

Teachers' Interactional Competencies and Learners' performance in Technical Vocational Livelihood (Tvl)-Home Economics High Schools in Caloocan City: Basis for a Proposed Contextualized Sustainable Capacity- Building Program

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INTRODUCTION

Education today emphasizes not only the delivery of content but also the quality of interaction between teachers and learners. In the Technical Vocational Livelihood (TVL)–Home Economics strand, learning is largely practical and performance-based, requiring constant communication, guidance, and supervision. Learners are expected to develop technical skills that can be applied in real-life and workplace settings. With this, teachers' interactional competencies play a significant role in influencing how learners understand lessons, perform tasks, and achieve expected learning outcomes. The effectiveness of instruction in TVL–Home Economics is therefore closely linked to how teachers interact with learners during theoretical discussions and hands-on activities.

Furthermore, existing educational policies and legal frameworks emphasize quality instruction and learner development through DepEd Order No. 42 (2017), otherwise known as National Adoption and Implementation of the Philippine Professional Standards for Teachers. Quality learning is contingent upon quality teaching. Hence, enhancing teacher quality becomes of utmost importance for long-term and sustainable building. Republic Act No. 10533 (2013), also known as the Enhanced Basic Education Act of 2013, emphasizes the importance of developing learners' skills and competencies aligned with industry needs. The Technical Education and Skills Development Authority (TESDA) further supports competency-based instruction, particularly in technical and vocational education. These policies recognize the critical role of teachers in facilitating effective learning through appropriate teaching practices and meaningful interaction with learners.

Consequently, learners' performance in TVL–Home Economics is equally important, as it reflects the effectiveness of instruction and the readiness of learners for future employment and entrepreneurship. Performance is not limited to academic achievement but includes communication skills, ability to follow instructions, teamwork, and responsible behavior during practical activities. Learners who actively engage in class, apply interactional strategies, and respond positively to feedback tend to develop stronger technical and interpersonal skills. Emotional and social competencies help learners work well with others, manage stress, and maintain a positive attitude toward learning. Technological skills also contribute to learners' performance by enabling them to access learning materials, document outputs, and adapt to modern workplace demands.

This study was conducted to better understand how teachers' interactional competencies influenced learners' performance in TVL–Home Economics. Although schools provided adequate facilities and curriculum guides, differences in learner performance were still observed, which may have been linked to variations in teaching interactions and classroom practices. By examining this relationship, the study provided valuable insights that could help teachers enhance their instructional approaches and support school administrators in developing relevant professional development programs. Ultimately, the findings contributed to a deeper understanding of factors

affecting learner performance and offered recommendations through an intervention program to improve the quality of TVL–Home Economics education and prepare learners for real-life and work-related challenges.

THEORETICAL FRAMEWORK

This study is anchored on Cognitive Activation Theory of Instructional Competence by Kunter et al. (2013), which posits that effective instruction stems from a complex interplay of teacher professional competencies that enable the implementation of cognitively activating teaching practices, ultimately leading to enhanced student learning outcomes. The Cognitive Activation Theory of Instructional Competence focused on fostering deep understanding rather than rote learning, is highly suitable for Technical Vocational Livelihood education. It aligns with TVL’s goal of building work-ready skills that require problem-solving and adaptability. Teachers’ good interactional skills spark active thinking, leading to better student performance, and the theory works well when paired with hands-on training.

The theory was deemed appropriate for this study because it emphasizes the important role of teachers in creating meaningful learning experiences that encourage students to think critically and actively engage in the learning process. In the context of TVL–Home Economics, learners are expected not only to acquire knowledge but also to develop practical skills that can be applied in real-life situations and future careers. The theory supports the idea that teachers’ interactional competencies—such as effective communication, responsiveness, encouragement, and classroom engagement—can stimulate learners’ thinking and participation, leading to improved academic performance. Since TVL–Home Economics involves both theoretical understanding and hands-on activities, the theory provides a relevant framework for explaining how positive teacher–student interactions can enhance learning outcomes, strengthen skill development, and better prepare learners for workplace demands.

Furthermore, the Situated Learning Theory (SLT) by Lave & Wenger (1991) offers a framework for understanding how learning unfolds within the context of a community of practice. This theory posits that individuals progress in their learning and development as they increasingly engage with and participate in such communities. Situated Learning Theory explains that learners improve best when they actively participate and learn from more experienced people around them. Learning becomes more meaningful because it happens in real-life situations, making lessons easier to understand, remember, and apply.

The theory was relevant to this study because it emphasizes the importance of learning through active participation and meaningful social interaction. In TVL–Home Economics, learners develop knowledge and skills more effectively when they engage in authentic, hands-on activities and interact with teachers who guide and support their learning. The theory supports the idea that teachers’ interactional competencies can create a learning environment where students are encouraged to participate, collaborate, and apply what they learn in practical situations, which can positively influence their academic performance.

On the other hand, this study was supported by several legal and policy frameworks that emphasize quality instruction, learner engagement, and skills development. Republic Act No. 10533, commonly known as the K to 12 Law, established the Technical-Vocational-Livelihood (TVL) track to equip learners with competencies needed for employment, entrepreneurship, and lifelong learning. Furthermore, DepEd Order No. 42 highlights effective communication, learner engagement, and positive classroom interaction as essential teaching competencies that contribute to improved learning outcomes. Likewise, Republic Act No. 7796 underscores the importance of developing technical skills and work-related competencies that prepare learners for the demands of the workforce. Together, these frameworks reinforce the significance of examining teachers’ interactional competencies and their influence on learners’ performance in TVL–Home Economics, thereby aligning the study with national educational policies and workforce development goals.

This research was grounded in two key frameworks—the Cognitive Activation Theory of Instructional Competence and Situated Learning Theory—along with relevant Philippine laws and policies that molded its focus and purpose.

The Cognitive Activation Theory of Instructional Competence posits that effective teaching extends beyond simply mastering lesson content and involves engaging learners in meaningful thinking processes that promote deeper understanding. Meanwhile, Situated Learning Theory explains that learning occurs through active participation in authentic contexts, where learners gradually develop competence through interaction and guidance from more experienced individuals. Together, these theories advocate that teachers' interactional competencies play two important roles: stimulating learners' critical thinking and supporting the development of practical skills, both of which contribute to improved academic performance. This study was also strongly aligned with national legal and policy frameworks that emphasize quality instruction, learner engagement, and skills development.

CONCEPTUAL FRAMEWORK

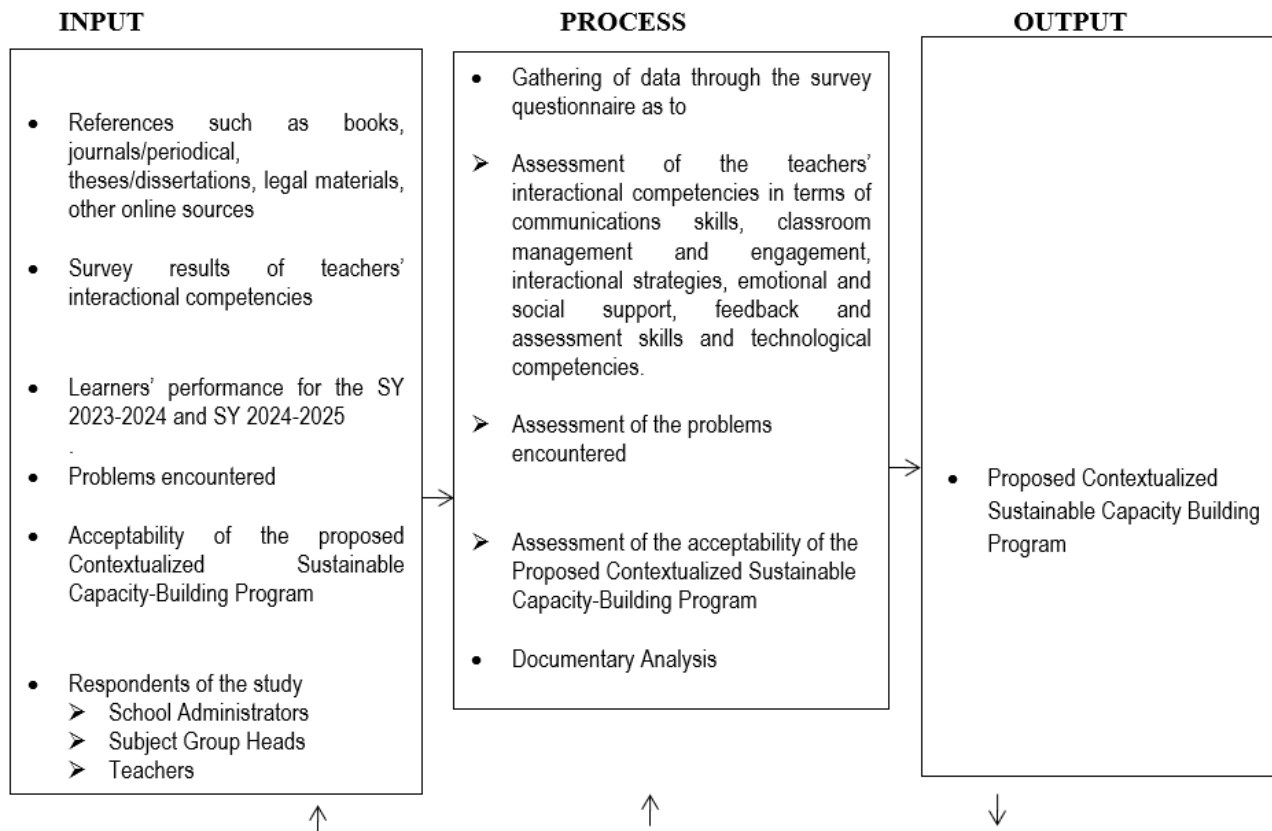
The study utilized the Input-Process-Output (IPO) Model, which served as a guide for the investigation, as shown in Figure 1.

The **Input (I)** contains the references like books, journals/periodicals, theses/dissertations, legal materials and other online sources; survey results as to teachers' interactional competencies; learners' performance data for the

School Year 2023-2024 and School Year 2024-2025; problems encountered; and acceptability of the Proposed Contextualized Sustainable Capacity Building Program, and respondents of the study, such as school administrators, subject group heads and teachers.

The **Process (P)** includes the gathering of data through the survey questionnaire as to the assessment of teachers' interactional competencies in terms of communication skills,

Figure 1 The Research Paradigm of the Study



Feedback

classroom management and engagement, interactional strategies, emotional and social support, feedback and assessment skills, and technological competencies; assessment of problems encountered; assessment of the acceptability of the Proposed Contextualized Sustainable Capacity Building Program; documentary analysis, statistical treatment of data, analysis and interpretation of data.

Finally, the **Output (O)** of the study is the Proposed Contextualized Sustainable Capacity Building Program

Statement of the Problem

The study aimed to determine the teachers' interactional competencies and learners' performance in Technical Vocational Livelihood (TVL)-Home Economics High Schools in Caloocan City as a basis for a proposed intervention program.

Specifically, it sought to answer the following sub-problems:

1. How do the school administrators, subject group heads, and teachers assess the teachers' interactional competencies in Technical Vocational Livelihood (TVL)-Home Economics High School in Caloocan City in terms of:
 - 1.1. Communication skills;
 - 1.2. Classroom management and Engagement;
 - 1.3. Interactional strategies;
 - 1.4. Emotional and social support;
 - 1.5. Feedback and assessment skills; and
 - 1.6. Technological competencies?
2. Is there a significant difference among the assessments of the three groups of respondents as to teachers' interactional competencies using the above-mentioned variables?
3. What is the learners' performance in Technical Vocational Livelihood (TVL)-Home Economics for the last two years?
4. Is there a significant relationship among the assessments of the three groups of respondents on the teachers' interactional competencies and learners' performance?
5. What are the problems encountered by the respondents relative to teachers' interactional competencies?
6. Based on the findings, what intervention program may be proposed?
7. How acceptable is the proposed intervention program?

Hypotheses

The study hypothesizes that:

1. There is no a significant difference among the assessments of the three groups of respondents as to teachers' interactional competencies in Technical Vocational Livelihood (TVL)- Home Economics High Schools in Caloocan City.
2. There is no significant relationship between teachers' interactional competencies and learners' performance.

Scope and Limitation of the Study

This study was focused on examining the teachers' interactional competencies in terms of communication skills, classroom management and engagement, interactional strategies, emotional and social support, feedback and assessment skills, and technological competencies, in the Technical Vocational Livelihood (TVL) Home Economics high school in Caloocan City; problems encountered; and acceptability of the Proposed Contextualized Sustainable Capacity Building Program.

