



EXTENT ON THE UTILIZATION OF INSTRUCTIONAL FACILITIES AND EQUIPMENT IN TECHNOLOGY & LIVELIHOOD EDUCATION IN RELATION TO THE TEACHING PERFORMANCE OF TEACHERS AND PRACTICAL SKILLS OF GRADE 9 STUDENTS

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ABSTRACT

This study determined the significant relationship between Extent on the utilization of Instructional Facilities and Equipment in Technology & Livelihood Education in relation to the Teaching Performance of Teachers and Practical Skills Performance of Grade 9 Students. A proposed Instructional Supervisory plan was formulated based on the result of the study. This study utilized a descriptive-correlational research design, which is most appropriate for examining and describing existing conditions as well as determining relationships among variables. It aims to (1) describe how instructional facilities and equipment are utilized in TLE classes, (2) assess teaching performance of TLE teachers, (3) evaluate the practical skills performance of Grade 9 students, and (4) determine significant relationships among these variables. The Test of Relationship Between Utilization of Instructional Facilities and Equipment in TLE, Teachers' Performance, and Students' Practical Skills. It displays the correlation values and interpretations of the relationships among the identified variables. The purpose of the table is to determine whether the effective use of instructional facilities and equipment in Technology and Livelihood Education (TLE) has a significant influence on both the teaching performance of TLE teachers and the practical skills performance of Grade 9 students. As reflected in the table, the correlation between the utilization of instructional

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facilities and equipment in TLE and the teaching performance of TLE teachers revealed a significant relationship. This means that when teachers effectively use available instructional tools, their performance in teaching improves. They are able to deliver lessons more effectively, provide hands-on learning opportunities, and engage learners more meaningfully. In the same way, the relationship between the utilization of instructional facilities and equipment in TLE and the students' practical skills performance also showed a significant relationship. This indicates that access to adequate and functional facilities allows learners to apply and refine their technical skills more efficiently, which in turn strengthens their mastery of TLE competencies. The results further demonstrate that both relationships yielded significant findings at the accepted level of significance. This finding emphasizes that instructional facilities and equipment play a vital role in enhancing both teaching and learning outcomes in TLE. When these facilities are properly managed, maintained, and utilized, teachers are empowered to conduct more effective, contextualized instruction, while students are provided with authentic learning experiences that bridge theory and practice. The results imply that there is a strong and significant relationship between the utilization of instructional facilities and equipment in TLE, the teachers' performance, and the students' practical skills performance. The overall findings imply that effective utilization of instructional tools and resources enhances instructional quality and contributes to improved learner competency in technical and vocational areas. The result implies that continuous investment in and proper management of instructional resources are vital to sustaining high teaching standards and promoting student achievement in TLE.

Keywords: *Extent, Utilization, Instructional Facilities & Equipment, TLE, Teaching performance, Practical Skills, Grade 9 Students*

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INTRODUCTION

The extent of utilization of instructional facilities and equipment plays a critical role in ensuring effective teaching and meaningful learning, particularly in skill-based subjects such as Technology and Livelihood Education (TLE). Instructional facilities such as workshops, tools, sewing machines, kitchen labs, and agricultural equipment are not merely supplementary; they are essential in delivering practical, hands-on experiences aligned with the TLE curriculum. When properly utilized, these facilities enhance the ability of teachers to demonstrate, engage, and assess students in real-life skills, thus improving their overall teaching performance. Likewise, students' mastery of practical competencies—such as food preparation, electrical wiring, or carpentry—depends heavily on access to functioning, adequate, and up-to-date equipment. Without proper tools, students are left with theoretical knowledge that lacks real-world application. This gap can result in poor skills development, which contradicts the objectives of the K to 12 curriculum in preparing learners for work or entrepreneurship. Therefore, understanding the extent to which these facilities are utilized is essential in identifying strengths, gaps, and areas for improvement in instructional delivery and learning outcomes. This knowledge is vital for school administrators, policymakers, and educators to implement informed interventions that will enhance both teaching effectiveness and student competency in practical skills.

