moment Correlation Coefficient (R):

The Pearson Product-Moment Correlation Coefficient was employed to determine the strength and direction of the relationship between school administrative support and teachers' effectiveness, as well as between teachers' effectiveness and students' achievement in TLE. This analysis helped determine whether higher levels of administrative support were associated with stronger instructional practices and better student learning outcomes.

4. Regression Analysis:

Regression analysis was conducted to determine the predictive value of school administrative support on teachers' effectiveness and, subsequently, on students' achievement. This analysis showed the extent to which variations in teacher performance and learner outcomes could be explained by differences in administrative support.

5. Paired-Samples t-Test:

Where applicable, a paired-samples t-test was used to compare students' achievement scores before and after targeted instructional support interventions or administrative

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improvements. This test helped determine whether significant changes occurred following the implementation of teacher support and administrative guidance.

The results of these statistical analyses were interpreted and served as the basis for the findings, conclusions, recommendations, and the proposed instructional supervisory plan.

RESULTS AND DISCUSSION

TABLE 1

EXTENT OF SCHOOL HEADS' SUPPORT IN TLE PROGRAMS

No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
A. Resource Provision			
1	School head provides sufficient TLE materials and equipment.	3.73	Agree (High Support)
2	Learning facilities are maintained and available for instructional use.	4.08	Agree (High Support)
3	The school head ensures availability of necessary consumables.	3.92	Agree (High Support)
4	Adequate financial support is provided in TLE programs.	3.67	Agree (High Support)
5	Resources are distributed fairly among teachers.	3.83	Agree (High Support)
B. Professional Development Support			

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
6	Teachers are encouraged to attend training related to TLE.	4.25	Strongly Agree (Very High Support)
7	Workshops and seminars are organized regularly.	4.17	Agree (High Support)
8	Teachers receive guidance and mentoring from the school head.	4.08	Agree (High Support)
9	Professional development needs are assessed and addressed.	4.12	Agree (High Support)
10	Continuous learning is supported through instructional coaching.	4.21	Agree (High Support)
C. Communication and Consultation			
11	School head communicates clearly and effectively with teachers.	4.25	Strongly Agree (Very High Support)
12	Teachers are consulted in decision-making regarding TLE instruction.	4.17	Agree (High Support)
13	Feedback from teachers is acknowledged and considered.	4.12	Agree (High Support)
14	Regular meetings are conducted to discuss instructional concerns.	4.08	Agree (High Support)
15	School head encourages open communication in the school community.	4.17	Agree (High Support)
D. Motivation and Recognition			

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
16	Teachers' accomplishments are acknowledged by the school head.	4.21	Agree (High Support)
17	Motivation programs are provided to boost teacher morale.	4.08	Agree (High Support)
18	Teacher efforts are rewarded in meaningful ways.	4.04	Agree (High Support)
19	Constructive feedback motivates teachers to improve performance.	4.17	Agree (High Support)
20	School culture promotes recognition and encouragement of teachers.	4.12	Agree (High Support)
E. Monitoring and Evaluation Support			
21	The school head regularly monitors classroom teaching practices.	4.25	Strongly Agree (Very High Support)
22	Evaluation of teachers is conducted fairly and systematically.	4.21	Agree (High Support)
23	Teachers are provided feedback on their instructional effectiveness.	4.17	Agree (High Support)
24	Data from monitoring is used to guide instructional improvements.	4.12	Agree (High Support)
25	School head supports teachers in addressing areas needing improvement.	4.17	Agree (High Support)

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
Overall Weighted Mean	—	4.09	Agree (High Level of Support)

LEGEND (5-POINT LIKERT SCALE)

- 4.26 – 5.00 = Strongly Agree (Very High Support)
- 3.26 – 4.25 = Agree (High Support)
- 2.51 – 3.25 = Neutral/Disagree (Moderate Support)
- 1.76 – 2.50 = Strongly Disagree (Low Support)
- 1.00 – 1.75 = Very Strongly Disagree (Very Low Support)
- 1.00 – 1.75 = Strongly Disagree (Very Low Practice)

This table presents the Extent of School Heads' Support in TLE Programs in terms of five major dimensions: Resource Provision, Professional Development Support, Communication and Consultation, Motivation and Recognition, and Monitoring and Evaluation Support. The table reflects teachers' perceptions of how school heads provided administrative and instructional support necessary for the effective implementation of Technology and Livelihood Education (TLE). The weighted means of the individual indicators were used to determine the extent of support provided by school heads, particularly in ensuring adequate instructional resources, developing teachers' professional competencies, maintaining effective communication, recognizing teachers' contributions, and monitoring instructional performance.