There were 163 respondents in the study, composed of eight school administrators, eight Subject group heads, and 147 Teachers. The study was conducted in Bagong Silang High School at Phase 3, Barangay 176, Caloocan City North, Bagumbong High School at Rainbow Village 5, Bagumbong, Caloocan City North, and Brixton Senior High School at Camaro st. Brixtonville Subdivision, Caloocan City, Caloocan High School at 10th Ave. Grace Park, West Caloocan City, Caloocan City Business High School at Sikatuna Ext. Urduja Village, Caloocan City, Camarin High School at Cadena de Amor St., Caloocan City, Tala High School at Yakal St., Tala, Caloocan City, and Talipapa High School at Road 8 GSIS Hills, Talipapa, Caloocan City.

The learners' performance was taken from School Year 2023-2024 and School Year 2024-2025. The time frame of the study was from November 2025 to June 2026.

Significance of the Study

This study will benefit the following groups of persons:

Learners. The findings of the study may help learners improve both their academic performance and practical skills by identifying teaching practices and interactions that support meaningful learning. A better understanding of how teacher–student interactions influence learning may also contribute to creating a more engaging and supportive classroom environment where learners can actively participate, develop confidence, and apply their knowledge effectively.

Teachers. The findings of the study may serve as a valuable reference for teachers in evaluating and improving their interactional competencies. By gaining insights into how their communication, engagement, and classroom interactions affect learner performance, teachers may be encouraged to adopt more effective instructional strategies that foster student participation, motivation, and overall academic growth.

Subject Group Heads. The result of the study will offer clear insights into their strengths, the challenges they face, and their leadership approaches. It brings better clarity to their roles and helps assess how they can contribute more effectively to the school community.

School Administrators. The result of the study will serve as a concrete reference to design effective school-based coaching programs, allocate resources wisely, and ultimately raise the overall quality of TVL instruction.

Future Researchers. The findings of this study will be valuable reference material and can serve as a foundation for further related studies focused on enhancing teachers' interaction competencies and improving students' overall performance.

Definition of Terms

To provide a common, accurate, and clear understanding of the terms used in the study, the following terms are operationally and conceptually defined:

Communication skills - refer to the ability of the teachers to explain the lessons clearly, encouraging meaningful classroom dialogue, and the use of appropriate verbal and non-verbal cues (Hattie, J.,2009).

Classroom management and engagement – refer to the learning environment on how teachers organize the class, handle student behavior, and keep learners active in class activities.

Contextualized Sustainable Capacity Building Program - refer to the output of the study based on the findings to further sustain the teachers’ interactional competencies and learners’ performance in Technical Vocational Livelihood (TVL)-Home Economics High Schools in Caloocan City.

Emotional and social support – refers to the ability of the teachers to show empathy, encourage students, and create a safe classroom environment (Hammond et al. ,2021).

Feedback and assessment skills – refer to how teachers give timely, constructive feedback and clear criteria to evaluate student work.

Interactional strategies – refer to the methods used by the teachers to promote active student participation, such as asking questions, facilitating group work, and guiding the discussion (Fisher et al.,2022).

Learners’ performance – refers to the academic results of TVL-Home Economics students over the last two school years (SY 2023-2024, 2024-2025).

School administrators - refer to the principals, assistant principals, and department heads in charge of running the TVL-HE High Schools in Caloocan City.

Subject group heads- refer to teachers who lead a particular subject area; guide other teachers, help plan lessons, monitor teaching quality, and make sure students are learning effectively in that subject.

Teachers’ interactional competencies – these refer to the practical skills and behaviors of the teachers in managing the class, communicating, and supporting the students.

Technological competencies – refers to the ability of the teachers to use digital tools to enhanced teaching and learning process (Kirkwood & Price ,2021).

REVIEW OF RELATED LITERATURE AND STUDIES

Local Literature

Interactional strategies are discussed in the Philippine education literature in terms of how teachers facilitate curricular interactions that are learner-centered and inclusive. Their research article highlights that educators’ competencies in engaging learners through questioning, dialogue, and interactive tasks are connected to how students connect with curriculum content and peers. These interactive competencies are crucial in settings like TVL-Home Economics, where collaboration and hands-on engagement are fundamental (Madrid & Oco 2025).

According to Bernardo (2021), effective classroom communication facilitates clear transmission of knowledge, improves learners' comprehension, and strengthens teacher – student relationships. Communication skills are regarded as essential competencies for both teachers and learners in the Philippine educational system.

Likewise, Cabus & Valle (2025) reiterated that communication skills are increasingly recognized as essential in the Philippine basic education context, where teachers' mastery of language and ability to convey ideas clearly directly influence learner comprehension and interaction. In their article, the authors explain that effective communication practices—such as clarity of instruction and meaningful feedback—support learners' engagement and help build a productive classroom environment. This is especially relevant for skills-oriented strands like TVL-Home Economics, where directions and explanations must be precise and accessible.

Further, Rebollos et al. (2025) discussed that classroom management and learner engagement are reviewed in Philippine education literature as interrelated aspects of teacher competence that shape the learning environment. Rebollos and colleagues highlight the importance of structured classroom routines, discipline practices, and collaborative initiatives that encourage student participation, noting that effective management extends beyond order to fostering learner engagement through meaningful tasks and social interaction.

Meanwhile, Del Espiritu Santo et al. (2025) emphasized that emotional and social support is identified in Philippine teacher development literature as a key component of professional competence that enhances learner motivation and well-being. The authors detail how teachers' self-awareness, empathy, and emotional competencies can foster supportive classroom environments that encourage learners to participate, engage, and feel secure—factors that are especially beneficial in practical learning contexts such as TVL-Home Economics.

Moreover, Nazareno & Montañez (2025) stated that feedback and assessment are integral components of effective teaching practice in Philippine classrooms, where teachers use formative feedback to inform instruction and support student learning. They discuss how timely and constructive feedback in assessment processes—such as convergent assessment strategies and performance evaluation—is vital for guiding learners toward mastery, highlighting the instructional value of feedback in both general education and skills-oriented learning areas.

Additionally, Balbuena & Napil (2025) mentioned that technological competencies are discussed in Philippine education literature as key teacher skills encompassing digital literacy, self-efficacy, and the integration of technology in teaching. They explain that teachers' technological proficiency enhances interaction, content delivery, and learning engagement, highlighting the importance of integrating digital tools in both face-to-face and online instruction—skills that are increasingly necessary in technical-vocational subjects like TVL-Home Economics.

Foreign Literature

According to Islam (2025), positive classroom management strategies, such as structured routines, engaging instructional techniques, and the use of encouraging feedback, are strongly associated with higher levels of student engagement in primary English classrooms. This review emphasized that when teachers purposefully organize classroom activities and create clear expectations, learners are more likely to participate actively and sustain their interest in lessons.

In addition, United Nations Educational, Scientific and Cultural Organization (UNESCO), Bangkok (2023) A regional UNESCO report synthesizing effective teaching approaches in TVET. The report emphasizes that learner-centered and interaction-rich pedagogies, stating that teacher–student interaction is a major factor influencing learners' competence, confidence, and skill performance. The report further highlights the need for TVET teachers to strengthen communication and facilitation skills.

Moreover, Saem & Tae (2025) demonstrated that interactive teaching methods such as project-based learning and flipped classroom increase teacher-student and peer interaction in culinary education. This approach not only boosts student satisfaction but also leads to measurable improvement in practical skills and overall learning outcomes.

Lastly, to Al-Mahdi et al. (2021), stated that positive interactions between teachers and students are a key driving force for students to engage actively in learning, and they directly shape how learners understand and master technical skills. These good interactions cover many aspects: teachers building close, trusting rapport with students, giving practical and constructive guidance, and creating a supportive learning atmosphere that encourages students to go beyond just meeting basic requirements. When teachers are skilled at connecting and communicating with others, they can build an inclusive and efficient learning environment, which also helps ease the common challenges faced in vocational education.

Local Studies

According to Balaobao et al. (2024), a study was conducted analyzing teacher–student interactions in English-medium classrooms using Flanders’ Interaction Analysis and the Initiation-Response-Feedback (IRF) model. The purpose was to examine how structured teacher questioning and feedback patterns influence student participation. The findings revealed that deliberate questioning and responsive feedback established predictable interaction patterns that supported active student involvement.

They concluded that purposeful interactional strategies are essential for enhancing classroom dialogue and improving learning outcomes, highlighting the importance of interactional competencies in effective teaching.

Furthermore, Torres et al. (2023) revealed that evaluation criteria for teacher interactional competencies that school administrators and subject group heads share similar views and criteria in evaluating teachers’ interactional competencies. They agreed on the essential role of communication skills, classroom organization, instructional delivery, student support systems, assessment practices, and technology integration in ensuring quality teaching.

The authors concluded that consistency in perception implies that both groups have a clear and shared grasp of effective teaching practices, which strengthens the coherence of school policies and evaluation processes.

Also, Bautista et al. (2024) in their study, perceptions of subject group heads and teachers on interactional competencies found that subject group heads and teachers hold highly consistent and aligned perceptions regarding teachers’ interactional competencies. Both groups demonstrated a shared understanding of what constitutes effective instructional practices, specifically in the areas of communication skills, classroom engagement, teaching strategies, emotional support, assessment methods, and the utilization of technology.

The writers concluded that teachers and subject group heads share similar views on interactional competencies, showing a common understanding of effective teaching practices.

Meanwhile, Martinez et al. (2024) studied the analysis of student performance levels across grading periods implications for instructional improvement emphasized that learners’ performance remains relatively consistent across grading periods but generally falls within the Moving Towards Mastery (MTM) level. This implies that while students demonstrate acceptable understanding and skill acquisition, their performance has not yet reached the highest level of proficiency. The consistency suggests that learning outcomes are stable, but there is a need for enhanced instructional strategies to help students transition from MTM to the Approaching Proficiency or Advanced levels.

They concluded that students’ performance remains fairly consistent across grading periods but is still mostly at the Moving Towards Mastery level, showing the need to improve teaching strategies to help learners reach higher levels of proficiency.

Furthermore, Fernandez et al. (2024) mentioned the assessment of teachers' challenges and proficiency in interactional competencies argued that teachers encounter very minimal challenges or problems regarding their interactional competencies. This suggests that they are generally effective and proficient in essential areas such as communication skills, classroom management, providing constructive feedback, giving emotional support, and utilizing learning resources effectively. Consequently, this indicates their ability to maintain a positive, well-organized, and conducive learning environment that actively supports student participation and continuous learning progress. The findings revealed that teachers experience very few challenges in their interactional competencies and are generally skilled in communication, classroom management, giving feedback, providing emotional support, and using learning resources to create a positive and supportive learning environment.

The researchers concluded that teachers are competent in maintaining an effective and conducive classroom for learning.

Moreover, Gonzales et al. (2025) revealed the acceptability and utility of an intervention program for enhancing teachers' interactional competencies and claimed that the proposed intervention program was rated as highly acceptable by the respondents. This indicates that the program is perceived as highly useful and relevant in identifying specific gaps in teachers' interactional competencies and effectively improving students' academic and practical performance. Furthermore, it suggests that the material can serve as a valuable guide for strengthening school policies and implementing appropriate corrective measures. Its practical and user-friendly design supports its potential adoption and implementation in various schools, establishing it as an effective tool for enhancing overall teaching quality and learning outcomes. The findings revealed that the intervention program was rated as highly acceptable by the respondents, showing that it is useful and relevant in improving teachers' interactional competencies and addressing gaps in teaching.

They concluded that the program is an effective and practical tool that can help schools improve teaching quality and support better student learning outcomes.

Also, Reyes et al. (2024) maintained that efforts to improve student outcomes should prioritize enhancing teachers' ability to communicate effectively, manage classrooms, apply sound interaction strategies, provide socio-emotional support, and deliver quality feedback. The consistent strength of correlation for all these indicators also means none of these competencies can be overlooked, as each contributes meaningfully to student learning and development. The findings showed that improving student performance depends on strengthening teachers' communication, classroom management, interaction strategies, emotional support, and feedback, since all of these are important in supporting student learning.

The authors concluded that all teachers' interactional competencies should be developed because each one plays a key role in improving students' learning and performance.

Meanwhile, Abamba et al. (2024) discussed the impact of teacher competency and teaching methods stating that teachers' overall teaching abilities including effective communication, interactive teaching methods and good classroom management have a strong positive link with students' learning performance in clothing and textile, a core subject under Home Economics. Their study also showed that when educators use engaging teaching strategies and build positive interactions with learners, students are more interested in the subject and gain a much better command of required practical skills. The findings showed that teachers' communication skills, interactive teaching methods, and classroom management greatly improve students' learning performance in Clothing and Textile under Home Economics.

The writers also concluded that when teachers use engaging strategies and build good relationships with students, learners become more interested in the subject and develop better practical skills and performance.

Similarly, Sajonia et al. (2025) assessed senior high school teachers' instructional competence and classroom management skills in the Schools Division of Iloilo. The purpose was to determine how teachers' classroom practices affect learner engagement. The findings showed that well-organized classroom routines and positive teacher–learner relationships contributed to more active student participation and sustained attention during learning activities.

The study concluded that strengthening teachers' instructional and management skills is vital for improving student engagement and overall classroom effectiveness.

