



RELATIONSHIP BETWEEN INSTRUCTIONAL SUPERVISION OF SCHOOL HEAD, TEACHERS' INSTRUCTIONAL COMPETENCE AND PERFORMANCE OF STUDENTS UNDER THE TECHNICAL-VOCATIONAL LIVELIHOOD (TVL) STRAND

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ABSTRACT

This study determines the significant relationship between the extent of instructional supervision, teachers' instructional competence and performance of students in Technical-Vocational-Livelihood (TVL) strand of Genaro B. Lureñana National High School, Ormoc District 7, Ormoc City Division. The sixty-five students enrolled in Technical-Vocational-Livelihood (TVL) strand, two (2) teachers and one (1) school head were involved in this study. The instrument used in this study is adapted and modified from the study of Alkrdem & Mofareh (2015). Similarly, to measure the extent of teachers' instructional competence, the researcher will utilize the Classroom Observation Tool (COT) in the conduct of instructional supervision to teachers. Finally, to measure the academic performance of the students, the researcher gathered the grades of the students in Technical-Vocational-Livelihood (TVL) strand. The findings of the study revealed a strong positive significant relationship between the extent of instructional supervisory practices of school head as a Resource Provider, Instructional Specialist, Curriculum Specialist, Learning Facilitator and School Leader and level of

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instructional competence of Technical-Vocational-Livelihood (TVL) teachers. This indicates that effective supervision plays a crucial role in enhancing teachers' pedagogical and technical capabilities. Likewise, a strong positive relationship was also revealed between the level of instructional competence of teachers and academic performance of students in Technical-Vocational-Livelihood (TVL) strand. This implies that higher levels of teachers' instructional competence contribute to improved learner achievement. The rejection of the null hypothesis confirms that instructional competence is a critical determinant of students' academic success. The proposed instructional supervision plan must be implemented to successfully achieved higher learning outcomes.

Keywords: *Relationship, Instructional Supervision, School Head, Teachers' Instructional Competence, Performance, TVL, Students*

INTRODUCTION

The Technical-Vocational-Livelihood (TVL) track is one of the educational programs in the Philippines that aims to provide students with practical skills and knowledge to prepare them for the workforce. The TVL track is an essential component of the K-12 program implemented by the Department of Education (DepEd) in 2013. Work competency gained from work experiences, training, and development can help students succeed in the workplace, and having a career potential boosts their chances of securing permanent roles in the future. According to Pajares et al., there is a need to provide senior high school tracks,

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strands, and TVL specialties that address or respond to the skills required by the most in-demand jobs and forecasted in-demand jobs and one of the specialized programs is the Shielded Metal Arc Welding (SMAW).

Technical vocational education supports sustainable youth employment and national development (Mirjalili, 2022; Terna, 2021). It improves leadership, management, and interpersonal skills (Akpan & Caleb, 2022). It is vital to nation's development that several studies around the world focused on technical vocational livelihood education. Additionally, many studies presently focus on the competencies and skills development of teachers handling technical vocational education (Antonietti, Cattaneo & Amenduni, 2022; Cattaneo, Antonietti & Rauseo, 2022; Jeffery & Cannon, 2022; Orishev, & Burkhonov, 2021; Yep, Suhaimi & Nasir, 2021).

Suhaimi & Nasir, 2021). Al-Ali (2022) argued that technical vocational education graduates' competencies would be greatly influenced by the competencies of their technical vocational education teachers. Technical vocational teacher competency training includes pedagogical competencies (Lukiianchuk et al., 2021), which is important to maximize curriculum implementation (Prasetyono et al., 2021). Teachers' technical vocational education skills increase their chances of being employed in teaching positions in vocational schools (Mutohhari, Sofyan, & Nurtanto, 2021; Yudiono et al., 2021) but can also motivate the students (Danियarovna, Istamovich & Ilhom, 2021).

