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Training Regulation-Based and Entrepreneurship-Based Approaches in Teaching Technology and Livelihood Education (TLE) Exploratory Courses in the K to 12 Program at Leyte Normal University

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ABSTRACT: In education, there is a continuing search for methods, strategies, techniques and approaches that can best meet today's challenges. The study sought to determine the appropriateness of the teaching approaches in TLE exploratory courses. These teaching approaches are the Entrepreneurial-based teaching approach and training regulations-based teaching approach. A Fish-bowl selection method was used in the study. Fifty (50) Integrated Laboratory School (ILS) pupils of grades 7 and 8 were the respondents including four (4) TLE teachers. Four (4) themes emerged to contribute in the preference between the two teaching approaches. These are the geographic location, family background, studying experiences and academic performance. The results further revealed that for the students it does not matter what specific approach is used as long as they enjoyed and fun during the class.

Keywords: K-12, Teaching Approach, Technology and Livelihood Education, Senior High School

INTRODUCTION

In the past, people viewed education as a process of only developing skills, attitudes and values required for citizenship and active participation in society. Today, more people view education as a product to be used in a market place, to be bought and sold by academic institutions, wherein the mark brand is quality, which is the mark for global competitiveness (Gloria, 2006). Being the primary education provider, the school system is put into a great responsibility to cope up with these changes and to enhance the quality of education by providing necessary ways to meet the goals and objectives of education – the improvement of the totality of man. In the Philippine context, education remains a top priority. As part of the efforts of the present administration to respond to the perceived needs of the education sector, the Department of Education (DepEd) has pushed for the implementation of the “Enhanced K to 12 Basic Education Program. Education remains a top priority. Despite the various development plans and projects formulated by the government and different sectors, the quality

of Philippine education still leaves much room for improvement (Oteyza, 2012).

The expansion of knowledge and the growing complexities of the times brought about by the demands of industrialization have generated a real need for the logical and systematic changes in some aspects of the educational system. In education, there is a continuing search for methods, strategies, techniques and approaches that can best meet today's challenges. Various teaching methods and techniques are used in education, each with its own merits and demerits. There are doubts and discontent on the part of the educators, learners and parents as well. The lecture method is probably the most widely used method in the classroom today. It is regarded as a method of excellence making clearly organized explanations and presentation of information. But, it is also criticized because too often students listen passively to lecture but react rarely. Every teacher needs teaching tools in order to achieve the objectives of the lesson planned for the day. Teacher search for answers to problems they face in classroom teaching with reference to the what, how and why. Also, with the continuing search for methods, techniques and approaches that could best meet today's challenges which will ultimately end up to the full development of the individual, there is but a need to develop, produce and utilize instructional materials such as learning modules, instructional kits and the like.

Former Education Secretary Jesli A. Lapus, during the 2006 National Educators Congress stressed following important highlights in education: Our ability to improve basic education rests on our ability to create strong and capable schools. With the continuous dialogue and partnership with both the Commission on Higher Education (CHED) and the Technical Education Skills Development Authority (TESDA), we expect to further improve our nation's capacity to provide relevant education of our people.

The K to 12 Curriculum has Filipino learner with 21st century skills who is adequately for work, entrepreneurship, middle level skills



development, and higher education. The overarching goal of the K to 12 curriculum is that the teaching of TLE plays a very important role in the realization of the overall goal of the curriculum. Whether or not the K to 12 graduates is skilled, ready for the world of work, or for entrepreneurial activities, his/her development will depend to a great extent on how effectively TLE was taught.

There are two approaches in teaching Technology and Livelihood Education (TLE). These are the Entrepreneurial-Based Teaching Approach and Training Regulations- Based Teaching Approach. Entrepreneurial concepts form part of the foundation of quality TLE. In Entrepreneur-based, it is expected that TLE students, after using the learning modules with the integration of entrepreneurship, imbibe the entrepreneurial spirit and consequently, set up their own businesses in the areas of Agri-Fishery Arts, Industrial Arts, Information and Communication Technology, or in the area of Home Economics. TLE by its nature is dominantly a skill subject and so students must be engaged in an experiential, contextualized, and authentic teaching-learning process. It is a subject where students learn best by doing. New feature on the teaching of TLE courses are based on the learning outcomes and performance criteria stated on the Training Regulations (TR) from Technical Education and Skills Development Authority (TESDA). This TR-Based teaching approach is very necessary to prepare the K to 12 graduates for lucrative work, he/she must earn a National Certificate (NC) I, II, or even an NC of higher level that is required by industries. Thus he/she earns after passing an assessment given by TESDA.