Moreover, Purisima (2025) examined the impact of teachers' professional competencies on classroom engagement and learner outcomes, particularly through authentic, performance-based assessment tasks. The purpose was to explore how targeted professional training influences teachers' feedback practices and instructional effectiveness. The findings indicated that teachers trained in designing, administering, and interpreting performance-based assessments provided stronger feedback, engaged students in higher-order thinking, and enhanced learning outcomes.

The author concluded that expanding professional development programs focused on authentic assessment and feedback delivery strengthens classroom engagement and improves student performance.

In addition, Clamares & Pelandas (2024) investigated the role of self-esteem and social support in reducing emotional and behavioral problems among Grade 12 students in the Philippines. The purpose was to assess how social support influences learners' emotional well-being and behavior. The findings revealed that students who reported higher levels of support from parents, peers, and adults experienced fewer emotional and behavioral difficulties.

The writers concluded that nurturing supportive environments is essential for student well-being, which indirectly supports engagement and performance in classroom activities.

According to the study of Bacat (2023), it examined the competencies, instructional skills, and challenges of TVL teachers in Surigao del Sur, focusing on the Home Economics strands. The findings revealed that teachers demonstrated high levels of professional competence, which were closely linked to effective interactional practices such as providing timely feedback, managing the classroom efficiently, and implementing performance-based tasks. Despite challenges like limited resources, these competencies enabled teachers to actively engage students and enhance their practical performance. The study confirmed a significant relationship between teachers' profiles, competencies, and instructional skills, highlighting that well-developed teacher expertise directly influences learner outcomes.

The conclusion emphasized the need for continuous professional development, particularly in feedback delivery, classroom interaction, and resource management, to further strengthen instructional quality and student achievement in TVL programs.

Additionally, Bituin (2024) conducted a study to investigate the relationship between communicative competence and the speaking performance of senior high school students. The purpose of the study was to determine whether students' ability to communicate effectively influenced their oral expression during speaking tasks. The findings revealed that students with higher levels of confidence and communicative skills demonstrated better oral performance, expressing their ideas more clearly and effectively.

The study concluded that students who have stronger communicative skills and more confidence tend to perform better in speaking tasks, as they are able to express their ideas more clearly and effectively.

According to Romero (2024), the study assessed career readiness among TVL-Home Economics students, highlighting the impact of teachers' interactional competencies in areas such as financial management, culinary

skills, and leadership instruction on learners' practical skills and employability. The findings revealed that students whose teachers demonstrated strong interactional and instructional competencies showed higher proficiency in performance-based tasks, greater confidence in applying technical skills, and improved preparedness for employment. The study emphasized that hands-on facilitation and authentic, performance-oriented instruction are essential strategies for bridging the gap between acquired competencies and actual learner performance in Philippine high schools.

Further, Francisco et al. (2023) conducted a descriptive study on TVL senior high school teachers across various specializations, including Home Economics, and found that teachers generally reported high levels of professional competence. However, the study identified specific weaknesses in assessment construction and feedback practices, noting that these limitations can affect the effectiveness of classroom instruction. The authors emphasized that resource shortages, including instructional materials and teaching tools, pose significant constraints that reduce the quality of teacher-student interactions and, in turn, impact learner performance. The study also points out that key teaching practices like giving clear, specific feedback and asking questions the right way play a huge role in students' success. This just shows how important it is to improve these areas to make TVL education more effective and help learners get better results. The findings showed that TVL teachers are generally competent, but they still experience challenges in creating assessments, giving feedback, and dealing with limited teaching resources, which can affect classroom interaction and student performance.

The authors concluded that improving assessment skills, feedback practices, and access to learning materials is important to strengthen classroom interaction and support better student performance in TVL education.

Also, Lumbo (2025) conducted a descriptive-correlational study utilizing teacher evaluation rubrics to examine the relationship between practical cookery skills and academic performance among TVL learners. The findings revealed a positive correlation, indicating that students who demonstrated higher proficiency in practical cookery tasks also tended to achieve better academic outcomes. The findings showed that students who are good at practical cookery skills also tend to perform well in their academic subjects, especially those who do well in hands-on activities.

The author concluded that combining practical performance rubrics with academic grading is important to better measure TVL learners' skills, as it reflects both their technical abilities and classroom learning.

Likewise, Santos (2021) validated the interactional practices of Home Economics teachers in Quezon City public schools and found that instructional clarity and feedback provision were the strongest predictors of student task completion rates. The study highlighted that learners in TVL classes depend heavily on well-structured demonstrations and immediate corrective feedback, as most competencies in Home Economics are practical and skill-based. She emphasized that effective teacher-student interactions, particularly in performance-oriented tasks, are essential for ensuring student engagement, mastery of technical skills, and successful completion of learning activities. Furthermore, effective teacher-student interactions especially during performance focused activities are essential to sustain student engagement, support their mastery of technical skills, and ensure the successful completion of all learning tasks. The findings showed that clear instructions and giving feedback are the most important factors in helping students complete their tasks, especially in Home Economics, where learning is mostly hands-on and skill-based.

The study concluded that clear teaching and strong teacher-student interaction during practical activities are important in keeping students engaged, helping them develop skills, and ensuring they finish their learning tasks successfully.

Also, Cambay & Paglinawan (2024) investigated classroom management strategies and student engagement, discussing that classroom management strategies such as establishing clear rules, maintaining consistent discipline, and creating a supportive classroom atmosphere significantly influence students' engagement. Their study,

conducted in a public secondary school, revealed that students were more attentive and participative when teachers consistently applied management strategies. In the Philippine educational setting, effective classroom management is viewed as a key factor in promoting student discipline, focus, and academic participation. The findings showed that when teachers use clear rules, consistent discipline, and create a supportive classroom environment, students become more engaged, attentive, and participative.

The study concluded that strong classroom management is important in improving students' discipline, focus, and participation, especially in public secondary schools in the Philippines.

According to Bernardo (2021), teachers who employ interactional strategies such as questioning, feedback, clarification, and encouragement are more successful in sustaining students' attention and participation. His study found that using interactional teaching strategies and engaging students in discussions rather than relying only on lectures sustains students' attention, participation, and improves learning effectiveness in public secondary schools. These approaches are proven effective for better learning outcomes.

The writer concluded that when teachers use interactional strategies like asking questions, giving feedback, explaining clearly, and encouraging students, learners become more attentive and active, which leads to better learning outcomes in public secondary schools.

Moreover, Ortega & Mendoza (2022), teacher emotional support and student learning outcomes revealed that students who perceive strong emotional support from their teachers, such as empathy, patience, and verbal encouragement, report higher levels of motivation and lower levels of academic anxiety. Their study in selected public secondary schools in Luzon revealed that learners are more willing to participate in class and express themselves freely when they feel their emotional well-being is valued.

The researchers concluded that this kind of emotional support does more than just make students feel safe and comfortable mentally. It also plays an important role in improving their academic performance, showing that caring for students' emotional needs is a key part of helping them do well in school.

Finally, Reyes & Santos (2022) teachers' interactional competencies and their impact on student learning outcomes in public secondary schools, emphasized that feedback should not be limited to correcting errors but should also recognize achievements and effort. Their research revealed that learners respond positively to feedback that balances encouragement with guidance, as it builds their self-esteem and encourages active involvement in lessons. The researchers emphasized that feedback shouldn't just be limited to pointing out mistakes. It needs to acknowledge what learners did right and how hard they tried, because this kind of balanced feedback helps build their confidence and makes them more eager to participate and engage actively in lessons.

They concluded that improving student performance depends on developing teachers' communication, classroom management, interaction strategies, emotional support, and feedback, since all of these are important in helping students learn and succeed.

Meanwhile, Abdul & Silor, (2024) investigated teacher's perspectives and practices on student engagement in post-pandemic technical-vocational-livelihood education discuss that TVL teachers highly practiced strategies related to teacher-student interactions, which were found to be critical for sustaining student engagement. Even amid challenges like limited resources, teachers used resourceful approaches to foster connection and motivation, highlighting the role of interactional competence in maintaining productive learning environments.

The writers concluded that teacher-student interaction is an indispensable component of effective instruction in TVL education. The high implementation of relevant strategies by teachers demonstrates that sustaining student engagement and fostering a good learning atmosphere does not rely solely on adequate resources; rather, teachers' ability to facilitate meaningful interactions and their resourcefulness in addressing constraints play a decisive role.

In addition, Dizon & Lim, (2023), perceptual congruence of school leaders on teacher performance evaluation, found that administrators and subject group heads have aligned views on the essential components of teachers' interactional competence. Both groups agreed on the importance of effective communication, adaptive instructional strategies, and constructive assessment practices. This shared understanding suggests that they have developed common criteria based on professional standards, which strengthens the reliability and validity of performance evaluations in schools. The findings showed that school administrators and subject group heads share similar views on teachers' interactional competence, particularly in communication, instructional strategies, and assessment practices. The study concluded that this shared understanding helps make teacher performance evaluations more consistent, reliable, and fair in schools.

Foreign Studies

According to the Organization for Economic Co-operation and Development (OECD) (2021), teachers in vocational education and training analyzed interactional competencies amid evolving skills demands, finding that proficient classroom engagement and adaptive instruction significantly raised learners' technical performance in high school vocational tracks. It proposed interventions like peer coaching to address competency gaps in practical disciplines. It also notes that for areas where teachers still have room to grow, especially in hands-on subjects, approaches like peer coaching where teachers learn, support and improve alongside one another are great practical ways to bridge those competency gaps.

Additionally, Rahmawati (2024) explored classroom interactional features in English for Specific Purposes (ESP) courses and found that teacher talk patterns such as pre-sequence, side sequences, and insertion sequences played a key role in facilitating communication and engagement in language classrooms. The study showed that when teachers purposefully varied their interactional moves, students were more likely to respond, think critically, and participate in meaningful exchanges.

The author concluded that when teachers intentionally adjust and vary their interactional moves, it leads to more active student responses, enhanced critical thinking, and deeper engagement in meaningful language exchanges, underscoring the significant role of purposeful interactional strategies in supporting language learning.

Likewise, Chianson-Akaa et al. (2025) revealed that teachers' communication skills and student engagement significantly affect students' classroom engagement, including behavioral and emotional participation, in mathematics learning environments. Their study demonstrated that teachers who communicate clearly and adaptively tend to foster greater student involvement and interest in learning activities. It shows that good communication is a key skill for math teachers. It's not just about delivering lessons well it actually encourages students to take part actively and feel more positive toward math. Helping teachers sharpen their communication skills is therefore a great way to make learning more engaging and effective for everyone.

Moreover, Sert (2023) conducted a study on developing and validating a scale measuring EFL teachers' classroom interactional competence (CIC) in vocational-like language training contexts. The findings revealed that nine critical factors, including questioning, repair, turn-taking, and sociocultural interaction, enhanced learners' ability to communicate effectively through structured discourse management.

The writer concluded that strengthening these interactional competencies directly improves student engagement and practical skill outcomes, particularly in hands-on sessions similar to TVL–Home Economics practical.

Similarly, Zhou (2022) conducted a systematic review of vocational teachers' professional learning, focusing on how interactional competencies, such as collaborative facilitation and real-time feedback, affect learners' technical performance. The purpose was to synthesize evidence from global skills-based programs on the role of teacher competencies in enhancing vocational proficiency. The findings from 54 analyzed studies indicated that teachers' interactional abilities were strongly linked to higher learner proficiency and employability. The study also revealed

that targeted professional development interventions are essential to equip vocational educators with the skills necessary to optimize learners' technical performance. The findings show that teachers' ability to interact well with learners is strongly linked to better results for students they develop stronger professional skills and have better prospects of landing jobs.

This leads to the conclusion that targeted training programs are essential to help vocational teachers master these important abilities. Doing so will effectively boost students' technical know-how and set them up for greater success in their future careers.

Moreover, Gümüş (2022) explored 21st-century competencies for vocational education teachers, particularly examining interactional skills in problem-based learning and student-centered dialogue. The purpose of the study was to investigate how these competencies influence learners' practical performance in technical fields similar to home economics. The findings demonstrated that strong teacher–learner interactions foster skill mastery, adaptability, and effective learning in hands-on training environments.

The author concluded that promoting interactional competencies is critical for preparing learners to meet the demands of contemporary technical education.

Meanwhile, Asghari, et al. (2025) conducted a study observing vocational classrooms to examine how teachers' interactional practices support students' learning of tool use in practical subjects. Researchers found that teacher prompts, guided demonstrations, and clarification questions significantly shaped students' understanding of technical procedures. Interactional competence—especially the teacher's ability to scaffold tasks and respond to learner cues—was identified as crucial for successful performance in vocational lessons. It points out that a teacher's skill in interacting with learners like breaking tasks down to support progress and paying attention to what students need or are showing through their actions and responses is the key factor that makes vocational lessons work well and helps students perform successfully in practical work.

