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TEACHERS' FACILITATION COMPETENCE AND ASSESSMENT SKILLS OF PUBLIC HIGH SCHOOL LEARNERS

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ABSTRACT

This study aimed to determine the extent of TLE (Technology and Livelihood Education) teachers' facilitation competence as a determinant of the learner assessment skills of junior high school students in the Carmen District, Cotabato Division. The respondents of the study were 108 TLE teachers who had served three years or more in public high schools. The study employed a non-experimental quantitative research design utilizing descriptive and correlational methods. Findings revealed that teachers' facilitation competence in terms of instructional skills, classroom management, guidance skills, and personal and professional attributes was very extensive. Meanwhile, learners' assessment skills in terms of work skills and work attitude were generally extensive. The highest-rated facilitation skill was guidance, and the most frequently manifested learner skill was the ability to care for and maintain tools and equipment. Data analysis using Pearson's r and linear regression revealed a significant positive relationship between teacher facilitation competence and learner assessment skills. Domains such as classroom management and personal-professional skills had a strong influence on learners' development of work-related competencies and positive work attitudes. These results underscore the importance of enhancing teacher facilitation practices to improve student performance and lifelong learning skills. Schools should invest in professional development programs targeting key facilitation areas to maximize student outcomes. The findings affirm that competent TLE facilitation not only strengthens academic engagement.

Keywords: Facilitation Competence, Learner Assessment Skills, TLE Education.

1. INTRODUCTION

In the rapidly evolving educational environment, the competence of teachers in facilitating instruction and assessing student learning remains a critical determinant of learner success. While global education systems push for 21st-century skills and student-centered learning, disparities in teaching quality and instructional competence continue to hinder equitable student achievement (UNESCO, 2021). Around the world, there is a pressing need to examine how teachers' facilitation abilities impact student development, particularly in subjects like Technology and Livelihood Education (TLE), which blend academic instruction with practical skills essential for employability.

Globally, several pressing issues underline the importance of teacher competence. First, the global learning crisis has left millions of students unable to acquire foundational skills, with UNESCO (2023) reporting that 70% of 10-year-olds in low- and middle-income countries cannot read a simple text. Second, the overemphasis on standardized testing in countries such as Brazil and India has shifted focus away from holistic and inclusive instruction, limiting teacher autonomy and instructional flexibility (Meyer & Tavares, 2020). Third, in many OECD countries, including the United States, the lack of cultural competence training among educators has resulted in ineffective facilitation practices, especially in multicultural classrooms (Ladson-Billings, 2022).

At the national level, the Philippines faces its own set of challenges. First, the persistent shortage of qualified teachers, especially in remote areas, affects the delivery of specialized subjects like TLE (DepEd, 2021). Second, recent studies show that many Filipino teachers lack adequate training in facilitation and assessment skills, particularly under the K–12 reform, which demands innovative teaching practices aligned with 21st-century learning goals (Guzman & Dizon, 2020). Third, the Enhanced Basic Education Act of 2013 emphasizes employability skills, but implementation gaps persist due to uneven teacher readiness and limited support infrastructure (Ingersoll & Strong, 2021).

Locally, in regions such as Cotabato Division, the context becomes even more complex. First, there is a marked disparity in access to instructional resources, with many TLE classrooms lacking up-to-date materials, tools, and facilities (Flores-Mejorado & Reed, 2021). Second, teacher training programs in the area often lack contextual relevance, failing to address the unique sociocultural and economic challenges faced by local learners (Tano et al., 2020). Third, monitoring and evaluation mechanisms by school heads and district supervisors are often insufficient, limiting feedback loops that would help improve teacher facilitation skills and student assessment practices (Ancho & Arrieta, 2021).

These global, national, and local issues converge to form a layered understanding of the critical need to enhance teachers' facilitation and assessment skills. Globally, the emphasis is on educational equity and culturally inclusive teaching. Nationally, the focus is on systemic policy alignment, teacher preparation, and curriculum implementation. Locally, the concerns are deeply rooted in resource limitations, context-specific training gaps, and inadequate instructional support. Each layer reflects a different yet interconnected aspect of the overarching problem.

