JETIR.ORG ISSN: 2349-5162 | ESTD Year : 2014 | Monthly Issue

JOURNAL OF EMERGING TECHNOLOGIES AND INNOVATIVE RESEARCH (JETIR)

An International Scholarly Open Access, Peer-reviewed, Refereed Journal

PREDICTING LEARNERS' TECHNICAL PROFICIENCY IN TVL THROUGH TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE, INSTRUCTIONAL COMPETENCE, AND CLASSROOM MANAGEMENT

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ABSTRACT

This study examined the technical proficiency of Technical-Vocational-Livelihood (TVL) learners and determined whether teachers' Technological Pedagogical Content Knowledge (TPACK), instructional competence, and classroom management significantly relate to and predict learners' technical proficiency. Specifically, the study assessed the level of technical proficiency of TVL learners in terms of software skills, navigation skills, and online security skills; determined the levels of teachers' TPACK, instructional competence, and classroom management; examined the significant relationships among the variables; and determined the predictive influence of teacher-related factors on learners' technical proficiency. The study employed a quantitative predictive-correlational research design involving 300 respondents. Data were collected using adapted and validated survey questionnaires. Mean and standard deviation were used to determine the levels of the variables, while Pearson Product-Moment Correlation and Multiple Regression Analysis were employed to examine the relationships and predictive influence among the variables. The findings revealed that TVL learners demonstrated a high level of technical proficiency ($M = 3.98$, $SD = 0.76$), with online security skills obtaining the highest mean. Likewise, TVL teachers exhibited very high levels of TPACK ($M = 4.31$, $SD = 0.76$), instructional competence ($M = 4.55$, $SD = 0.59$), and classroom management ($M = 4.55$, $SD = 0.57$). Correlation analysis indicated that TPACK ($r = -.003$, $p = .971$), instructional competence ($r = -.055$, $p = .506$), and classroom management ($r = -.094$, $p = .251$) were not significantly related to learners' technical proficiency. However, the multiple regression analysis revealed that the overall regression model was statistically significant, $F(3,145) = 45.323$, $p < .001$, explaining 48.4% of the variance in learners' technical proficiency ($R^2 = .484$). Instructional competence ($\beta = .509$, $p < .001$) and classroom management ($\beta = .257$, $p = .038$) significantly predicted learners' technical proficiency, whereas TPACK ($\beta = -.121$, $p = .194$) did not. The study concludes that instructional competence and classroom management are significant determinants of learners' technical proficiency. It recommends strengthening teachers' instructional and classroom management competencies while providing learners with enriched technology-enhanced learning opportunities and exploring additional learner-related factors that may influence technical proficiency.

Keywords: Technical Proficiency, Technological Pedagogical Content Knowledge (TPACK), Instructional Competence, Classroom Management, TVL Learners, Predictive-Correlational Research.

INTRODUCTION

Technical proficiency serves as a fundamental indicator of technical-vocational education because it reflects learners' ability to perform specialized tasks required in their chosen field. Beyond possessing theoretical knowledge, learners are expected to demonstrate practical competence through the effective application of skills, procedures, and technical processes. The acquisition of these competencies is frequently shaped by a range of educational factors, particularly the quality of instruction and the learning environment provided by teachers. Recent studies emphasize that technical and vocational education and training (TVET) assessment plays a crucial role in determining learners' competencies and desired learning outcomes, highlighting the importance of practical skill development in vocational education (Yusop et al., 2023).

Recent studies have emphasized the important role of teachers in shaping learners' technical and vocational competencies. Evidence from international and local educational settings indicates that teachers who effectively integrate technology, instructional strategies, and subject expertise contribute positively to learners' learning and performance. Studies have shown that effective teaching practices supported by technological integration enhance learners' engagement, understanding, and competency development, particularly in vocational and technical education programs. Teachers with strong technological, pedagogical, and content knowledge (TPACK) are more capable of creating meaningful learning experiences that improve learners' technical skills and performance (Istiningsih, 2022; Nepembe, 2023).

Among the factors frequently associated with successful learner outcomes are Integrated Technological, Pedagogical, and Content Expertise (TPACK), instructional competence, and classroom management. TPACK highlights the teacher's ability to combine technology, content knowledge, and pedagogy in designing meaningful learning experiences. Instructional competence relates to the effective planning, implementation, and assessment of learning activities, while classroom management focuses on creating an organized, safe, and productive learning environment that supports learner engagement and skill acquisition. Previous studies indicate that teachers' instructional competence and classroom management significantly influence student engagement, learning effectiveness, and overall academic performance (Sajonia, 2025; Valdez et al., 2025).