Welding education plays a crucial role in preparing individuals for careers in various industries, ranging from construction to manufacturing. Within the realm of vocational

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education, welding teachers serve as mentors, imparting not only technical skills but also fostering personal and professional development among their students. Exemplary teachers whose dedications to teaching welding have had left a lasting impact on her students and community.

In recent years, scholars have increasingly recognized the importance of vocational education in addressing the skills gap and promoting economic development (Markowitsch & Hefler, 2020). Welding stands out as a vital component of technical and vocational education and training (TVET) programs worldwide (Tucker, et al., 2019). However, the effectiveness of welding education often hinges on the quality of instruction and the commitment of teachers.

The influence of dedicated vocational educators in Shielded Metal Arc Welding (SMAW) education significantly impacts the learning experiences and outcomes of welding students. Research indicates that educators who demonstrate passion, commitment, and employ innovative teaching methodologies play a pivotal role in shaping student engagement, skill acquisition, and overall success in SMAW education (Markowitsch & Hefler, 2019).

Hence, in depth and regular conduct of instructional supervision to these teachers are implemented for them to be guided in the delivery of the lesson. Instructional supervision is a core aspect of effective school heads with an intentional focus and demonstrated impact on continuous improvement in quality teaching and learning (Education Improvement Research Centre, 2022). At present, the world of supervision in the department of education has evolved as school heads and master teachers play an important and crucial role in instructional supervision as they assist teachers in improving their teaching and learning through the

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conduct of instructional supervision. They perform quarterly classroom observations, prepare a supervisory plan, give dialogue and discussion through pre- and post- conferences on instructional practices, rate teachers performance, conduct and facilitate trainings, seminars, and workshops, and motivate teachers to attain peak performance and practices (DepEd Memorandum No. 8, s. 2023) to improve learners' academic performance. Hence, it is in this premise that the researcher decided to conduct this study to determine the relationship between the instructional supervision and teachers' instructional competence in Technology-Vocational-Livelihood strand in improving the performance of the students. A proposed instructional supervision plan will be formulated based on the findings of the study.

This study determines the significant relationship between the extent of instructional supervision, teachers' instructional competence and performance of students in Technical-Vocational-Livelihood (TVL) strand of Genaro B. Lureñana National High School, Ormoc District 7, Ormoc City Division. The findings of the study will be the basis for the proposed instructional supervision plan.

Further, it seeks to answer the following sub-problems:

1. What is the extent of instructional supervision of school head in terms of the following:
 - 1.1 resource provider,
 - 1.2 instructional specialist,
 - 1.3 curriculum specialist,
 - 1.4 learning facilitator, and
 - 1.5 school leader?

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2. What is the level of instructional competence of teachers under the Technical-Vocational-Livelihood (TVL) strand?
 3. What is the performance of the students under the Technical-Vocational-Livelihood (TVL) strand?
 4. Is there a significant relationship between the extent of instructional supervision of school heads and performance of the students under the Technical-Vocational-Livelihood (TVL) strand?
 5. Is there a significant relationship between the level of instructional competence of teachers and performance of the students under the Technical-Vocational-Livelihood (TVL) strand?
 6. What instructional supervision plan can be proposed based on the findings of this study?

METHODOLOGY

Design. This study employs descriptive-correlational research design to determine the extent of instructional supervision, teachers' instructional competence and performance of students in Technical-Vocational-Livelihood (TVL) strand. This study is descriptive because it describes the variables- the extent of instructional supervision, teachers' instructional competence and performance of students in Technical-Vocational-Livelihood (TVL) strand. Further, this is also correlational because it finds the relationship between the dependent and independent variables. This study was conducted in Genaro B. Lureña National High School, one of the

