

Self-Efficacy and Teaching Competence of TLE Teachers as Mediated by Performance Standards

Ben R. Leparto¹; Oliver P. Ponsades^{2*}, Ed. D
University of Mindanao, Davao City, Philippines

Corresponding Author:- Oliver P. Ponsades^{2*}

Abstract:- This quantitative study investigated the mediating role performance standards among on the relationship of teaching competence and self-efficacy of Technology and Livelihood Education (T.L.E.) teachers. Data were collected 200 T.L.E. teachers to assess these variables using statistical analysis including mean, correlation, regression, and Path analysis. Findings indicated high levels of self-efficacy, teaching competence, and performance standards among T.L.E. teachers. Notably, self-efficacy significantly influenced teaching competence and performance standard partially mediated the other two variables. This study emphasized the importance of continuous professional development and collaborative efforts to maintain high performance standards in TLE education. Recommendation included investing in specialized continuous professional development, fostering self-efficacy through mentorship and support programs, and promoting collaborative efforts to sustain performance standards. Integration of targeted interventions to strengthen performance standards. Integration of these recommendations by educational stakeholders could foster a vibrant TLE environment, ensuring quality education and professional growth for both educators and students.

Keywords:- Technology and Livelihood Education (T.L.E.), Self-Efficacy, Teaching Competence, Performance Standards, TLE Teachers Medication Analysis, Philippines.

I. INTRODUCTION

The theory of teaching competency is a structure that describes the attributes that educators must have in order to live up to the high requirements for their field of work (Fauth et al., 2019). It considers both cognitive and motivational factors. Additionally, it is evaluated in a standardized manner using approved instruments and comprises a variety of general and topic-specific components regarding the skills, expertise, and convictions of educators (Blomeke et al., 2020). But inefficient educators lack preparation and planning, execute badly in the classroom, find it difficult to assess their pupils' development, foster negative relationships with their students, respond slowly, and have low expectations for their progress (Aravena, 2023). Furthermore, Johnson et al., (2023) emphasized the difficulties educators face as an effect of the rapid uptake of knowledge, which usually leaves them ill-prepared to employ new implements and techniques.

In certain cases, educators must possess a broad variety of competences and skills to fulfill the ever-increasing demands of the education reforms of today. To ensure students' success and give them a top-notch education in educational institutions, teachers need to be highly skilled and capable individuals.

(Zhumash et al., 2021). The findings also show that in order to help develop teachers' potential in accordance with 21st century learning concepts (PAK-21) and to raise teaching standards in line with those developments, it is imperative that teachers raise the bar for instruction in accordance with recent developments in education.

(Sulaiman & Ismail, 2020). Teachers with high levels of competency help their pupils comprehend and advance their conceptual understanding (Sahoo et al., 2021).

Several research have examined the connection between self-efficacy and teaching competence. In Kaur and Kaur's 2022 research, strong correlations were observed between these two categories, implying that higher levels of self-efficacy are likely to be possessed by teachers who feel competent. Preliminary studies including more experienced and skilled instructors revealed higher levels of self-efficacy, mediation, communication skills (especially nonverbal communication), planning abilities, and a view of having less control over their instruction. (Pellerone, 2021).

This association was clarified further by Gale et al. (2021) comprehensive critical assessment of 82 empirical investigations, which was completed in. They discovered that instructors with strong self-efficacy also frequently had competence in teaching techniques, classroom administration, and student involvement. Strong self-efficacy is often exhibited by teachers who have a great deal of classroom experience and subject-matter knowledge, and this is reflected in their teaching competency. According to Fathi & Derakhshan (2019), educators with low self-efficacy are more likely to have a pessimistic view of their own teaching abilities as well as the school environment, which raises the risk of feeling stressed out and inadequate.

As mentioned by Abayato et al. (2023) and Alibraheim & Almubayreek (2023), self-efficacy is essential for raising performance expectations. Strong self-efficacy increases a teacher's self-assurance in their skills to instruct, which improves the learning opportunities for their students.

Instructors' self-assurance in their capacity to succeed in the classroom and at school situations is evident from the study's consistently high levels of self-efficacy, underscoring a need on fostering self-efficacy in order to achieve academic achievement. Research indicates that enhanced achievement in athletics and mental activities is associated with increased levels of self-efficacy (Peifer, et al., 2020).

According to Alibakhshi (2020), instructors with a high level of self-efficacy exhibit higher performance standards in the classroom and take calculated risks, which leads to an improvement in student accomplishment. It also discusses how people might organize their efforts, problem-solving strategies, and objectives, thoughts, or actions. Performance outcomes are commonly interpreted as proof that self-efficacy is accurate in terms of performance outcomes when there is a substantial association between self-efficacy and performance standards (Talsma et al., 2019).

Our knowledge of the connection between TLE teachers' performance standards and their teaching abilities has been aided by numerous studies. Hermoso and Brobo's study from 2023 showed a clear and positive relationship between performance standards and teaching competence, especially when it came to reasoning and problem-solving skills. Higher performing and competent teachers can be a great asset in the mental, emotional, and psychomotor aspects of human growth (Sammy et al., 2019). Teaching competency was determined to be the most important factor in boosting performance standards in studies examines the connection between the effectiveness of teachers and their ability to educate (Alifah & Sukmawati, 2021).

Using one's knowledge and abilities in particular tasks or activities to meet performance standards is another facet of a teacher's competency that could impact output and classroom management (Ithnain & Saidin, 2021). Teachers' ability to continually improve the range of instructional tactics is underpinned by teacher performance standards, which are based on the collection, compilation, and analysis of data regarding the efficiency of instructors in evaluating the quality of their output. This can be accomplished by keeping an eye on, evaluating, and using relevant data gathered inside a system of insightful feedback to assist each teacher's continuous improvement (Datoy, 2020).