Several studies show that learning is enhanced when students become actively involved in the learning process. The teaching-learning process has been the concern of educators in general and TLE teachers in particular. The problem of what approach or technique to use making TLE teaching more effective and for optimum learning to take place has beset the exploratory courses as a whole. TLE teachers must be creative enough to use teaching approaches suited to the Grade 7 and Grade 8 students' level of readiness, capabilities and understanding.

Dagoon (2003) pointed out that Livelihood and Vocational teachers must engage students in the learning process; stimulate critical thinking and enhance greater awareness of other perspective i.e. student must be able to apply what he/she learned in real-life setting or must be able to come up with saleable product or services as an evidence of learning.

The study aims to determine what approach is appropriate in teaching different TLE exploratory courses. It is hoped that the findings of this study can be utilized in drawing up plans and decisions geared towards appropriate teaching approaches in TLE exploratory courses.

Theoretical Framework

As cited by Quinones (2010), the learner is seen as complex and multidimensional. Social constructivism not only acknowledges the uniqueness and complexity of the learner, but actually encourages, utilizes and rewards it as an integral part of the learning process. The world is changing and so is education. Access to learning opportunities is greater now than at any previous time (Rosenberg, 2000; Voorhees, 2001). Competency-based are the standards or criteria for characterizing good teaching and are defined in terms of what the teacher is competent to do. This is in accordance to CHED CMO #30, particularly for BSED programs, so instead of defining good teaching practice in terms of the teacher's credentials, LET scores, grades in graduate school, degrees, personality traits, and so on, we look at what the teacher can do competently. In the NCBTS, good teaching is being defined in terms of those practices that help students learn better. So the NCBTS is concerned with whether teachers are competent in helping students learn. The best way to begin using NCBTS is to use the competency-based framework as the guide for thinking critically about whether the teacher's current practices are helping students attain the learning goals in the curriculum. A teacher can use the various elements of the NCBTS to determine whether their different actions and strategies as teachers are effective in helping their students learn the desired curriculum objectives. Thus, the NCBTS can be used as a self-assessment tool. Self-assessment can help teachers plan for their professional development in the short-term and in the long-term. For example, using the NCBTS the teacher can be aware of her strengths as a teacher and ensure that she becomes more consistent in demonstrating her strengths. At the same time, she can plan on professional development strategies so that she can improve on her weaknesses (Experiential Learning Courses Handbook, CHED 2007).

Constructivist Learning

Constructivist learning has emerged as a prominent approach to teaching during this past decade. The work of Dewey, Montessori, Piaget, Bruner, and Vygotsky among others, provide historical precedents for constructivist learning theory. Constructivism represents a paradigm shift



from education based on behaviourism to education based on cognitive theory. Fosnot (1996) has provided a recent summary of these theories and describes constructivist teaching practice. Behaviourist epistemology focuses on intelligence, domains of objectives, levels of knowledge, and reinforcement. Constructivist epistemology assumes that learners construct their own knowledge on the basis of interaction with their environment. Four epistemological assumptions are at the heart of what we refer to as "constructivist learning". Knowledge is physically constructed by learners who are involved in active learning. Knowledge is symbolically constructed by learners who are making their own representations of action; Knowledge is socially constructed by learners who convey their meaning making to others; Knowledge is theoretically constructed by learners who try to explain things they don't completely understand. According to Camarao (2003), technology is developing so rapidly and it

is impossible to predict exactly what kind of technology skills will be needed in the future. The moment that we have known and learned about technology, something new had already taken place. Therefore, people especially the teachers must develop skills that are useful to meet the changes that will occur. This skill includes learning how to understand the new technologies as they evolve in our midst. As Thorndike (1971) commented, "the rating remains as one of the best predictors on individual success later in life". This concept tends to suggest that the academic and technological achievement is a valid indicator of knowledge, skills and information acquired by the individual in courses which are highly applicable on the job. The focus of this study is presented in a paradigm (Figure 1). This study will consider the relationship of the different variables and the expected outcome will help explain the objective of this study.