Edalin B. Timbasal-Nuevo (2024) investigated the adequacy and utilization of laboratory equipment and its relationship to teaching performance of Grade 9 science teachers in Malapatan Municipality. The findings revealed that inadequate availability and suboptimal use of science equipment significantly hampered teachers' ability to conduct hands-on demonstrations and engage students in critical process skills (observing, experimenting, inferencing), which in turn negatively affected teaching effectiveness

As a Technology and Livelihood Education (TLE) teacher, the researcher recognizes that their role extends far beyond delivering lessons inside the classroom. They are deeply

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committed to guiding students not only in academic growth but also in emotional development and real-world readiness. The researcher often witnesses how students become fully engaged, curious, and empowered during hands-on activities—moments that reaffirm the transformative power of experiential learning and validate their choice to pursue the teaching profession. However, it is equally disheartening for the researcher when this excitement fades, not due to a lack of interest or ability, but because of the absence of essential tools, functional equipment, or adequate space to support effective learning.

This recurring reality has deeply influenced the researcher's choice of study. Having repeatedly seen students forced to imagine using tools instead of physically interacting with them, the researcher feels a strong sense of helplessness. Students are expected to understand diagrams, memorize steps, and pass assessments without ever experiencing the actual application of the skills being taught. This disconnect between theory and practice not only affects students' academic performance in practical tasks, but also undermines their confidence, motivation, and self-worth. The researcher has witnessed how this lack of resources limits not the students' capacity to learn, but their opportunity to grow.

Through firsthand experience, the researcher has seen the difference proper tools and equipment can make in a learner's life. A disengaged student can transform into someone confident and eager when provided with the opportunity to learn by doing. One student once said, "Ma'am, I feel smart when I can fix something"—a simple yet powerful statement that highlighted how hands-on experiences can shape a learner's identity, self-esteem, and sense of future potential.

As a vocational institution, the school offers five major specializations under the Technology and Livelihood Education (TLE) program: Garments Technology, Cookery, Food Processing, Horticulture, and Animal Production. For educators in these strands, challenges related to insufficient instructional facilities and equipment are an ongoing reality that significantly impacts teaching and learning outcomes.

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In Garments Technology, one of the most persistent issues is the severe shortage of functional sewing machines and related tools. Many schools are equipped with only a limited number of operational units, forcing students to take turns or wait extended periods for their turn to practice even the most basic stitching techniques. Furthermore, a number of machines are outdated or non-functional, further reducing the time and opportunity for meaningful hands-on instruction. Compounding this issue is the lack of essential materials such as fabrics, threads, buttons, and zippers. As a result, the learning experience often becomes limited to theoretical lessons, teacher demonstrations, or passive observation. However, garment construction is a skill that demands consistent hands-on practice, accuracy, and refinement. Without sufficient resources, students struggle to develop craftsmanship, leaving them underprepared for industry-level expectations.

Similarly, in the Cookery strand, the lack of kitchen equipment poses a major barrier to delivering effective instruction. Many schools do not have adequate numbers of electric stoves, ovens, cookware, and other tools necessary for implementing the curriculum. It is not uncommon for an entire class to share a single cooking station, leading to rushed sessions or learning limited to watching rather than doing. Additionally, the limited availability of ingredients forces teachers to either shoulder the expenses or scale down the learning activities. This lack of a fully equipped kitchen environment severely restricts students from gaining experience in food preparation, cooking techniques, hygiene practices, and food presentation—all vital competencies in the culinary arts.

In the Food Processing specialization, the absence of specialized equipment such as vacuum sealers, sterilizers, grinders, and packaging machines further narrows students' learning opportunities. Much of the instruction is reduced to reading modules or analyzing visual aids. While students may understand theoretical steps in making preserved foods, they are unable to practice critical aspects such as temperature control, sanitation protocols, and safe packaging techniques. Without access to these tools, students are deprived of authentic,

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hands-on learning, leaving them underqualified for practical assessments or real-world food processing tasks.

The Horticulture and Animal Production strands face their own distinct challenges. In horticulture, many schools lack basic infrastructure such as greenhouses, irrigation systems, or even adequate gardening tools. A shortage of seeds, fertilizers, and planting materials often delays lesson execution and prevents students from experiencing a complete plant growth cycle within the school year. Meanwhile, in animal production, the absence of live animals significantly hampers instruction. Students miss critical learning opportunities such as feeding, cleaning, tagging, or monitoring animal health and behavior. In many cases, lessons are limited to textbooks, images, or video demonstrations—none of which can substitute for the authentic, tactile experience needed in agriculture or animal husbandry.

