

## **Instructional Assessment of Technology and Livelihood Education (TLE) Program**

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**Abstract** - The study was conducted to assess the TLE program instruction of Southern Leyte State University-San Juan campus. It tried to evaluate the attitude of TLE teachers towards work, students personal view about the course, and the physical and learning environment of the school in relation to TLE program. It utilized descriptive survey using two types of self-made questionnaire, the Linkerts Scale and the Open-ended type survey. The data gathered were treated using weighted mean and the frequency count. Results showed that most of the teachers who are teaching TLE are in retiring age (7 out of 11 or 64%). The attitudes of TLE teachers toward the program

are moderately positive while the students' personal view towards the course is moderately low. Both teachers and students believed that the school needs to update instructional materials, tools, and equipments, and improve classrooms particularly home technology building. With these findings, the researchers came up with recommendations which are to revisit the TLE curriculum in order to ensure relevance of the program to the present career pathways in Technology and Livelihood Education Program of the Department of Education for secondary schools to hire new teachers specializing TLE and to conduct proper orientation of first year students about the TLE program.

*Keywords* - Technology and Livelihood Education, TLE, Instructional Assessment,

## INTRODUCTION

After decades of limited success in eliminating rural poverty, new ideas about rural development are emerging. A number of prominent agencies are currently revising their rural development strategies in broadly similar directions. So-called 'livelihoods approaches' work with people, supporting them to build upon their own strengths and realized their potential, while at the same time acknowledging the effects of policies and institutions, external shocks and trends (Carney, 1999).

According to Chambers & Conway (1992), livelihood is socially sustainable which can cope with and recover from stress and shocks, and provide for future generations. For policy and practice, new concepts and analysis are needed.

The school is a very important institution which can provide a variety of career pathways for students taking into consideration of the need of the market on the community where the school serves.

The Southern Leyte State University-San Juan campus offered Bachelor in Secondary Education major in Technology and Livelihood Education (TLE) in 2006 in accordance to CHED memo # 30 series 2004. This specialization replaced the Technology and Home Economics (HET), and Trade Technology (TT) which were the first specializations offered by the school in 1990 until 2006.

Offering TLE is a response to the need of the community considering that the nature of the course would provide practical knowledge and skills of vocational and technological efficiency and problem solving in daily life. Under the Basic Education Curriculum (BEC) of 2002, TLE is incorporated in Makabayan subject which then is considered as the laboratory of life or practice environment. Thus, TLE becomes one of the sources of practice environment for students in school.

In 2010, a refinement of the curriculum, now called 2010 Secondary Education Curriculum was made and implemented in school year 2010-2011. The curriculum followed the Understanding by Design (UbD) framework which provides for a personalized approach to developing the students' multiple intelligences through the provision of special curricular programs. Under this curriculum, there are eight subject areas that have to be taken by the students, one of which is TLE now called Career Pathways in Technology and Livelihood Education (CP-TLE). DepEd Order no. 76 s. 2010 prescribed that CP-TLE has been expanded as to include the following special curricular programs: Special Program in the Arts (SPA), Special Program in Sports (SPS), Engineering and Science Education Program (ESEP), Special Program in Journalism (SPJ), Technical-Vocational Education, and Special Program in Foreign Language (SPFL).

Considering the scope of TLE as a subject in high school, DepEd Order no. 76, s. 2010 stipulated that in the absence of full-time teachers who can teach such livelihood courses, schools are authorized to secure services of part-time experts (e.g. chefs, farmers, fishermen, manicurists and IT specialists) as resource persons who may be paid on honorarium basis, subject to the usual accounting and auditing regulations of public funds are used for the purpose.

This development proves that there is really a need of teachers specializing TLE. Likewise, there is also a need of the school to produce BSED graduates specializing TLE in order to cater to the need of the secondary schools today and in the future. However, the researchers were alarmed with the decline of the enrolment of the BSED students specializing TLE. During the school year 2010-2011, out of 53 second year BSED students, none (0%) took up TLE; for third year BSED, out of 70 students, 4 students (5.7%) took up TLE; for 57 BSED fourth year students only one student (1.75%) took up TLE. Hence, this research

will be conducted in order to assess the TLE program instruction.

### **OBJECTIVES OF THE STUDY**

The study sought to determine the factors affecting the enrollment in BSED-TLE program.

Specifically it aimed:

1. to determine the attitude of TLE teachers;
2. to determine the students' personal view about TLE; and
3. to assess the physical and learning environment of the school in relation to TLE program.