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schools of Ormoc City District 7, Schools Division of Ormoc City. The sixty-five (65) students enrolled in the said locale for School Year 2025-2026 for Technical-Vocational-Livelihood (TVL) strand with the two (2) Technical-Vocational-Livelihood (TVL) teachers and one (1) school head were involved in the study. The instrument used in this study is adapted and modified from the study of Alkrdem & Mofareh (2015). The researcher used the following instruments to gather the necessary data. The questionnaire assessed the school heads' supervisory practices that were implemented in conducting the instructional supervision to teachers such as resource provider, instructional specialist, curriculum specialist, learning facilitator, and school leader. This survey is composed of 40 statements that describes the extent of instructional supervision in the delivery of the lesson in Technical-Vocational-Livelihood (TVL) strand. The survey will be accomplished by the teachers to describe the extent of instructional supervision. This can be answered using a Five Point Likert Scale where 5 means Always, 4 means Often, 3 means Sometimes, 2 means Rare and 1 means Never. Similarly, to measure the extent of teachers' instructional competence, the researcher will utilize the Classroom Observation Tool (COT) in the conduct of instructional supervision to teachers. Finally, to measure the performance of the students, the researcher gathered the grades of the students in Technical-Vocational-Livelihood (TVL) strand.

Sampling. The sixty-five (65) students enrolled in the said locale for School Year 2025-2026 for Technical-Vocational-Livelihood (TVL) strand with the two (2) Technical-Vocational-Livelihood (TVL) teachers and one (1) school head were involved in the study.

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Research Procedure. Upon securing a research permit, data gathering was initiated.

Application letters for study permits were personally submitted to concerned offices. A request letter was first submitted to the Schools Division Superintendent for approval to gather data from targeted respondents. After securing the approval of SDS, letters of permission were also submitted to the Public Schools District Supervisor and School Principals of the identified schools in the district. After getting the approvals, the researcher conducted data-gathering activities. The researcher conducted an orientation to the respondents together with the parents of the learner-respondents. During the orientation, respondents were informed about the study's goals and their right to confidentiality. Anonymized data was used solely for research, minimizing any burden on participants. Data were stored securely, accessible only to the research team, reinforcing confidentiality. Participation was purely voluntary, with the freedom to withdraw at any time. The presentation of findings maintained strict transparency, highlighting participants' views without bias or alterations. Further, a permit from the respondents were asked which stipulates their consent to be included in the study. After the orientation, survey questionnaires were distributed to the respondents. The respondents were given ample time to complete the survey. Further, the school head conducted instructional supervision to the teachers in the delivery of the lesson in Technical-Vocational-Livelihood (TVL) strand. Finally, the researcher gathered the grades of the students in Technical-Vocational-Livelihood (TVL) strand for quarter 2. After accomplishing the survey and gathering the grades of the students, the data were collected, tallied, and submitted for statistical treatment.

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Ethical Issues. The researcher obtained the necessary written permission from the authorities to conduct the study. While developing and checking the survey used in the study, the use of offending, discriminatory, or other undesirable terminology was eschewed. The names of the respondents and other personal information were not included in this study to ensure confidentiality. The respondents were also voluntarily participating. Orientation was done for the respondents. During orientation, concerns and issues were clarified, and consent to be part of the study was signed. The researcher-maintained objectivity in discussing and analyzing the results. All authors whose works were cited in this study were correctly quoted and were acknowledged in the reference. Keeping of responses from the respondents were given to the researcher and kept under her care.

Treatment of Data. The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean were employed to determine the extent of instructional supervision, teachers' instructional competence and performance of students in Technical-Vocational-Livelihood (TVL) strand. Pearson r was used to determine the significant relationship between the dependent and independent variables.