Collectively, these limitations not only affect the teaching performance of TLE educators, but also undermine the practical skills development of Grade 9 students. With little to no access to proper tools and environments, both teachers and learners face systemic constraints that reduce the quality and relevance of vocational education. These conditions highlight the urgent need for improved resource provision, strategic investments, and policy-level support to ensure that students receive the hands-on training necessary to succeed in their chosen fields.

This study determined the significant relationship between Extent on the utilization of Instructional Facilities and Equipment in Technology & Livelihood Education in relation to the Teaching Performance of Teachers and Practical Skills Performance of Grade 9 Students. 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 extent of utilization of instructional facilities and equipment in Technology & Livelihood Education (TLE) based on the ff:

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- 1.1 Availability of instructional facilities and equipment;
 - 1.2 Frequency of equipment usage during instruction;
 - 1.3 Condition and maintenance of instructional tools;
 - 1.4 Accessibility of equipment to both teachers and students;
 - 1.5 Appropriateness of the equipment to the TLE curriculum; and
 - 1.6 Support and budget allocation for instructional resources?
2. What is the perceived level of teacher's performance in terms of:
- 2.1 Lesson delivery and instructional competence;
 - 2.2 Classroom management and resource handling;
 - 2.3 Integration of instructional equipment in teaching strategies;
 - 2.4 Student engagement and participation during TLE lessons;
 - 2.5 Use of assessment tools and feedback mechanisms; and
 - 2.6 Professional development and training related to TLE instruction?
3. What is the practical skills performance of the Grade 9 learners in TLE?
4. Is there a significant relationship between the utilization of instructional facilities and equipment in TLE and:
- 4.1. The teaching performance of TLE teachers; and
 - 4.2 The practical skills performance of Grade 9 students?
5. What Instructional Supervisory plan can be proposed based on the findings of the study?

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Statement of Hypothesis

H0 – There is no significant relationship between the utilization of instructional facilities and equipment in TLE and:

- a. The teaching performance of TLE teachers; and
- b. The practical skills performance of Grade 9 students

METHODOLOGY

Design. This study utilized a descriptive-correlational research design, which is most appropriate for examining and describing existing conditions as well as determining relationships among variables. It aims to (1) describe how instructional facilities and equipment are utilized in TLE classes, (2) assess the teaching performance of TLE teachers, (3) evaluate the practical skills performance of Grade 9 students, and (4) determine significant relationships among these variables.

The main locale of the study was at Leyte Agro Industrial School. The research respondents in this study were the 1 School Head, 12 JHS TLE teachers and 243 Grade 9 students who were chosen through a universal sampling technique by the researcher. To gather data for this study, a researcher-made survey questionnaire was utilized as the primary research instrument. It was included six key indicators aligned with the extent of instructional facilities and equipment utilization in Technology and Livelihood Education (TLE): availability, frequency of usage, condition and maintenance, accessibility, curriculum alignment, and support or budget allocation. Respondents—composed of TLE teachers—will be asked to rate each item using a five-point Likert scale ranging from “Never” to “Always” or “Strongly Disagree” to “Strongly Agree.” The instrument will be validated by subject matter experts to ensure clarity, relevance, and reliability, and pilot-tested prior to full deployment. Quantitative

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data collected from the instrument provided meaningful insights into the current status of instructional resource usage in TLE settings and its potential influence on teaching performance and student practical skill development. The proposed instructional supervisory plan was taken based on the findings of the study.

Sampling. The respondents of the study were the 1 School Head, 12 JHS TLE teachers and 243 Grade 9 students 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 one month (30 days), the researcher sought permission from the Schools Division Office headed by the Schools Division Superintendent through a transmittal letter. The same letter content was also given to the Public School District Supervisor, School Principal, and the teachers under their supervision. The researcher distributed the survey questionnaires to the School Heads to be answered by the teachers. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r . The collected data were then collated and submitted for appropriate statistical analysis.

Ethical Issues. The right to conduct the study was strictly adhered to through the approval of the principals and the approval of the Superintendent of the Division. Orientation of the respondents, both school principals 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 were used in this study:

The Simple Percentage and weighted mean were employed to determine the Extent on the utilization of Instructional Facilities and Equipment in Technology & Livelihood

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Education in relation to the Teaching Performance of Teachers and Practical Skills Performance of Grade 9 Students.