The researcher has concluded that this study is necessary to identify which of the specified components might have an effect on a teacher's capacity to instruct in a particular circumstance. The relationship between performance standards and self-efficacy (Bantoc & Yazon, 2023) and the positive relationship that exists between teaching competence and self-efficacy (Dimaunahan & Panoy, 2021; Kaur & Kaur, 2022) are supported by data. Nevertheless, only two of the three factors were looked at in the investigations. This study looked at three variables: self-efficacy and teaching competency in both local and national contexts, with the other two variables being mediated by performance standards.

One of the primary contributions of the study is understanding how performance standards regulate the relationship between teaching competency and self-efficacy. Administrators can build interventions and programs that promote teachers' professional growth with the aid of the findings and results. In addition, the results will be presented or submitted to a number of research forums, seminars, and presentations to further knowledge and comprehension of the components that go into creating teaching competency programs. Copies of this study will also be sent by the researcher to the participating schools and the Davao del Norte Schools Division's planning and research office.

This study is important for reasons that go beyond Carmen, Davao del Norte, Philippines, and include additional elements that are essential to the sphere of teaching. It can be advantageous to all staff members both in public and private schools' sectors. Through assessing the degree of teaching competency of T.L.E. teachers, it promotes focused interventions to improve their pedagogical abilities. Research on the self-efficacy of T.L.E. teachers offer invaluable insights into their self-assurance and in their ability to positively impact children. Understanding the components of self-efficacy enhances education overall while also empowering and motivating teachers. The DEPED-Davao del Norte Division also thinks it's good to provide projects, training resources, and activities that help instructors improve their pedagogical knowledge, instructional tactics, and relationships with students in addition to improving their job satisfaction.

Finding the strengths and weaknesses in the teaching profession helps the school and school administration create training programs that improve teaching competency and, in turn, performance standards. This study's findings can be used to inform assessment guidelines and standards, fostering continuous improvements in student performance and instructional quality.

It gives Technical Livelihood Education (T.L.E.) instructors more authority, as they are crucial in teaching students useful skills and information. by having a thorough awareness of the elements affecting these educators' teaching competency and self-efficacy.

II. METHOD

➤ Research Respondents

Participants in the study were teachers who instruct technology and livelihood education (TLE). 200 individuals were selected through purposeful sampling from the Davao del Norte region in the Philippines. Purposeful sampling is a commonly employed technique in educational research, wherein participants are specifically selected based on attributes that are pertinent to the goals of the study

(Creswell & Creswell, 2017). This strategy aligns with the objective of compiling a diverse array of viewpoints from T.L.E. instructors at Davao del Norte Division.

Participants had to be actively teaching T.L.E. subjects at engaging in active T.L.E. instruction at any grade level, from seventh to twelfth, in order to meet the inclusion criteria. To guarantee they had enough experience, participants had to be employed full-time, had a degree or have finished a comparable course related to TLE, and have spent at least two years teaching. Based on exclusion criteria, those with a TLE degree who were not currently teaching TLE courses or who had been excluded if they had fewer than two years of teaching experience. The study participants had the option to leave at any time. They could decide to cease participating for any reason at any time and withdraw without repercussions. In order to guarantee that educators were free to decide whether or not to participate, this policy was put into place. To improve the validity of the study's conclusions, T.L.E. teachers were asked to participate voluntarily and sincerely.

The research was done in Davao del Norte, Philippines, at the DEPED Division. The study location was chosen to better capture the nuanced distinctions and difficulties that T.L.E. teachers face in both rural and urban settings, enhancing the research findings' ecological validity and generalizability. The Division of Davao del Norte's logistical advantages, such as cooperation and accessibility from local education agencies, also helped. This choice is consistent with the goal of the study, which is to gain a comprehensive understanding of the correlation between teaching competency and self-efficacy among T.L.E. teachers in the Davao del Norte Division, Philippines, and performance standards as a mediator.

➤ *Materials and Instruments*

In this study, three sets of validated questionnaires used as research instruments. To assess TLE teachers, three instruments were used: Friedman & Kass (2002) for self-efficacy, Thurra (2015) for teaching competence, and Barge (2012) for performance standards.

To guarantee content veracity, the researcher performed internal validation. It required discussing the study with research specialists. The panel of experts authorized and validated the three-part questionnaire. Thirty non-research participants TLE educators at Sto. Tomas National High School participated in a pilot study of the previously described surveys. Using Cronbach Alpha, the pilot test results were computed for the independent, dependent, and mediating factors. The subjects' Cronbach Alpha ratings were 0.856 for performance standards, 0.962 for teaching ability, and 0.974 for self-efficacy. The questionnaire's items were validated by the results.

To provide all variables a consistent meaning, a Likert scale could be employed. On this scale, in a variety of educational contexts, respondents might indicate how much they agree or disagree with statements about their perceived level of self-efficacy.

➤ *Design and Procedure*

In the context of Technology and Livelihood Education (T.L.E.) instructors, this study employed a correlational

research approach to assess the complex relationship between self-efficacy, teaching competency and the mediating effect of performance standards. Correlational study methods are widely used in educational research to investigate the relationships between variables in an unaltered manner, enabling researchers to find trends and connections (Creswell & Creswell, 2017).

Examining the manner in which one variable change relate alters in a different is possible through correlational research, which is particularly helpful for examining the relationships between variables like performance standards, instructional ability, and self-efficacy (Bryman, 2016). Using a correlational methodology, the purpose of this study was to determine among T.L.E. teachers in the Davao del Norte Division, Philippines, the direction and strength of the correlations between these constructs.

Additionally, by providing useful information regarding the predictive power of variables, correlational study designs may guide future investigations or interventions aimed at improving instructional tactics (Mosconi, 2022). Because of this, the study's use of a correlational research design provides a methodical means to examine the intricate relationship between T.L.E. teachers' performance standards, self-efficacy, and teaching competency. It also aligns with acknowledged procedures in the field of educational research.

