

Readiness of Technology and Livelihood Education (TLE) Teachers in the Implementation of K to 12 Curriculums

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Abstract: This study was conducted to determine the readiness of the TLE teacher in the implementation of K to 12 program in Tarlac City Schools Division. The descriptive survey technique was used in the conduct of this study. The researcher utilized profiler and survey questionnaires to gather the necessary data. The data were gathered, analyzed and interpreted using the simple frequency counts, percentage and weighted mean. This study also exposed that the readiness level of teachers in teaching Cookery, Housekeeping and Computer System is considered high considering the fact that most of the competencies under the said areas of specialization were rated "Expert". The teachers' readiness level in Bread and Pastry Production, Dressmaking, Food and Beverage Servicing, Shielded Metal Arc Welding, Electrical Installation and Maintenance and Agricultural Crop Production is quite low. The competencies under these areas of specialization were rated "Practitioner" which means there is a need for the teachers to improve their performances in regard to these aspects. Relevantly, the readiness level of the teachers in the teaching of Wellness and Massage is considered weak. The competencies under this area were mostly rated "Apprentice". The teachers need to learn more of the competencies involved. Furthermore, the study disclosed that the teachers are significantly strong, which means they are expert in the teaching of three (3) areas of specialization such as Cookery, Housekeeping and Computer System Servicing. However, the study also confirmed that the teachers need to improve in the seven (7) areas of specialization. These are Bread and Pastry production, Dressmaking, Food and Beverages Servicing Shielded Metal Arc Welding, Electrical Installation and Maintenance and Agricultural Crop Production. Finally, through this study, a relevant training program was proposed to address the teacher weaknesses in some areas of specialization..

Keywords—readiness, technology and livelihood education, teachers, K to 12 curriculum

1. INTRODUCTION

In the field of education, readiness for reform is often said to be an important predictor of how successfully new policies, programs or practices will be implemented. If people or groups of people are ready to embark on the education reform, they are less likely to resist or actively interrupt its implementation. Furthermore, they are ready to undertake change, and they will do more energetically and thoughtfully than they might do otherwise. In some perspective on readiness to effectively implement a new program, such as enhancing education curriculum, people involved should be given sufficient knowledge of the change in order for them to easily adopt the new program. Readiness is not simply lack of resistance, but instead a more active, engaged willingness, ability and a transformation of cognition to adopt a new practice.

2. RELATED WORKS

At this era of changing society and economy, a lot of actions should take place. They have to face challenges especially educators who are being asked to do more with less due to rapidly evolving technologies and ongoing shifts in global economy and demography. A successful education system will need to have paramount importance in order for a multicultural society to succeed and prosper in the future. Education is a gateway to a better job and greater earning potential. One key to understanding this issue is an appreciation of the overall landscape education and training.

In meeting the needs of the society, education serves as focus of priorities of the leadership at certain periods in our national struggle as a race. Learning, as a life-long process is a fact that can be realized through different modes. It can be obtained in whatever an individual does and in everywhere he goes. But normally, the educational system gives premium to the educative process.

Technology and Livelihood Education (TLE) is one of the learning areas of the Secondary Education Curriculum used in Philippine secondary schools. As a subject in the high school learning institutions, its component areas are: Home Economics, Agri-Fishery Arts, Industrial Arts and Information Communication Technology (ICT). TLE is also referred to as Career Pathways in Technology and Livelihood Education (CP-TLE). The 2010 Secondary Education Curriculum allocates 240 minutes per week for CP-TLE. However CP-TLE is required to include practical work experience in the community, which may extend beyond its specified school hours. Two types of curriculum are provided for regular high schools (private and public). These are: Technical Vocational Education-based TLE and Entrepreneurship Education-based TLE. The Technical – Vocational Education Based TLE is focused on technical skills development in any area. Five common competencies, based on the training regulations of the Technical Education and Skills Development Authority (TESDA), are covered in the exploratory phase for Grades 7 and 8. The specialization phase is from Grades 9 to 12. The Entrepreneurship Education-based TLE is focused on the learning of some livelihood

skills every quarter so that the student may be equipped to start a small household enterprise with family members.

DepEd and TESDA field offices work together to identify the TechVoc qualifications offered in Grade 9 to Grade 12. The senior High School Curriculum was developed in line with the curriculum of the Commission of Higher Education (CHED) to ensure that by the time the students graduate from Senior High School, they will have the standard knowledge, skills and competencies needed to go to college.

Teachers now are challenged by reform initiatives to meet new requirements that have not been part of the conventional repertoire of expectations for effective classroom teaching and for which many teachers have not been adequately prepared during their professional training. As a result, information about teacher qualifications and preparation does not completely address whether pre- service and continued learning and work environments adequately prepare teachers to meet the often complex and changing demands they face in their classrooms. Teachers' feelings of preparedness may indicate the extent to which their training prepares them to meet the challenges. Teacher training must be seen as an important part of introducing K to 12 program for TLE subjects. One cannot have an effective teaching and learning program unless the teachers are well trained and qualified in specific areas of TLE.