In response to these pressing concerns, this study aims to examine the facilitation competence of TLE teachers and its influence on learners' assessment skills in the Cotabato Division. It seeks to generate evidence that can guide professional development programs, strengthen policy implementation, and enhance the overall learning experience of students enrolled in TLE courses. The findings will be significant not only for improving classroom practices but also for informing leadership and policy directions at the school, district, and national levels.

2. REVIEW OF RELATED LITERATURE

This section presents a synthesis of existing studies and theoretical perspectives related to teacher facilitation competence and its influence on learners' assessment skills, with particular focus on the Technology and Livelihood Education (TLE) context. The review discusses the core dimensions of facilitation competence, including instructional, classroom management, guidance, and professional skills. It also explores how these competencies affect students' acquisition of work skills and attitudes—two essential indicators of learner assessment. This chapter identifies relevant knowledge gaps and aligns them with the study's direction to provide a more contextualized understanding of the topic.

Teacher Facilitation Competence

Facilitation competence refers to a teacher's ability to guide, motivate, and engage students effectively during the learning process. According to Prediger et al. (2021), facilitation involves the integration of pedagogical knowledge, interpersonal skills, and awareness of student diversity. In the TLE context, this means not only delivering content but also ensuring that instruction is contextualized in real-life skills. Lebedyk and Strelnikov (2023) emphasize that facilitation extends beyond direct teaching and includes managing group dynamics, which is crucial for hands-on, skill-based subjects like TLE.

Long et al. (2021) found that students' perceptions of teacher competence significantly correlate with their academic engagement and practical skill development. This underscores the importance of enhancing facilitation styles to respond to learners' needs and learning modalities. Meanwhile, Phelps and Vlachopoulos (2020) categorize facilitation styles into integrative, distributive, and reflective approaches—each influencing classroom interactions differently depending on the teaching context.

Instructional and Assessment Skills

Instructional skills are vital in the development of learners' critical thinking and problem-solving abilities, particularly in vocational subjects. Villegas et al. (2022) affirm that teachers' mastery of subject matter and clarity of instruction boost student satisfaction and performance. Assessment skills, on the other hand, involve teachers' ability to gauge student learning using appropriate tools and provide timely feedback. According to Pendergast and Horst (2021), formative assessments are instrumental in shaping instruction and improving student learning trajectories.

Namakshi et al. (2022) stress that effective assessment allows for tailored interventions based on student progress. These practices are essential in TLE, where both cognitive and non-cognitive skills need to be measured. Yet many teachers still struggle with applying formative and authentic assessments, especially in rural and under-resourced areas, which calls for targeted professional development programs.

Classroom Management and Guidance

Wolff et al. (2021) highlight that classroom management skills are central to sustaining a structured learning environment. Planning, consistency, and student-centered discipline strategies enable teachers to reduce disruptions and foster respect. Haug and Mork (2021) found that predictable routines reduce anxiety and encourage self-regulation among students.

Effective guidance skills are also foundational. According to Lazarides et al. (2020), teacher communication and emotional support influence students' classroom behavior and motivation. Bragg et al. (2020) argue that guidance that includes mentoring and counseling support enhances student resilience and self-efficacy.

Work Skills and Work Attitudes

Work skills and attitudes are considered key outcomes of TLE instruction. Getie and Popescu (2020) report that teaching quality, classroom engagement, and teacher-student relationships significantly impact learners' development of employability skills. Mayasari and Tridyanti (2021) further assert that positive work attitudes—such as perseverance, initiative, and cooperation—are shaped by teacher role-modeling and classroom expectations.

Aguda and Cuenca (2023) found that students' attitudes toward work are influenced by their respect for the teacher's credibility, professionalism, and enthusiasm. Therefore, fostering these traits in teachers contributes directly to shaping positive work behaviors in students.