The data collection approach for this study includes a number of important steps and procedures that were necessary to guarantee the research's dependability, correctness, and moral conduct. The data for the study was gathered using a variety of methods. Prior to any data collection, consent was granted by the respondents, the division superintendent of Davao del Norte, and the principal of the targeted school. Consent informed by the University of Mindanao Ethics Review Committee will be acquired. It was made easier to duplicate 200 survey questions. Before being given to the principal of the chosen school, the request letters are signed by the researcher and the adviser.

To help the authorities understand the importance of this study to their department or school as well as how data collecting should be carried out in their specific schools, copies of the research proposal and the questionnaires are also provided. The researcher asked permission from the teachers to deliver the questionnaires during a period when there aren't any scheduled significant activities in order to avoid any unforeseen disruptions to their work. They gave people a maximum of two hours to finish answering the questions.

The data is handled with extreme caution and stored correctly over the duration of the study. The identity of the respondents and the confidentiality of the collected data were also carefully noted. Statistical tools such as weighted mean were utilized to process the data. It is used to assess the degree of structural factors in order to quantify performance standards, instructional competency, and self-efficacy. Product of Pearson Moment Correlation. It makes clear the

relationships between instructional proficiency, performance standards, and self-efficacy. 13 Multiple Linear Regression Analysis. This is used to determine the extent to which instructional ability and self-efficacy affect performance criteria. Sobel Z-test. This is used to investigate how teaching competency and self-efficacy are related, and how performance criteria regulate that relationship.

Strict ethical principles were adhered to during the entire research procedure in order to protect the rights of the respondents and maintain the study's integrity. Getting informed permission from each participant, safeguarding the privacy of data, and minimizing risks were the main prerequisites. The study was given the UMERL certification number 2023-460 and received ethical approval from the university's ethics review committee prior to data collection.

Before obtaining consent to participate, participants were informed about the study's objectives, its procedures, and any possible risks or benefits. In compliance with the Data Privacy Act, confidentiality measures were put in place to protect the participants' private information. Furthermore, participants received assurance that they would not incur any penalties if they decided to abandon the study at any point.

The researcher implemented measures to mitigate any hazards and guarantee the soundness of the study plan. There was no fabrication or falsification of any data; honesty and transparency were maintained at all times. The research was conducted with due diligence in disclosing and managing conflicts of interest, and authorship was assigned to those who made significant contributions.

III. RESULTS AND DISCUSSION

Given the classroom and school circumstances, Table 1's "Very High" descriptive level demonstrates the exceptional level of self-efficacy among teachers in the data. Based on their overall mean score of 4.27, teachers show a compelling conviction in their potential to influence favorable results in various specialised situations. Further evidence of the reliability and consistency of these self-efficacy assessments comes from the indicators' low standard deviations (SD).

Teachers with high self-efficacy ratings are assured of their capacity to provide productive learning environments and produce the intended learning results. Orakci (2023) asserts that this finding validates her hypothesis that the primary domains in which participants might have disparate expectations about their own self-efficacy are the comments made by teachers about how to handle difficult students, how they socialize with them, their accomplishments as teachers, and the development of professional skills related to teaching. Furthermore, in the study conducted by An et. al. (2021), that there existed a robust correlation in each context between the degree of job satisfaction, the discipline climate, discussions between educators and students, the self-efficacy of educators and their instructional strategies, and drive to educate for the good of society.

Additionally, Kelley et. at., (2020) discovered that teachers' self-efficacy influences students' success and cognitive achievement in the classroom as well as their own sense of competence. This is the same with the research by Ashraf (2022), which demonstrates that the majority of secondary school teachers who had greater levels of self-efficacy felt sufficiently secure in their capacity to uphold discipline, deliver teaching, and handle a variety of difficult circumstances.

Table 1 Teachers' Self-Efficacy Level

Indicator	SD	Mean	Descriptive Level
The classroom context	0.70	4.27	Very High
The school context	0.78	4.27	Very High
Overall	0.74	4.27	Very High

Table 2 Teaching Competence Across Various Indicators

Indicator	SD	Mean	Descriptive Level
Teacher training	0.73	4.25	Very High
Training for performing in contexts of vulnerability	0.78	4.13	High
Training in pedagogical knowledge	0.73	4.14	High
Overall	0.75	4.17	High

Furthermore, the findings of Kelley et al. (2020), who found that students' success and cognitive achievement in the classroom and in their own sense of effectiveness are influenced by teachers' self-efficacy. The data shows that all indicators have remarkably high mean scores, with teacher training standing out at a "Very High" descriptive level. This is consistent with the data. The total mean score of 4.17 indicates that the descriptive level is still high. The low standard deviations (SD) of each indication indicate that

there is little variation in the responses, which supports consistency. The findings of the Technology and Livelihood Education (TLE) teachers' assessment of their teaching competency are shown in Table 2, where they demonstrate a high degree of proficiency in a variety of areas. TLE educators score highly on training in pedagogical knowledge and training for performing in vulnerable circumstances, indicating a high degree of overall competence.

Using the Philippine Professional Standards for Teachers and the TESDA self-assessment guide, Naelgas and Maloniso (2022) assessed teaching competence. They discovered that TVE instructors in Aklan possess the abilities and know-how required for efficient education. The study's conclusions, which point to generally good and consistent training, are supported by the high mean scores and low variability.

Professionally trained educators are better equipped to stay current on subject matter, create cutting-edge, technologically savvy pedagogical practices and skills, and

use tactics that are critical to improving student learning (Ahmed et al., 2022). This is consistent with the extraordinarily high levels of teaching competency in terms of teacher preparation that this study found, indicating that teaching talents can be markedly improved by efficient, modern training programs. Furthermore, it reinforces the conclusions of Lachner et al.'s (2019) study, which demonstrates how pedagogical knowledge enables educators to integrate educational technology for subject-specific teaching methods and apply their understanding of technology-assisted teaching abilities across content areas.

