

Technology and Livelihood Education Teachers' Competence and Work Skills and Work Attitudes of Public High School Students

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Abstract

The study examined the relationship between Technology and Livelihood Education (TLE) teachers' competence and students' work skills and work attitudes. The study used the quantitative-descriptive method of research with a duly validated questionnaire as a research instrument. Simple random sampling was employed. Data were drawn from grade 8 public high school students of District VI, Manila. The students' assessment on teachers' competence revealed "Outstanding" in terms of Instructional Skills, Classroom Management, Guidance Skills, and Personal and Professional Skills. The students' assessment on their Work Skills and Work Attitudes revealed "Outstanding". TLE Teacher Competence: Instructional Skills, Classroom Management, Guidance Skills, Personal and Professional Skills, registered a significant relationship to the students' Work Skills and Work Attitudes. It is recommended that TLE teachers of District VI, Manila, be resource speakers in various trainings, seminars, and conferences alike where they can share their expertise in this area of discipline, as they impart valuable wisdom with fellow educators. This is a way to cultivate their consistent and outstanding performances as educators. School administrators should continually encourage them to nurture and foster their knowledge to avoid any means of complacency. Similar and more in-depth studies on the TLE teachers' competence and its effect on students' performance utilizing other variables and wider sample are recommended to validate the findings of this study.

Keywords: Polytechnic University of the Philippines, Master in Business Education, Technology and Livelihood Education, Teachers' Competence, Work Skills, Work Attitudes.

Introduction

The Philippines has embarked to finally adopt the globally renowned K to 12 Curriculum also known as Enhanced Basic Education Act of 2013 (Republic Act No. 10533). With the implementation of the new curriculum, the steps of progress in education are being realized. This is particularly evident in the field of Technology and Livelihood Education (TLE). According to the K-12 Curriculum Guide (2013), TLE means teaching facts, concepts, skills, and values in their entirety. Pallasigui (2016), mentioned that the mission of K to 12 TLE is to provide Filipino learners with 21st-century skills growth and advancement that will train them for the future.

To put the new curriculum into practice, teachers should have a good understanding of the subject matter. TLE subject offers a wide range of areas to be taught. In grades 7 and 8, four areas should be taught in each grade level, allowing the teachers to choose from a variety of learning areas. The availability of resources is an important factor to consider when selecting learning area, as well as the teachers' skills and qualifications. Due to the availability of resources and skill qualification of teachers, schools offer different learning areas of TLE making it more difficult to handle.

This becomes a challenge on the part of the teacher since they need to develop full potential of the students while having diverse lessons to be formulated, different skills to be performed, and various equipment and facilities to be needed (Zabala, 2018).

Now that the new curriculum is being implemented with the goal of preparing the students to become competent with their skills, it is also important to look at the competency of the teachers. According to NAFSA: Association of International Educators (2015), global competence in teachers is a set of essential knowledge, critical dispositions, and performances that help foster development of learners' global competence.

Previous research on teacher competence focused primarily on its relationship to student achievement. The study of Kane et al. (2011) discuss that the academic achievement of students is directly related to the effectiveness of the teacher, and that the most important factor in student achievement is teachers. Metzler & Woessmann (2012) also discovered that quality teaching is linked to student achievement, and that teachers must develop strong teaching competence to provide quality education. Other studies examined the relationship of teacher competence and student satisfaction. The study of Long et al. (2014) show that the teachers' subject expertise is the most important factor in students' satisfaction and students who are dissatisfied with their education may perform poorly in school.

While the availability of student achievement data has increased noticeably over the past decade, the incidence of student acquisition of work skills as well as work attitudes lag far behind. Work skills as defined by Bambang (2002), are skills or expertise in doing a job only obtained from practice. Work attitudes on the other hand, defined as an evaluative statement, both pleasant and unpleasant towards objects, people, or events (Robbins & Judge, 2007). Early study of Boquiren (2008) revealed that school-related factors: instructional methods, faculty competence, curriculum content, and adequacy of facilities were significantly related to students' acquisition of work skills and work attitudes. In another context, the study of Mayasari & Tridyanti (2019) concluded that the variables work skills and work attitudes had a significant effect on work competencies and employee performance.