Meanwhile, Tajeddin & Kamali (2023) developed and validated a Teachers' Classroom Interactional Competence Scale, confirming dimensions like feedback strategies, elicitation techniques, repair practices, and interaction management. Results demonstrated that higher teacher CIC scores were associated with stronger learning opportunities in class. This provides a strong basis for measuring interactional competence in TVL-HE settings. Their findings show that teachers with stronger interactional skills create far better and more meaningful learning opportunities for students. Ultimately, this tool serves as a solid and practical basis for assessing this vital teaching ability specifically within TVL-Home Economics educational settings.

Furthermore, Xiao, et al. (2023) Using structural equation modeling, this study demonstrated that teacher–student interaction strongly predicts classroom well-being, engagement, and academic outcomes. Although conducted in an online-learning context, results clearly show that interactional quality improves learner performance—supporting the claim that interactional competence is vital in any learning environment, including TVL laboratories and Home Economics workshops. Confirms that being able to build positive interactions is really important no matter what the learning environment is—including practical spaces like TVL laboratories and Home Economics workshops, just as much as it matters in virtual or regular classrooms.

Moreover, Kilbrink, et al. (2021) on the vocational education study analyzed how teachers and learners interact around technical tasks, emphasizing the importance of communication in helping students understand complex procedures. Interaction—specifically sequencing instructions, prompting, and modeling—was shown to be central in building competence in practical subjects. Highly relevant to TVL-Home Economics, where hands-on guidance is needed. This is highly relevant to TVL-Home Economics, where hands-on guidance is essential for building students' practical competence.

Synthesis

The review of related literature and studies, both foreign and local, demonstrates clear relevance and valuable contributions to the present study, as they provide insights, conceptual frameworks, discussions, and even legal grounding regarding teachers' interactional competencies and learners' performance. Teachers play a crucial role in shaping how students learn, particularly in hands-on subjects like TVL–Home Economics. Research consistently shows that when teachers are clear, supportive, and engaging, students not only understand lessons better but also participate more actively and perform more effectively in practical tasks. These essential teacher qualities—often referred to as interactional competencies include providing constructive feedback, asking meaningful questions, managing the classroom efficiently, and fostering a positive learning environment.

Studies from different countries illustrate that students respond positively to teachers who are approachable, provide guidance, and encourage active participation. For instance, vocational students in China performed better when their teachers combined technical instruction with emotional support, boosting learners' confidence and motivation. Similarly, research in Europe highlighted that teachers who paired clear instruction with interactive methods and digital tools enabled students to grasp vocational concepts more effectively.

Closer to home, in the Philippine context, hands on teaching strategies in TVL classes such as demonstrations and practical exercises proved most effective when teachers guided students clearly and provided continuous feedback. In these classrooms, students not only acquired technical skills but also developed essential soft skills, including teamwork, problem-solving, and self-confidence.

Across these studies, a clear pattern emerges, teachers' interactional competencies directly influence learners' performance. When teachers communicate effectively, offer constructive feedback, and support learners emotionally and academically, students become more motivated, confident, and capable of applying their learning. Furthermore, schools that invest in teacher development through training, peer collaboration, and resource provision foster environments where both teachers and students can thrive.

METHODOLOGY

Research Design

The study made use of the descriptive-correlational research design to assess the teachers' interactional competencies and examine their relationship with learners' performance from selected TVL-Home Economics High Schools in Caloocan City.

The descriptive-correlational research is a non-experimental approach that describes what is happening in a population and examines relationships between variables without manipulating them. Researchers observe, collect data, and analyze how factors, such as student motivation or teacher interactional skills, are associated with outcomes like academic performance or learner engagement. While this method can show positive, negative, or no relationships between variables, it cannot determine causation. Overall, it provides a realistic view of patterns and connections in natural educational settings (Polit & Beck, 2021).

The descriptive-correlational research design was suitable for this study because it allows the researcher to describe teachers' interactional competencies and learners' performance while examining the relationship between them. This design observes naturally occurring behaviors in TVL–Home Economics classes without manipulating variables. It helps identify how teacher practices, such as communication and feedback, relate to student engagement and skill outcomes, providing a solid basis for proposing targeted interventions to improve teaching and learning.

Population and Sampling

The study utilized a total of 163 participants, composed of eight school Administrators, eight Subject group heads, and 147 Teachers from the total population of 173.

In the selection of the school administrators, subject group heads, and teachers, purposive sampling technique was used. Purposive sampling refers to a group of non- probability sampling techniques in which units are selected because of the characteristics needed in the sample. In other words, units are selected “on purpose” in purposive sampling. (Nikolopoulou, 2022).

The use of purposive sampling was appropriate for this study because it allowed the researcher to select participants who possessed the specific knowledge, experience, and responsibilities relevant to the research objectives. School administrators, subject group heads, and teachers were intentionally chosen because they were directly involved in the implementation, supervision, and delivery of instruction in TVL–Home Economics. Their experiences and insights provided valuable information regarding teachers’ interactional competencies and their influence on learner performance. By focusing on participants who were most familiar with the subject matter, the study was able to gather rich, relevant, and reliable data that contributed to a deeper understanding of the research problem.

Table 1 Population and Sample

Respondent	N	n	%
School Administrations	18	8	44.44
Subject Group Heads	8	8	100.00
Teachers	147	147	100.00
Total	173	163	94.22

As indicated in Table 1, the population and sample of the respondents include school administrators, subject group heads, and teachers. Using complete enumeration, teachers participated in the study with a population and sample size of 147 or 100 percent, subject group heads with a population and sample size of 8 or 100 percent, and lastly, school administrators with 8 or 44.44 percent, respectively.

As a whole, this study was participated by 163 or 94.22 percent of the respondents from the total population of 173.

Table 2 Respondents by School

Schools	School Administrators		Subject Group Heads		Teachers		Total	
	f	%	f	%	f	%	f	%
Bagong Silang High School	1	12.50	1	12.50	23	15.65	25	15.34
Bagumbong High School	1	12.50	1	12.50	21	14.29	23	14.11
Brixton Senior High School	1	12.50	1	12.50	15	10.20	17	10.43
Caloocan High School	1	12.50	1	12.50	17	11.56	19	11.66
Caloocan City Business High School	1	12.50	1	12.50	20	13.61	22	13.50
Camarin High School	1	12.50	1	12.50	19	12.93	21	12.88
Tala High School	1	12.50	1	12.50	22	14.97	24	14.72
Talipapa High School	1	12.50	1	12.50	10	6.80	12	7.36
Total	8	100.00	8	100.00	147	100.00	163	100.00

As presented in Table 2, the respondents by school as the locale of the study are: Bagong Silang High School with 25 or 15.34 percent, Tala High School with 24 or 14.72 percent, Bagumbong High School with 23 or 14.11 percent, Caloocan City Business High School with 22 or 13.50 percent, Camarin High School with 21 or 12.88 percent, Caloocan High School with 19 or 11.66 percent, Brixton Senior High School with 17 or 10.43 percent, and Talipapa High School with 12 or 7.36 percent.

In general, the majority of the respondents are from Tala High School, which accounts for the teachers, while the least are from Talipapa High School which accounts for the school administrator and subject group head.

Respondents of the Study

The respondents of the study were the school administrators, subject group heads, and teachers from selected TVL-Home Economics High Schools in Caloocan City. They were sampled and described according to age, sex, civil status, educational attainment, and number of years in service, as presented in the following tables:

Table 3 Respondents as to Age

Age (in years)	School Administrators		Subject Group Heads		Teachers		Total	
	f	%	f	%	f	%	f	%
51 years old and above	5	62.50	4	50.00	35	23.81	44	26.99
46 – 50 years old	2	25.00	2	25.00	31	21.09	35	21.47
41 – 45 years old	1	12.50	2	25.00	27	18.37	30	18.40
36 – 40 years old					25	17.01	25	15.34
31 – 35 years old					23	15.65	23	14.11
26 – 30 years old					6	4.08	6	3.68
Total	8	100.00	8	100.00	147	100.00	163	100.00

As manifested in Table 3, the distribution of respondents as to age, such as: 51 years and above with a frequency of 44 or 26.99 percent, 46-50 years old with a frequency of 35 or 21.47 percent, 41-45 years old with a frequency of 30 or 18.40 percent, 36-40 years old with 25 or 15.34 percent, 31-35 years old with 23 or 14.11 percent, and lastly, 26-30 years old with 6 or 3.68 percent.

The results show that most respondents are from the older age groups, especially those aged 51 years and above, followed by those aged 46–50 and 41–45. This indicates that many respondents have valuable experience and long years of service in their field. Meanwhile, the smaller number of younger respondents may indicate the need to encourage more young professionals to join and participate for better balance and continuity in the workforce.

Table 4 Respondents as to Sex

Sex	School Administrators		Subject Group Heads		Teachers		Total	
	f	%	f	%	f	%	f	%
Male	5	62.50			36	24.49	41	25.15
Female	3	37.50	8	100.00	111	75.51	122	74.85
Total	8	100.00	8	100.00	147	100.00	163	100.00

As shown in Table 4, the respondents were distributed according to sex, such as: female with a frequency of 122 or 74.85 percent, while males with 41 or 25.15 percent, respectively.

This indicates that the majority of the respondents were female. The higher representation of female participants may reflect the actual demographic composition of learners enrolled in the program or those who participated in the study. As a result, the findings may provide stronger insights into the experiences and perspectives of female respondents.

Table 5 Respondents as to Civil Status

Civil Status	School Administrators		Subject Group Heads		Teachers		Total	
	f	%	f	%	f	%	f	%
Single	2	25.00	1	12.50	18	12.24	21	12.88
Married	6	75.00	6	75.00	127	86.39	139	85.28
Widow/ed			1	12.50	2	1.36	3	1.84
Total	8	100.00	8	100.00	147	100.00	163	100.00

As depicted in Table 5, the respondents were distributed as to civil status, such as: married with a frequency of 139 or 85.28 percent, single with a frequency of 21 or 12.88 percent, and lastly, widow/ed with 3 or 1.84 percent, respectively.

Generally, most of the respondents are married from the group of teachers, while the least number mostly accounts to the school administrators and subject group heads.

The results imply that most of the respondents, particularly the teachers, were already established in their personal and professional lives. Their marital status may indicate a level of maturity, stability, and experience that could influence their perspectives and practices in the educational setting. Nevertheless, the inclusion of respondents with different civil statuses provided a broader range of experiences and viewpoints, contributing to a more comprehensive understanding of the research topic

Table 6 Respondents as to Educational Attainment

Educational Attainment	School Administrators		Subject Group Heads		Teachers		Total	
	f	%	f	%	f	%	f	%
Doctorate Degree	6	75.00	1	12.50	15	10.20	22	13.50
Doctorate with earned units	1	12.50	2	25.00	27	18.37	30	18.40
Master's Degree	1	12.50	5	62.50	44	29.93	50	30.67
Masters with earned units					60	40.82	60	36.81
Bachelor's Degree					1	0.68	1	0.61
Total	8	100.00	8	100.00	147	100.00	163	100.00

As revealed in Table 6, the distribution of respondents as to educational attainment, such as: master's with earned units with a frequency of 60 or 36.81 percent, master's degree with a frequency of 50 or 30.67 percent, doctorate with earned units with a frequency of 30 or 18.40 percent, doctorate degree with 22 or 13.50 percent, and lastly, bachelor's degree with 1 or 0.61 percent.

As a whole, most of the respondents are Master's with earned units, and the least have a Bachelor's Degree, which accounts for both teacher respondents.

Table 7 Respondents as to Number of Years in Service

Number of Years in Service	School Administrators		Subject Heads		Teachers		Total	
	f	%	f	%	f	%	f	%
31 years and above	2	25.00	2	25.00	18	12.24	22	13.50
26 – 30 years	3	37.50	3	37.50	15	10.20	21	12.88
21 – 25 years	1	12.50	2	25.00	10	6.80	13	7.98
16 – 20 years	2	25.00	1	12.50	20	13.61	23	14.11
11 – 15 years					21	14.29	21	12.88
6 – 10 years					42	28.57	42	25.77
1 – 5 years					21	14.29	21	12.88
Total	8	100.00	8	100.00	147	100.00	163	100.00

As shown in Table 7, the distribution of respondents as to number of years in service, such as: 6-10 years in service with a frequency of 42 or 25.77 percent, 16-20 years in service with a frequency of 23 or 14.11 percent, 31 years and above in service with 22 or 13.50 percent, 1-5 years in service, 11-15 years in service, and 26-30 years in service, all with 21 or 12.88 percent, and lastly, 21-25 years with 13 or 7.98 percent.

The result generally implies that most of the respondents have 6-10 years in service, and the least number are 21-25 years, which accounts for both teacher respondents.

The results show that a considerable number of the participants were in the middle stage of their professional careers, having gained sufficient experience and familiarity with teaching practices and school operations. Their years of service likely provided them with valuable insights into classroom interactions and learner development. At the same time, the presence of respondents with varying lengths of service—from those relatively new to the profession to those with more than three decades of experience—allowed the study to capture diverse perspectives.

Research Instrument

Survey Questionnaire. This was a researcher-made instrument used to gather the needed data based on the presented sub-problems in Chapter 1.

