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Status of selected secondary schools in the Implementation of technology and Livelihood education program

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Abstract - **The study was conducted to investigate the career motivation of the 130 Practice Teachers in private colleges in Office Division I and II for choosing Teaching as their future career. Descriptive Method of research was used and Chi Square in exploring the relationships between the respondents' career motivations across their attributes. The results found out to be significant in terms of the parents' background.**

The study unveiled the interaction of the three categories of motives. The results suggested that the respondents seemed mostly influenced by Altruistic motives in their career choice, displaying the eagerness in providing social services to the society; to influence and be part in improving the future generations as well as taking the opportunity to inspire and mold the young.

Followed by Intrinsic motives like - teacher is highly respected by the society and regarding teaching as a noble profession. Extrinsic motives came next as perceiving teaching provides better job opportunities. Hence, individual school experiences of practice teachers share a great influence on their decisions to choose teaching as a profession, the challenges they faced during their teaching practice were also determined in this study.

It is recommended that there is a need to nurture the intrinsic and altruistic motives of students for taking up the course during the four-year pre-service training, so as to develop and make a difference in the commitment of the would be teachers to teaching as their lifetime career.

Keywords ***Competent*** *it is having enough skill or ability to do something well.*
Implementation. *Refers to the manner or mode of carrying out, providing fulfilling means to improve conditions or situations. In this study it refers to the extent of provision of the requirement of the K to 12 Program.*
National Certificate License*. It is a license given to the TLE teachers who undergo and passed the TESDA assessment.*
Technology and Livelihood Education. *It is one of the nomenclature in the implementation of the K to 12 Basic Education Program (BEP) composed of four components; namely, Agri-Fishery Arts, Home Economics, Industrial Arts and Information and Communication Technology.*
TESDA. *Technical Education and Skills Development Authority is an agency of the Philippine government under the Department of Labor and Employment responsible for managing and supervising technical education and skills development in the Philippines. A government agency that are authorized to conduct an assessment if a certain teacher is competently enough to teach a certain field of specialization along Technology and Livelihood Education courses.*

I. INTRODUCTION

Education plays a vital role in the progress and development of any nation. It is a vital weapon for economic emancipation, political independence, and cultural renaissance. Education, in order to attain and realize its objectives, it must come to a point of becoming a quality education evidenced by the progress and development of the nation [1]

Education is a continuous process, achieving higher forms of learning increases one's horizon in terms of knowledge, skills, and emotional maturity.[2]

The primordial goal of the Philippine educational system is to provide quality education for the future citizens of the nation. Our society is undergoing a constant change because of the recent compelling advances in technology.

Other countries have already advanced on specifying the assessment competencies of teachers. This include the United States where the National Council on Measurement and Evaluation (NCME), American Federation of teachers, and the National Education Association (NEA) joined together to set the Standard for teacher competence in Educational assessment of students.: this set of standards was develop of inadequate training of students assessment. There were seven principles drawn in the standards (AFT, NCME, and NEA, 1990)

Magno (2013) specify the assessment competencies of teachers as:

1. Teachers should be skilled in choosing assessment method appropriate for instructional decisions. Skill in choosing appropriate, useful, administratively convenient, technically adequate, and fair assessment methods are prerequisite to good use of information to support instructional decisions. Teachers need to be well acquainted with the kinds of information provided by a board range of assessment alternatives and their strengths and weaknesses. In particular, they should be familiar with criteria for evaluating and selecting assessment methods in light of instructional plans.

2. Teachers should be skilled in developing assessment methods appropriate for instructional decisions. While teachers often use published or other external assessment tools, the bulk of the assessment information they use for decision-making comes from approaches they create and implement. Indeed, the assessment demands of the classroom go well beyond readily available instruments.
3. The teacher should be skilled in administering, scoring and interpreting the results of both externally-produced and teacher-produced assessment methods. It is not enough that teachers are able to select and develop good assessment methods, they must also be able to apply them properly.
4. Teachers should be skilled in using assessment results when making decisions about individual students, planning teaching, developing curriculum, and school improvement.
5. Teachers should be skilled in developing valid learners' grading procedures, which use learners' assessment.
6. Teachers should be skilled in communicating assessment results to students, parents, other lay audiences, and other educators. Teacher must routinely report assessment results to students and to parents or guardians.