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RESULTS AND DISCUSSION

Table 1

School Heads' Instructional Supervisory Practices

No.	Indicator	Weighted Mean	Description	Interpretation
Resource Provider				
1	Demonstrates effective use of time and resources	4.50	Always	Very High
2	Plans, organizes, schedules, and prioritizes work	4.50	Always	Very High
3	Delegates work appropriately	4.50	Always	Very High
4	Assigns staff according to strengths	4.50	Always	Very High
5	Establishes ongoing planning processes	4.50	Always	Very High
6	Creates a positive climate and nurtures creative change	5.00	Always	Very High
7	Demonstrates ability to motivate teachers	5.00	Always	Very High
8	Knows teachers' strengths regarding instructional resources	4.50	Always	Very High
Weighted Mean		4.63	Always	Very High
Instructional Specialist				
9	Evaluates and reinforces instructional strategies	5.00	Always	Very High
10	Uses knowledge and skill in effective instructional strategies	5.00	Always	Very High
11	Supervises teachers to improve instruction	5.00	Always	Very High
12	Provides continuity evidence between clinical supervision observations	4.50	Always	Very High
13	Develops interventions for strengths and weaknesses	4.00	Often	High

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14	Conducts conferences effectively with teachers	5.00	Always	Very High
15	Monitors performance	5.00	Always	Very High
16	Understands importance of student learning objectives	5.00	Always	Very High
Weighted Mean		4.81	Always	Very High
Curriculum Specialist				
17	Focuses on curriculum improvement and staff development	5.00	Always	Very High
18	Displays mastery in curriculum planning and implementation	5.00	Always	Very High
19	Guides teachers in delivering accurate content knowledge	5.00	Always	Very High
20	Helps teachers utilize technology & instructional materials	5.00	Always	Very High
21	Assists in aligning lesson objectives and teaching methods	4.50	Always	Very High
22	Develops and organizes in-service training programs	4.00	Often	High
23	Develops and uses a variety of assessment strategies	4.50	Always	Very High
24	Creates and utilizes instructional planning	4.50	Always	Very High
Weighted Mean		4.69	Always	Very High
Learning Facilitator				
25	Monitors teachers to determine effective instruction	5.00	Always	Very High
26	Engages teachers in mutual inquiry to improve instruction	5.00	Always	Very High
27	Shares responsibility of instructional supervision	5.00	Always	Very High
28	Intensifies instructional supervision	5.00	Always	Very High
29	Provides teachers with adequate info about supervision	4.50	Always	Very High
30	Reduces teachers' anxiety regarding supervisory practices	4.50	Always	Very High

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31	Ensures all teachers receive supervisory feedback	4.00	Often	High
32	Helps teachers identify appropriate teaching & learning processes	4.50	Always	Very High
Weighted Mean		4.69	Always	Very High
School Leader				
33	Places priority on curriculum and instruction issues	4.50	Always	Very High
34	Creates a climate of high expectations and respect	5.00	Always	Very High
35	Functions as leader with direct involvement in instructional policy	5.00	Always	Very High
36	Demonstrates commitment to academic goals and vision	5.00	Always	Very High
37	Monitors student progress and teacher effectiveness	4.50	Always	Very High
38	Consults with faculty and other groups in school decisions	5.00	Always	Very High
39	Mobilizes resources to achieve academic goals	5.00	Always	Very High
40	Works cooperatively with staff and community to develop goals	5.00	Always	Very High
Weighted Mean		4.88	Always	Very High
Grand Mean		4.72	Always	Very High

Legend (5-Point Likert Scale):

Ranges	Interpretation
4.21 – 5.00	Always (Very High)
3.26 – 4.20	Often (High)
2.51 – 3.25	Sometimes (Moderate)
1.76 – 2.50	Rare (Low)
1.00 – 1.75	Never (Very Low)