Based on the researcher's review of related literature, there are relatively few studies using work skills and work attitudes. This study looks at this gap in the research by employing work skills and work attitudes as variables to further validate the results of earlier limited studies. Since teachers are very significant for quality education (Kane et al., 2011; Metzler & Woessmann, 2012; Long et al., 2014), this study aimed to find out how the perceived Technology and Livelihood Education (TLE) teacher competence affects the work skills and work attitudes of the students.

Theoretical Framework

Relating to teachers' competence, the theory of Medley (1977) was adapted. As Medley's teacher competence theory divided teachers' competence into 5 major components, the researcher focused on the following competency which is believed to be present inside each of the component: Instructional Skills, Classroom Management, Guidance Skills, and Personal and Professional Skills.

The study also aimed to find and describe the assessment of the student on their work skills and work attitudes. Therefore, the Motor Skill Learning Multi-Stage Theory of Paul Fitts and Michael Posner (1967) is very relevant as the theory shows how the students acquire a certain skill through regular practice while the Elaboration Likelihood Theory of Attitude Change by Richard E. Petty and John Cacioppo (1980) presents how the students can shift and alter their attitudes toward something.

Methodology

This study used the quantitative-descriptive method of research. Descriptive research aims to describe a population, situation, or phenomenon accurately and systematically (McCombes 2019). In the study, the method was used to describe the attributes of the TLE teachers and the student respondents. The Survey method was used as the major technique in generating data.

The population consisted of grade 8 students from the six public high schools in District VI, Manila, School Year 2020-2021. Grade 8 students were chosen as respondents because they are taking the TLE exploratory course. The researcher chose District VI because of the high number of enrollees for high school. The schools were the following: Carlos P. Garcia High School, Elpidio L. Quirino High School, Eulogio Rodriguez Vocational High School, Gen. Emilio Aguinaldo Integrated High School, Mariano Marcos Memorial High School, and Victorino Mapa High School. To determine the number of samples, the Cochran Formulas was used. The study made use of the simple random sampling in selecting the participants.

The main tool used in this research is the survey questionnaire. The first part of the questionnaire was adapted from the study of Año (2004). It is composed of 35 items which is used to assess the teacher competence in terms of: instructional skills, classroom management, guidance skills, and personal and professional skills. The second part of the questionnaire was adapted from the study of Boquiren (2008), which is composed of 20 items used to assess the students' work skills and work attitudes. The researcher asked for permission to adapt the questionnaire from their respective studies. To ensure timeliness and relevance, minor modifications were made on the questionnaire after the content validation. Two seasoned TLE teachers from two different public high schools, and one Academic Head were asked to validate the questionnaire. Their opinions were solicited to identify what the study really intends to measure.

A test-retest was administered to a certain group of grade 8 public school students which are not included as respondents of the study for the reliability testing. Out of fifty-five items of the questionnaire, 13 items were found to be not significant. The researcher revised the non-significant items considering all the accepted comments and suggestions of experts.

Results

This section presents the results and findings of the study through the careful analysis of the gathered data using the research instrument.

1. Students' Assessment on the Teachers' Competence in terms of Instructional Skills, Classroom Management Skills, Guidance Skills, Personal and Professional Skills

Table 1. Students' Assessments on the Instructional Skills of the TLE Teacher

Indicators	Mean	SD	Interpretation
My TLE teacher states objectives of the lesson for each session.	4.50	0.68	Outstanding
My TLE teacher presents ideas/concepts clearly and convincingly and within the student's intellectual level.	4.42	0.70	Outstanding
My TLE teacher demonstrates mastery of the subject matter by showing an aura of confidence during lecture sessions.	4.39	0.77	Outstanding
My TLE teacher utilizes traditional and technological tools to ascertain students' comprehension of the different concepts and theories	4.30	0.75	Outstanding