Table 3 Performance Standards in Teaching

Indicators	SD	Mean	Descriptive Level
Instructional Strategies	0.62	3.45	High
Content and Expectation	0.57	3.52	High
Cognitive Challenge	0.59	3.50	High
Questioning	0.62	3.53	High
Overall	0.61	3.50	High

Table 3 shows that the performance standards for all indicators are consistently high; the low standard deviations imply that the replies from instructors are extremely consistent. An average score of 3.45 to 3.53 is considered "High."

The findings are consistent with a study by Satianingsih et al. (2023), which discovered that in order to supervise students' learning with excellence and integrity and to meet the country's educational goals, a teacher had to maintain a high-performance level. When teachers don't put much effort into their lessons and have low expectations for their students, it can affect how well the students perform (Ro, 2019).

Moreover, teacher performance standards enable students to reach their maximum potential, document ongoing quality enhancements, devise efficient lesson plans, choose a range of activities while considering the students' learning goals, seek out and apply information to advance their own growth, work in conjunction with educators and other community members, plan lessons and instructional strategies considering the long-term effects on students, consistently participate in professional development activities, and create instructional media. They lead by example, which is very important because it's one of the main things that influences students (Phusee-orn, 2021).

Table 4. Correlation Coefficients between Variables

Pair	Variables	Correlation Coefficient	p-value	Decision
IV and DV	Self-efficacy and teaching competence among TLE teachers.	.462**	0.000	Reject
IV and MV	Self-efficacy and performance standard among TLE teachers.	.325**	0.000	Reject
MV and DV	Performance standard and teaching competence among TLE teachers.	.360**	0.000	Reject

Significant correlations between the variables under study are shown by the correlation coefficients. There is a strong positive association (p-value of 0.000 and coefficient of .462**) between teaching competency and self-efficacy (IV and DV). This suggests that when self-efficacy increases, teaching competence is likely to follow suit. Higher levels of self-efficacy are thought to be linked to higher performance standards, according to the positive correlation (p-value = 0.000; coefficient of .325**) found between self-efficacy and performance standards (IV and MV). Furthermore, there is a positive correlation between high performance standards and teaching competence (MV and DV) (p-value = 0.000; coefficient of .360**). This suggests that higher performance requirements are linked to greater levels of teaching competence.

The observed connections between instructional competency, self-efficacy, and performance requirements are consistent with earlier research. A teacher's proficiency in implementing instructional strategies has an impact on students' academic performance, pedagogical knowledge, and accomplishment.

The topic content and pedagogical expertise of teachers will influence how well students are taught and learn. They found that students' learning results are impacted by a teacher's level of self-efficacy. It illustrated the connection between students' academic success and teachers' self-efficacy (Ahmad, 2021). Positive correlations between teaching competency and self-efficacy have been noted by Dimaunahan and Panoy (2021) and Kaur and Kaur (2022),

indicating that teachers' self-confidence improves their overall teaching proficiency.

Additionally, research by Bantoc and Yazon (2023) supports the positive association between the two by demonstrating that teachers who have setting and achieving challenging performance standards is more likely among those with higher levels of self-efficacy. This study demonstrates the significance of personal viewpoints in establishing professional standards and practices. Self-efficacy has been shown to have a significant impact on student performance during the teaching process, according to Karnati & Arbah (2023). Higher teacher self-efficacy levels and high-performance standards are therefore linked to greater improvements in student academic performance, a stronger commitment to the demands of instruction on a daily basis, more effective classroom management strategies, the ability to withstand challenges in the classroom, and an overall increase in commitment (Ramsey, 2019).

Similarly, Jumamil and Pelayo's (2023) results support a relationship between performance criteria and teaching competency, suggesting that rigorous adherence to standards fosters better teaching methods. This link highlights how crucial it is to establish and maintain high performance standards since it acts as a method for further development of one's career and efficient instruction. According to Abadi et al. (2023), there is a positive correlation between a teacher's effectiveness as an educator and their proficiency in pedagogy, the better a teacher does in pedagogy studies, the more effective. It confirms the findings of Banua et al.'s study from 2022, which assessed instructors in the Division of Zamboanga City. According to their PPST-RPMS evaluations, teachers who satisfy high performance standards are typically competent.

The strong relationships found between performance criteria, teaching ability, and self-efficacy demonstrate how integrated teacher development is within the framework of TLE. Teachers' self-efficacy and quality are raised when they are encouraged to have confidence in their own talents. This is a key technique for raising performance standards compliance and teaching competence.

Table 5 Partial Mediation Analysis Results

STEP	PATH	β (UNSTANDARDIZED)	STANDARD ERROR	β (STANDARDIZED)
Step 1	C	.537	.073	.462
Step 2	A	.278	.058	.325
Step 3	B	.318	.088	.234
Step 4	c'	.449	.075	.386

The results of the mediation study demonstrate how, step-by-step, performance standards moderate the relationship between teaching competency and self-efficacy. For the direct effect (c) of self-efficacy on teaching competency, there was a coefficient of .537 ($p < .001$), Step 1 demonstrates a statistically significant positive relationship. This results is in line with past studies that found a favorable association between teaching skill and self-efficacy.

Step 2 investigates how self-efficacy indirectly (a) affects performance criteria. A significant positive correlation between elevated levels of self-efficacy and elevated performance requirements is indicated by the coefficient of .278 ($p < .001$). This finding is consistent with studies that show how performance standards are shaped by self-efficacy.

After correcting for self-efficacy, Step 3 assesses the effect (b) of performance requirements on teaching competency in instruction. The derived performance criteria have a favorable influence on teaching competency, as evidenced by the positive correlation of .318 ($p < .001$). This result validates other studies that show how important rigorous standards are for enhancing teaching methods.