The questionnaire was designed to measure teachers’ interactional competencies and learners’ performance in TVL–Home Economics classes, based on a review of relevant literature. It used clear Likert-scale items to assess teacher behaviors and learners’ perceptions of classroom interaction and performance. To ensure validity, the questionnaire was reviewed by experts for relevance and clarity, and a pilot test was conducted to refine the items and confirm their reliability before the main study.

The following are the parts of the survey questionnaire:

Part I. Profile of the Respondents. This was used to gather data as to the demographic profile of the respondents in terms of age, sex, civil status, educational attainment, and number of years in service.

Part II. Assessment on the Teachers’ Interactional Competencies in Technical Vocational Livelihood-Home Economics High Schools in Caloocan City. This was utilized to collect data on teachers’ interactional competencies in Technical Vocational Livelihood- Home Economics High Schools in Caloocan City.

Part III. Assessment on the Problems Encountered Relative to Teachers' Interactional Competencies in Technical Vocational Livelihood- Home Economics High Schools in Caloocan City. This was utilized to gather data on the problems encountered relative to teachers' interactional competencies in Technical Vocational Livelihood- Home Economics High Schools in Caloocan City.

Part IV. Assessment on the Acceptability of the Proposed Contextualized Sustainable Capacity-Building Program. This part was used to collect data regarding the acceptability of the Proposed Contextualized Sustainable Capacity-Building Program.

2. Documentary Analysis. This was used to gather data on learners' performance for School Year 2023-2024 and School Year 2024-2025.

Data Gathering Procedures

The following steps were undertaken in gathering the needed data for the study:

1. Permission and approval were sought from the school administrators to conduct the study.
2. Copies of the survey questionnaires were distributed to the selected respondents through face-to-face.
3. The survey questionnaires were retrieved, sorted, and the data were tallied by respondent group.
4. The data were subjected to statistical measurement, interpretation, and analysis with the help of the statistician.
5. The data were presented in tabular and textual form with due consideration of the sub-problems and hypotheses of the study.

Statistical Treatment of Data

The following tools were used in the treatment of data:

1. **Percentage.** This is defined as a way of expressing a number as a fraction of 100, and it is widely used in situations where it is necessary to compare quantities of different sizes (International Baccalaureate Organization, 2019). This was used to gather data on the profile of the respondents as to age, sex, civil status, educational attainment, and number of years in service.
2. **Weighted Mean.** This is a means where each observation is weighted according to its relative importance, with the weights reflecting the varying levels of significance of the different data points (Newbold, et al, 2019). This was used to answer sub- problems number 1, 5, and 7.

Formula:

$$WM = \frac{\sum fxi}{N}$$

Where: WM- weighted mean

Fi- frequency of responses

xi- weigh

N- number of responses

$\sum$ - generally used to denote a sum of n-terms.

Five Point Likert Scale. This was used to infer the data, and this method served as the standard upon which the data clarification was based. The following legends are used in the study:

Assessment on the Teachers' Interactional

Competencies

Scale	Range	Verbal Interpretation	Symbol
5	4.20 – 5.00	Highly Evident	HE
4	3.40 – 4.19	Evident	E
3	2.60 – 3.39	Moderately Evident	ME
2	1.80 – 2.59	Least Evident	LE
1	1.00 – 1.79	Very Least Evident	VLE

Assessment on the Problems Encountered

Scale	Range	Verbal Interpretation	Symbol
5	4.20-5.00	Highly Encountered	HE
4	3.40-4.19	Encountered	E
3	2.60-3.39	Moderately Encountered	ME
2	1.80-2.59	Least Encountered	LE
1	1.00-1.79	Very Least Encountered	VLE

Assessment on the Acceptability of the Proposed Contextualized Sustainable Capacity-Building Program

Scale	Range	Verbal Interpretation	Symbol
5	4.20-5.00	Highly Acceptable	HA
4	3.40-4.19	Acceptable	A
3	2.60-3.39	Moderately Acceptable	MA
2	1.80-2.59	Least Acceptable	LA
1	1.00-1.79	Very Least Acceptable	VLA

Analysis of Variance (ANOVA). This is a statistical method used to compare the means of three or more groups simultaneously to determine if statistically significant differences exist between them (Field, 2018). It operates on the principle that if group means differ significantly, the variability between groups will be greater than the variability within groups, this was used to answer sub-problem no. 2. The Formula for the ANOVA is: $F = \frac{MST}{MSE}$

Where: F-is the ANOVA coefficient (F-statistics)

MST- is the mean sum of squares due to treatment (variance between groups)

MSE- is the mean sum of squares due to error (variance within groups).

Pearson Correlation (Pearson r). This is a statistical measure used to determine the strength and direction of the linear relationship between two continuous variables (Cohen et al., 2013). This method assumes that the variables are normally distributed and have a linear relationship. This was used to determine whether or not a significant relationship exists between the Teachers' Interactional Competencies and Learners' Performance. This was used to answer sub-problem no. 4. The formula for Pearson Correlation (Pearson r) is:

$$r = \frac{\sum(x - \bar{x})(y - \bar{y})}{\sqrt{\sum(x - \bar{x})^2 \sum(y - \bar{y})^2}}$$

Where: r- Pearson correlation coefficient

x, y- individual scores of variables X and Y

x- mean of variable X

y- mean of variable Y

t-test for the significance of the coefficient of correlation. It is a statistical method used to determine whether the observed correlation between two variables is statistically significant or if it occurred by chance. It tests the null hypothesis that the population correlation coefficient is equal to zero, indicating no linear relationship between the variables (Field, 2022)

Formula:
$$t = r \sqrt{\frac{n-2}{1-r^2}}$$

Where:

n – number of respondents

r – coefficient of correlation

The critical t-value at 0.5 alpha (α) with respective degrees of freedom was used to set the region of acceptance and rejection.

Guide in interpreting Coefficient Correlation (Cohen et al., 2013)

Range of r	Verbal Interpretation
0.00 – 0.09	Negligible Correlation
0.10 – 0.29	Weak Correlation
0.30 – 0.49	Moderate Correlation
0.50 – 1.00	Strong Correlation

Presentation, Analysis, and Interpretation of Data

Sub-problem No. 1: How do the school administrators, subject group heads, and teachers assess the Teachers' Interactional Competencies in Technical Vocational Livelihood (TVL)-Home Economics High Schools in Caloocan City in terms of:

Communication Skills

Table 8 presents the assessment of the three groups of respondents who rated the teachers' interactional competencies in Technical Vocational Livelihood (TVL)-Home Economics in terms of communication skills as Highly Evident, with an overall weighted mean of 4.83. All items were rated as Highly Evident, namely: opportunities for questions are encouraged, with clear and thoughtful answers provided; and lesson objectives and expectations are communicated at the start of each session with both the composite weighted mean of 4.86 as rank 1.5 respectively;

language and tone are consistently appropriate for adolescent learners; and non-verbal cues (gestures, eye contact, facial expressions) reinforce clarity and engagement with both the composite weighted mean of 4.85 as rank 3.5

Table 8 Assessment as to Communication Skills

Indicators	School Administrators		Subject Group Heads		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Instructions are expressed in ways that learners readily understand.	5.00	HE	5.00	HE	4.53	HE	4.84	HE	5
2. Language and tone are consistently appropriate for adolescent learners.	5.00	HE	5.00	HE	4.54	HE	4.85	HE	3.5
3. Complex ideas are clarified through relatable examples and illustrations.	4.88	HE	4.88	HE	4.54	HE	4.76	HE	7
4. Opportunities for questions are encouraged, with clear and thoughtful answers provided.	5.00	HE	5.00	HE	4.57	HE	4.86	HE	1.5
5. Lesson objectives and expectations are communicated at the start of each session.	5.00	HE	5.00	HE	4.57	HE	4.86	HE	1.5
6. Explanations are adjusted to match learners' varying levels of comprehension.	4.75	HE	5.00	HE	4.55	HE	4.77	HE	6
7. Non-verbal cues (gestures, eye contact, facial expressions) reinforce clarity and engagement.	5.00	HE	5.00	HE	4.56	HE	4.85	HE	3.5
Overall Weighted Mean	4.95	HE	4.98	HE	4.55	HE	4.83	HE	

Legend:

Range	Scale	Verbal Interpretation	Symbol
5	4.20-5.00	Highly Evident	HE
4	3.40-4.19	Evident	E
3	2.60-3.39	Moderately Evident	ME
2	1.80-2.59	Least Evident	LE
1	1.00-1.79	Very Least Evident	VLE

are expressed in ways that learners readily understand with a composite weighted mean of 4.84 as rank 5; explanations are adjusted to match learners' varying levels of comprehension with a composite weighted mean of

4.77 as rank 6; and complex ideas are clarified through relatable examples and illustrations, with a composite weighted mean of 4.76 as rank 7.

This implies that school administrators, subject group heads, and teachers see communication skills as the area with the lowest engagement, showing that there is still room for improvement. It also suggests the need to be more consistent in communication to build trust and strengthen engagement, while making sure that questions and responses are clear, thoughtful, and meaningful.

This study is supported by Bernardo (2021), stating that good communication in the classroom makes it easy to pass on knowledge clearly, helps students understand lessons better, and builds closer, stronger bonds between teachers and learners. In the Philippine education system, communication skills are considered essential abilities that both teachers and students need to master.

Classroom Management and Engagement

Table 9 Assessment as to Classroom Management and Engagement

Indicators	School Administrators		Subject Group Heads		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Order is maintained, ensuring a focused environment for practical and theoretical tasks.	5.00	HE	5.00	HE	4.53	HE	4.84	HE	4
2. Resources and materials are organized efficiently to support smooth learning.	5.00	HE	5.00	HE	4.52	HE	4.84	HE	4
3. Rules and routines are established and consistently reinforced.	5.00	HE	5.00	HE	4.51	HE	4.84	HE	4
4. Time is managed effectively so planned activities are completed.	5.00	HE	4.75	HE	4.49	HE	4.75	HE	7
5. Disruptions are handled calmly, preserving a positive atmosphere.	5.00	HE	5.00	HE	4.57	HE	4.86	HE	1.5
6. Seating arrangements and groupings are structured to maximize participation.	5.00	HE	5.00	HE	4.50	HE	4.83	HE	6
7. Safety protocols are consistently observed during hands-on activities.	5.00	HE	5.00	HE	4.59	HE	4.86	HE	1.5
Overall Weighted Mean	5.00	HE	4.96	HE	4.53	HE	4.83	HE	

As manifested in Table 9, the assessment of the three groups of respondents on teachers' interactional competencies in Technical Vocational Livelihood (TVL)-Home Economics as to classroom management and engagement was rated as Highly Evident, with an overall weighted mean of 4.83. All items were rated as Highly Evident, these are: disruptions are handled calmly, preserving a positive atmosphere; and safety protocols are consistently observed during hands-

on activities with both the composite weighted mean of 4.86 as rank 1.5 respectively; order is maintained, ensuring a focused environment for practical and theoretical tasks; resources and materials are organized efficiently to support smooth learning; and rules and routines are established and consistently reinforced all three with a similar composite weighted mean of 4.84 as rank 4 respectively; seating arrangements and groupings are structured to maximize participation with a composite weighted mean of 4.83 as rank 6; and time is managed effectively so planned activities are completed with a composite weighted mean of 4.75 as rank 7.

The findings show that classroom management and engagement in TVL Home Economics are generally positive and highly evident in teachers' interactional competencies. Teachers are able to handle classroom disruptions calmly, maintain a positive and supportive learning environment, and consistently follow safety protocols during hands-on activities.

This result was supported by Rebollos et al. (2025) discussing that studies on Philippine education see classroom management and student engagement as closely linked parts of a teacher's capability, and both play a big role in shaping the learning environment.

Interactional Strategies

Table 10 Assessment as to Interactional Strategies

Indicators	School Administrators		Subject Group Heads		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Collaboration and active participation are promoted throughout lessons.	5.00	HE	4.88	HE	4.54	HE	4.81	HE	6
2. Approaches are adapted to meet the needs of diverse learners.	5.00	HE	5.00	HE	4.45	HE	4.82	HE	4.5
3. Open discussions are fostered, with learners' opinions valued.	5.00	HE	5.00	HE	4.56	HE	4.85	HE	1.5
4. Questioning techniques stimulate critical thinking and problem-solving.	5.00	HE	4.75	HE	4.57	HE	4.77	HE	7
5. Peer-to-peer interactions are facilitated to enhance outcomes.	5.00	HE	5.00	HE	4.47	HE	4.82	HE	4.5
6. Activities encourage cooperative learning and shared responsibility.	5.00	HE	5.00	HE	4.55	HE	4.85	HE	1.5
7. Respectful dialogue is modeled, guiding learners toward constructive exchanges.	5.00	HE	5.00	HE	4.52	HE	4.84	HE	3
Overall Weighted Mean	5.00	HE	4.95	HE	4.52	HE	4.82	HE	

As shown in Table 10, the assessment of the three groups of respondents on teachers' interactional competencies in Technical Vocational Livelihood (TVL)-Home Economics in terms of interactional strategies was rated as Highly Evident, with an overall weighted mean of 4.82. All items were rated as Highly Evident, such as: open discussions are fostered, with

learners' opinions valued; and activities encourage cooperative learning and shared responsibility with both the composite weighted mean of 4.85 as rank 1.5 respectively; respectful dialogue is modeled, guiding learners toward constructive exchanges with a composite weighted mean of 4.84 as rank 3; approaches are adapted to meet the needs of diverse learners; and peer-to-peer interactions are facilitated to enhance outcomes with both the composite weighted mean of 4.82 as rank 4.5 respectively; collaboration and active participation are promoted throughout lessons with a composite weighted mean of 4.81 as rank 6; and questioning techniques stimulate critical thinking and problem-solving with a composite weighted mean of 4.77 as rank 7.