Indicators	Mean	SD	Interpretation
My TLE teacher presents well-organized materials that meet students' interest and needs.	4.45	0.77	Outstanding
My TLE teacher integrates lessons with other areas of discipline to show students the relevance of concepts being discussed.	4.43	0.69	Outstanding
My TLE teacher presents lesson using the appropriate method/technique to ensure students' understanding and assimilation of lesson like recitation, lecture, laboratory, demonstration etc.	4.41	0.76	Outstanding
My TLE teacher stimulates and invites students' desire and interest to learn more about the subject matter.	4.38	0.77	Outstanding
My TLE teacher makes the students apply concepts to demonstrate understanding of the lesson.	4.37	0.74	Outstanding
My TLE teacher gives fair tests and examinations and returns test results within reasonable period.	4.40	0.75	Outstanding
My TLE teacher shows good command of the language of instruction.	4.59	0.64	Outstanding
Grand Mean	4.42	0.73	Outstanding

Table 1 presents the mean scores and standard deviations for the students' assessment on the Instructional Skills of the TLE teachers. Overall, Instructional Skills received an Outstanding interpretation with scores ranging from \bar{x} =4.30 to \bar{x} =4.59. Specifically, TLE teachers who show good command of the language of instruction received the highest Outstanding score. Although all indicators received an Outstanding remark, TLE teachers who utilizes traditional and technological tools to ascertain students' comprehension of the different concepts and theories rank least. Greater variability in the scores assigned by students ($SD =.73$) was also observed.

Table 2. Students' Assessments on the Classroom Management Skills of the TLE Teacher

Indicators	Mean	SD	Interpretation
My TLE teacher starts and ends class promptly.	4.43	0.76	Outstanding
My TLE teacher maintains a responsive but disciplined classroom atmosphere.	4.46	0.73	Outstanding
My TLE teacher follows a systematic schedule of routine activities.	4.46	0.71	Outstanding
My TLE teacher maintains a classroom that is conducive to learning and safe from accidents.	4.50	0.70	Outstanding
My TLE teacher checks closely and frequently on students' work.	4.55	0.64	Outstanding
My TLE teacher stimulates students' respect and regard for the teacher.	4.52	0.67	Outstanding
My TLE teacher let students do their assigned tasks with a minimum supervision from the teacher.	4.37	0.74	Outstanding
Grand Mean	4.47	0.71	Outstanding

Table 2 indicates that students interpreted the Classroom Management Skills of their TLE teachers as Outstanding with a grand mean of 4.47. Particularly, TLE teachers who checks closely and frequently on students' work received the highest Outstanding score of $\bar{x} = 4.55$ while TLE teachers who let students do their assigned tasks with a minimum supervision received the lowest Outstanding score of $\bar{x} = 4.37$. A Standard Deviation of 0.71 was also observed. However, it should be noted that all indicators got an interpretation of Outstanding.

Table 3. Students' Assessments on the Guidance Skills of the TLE Teacher

Indicators	Mean	SD	Interpretation
My TLE teacher shows genuine interest in students.	4.51	0.68	Outstanding
My TLE teacher accepts students as they are by recognizing their strengths and weaknesses as individuals.	4.43	0.72	Outstanding
My TLE teacher handles-class and students' problem with fairness and understanding.	4.47	0.73	Outstanding
My TLE teacher shows respect with consideration of students' opinion and suggestion.	4.56	0.67	Outstanding
My TLE teacher provides differentiated assignments to students if necessary.	4.29	0.75	Outstanding
My TLE teacher shows concern for the personal and other problems presented by the students outside classroom activities.	4.37	0.76	Outstanding
My TLE teacher plans and organize activities that will foster camaraderie/companionship among the learners.	4.40	0.70	Outstanding
Grand Mean	4.43	0.71	Outstanding

Table 4. Students' Assessments on the Personal and Professional Skills of the TLE Teacher

Indicators	Mean	SD	Interpretation
My TLE teacher maintains emotional balance not over-critical or over-sensitive.	4.31	0.71	Outstanding
My TLE teacher shows composure in the midst of difficult situations.	4.26	0.78	Outstanding
My TLE teacher is free from mannerism that distracts the teaching-learning process.	4.22	0.86	Outstanding
My TLE teacher observes proper hygiene and good grooming at all times.	4.44	0.78	Outstanding
My TLE teacher is fair and impartial to all students: no favoritism.	4.47	0.78	Outstanding
My TLE teacher is resourceful and creative: has initiative.	4.43	0.73	Outstanding
My TLE teacher exhibits enthusiasm and passion in doing one's work.	4.39	0.72	Outstanding
My TLE teacher has good sense of humor.	4.46	0.71	Outstanding
My TLE teacher has good diction, clear, and modulated voice.	4.48	0.72	Outstanding
My TLE teacher is open to suggestions and criticisms from the class.	4.40	0.75	Outstanding
Grand Mean	4.39	0.75	Outstanding