Teachers should be skilled in recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information. Fairness, the rights of all concerned, and professional ethical behavior must undergird all students assessment activities, from the initial planning for and gathering of information to the interpretation, use, and communication of the results. Teachers must be well-versed in their own ethical and lrgal responsibilities in assessment. In addition, they should also attempt to have inappropriate assessment practices of others discontinued whenever they are encountered. Teachers should also practices with the wider educational community in defining the limits of appropriate professional behavior in assessment.

The department down to the different schools doing their best to fully implement the K to 12 Program. With initial actions given in the provisions and handsome budget for the needed TLE teachers training/ seminar-workshop, tools and equipment, instructional materials and facilities, it is the purpose of this study is to find out the readiness and preparedness of the selected secondary schools in the implementation of K to 12 Technology and Livelihood Program in order to assess and monitor the present Philippine educational program especially in Technology and Livelihood Education Program for the benefit of every Filipino.

II. Objectives Of The Study

This study aimed to determine the status of selected secondary schools in the implementation of TLE Program.

Specifically, this study sought to answer the following questions:

1. What is the profile of the Technology and Livelihood Education teachers in terms of:
   a) age;
   b) sex;
   c) civil status;
   highest educational attainment;
   a) area of specialization;
   b) length of teaching as TLE teacher;
   c) position;
   d) eligibility; and
   e) training along TLE?
2. What is the profile of the secondary schools in terms of:
   a) type of the school;
   b) number of teachers; and
   c) number of students?
3. What is the status of physical facilities, laboratory facilities, tools and equipment, and instructional materials in terms of adequacy along:
   1. Home Economics;
   2. Agri-fishery Arts;
   3. Industrial Arts, and
   4. ICT?
4. What is the performance level of the teachers teaching Technology and Livelihood Education subject?
5. What are the problems encountered by the TLE teachers in the implementation of TLE Program?
6. Is there a significant relationship between the level of adequacy of physical facilities, laboratory facilities, tools and equipment, instructional materials and the level of performance of teachers?
7. Is there a significant difference on the level of performance of teachers across the profile variables?

III. Materials and Methods

The researcher employed the descriptive-survey method of research. It described all relevant data and information on the implementation of technology and livelihood education program among selected secondary schools in the Division of Pangasinan 2 in terms of teachers' profile and the school profile, the extent of adequacy of physical facilities, laboratory facilities, tools and equipment and instructional materials along home economics, agri-fisheries, industrial arts and information and communication technology, the Performance Level of the Teachers teaching Technology and Livelihood Education subject and the problems encountered the Technology and Livelihood Education teachers in the implementation of Technology and Livelihood Education Program.

Respondents of the Study

The respondents of this study composed of selected integrated school and National High Schools in the Division of Pangasinan II.

Data Gathering Instrument

A guided-response type of questionnaire was prepared as an instrument to gather primary data on the implementation of Technology and Livelihood Education Program among selected secondary schools in the Division of Pangasinan 2. The questionnaire was prepared following the order of problems presented in the study.

The first part of the questionnaire included the profile of the selected respondent's such as age, sex, civil status, highest educational attainment, area of specialization, length of teaching experience as TLE teacher, position, eligibility and training along TLE.

The second part of the questionnaire included the profile of the selected school such as type of the school, number of teachers, and number of students.

The third part of the questionnaire included the status of physical facilities, laboratory facilities, tools and equipment and instructional materials in terms of adequacy along: a) Home Economics, b) Agri-Fisheries c) Industrial Arts, and d) Information and Communication Technology.

The last part of the questionnaire is consisted of possible problems encountered by the TLE teachers in the implementation of the TLE Program.

Data Gathering Procedure

The permission of the Schools Division Superintendent was sought in the conduct of the study. After the permission is secured, the researcher personally administered the instrument to each respondent in their respective schools. An informal dialogue was done to encourage them to respond objectively and honestly to the various items.

Statistical Treatment and Analysis of Data

The data gathered were tailed, organized, tabulated and presented in textual and tabulated form. It was analyzed and interpreted based from the specific questions raised in the problem.