This implies that teachers demonstrated observable interactional competencies, effectively fostering open discussion, cooperation, and inclusive learning. All respondents consistently rated these strategies prominent, confirming strong instructional practice.

This is supported by Madrid & Oco (2025) stating that in Philippine education research, interactional strategies are looked at through how teachers design and guide learning activities that put students first and are welcoming to everyone. Their work highlights that a teacher's ability to engage learners by asking thoughtful questions, encouraging open discussions, and using interactive tasks greatly affects how well students connect with their lessons and build relationships with classmates. These skills are especially important in the TVL-Home Economics strand, where teamwork and hands-on participation are core requirements.

Emotional and Social Support

Table 11 presents the assessment of the three groups of respondents on the teachers' interactional competencies in Technical Vocational Livelihood (TVL)-Home Economics in terms of emotional and social support was rated as Highly Evident, with an overall weighted mean of 4.85. All items rated as Highly Evident, namely: empathy and understanding are shown toward learners' challenges; and positive reinforcement builds

Table 11 Assessment as to Emotional and Social Support

Indicators	School Administrators		Subject Group Heads		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Empathy and understanding are shown toward learners' challenges.	5.00	HE	5.00	HE	4.61	HE	4.87	HE	1.5
2. Motivation and encouragement inspire learners to perform at their best.	4.88	HE	5.00	HE	4.59	HE	4.82	HE	6
3. Efforts and accomplishments are recognized and appreciated.	5.00	HE	5.00	HE	4.58	HE	4.86	HE	3.5
4. Support is extended in managing stress or anxiety during practical tasks.	5.00	HE	5.00	HE	4.51	HE	4.84	HE	5
5. A respectful and inclusive environment is nurtured.	5.00	HE	4.88	HE	4.54	HE	4.81	HE	7
6. Positive reinforcement builds confidence and resilience.	5.00	HE	5.00	HE	4.61	HE	4.87	HE	1.5

7. Learners' well-being is prioritized alongside academic achievement.	5.00	HE	5.00	HE	4.58	HE	4.86	HE	3.5
Overall Weighted Mean	4.98	HE	4.98	HE	4.57	HE	4.85	HE	

confidence and resilience with both the composite weighted mean of 4.87 as rank 1.5 respectively; efforts and accomplishments are recognized and appreciated; and learners' well-being is prioritized alongside academic achievement with both the composite weighted mean of 4.86 as rank 3.5 respectively; support is extended in managing stress or anxiety during practical tasks with a composite weighted mean of 4.84 as rank 5; motivation and encouragement inspire learners to perform at their best with a composite weighted mean of 4.82 as rank 6; and a respectful and inclusive environment is nurtured with a composite weighted mean of 4.81 as rank 7.

These results show that teachers demonstrate strong emotional and social support for learners in TVL-Home Economics classes. This suggests that teachers create a caring and positive learning environment where students feel valued, motivated, and supported in both their studies and personal well-being. Such support can help build learners' confidence, resilience, and better performance in practical tasks.

This is linked to Del Espiritu Santo, et al. (2025) which states that Philippine teacher development literature, providing emotional and social support is recognized as a core part of professional competence that boosts students' motivation and well-being. The authors explained that teachers' self-awareness, empathy and emotional skills help build warm, safe classrooms where learners feel comfortable participating, engaging actively and feeling secure, and this kind of supportive environment is especially valuable for practical learning areas like TVL-Home Economics.

Feedback and Assessment Skills

Table 12 Assessment as to Feedback and Assessment Skills

Indicators	School Administrators		Subject Group Heads		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Feedback on practical and written tasks is timely and constructive.	4.88	HE	4.88	HE	4.52	HE	4.76	HE	6
2. Criteria for evaluation are explained clearly and consistently.	5.00	HE	4.88	HE	4.52	HE	4.80	HE	4
3. Feedback is used to guide improvement and skill development.	5.00	HE	5.00	HE	4.51	HE	4.84	HE	1
4. Self-assessment and reflection are encouraged among learners.	5.00	HE	5.00	HE	4.50	HE	4.83	HE	2.5
5. Progress is monitored regularly, with instruction adjusted as needed.	4.75	HE	5.00	HE	4.52	HE	4.76	HE	6
6. Assessment tools are varied to capture different dimensions of learning.	5.00	HE	4.75	HE	4.52	HE	4.76	HE	6

7. Learners are engaged in goal setting based on assessment results.	5.00	HE	5.00	HE	4.49	HE	4.83	HE	2.5
Overall Weighted Mean	4.95	HE	4.93	HE	4.51	HE	4.80	HE	

As displayed in Table 12, the assessment of the three groups of respondents on the teachers' interactional competencies in Technical Vocational Livelihood (TVL)-Home Economics in terms of feedback and assessment skills rated as Highly Evident with an overall weighted mean of 4.80. All items were rated as Highly Evident, these are: feedback is used to guide improvement and skill development with a composite weighted mean of 4.84 as rank 1; self-assessment and reflection are encouraged among learners; and learners are engaged in goal setting based on assessment results with both the composite weighted mean of 4.83 as rank 2.5 respectively; criteria for evaluation are explained clearly and consistently with a composite weighted mean of 4.80 as rank 4; and feedback on practical and written tasks is timely and constructive; progress is monitored regularly, with instruction adjusted as needed; and assessment tools are varied to capture different dimensions of learning with a similar composite weighted mean of 4.76 as rank 6 respectively.

The results show that teachers have strong feedback and assessment skills in TVL-Home Economics classes. This suggests that they effectively guide learners' improvement through clear, timely, and constructive feedback while regularly monitoring progress. It also indicates that teachers encourage reflection and goal setting, which can help students become more responsible and motivated in their learning.

This is supported by Nazareno & Montañez (2025) stating that feedback and assessment are core parts of effective teaching in Philippine classrooms, where teachers use ongoing constructive input to guide their lessons and support students' learning. Their work explains that timely, helpful comments during assessments—such as targeted evaluation strategies and performance checks—are essential to lead learners towards fully mastering their lessons, highlighting how valuable good feedback is for both general academic subjects and skills-focused learning areas.

Technological Competencies

Table 13 manifests the assessment of the three groups of respondents on the teachers' interactional competencies in Technical Vocational Livelihood (TVL)-Home Economics in terms of technological competencies was rated as Highly Evident with an overall weighted mean of 4.83. All items were rated as Highly Evident, such as: learners are guided in safe and responsible use of technology with a composite weighted mean of 4.85 as rank 1; lessons are adapted to accommodate learners' access and proficiency in technology with a composite weighted mean of 4.84 as rank 2; online and digital resources supplement traditional methods with a composite weighted mean of 4.83 as rank 3; and technology is integrated effectively to enhance instruction in TVL-Home Economics; competence is demonstrated in using educational software, tools, and multimedia; digital platforms facilitate

Table 13 Assessment as to Technological Competencies

Indicators	School Administrators		Subject Group Heads		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Technology is integrated effectively to enhance instruction in TVL-Home Economics.	5.00	HE	5.00	HE	4.47	HE	4.82	HE	5.5

2. Competence is demonstrated in using educational software, tools, and multimedia.	5.00	HE	5.00	HE	4.47	HE	4.82	HE	5.
3. Learners are guided in safe and responsible use of technology.	5.00	HE	5.00	HE	4.54	HE	4.85	HE	1
4. Online and digital resources supplement traditional methods.	5.00	HE	5.00	HE	4.49	HE	4.83	HE	3
5. Lessons are adapted to accommodate learners' access and proficiency in technology.	5.00	HE	5.00	HE	4.52	HE	4.84	HE	2
6. Digital platforms facilitate communication and collaboration.	5.00	HE	5.00	HE	4.47	HE	4.82	HE	5.5
7. Technology supports differentiated instruction and innovative practices.	5.00	HE	5.00	HE	4.46	HE	4.82	HE	5.5
Overall Weighted Mean	5.00	HE	5.00	HE	4.49	HE	4.83	HE	

communication and collaboration; and technology supports differentiated instruction and innovative practices with a similar composite weighted mean of 4.82 as rank 5.5 respectively.

The results show that teachers have strong technological competencies in TVL-Home Economics classes. This suggests that they are able to use technology effectively to improve teaching, support communication, and provide varied learning experiences for students. It also indicates that teachers help learners use technology safely and responsibly while adapting lessons based on students' access and skill levels.

The result is consistent with Balbuena & Napil (2025) reiterating that technological competence as an essential skill for teachers, covering digital literacy, confidence in using technology, and integrating it smoothly into lessons. They explained that teachers' proficiency with tech improves class interaction, makes lesson delivery better and keeps students more engaged, highlighting how useful digital tools are for both in-person and online classes. These skills are also becoming increasingly necessary for technical-vocational subjects like TVL-Home Economics.

Table 14 Summary on the Teachers' Interactional Competencies in Technical Vocational Livelihood (TVL)-Home Economics

Criteria	School Administrators		Subject Group Heads		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	WM	VI	WM	
1. Communication Skills	4.95	HE	4.98	HE	4.55	HE	4.83	HE	3
2. Classroom Management and Engagement	5.00	HE	4.96	HE	4.53	HE	4.83	HE	3
3. Interactional Strategies	5.00	HE	4.95	HE	4.52	HE	4.82	HE	5
4. Emotional and Social Support	4.98	HE	4.98	HE	4.57	HE	4.85	HE	1
5. Feedback and Assessment Skills	4.95	HE	4.93	HE	4.51	HE	4.80	HE	6
6. Technological Competencies	5.00	HE	5.00	HE	4.49	HE	4.83	HE	3
Grand Mean	4.98	HE	4.97	HE	4.53	HE	4.83	HE	

As summarized in Table 14, the assessment of the teachers' interactional competencies in Technical Vocational Livelihood (TVL)-Home Economics was rated as Highly Evident with the grand mean of 4.83. All items rated as Highly Evident, namely: emotional and social support with a composite weighted mean of 4.85 as rank 1; communication skills; classroom management and engagement; and technological competencies with a similar composite weighted mean of 4.83 as rank 3 respectively; interactional strategies with a composite weighted mean of 4.82 as rank 5; and feedback and assessment skills with a composite weighted mean of 4.80 as rank 6.

Generally, the assessments of the groups of respondents on the teachers' interactional competencies in Technical Vocational Livelihood (TVL)-Home Economics rated as Highly Evident, such as: school administrators with the grand mean of 4.98, subject group heads with the grand mean of 4.97, and teachers with the grand mean of 4.53.

The results show that teachers demonstrate strong interactional competencies in TVL-Home Economics classes. This suggests that they are effective in supporting learners through good communication, classroom management, technology use, and positive teacher-student relationships. It also indicates that teachers create a productive learning environment that can improve student engagement, confidence, and overall performance.

This is supported by Abdul, & Silor, (2024), noting that TVL teachers regularly use strategies focused on building good interactions with students, and these are proven essential for keeping learners engaged. Even when facing challenges like limited resources, teachers find creative ways to connect with their class and keep everyone motivated, which shows just how important strong interaction skills are in maintaining a positive and productive learning environment.

Sub-problem No. 2. Is there a significant difference among the assessment of the three groups of respondents as to Teacher's Interactional Competencies using the above-mentioned variables?

Table 15 Comparative Assessment of Teachers' Interactional Competencies in Technical Vocational Livelihood (TVL)-Home Economics

Table. One-Way ANOVA Results on the Areas of Concern

Areas of Concern	Source of Variation	SS	MSS	df	F-value	Critical Value	Interpretation	Decision
Communication Skills	Between Groups	0.115	0.057	2	14.500	3.63	Significant	Reject Ho
	Within Groups	0.071	0.004	18				
Classroom Management and Engagement	Between Groups	0.137	0.068	2	19.950	3.63	Significant	Reject Ho
	Within Groups	0.062	0.003	18				
Interactional Strategies	Between Groups	0.137	0.068	2	17.570	3.63	Significant	Reject Ho
	Within Groups	0.070	0.004	18				
Emotional and Social Support	Between Groups	0.116	0.058	2	50.958	3.63	Significant	Reject Ho
	Within Groups							

	Within Groups	0.021	0.001	18				
Feedback and Assessment Skills	Between Groups	0.122	0.061	2	9.512	3.63	Significant	Reject Ho
	Within Groups	0.115	0.006	18				
Technological Competencies	Between Groups	0.174	0.087	2	286.080	3.63	Significant	Reject Ho
	Within Groups	0.005	0.000	18				

Level of Significance: 0.05

As shown in Table 15, all areas of concern yielded computed F-values significantly higher than the critical value. Specifically, communication skills (14.50003), classroom management and engagement (19.94998), interactional strategies (17.57038), emotional and social support (50.95822), feedback and assessment skills (9.51178), and technological competencies (286.08036) all exceed the critical value of 3.63.

