Implementation of the Technology and Livelihood Education (TLE) Program: Basis for an Action Plan

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ABSTRACT

This study assessed the implementation of the Technology and Livelihood Education (TLE) program in Doña Asuncion Lee Integrated School, Division of Mabalacat City, during the school year 2023-2024. Utilizing a quantitative-descriptive research design, the study aimed to determine: (1) the level of attainment of the objectives of TLE; (2) the methods and techniques used in TLE instruction; (3) the adequacy of instructional materials and equipment; and (4) the formulation of an action plan to improve the program's implementation. Data were collected through a structured questionnaire administered to 15 TLE teachers, and results were analyzed using the weighted mean. Findings revealed that the objectives of TLE were moderately attained (WM = 3.36), with teachers emphasizing understanding production processes and equipment use. The discussion/lecture and demonstration methods were the most frequently used instructional strategies (overall WM

= 2.82, "sometimes"), while hands-on applications were rarely utilized. Instructional materials and equipment were assessed as moderately adequate (WM = 3.25), with teaching guides rated most sufficient, and computers and training devices least adequate. Based on these findings, an action plan was proposed focusing on students' development, staff development, curriculum enhancement, and physical facilities improvement to strengthen the TLE program's effectiveness. The study concluded that while TLE objectives are being met at a moderate level, continuous teacher training, resource enhancement, and experiential learning opportunities are essential for improving student outcomes and aligning the program with workforce readiness goals.

Keywords: *Technology and Livelihood Education, Program Implementation, Instructional Materials*

INTRODUCTION

Technology and Livelihood Education (TLE) is a cornerstone of the Philippine educational curriculum, encompassing a range of technical learning skills derived from Home Economics, Information and Communication Technology, Agri-Fishery, and Industrial Arts. The effectiveness of TLE hinges on the mastery of knowledge and information, effective process implementation, the

cultivation of work ethics, and the development of life skills (Barcelona, et.al., 2023).

TLE plays a pivotal role in shaping productive members of the modern workforce. By selecting a career path and immersing oneself in the associated technology, individuals can significantly enhance their career prospects. In this context, TLE teachers bear a crucial responsibility in preparing students for the workforce by providing industry-relevant skills and knowledge.

Technology and Livelihood Education (TLE) is one of the significant features in the secondary education development program curriculum. It is concerned with activities related to the development of a person or group of learners. It is a subject that prepares high school students' endeavors that will provide them with the knowledge and skills to be productive and earn a living early should the possibility of Tertiary Education becomes elusive for one reason or the other.

The primary aim of TLE is to instill in students the values that render them competent and qualified individuals. This involves nurturing not only their competitive edge but also their capacity for social engagement, thereby equipping them with the necessary leadership skills and sense of service to positively impact their communities. Furthermore, TLE aims to cultivate the unique characteristics and skill sets of students, preparing them for their prospective professional trajectories.

Blanca (2019) emphasized the direct correlation between proficiency in utilizing teaching-learning materials and the effectiveness of educational resources. The research found that both human and non-human resources, including facilities, infrastructure and other teaching-learning materials are integral to enabling teachers to perform and actualize their pedagogical content knowledge.

Bawar (2019) underscored the fundamental role of adequate facilities, such as classrooms and instructional materials in attaining quality teaching and learning. He maintained that such resources are essential in assisting learners in the educational process, enabling them to concentrate and engage fully in academic activities. The availability and sufficiency of these resources contribute to students' enhanced comprehension. When students are given the necessary materials and equipment, they can apply theoretical knowledge to practical scenarios, fostering skill development.

This study assessed the implementation of the Technology and Livelihood Education (TLE) Program in Doña Asuncion Lee Integrated School, Division of Mabalacat City during the school year 2023-2024.

METHODS

Research Design

This study assessed the implementation of the Technology and Livelihood Education (TLE) Program in Doña Asuncion Lee Integrated School, Division of Mabalacat City during the school year 2023-2024 using quantitative-descriptive research design.

Participants and Locale

The sources of data in the study were 15 Technology and Livelihood Education (TLE) teachers in Doña Asuncion Lee Integrated School. They provided data needed to answer the sub-problems raised in the study.