Gaps in the Literature

Despite a growing body of work on facilitation and assessment, few studies explicitly link TLE teachers' competencies with student assessment outcomes in public secondary schools, especially in the Philippine context. While international research outlines general facilitation principles (Spaull, 2021; Ingersoll & Strong, 2021), contextual studies focusing on vocational and livelihood subjects remain sparse. There is also limited investigation into how each domain of facilitation (e.g., classroom management vs. instructional skills) contributes uniquely to learners' work readiness. This study addresses these gaps by correlating teacher facilitation competence with learners' assessment skills, thereby enriching the discourse on workforce-oriented education.

Review of Related Literature

Effective facilitation in the classroom is widely recognized as a cornerstone of educational success, particularly in skills-based disciplines such as Technology and Livelihood Education (TLE). Facilitation involves more than the transmission of content; it includes managing interactions, guiding group processes, and fostering engagement through instructional adaptability and cultural responsiveness. Prediger et al. (2021) highlighted that facilitators must develop a political and reflective awareness of their role in guiding learners. They must also navigate complex pedagogical and social contexts to enhance participation and collaboration. This underscores the need for teacher competence not only in content knowledge but also in facilitating meaningful and inclusive learning.

Instructional skills, a major dimension of teacher facilitation competence, have consistently shown a strong influence on student satisfaction and academic engagement. Villegas et al. (2022) found that teachers' subject matter expertise and ability to present content clearly were among the strongest predictors of student achievement. This is supported by Long et al. (2021), who noted that while achievement scores are important, the development of students' work skills and attitudes remains uneven—especially in TLE where hands-on and attitude-based learning is crucial. Therefore, this study addresses the gap between cognitive performance and the practical application of skills, particularly in Philippine public high schools.

Equally significant is classroom management, which involves structuring the physical and psychological environment to support learning. Redding and Henry (2020) emphasized the importance of setting clear expectations, maintaining routines, and building warm teacher-student relationships to foster a conducive atmosphere for academic growth. Similarly, Wolff et al. (2021) pointed out that classroom management is not static; rather, it requires ongoing adaptation to changing student needs. This dimension of teacher competence is essential for sustaining student focus, reducing disruptions, and enhancing participation in TLE settings where hands-on engagement is frequent and crucial.

Another vital component of facilitation competence is guidance, which includes both discipline and communication skills. Flemming and Harford (2021) explained that effective discipline ensures accountability, allowing students to take responsibility for their learning. At the same time, communication was identified by Lazarides et al. (2020) as a powerful tool for promoting student engagement and fostering an inclusive classroom climate. These findings suggest that teachers must be equipped to manage student behavior constructively while also maintaining open and respectful communication channels, especially in diverse and resource-limited public schools.

The personal and professional qualities of educators also play a crucial role in facilitation. Kim (2020) argued that teacher-led projects help students cultivate autonomy, creativity, and emotional intelligence—key 21st-century skills needed for life and work. Aguda and Cuenca (2023) similarly found that learners in TLE classes often express positive work attitudes when they perceive their teachers as committed, organized, and passionate. This highlights the influence of teacher professionalism and emotional investment on shaping learner behavior and motivation.

Assessment skills further define facilitation competence. Teachers must be capable of selecting and applying assessment strategies that align with learning goals and student needs. Pendergast and Horst (2021) argued that using varied assessments—formative, summative, and performance-based—enables teachers to gather actionable feedback and differentiate instruction. Namakshi et al. (2022) supported this view by stating that strong assessment skills allow for real-time instructional adjustments, making teaching more responsive and learner-centered. These studies emphasize the necessity of improving teacher assessment literacy, particularly in practical subjects such as TLE.