After adjusting for performance criteria, the evaluation of the direct influence (c') of self-efficacy on teaching competency occurs in Step 4. Even after adjusting for performance requirements, the statistical analysis shows that self-efficacy and teaching competency are positively

correlated. The coefficient of .449 ($p < .001$) suggests this. This finding supports the theory that students' degree of self-efficacy is a key factor in influencing their teaching effectiveness.

The relation between the self-efficacy of TLE teachers, performance standards, and teaching competency was revealed by the mediation analysis's findings. The sequential pathway highlights the way in which teaching competency and self-efficacy are mediated by performance requirements.

The analysis's findings are supported by Bhullar's (2019) and Sazideh's (2019) research, which discovered a substantial association between teaching ability and self-efficacy levels among educators at both public and private schools. In support of Handrianto et al., (2024) found a significant relationship between teachers' self-efficacy and teaching competence in terms of the demographic profiles of their students, who come from a variety of social backgrounds, in their study of secondary teachers at Six Malaysian Secondary School regarding drug education.

The findings are consistent with the study carried out by Misu et al. (2021) concerning the relationship between performance criteria and self-efficacy. Specifically, Teachers who have a high sense of their own efficacy also believe that they comprehend the standards for performance well. Many studies have shown that high levels of self-efficacy, strong work performance, and stress and burnout are negatively correlated, as is their relationship to human

resources concepts like well-being, work engagement, and satisfaction (Perera et al., 2018; Granziera et al., 2019).

Furthermore, studies by Putra (2021) and Jumamil & Pelayo (2023) found that teaching competency increases in tandem with performance criteria, which is consistent with the observed relationship between teaching competency and performance standards. Teachers are motivated to continue honing their abilities in a range of fields, notably competency, by the findings of studies on teacher professional competence. The theory that performance standards affect teachers' capacity to teach, which in turn improves their performance, is supported by Rais (2023).

IV. CONCLUSION AND RECOMMENDATION

➤ Conclusion

The study found that teachers' levels of self-efficacy are extraordinarily high both within and outside of the classroom, underscoring the crucial part that self-efficacy shows in directing instructional strategies and instilling a high sense of confidence in their ability to conquered obstacles and deliver quality instruction. This research suggests that educators are able to adapt to the various demands of their pupils, which raises the standard of instruction.

Furthermore, it was established that TLE instructors exhibited competent instruction. Teacher training programs are effective in providing instructors with the necessary abilities for a variety of educational settings, as evidenced by the extremely high descriptive level they reached when compared to performance in vulnerable situations and pedagogical knowledge with a high descriptive level. The result highlights a way in which teacher preparation raises the overall bar for TLE education.

Further research reveals that TLE teachers observed the performance standards at a highly descriptive level in all areas of instructional tactics. Its emphasis on how performance standards guide instructional tactics ensures consistency and quality in the delivery of education and shows how dedicated TLE teachers are to maintaining high standards of instruction that resulted to a better students' outcomes.

Moreover, a favorable association has been noted from teaching competency, performance criteria, and self-efficacy among TLE educators. The interdependence of these variables is shown by this association, which also underscores how important it is for teachers to adhere to performance standards and feel confident in their ability to teach. This research provides significant new information regarding the factors influencing a teacher's success in a TLE setting and emphasizes the relationship between self-efficacy, teaching competency, and performance criteria.

Lastly, there is a partial mediating function for performance criteria between teaching competency and self-efficacy. The outcomes emphasize how essential it is for performance standards to keep teachers' self-efficacy and

decision-making processes strong in order to support their ability to teach competently in the TLE context and, eventually, raise the caliber of education that TLE students get. These objective results will help future efforts to improve professional development, teaching practices, and teacher preparation in technical and livelihood education better understand the factors affecting teaching competence in the TLE scenario.

➤ Recommendation

To close the gaps identified and raise the general efficacy and standard of TLE education, the following recommendations may be implemented.

Since these environments have an impact on teachers' self-efficacy, it is crucial to give them the chance to actively participate in school events, make decisions, and build relationships with kids. putting together seminars that will boost educators' self-assurance in their capacity to guide and motivate students.

Secondly, the indicator of teacher training has demonstrated a noteworthy rise in teaching proficiency; hence, it is crucial to offer teachers specialized training. Giving TLE instructors the resources they require to perform as capable educators in a range of demanding situations is the aim. This can be done while simultaneously assisting students from disadvantaged families by creating training emphasizes the use of technology, teaching strategies, curriculum application, and student interaction. This program should address cultural competency, trauma-informed teaching approaches, and adaptive teaching strategies. In partnership with educational foundations, non-governmental organizations, and the right resource person, educators can obtain practical training and real-world lessons. This will guarantee that educators are properly prepared for these circumstances. One's capacity to teach can be significantly enhanced by this instruction.

Third, the continual improvement of teachers' performance standards depends on the creation of thorough, succinct, and effective teaching strategies that assist educators in the classroom and foster students' multiple intelligences. Since performance standards served as a partly mediating factor between the two variables, the goal is to continuously improve an educator's self-efficacy and teaching competence.

Finally, forming alliances with business and community partners can enhance the standard and use of TLE training, ensuring that these suggestions are carried out successfully. Creating alliances with local companies, sectors of the economy, and civic associations is one method to offer experiential learning opportunities. Meetings and feedback sessions with teachers, students, and administrators are crucial.