Although these teacher-related factors have been widely recognized as important components of effective instruction, concerns remain regarding the technical proficiency of some TVL graduates. Reports from educational institutions and vocational programs indicate that certain learners continue to experience difficulties in demonstrating the level of practical competence expected by industry standards. Studies on vocational and technical education have identified gaps in technical skills development and competency acquisition, often associated with limitations in instructional resources, teaching practices, and learning opportunities (Gonzales et al., 2025; Mendoza, 2025).

An examination of existing studies indicates that numerous investigations have explored TPACK, instructional competence, and classroom management independently or within general academic contexts. Most investigations have focused on traditional academic achievement, classroom behavior, or cognitive outcomes rather than on technical skill development in vocational education. Moreover, limited research has examined the collective effect of these teacher-related variables on the technical proficiency of senior high school learners enrolled in TVL programs. Existing studies have largely concentrated on teacher competencies, technology integration, and instructional effectiveness separately, leaving a gap regarding their combined influence on learners' technical competence in vocational education settings (Bartolome, 2025; Doukakis et al., 2021).

To address this gap, the present study examines the relationships among teachers' TPACK, instructional competence, classroom management, and the technical proficiency of TVL learners. Using a predictive-correlational research design, the study seeks to determine how these factors individually and collectively influence learners' technical competencies. The results of the study are expected to provide empirical evidence that may guide curriculum enhancement, instructional improvement, and educational policy development in technical-vocational education. The need for such investigations is supported by recent studies emphasizing the importance of teacher competencies, instructional quality, and technology integration in improving vocational education outcomes and workforce readiness (PIDS, 2025; Mendoza, 2025).

The importance of this investigation is further reinforced by the increasing demand for highly skilled workers in today's technology-driven economy. As industries continue to evolve, educational institutions are expected to produce graduates who possess both technical competence and workplace readiness. In line with Sustainable Development Goal 4 on Quality Education, this study aims to contribute to the improvement of vocational teaching practices and Learners learning outcomes. The results may serve as valuable references for educators, school leaders, and policymakers seeking to strengthen the quality and relevance of TVL education in the Philippines.

METHODOLOGY

This study employed a quantitative correlational research design to examine the relationships between teachers' Technological Pedagogical Content Knowledge (TPACK), instructional competence, classroom management, and the technical proficiency of Technical-Vocational-Livelihood (TVL) learners. The research was conducted in selected public and private senior high schools in North Cotabato, Philippines, where TVL programs are actively implemented. The design enabled the investigation of naturally occurring educational variables without experimental manipulation, providing empirical evidence on the associations and predictive influence of teacher-related factors on learners' technical proficiency.

The study involved 300 respondents, comprising 150 TVL learners and 150 TVL teachers. Learners were selected through stratified random sampling to ensure proportional representation across schools and TVL specializations, while complete enumeration was employed for teachers to include all eligible respondents actively teaching TVL subjects during the study period. Participation was voluntary, and only respondents who met the established inclusion criteria and completed the survey instruments were included in the final analysis.

Data were collected using structured questionnaires adapted from previously validated instruments. The learners' questionnaire measured technical proficiency across three dimensions: software skills, navigation skills, and online security skills. The teachers' questionnaire assessed TPACK, instructional competence, and classroom management using established indicators aligned with the objectives of the study. Prior to the main data collection, the instruments underwent expert validation and pilot testing. Reliability analysis yielded a Cronbach's alpha coefficient of 0.78, indicating acceptable internal consistency for research purposes.

Ethical standards were strictly observed throughout the study. Approval was secured from the concerned school authorities before data collection, and informed consent was obtained from all participants. Respondents were assured of the confidentiality of their responses, voluntary participation, and their right to withdraw from the study at any time without consequence.

The collected data were encoded and analyzed using IBM SPSS Statistics. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to describe the respondents' characteristics and determine the levels of learners' technical proficiency and teachers' competencies. Pearson Product-Moment Correlation was employed to determine the relationships among the variables, while multiple regression analysis was conducted to identify the extent to which teachers' TPACK, instructional competence, and classroom management predicted the technical proficiency of TVL learners. All inferential analyses were tested at the 0.05 level of significance.