Work skills and attitudes among students serve as the core indicators of learner assessment outcomes in TLE. Vasathakumari (2021) described work skills as practical, hands-on abilities, while work attitude encompasses responsibility, diligence, and collaboration. However, Getie and Popescu (2020) observed that school-related factors—

including the teacher's facilitation strategies—significantly affect the development of these competencies. Dewi et al. (2020) noted that students' perceptions of teacher professionalism and structure shape their motivation and performance. This reinforces the importance of teacher influence not only in shaping academic outcomes but also in preparing students for the workforce.

Despite the broad recognition of the significance of teacher facilitation competence, gaps remain in local empirical research, particularly within the Philippine context. Few studies have systematically examined how specific facilitation skills translate into measurable learner assessment outcomes in TLE. Moreover, limited research has been conducted in regions like Cotabato, where disparities in resources, teacher training, and curriculum implementation may impact teaching effectiveness. This study seeks to fill that gap by investigating how teacher facilitation competence correlates with learners' work skills and attitudes, using data from public high schools in the Cotabato Division.

3. METHODOLOGY

This chapter outlines the methodology used in conducting the study, including the research design, ethical considerations, respondents, research instruments, data gathering procedures, and data analysis techniques. The purpose of this study is to determine the influence of TLE teachers' facilitation competence on learners' assessment skills in the Cotabato Division. Each method was selected to ensure accuracy, relevance, and appropriateness to the study's research objectives.

Research Design

This study employed a non-experimental quantitative correlational research design. This design is appropriate when examining relationships between variables without manipulating them (Dawson, 2021). As Ghanad (2023) and Saunders et al. (2023) emphasize, quantitative designs enable researchers to identify trends, measure variables, and analyze statistical relationships. In contrast to qualitative methods that explore subjective experiences, this design uses numerical data to yield generalizable and objective insights. Since this study aimed to determine the correlation between teachers' facilitation competence and learners' assessment skills, the design helped uncover naturally occurring patterns within a structured statistical framework (Field, 2020).

Ethical Considerations

The ethical integrity of the research was ensured through adherence to the principles of informed consent, confidentiality, voluntary participation, and data protection. Participants were provided with a clear explanation of the study's objectives and voluntarily agreed to participate (Bdair, 2021). Social value was a central focus, as the findings could inform professional development and improve learner outcomes (Kim, 2020). The researcher created a safe and non-threatening environment that encouraged honest feedback, especially considering that the study dealt with teachers' professional competencies (Zeni, 2022). Anonymity and privacy were protected throughout the research process. In addition, transparency was maintained by keeping stakeholders informed and involved throughout the study (Prediger et al., 2021).

Respondents of the Study

The respondents were 108 Technology and Livelihood Education (TLE) teachers from public secondary schools in the Carmen District of Cotabato Division. Inclusion criteria required participants to have at least three years of continuous teaching experience in TLE and hold a permanent appointment. The sample size was determined using Yamane's formula to ensure representation (Ghasemi & Hashemi, 2021). A purposive sampling method was applied to ensure the reliability and relevance of responses. This approach ensured that the data collected was grounded in practical experience and reflective of the current teaching environment.

Research Instruments

The research utilized a structured questionnaire composed of two parts. The first part assessed teacher facilitation competence, including instructional, classroom management, guidance, and professional skills. The second part focused on learner assessment skills, including work skills and work attitudes. Instrument validation was conducted by a panel of education experts. Items were reviewed, refined, and finalized before being used in the main data collection (Villegas et al., 2022). Pilot testing was conducted at Carmen National High School to ensure reliability. The Cronbach's alpha coefficient was computed, and a value above 0.74 confirmed good internal consistency (Saunders et al., 2023).