REFERENCES

- [1]. Abadi, R. Y., Triatna, C., & Nurdin, N. (2023). PEDAGOGIC STUDIES IN EFFORTS TO IMPROVE TEACHER TEACHING PERFORMANCE. *Tadrib*, 9(1), 1-15.
- [2]. Abatayo, J. V. C., Lagumen, A. S., & Potane, J. (2023). Stressors, affectivity, and self-efficacy as predictors of librarians' thriving at work. SSRN.
- [3]. Adolt-Silva, K. (2021). *Supporting the Teaching of Executive Functioning Skills Using Social Cognitive Theory in Arts Classrooms* (Doctoral dissertation, Walden University).
- [4]. Ahmad, K. I. (2021). The Emotional Intelligence and Pedagogic Competence on Self-Efficacy and Teacher Performance. *Journal of K6 Education and Management*, 4(1), 1-10.
- [5]. Ahmed, G., Arain, S. S., & Anjum, T. M. (2022). Impact of Teachers' Professional Trainings on Students' Learning at Secondary Level in Punjab Province, Pakistan: Problems and Prospects. *International Research Journal of Education and Innovation*, 3(1), 130-140.
- [6]. Akil, M., & Jafar, B. (2019). Teachers' self-efficacy and performance in teaching literature in the interest-based classes at senior high school. *Journal of Language Teaching and Research*, 10(6), 1271-1278.
- [7]. Alibakhshi, G., Nikdel, F., & Labbafi, A. (2020). Exploring the consequences of teachers' self-efficacy: a case of teachers of English as a foreign language. *Asian-Pacific Journal of Second and Foreign Language Education*, 5(1), 23.
- [8]. Alibraheim, Essa, & Almubayreek, Thekriat. (2023). Investigating the relationship between female teachers' self-efficacy and their practice of Next Generation Science Standards. 7, 892-913.
- [9]. Alifah, A., & Sukmawati, A. (2021). Organizational Learning, Academic Supervision, and Work Motivation in Enhancing Teaching Competence and Teacher Performance in Modern Pesantren. *JAMP: Jurnal Administrasi Dan Manajemen Pendidikan*, 4(4), 307-19.
- [10]. An, Y., Li, L., & Wei, X. (2021). What influences teachers' self-efficacy in East Asia? Evidence from the 2018 Teaching and Learning International Survey. *Social Behavior and Personality: an international journal*, 49(5), 1-13.
- [11]. Aravena, F. (2023). How principals identify low-performing teachers in public schools? Evidence from Chile. *Journal of Pedagogy*, 14(2), 5-26.
- [12]. Ashraf, N. (2022). Teacher Self-efficacy and Emotional Intelligence as the Important Attributes of Students' Learning Outcomes. *situations*, 10(4).
- [13]. Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual review of psychology*, 52(1), 1-26.
- [14]. Bandura, A., & Adams, N. E. (1977). Analysis of self-efficacy theory of behavioral change. *Cognitive therapy and research*, 1(4), 287-310.
- [15]. Bannan, B., Dabbagh, N., & Walcutt, J. J. (2020). Instructional strategies for the future. *Journal of Military Learning*, 4(1), 68-80.
- [16]. Bantoc, A., & Yazon, A. (2023). Self-efficacy, core behavioral competence and performance of teachers: A scaffold for proficient and highly proficient teachers. *International Journal of Multidisciplinary: Applied Business and Education Research*
- [17]. Banua, E. I., Saavedra, A. D., Ajibon, R. A., Aukasa, F. S., Muhajil, S. S., & Najam, H. M. (2022). EVALUATING TEACHERS' TEACHING PERFORMANCE: AS BASIS FOR MENTORING AND TECHNICAL SUPPORT. *Neuro Quantology*, 20(13), 896.
- [18]. Barge, J. D. (2012). Georgia department of education: Teacher keys effectiveness system fact sheets.
- [19]. Bhullar, K. (2019). Teaching competency of secondary school teachers in relation to their self-efficacy. *IOSR Journal of Humanities and Social Science*, 24(7), 58-62. Retrieved from <https://www.iosrjournals.org/iosr-jhss>
- [20]. Blömeke, S., Kaiser, G., König, J., & Jentsch, A. (2020). Profiles of mathematics teachers' competence and their relation to instructional quality. *ZDM*, 52, 329-342.
- [21]. Bryman, A. (2016). *Social research methods*. Oxford university press.
- [22]. Carreon, J. R., Aquino, J. T., & Salera, J. C. (2018). Validation and utilization of a developed contextualized learning module.
- [23]. Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- [24]. DATOY, F. C. (2020). Teaching Competence and Challenges Encountered in Secondary Science Instruction. *International Journal of English Language Studies*, 2(4), 33-46.
- [25]. De Almeida, J. C. (2017). Teacher performance evaluation: The importance of performance standards. *International Journal for Cross-Disciplinary Subjects in Education*, 8(1), 2973-2981.
- [26]. Dimaunahan, J., & Panoy, J. F. (2021). Academic motivation and self-efficacy in technical skills as correlates to academic performance. *International Journal of Educational Management and Development Studies*, 2(4), 72-89.
- [27]. Fathi, J., & Derakhshan, A. (2019). Teacher self-efficacy and emotional regulation as predictors of teaching stress: An investigation of Iranian English language teachers. *Teaching English Language*, 13(2), 117-143.
- [28]. Fauth, B., Decristan, J., Decker, A. T., Büttner, G., Hardy, I., Klieme, E., & Kunter, M. (2019). The effects of teacher competence on student outcomes in elementary science education: The mediating role of teaching quality. *Teaching and teacher education*, 86, 102882.

