

Competencies of the Teacher, Teaching Technical Vocational and Livelihood Track

Christine Don-Hermida and Fely A. Habla, Ed.D.
Sorsogon State College, Philippines
christinedon@yahoo.com and fely.habla@yahoo.com

Abstract

This study determined the Level of Competencies of the Teachers Teaching TVL track in the province of Sorsogon. The study utilized the descriptive survey and descriptive correlation method of research to determine the factors and relationship that influences the factors that affects the teaching competencies of the teachers teaching in TVL track. The respondents of the study are the teachers teaching under TVL track in the identified big schools in the Division of Sorsogon who usually offers TVL track. The instrument used by the researcher in data gathering is a survey questionnaire adopted from the TVL track competencies of the DepEd. The data gathered were subjected for analysis and interpretation using the appropriate statistical tools and measures.

Keywords: Competencies, Tvl Track, Specialization, Level, Competent

1. Introduction

To become fully aware of the concept of the study at hand, ideas and insights from different groups and individuals were taken as a source of information. This basically contributes to the significance of the study.

The structure and organization of the educational system of the Philippines have encountered various changes throughout different times from the time of our ancestors, the arrival of Spaniards, until the liberation of the Philippines in 1946. And our educational system faces another radical change through the implementation of the K to 12 Basic Education Program, which is expected to solve many negative issues and concerns pertaining to the status of our educational system. Ever since the country's educational system had encountered numerous changes and development, it evolved to meet the changing and rising needs of the nation and its citizens.

In relation, Technology and Livelihood Education (TLE) and Technical-Vocational-Livelihood (TVL) Track specializations may be taken between Grades 9 to 12. This track also invests primarily on skills that can gain them requisite COCs (Certificates of Competency) and NCs (National Certifications) which would be essential when looking for better career opportunities in agriculture, electronics, and trades respectively. Likewise it is also important when applying abroad where the skills they gain would prepare them as they join the real world of workforce. Department of Education states that, the TVL specializations may be taken between Grades 9 to 12. Exploratory Subjects at 40 hours per quarter are taken during Grades 7 to 8.

Several studies related to the present study were reviewed. These gave the researcher useful insights in the organization of ideas in this research.

Año (2004) on teaching competencies of TLE teachers in selected national high schools in the first district of Rizal supported the universal finding that the quality of teaching and textbook adequacy, more than other factors of class size, equipment, facilities etc. affect student's achievement most. It is the finding of the study that majority of the TLE teachers were Bachelor of Science in Industrial Education (BSIE) graduates with different field of specialization and different seminars/trainings attended. Most of them have been teaching for more than a decade majority of them have a very satisfactory performance.

2. Research Objectives

Statement of the Problem

This study determined the level of competencies of the teachers teaching TVL track in the province of Sorsogon 2017-2018.

Specifically, it sought answer to the following:

1. What is the profile of the teacher in terms of:
 - a. Age
 - b. Gender
 - c. Civil Status
 - d. Educational Attainment
 - e. Length of years in teaching
 - f. Position title
 - g. Trainings and seminars attended
2. What is the level of competencies of the teachers according to their specialization?
3. Is there significant relationship between the profile of the teachers and the level of their competencies according to their specialization?
4. What are the problems affecting teacher's performance in teaching TVL track?
5. What can be proposed based from the results of the study.

3. Research Methodology

The descriptive survey and descriptive correlation method of research was utilized in the study to determine the factors and relationship that in fluencies the factors that affects the teaching competencies of the teachers teaching in TVL track. The main objective of this research design is to describe the nature of a situation as it exists and to explore thecauses of particular phenomena.

On the other hand, survey research focus on facts and characteristics of an event or issue on hand. Significantly, it is interested with "what the event or issue is" all about while it considers the status of relationships, practices, beliefs, processes, and effects that are being felt or trends that are developing. A teacher made survey questionnaire were utilize in gathering the

needed data. The data in turn was then subjected to the appropriate statistical treatment for analysis and interpretation.

The respondents of the study are the mother schools in the Province of Sorsogon Division and the teachers teaching in TVL track in the said division, school year 2017-2018 respectively.

The sample was selected by means of frequency count and mean percentage to determine the number of teachers and stratified random sampling were also employed.

The instrument used by the researcher in data gathering is the teacher made survey questionnaire which consists of four parts. The first part of the questionnaire consists of the profile of the teachers teaching TVL tract in terms of: Age, Sex, Civil Status, educational attainment, length of years in teaching, position title and Seminars, workshops and trainings attended. The second part consists of the level of competencies of the teachers teaching TVL track according to their field of specialization. The competencies included in the questionnaire were based or adapted from the Desired Learning competencies required by the Department of Education. On the level of competencies the 5 point Likert Scale with their description was adapted with 5 as the highest and 1 as the lowest. The third part consists of problems met that affect the performance of teachers in teaching TVL track.

The teacher made survey questionnaire underwent several revisions and seeks the approval of the panellist before dissemination process to the respondents was done. It was submitted to the thesis adviser for checking and presented to the panel of members for modifications and suggestions.