A 5-point Likert scale was used to measure responses in both constructs:

- 4.21–5.00 = Very Extensive

- 3.41–4.20 = Extensive
- 2.61–3.40 = Moderately Extensive
- 1.81–2.60 = Less Extensive
- 1.00–1.80 = Not Extensive

Data Gathering Procedure

Before data collection, formal approval letters were secured from the Dean of the Graduate School, the Schools Division Superintendent, and participating School Heads. The questionnaires were distributed from March 3 to March 27, 2025, by the researcher. This hands-on approach minimized errors and ensured correct dissemination. After the participants completed the questionnaires, the forms were immediately collected to maintain integrity and prevent data loss. Data were then encoded and organized in collaboration with a statistician. The organized dataset was used as the basis for statistical analysis and interpretation, aligned with the study's research questions and hypotheses (Pendergast & Horst, 2021).

Data Analysis

The following statistical tools were used, with all hypotheses tested at the 0.05 level of significance using SPSS:

- **Mean.** This tool helped determine the central tendency of responses concerning both facilitation competence and assessment skills. According to Saunders et al. (2023), the mean is a reliable measure for analyzing quantitative data from Likert-scale responses.
- **Pearson's r.** The Pearson correlation coefficient was used to evaluate the strength and direction of the linear relationship between teacher facilitation competence and learner assessment skills (Field, 2020). This helped determine whether changes in one variable were associated with changes in the other.
- **Linear Regression.** To explore predictive relationships, simple linear regression analysis was used to identify which aspects of teacher facilitation competence significantly predicted learner assessment outcomes (Redding & Henry, 2020; Prediger et al., 2021).

4. RESULTS

This chapter presents the findings of the study on the influence of Technology and Livelihood Education (TLE) teachers' facilitation competence on learners' assessment skills in the Carmen District, Cotabato Division. The presentation of results is structured according to the main variables of the study: instructional skills, classroom management skills, guidance skills, personal and professional skills, and learners' assessment skills in terms of work skills and work attitudes. The results are based on the statistical analysis of the responses obtained from validated survey instruments and reflect the quantitative nature of this study. No interpretations are made in this section to maintain objectivity and adhere strictly to empirical reporting standards (Field, 2020; Pallant, 2021).

The results on teacher facilitation competence revealed that all domains—Instructional Skills ($M = 4.24$), Classroom Management Skills ($M = 4.27$), Guidance Skills ($M = 4.30$), and Personal and Professional Skills ($M = 4.28$)—were rated as "Very Extensive." The highest mean was noted in Guidance Skills, indicating that this dimension was the most frequently manifested among teachers. These findings align with similar trends noted in previous studies indicating the importance of consistent demonstration of pedagogical and interpersonal competencies among educators (Lazarides et al., 2020; Redding & Henry, 2020; Aguda & Cuenca, 2023).

On the learners' side, assessment skills were rated as "Extensive" overall ($M = 3.92$), with Work Skills receiving a lower mean score ($M = 3.58$) compared to Work Attitude ($M = 4.27$). The highest single item rating within Work Skills pertained to the observation of proper care and maintenance of tools and equipment ($M = 4.43$), while the lowest was in constructing worthwhile projects ($M = 3.16$). This suggests variations in student assessment practices, particularly in practical performance areas. Recent educational surveys and reports have emphasized the increasing need to strengthen students' project-based competencies to meet practical learning outcomes in TLE (Kim, 2020; Vasathakumari, 2021).

A Pearson correlation analysis revealed a statistically significant relationship between the extent of teacher facilitation competence and learner assessment skills ($r = 0.767$, $p < 0.001$), indicating a strong positive correlation. This result supports findings in previous quantitative studies where teacher effectiveness has been strongly associated with learner performance outcomes in applied subjects (Villegas et al., 2022; Getie & Popescu, 2020; Dewi et al., 2020).

Further regression analysis demonstrated that among the indicators of teacher facilitation competence, Classroom Management Skills ($p = 0.015$), Guidance Skills ($p = 0.000$), and Work Attitude ($p = 0.014$) were statistically significant predictors of learner assessment skills. Instructional Skills ($p = 0.167$) and Personal and Professional Skills ($p = 0.152$) were found to have no significant influence. The coefficient of determination ($R^2 = 0.573$) suggests that 57.3% of the variance in learners' assessment skills can be explained by the model. These values are consistent with established thresholds for strong explanatory power in educational regression models (Pendergast & Horst, 2021; Namakshi et al., 2022; Prediger et al., 2021).