Table 3 shows that students rated their TLE teachers Outstanding in all indicators of Guidance Skills with a Grand Mean of 4.43. They believed that their TLE teachers show respect with consideration of their opinion and suggestion. This indicator got the highest Outstanding score of $\bar{x} = 4.56$. On the other hand, TLE teacher who provides differentiated assignment to students got the lowest Outstanding score of $\bar{x} = 4.29$. A standard deviation of 0.71 was also observed.

Table 4 denotes that in terms of Personal and Professional Skills, TLE teachers appears to have a good diction, clear, and modulated voice, thus, obtaining the highest Outstanding score of $\bar{x} = 4.48$. Furthermore, TLE teachers who are free from mannerism that distract the teaching-learning process recorded an Outstanding score of $\bar{x} = 4.22$. Overall, all indicators were interpreted as outstanding with a Grand Mean of 4.39. Greater variability in the scores assigned by students ($SD = .75$) was also observed.

Table 5. Summary of Students' Assessments on TLE Teacher's Competence

Teacher Competence	Grand Mean	Interpretation
Instructional Skills	4.42	Outstanding
Classroom Management Skills	4.47	Outstanding
Guidance Skills	4.43	Outstanding
Personal and Professional Skills	4.39	Outstanding

Table 5 shows the summary of the students' assessments on the TLE teacher competence. Classroom Management Skills got the highest Grand Mean of 4.47. Guidance Skills got the second to the highest Grand Mean of 4.43. Instructional Skills got the third rank with a Grand Mean of 4.42, followed by Personal and Professional Skills with 4.39 Grand Mean. It should be noted that all TLE teacher competences received an Outstanding interpretation.

2. Students' Assessment on their Work Skills and Work Attitudes

Table 6. Students' Assessments on their Work Skills in TLE class

Indicators	Mean	SD	Interpretation
I cultivate resourcefulness in completing a delegated task in my TLE class.	4.30	0.74	Outstanding
I utilize time productively in my TLE class.	4.26	0.73	Outstanding
I perform well in doing basic skills in my TLE class.	4.17	0.81	Very Satisfactory
I observe proper care and maintenance of tools and equipment in my TLE class.	4.34	0.76	Outstanding
I construct worthwhile projects in my TLE class.	4.15	0.79	Very Satisfactory
I develop skills needed by professionals in my TLE class.	4.18	0.78	Very Satisfactory
I apply accurately the theories I learned in my TLE class.	4.21	0.76	Outstanding
I obtain skills with the use of modern technology in my TLE class.	4.23	0.73	Outstanding
I acquire knowledge and information essential for making an	4.24	0.75	Outstanding

Indicators	Mean	SD	Interpretation
intelligent choice of an occupation or career in my TLE class.			
I discover hidden abilities essential in learning other life skills in my TLE class.	4.27	0.78	Outstanding
Grand Mean	4.24	0.76	Outstanding

As shown in Table 6, the students perceived their Work Skills as Outstanding with a Grand Mean of 4.24. More specifically, students seem able to observe proper care and maintenance of tools and equipment in their TLE class, hence, an Outstanding score of $\bar{x} = 4.34$. Consequently, students who appear to construct worthwhile projects in their TLE class recorded the least score of $\bar{x} = 4.15$ with a Very Satisfactory interpretation. A standard deviation of 0.76 was also noted.