It is stated in Section 7 of the Republic Act No. 10533, or the Enhanced basic Education Act of 2013 that the enhanced basic education program meets the demand for quality teachers and school leaders. The DepEd and the CHED, in collaboration with relevant partners in government, academe, industry and non-governmental organizations, shall conduct teacher education and training program. For the specialized subject in the secondary education, teachers should possess the necessary training and certification from TESDA or they should also undergo training from DepEd or Higher Education Institution (HEI).

Teaching is a very important profession. It is also classified as a vocation. In order to be effective and efficient teacher, one must possess the needed qualities that will guide the future leaders and movers of one country.

The academic year 2016-2017 is a big turning point in Philippine Education System since a vast makeover will happen. The new curriculum which is known as K to 12 Enhanced Basic Education Curriculum, under the newly signed K to 12 Basic Education Program Law Senior High School (SHS) has been implemented nationwide with Grade 11 in SY 2016-2017 and Grade 12 in SY 2017-2018.

Despite the actions undertaken by the Department of Education such as the provision of adequate facilities, deployment of teachers in the different secondary schools, there are still occurring problems with regard to the designation of TLE teachers who will deliver quality education among our future skilled, competent and productive citizens. It is one of the goals that the researcher

would like to accomplish through this study. That after conducting this study, further improvement in the staffing system or assigning of TLE teachers in the secondary schools will be realized. The researcher then decided to pursue this study having the ultimate purpose of improving the professional condition and development of some teachers who certainly desire to be trained reequipped and retooled as well. It is hoped to show an objective selection and reassignment of teachers geared towards the achievement of higher performance outcomes of both the teachers and students specifically in the TLE area [1][2].

Students hope to have teachers who are competent and who show evidence of master of the course they are teaching. The teacher's competency is the totality of skills that the teacher possesses that corresponds to the best tool of a teacher. Concerning the competence and quality of teachers, it is noteworthy to consider that the UNESCO World Survey depends upon the level of education and professional training of teachers [3][4].

3. STATEMENT OF THE PROBLEM

This study determined the readiness of Technology and Livelihood Education (TLE) teachers on the implementation of K to 12 Program in Tarlac City Schools Division.

Specifically, it answered the following questions:

1. What is the extent of readiness of the TLE of teachers in the four (4) component areas of TLE:
 - 1.1 home economics;
 - 1.2 information communication technology (ICT);
 - 1.3 industrial arts;
 - 1.4 agri- fishery arts?
2. What are the strengths and weaknesses of the teachers along the four (4) component areas of TLE related to TESDA programs offered in Tarlac City Schools Division?

4. METHODOLOGY

The researcher used the descriptive survey technique considering the data on the present status and condition of the topic to be investigated on.

In gathering the data needed in this study, the researcher utilized a survey questionnaire or checklist. Informal interview and observation availed in order to identify the readiness of the teachers for the different specialization in TLE subjects.

Moreover, after conducting this study, the researcher projected the need for trainings and some insights for further improvement of the teachers' preparedness. Significantly, some implications on the teaching of Technology and

Livelihood Education are expected to be achieved from the accomplishment of this research.

This research utilized the 13 public high schools in Tarlac City Division. Specifically, these are Amucao High School, Armenia Integrated School, Alvindia- Aguso High school, Balibago Primero Integrated School, Baras- Baras High School, Burot Integrated School, CAT High School (Main), CAT HS- Annex, Maliwalo High School, Matatalaib High School, San Manuel High School, Sto Cristo Integrated School and Tibag High School.

This study covered 13 public high schools and integrated schools from the Tarlac City Schools Division. There are fifty (50) respondents consisted of Technology and Livelihood Education (TLE) Grades 9 and 10 teachers to wit: Amucao High School, 5, Armenia Integrated School, 2, Alvindia- Aguso High School, 5, Balibago Primero Integrated School, 4, Baras-Baras High School, 4, Burot Integrated School,3, Central Azucarera de Tarlac High School (Main), 4, Central Azucarera de Tarlac-Annex,2, Maliwalo High School,6, Matatalaib High School, 3, San Manuel High School,4, Sto. Cristo Integrated School, 2, and Tibag High School,6.

The researcher sought for the permission of the Division Superintendent, and the School Heads of the Grades 9 and 10 Technology and Livelihood Education (TLE) teachers in the public high schools and integrated schools of Tarlac City Division. Further, the teacher-respondents were given questionnaires to answer to be able to obtain the data needed in this study.