Pearson r Moment Correlation Coefficient was used to determine the significant relationship between the Extent on the utilization of Instructional Facilities and Equipment in Technology & Livelihood Education in relation to the Teaching Performance of Teachers and Practical Skills Performance of Grade 9 Students.

RESULTS AND DISCUSSION

TABLE 1

EXTENT OF UTILIZATION OF INSTRUCTIONAL FACILITIES AND EQUIPMENT IN TLE (ITEM-LEVEL)

Indicator	Item Description	Weighted Mean	Interpretation
1.1 Availability of instructional facilities and equipment	a. The school has enough tools for each TLE specialization.	3.25	Neutral
	b. Equipment is available in sufficient quantity for classroom use.	2.83	Neutral
	c. Students have access to the required materials during practical activities.	3.25	Neutral
	d. All Grade 9 TLE areas are equipped with the necessary instructional facilities.	3.25	Neutral
	e. Updated and industry-relevant tools are present for teaching.	2.83	Neutral
Mean		2.95	Neutral (Moderate Extent)
1.2 Frequency of equipment	a. TLE teachers use equipment regularly in every lesson.	3.25	Neutral

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Indicator	Item Description	Weighted Mean	Interpretation
usage during instruction	b. Equipment is integrated into both theory and practical activities.	4.50	Agree
	c. Students are given regular opportunities to handle tools.	4.67	Strongly Agree
	d. Teachers schedule sufficient time for equipment-based learning.	4.17	Agree
	e. Practical lessons are conducted consistently using instructional equipment.	4.58	Agree
Mean		4.18	Agree (High Extent)
1.3 Condition and maintenance of instructional tools	a. Equipment is in good working condition.	3.25	Neutral
	b. A regular maintenance program is implemented.	2.33	Disagree
	c. Tools are cleaned and stored properly after use.	4.33	Agree
	d. Broken equipment is repaired or replaced in a timely manner.	2.25	Disagree
	e. There is a system for monitoring the condition of tools and equipment.	3.25	Neutral
Mean		3.07	Neutral (Moderate Extent)
1.4 Accessibility of equipment to both teachers and students	a. Tools are accessible during scheduled TLE classes.	4.33	Agree
	b. Teachers can easily request and use needed equipment.	4.00	Agree
	c. Students are allowed to use tools under supervision.	4.58	Agree
	d. Facilities are not restricted due to administrative or policy limitations.	4.67	Strongly Agree

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Indicator	Item Description	Weighted Mean	Interpretation
	e. Equipment is stored in locations that are accessible for instructional purposes.	4.75	Strongly Agree
Mean		4.47	Agree (High Extent)
1.5 Appropriateness of equipment to the TLE curriculum	a. Tools match the competencies specified in the curriculum.	4.33	Agree
	b. Equipment supports the learning objectives of each TLE strand.	5.00	Strongly Agree
	c. Materials provided are suited to the students' skill level.	4.50	Agree
	d. Equipment is aligned with current industry practices.	4.67	Strongly Agree
	e. Teaching aids and tools meet curriculum requirements across all specializations.	4.83	Strongly Agree
Mean		4.67	Strongly Agree (Very High Extent)
1.6 Support and budget allocation for instructional resources	a. The school allocates budget for purchasing TLE equipment.	3.92	Agree
	b. There is support from stakeholders (LGU, PTA, alumni, etc.) for tool procurement.	3.33	Neutral
	c. Teachers are consulted in resource planning and budgeting.	4.17	Agree
	d. The school regularly updates its instructional tools and facilities.	3.42	Agree
	e. External funding or partnerships are sought for improving equipment availability.	4.25	Agree
Mean		3.82	Agree (High Extent)
Grand Mean		3.86	Agree (High Extent)

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This table presents the Extent of Utilization of Instructional Facilities and Equipment in TLE (Item-Level), which outlines how effectively schools make use of available facilities, tools, and materials in the teaching and learning of Technology and Livelihood Education (TLE). The table includes six major indicators—availability of facilities and equipment, frequency of use, condition and maintenance, accessibility, appropriateness, and support or budget allocation. Each indicator is rated according to the respondents' perceptions, revealing how these resources contribute to the practical and theoretical aspects of TLE instruction.