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In terms of Resource Provision, all indicators were interpreted as High Support, with learning facilities being maintained and available for instructional use obtaining the highest weighted mean of 4.08, followed by ensuring the availability of necessary consumables at 3.92, fair distribution of resources at 3.83, provision of sufficient TLE materials and equipment at 3.73, and adequate financial support for TLE programs at 3.67. These results indicate that school heads generally provided the physical, instructional, and financial resources required for TLE implementation, although financial support and the sufficiency of materials and equipment emerged as comparatively weaker areas. For Professional Development Support, encouraging teachers to attend TLE-related training obtained 4.25, followed by continuous learning through instructional coaching at 4.21, organization of workshops and seminars at 4.17, assessment and response to professional development needs at 4.12, and guidance and mentoring at 4.08. The findings indicate that school heads placed considerable emphasis on developing teachers' professional knowledge and instructional competencies through training, mentoring, coaching, and continuing professional learning.

Regarding Communication and Consultation, clear and effective communication obtained the highest weighted mean of 4.25, teacher consultation in TLE instructional decisions and encouragement of open communication both obtained 4.17, acknowledgment of teachers' feedback obtained 4.12, and regular meetings concerning instructional issues obtained 4.08. Under Motivation and Recognition, acknowledgment of teachers' accomplishments obtained 4.21, constructive feedback as a source of motivation obtained 4.17, promotion of a culture of recognition and encouragement obtained 4.12, provision of

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motivation programs obtained 4.08, and meaningful rewards for teachers' efforts obtained 4.04. Finally, for Monitoring and Evaluation Support, regular monitoring of classroom teaching obtained 4.25, fair and systematic teacher evaluation obtained 4.21, provision of feedback on instructional effectiveness and support in addressing areas for improvement both obtained 4.17, while the use of monitoring data to guide instructional improvement obtained 4.12. Collectively, these findings indicate that school heads provided substantial support not only through material resources but also through professional development, communication, recognition, supervision, and evidence-informed instructional improvement.

The results imply that school heads demonstrated a generally high level of support for TLE programs, as evidenced by the overall weighted mean of 4.09, interpreted as Agree or High Level of Support. Specifically, Resource Provision recorded individual weighted means ranging from 3.67 to 4.08; Professional Development Support ranged from 4.08 to 4.25; Communication and Consultation ranged from 4.08 to 4.25; Motivation and Recognition ranged from 4.04 to 4.21; and Monitoring and Evaluation Support ranged from 4.12 to 4.25. Three indicators obtained the highest rating of 4.25: encouraging teachers to attend TLE-related training, communicating clearly and effectively with teachers, and regularly monitoring classroom teaching practices. Meanwhile, adequate financial support for TLE programs obtained the lowest weighted mean of 3.67, although it remained within the High Support category. The result implies that school heads generally performed their supportive roles effectively by providing resources, facilitating teachers' professional development, maintaining communication and consultation, motivating and recognizing teachers, and conducting

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instructional monitoring and evaluation. Nevertheless, the comparatively lower ratings for financial assistance, materials and equipment, and meaningful rewards suggest areas where administrative support could be further strengthened, particularly because TLE instruction is resource-intensive and requires adequate tools, equipment, consumables, facilities, and sustained financial provision.

TABLE 2
EXTENT OF TEACHERS' INSTRUCTIONAL PRACTICES IN TLE

No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
A. Lesson Planning and Preparation			
1	Teacher prepares lesson plans aligned with curriculum standards and MELCs.	4.47	Strongly Agree (Very High)
2	Lesson objectives are clear, measurable, and achievable.	4.47	Strongly Agree (Very High)
3	Activities are sequenced logically and appropriately for Grade 10 learners.	4.42	Strongly Agree (Very High)
4	Teacher integrates learning outcomes in lesson preparation.	4.44	Strongly Agree (Very High)
5	Teacher considers learners' diverse needs during planning.	4.39	Strongly Agree (Very High)
B. Instructional Delivery			