This indicates that there are significant differences in the assessments of school administrators, subject group heads, and teachers across all dimensions of interactional competencies. All computed F-values are greater than the critical value, the null hypothesis is rejected in all areas.

This implies that the school administrators, subject group heads, and teachers have varying perceptions regarding teachers' interactional competencies.

The findings are consistent with those of Bautista, et al. (2024) who established that school administrators, department heads and teachers have differing views when evaluating how effective teaching is. Admins and department leaders usually assess interaction skills based on visible aspects like smooth classroom management and formal communication, while teachers judge their own abilities based on the connection they build with students, feedback from learners, and how they apply strategies in actual class situations. This shows that the three groups have their own standards and perspectives, leading to different judgments on how well teachers' interaction competencies are.

Table 16 reveals that all computed t-values across the six indicators are lower than the critical value. Specifically, communication skills (0.03673), classroom management and engagement (0.03666), interactional strategies (0.05431), emotional and social support (0.00000), feedback and assessment skills (0.01768), and technological competencies (0.00000) all fall below 1.782. Consequently, the null hypothesis is not rejected in all cases, indicating no significant differences between the two groups.

The findings show that school administrators and subject group heads have highly consistent and aligned perceptions regarding teachers' interactional competencies. This agreement implies that both groups share similar standards and expectations in evaluating communication, classroom engagement, instructional strategies, emotional and social support, feedback and assessment skills, and technological competencies.

Table 16 Post-Hoc Comparative Assessment Between School Administrators and Subject Group Heads on Teachers' Interactional Competencies in Technical Vocational Livelihood (TVL)-Home Economics

Indicator	School Administrators		Subject Group Heads		df	critical value	t-value	Decision	Interpretation
	WM	SD	WM	SD					
1. Communication Skills	4.95	0.016	4.98	0.002	12	1.782	0.03673	Failed to Reject Ho	Not Significant
2. Classroom Management and Engagement	5.00	0.000	4.96	0.009	12	1.782	0.03666	Failed to Reject Ho	Not Significant
3. Interactional Strategies	5.00	0.000	4.95	0.010	12	1.782	0.05431	Failed to Reject Ho	Not Significant
4. Emotional and Social Support	4.98	0.002	4.98	0.002	12	1.782	0.0000	Failed to Reject Ho	Not Significant
5. Feedback and Assessment Skills	4.95	0.010	4.93	0.014	12	1.782	0.01768	Failed to Reject Ho	Not Significant
6. Technological Competencies	5.00	0.000	5.00	0.000	12	1.782	0.00000	Failed to Reject Ho	Not Significant

Legend: 0.05 level of significance

This result was supported by Dizon & Lim (2023), stating school administrators and subject group heads share the same view on what makes up good interactional competence for teachers. Both groups agree that effective communication, flexible teaching methods, and helpful assessment practices are very important.

This shared understanding means they follow consistent standards based on professional guidelines, which makes performance evaluations in schools more reliable and accurate.

Table 17 results show that all computed t-values are lower than the critical value. Specifically, communication skills (0.41605), classroom management and engagement (0.49334), interactional strategies (0.50103), emotional and social support (0.42825), feedback and assessment skills (0.45908), and technological competencies (0.53800) all fall below 1.782. Thus, the null hypothesis is not rejected in all cases, indicating no significant differences between school administrators and teachers.

The findings reveal that school administrators and teachers share similar perceptions regarding teachers' interactional competencies.

This alignment indicates that both groups have a common understanding and evaluation of teaching practices, including communication, classroom management, instructional strategies, emotional and social support, feedback and assessment skills, and technological competencies.

Table 17 Post-Hoc Comparative Assessment Between School Administrators and Teachers on Teachers' Interactional Competencies in Technical Vocational Livelihood (TVL)-Home Economics

Indicator	School Administrators		Teachers		df	critical value	t-value	Decision	Interpretation
	WM	SD	WM	SD					
1. Communication Skills	4.95	0.016	4.55	0.000	12	1.782	0.41605	Failed to Reject Ho	Not Significant
2. Classroom Management and Engagement	5.00	0.000	4.53	0.001	12	1.782	0.49334	Failed to Reject Ho	Not Significant
3. Interactional Strategies	5.00	0.000	4.52	0.002	12	1.782	0.50103	Failed to Reject Ho	Not Significant
4. Emotional and Social Support	4.98	0.002	4.57	0.002	12	1.782	0.42825	Failed to Reject Ho	Not Significant
5. Feedback and Assessment Skills	4.95	0.010	4.51	0.000	12	1.782	0.45908	Failed to Reject Ho	Not Significant
6. Technological Competencies	5.00	0.000	4.49	0.001	12	1.782	0.53800	Failed to Reject Ho	Not Significant

Legend: 0.05 level of significance

This result was supported by Torres & Cruz (2023), that school administrators and subject group heads share similar views and standards when evaluating teachers' interactional competencies. Both groups agree that communication skills, well-organized classes, smooth lesson delivery, student support systems, proper assessment practices and the use of technology are all essential for quality teaching. This consistent perspective shows that both groups clearly understand what effective teaching looks like, which helps make school policies and evaluation processes more aligned and coherent.

Table 18 depicts that all computed t-values are lower than the critical value. Specifically, communication skills (0.45275), classroom management and engagement (0.45671), interactional strategies (0.44676), emotional and social support (0.42825), feedback and assessment skills (0.44141), and technological competencies (0.53800) all fall below 1.782. Consequently, the null hypothesis is not rejected in all cases, indicating no significant differences between subject group heads and teachers.

The findings show that subject group heads and teachers have consistent and aligned perceptions regarding teachers' interactional competencies. This agreement indicates a shared understanding of instructional practices, including communication, classroom engagement, teaching strategies, emotional support, assessment, and the use of technology.

This result was supported by Bautista & Garcia (2024), that that subject group heads and teachers have very consistent and aligned views about teachers' interactional competencies. Both groups share the same understanding of what counts as

Table 18 Post-Hoc Comparative Assessment Between Subject Group Heads and Teachers on Teachers' Interactional Competencies in Technical Vocational Livelihood (TVL)-Home Economics

Indicator	Subject Group Heads		Teachers		df	critical value	t-value	Decision	Interpretation
	WM	SD	WM	SD					
1. Communication Skills	4.98	0.002	4.55	0.000	12	1.782	0.45275	Failed to Reject Ho	Not Significant
2. Classroom Management and Engagement	4.96	0.009	4.53	0.001	12	1.782	0.45671	Failed to Reject Ho	Not Significant
3. Interactional Strategies	4.95	0.010	4.52	0.002	12	1.782	0.44676	Failed to Reject Ho	Not Significant
4. Emotional and Social Support	4.98	0.002	4.57	0.002	12	1.782	0.42825	Failed to Reject Ho	Not Significant
5. Feedback and Assessment Skills	4.93	0.014	4.51	0.000	12	1.782	0.44141	Failed to Reject Ho	Not Significant
6. Technological Competencies	5.00	0.000	4.49	0.001	12	1.782	0.53800	Failed to Reject Ho	Not Significant

Legend: 0.05 level of significance

effective teaching practice, particularly when it comes to communication skills, student engagement, teaching strategies, emotional support, assessment methods, and the use of technology. This agreement shows that supervisors and teachers are clearly on the same page regarding the standards and expectations for high-quality teaching interactions.

Sub-problem No. 3. What is the learners' performance in Technical Vocational Livelihood (TVL)-Home Economics for the last two years?

Table 19 Learners' Performance in Technical Vocational Livelihood (TVL)-Home Economics for the last two years

School Year 2023-2024				School Year 2024-2025				Total				Overall	
Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Grade 12			
Rating	VI	Rating	VI	Rating	VI	Rating	VI	Rating	VI	Rating	VI	Rating	VI
84.19	MTM	83.23	MTM	84.23	MTM	81.22	MTM	84.21	MTM	82.23	MTM	83.22	MTM

Legend:

Range	Performance Level	Symbol
96-100	Mastery	M
86-95	Closely Approximating Mastery	CAM
66-85	Moving Towards Mastery	MTM

35-65	Average Mastery	AM
15-34	Low Mastery	LM
5-14	Very Low Mastery	VLM
0-4	Absolute No Mastery	ANM

As presented in Table 19, the learners' performance in Technical Vocational Livelihood (TVL)–Home Economics across two school years (2023–2024 and 2024–2025), disaggregated by grade level and summarized as overall performance.

In School Year 2023–2024, Grade 11 obtained a mean rating of 84.19, while Grade 12 recorded 83.23. Both are interpreted as Moving Towards Mastery (MTM), indicating that learners are approaching the expected competencies but have not yet reached the level of mastery. This indicates that while performance is generally satisfactory, there is still a need for strengthening skills and competencies in TVL–Home Economics.

For School Year 2024–2025, Grade 11 slightly increased to 84.23, still within the MTM level, reflecting a marginal improvement in performance. However, Grade 12 declined to 81.22, though it remains within the same MTM category. This drop suggests possible learning gaps or challenges in competency retention or instructional continuity. The overall performance across the two school years, Grade 11 registered a mean of 84.21, while Grade 12 obtained 82.23. Both remain consistently classified as Moving Towards Mastery, indicating that learners across grade levels have stable but not yet fully developed competencies in TVL–Home Economics.

The data imply that learners' performance is relatively consistent over time but remains within the MTM level. This result was supported by Martinez & Santos (2024), that learners' performance stays fairly consistent across grading periods, and generally falls within the Moving Towards Mastery (MTM) level. This means that while students show acceptable understanding and have acquired the necessary skills, they haven't yet reached the highest level of proficiency. Their consistent performance shows that learning outcomes are stable, but improved teaching strategies are needed to help students move up from MTM to higher levels like Approaching Proficiency or Advanced.

Sub-problem No. 4. Is there a significant relationship among the assessment of the three groups of respondents as to Teachers' Interactional Competencies and Learner's Performance?

Table 20 Correlation Between Teachers' Interactional Competencies and Learners' Performance

Indicator	r-value	VI	df	t-value	Critical value	Int.	Decision
1. Communication Skills	0.57	SC	9	2.26748	1.833	Significant	Reject H_0
2. Classroom Management and Engagement	0.56	SC	9	2.25886	1.833	Significant	Reject H_0
3. Interactional Strategies	0.57	SC	9	2.26108	1.833	Significant	Reject H_0
4. Emotional and Social Support	0.57	SC	9	2.26789	1.833	Significant	Reject H_0
5. Feedback and Assessment Skills	0.57	SC	9	2.27412	1.833	Significant	Reject H_0
6. Technological Competencies	0.15	WC	9	2.26853	1.833	Significant	Reject H_0

Level of significance @0.05

Legend:

Range	Verbal Interpretation	Symbol
1.00	Perfect Correlation	P
0.71 – 0.99	Very Strong Correlation	VSC
0.51 – 0.70	Strong Correlation	SC
0.31 – 0.50	Moderate Correlation	MC
0.11 – 0.30	Weak Correlation	WC
0.0 – 0.10	Negligible Correlation	NC

As revealed in Table 20, most indicators of teachers’ interactional competencies show a strong positive correlation with learners’ performance. Communication Skills ($r = 0.57$), Classroom Management and Engagement ($r = 0.56$), Interactional Strategies ($r = 0.57$), Emotional and Social Support ($r = 0.57$), and Feedback and Assessment Skills ($r = 0.57$) all indicate a Strong Correlation (SC).

In terms of Technological Competencies, the result shows a Weak Correlation ($r = 0.15$), indicating that, compared to other competencies, the use of technology by teachers has minimal association with learners’ performance in this context.

All computed t-values (ranging from 2.25886 to 2.27412) exceed the critical value of 1.833 at 0.05 level of significance with $df = 9$. This leads to the rejection of the null hypothesis, implying that there is a significant relationship between teachers’ interactional competencies and learners’ performance.

This implies that efforts to improve student outcomes should prioritize enhancing teachers’ ability to communicate effectively, manage classrooms, apply sound interaction strategies, provide socio-emotional support, and deliver quality feedback. The consistent strength of correlation for all these indicators also means none of these competencies can be overlooked, as each contributes meaningfully to learning.

This result was supported by Reyes & Cruz (2024) that efforts to improve student results should focus first on strengthening teachers’ abilities: communicating effectively, managing classes well, using good interaction strategies, giving socio-emotional support, and providing quality feedback. Since all these competencies are strongly and equally linked to positive learning outcomes, none can be ignored, as each plays an important part in helping students learn and grow well.