The results of the data gathered from the questionnaire were tabulated, analyzed and interpreted. The researcher used frequency counts, percentage, rank and mean to determine the teaching competencies of SHS faculty. The chi-square coefficient of correlation was likewise utilized to determine the relationship between profile and the level of teaching competencies of SHS faculty

4. Result and Discussion

Based from the data gathered, the following findings are revealed:

1. **PROFILE** of the teachers in terms of age, 25% nor 37 teachers belongs to age 20 to 29, 44% or 66 of which belongs to ages 30 to 39, 26% or 39 composed of 40 to 49 and 5% or

8 was composed of age ranging from 50 to 59 respectively. As to **GENDER** 44% or 66 were composed of female and 56% or 84 of which were composed of male. With regards to **CIVIL STATUS**, 35% or 52 were composed of singles, 63% or 95 were composed of married and 2% or 3 were widower. With regards to **EDUCATIONAL ATTAINMENT**, As to undergrad courses, there 4% or 6 were BEED, 36% or 54 were BSED, 25% or 23 were BSIE, 33% or 50 were BT, 10% or 15 were BSHRM 2% or 2 belongs to other undergrad courses. As to **POST GRADUATE DEGREE**, there 73% or 109 teachers are having their M.A. units, 11% or 17 of which were already a graduate and a holder of masters degree and 1% or 1 were also having a PhD or EdD. unit. As to the **LENGTH OF YEARS** in teaching 44 % or 66 were composed of 5 years and below, 32% or 48 were also composed of those teachers teaching ranging from 6 to 10 years, 14% or 21 ranges from 11 to 15 yrs, 7% or 10 ranges to 16 to 20 yrs and 3% or 5 were composed of 21 years and above. In terms of **POSITION TITLE**, 2% or 3 of which were Master Teacher II, 7% or 11 were Master teacher I, 21% or 31 were Teacher III, 28% or 42 were Teacher II and 42% or 63 were Teacher I. With regards to trainings and seminars attended, the teachers usually had a 1 day monthly LAC session in this respective schools or cluster and sometimes other were given a chance to attend seminars outside the school or division as the needs arises.

2. The **LEVEL OF COMPETENCIES** of the teachers according to their specialization, the **BEAUTY AND NAIL CARE** has an overall weighted mean of 4.65 and is described as *Highly competent*, **BREAD AND PASTRY** has an overall weighted mean of 4.58 described as highly competent, **COOKERY** 4.28 described as highly competent, **FOOD AND BEVERAGE SERVICE** 4.56 described as highly competent, **EVENTS MANAGEMENT** 4.66 describe as highly competent, **FRONT OFFICE** 4.57 described as highly competent, **HAIR DRESSING** 4.58 describe as highly competent, **COMPUTER PROGRAMMING** with an overall weighted mean of 4.50 and described as highly competent, **COMPUTER SYSTEM SERVICING** 4.46 and described as highly competent, **TECHNICAL DRAFTING** 4.54 highly competent, **AGRICULTURAL CROP PRODUCTION** 4.58 highly competent, **ANIMAL PRODUCTION** 4.52 highly

competent, **AGRICULTURE** 4.48 highly competent, **HORTICULTURE** 4.26 highly competent, **ELECTRICAL INSTALLATION AND MAINTENANCE** 4.85 described as highly competent, **ELECTRONIC PRODUCTS ASSEMBLY AND SERVICING** 4.62 described as highly competent, 4.57 for **AUTOMOTIVE SERVICING** describe as highly competent, 4.82 for **SHIELDED METAL ARC WELDING** and describe as highly competent and **PLUMBING** with an overall weighted mean of 4.67 and describe as highly competent respectively.

3. There was no significant relationship between the profiles of the teachers and their level of competencies.
4. That there are problems encountered that affects teacher's performance in teaching TVL track and a Plan of action be made to address the problems encountered that affects teacher's performance in teaching TVL track.

Based from the findings, the following **CONCLUSIONS** are drawn:

1. The profiles of the teachers teaching TVL track does not affect their teaching competencies.
2. The level of competencies of the teachers teaching in TVL track is all highly competent in all the identified qualifications.
3. There was no significant relationship between the profiles of the teachers and their level of competencies.
4. That there were problems encountered that affects teacher's performance in teaching TVL track.
5. A Plan of action be made to address the problems encountered that affects teacher's performance in teaching TVL track.

5. Recommendations

1. Continuous educations for professional growth for every TVL teachers are highly suggested for them to become more effective and efficient TVL teachers.

- 2 . The TVL track teachers if possible should undergo series of training and seminars in their field of specialization and have some industry immersion for them to be updated on the current needs of the industry as well as for them to be highly competent and be able to impart knowledge and skills among the students.
- 3 . The problems encountered should be given priority specifically the procurement process for it entails finances.
- 4 . The plan of action designed be given due consideration by every school heads for them to improve and become highly competent teachers in their respective field of specialization.

References

- Bernardino, Josephine C, TLE I: Technology and Livelihood Education, Phoenix Publishing House, Quezon City, 2005, p.ix
- Fedeserio C. Camaro, Technology Education in the Philippines, National Book Store, Manila 2000,p.167
- Gregorio F. Zaide et.al., Philippine History and Government, Sixth Edition, ALL NATIONS Publishing Co., Inc. Quezon City, 2010, p.41
- Madley, Donald M. Teacher Competence and Teacher Effectiveness: A review of Process-Product Research, Washington D.C. American Association of Colleges for Teacher Education, 1997,pp.11-27
- Stoof, A., Martens, R. L., & Van Merriënboer, J. J. G. (2000). What is competence? A constructivist approach as a way out of confusion. Paper Presented at the Conference of the Dutch Educational Research, Leiden.www.competencyinformation
- Patterson, Kenneth D. “Evaluating Teacher Performance” (Portland State University)p.11 from <http://www.floridatechnet.org/in-service/wbt4/page11.html>,2007
- Rivera, Abner A. “The Profile of THE I-II in snd District in Camarines Sur” Unpublished Master’s Thesis, Faculty of Graduate Studies and Research Partido College Goa Camarines Sur, 2001.