Table 7. Students' Assessments on their Work Attitudes in TLE class

Indicators	Mean	SD	Interpretation
I develop more confidence in myself in my TLE class.	4.28	0.76	Outstanding
I appreciate the social and economic values of the work done in my TLE class.	4.37	0.72	Outstanding
I reflect the virtue of honesty and integrity in performing any given task in my TLE class.	4.27	0.76	Outstanding
I manifest harmonious relationship with peer in my TLE class.	4.21	0.80	Outstanding
I manifest harmonious relationship among teachers in my TLE class.	4.23	0.79	Outstanding
I exert effort to produce quality work in my TLE class.	4.21	0.76	Outstanding
I exhibit positive feelings toward work in my TLE class.	4.25	0.76	Outstanding
I show appropriateness in conducting the given activity in my TLE class.	4.24	0.79	Outstanding
I observe safety precautions while working in my TLE class.	4.36	0.75	Outstanding
I display pride and gratification in my accomplishments in my TLE class.	4.13	0.85	Very Satisfactory
Grand Mean	4.26	0.78	Outstanding

Table 7 shows the students' Outstanding perception on their Work Attitudes with a Grand Mean of 4.26. Particularly, students seem to appreciate the social and economic values of their work, thereby receiving the highest Outstanding score of $\bar{x} = 4.37$. Students who display pride and gratification in their accomplishments received a Very Satisfactory score of $\bar{x} = 4.13$.

3. Relationship between Teachers' Competence and the Students' Work Skills and Work Attitudes

Table 8 shows the test for significant relationship between the assessment of the students towards TLE Teacher Competence and their Work Skills. At 5% level of significance, there exists a significant relationship between the assessment of students towards the TLE Teacher Competence. Moreover, Instructional Skills, Classroom Management Skills, Guidance Skills, and Personal and Professional Skills obtained a positive moderate correlation against Work Skills. This indicates that

students with higher assessment towards TLE Teacher Competence tend to have higher rating in terms of work skills.

Table 8. Pearson r: Significant Relationship Between the TLE Teachers' Competence and the Work Skills of the Students

Teacher Competence	Pearson r	Interpretation	p-value	Decision	Remarks
Instructional Skills	0.658	Moderate Positive correlation	0.00	Reject Ho	Significant
Classroom Management Skills	0.653	Moderate Positive correlation	0.00	Reject Ho	Significant
Guidance Skills	0.639	Moderate Positive correlation	0.00	Reject Ho	Significant
Personal and Professional Skills	0.685	Moderate Positive correlation	0.00	Reject Ho	Significant

Table 9. Pearson r: Significant Relationship Between the TLE Teachers' Competence and the Work Attitudes of the Students

Teacher Competence	Pearson r	Interpretation	p-value	Decision	Remarks
Instructional Skills	0.636	Moderate Positive correlation	0.00	Reject Ho	Significant
Classroom Management Skills	0.631	Moderate Positive correlation	0.00	Reject Ho	Significant
Guidance Skills	0.665	Moderate Positive correlation	0.00	Reject Ho	Significant
Personal and Professional Skills	0.704	High Positive correlation	0.00	Reject Ho	Significant

Table 9 specifies the test for significant relationship between the assessment of students towards students towards TLE Teacher Competence and their Work Attitudes. At 5% level of significance, there exists a significant relationship between the assessment of students towards the TLE Teacher Competence. Moreover, Instructional Skills, Classroom Management, and Guidance Skills obtained a positive moderate correlation, while Personal and Professional Skills obtained a high positive correlation against Work Attitudes. This indicates that students with higher assessment towards TLE Teacher Competence tends to have higher rating in terms of Work Attitudes.

Discussion

The results signify that the students believed their TLE teachers showed evidence on the mastery of the subject matter, and they adapt teaching techniques appropriately, effectively, and systematically. Ethel de Leon-Abao (2014) mentioned that instructional competence of the teacher is important in the development of students' comprehension and critical thinking abilities. It is very deemed necessary because it is used in structuring appropriate learning experiences for the students.

It can also be inferred from the results that students have the perception that their TLE teachers can create a favorable classroom environment that is conducive for learning where they feel at ease and feel the sense of belongingness. Umoren (2010) highlighted that classroom management is more than just student control and discipline; it encompasses all teachers must do in the classroom to encourage students' academic participation and collaboration in classroom activities to create a positive learning environment.

Furthermore, results show that the students think their TLE teachers are capable of genuinely reaching out to them and at the same time incorporate valuable lessons in their life as students. As stated by Silva (2020), if a student has a negative feeling toward their teacher, such as fear or dislike, it will affect their attitude toward the subject. When a teacher favors certain students or uses derogatory and humiliating language, it may lower their motivation in school. In contrast, sympathy, optimism, positive feedback, and support will all help student's motivation to learn.