The results show that the overall grand mean of 3.86, interpreted as Agree (High Extent), indicates that instructional facilities and equipment in TLE are generally utilized effectively. Specifically, the appropriateness of equipment to the TLE curriculum obtained the highest mean of 4.67 (Strongly Agree), suggesting that the materials and tools provided are highly aligned with the learning competencies and industry standards. The accessibility of equipment also rated high at 4.47 (Agree), showing that both teachers and students can readily use these resources during instructional activities. Meanwhile, support and budget allocation received a mean of 3.82 (Agree), highlighting sufficient institutional and stakeholder assistance in maintaining and updating TLE equipment.

On the other hand, moderate utilization was observed in the availability of instructional facilities and equipment (2.95) and condition and maintenance of instructional tools (3.07), both interpreted as Neutral (Moderate Extent). These findings reveal that while TLE tools and equipment are present, issues such as insufficient quantity, limited updates, and irregular maintenance may hinder their optimal use. The frequency of equipment usage during instruction scored 4.18 (Agree), which reflects that TLE teachers consistently integrate hands-on activities and encourage students to manipulate tools during lessons—enhancing practical engagement and skills development.

The results imply that, overall, the utilization of instructional facilities and equipment in TLE is at a high extent with an average of 3.86, suggesting that teachers and students effectively use available tools to support the teaching-learning process. However, improvements are needed in ensuring regular maintenance, updating of outdated tools, and

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increasing the number of available resources to further strengthen hands-on learning experiences. The result implies that the school's commitment to accessibility, curriculum alignment, and financial support contributes significantly to effective TLE instruction, but sustainable maintenance and resource expansion remain essential for continuous improvement.

TABLE II

PERCEIVED LEVEL OF TEACHERS' PERFORMANCE IN TLE

Indicator	Item Description	Weighted Mean	Interpretation
A. Lesson Delivery	Presents lesson objectives clearly	4.60	Strongly Agree (Very High Performance)
	Uses a variety of teaching strategies suited to the learners	4.20	Agree (High Performance)
	Integrates real-life applications in teaching	4.10	Agree (High Performance)
	Provides immediate feedback during class activities	4.50	Strongly Agree (Very High Performance)
	Encourages active participation of students	4.40	Strongly Agree (Very High Performance)
Mean		4.36	Strongly Agree (Very High Performance)
B. Classroom Management	Maintains discipline in the classroom	4.30	Strongly Agree (Very High Performance)
	Arranges classroom to support learning	4.00	Agree (High Performance)
	Uses time effectively in teaching	4.10	Agree (High Performance)
	Encourages respect and cooperation among students	4.50	Strongly Agree (Very High Performance)
	Establishes clear classroom routines	4.20	Agree (High Performance)
Mean		4.22	Strongly Agree (Very High Performance)

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Indicator	Item Description	Weighted Mean	Interpretation
C. Assessment of Learning	Prepares clear and fair test items	4.40	Strongly Agree (Very High Performance)
	Uses different assessment tools (quizzes, projects, performance tasks)	4.10	Agree (High Performance)
	Provides timely feedback on students' performance	4.20	Agree (High Performance)
	Uses assessment results to improve instruction	4.30	Strongly Agree (Very High Performance)
	Observes fairness and objectivity in grading	4.50	Strongly Agree (Very High Performance)
Mean		4.30	Strongly Agree (Very High Performance)
D. Professional Responsibilities	Attends school meetings regularly	4.60	Strongly Agree (Very High Performance)
	Submits reports and requirements on time	4.40	Strongly Agree (Very High Performance)
	Demonstrates punctuality in attending classes	4.50	Strongly Agree (Very High Performance)
	Engages in professional development activities	4.20	Agree (High Performance)
	Shows commitment to teaching as a profession	4.60	Strongly Agree (Very High Performance)
Mean		4.46	Strongly Agree (Very High Performance)
Grand Mean		4.34	Strongly Agree (Very High Performance)

Legend

- 4.21 – 5.00 = Strongly Agree (Very High Performance)
- 3.41 – 4.20 = Agree (High Performance)
- 2.61 – 3.40 = Neutral (Moderate Performance)
- 1.81 – 2.60 = Disagree (Low Performance)
- 1.00 – 1.80 = Strongly Disagree (Very Low Performance)

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This table presents the Perceived Level of Teachers' Performance in TLE, which highlights how teachers perform in the delivery of instruction, classroom management, assessment of learning, and professional responsibilities. It reflects how teachers apply effective teaching practices, manage classroom environments, assess learners fairly, and fulfill their professional duties in the field of Technology and Livelihood Education (TLE). The data provide insight into how these competencies collectively influence the quality of teaching and learning in TLE, as perceived by the respondents.