- [29]. Friedman, I. A., & Kass, E. (2002). Teacher self-efficacy: A classroom-organization conceptualization. *Teaching and teacher education*, 18(6), 675-686.
- [30]. Gale, J., Alemdar, M., Cappelli, C., & Morris, D. (2021, September). A mixed methods study of self-efficacy, the sources of self-efficacy, and teaching experience. In *Frontiers in Education* (Vol. 6, p. 750599). Frontiers Media SA.
- [31]. Gentrup, S., Lorenz, G., Kristen, C., & Kogan, I. (2020). Self-fulfilling prophecies in the classroom: Teacher expectations, teacher feedback and student achievement. *Learning and Instruction*, 66, 101296.
- [32]. Granziera, H., & Perera, H. N. (2019). Relations among teachers' self-efficacy beliefs, engagement, and work satisfaction: A social cognitive view. *Contemporary Educational Psychology*, 58 (February), 75-84.
- [33]. Halim, A., Yusrizal, Mazlina, H., Melvina, & Zainaton. (2018). Questioning skill of science teacher from the students perspective in senior high school. *Journal of Physics: Conference Series*, 1088, 012109.
- [34]. Handrianto, C., Jusoh, A. J., Rashid, N. A., Wahab, S., Abdullah, A., Hasan, M. K., & Rahman, M. A. (2024). Teachers self efficacy (TSE) and teaching competency (TC) of Malaysian secondary school teachers in drug education. *International Journal of Instruction*, 17(2), 219-236.
- [35]. Haron, M. Z., Zalli, M. M. M., Othman, M. K., & Awang, M. I. (2021). Examining the Teachers' Pedagogical Knowledge and Learning Facilities towards Teaching Quality. *International Journal of Evaluation and Research in Education*, 10(1), 1-7.
- [36]. Hermoso, J. R., & Brobo, M. A. (2023). Influence of Teaching Competencies to Performance: Basis for Professional Development. *Asian Journal of Education and Social Studies*, 44(4), 33-46.
- [37]. Holzberger, D., & Prestele, E. (2021). Teacher self-efficacy and self-reported cognitive activation and classroom management: A multilevel perspective on the role of school characteristics. *Learning and Instruction*, 76, 101513.
- [38]. Hyytinen, H., Haarala-Muhonen, A., & Räisänen, M. (2019). How do self-regulation and self-efficacy beliefs associate with law students' experiences of teaching and learning? *UNIPED*, 42(1), 74-90.
- [39]. Ithnain, I., & Saidin, K. (2021). THE EFFECTIVENESS OF PROFESSIONAL DEVELOPMENT MODEL IN ENHANCING TEACHERS' COMPETENCIES. *MOJEM: Malaysian Online Journal of Educational Management*, 9(4), 32-52.
- [40]. Johnson, R. B. (2014). Educational research: Quantitative, qualitative, and mixed approaches. Sage Publications.
- [41]. Jumamil, A. D., & Pelayo, E. J. U. (2023). The mediating effect of schools' availability of resources on the relationship between technology integration in teaching TLE and academic competence of cookery students.
- [42]. Karnati, N., & Arbah, F. (2023). Improving Teacher Performance through Technological Pedagogical Content Knowledge (TPACK) and Self Efficacy. *Migration Letters*, 20(5), 867-875.
- [43]. Kaur, N., & Kaur, H. (2022). Study of teaching competence in relation to self-efficacy among secondary school teachers. *Scholarly Research Journal for Humanity Science and English Language*, 10(52), 3176-3183.
- [44]. Kelley, T. R., Knowles, J. G., Holland, J. D., & Han, J. (2020). Increasing high school teachers self-efficacy for integrated STEM instruction through a collaborative community of practice. *International Journal of STEM Education*, 7, 1-13.
- [45]. Kind, V., & Chan, K. K. (2019). Resolving the amalgam: connecting pedagogical content knowledge, content knowledge and pedagogical knowledge. *International Journal of Science Education*, 41(7), 964-978.
- [46]. Lachner, A., Backfisch, I., & Stürmer, K. (2019). A test-based approach of modeling and measuring technological pedagogical knowledge. *Computers & Education*, 142, 103645.
- [47]. Lauermaun, F., & ten Hagen, I. (2021). Do teachers' perceived teaching competence and self-efficacy affect students' academic outcomes? A closer look at student-reported classroom processes and outcomes. *Educational psychologist*, 56(4), 265-282.
- [48]. Misu, S. I., Triculescu, M., & Petre, A. (2021). Determining Perceived Work Performance and Self-efficacy Among High-school Teachers. *Journal of Economics and Management Sciences*, 4(2), p15-p15.
- [49]. Mondal, G. C., & Majumder, P. (2019). Factors that determine the choice of instructional strategies in teaching at secondary schools. *Journal of Critical Reviews*, 7(16), 3427-3432.
- [50]. Montaner, D. V., Sallán, J. G., & Bustamante, J. G. (2019). Assessment of the competency profile of the head of pedagogy in Chilean educational centers in vulnerable contexts. *Educação e Pesquisa*, 45, e201975.
- [51]. Mosconi, T. (2022). *Relationship Between Culturally Responsive Teaching Practices and Teacher Effectiveness: A Correlational Study*. Drexel University.
- [52]. Murkatik, K., Harapan, E., & Wardiah, D. (2020). The influence of professional and pedagogic competence on teacher's performance. *Journal of Social Work and Science Education*, 1(1), 58-69.
- [53]. Naelgas, D. N., & Malonisio, M. O. (2022). Competency and needs of technical vocational teachers in the Division of Aklan. *International Journal of Education, Business, and Social Sciences*, 6(1), 68-82.
- [54]. Nederhand, M. L., Tabbers, H. K., Jongerling, J., & Rikers, R. M. (2020). Reflection on exam grades to improve calibration of secondary school students: a longitudinal study. *Metacognition and Learning*, 15(3), 291-317.