Problem number 1 and 2 on the profile of technology and livelihood education teachers and the profile of the schools, frequency counts and percentage distribution were used.

Problem number 3, on the status of physical facilities, laboratory facilities, tools and equipment and instructional materials in terms of adequacy along home economics, agri-fishery, industrial arts and information and communication technology, the five-point likert scale was used.

Scale	AWM	Descriptive Rating
5	4.21 – 5.00	Very Highly Adequate *(10% of students enrolled could use the tools and equipment in the seating)*
4	3.41 – 4.20	Very Adequate *(8% of students enrolled could use the tools and equipment in the seating)*
3	2.61 – 3.40	Moderately Adequate *(6% of students enrolled could use the tools and equipment in the seating)*
2	1.81 – 2.60	Slightly Adequate *(4% of students enrolled could use the tools and equipment in the seating)*
1	1.00 – 1.80	Inadequate *(2% of students enrolled could use the tools and equipment in the seating)*

Problem 4 on the performance of the Technology and Livelihood Education teachers, the Performance Appraisal System for Teachers was utilized data were interpreted the use of average mean.

Problem 5 on the problems encountered by the technology and livelihood education teachers in the implementation of the TLE Program, frequency counts and ranking system were used.

Problem 6, Pearson Correlation Coefficient was used in determining the relationship between physical facilities, laboratory facilities, tools and equipment, instructional materials and performance level of teachers teaching TLE subject.

Problem 7, One-way ANOVA and T-test were used in determining the difference between performance levels of the teachers across the profile variables.

Microsoft Excel and the statistical packages for social sciences (SPSS) programs were used in tallying and analyzing the data gathered in the study.

RESULTS AND DISCUSSION

RELATIONSHIP BETWEEN THE LEVELS OFADEQUACY OF PHYSICAL FACILITIES, LABORATORY FACILITIES, TOOLS AND EQUIPMENT, INSTRUCTIONAL MATERIALS AND THE PERFORMANCE LEVEL OF TLE TEACHERS

Performance of Teachers	Pearson	Significance	N
A. Physical Facilities	-.175	.629	220
B. Laboratory Facilities	-.577	.230	220
C. Tools and Equipment	-.060	.879	220
D. Instructional Materials	.252	.285	220

In terms of the correlation on the level of adequacy of physical facilities, laboratory facilities, tool and equipment and instructional materials.

Even if the level of adequacy of physical facilities is moderately adequate, laboratory facilities is moderately adequate, tools and equipment is moderately adequate and instructional materials is slightly adequate the performance of teachers is outstanding this implies that the teachers find initiative in providing the learner's appropriate strategies to maintain their level of Instructional Competence and Personal and Professional Characteristics. Seen the computed significance value using Pearson R is greater than .05 is this indicates that there is no significant difference thus the acceptance of the null hypothesis.

There is no significant relationship between the level of adequacy of physical facilities, laboratory facilities, tools and equipment, instructional materials and the level of performance of teachers.

Difference between the Levels of Performance of Teachers Across the Profile Variables

		Sum of Squares	df	Mean Square	F	Sig.
Age	Between Groups	0.521	2	0.26	0.993	0.372
	Within Groups	56.917	217	0.262		
Civil Status	Between Groups	0.864	3	0.288	1.1	0.35
	Within Groups	56.574	216	0.262		
Highest Educational Attainment	Between Groups	0.271	4	0.068	0.255	0.906
	Within Groups	57.166	215	0.266		
Area Of Specialization	Between Groups	0.68	3	0.227	0.863	0.461
	Within Groups	56.758	216	0.263		
Length Of Teaching As TLE Teacher	Between Groups	0.361	2	0.181	0.687	0.504
	Within Groups	57.076	217	0.263		
Position	Between Groups	0.337	4	0.084	0.317	0.866
	Within Groups	57.101	215	0.266		
Training	Between Groups	4.244	9	.472	1.955	.046
	Within Groups	50.413	209	.241		

There is no significant difference on the level of performance of TLE teachers across the age, civil status, highest educational attainment, area of specialization, length of teaching as TLE teacher and position. As presented in Table 23, the computed significance in all the variables presented using ANOVA is greater than .05 this indicates that there is no significant difference thus the acceptance of the null hypothesis.