### **MATERIALS AND METHODS**

This study used descriptive survey method. Two types of self-made questionnaire were administered in gathering data, the Linkerts Scale and the open-ended type. The first part of the questionnaire was about the personal profile of the respondents, followed by the students' personal view about TLE, then the questionnaire to assess the physical and learning environment of the school in relation to TLE program. The research respondents in this study were BSED junior and senior students who were taking TLE as their field of specialization and SLSU-SJ faculty who were teaching TLE subjects. Complete sampling method was used. Data were treated using weighted arithmetic mean and frequency counts.

### **RESULTS AND DISCUSSION**

Table 1 presents the demographic profile of the teachers where 7 (64%) out of the 11 teachers teaching TLE are Instructors in rank and 4 (36%) are assistant professors. More than half or 55% are female, all of them are married. Majority (64%) belong to the age bracket of 51-60, 27% will retire this coming June 2011. As reflected, the educational qualifications of the teachers are: 5 (45%) BS degree, 3 (27%) BS with MA units, 2 (18%) are MA, only one with doctorate degree. As to their

experience in teaching TLE, 3 served from 1-5 yrs, 1 between 6-10 yrs of service and 7 were serving from 20 years or more.

Table 1. Teachers' educational profile

Position	Instructors	Assistance Professor	Associate Professor	Professor	
	7	4	0	0	
Sex	Male		Female		
	5		6		
Civil Status	Single		Married		Widow
	0		11		0
Age	Below 20	21-30	31-40	41-50	51-60
	0	1	1	2	7
Educational Qualification	BS Degree	BS w/ MA Units	MA	MA w/ Doc. Unit	Doctorate
	5	3	2	0	1
Experience in Teaching TLE	1-5 years	6-10 years	11-15 years	16-20 years	20- up
	3	1	0	0	7

### Attitudes of TLE Teachers towards Job

As shown in Table 2, 7 out of 9 faculty disagreed in item number 1. This means that they are willing to adopt new strategies in teaching the subject. Then 5 agreed and 1 strongly disagreed that they are busy with designated task; all of them strongly disagreed that the teaching TLE is impractical. One faculty strongly disagreed on items 7 and 15, but most expressed their love in teaching TLE and considered teaching TLE as their life. In items 16, 17, 18, all teachers affirm to make the classroom activities interesting, to employ the most effective method in teaching, and to encourage class participation and critical thinking. Eventually, nobody agreed to give irrelevant assignments and projects as shown (5 strongly disagree and 4 disagree) in item number 19, and only one faculty disagreed to use updated curriculum as reflected in item 20.

Table 2. Attitudes of TLE teachers towards job

Attitude of TLE teachers towards job	SD	D	A	SA	WM
1. I am old enough to change the method of teaching I used to	1	7	1	0	2
2. I am busy with other designated task	0	3	5	1	3
3. I burn my midnight candle to study the topic	3	4	2	0	2
4. I am pursuing my graduate study	2	7	0	0	2
5. I spent own money to secure the needed materials	0	3	5	1	3
6. I surf in the internet for the additional information about it	2	4	2	1	2
7. I love teaching TLE	1	0	5	3	3
8. I have limited idea on the subject	3	4	0	2	2
9. I encountered difficulty in securing instructional materials	4	4	1	0	2
10. I encountered difficulties in relating lesson to the real life situation	3	6	0	0	2
11. My trainings in the subject are insufficient	1	5	3	0	2
12. Teaching TLE is impractical	9	0	0	0	1
13. I teach the TLE subject(s) merely to meet the required teaching load	1	7	1	0	2
14. The subjects assigned to me do not motivate me to give my best	3	5	1	0	2
15. Teaching TLE is my life	1	1	6	1	3
16. I make classroom activities interesting	0	0	5	4	3
17. I employs the most effective teaching method for every topic discussed	0	0	7	2	3
18. Encourages class participation and critical thinking	0	0	6	3	3
19. I use to give irrelevant assignments and project	4	5	0	0	2
20. I use updated curriculum.	0	1	4	4	3

### Students' Personal View on the Course

Item 1 in Table 3 indicates that students agreed that TLE is very expensive course. However, students strongly agreed with the statements in Items number 2, 6, 9, 11, and 13 which says, I love TLE course, subject taught in the course are very relevant, the course is very challenging, and I enjoy learning TLE respectively. It is a strong

indication that the students who are taking TLE have positive overview with the course. Item number 8 with a weighted mean of 2 signifies that TLE course is not boring. Students have different overview in item number 10. Four students disagreed and 3 strongly agreed that the course does not give assurance to land a job. Only one student disagreed in item number 12 which says taking the course makes me feel discriminated. It means that students who are taking TLE course have a feeling of being discriminated.