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Table 1 presents the school head's instructional supervisory practices as rated by the Technical-Vocational-Livelihood (TVL) received a grand mean of 4.72 which is interpreted as Very High. This means that the extent of instructional supervisory practices of school head to Technical-Vocational-Livelihood (TVL) teachers as a Resource Provider, Instructional Specialist, Curriculum Specialist, Learning Facilitator and School Leader is Very High. This shows that school head always provide immediate and appropriate technical assistance to teachers for continuous instructional delivery. The school head is sensitive to the needs of the teachers for effective implementation of Technical-Vocational-Livelihood (TVL) strand for Senior High School. It was also shown on the table that Technical-Vocational-Livelihood (TVL) teachers rated their school head as Resource Provider a weighted mean of 4.63 (Very High). This shows that school head uses time and resources wisely where planning is based on the strengths and weaknesses of the teachers creating them a positive climate to nurture creative changes. Further, Technical-Vocational-Livelihood (TVL) rated their school head and received an average mean of 4.81 (Very High) as Instructional Specialist. Being a school head, focusing on the improvement of the students is of most priority for instruction is the heart of the education system. The school head supervises teachers to improve their instructions making them available in achieving educational goals. Moreover, this table also shows that the extent of instructional practices of school head as Curriculum Specialist received a weighted mean of 4.69 (Very High). This means that school head always focuses on improving the curriculum by prioritizing staff development through appropriate guidance in delivering accurate content knowledge and pedagogy utilizing technology and instructional resources. Additionally, the

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school head also received an average weighted mean of 4.69 (Very High) as Learning facilitator. This means that school head monitors teachers to ensure effective instruction, engages them in mutual inquiry to improve instruction and ensures that all teachers receive supervisory feedback which is appropriate to their needs. Finally, the data shows the extent of instructional supervisory practices of school head as School Leader. The school head on this indicator was rated Very High with an average weighted mean of 4.88. This means that school head creates a climate of high expectations and respect, demonstrates commitment to academic goals and vision and works collaborately with the teachers and staff. This implies positive working relationship where teamwork is evident in achieving educational goals.

Table 2
Instructional Competence of TVL-TLE Teachers

No.	Indicator	Weighted Mean	Interpretation
1	Apply knowledge of content within and across curriculum teaching areas (1.1.2)	6.00	Excellent / Outstanding
2	Use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills (1.4.2)	6.00	Excellent / Outstanding
3	Apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills (1.5.2)	6.00	Excellent / Outstanding
4	Manage classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery, and hands-on activities (2.3.2)	6.00	Excellent / Outstanding
5	Manage learner behavior constructively by applying positive and non-violent discipline (2.6.2)	6.00	Excellent / Outstanding

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6	Use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences (3.1.2)	6.00	Excellent / Outstanding
7	Plan, manage, and implement developmentally sequenced teaching and learning process to meet curriculum requirements (4.1.2)	6.00	Excellent / Outstanding
8	Select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals (4.5.2)	6.00	Excellent / Outstanding
	Design, select, organize and use diagnostic, formative, and summative assessment strategies consistent with curriculum requirements (5.1.2)	6.00	Excellent / Outstanding
Overall Weighted Mean		6.00	Outstanding

Table 2 presents the level of instructional competence of Technical-Vocational-Livelihood (TVL) teachers based on Classroom Observation Tool (COT) indicators for Proficient Teachers through the conduct of instructional supervision of school head. It was revealed on the table that all indicators stipulated on the tool for proficient teachers as to the Philippine Professional Standards for Teachers (PPST) received a weighted mean of 6.00 (Outstanding). This means that Technical-Vocational-Livelihood (TVL) teachers excellently apply knowledge of content within and across curriculum teaching areas in teaching Technical-Vocational-Livelihood (TVL). They use a range of teaching strategies that enhance students' achievement in literacy and numeracy while applying differentiated teaching strategies that will develop critical and creative thinking and other higher order thinking skills of the students. They manage the classroom structure which stimulate engagement of students either individually or in group while at the same time managing the behavior their behavior. They plan, manage

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and implement developmentally sequenced teaching and learning process through effective selection, development, organization and use of appropriate teaching and learning resources which aids in achieving mastery of the competencies taught based on the result of the assessment provided to the students. This data implies effective teaching and learning that happened in the classroom.