RESULT AND DISCUSSION

The findings revealed that TVL teachers demonstrated a high level of professional competence across the three major domains examined. Overall, teachers exhibited an excellent level of Technological Pedagogical Content Knowledge (TPACK) ($M = 4.31$, $SD = 0.76$), with pedagogical knowledge obtaining the highest mean, followed closely by content knowledge and technological knowledge. Teachers reported strong proficiency in integrating commonly used digital applications into instruction, implementing learner-centered teaching approaches, and contextualizing TVL concepts through authentic workplace examples. However, relatively lower ratings in troubleshooting technical problems suggest that while teachers are confident users of educational technologies, additional training in technical problem-solving and emerging digital tools may further strengthen technology integration in TVL instruction.

Instructional competence was likewise rated very satisfactory ($M = 4.55$, $SD = 0.59$), reflecting consistently effective teaching practices across all instructional dimensions. The highest ratings were observed in the learning environment and learner engagement, indicating that teachers foster inclusive, supportive, and motivating classrooms where learners are encouraged to participate actively in learning activities. Although content competence received the lowest mean among the instructional dimensions, it remained within the same descriptive level, suggesting that teachers possess adequate subject mastery while continuously improving the integration of industry standards and current professional practices into classroom instruction.

Similarly, classroom management practices were assessed as practiced to a great extent ($M = 4.55$, $SD = 0.57$). Teachers demonstrated particular strength in managing learners' behavior and organizing classroom activities, creating structured learning environments that encourage participation and minimize disruptions. Time management and physical classroom organization also received high ratings, indicating that respondents consistently established orderly classroom routines and efficiently managed instructional activities essential for competency-based learning.

The findings further showed that TVL learners possessed an advanced level of technical proficiency (M = 3.98, SD = 0.76). Among the three dimensions, online security skills obtained the highest rating, suggesting that learners have developed strong awareness of cybersecurity practices, responsible online behavior, and digital safety. Software skills were also rated highly, particularly in spreadsheet applications and digital presentations, while navigation skills received the lowest mean, indicating that learners may benefit from additional opportunities to strengthen information management, digital organization, and efficient use of online learning resources. These results suggest that learners have acquired the essential digital competencies needed to support both academic and workplace demands in technical-vocational education.

Despite the consistently high ratings for teacher competencies and learner technical proficiency, the correlation analyses revealed no statistically significant relationships between teachers' TPACK ($r = -.003$, $p = .971$), instructional competence ($r = -.055$, $p = .506$), classroom management ($r = -.094$, $p = .251$), and learners' technical proficiency when each variable was examined independently. These findings suggest that learners' technical proficiency cannot be attributed solely to individual teacher-related factors. Instead, learners' digital competencies may also be influenced by personal technology use, independent learning experiences, online resources, workplace exposure, and other environmental factors beyond the classroom.

A different pattern emerged when the variables were analyzed simultaneously through multiple regression. The overall regression model was statistically significant, explaining 48.4% of the variance in learners' technical proficiency ($R^2 = .484$, $F(3,145) = 45.323$, $p < .001$). Among the predictor variables, instructional competence emerged as the strongest predictor ($\beta = .509$, $p < .001$), followed by classroom management ($\beta = .257$, $p = .038$). In contrast, TPACK did not significantly predict learners' technical proficiency after controlling for the other teacher-related variables ($\beta = -.121$, $p = .194$).

These findings indicate that while technological knowledge remains an important professional competency, effective teaching practices and well-managed learning environments exert a greater influence on learners' technical development. Technology alone does not automatically improve learners' competencies; rather, its educational value depends on how effectively teachers design instruction, facilitate authentic learning experiences, provide meaningful feedback, and organize classrooms that encourage active participation. The results therefore highlight that instructional competence and classroom management serve as the primary mechanisms through which technology-supported teaching contributes to learner development.

Overall, the study demonstrates that teacher effectiveness in TVL education should be viewed as a multidimensional construct. Although individual teacher competencies may not independently explain variations in learners' technical proficiency, their combined influence contributes substantially to learners' skill development. These findings underscore the importance of strengthening teachers' instructional competence and classroom management while promoting purposeful technology integration through sustained professional development. Such an approach is likely to produce more meaningful improvements in learners' technical proficiency and better prepare them for the evolving demands of technical-vocational education and the modern workforce.

CONCLUSION

Based on the results obtained from the study, TVL learners demonstrated a high level of technical proficiency across the measured dimensions. Among these dimensions, Online Security Skills obtained the highest level, followed by Software Skills and Navigation Skills. These findings indicate that the learners possess the essential digital competencies needed to perform technical and vocational tasks effectively. The findings indicate that TVL learners have developed the knowledge and practical skills necessary to meet the technological demands of their academic and technical vocational activities.