Sampling and Data Collection

This study made use of a set of constructed questionnaires as the main data gathering instrument in the study which consists of three parts. Part I of the questionnaire focused on the level of attainment of the objectives of Technology and Livelihood Education (TLE). Part II dealt with the methods and techniques used in TLE instruction. Part III looked into the adequacy of instructional materials and equipment used in TLE instruction. Upon completion of the questionnaire, it was presented to the researcher's adviser. Suggestions were incorporated to improve the instrument.

Data Analysis

The researcher personally administered the distribution of the questionnaires for easy retrieval. Data gathered were tabulated and interpreted through appropriate statistical tools.

Ethical Considerations

This study assessed the implementation of the Technology and Livelihood Education (TLE) Program in Doña Asuncion Lee Integrated School, Division of Mabalacat City during the school year 2023-2024 using quantitative-descriptive research design.

RESULTS AND DISCUSSION

1. Data were collected through a structured questionnaire administered to 15 TLE teachers, and results were analyzed using the weighted mean.
2. Findings revealed that the objectives of TLE were moderately attained (WM = 3.36), with teachers emphasizing understanding production processes and equipment use.
3. The discussion/lecture and demonstration methods were the most frequently used instructional strategies (overall WM = 2.82, "sometimes"), while hands-on applications were rarely utilized.
4. Instructional materials and equipment were assessed as moderately adequate (WM = 3.25), with teaching

guides rated most sufficient, and computers and training devices least adequate.

5. Based on these findings, an action plan was proposed focusing on students' development, staff development, curriculum enhancement, and physical facilities improvement to strengthen the TLE program's effectiveness.
6. The study concluded that while TLE objectives are being met at a moderate level, continuous teacher training, resource enhancement, and experiential learning opportunities are essential for improving student outcomes and aligning the program with workforce readiness goals.
7. Based on the findings, an action plan was proposed for the teachers to improve the Technology and Livelihood Education (TLE) program in Doña Asuncion Lee Integrated School.
8. Tools for Data Analysis Weighted Mean was used to answer sub-problem numbers 1, 2 and 3.
9. The objectives in the teaching of Technology and Livelihood Education as enumerated in Table 1 should be fully explained and enriched to obtain a high level of attainment since it is significant in the development of students.
10. The highest weighted mean was "To understand the processes and products of production" with weighted mean of 4.25, followed by "To acquire working knowledge of the materials, tools, equipment used in

the subject", "Demonstrate understanding of the basic life skills in lettering", and "To learn the distribution, utilization and conservation of human and material resources" all with weighted means of 3.75.

CONCLUSION AND RECOMMENDATIONS

Conclusions

Based on the findings of this study, the following conclusions were drawn:

Generally, teachers of Technology and Livelihood Education perceived that the objectives of TLE had been moderately attained and were as expected.

Generally, teachers of Technology and Livelihood Education used the discussion/lecture and demonstration methods in teaching the subject.

Generally, instructional materials and equipment used in teaching Technology and Livelihood Education are moderately adequate and within reasonable limits.

The proposed action plan focused on the development of students, staff, curriculum, and physical facilities to further improve the implementation of Technology and Livelihood Education.

Recommendations

1. Based on the findings and conclusions drawn, the following recommendations were offered:

2. The proposed action plan should be considered for implementation for a more effective implementation of the Technology and Livelihood Education program.
3. School authorities should regularly evaluate the TLE program for further improvements/enhancement.
4. There should be more hands-on activities for the students to be supervised by the teachers to fully equip the students for technical-vocational courses.
5. To improve the professionalism of the technical-vocational teachers, it it recommended that they upgrade themselves through professional development activities. There should be more trainings and workshops for TLE teachers on the methods and strategies in facilitating learning of students in Technology and Livelihood Education.
6. The government should allocate more funds tot eh Department of Education so that secondary schools with TLE curriculum could be given enough allocation, hence, they would be able to provide more teaching materials.
7. Similar studies may be conducted on a wider scope to validate the findings of the study.

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