Table 3
Academic Performance of Students

Grade Range	Description	Frequency	%
90 – 100	Outstanding	9	13.85%
85 – 89	Very Satisfactory	18	27.69%
80 – 84	Satisfactory	11	16.92%
75 – 79	Fairly Satisfactory	17	26.15%
Below 75	Did Not Meet Expectations	10	15.39%
Total	—	65	100%
Average		82.49	Satisfactory

Table 3 presents the level of academic performance of students in Technical-Vocational-Livelihood (TVL) strand for the 2nd quarterly assessment. It was revealed on the table that among the 65 students enrolled in Technical-Vocational-Livelihood (TVL) strand, 9 or 13.85% of them received a rating of 90% to 100% (Outstanding). These students mastered

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the lessons taught for the quarter making them able to achieve exemplary performance in Technical-Vocational-Livelihood (TVL). Further, 18 out of 65 students or 27.69% received a rating of 85% to 89% (Very Satisfactory). This means that students with this rating very satisfactorily performed in their strand. This implies additional intervention that will help them achieve outstanding rating. Eleven (11) or 16.92% of the 65 students received a rating of 80% to 84% (Satisfactory). This rating is passing yet there are competencies which needs enhancement activities for them to achieve outstanding rating. Moreover, 17 students or 26.15% of the 65 students included in this study has a rating of 75% to 79% (Fairly Satisfactory) grade in Technical-Vocational-Livelihood (TVL). This means that these students fairly satisfactory comply the necessary competencies taught for the subject. This implies further teaching and additional activities for them to attain mastery of the competencies taught. Unfortunately, despite of the efforts provided by the Technical-Vocational-Livelihood (TVL) teachers, there are 10 students or 15.39% received a rating of 74% and below making them identified as students who did not meet expectation. These students failed in the 2nd quarterly assessment and will be provided with appropriate intervention for them to achieve mastery of the competencies taught for Technical-Vocational-Livelihood (TVL) strand. This data implies additional efforts of Technical-Vocational-Livelihood (TVL) teachers in providing appropriate intervention and hands-on activities for them to retain the competencies develop for the quarter. Overall, the average academic performance of students in Technical-Vocational-Livelihood (TVL) strand received an average weighted grade of 82.49 (Satisfactory). This data implies that teachers must exert more efforts in providing relevant

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and appropriate hands-on activities that will broaden the experiences of the students in Technical-Vocational-Livelihood (TVL) competencies so as improving the required learning outcomes.

Table 4

Test of Relationship Between Variables

Variables Correlated	r (Pearson)	Computed t	Table Value @ 0.05	Decision on Ho	Interpretation
School Heads' Instructional Supervisory Practices (Table 1) and Instructional Competence of TVL-TLE Teachers (Table 2)	0.87	7.92	0.361	Reject Ho	Significant Relationship (Strong Positive)
Instructional Competence of TVL-TLE Teachers (Table 2) and Academic Performance of Learners (Table 3)	0.84	7.03	0.361	Reject Ho	Significant Relationship (Strong Positive)

Table 3 presents the test of relationship between the extent of instructional supervisory practices of school head, teachers' instructional competence and academic performance of students on Technical-Vocational-Livelihood (TVL) strand. It was revealed on the table that the extent of instructional supervisory practices of school head as a Resource

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Provider, Instructional Specialist, Curriculum Specialist, Learning Facilitator and School Leader and level of instructional competence of Technical-Vocational-Livelihood (TVL) teachers received a computed t of 7.92 which is higher than the table value of 0.361 at 0.05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of instructional supervisory practices of school head as a Resource Provider, Instructional Specialist, Curriculum Specialist, Learning Facilitator and School Leader and level of instructional competence of Technical-Vocational-Livelihood (TVL) teachers. The r value of 0.87 revealed a strong positive relationship between the variables. This implies that the very high extent of instructional supervisory practices of school head as a Resource Provider, Instructional Specialist, Curriculum Specialist, Learning Facilitator and School Leader resulted to an outstanding level of instructional competence of Technical-Vocational-Livelihood (TVL) teachers. This indicates that effective supervision plays a crucial role in enhancing teachers' pedagogical and technical capabilities.