The study further revealed that TVL teachers demonstrated very high levels of Technological Pedagogical Content Knowledge (TPACK), Instructional Competence, and Classroom Management. These findings indicate that teachers possess strong competencies in integrating technology into instruction, delivering lessons effectively, preparing instructional plans, facilitating meaningful learning experiences, and maintaining organized and supportive classroom environments. Such competencies reflect teachers' readiness to implement quality Technical-Vocational-Livelihood (TVL) instruction and technology-enhanced teaching practices.

The correlation analysis further revealed that there were no statistically significant relationships between TPACK, Instructional Competence, Classroom Management, and learners' technical proficiency when each variable was examined independently. These findings suggest that none of the teacher-related variables, by themselves, demonstrated a significant linear association with learners' technical proficiency. This implies that learners' technical skill development may be influenced by various factors beyond individual teacher competencies, including learners' prior technological experiences, motivation, self-directed learning, access to digital resources, peer collaboration, and opportunities for authentic technical practice.

However, the multiple regression analysis demonstrated that the overall regression model was statistically significant, indicating that TPACK, Instructional Competence, and Classroom Management collectively explained 48.4% of the variance in learners' technical proficiency. This finding confirms that, when considered together, these teacher-related variables significantly contribute to explaining differences in learners' technical proficiency. Nevertheless, examination of the individual regression coefficients revealed that Instructional Competence and Classroom Management were the only significant predictors of learners' technical proficiency, with Instructional Competence emerging as the strongest predictor. Conversely, TPACK was not found to be a significant individual predictor after controlling for the effects of Instructional Competence and Classroom Management. These findings suggest that while TPACK remains an essential professional competency for teachers, its independent contribution to learners' technical proficiency was not statistically significant within the context of the present model.

Overall, the findings indicate that Instructional Competence and Classroom Management play more direct roles in explaining learners' technical proficiency than TPACK when all three variables are examined simultaneously. The results emphasize that improving teachers' instructional effectiveness and classroom management practices may contribute more substantially to enhancing learners' technical competencies. At the same time, the significant regression model demonstrates that teacher-related competencies collectively remain important in understanding learners' technical proficiency. Therefore, efforts to improve TVL learners' technical competencies should not only strengthen teachers' instructional competence and classroom management skills but also continue supporting the effective integration of technology in teaching while providing learners with opportunities for independent learning, meaningful digital engagement, and authentic technical experiences.

ACKNOWLEDGEMENT

The researcher would like to express sincere gratitude and appreciation to all those who contributed to the successful completion of this study.

First and foremost, the researcher offers heartfelt thanks to **Almighty God** for His endless blessings, wisdom, strength, guidance, and protection throughout the conduct of this research. His divine providence made this academic endeavor possible.

The researcher extends deepest appreciation to her **research adviser**, **DR. ABRAHAM S. ACCAD,** whose expertise, valuable suggestions, constructive criticisms, and unwavering support greatly contributed to the improvement and completion of this study. The guidance and encouragement provided throughout the research process were invaluable.

Special thanks are also given to the **panel members; DR. CYRIL JOHN A. DOMINGO and PROF. CIRILO C. EVANGELISTA**, whose recommendations, insights, and professional feedback helped enhance the quality of this research. Their dedication to academic excellence inspired the researcher to strive for the successful completion of this work.

The researcher is also grateful to the Schools Division Superintendent of Cotabato, **Sir ROMELITO G. FLORES, CESO V,** for his approval to conduct this study. **To the selected teachers and students of the Schools Divisions Office of North Cotabato,** who willingly participated in the study as respondents, the researcher is equally grateful for their cooperation, time, and honest responses which were essential in gathering the data needed for this research.

Sincere appreciation is extended to the researcher's **family**, especially her mother **MRS. REMEDIOS B. CASALLO**, siblings; **IAN JAY B. CASALLO AND JERWIN B. CASALLO**, and her beloved fiancé **MR. EUGENE M. BADONG**, for their unconditional love, understanding, prayers, encouragement, and moral support throughout the conduct of this study. Their inspiration served as a constant source of motivation.

The researcher also acknowledges friends, classmates, and colleagues who provided assistance, encouragement, and companionship during the preparation of this manuscript. Their support made the research journey more meaningful and manageable.

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