The results further affirm that TLE teacher competence plays a critical role in the development of learners' assessment capacities, especially in public secondary school contexts. These findings contribute to the expanding body of literature in teacher competence research and assessment effectiveness (Flemming & Harford, 2021; Long et al., 2021; Wolff et al., 2021).

5. CONCLUSION

This chapter presents the major conclusions and recommendations derived from the findings of the study on the influence of TLE teachers' facilitation competence on learners' assessment skills in the public secondary schools of Carmen District, Cotabato Division. Grounded in quantitative analysis and aligned with recent educational literature, the study explored how key teacher competencies—such as instructional delivery, classroom management, learner guidance, and professional behavior—affect student assessment skills in the domain of Technology and Livelihood Education (TLE). The findings contribute to ongoing efforts in enhancing teacher effectiveness and learner outcomes in vocational and skills-based education, which remains an integral pillar of the Philippine K–12 system (Salandanan et al., 2021; DepEd, 2023).

Findings and Main Conclusions

The study found that the overall teacher facilitation competence among public high school TLE teachers was rated as *very extensive*, particularly in the domains of guidance skills ($M = 4.30$), personal and professional behavior ($M = 4.28$), and classroom management ($M = 4.27$). Learner assessment skills, on the other hand, were found to be *extensively* demonstrated, especially in terms of work attitudes ($M = 4.27$), though work skills were slightly lower ($M = 3.58$).

A significant and strong positive correlation ($r = 0.767$; $p < .001$) between teacher facilitation competence and learner assessment skills confirms the central role teachers play in shaping assessment readiness and performance (Villegas et al., 2022; McCoy & Thevaranjan, 2022). Regression analysis further identified classroom management, guidance, and learner work attitudes as statistically significant predictors of assessment skills, highlighting the importance of affective and behavioral teacher practices (Barfield, 2020; Namakshi et al., 2022).

The findings reinforce the perspective that pedagogical competence is not limited to subject knowledge, but includes the ability to manage classroom behavior, understand learners' needs, and sustain professional conduct—all of which are essential to promoting student learning in vocational subjects (Kim, 2020; Phelps & Vlachopoulus, 2020).

Recommendations

In light of the findings and conclusions, the following are recommended for different stakeholders:

For the Department of Education

The Department should strengthen professional development programs focusing on the integration of facilitation competence with practical assessment strategies in TLE instruction. Training modules should include upskilling in differentiated instruction, learner-centered assessment, and reflective practice (DepEd, 2023; Pendergast & Horst, 2021). National policies should support continuous monitoring and capacity-building interventions for TLE teachers to ensure instructional relevance and student-centered learning.

For School Heads

School administrators are encouraged to institutionalize regular performance reviews, learning action cells, and peer mentoring that target facilitation competence. School heads should provide resources and time for teachers to reflect on their classroom practices and align them with the demands of skills-based curricula (Redding & Henry, 2020). Schools should also adopt school-based incentive systems that recognize and reward teachers who demonstrate strong facilitation and assessment skills.

For Teachers

TLE teachers must commit to continuous professional growth by engaging in self-assessment, attending training sessions, and applying evidence-based strategies to improve facilitation. They should develop innovative, contextualized learning plans that emphasize both practical skills and reflective thinking (Franklin & Harrington, 2021). Moreover, fostering a positive work attitude among students—through mentorship and modeling—should be prioritized.

For Future Researchers

Future studies may explore longitudinal designs to examine how facilitation competence evolves over time and its sustained impact on student outcomes. Researchers are also encouraged to examine other moderating variables such as teaching experience, school resources, and student demographics, and to expand the study to include other regions in Mindanao and across the Philippines for broader generalizability (Lazarides et al., 2020; Getie & Popescu, 2020).

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