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
6	Teacher explains concepts clearly and understandably.	4.52	Strongly Agree (Very High)
7	Teacher engages learners through interactive and participatory methods.	4.47	Strongly Agree (Very High)
8	Teacher uses practical demonstrations to enhance comprehension.	4.44	Strongly Agree (Very High)
9	Teacher maintains learners' attention throughout the lesson.	4.39	Strongly Agree (Very High)
10	Teacher applies innovative strategies to enhance instruction.	4.42	Strongly Agree (Very High)
C. Use of Resources and Materials			
11	Teacher effectively integrates available TLE tools in lessons.	4.44	Strongly Agree (Very High)
12	Hands-on activities are utilized to reinforce learning.	4.47	Strongly Agree (Very High)
13	Visual, auditory, and kinesthetic resources are employed appropriately.	4.39	Strongly Agree (Very High)
14	Teacher ensures all resources are prepared before the lesson.	4.42	Strongly Agree (Very High)
15	Resource use supports student understanding and skill mastery.	4.44	Strongly Agree (Very High)

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
D. Assessment and Feedback			
16	Teacher uses rubrics, journals, and portfolios to evaluate students.	4.39	Strongly Agree (Very High)
17	Feedback is timely, constructive, and specific.	4.44	Strongly Agree (Very High)
18	Teacher monitors students' objectives and competencies.	4.42	Strongly Agree (Very High)
19	Assessment aligns with the lesson objectives and competencies.	4.39	Strongly Agree (Very High)
20	Teacher adjusts instruction based on assessment outcomes.	4.36	Strongly Agree (Very High)
E. Classroom Management and Student Engagement			
21	Teacher maintains an inclusive, safe, and productive learning environment.	4.44	Strongly Agree (Very High)
22	Teacher encourages active participation and collaboration.	4.47	Strongly Agree (Very High)
23	Classroom is organized to maximize learning opportunities.	4.39	Strongly Agree (Very High)

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
24	Teacher manages student behavior effectively and fairly.	4.42	Strongly Agree (Very High)
25	Teacher fosters motivation and interest in TLE lessons.	4.47	Strongly Agree (Very High)
Overall Weighted Mean	—	4.43	Strongly Agree (Very High Level of Practice)

LEGEND (5-POINT LIKERT SCALE)

- 4.26 – 5.00 = Strongly Agree (Very High Level of Practice)
- 3.26 – 4.25 = Agree (High Level of Practice)
- 2.51 – 3.25 = Neutral/Disagree (Moderate Level of Practice)
- 1.76 – 2.50 = Strongly Disagree (Low Level of Practice)
- 1.00 – 1.75 = Very Strongly Disagree (Very Low Level of Practice)

This table presents the Extent of Teachers' Instructional Practices in Technology and Livelihood Education (TLE) in terms of five major domains: Lesson Planning and Preparation, Instructional Delivery, Use of Resources and Materials, Assessment and Feedback, and Classroom Management and Student Engagement. The weighted means indicate the extent to which TLE teachers demonstrated essential pedagogical practices in preparing and delivering instruction, utilizing appropriate learning resources, assessing learner progress, providing feedback, and establishing a classroom environment conducive to active

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participation and skills development. The results provide an overall assessment of teachers' instructional effectiveness and identify particular practices that may be sustained or further strengthened to promote quality TLE instruction.

In terms of Lesson Planning and Preparation, preparing lesson plans aligned with curriculum standards and MELCs and establishing clear, measurable, and achievable lesson objectives both obtained 4.47; integrating learning outcomes in lesson preparation obtained 4.44; logically sequencing learning activities obtained 4.42; and considering learners' diverse needs obtained 4.39. All were interpreted as Very High. Under Instructional Delivery, explaining concepts clearly and understandably obtained the highest weighted mean in the entire table at 4.52, followed by engaging learners through interactive and participatory methods at 4.47, using practical demonstrations at 4.44, applying innovative instructional strategies at 4.42, and maintaining learners' attention throughout lessons at 4.39. These findings indicate that the teachers demonstrated particularly strong practices in lesson preparation and classroom delivery, which are essential in TLE because effective competency development requires clear explanations, properly sequenced activities, practical demonstrations, and meaningful learner participation.