- [55]. Orakci S, Yüreğilli Göksu D and Karagöz S (2023). A mixed methods study of the teachers' self-efficacy views and their ability to improve self-efficacy beliefs during teaching. *Front. Psychol.* 13:1035829. doi: 10.3389/fpsyg.2022.103582
- [56]. Peifer, C., Schönfeld, P., Wolters, G., Aust, F., & Margraf, J. (2020). Well done! Effects of positive feedback on perceived self-efficacy, flow and performance in a mental arithmetic task. *Frontiers in Psychology*, 11, 487115.
- [57]. Pellerone, M. (2021). Self-perceived instructional competence, self-efficacy and burnout during the Covid-19 pandemic: A study of a group of Italian school teachers. *European Journal of Investigation in Health, Psychology and Education*, 11(2), 496-512
- [58]. Perera, H. N., Granziera, H., & McIlveen, P. (2018). Profiles of teacher personality and relations with teacher self efficacy, work engagement, and job satisfaction. *Personality*
- [59]. Phusee-orn, S. (2021). Confirmatory Factors Analysis Practice Level and Guidelines for Developing Teachers' Performance Standards and Conduct Standards. *Higher Education Studies*, 11(3), 169-176.
- [60]. Poulou, M. S., Reddy, L. A., & Dudek, C. M. (2019). Relation of teacher self-efficacy and classroom practices: A preliminary investigation. *School Psychology International*, 40(1), 25-48.
- [61]. Putra, H. E. J., Warsim, W., & Titirloloby, P. (2021). the Effect of Teacher Competency on Performance Appraisal. *Akademika*, 10(01), 235-247.
- [62]. Rais, R. (2023). ANALYSIS OF PROFESSIONAL COMPETENCIES IN IMPROVING TEACHER PERFORMANCE IN MADRASAH TSANAWIYAH NEGERI (MTsN) BARRU BARRU DISTRICT. *Meraja journal*, 6(3), 214-226.
- [63]. Ramsey, J. P. (2019). The Impact Of Curriculum Changes And Implementation Of Secondary Mathematics Georgia Performance Standards On Teacher Self-efficacy.
- [64]. Ro, Y. J. (2019). The Effects of Teacher Performance Measures on Student Achievement.
- [65]. Sahoo, S., Behera, M. P., & Sahu, S. (2021). Metacognitive awareness on teaching and teaching competence of secondary prospective teachers. *Shanlax International Journal of Arts, Science and Humanities*, 8(3), 77-85.
- [66]. Salleh, S. M., Sari, N. A. M., Hassan, N., Yusof, M. M., & Salleh, N. F. (2022). Conceptualizing Instructional Strategies Towards Communication Competence Among UiTM Students. *Global Business & Management Research*, 14(1).
- [67]. Sammy, G. P., Yiga, A. P., Mwosi, F., & Marus, E. (2019). Teacher competence and performance in primary schools.
- [68]. Sancar, R., Atal, D., & Deryakulu, D. (2021). A new framework for teachers' professional development. *Teaching and teacher education*, 101, 103305.
- [69]. Satianingsih, R., Budiyo, S. C., & Zaman, A. Q. (2023). Teacher performance, productivity, and integrity in East Java after graduating from the teacher education program. *Journal of diversity in learning (JDIL)*, 3(1), 318-324.
- [70]. Sazideh, K., Afraz, S., & Samimi, F. (2019). A Structural Equation Modeling Analysis of the Model of Motivational Variables Affecting Iranian EFL Teachers' Competency in ELT. *Iranian Evolutionary Educational Psychology Journal*, 1(4), 259-275.
- [71]. Smith, A. B., & Jones, C. D. (2021). Enhancing teacher competence in the modern classroom. *Journal of Educational Research*, 45(3), 123-135.
- [72]. Sulaiman, J., & Ismail, S. N. (2020). Teacher competence and 21st century skills in transformation schools 2025 (TS25). *Universal Journal of Educational Research*, 8(8), 3536-3544.
- [73]. Szasz, P., Bonrath, E. M., Louridas, M., Fecso, A. B., Howe, B., Fehr, A., ... & Grantcharov, T. P. (2017). Setting performance standards for technical and nontechnical competence in general surgery. *Annals of Surgery*, 266(1), 1-7.
- [74]. Talon, R., Carreon, J., & Diragen, G. (2020). A phenomenological inquiry of gender and development in the classroom program.
- [75]. Talsma, K., Schüz, B., & Norris, K. (2019). Miscalibration of self-efficacy and academic performance: Self-efficacy ≠ self-fulfilling prophecy. *Learning and Individual Differences*, 69, 182-195.
- [76]. Turra, D. O., Valdebenito, Z. V., & Torres, V. A. (2015). Teaching competencies for performing in school vulnerability contexts in Chile. *Procedia Social and Behavioral Sciences*, 197, 1236-1241.
- [77]. van Veen, D. J. (2020). The Effects of Communication Strategies, Cognitive Traits, Group Composition and Social Information on Collective Decision-Making Performance-Simulation Experiments with Agent-Based Models (Doctoral dissertation, ETH Zurich).
- [78]. Weber, K. E., & Greiner, F. (2019). Development of pre-service teachers' self-efficacy beliefs and attitudes towards inclusive education.
- [79]. Weimer, M. (2018). Effective teaching strategies: The importance of marrying content and process. *Faculty Focus*.
- [80]. Wu, Y., Lian, K., Hong, P., Liu, S., Lin, R. M., & Lian, R. (2019). Teachers' emotional intelligence and self-efficacy: Mediating role of teaching performance. *Social Behavior and Personality: an international journal*, 47(3), 1-10.
- [81]. Zhan, X., Huang, Y., Dong, X., Cao, Q., & Liang, X. (2022). Pathreasoner: Explainable reasoning paths for commonsense question answering. *Knowledge-Based Systems*, 235, 107612.
- [82]. Zhumash, Z., Zhumabaeva, A., Nurgaliyeva, S., Saduakas, G., Lebedeva, L. A., & Zhoraeva, S. B. (2021). Professional Teaching Competence in Preservice Primary School Teachers: Structure, Criteria and Levels. *World Journal on Educational Technology: Current Issues*, 13(2), 261-271.