Table 3. Students' Personal View on the Course

Students' personal view about the course	SD	D	A	SA	WM
1. It's very expensive course	0	0	5	2	3
2. I love TLE course	0	0	3	4	4
3. I discourage my neighbor and relatives to take up TLE course	4	3	0	0	1
4. I could not see any significance of the course	5	2	0	0	1
5. I don't have any contentment in the subjects	4	1	2	0	1
6. Subject taught in the course are very relevant	0	1	1	5	4
7. I took up TLE because I have no other choice	4	3	0	0	1
8. Studying TLE is tiresome and boring	0	6	1	0	2
9. The course is very challenging	0	0	1	6	4
10. The course does not give assurance to land a job	2	2	0	3	3
11. I enjoy learning TLE	0	0	1	6	4
12. Taking the course makes me feel discriminated	1	0	5	1	3
13. I am a proud TLE student	0	0	2	5	4
14. I hate this course since high school	5	1	0	1	2
15. I learned a lot of survival (techniques) needs in this course	0	0	4	3	3

Table 4 presents the students' and faculty's assessment on the physical and learning environment. Items 1 and 2 show that no students agree that the library has plenty of TLE reading materials, that internet café are available for surfing anytime. Only 2 out of nine faculty agreed

on the said items. However, both students and faculty agreed on item number 3 which says TLE subject references are not updated. In item number 4, 5 students strongly disagreed and 2 agreed that the school has sufficient instructional materials while 4 faculty disagreed and 5 agreed on it. About tools, 1 student strongly disagreed, 2 agreed and 4 strongly agreed that the tools are functional. While 3 of the faculty disagreed, 4 agreed, and 2 strongly disagreed. Majority of the students and the faculty disagreed that classrooms are conducive to learning. For item 7, both the students and the faculty agreed that computer aide instructional materials are not utilized. Eventually, nobody disagreed that nursing art has been observed, and most agreed that the home technology building is not well equipped for practicum.

Table 4. Students’ and faculty’s assessment on the physical and learning environment

Physical and Learning Environment	STUDENTS					FACULTY				
	SD	D	A	SA	WM	SD	D	A	SA	WM
1. The library has plenty of TLE reading materials	2	5	0	0	1.7	3	4	2	0	2
2. Internet café are available for surfing anytime	0	7	0	0	2	3	4	2	0	2
3. TLE subject references are not updated	0	0	4	3	3.4	0	0	7	2	2
4. The school has sufficient instructional materials	5	2	0	0	1.3	0	4	5	0	
5. Tools and equipments are not functional	1	0	2	4	3.3	0	3	4	2	3
6. Classrooms are conducive for learning	0	6	1	0	2.1	2	3	4	0	2
7. Computer Aide Instructional Materials are utilized	3	4	0	0	1.6	3	5	1	0	2
8. School buildings are clean	0	1	6	0	2.9	1	3	4	1	3
9. Lack of dummy materials for nursing art	0	0	1	6	3.6	0	0	5	4	3
10. Home Technology Building is not well equipped for practicum purposes	0	0	2	5	3.7	0	0	5	4	3

**Findings**

The study has revealed the following:

1. Most of the teachers who are teaching TLE are in retiring age (7 out of 11 or 64%).
2. Attitude of TLE teachers toward the program is moderately positive.

3. Students' personal view toward the course is very low.
4. Both teachers and students believed that the school needs to update instructional materials, tools and equipments, and improve classrooms, particularly Home Technology building.

## CONCLUSION

Based on the findings, the researchers formulated the following conclusions:

Teachers still showed strong interest in teaching TLE. Students' perception toward the course is an indication of a weak information drive program in promoting TLE, its significance to the economy. Finally, the institution needs to improve the school facilities, upgrade tools and equipment, and update instructional materials.

## RECOMMENDATIONS

1. Since most of the TLE instructors are retiring from work, there is a need to hire new teachers in TLE.
2. There is a need to revisit and update the TLE curriculum to make it relevant to the present Career Pathways in Technology and Livelihood Education program of the Department of Education for secondary schools. (Dep Ed Order # 76 series of 2010).
3. The students, especially the first year should be properly oriented about the course. Brochure or pamphlets should be provided.
4. Instructors handling TLE should be updated, oriented to some new trends in teaching TLE by allowing them to attend trainings, workshop seminars.
5. BSED instructors should encourage students to specialize a course which is not only of their interest like but that which provides them greater chances for employment.

## LITERATURE CITED

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