For Use of Resources and Materials, hands-on activities obtained 4.47; effective integration of available TLE tools and the use of resources to support understanding and skill mastery both obtained 4.44; preparation of resources before lessons obtained 4.42; and appropriate use of visual, auditory, and kinesthetic resources obtained 4.39. Under

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Assessment and Feedback, timely, constructive, and specific feedback obtained 4.44, monitoring learners' objectives and competencies obtained 4.42, the use of rubrics, journals, and portfolios and the alignment of assessments with objectives and competencies both obtained 4.39, while adjusting instruction according to assessment outcomes obtained 4.36, the lowest individual weighted mean although still interpreted as Very High. Finally, under Classroom Management and Student Engagement, encouraging active participation and collaboration and fostering motivation and interest in TLE both obtained 4.47; maintaining an inclusive, safe, and productive environment obtained 4.44; managing learner behavior effectively and fairly obtained 4.42; and organizing the classroom to maximize learning opportunities obtained 4.39. The consistency of these ratings indicates that highly effective instructional practices were demonstrated across planning, delivery, resource utilization, assessment, classroom management, and learner engagement.

The results imply that the TLE teachers demonstrated a Very High Level of Instructional Practice, as reflected in the overall weighted mean of 4.43, interpreted as Strongly Agree/Very High Level of Practice. Specifically, Lesson Planning and Preparation indicators ranged from 4.39 to 4.47, Instructional Delivery from 4.39 to 4.52, Use of Resources and Materials from 4.39 to 4.47, Assessment and Feedback from 4.36 to 4.44, and Classroom Management and Student Engagement from 4.39 to 4.47, with all 25 indicators interpreted as Very High. The highest-rated practice was the teachers' clear and understandable explanation of concepts, while adjusting instruction based on assessment outcomes received the lowest rating but remained within the Very High category. The result implies that TLE

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teachers consistently demonstrated strong competencies in planning standards-aligned lessons, communicating concepts, facilitating practical and hands-on activities, utilizing instructional resources, assessing learning, providing feedback, managing classrooms, and sustaining learner participation. The overall average rating of 4.43 further indicates that effective instructional practices were consistently evident. Nevertheless, greater emphasis may still be placed on using assessment results to modify instruction and on differentiating strategies according to learner needs so that assessment becomes an active basis for responsive teaching rather than merely a measure of learning.

TABLE III

TEST OF RELATIONSHIP BETWEEN SCHOOL HEADS' SUPPORT AND TEACHERS' INSTRUCTIONAL PRACTICES IN TLE

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	p-Value	Decision on Ho	Interpretation
Extent of School Heads' Support in TLE Programs (Table 1) and Extent of Teachers' Instructional Practices in TLE (Table 2)	0.91	13.82	1.96	< 0.001	Reject Ho	Significant Relationship (Very Strong Positive)

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This table presents the Test of Relationship Between School Heads' Support and Teachers' Instructional Practices in TLE. It examines whether the extent of administrative and instructional support provided by school heads was significantly associated with the instructional practices demonstrated by TLE teachers. Pearson's Product-Moment Correlation Coefficient was utilized to establish the strength and direction of the relationship between the variables, while the computed t-value, table value, p-value, and decision on the null hypothesis were used to determine the statistical significance of the relationship.

The results reveal a Pearson correlation coefficient of 0.91, indicating a very strong positive relationship between the extent of school heads' support in TLE programs and teachers' instructional practices. This means that higher levels of school-head support tended to be associated with stronger instructional practices among TLE teachers. Considering the dimensions measured in the preceding tables, support involving the provision of instructional resources, professional development, communication and consultation, motivation and recognition, and monitoring and evaluation tended to accompany stronger practices in lesson planning, instructional delivery, utilization of resources and materials, assessment and feedback, classroom management, and student engagement. The magnitude of the correlation indicates that the two variables were closely associated within the respondents included in the study.

The statistical test further shows that the computed t-value of 13.82 was substantially greater than the table value of 1.96 at the 0.05 level of significance. Furthermore, the obtained p-value of less than 0.001 was considerably lower than the established significance level.