Difference Between the Levels Of Performance Of Teachers Across Sex and Eligibility

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Teachers_ Performance	Equal variances assumed	.374	.542	.302	218	.763	.021	.070	-.116	.158
	Equal variances not assumed			.302	175.906	.763	.021	.070	-.116	.158
Teachers_	Equal variances assumed	1.908	.169	-1.395	218	.164	-.094	.067	-.227	.039
	Equal variances not assumed			-1.396	214.960	.164	-.094	.067	-.227	.039

Table 23 shows that, whether the sex is male of female there is no significant difference between their levels of performance. As revealed by the computed t-test .302 at .05 level of significance.

In terms of eligibility and teacher performance, the table reveals that there is no significant difference between the teacher's eligibility and their level of performance as revealed by the computed t-test value of -1.395 at .05 level of significance. This implies that whether the teachers are eligible or not there is no significance difference in their performance as indicated in their PAST. This would lead to the acceptance of the null hypothesis that there is no significant difference on the level of performance of TLE teachers across.

Conclusion and Recommendation

This presents the summary of findings, the conclusions and recommendations of the study entitled "Implementation of Technology and Livelihood Education Program among of selected secondary schools in the division of Pangasinan 2."

There were 220 technology and livelihood education teachers included in this study. Descriptive-survey method of research was used to analyzed and interpret the gathered data using questionnaire. Frequency and percentage distribution was used in the treatment of the data involving the profile variables. Weighted mean was utilized to determine the extent of adequacy of physical facilities, laboratory facilities, tools and equipment and instructional materials; and the problems encountered by the teachers in the implementation of TLE program, the rank system is used.

As an outcome of the findings presented in the previous discussions, the following conclusions are drawn.

1. Majority of the TLE teachers are female, married, finish MA/MS units, with Home Economics as area of specialization, been teaching more than 10 years, occupying the Teacher I position, and NC II holder eligible along computer hardware and servicing and attained Mass Training for Grade 10 teachers.
2. Majority of the respondent schools are classified as mother high school, with 10 to 30 TLE teachers, and with students of 1,000 and below.
3. Along the adequacy of physical facilities: canteen and classroom are found to be very adequate, lighting, comfort rooms, study shed, working tables, and library spaces are rated as moderately available. Laboratory rooms, spacious shop and exhibit rooms are described as slightly adequate.

Along the adequacy of laboratory facilities: diagram board is rated as very adequate. Washing area, faucet, preparation area, and storage cabinet are found to be moderately available and display cabinets is described as slightly adequate.

Along the adequacy of tools and equipment under Home Economics, Bread and Pastry, Dressmaking and Commercial Cooking are rated as moderately adequate. While, Beauty Care is found to be slightly adequate and Wellness Massage is found to be inadequate.

Along the adequacy of tools and equipment under Agri-fisheries is found to be slightly adequate.

Along the adequacy of tools and equipment under Industrial Arts, Shielded Metal and Welding is rated as slightly adequate while Consumer Electronics Servicing is describes as inadequate.

Along the adequacy of tools and equipment under Information and Communication Technology is found to be slightly adequate.

Along the adequacy of Instructional materials: charts, curriculum guide, picture and

laptop are found as moderately adequate, and the rest are rated as slightly adequate.

4. The over-all performance rating of the technology and livelihood education teachers is found to be outstanding with an average mean of 8.65.
5. Lack of equipment to be used by the students and lack of tool to be used by the students are the top rank problems encountered by the teachers in the implementation of Technology and Livelihood Education. And followed by the insufficiency of supply of CBC, Learner's Module (LM) and Teacher's Guide (TG) as rank 3.

IV. RECOMMENDATIONS

Based on the findings and conclusion drawn, the following recommendations are proposed:

1. The teachers should undergo staff development to prepare themselves for NC II evaluation to be able to comply with the minimum requirement of NC II eligibility.
2. Established linkage with partner industries which can support the purchased/ donate the needed facilities.
3. Improvised tools and equipment can be fabricated at a lower cost to comply with the needed tools and equipment in Shielded Metal and Welding and Consumer Electronics Servicing.

REFERENCES

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