As shown in the table, the overall grand mean of 4.34, interpreted as Strongly Agree (Very High Performance), indicates that teachers in TLE demonstrate excellent performance across all domains. Among the indicators, Professional Responsibilities obtained the highest mean of 4.46 (Very High Performance), suggesting that TLE teachers are highly committed to their duties, attend meetings, submit reports promptly, and actively participate in professional development. Lesson Delivery followed with a mean of 4.36 (Very High Performance), reflecting teachers' ability to deliver clear objectives, apply varied strategies, and integrate real-life applications effectively. This implies that teachers provide engaging and meaningful lessons that connect theoretical learning with practical application.

Meanwhile, Assessment of Learning earned a mean of 4.30 (Very High Performance), showing that teachers design fair and comprehensive assessments, give prompt feedback, and use results to improve instruction. Classroom Management scored 4.22 (Very High Performance), indicating that TLE teachers maintain an organized, respectful, and disciplined learning environment conducive to skill-based learning. The consistency of high ratings across all domains reveals that teachers not only possess mastery of subject matter but also uphold professionalism, fairness, and learner-centered instruction.

The results imply that the teachers' overall performance in TLE is at a very high level, with a grand mean of 4.34, suggesting that they demonstrate excellence in instructional delivery, assessment, classroom management, and professional conduct. The result implies

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that TLE teachers are well-equipped to foster practical and cognitive learning outcomes through effective teaching practices, continuous professional growth, and a strong sense of accountability. This high level of performance reinforces the importance of teacher competence and commitment in delivering quality technical and vocational education.

TABLE III

PRACTICAL SKILLS PERFORMANCE OF THE GRADE 9 LEARNERS IN TLE

Grade Range	Description	No. of Learners	Percentage (%)
90 – 100	Outstanding	87	35.80%
85 – 89	Very Satisfactory	58	23.87%
80 – 84	Satisfactory	79	32.51%
75 – 79	Fairly Satisfactory	19	7.82%
Below 75	Did Not Meet Expect.	0	0.00%
Total		243	100%

This table presents the Practical Skills Performance of the Grade 9 Learners in TLE, which describes how learners performed based on their practical competencies in various TLE specializations. It categorizes the learners' performance into different grade ranges, from Outstanding to Did Not Meet Expectations, and indicates the corresponding number and percentage of learners in each category. The table aims to determine how effectively students have developed the necessary practical skills required in the TLE curriculum, reflecting their ability to apply learned concepts and techniques in hands-on tasks.

As shown in the table, a considerable proportion of the learners performed at a high level in their practical activities. Most of the students, or 35.80%, attained an Outstanding performance rating, while 23.87% achieved Very Satisfactory results. This indicates that more than half of the Grade 9 learners demonstrated exceptional mastery of practical skills, showing

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efficiency, accuracy, and competence in executing TLE-related tasks. Additionally, 32.51% of learners obtained a Satisfactory rating, suggesting that they met the required standards but still had areas for improvement in skill refinement and application.

Meanwhile, a small portion of the learners, 7.82%, received a Fairly Satisfactory rating, which implies that although they passed, they exhibited minimal competency and required further guidance and practice to enhance their skills. Notably, no learners fell under the Did Not Meet Expectations category, indicating that all students met the minimum learning standards. Overall, the distribution of results shows that most learners have developed the essential practical competencies expected in TLE, highlighting the effectiveness of instructional delivery and the availability of learning resources that supported skill-based learning.