Information on the demographic profile of the teachers were gathered through the Part 1 of the distributed questionnaire (profiler). Similarly, data on the extent of readiness of the teachers were obtained using Part 2 of the said survey questionnaires. This was downloaded from TESDA Competency Standards Development.

The researcher used the following statistical procedures to answer specific question numbers 1 and 2:

1.Simple Percentage. This statistics was used in describing the demographic profile of the respondents in terms of age, gender, civil status, educational attainment and length of service. The formula for computing percentage is indicated as follows;

$$P = F/N$$

Where:

P - Computed percentage

F - Frequency for each variable

N - Total number of respondents

100 – Constant multiplier to change the decimal into percentage value

2.Weighted Mean. This procedure was used to measure the extent of readiness of teacher respondents for each area of specialization of TLE. The formula for computing the Weighted Mean is written as follows:

$$WM = \sum FW/N$$

Where:

WM – computed weighted mean

\sum - summation symbol

F – Frequency for each option

W- Assigned weight

N – Total number of frequencies

The descriptive equivalents and verbal interpretations are based on NCBS-SH DepEd Order #32 s. 2010.

5. RESULTS

The results were presented based from sequence and order of the questions raised:

Problem 1: What is the extent of readiness of the TLE of teachers in the four (4) component areas of TLE?

The TLE teachers' readiness level in teaching Cookery, Housekeeping and Computer System Servicing is definitely excellent considering the fact that the competencies were rated "Expert". Their readiness level in Bread and Pastry Production, Food and Beverage Servicing, Shielded Metal Arc Welding, Electrical Installation and Maintenance and Agricultural Crop production is only "Practitioner". This means that TLE teachers can perform the competencies but they need to improve such skills. The teachers of Wellness and Massage are in "Apprentice" readiness level due to the fact that they can only do the competencies minimally and there is a need for them learn more the competencies indicated in their specializations.

Problem 2: What are the strengths and weaknesses of the teachers along the four (4) component areas of TLE related to TESDA programs offered in Tarlac City Schools Division?

As evidenced by the combined general weighted average mean score of the teacher readiness, the TLE teachers are noted significantly strong in the teaching of the following areas of specialization such as Cookery, Housekeeping and Computer System Servicing. However, they need to improve their skills relative to the seven (7) areas of specialization such as Bread and Pastry Production, Dressmaking, Food and Beverage Servicing, Wellness Massage, Shielded Metal Arc Welding (SMAW), Electrical Installation and Maintenance and Agricultural Crop Production.

6. DISCUSSION

The teachers' readiness in the performance of competencies in the four components of TLE in the different secondary schools of the Tarlac City Schools Division was

considered weak. This study revealed that the teachers are weak in most of the competencies in the four (4) components of TLE. However, this weakness such as having a nearly poor readiness level in the implementation of K to 12 due to low competency assessment rating can be addressed properly using an effective training program [1].

As presented in this study, the teachers' readiness will serve as basis in the crafting and formulation of training programs to improve such readiness status. Teachers who are weak in their area of specialization can now be capacitated through proposed advancement trainings and activities. These training programs purposely prepared to address the readiness related concern of the different schools are being offered to the school authorities for actual implementation. Moreover, the recommendations given are expected to improve our educational system. If these programs will be implemented successfully and efficiently, it will subsequently improve our economy for they will be producing qualified and excellent learning facilitators, and most specially, quality students who are considered the hope of our nation.

Such training program for teachers can be flexibly done through online classroom or of the social media with the guidance and leadership of the school principals [5][6][7].

7. CONCLUSIONS

TLE teachers need trainings that will enable the teachers to carry out their responsibilities as molders of the youth. These skill-based trainings are the baselines and benchmark to provide students the necessary learning that will make them better persons. In this very modern day setting of education, teachers should not isolate themselves with the present competencies they have. They should be able to update these trainings to reach the gap between the students need and the knowledge that teachers can give. If these barriers are too high, then teachers need to evaluate their present skill trainings to identify their needs and be able to find ways to resolve the problem.

8. RECOMMENDATIONS

The untrained teachers should make ways to attend relevant training that will make them more equipped, competent and capable of performing their roles and functions as learning facilitators. The teachers should also maintain and strengthen further their readiness in the implementation of K to 2 through attending more in – service training and seminars relative to K to 12 Curriculum. They should also be more resourceful and creative by keeping themselves abreast of the current educational trends.

Additionally, the TLE teachers should be provided with the standardized and upgrade modules and if they are not yet available, the TLE teachers should be required to undergo special and upgrading training in modular-making. They

should upgrade their qualifications through graduate studies, their involvement in the conduct of research, their availability for consultation and enhancement activities with the students, and the strengthening of the bond between and among teachers, parents and community.

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