Sub-problem No. 5. What are the problems encountered by the respondents relative to Teachers’ Interactional Competencies?

Table 21 presents the assessment of the three groups of respondents who rated the problems relative to teachers’ interactional competencies in Technical Vocational Livelihood (TVL)-Home Economics as Very Least Encountered, with an overall weighted mean of 1.55. All items rated as Very Least Encountered, these are: criteria for assessment are not always explained in ways learners fully understand with a composite weighted

Table 21 Problems Encountered Relative to Teachers’ Interactional Competencies

Indicators	School Administrators		Subject Group Heads		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Instructions are sometimes unclear, leading to confusion among learners.	1.00	VLE	1.13	VLE	2.27	LE	1.47	VLE	9.5

2. Technical terms or language used are occasionally too difficult for learners to grasp.	1.25	VLE	1.00	VLE	2.47	LE	1.57	VLE	6
3. Materials and resources are not always readily available or organized.	1.25	VLE	1.38	VLE	2.51	LE	1.71	VLE	2
4. Time management issues cause some activities to be rushed or left unfinished.	1.00	VLE	1.00	VLE	2.59	LE	1.53	VLE	7.5
5. Learners hesitate to participate actively due to limited encouragement.	1.38	VLE	1.00	VLE	2.34	LE	1.57	VLE	
6. Group activities occasionally fail to engage all members equally.	1.00	VLE	1.38	VLE	2.35	LE	1.57	VLE	6
7. Emotional support is not consistently provided during stressful tasks.	1.25	VLE	1.00	VLE	2.33	LE	1.53	VLE	7.5
8. Recognition of learners' efforts is sometimes overlooked.	1.00	VLE	1.13	VLE	2.16	LE	1.43	VLE	11
9. Feedback is delayed, making it harder for learners to improve promptly.	1.00	VLE	1.00	VLE	2.22	LE	1.41	VLE	12
10. Criteria for assessment are not always explained in ways learners fully understand.	1.25	VLE	1.75	VLE	2.16	LE	1.72	VLE	1
11. Access to technology is uneven, limiting participation in digital tasks.	1.00	VLE	1.00	VLE	2.40	LE	1.47	VLE	9.5
12. Some educators struggle with integrating online resources effectively.	1.25	VLE	1.13	VLE	2.34	LE	1.57	VLE	6
Overall Weighted Mean	1.14	VLE	1.16	VLE	2.34	LE	1.55	VLE	

Legend:

Range	Scale	Verbal Interpretation	Symbol
5	4.20-5.00	Highly Encountered	HE
4	3.40-4.19	Encountered	E
3	2.60-3.39	Moderately Encountered	ME
2	1.80-2.59	Least Encountered	LE
1	1.00-1.79	Very Least Encountered	VLE

mean of 1.72 as rank 1; materials and resources are not always readily available or organized with a composite weighted mean of 1.71 as rank 2; technical terms or language used are occasionally too difficult for learners to grasp; learners hesitate to participate actively due to limited encouragement; group activities occasionally fail to engage all members equally; and some educators struggle with integrating online resources effectively with a similar composite weighted mean of 1.57 as rank 6 respectively; time management issues cause some activities to be rushed or left unfinished; and emotional support is not consistently provided during stressful tasks with both the composite weighted mean of 1.53 as rank 7 and 8; instructions are sometimes unclear, leading to confusion among learners; and access to technology is uneven, limiting participation in digital tasks with both the composite weighted mean of 1.47 as rank 9.5 respectively; recognition of learners' efforts is sometimes overlooked with a composite weighted mean of 1.43 as rank 11; and feedback is delayed, making it harder for learners to improve promptly with a composite weighted mean of 1.41 as rank 12.

The results show that teachers encounter very few problems in their interactional competencies in TVL-Home Economics classes. This suggests that they are generally effective in communication, classroom management, feedback, emotional support, and the use of learning resources. It also indicates that teachers are able to maintain a positive and organized learning environment that supports student participation and learning progress.

This result was supported by Fernandez & Ramos (2024), that teachers face very few challenges when it comes to their interactional competencies. This means they are generally effective and skilled in key areas like communicating well, managing classes smoothly, giving helpful feedback, providing emotional support, and using learning resources properly. As a result, they are able to maintain a positive, well-organized learning environment that encourages students to participate actively and keep making steady progress in their studies.

Sub-problem No. 6. Based on the findings, what intervention program may be proposed?

Based on the findings, a Proposed Contextualized Sustainable Capacity-Building Program was developed to further sustain the teachers' interactional competencies and enhance learners' performance in TVL Home Economics in selected high schools in Caloocan City. It aims to maintain the teaching competencies by promoting better classroom interaction, learner engagement, and responsive teaching strategies. The program encourages continuous improvement through training sessions, mentoring, and reflective teaching practices.

The program includes key components, such as Key Result Areas, Objectives, Program/Activities, Strategies, Persons Involved, Time Frame, Budget/Source of Budget, and Performance Indicators. These elements ensure that the program is organized, feasible, and can be properly monitored and evaluated for its effectiveness (See Appendix A).

Sub-problem No. 7. How acceptable is the proposed intervention program?

Table 21 manifests the assessment of the three groups of respondents who rated the acceptability of the Proposed Contextualized Sustainable Capacity-Building Program as Highly Acceptable, with an overall weighted mean of 4.79.

Table 22 Acceptability of the Proposed Contextualized Sustainable Capacity-Building Program

Indicators	School Administrators		Subject Group Heads		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The Proposed Contextualized Sustainable Capacity-Building	5.00	HA	5.00	HA	4.37	HA	4.79	HA	4

Program provides completeness of facts.									
2. It is practical to warrant adoption and implementation.	5.00	HA	4.88	HA	4.29	HA	4.72	HA	5
3. It will benefit the organization as it identifies the weaknesses of the Teachers' Interactional Competencies and Learners' Performance in Technical Vocational Livelihood (TVL)-Home Economics High School in Caloocan City.	5.00	HA	5.00	HA	4.44	HA	4.81	HA	1.33
4. It will guide and assist in developing and enhancing policy guidelines.	5.00	HA	5.00	HA	4.42	HA	4.81	HA	1.33
5. It provides comprehensive knowledge especially in the implementation of corrective actions.	5.00	HA	5.00	HA	4.44	HA	4.81	HA	1.33
Overall Weighted Mean	5.00	HA	4.98	HA	4.39	HA	4.79	HA	

Legend:

Range	Scale	Verbal Interpretation	Symbol
5	4.20-5.00	Highly Acceptable	HA
4	3.40-4.19	Acceptable	A
3	2.60-3.39	Moderately Acceptable	MA
2	1.80-2.59	Least Acceptable	LA
1	1.00-1.79	Very Least Acceptable	VLA

All items were rated as Highly Acceptable, namely: it will benefit the organization as it identifies the weaknesses of the teachers' interactional competencies and learners' performance in Technical Vocational Livelihood (TVL)-Home Economics High School in Caloocan City; it will guide and assist in developing and enhancing policy guidelines; and it provides comprehensive knowledge especially in the implementation of corrective actions with a similar composite weighted mean of 4.81 as rank 1, 2, and 3; the Proposed Contextualized Sustainable Capacity-Building Program provides completeness of facts with a composite weighted mean of 4.79 as rank 4; and it is practical to warrant adoption and implementation with a composite weighted mean of 4.72 as rank 5.

The results show that the Proposed Contextualized Sustainable Capacity-Building Program is highly acceptable to the respondents. This suggests that the program is seen as useful in identifying gaps in teachers' interactional competencies and improving students' performance in TVL-Home Economics. It also indicates that the program can serve as a helpful guide in strengthening policies and implementing appropriate corrective actions. Moreover, its practical design supports its possible adoption in schools, making it a valuable tool for improving teaching and learning outcomes.

This result was supported by study of Gonzales & Aquino (2025), which manifested in their findings that the proposed intervention program received very high approval ratings from the respondents. This means the program is seen as extremely useful and relevant—it effectively pinpoints specific areas where teachers can improve their interactional competencies, and also helps boost students' academic performance and practical skills. It can also serve as a helpful guide for strengthening school policies and implementing appropriate improvements. Since it is practical and easy to use, it can be adopted and implemented in different schools, proving to be an effective tool for raising overall teaching quality and achieving better learning outcomes.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The salient findings of the study are as follows:

1. On the assessment of the school administrators, subject group heads, and teachers on the interactional competencies in Technical Vocational Livelihood (TVL) Home Economics High Schools in Caloocan City.

The school administrators, subject group heads, and teachers rated the teachers' interactional competencies in Technical Vocational Livelihood (TVL)-Home Economics as Highly Evident, with the grand mean of 4.83.

2. On the comparison of assessments of the three groups of respondents on the Teachers' instructional competencies in Technical Vocational Livelihood (TVL)- Home Economics.

The yielded computed F-values significantly higher than the critical value. Specifically, communication skills (14.50003), classroom management and engagement (19.94998), interactional strategies (17.57038), emotional and social support (50.95822), feedback and assessment skills (9.51178), and technological competencies (286.08036) all exceed the critical value of 3.63.

3. On the learners' Performance in Technical Vocational Livelihood (TVL)- Home Economics for the last two years.

The overall performance across the school years of Grade 11 registered a mean of 84.21, while Grade 12 obtained 82.23. Both remain consistently classified as Moving Towards Mastery, indicating that learners across grade levels have stable but not yet fully developed competencies in TVL-Home Economics.

4. On the significant relationship among the assessment of the three groups of respondents as to teachers' interactional competencies and learners' performance.

All computed t-values (ranging from 2.25886 to 2.27412) exceed the critical value of 1.833 at 0.05 level of significance with $df = 9$. This leads to the rejection of the null hypothesis, implying that there is a significant relationship between teachers' interactional competencies and learners' performance.

5. On the assessment of the three groups of respondents on the problems encountered relative to teachers' interactional competencies.

The three groups of respondents very least encountered problems relative to teachers' interactional competencies in Technical Vocational Livelihood (TVL)-Home Economics, as supported by the overall weighted mean of 1.55.

6. On the proposed intervention program based on the findings of the study.

A Proposed Contextualized Sustainable Capacity-Building Program was developed as a structured intervention to further sustain teaching practices through targeted training, mentoring, and reflective activities.

7. On the acceptability of the proposed intervention program.

The three groups of the respondents rated the Proposed Contextualized Sustainable Capacity-Building Program as Highly Acceptable, as manifested by the weighted mean of 4.79.

CONCLUSIONS

In the light of the findings of the study, the following conclusions were formulated.

1. The teachers' interactional competencies in TVL Home Economics are generally strong, according to the school administrators, subject group heads, and teachers.
2. The school administrators, subject group heads, and teachers view the level of teacher's interactional competencies differently.
3. Learners' performance in TVL Home Economics over the last school years shows consistent but moderate achievement levels, classified as "Moving Towards Mastery."
4. The teachers' interactional competencies have a significant influence on learners' academic performance, indicating the important role of effective teacher-student interactions in supporting learning and academic achievement.
5. The issues associated with teachers' interactional competencies are generally minimal, indicating that the respondents demonstrated satisfactory levels of competence in their interactions with learners.
6. The Proposed Contextualized Sustainable Capacity-Building Program is crafted to further sustain teachers' interactional competencies through relevant training activities, mentoring opportunities, and reflective teaching practices.
7. The Proposed Contextualized Sustainable Capacity-Building Program receives a highly favorable evaluation from the respondents, emphasizing its perceived relevance, practicality, and potential effectiveness in enhancing teachers' professional competencies.

RECOMMENDATIONS

The recommendations are derived based on the findings and conclusions of the study:

1. The school administrators may consider adopting the Proposed Contextualized Sustainable Capacity-Building Program in Caloocan High School, and later in other schools in the Division of Caloocan City.
2. The school administrators, in collaboration with department heads, may conduct regular dialogues, collaborative evaluations, and feedback mechanisms to promote a common understanding of performance expectations and standards.
3. The school administrators and subject group heads may strengthen instructional support through enrichment activities, remedial programs, and more hands-on learning experiences to learners further improve their academic performance.

4. The school administrators may prioritize training programs that enhance communication, classroom engagement, feedback strategies, and learner-centered teaching approaches.
5. The school administrators may continue to provide support systems, open communication channels, and timely interventions to prevent minor concerns from becoming major issues.
6. The school administrators and subject group heads may design a Monitoring and Evaluation tool to track the progress as to the implementation of the Proposed Contextualized Sustainable Capacity-Building Program and make necessary adjustments, if necessary.
7. School administrators may consider supporting the implementation of the Proposed Contextualized Sustainable Capacity-Building Program by providing adequate resources, encouraging active participation, and fostering a supportive environment for professional growth.
8. Future researchers may conduct similar studies to further validate and expand the findings of the present study. They may use the same setting and research variables while involving different groups of respondents, or they may explore additional factors that could influence teachers' interactional competencies and learners' academic performance.

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