The results imply that the overall performance of Grade 9 learners in their TLE practical activities was commendable, as most attained Outstanding to Satisfactory ratings, with an overall satisfactory average performance. The result implies that the learners are effectively acquiring the necessary technical and vocational skills, demonstrating readiness for real-world applications. This outcome also suggests that the instructional strategies, teacher guidance, and access to functional tools and facilities contributed positively to students' mastery of practical tasks in their respective specializations.

TABLE 4

TEST OF RELATIONSHIP BETWEEN UTILIZATION OF INSTRUCTIONAL FACILITIES AND EQUIPMENT IN TLE, TEACHERS' PERFORMANCE, AND STUDENTS' PRACTICAL SKILLS

Variables Compared	Computed r-value	p-value	Interpretation
Utilization of Instructional Facilities and Equipment in TLE & Teaching Performance of TLE Teachers	0.68	0.012	Significant Relationship

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Variables Compared	Computed r-value	p-value	Interpretation
Utilization of Instructional Facilities and Equipment in TLE & Practical Skills Performance of Grade 9 Students	0.72	0.008	Significant Relationship

Legend:

- $p < 0.05$ – Significant
- $p \geq 0.05$ – Not Significant

This table presents the Test of Relationship Between Utilization of Instructional Facilities and Equipment in TLE, Teachers' Performance, and Students' Practical Skills. It displays the computed r-values, p-values, and the corresponding interpretations of the relationships among the identified variables. The purpose of the table is to determine whether the effective use of instructional facilities and equipment in Technology and Livelihood Education (TLE) has a significant influence on both the teaching performance of TLE teachers and the practical skills performance of Grade 9 students.

As shown in the table, the computed correlation between the utilization of instructional facilities and equipment in TLE and the teaching performance of TLE teachers revealed a significant relationship. This indicates that when teachers make better use of available instructional tools, their teaching performance improves, as they can deliver lessons more effectively and provide engaging, hands-on experiences for learners. Similarly, the correlation between utilization of instructional facilities and equipment in TLE and students' practical skills performance also shows a significant relationship. This suggests that access to adequate and functional facilities allows learners to practice, apply, and refine their skills more efficiently, leading to improved mastery of TLE competencies.

The results further show that both relationships yielded significant findings at the 0.05 level of significance, implying that instructional facilities and equipment play a vital role in

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enhancing both teaching and learning outcomes in TLE. When these facilities are well-maintained, readily available, and properly utilized, teachers are empowered to deliver more dynamic and contextualized instruction, while students gain more opportunities to engage in real-life, skill-based learning experiences. This emphasizes the interdependence between resource availability, teacher effectiveness, and student performance.

The results imply that there is a strong and significant relationship between the utilization of instructional facilities and equipment in TLE, the teachers' performance, and the students' practical skills performance. The overall findings imply that effective utilization of available tools and materials enhances the quality of instruction and contributes to improved learner competency and productivity in technical and vocational skills. The result implies that investment in and proper management of instructional resources are essential to ensure quality teaching and successful skill acquisition among learners in TLE.

Conclusion

Based on the results of this study, the Test of Relationship Between Utilization of Instructional Facilities and Equipment in TLE, Teachers' Performance, and Students' Practical Skills revealed that the effective use of instructional resources in Technology and Livelihood Education plays a crucial role in enhancing both teaching efficiency and student learning outcomes. The findings confirmed that when TLE teachers maximize available tools and facilities, they can deliver more engaging, practical, and meaningful instruction, which directly supports the development of students' technical and vocational competencies. This underscores the importance of providing adequate, functional, and well-maintained instructional facilities that encourage experiential learning and skill application. Overall, the study concludes that strengthening the management, accessibility, and utilization of instructional resources leads to improved teaching performance and heightened student proficiency, thereby contributing to the overall quality and effectiveness of the school's educational system.

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Recommendations

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

1. The learners should actively participate in all Technology and Livelihood Education (TLE) activities by making full use of the available instructional facilities and equipment. They should take responsibility in handling tools properly, observe safety measures, and apply the skills they have learned both inside and outside the classroom to strengthen their practical competencies.

2. The teachers should continuously utilize and innovate the use of instructional facilities and equipment to deliver more engaging, hands-on, and contextualized lessons. They should also undergo regular training and professional development to enhance their technical and pedagogical skills in maximizing the use of available resources in teaching.