The results also indicate that the students feel their TLE teachers are professional enough to appear in the class on time, well-dressed, and do their duties. Simultaneously, they also perceived that their teachers could bring humor to the class, work with enthusiasm, and accept suggestions and criticisms from the class. This implies that a teacher's professional attitude in the classroom can be judged by his personality, knowledge, communication, and management skills (Chek & Pandey, 2016).

Students also believed they were given the opportunity to express themselves through manipulating, exploring, and creating worthwhile projects in their TLE class. They feel that they perform well in doing basic skills in TLE, and applying the theories learned in real-life situations. Through the different activities given by the teacher, students were able to practice those skills. Gray (2011) mentioned that activity enhances the students' opportunity to express themselves in constructing projects. It teaches them to be in control of their own life, they learn to solve problems, experience joy, how to get along, empathy, how to get over narcissism--and teaches creativity and innovation. At the same time, students appear to exhibit positive attitude towards their TLE class by showing dedication, exerting time and effort, valuing one's work, and displaying pride and gratification in the work done. Students' accomplishments depend on the effort he exerts in the work done, and the amount of time he puts on his work. His dedication, perseverance, industry, orderliness, excellence, and services for others -- his superiors, the organization, and the public in general indicate his general attitudes toward work. Telu (2013) said that with teachers' encouragement, students learn to reflect on social reality, and it empowers them to transform existing conditions to shape their lives.

The findings of the current study indicated that TLE Teacher Competence: Instructional Skills, Classroom Management, Guidance Skills, Personal and Professional Skills, registered a significant relationship to the students' Work Skills and Work Attitudes. This signify that the success of the students may be determined by how the teacher conducts the class. Since each student interprets and responds to the subject matter differently, teachers must regularly assess their teaching abilities in terms of subject knowledge, teacher attendance, teaching skills, and teacher attitude (Muzenda, 2013). Furthermore, Metzler & Woessmann (2012) found that quality teaching is linked to student achievement, and that teachers must develop strong teaching competence to provide quality education. Results also suggest that the attitudes of the students appear to be influenced by the teachers. Research shows that creating an emotionally supportive learning environment is critical for students' motivation and challenge in learning (Turner et al., 2003). Research findings revealed

that students' academic self-concept and intrinsic motivation to learn are positively related to perceived teacher affective behaviors (Skaalvik & Skaalvik, 2013). Students' participation and effort in learning are positively influenced by showing care and concern for them and spending time getting to know them.

Conclusions and Recommendations

TLE Teacher Competence and the students' Work Skills and Work Attitudes was correlated in the study. Overall findings showed that TLE Teacher Competence: Instructional Skills, Classroom Management, Guidance Skills, Personal and Professional Skills registered a significant relationship in the students' Work Skills and Work Attitudes. Specifically, the students perceived the TLE Teacher Competence and their Work Skills and Work Attitudes as outstanding.

Since TLE Teachers' competence was rated as outstanding, it is proposed that they be recognized by school administrators in their display of eagerness and passion in their work. A way to implement this appreciation is for them to be recommended as resource speakers in various trainings, seminars, and conferences alike where they can be able to share their expertise in this area of discipline, as they impart valuable wisdom with fellow educators. It is likewise suggested that school administrators of District VI give due credit to these outstanding TLE teachers and nominate them as benchmarks for other TLE teachers from different divisions so that they will be able to emulate and follow their practices in their own respective institutions. With the outstanding findings on the students' work skills and work attitudes, students are advised to take on more challenging tasks or projects in TLE. Given the significant relationship between TLE teachers' competence and students' work skills and work attitudes, it is proposed that these TLE teachers be sent regularly to various trainings and conference for continued growth and development in this field of discipline. This is a way to cultivate their consistent and outstanding performances as educators. School administrators should continually encourage them to nurture and foster their knowledge to avoid any means of complacency. Similar and more in-depth studies on the TLE teachers' competence and its effect on students' performance utilizing other variables and wider sample are recommended to validate the findings of this study.

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