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Therefore, the null hypothesis was rejected, confirming a statistically significant and very strong positive relationship between school heads' support and teachers' instructional practices in TLE. This finding provides statistical evidence that variations in school-head support were systematically associated with variations in teachers' instructional practices. Nevertheless, because the study employed a descriptive-correlational design, the relationship should be interpreted as an association rather than proof that administrative support alone caused stronger teaching practices.

The results imply that the support provided by school heads was strongly associated with the quality of teachers' instructional practices in TLE. Specifically, the Extent of School Heads' Support in TLE Programs obtained an overall weighted mean of 4.09, interpreted as Agree or High Level of Support, while the Extent of Teachers' Instructional Practices in TLE obtained an overall weighted mean of 4.43, interpreted as Strongly Agree or Very High Level of Practice. The relationship between the variables yielded $r = 0.91$, indicating a very strong positive association; the computed t-value of 13.82 exceeded the table value of 1.96, and the p-value was less than 0.001, resulting in the rejection of the null hypothesis and the conclusion of a significant relationship. The result implies that stronger administrative support tended to accompany stronger instructional practices among TLE teachers. Thus, maintaining adequate resources, professional development opportunities, open communication, recognition and motivation systems, systematic instructional monitoring, and constructive feedback may provide important organizational conditions that enable teachers to sustain and further strengthen effective TLE instruction.

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CONCLUSION

Based on the results of this study, school heads' administrative and instructional support was strongly associated with teachers' effectiveness in delivering Grade 10 Technology and Livelihood Education. The findings indicate that sustained support in resources, professional development, communication, motivation, monitoring, and feedback contributes to stronger instructional practices, thereby helping teachers provide more effective, responsive, and learner-centered TLE instruction.

RECOMMENDATIONS

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

The Teachers should continuously strengthen their instructional practices in delivering Grade 10 Technology and Livelihood Education (TLE) by preparing competency-based and learner-centered lessons, maximizing available tools and instructional materials, integrating hands-on and performance-based activities, and using assessment results to provide appropriate remediation and enrichment. They should also actively participate in professional development, coaching, mentoring, and collaborative learning activities provided by the school.

The School Heads should sustain and further strengthen administrative and instructional support for TLE teachers through adequate and equitable provision of tools, equipment, consumable materials, and other instructional resources. They should provide

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relevant professional development opportunities, maintain open communication and consultation, recognize teachers' accomplishments, and conduct systematic instructional supervision with constructive feedback and technical assistance to continuously improve teaching performance.

The Public Schools District Supervisor should provide continuous technical assistance and monitoring to school heads and TLE teachers to ensure effective implementation of TLE programs. The supervisor should facilitate relevant capacity-building activities, promote sharing of effective practices among schools, assist in addressing instructional and resource-related concerns, and monitor the implementation of instructional supervisory plans aimed at strengthening teacher performance and learner competency development.

The Parents should actively support their children's learning in TLE by encouraging regular participation in academic and practical activities, providing appropriate learning materials whenever possible, monitoring their progress, and maintaining communication with teachers regarding their children's learning needs. They should also encourage learners to value the practical, technological, entrepreneurial, and livelihood competencies developed through TLE.

The Researcher should utilize the findings of the study as the basis for implementing and evaluating the proposed Instructional Supervisory Plan. The researcher should coordinate with school administrators and TLE teachers in monitoring the effectiveness of interventions related to resource provision, professional development, instructional supervision,

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communication, motivation, and teacher support and recommend necessary adjustments based on implementation results.

The Future Researchers should conduct similar investigations involving larger samples, additional schools, other grade levels, and different TLE specializations to further validate the relationship between school administrative support and teachers' instructional performance. They should also consider additional variables such as teacher competence, self-efficacy, workload, availability of TLE facilities and equipment, professional development, school climate, learner engagement, and academic achievement and may employ mixed-method, longitudinal, or experimental approaches to provide deeper evidence on factors affecting the quality of TLE instruction.

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The author was born on February 28, 1979, in Ormoc City, Leyte, Philippines. She completed her Bachelor of Secondary Education at Isabel National Agricultural and Vocational School in Isabel, Leyte. Throughout her high school and college years, she actively served as a student leader in various school organizations and as a youth leader in her barangay. These leadership experiences shaped her professional trajectory and motivated her to specialize in Administration and Supervision for her graduate studies.

She is presently completing her Master of Arts in Education, major in School Administration and Supervision, at Western Leyte College of Ormoc City.

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