3. The school heads should ensure the proper maintenance, accessibility, and adequacy of instructional facilities and equipment in TLE. They should allocate funds and seek external partnerships or linkages to provide updated tools and materials aligned with industry standards to improve both teaching and learning outcomes.

4. The Public Schools District Supervisor should monitor and evaluate the implementation of TLE programs to ensure that schools are effectively utilizing their instructional facilities and equipment. They should also provide technical assistance, support capacity-building initiatives, and advocate for more budgetary provisions for TLE resource enhancement.

5. The parents should provide support by encouraging their children to value hands-on learning in TLE and by assisting the school in maintaining and safeguarding the instructional tools and facilities. Their involvement can strengthen home-school collaboration in developing learners' practical and technical skills.

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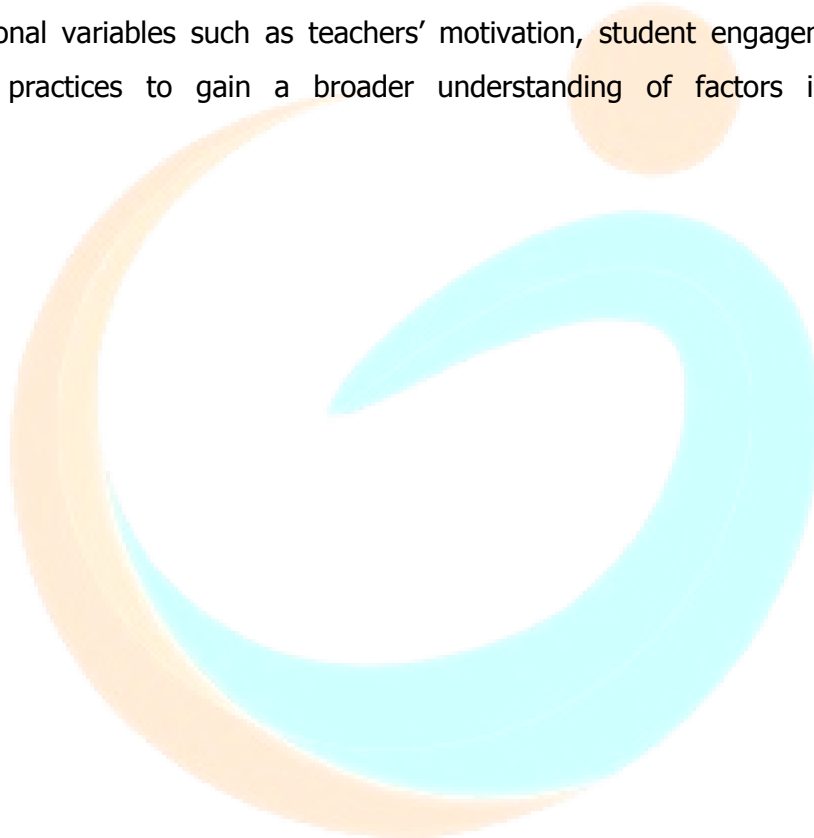
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6. The researcher should continue to explore and document effective strategies for optimizing the use of instructional facilities and equipment in TLE, and share the findings with teachers and administrators to inform evidence-based improvements in teaching practices and facility management.

7. The future researchers should conduct further studies on the utilization of instructional facilities and its impact on other subject areas or grade levels. They may also include additional variables such as teachers' motivation, student engagement, or school management practices to gain a broader understanding of factors influencing TLE effectiveness.



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The author was born on April 10, 1997 at Ormoc City, Leyte, Philippines. She graduated with flying colors with her Bachelor's degree in Secondary Education, major in Home Economics and Livelihood Education from Eastern Visayas State University – Ormoc City Campus on April 4, 2017.

Her interest in supervision began during her high school and college years, where she was drawn to the value of guidance, mentorship, and effective management in education. This growing passion motivated her to pursue Administration and Supervision as her field of specialization for her master's degree. She is currently finishing her Master's degree of Arts in Education major in School Administration and Supervision at Western Leyte College of Ormoc City.

She is currently a Teacher I in the Department of Education and a TLE teacher for Grades 8, 9 & 10 at Leyte Agro – Industrial School in Poblacion, Leyte Leyte, Philippines since 2019. For her, effective supervision is not about power and authority, it is about how you guide growth and empowers others to lead.

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