Further, this table also shows the test of relationship between the level of instructional competence of teachers and academic performance of students in Technical-Vocational-Livelihood (TVL) strand. It was revealed on the table that the level of instructional competence of teachers and academic performance of students in Technical-Vocational-Livelihood (TVL) strand received a computed t of 7.03 which is greater than the table value of 0.361 at 0.05 level of significance, so null hypothesis rejected. This means that there is a significant relationship between the level of instructional competence of teachers and academic performance of students in Technical-Vocational-Livelihood (TVL) strand. The r

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value of 0.84 revealed a strong positive relationship between the level of instructional competence of teachers and academic performance of students in Technical-Vocational-Livelihood (TVL) strand. This means that there is sufficient evidence to conclude that instructional competence is related to student performance in the Technical-Vocational-Livelihood (TVL) strand. The data implies that higher levels of teachers' instructional competence contribute to improved learner achievement. The rejection of the null hypothesis confirms that instructional competence is a critical determinant of students' academic success.

CONCLUSION

The findings of the study revealed a strong positive significant relationship between the extent of instructional supervisory practices of school head as a Resource Provider, Instructional Specialist, Curriculum Specialist, Learning Facilitator and School Leader and level of instructional competence of Technical-Vocational-Livelihood (TVL) teachers. This indicates that effective supervision plays a crucial role in enhancing teachers' pedagogical and technical capabilities. Likewise, a strong positive relationship was also revealed between the level of instructional competence of teachers and academic performance of students in Technical-Vocational-Livelihood (TVL) strand. This implies that higher levels of teachers' instructional competence contribute to improved learner achievement. The rejection of the null hypothesis confirms that instructional competence is a critical determinant of students' academic success. The proposed instructional supervision plan must be implemented to successfully achieved higher learning outcomes.

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RECOMMENDATIONS

1. Implement the proposed instructional supervisory plan prepared for this study.
2. School Head must continuously provide appropriate and relevant technical assistance to teachers to improve teaching competence in Technical-Vocational-Livelihood (TVL) strand so as to improve the academic performance of the students.
3. School Head must provide materials for the reproduction of learning resources to be used in teaching.
4. School Head must provide equipment and other hands-on learning resources for practical works to be done by the students.
5. School Head must create a harmonious relationship between the teachers by providing appropriate feedback about teaching and learning for professional growth.
6. Teachers must be equipped with the necessary skills, and knowledge on content and pedagogy in teaching Technical-Vocational-Livelihood (TVL) subjects.
7. Teachers must incorporate in their day-to-day lessons, hands-on activities that will help the students learn the concepts in Technical-Vocational-Livelihood (TVL) strand.
8. Teachers must update themselves on the recent strategies, methods and approaches in teaching Technical-Vocational-Livelihood (TVL) subjects that would impact positive learning outcomes.
9. Future researchers are encouraged to replicate and expand this study considering other variables of the study.

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AUTHOR'S PROFILE



MR. REGIN REX O. AGUMEN

Regin Rex O. Agumen, born on May 10, 1995, Baybay City, Leyte, is a dedicated educator known for his commitment to nurturing continuous learning and empowerment among his students. His journey in education began at Linao Elementary School, followed by his secondary education at New Ormoc City National High School.

Regin Rex continued his academic journey at Eastern Visayas State University - Ormoc City Campus (EVSU - OCC). During his college year, he was a Scholar and active member of Cultural Marching Band in EVSU-OCC. Participating in the Marching band significantly boosted his confidence. In 2018, he completed his Bachelor of Industrial Technology Major in Electronics and Completed his Diploma in Teaching Secondary in 2023 in the same University, graduating as Academic Achiever.

Regin Rex has continually sought to enhance his professional development. His dedication to ongoing education drove his to enroll in a Master of Arts in Education (MAEd) program with a focus on School Administration and Supervision. He completed all the

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academic requirements for her MAEd by May 2025, reflecting his commitment to advancing his expertise in the field.



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