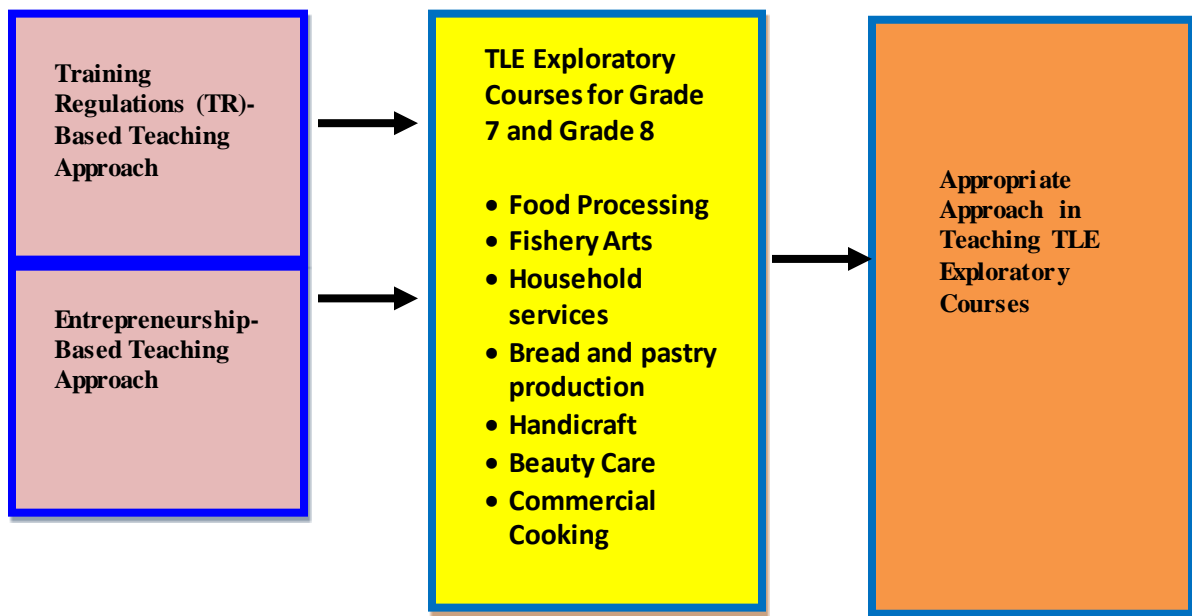


Figure1. Framework of the study

METHODOLOGY

Data Collection and Sampling

The "Fishbowl" selection process whereby participants are selected in random was used in this study. As soon as contact information was available, a call stating brief information on the subject matter and request for participation was made to the potential interviewees followed by scheduling a dialogue depending on the interviewee's convenience. A final fifty (50) LNU-Integrated Laboratory School (ILS) students who are currently studying Grade 7 and Grade 8 were interviewed last November 2015. Four (4) faculty

members who handled the TLE subjects were also interviewed.

The interviewees decided the mode of communication. This was through personal in-depth interview in English and dialect to ensure full understanding. The interview was semi-structured guided with a questionnaire taking into account the 2 major aspects: individual attributes, and studying experiences. The deliberation however was not limited on this. Interviewees were encouraged to raise comments and additional concerns and in turn follow-up questions by the interviewer were made to obtain a more reliable assessment of each





individual's feelings towards the two teaching approaches. A conversation style was adopted to maintain the cooperation of the interviewee. Each interview lasted for approximately 25 minutes. Incentives were given to the interviewees as a token of gratitude for their participation since most of them were initially hesitant to commit.

Ethical issues were taken into serious consideration guaranteeing confidentiality on the responses obtained. A written official request was submitted to the LNU-ILS Director. The approved request was made as reference by the researchers to the class advisers and as they interview the ILS Grade 7 and Grade 8 respondents one by one during their vacant periods. Before the interview, they were also made aware that their participation was voluntary. Notes were taken down during the interview with the consent of the interviewees.

Data analysis

Interview information was processed using the content analysis. Information was classified, tabulated and summarized according to the 2 major themes: individual attributes (demographic and family background) and studying experiences (academic performance, teaching approaches). Interpretative and basic analysis was used to decipher from the extracts of data transcripts the informative and hidden important messages during each interview. The main reasons of the respondents were summarized and interpreted by the researchers from interviewees' opinions related on the 2 major themes as well as from the recommendations made.

RESULTS AND DISCUSSION

This study yielded useful insights on the appropriateness of using TR-Based or Entrep-Based teaching approaches in teaching TLE subjects at LNU-ILS. However, limitations of the qualitative study conducted should be acknowledge. Finding high school students is difficult most of them were shy and reluctant to be interviewed. However, once the interviews were conducted these were thorough and revealing.

Individual Attributes

Geographic location

Most of the students who were interviewed (96%) reside in Tacloban City. Majority of the students living in the city have positive outlook towards the Entrep-based teaching approach. Those from outside the city (4%) have preference for TR-based approach. In the interview, it was clear that there was a considerable strength of feeling on their surrounding

environment in ten of the students and the applicability of the contents of the different subjects as reflected by the following comments:

"We are living near the sea, based from the teaching approaches used by our TLE teachers, I find TR-based more appropriate for students who are more exposed to agriculture" (Male,14, Grade 8)

"The lesson/subject that we had that has more entrepreneurial components is fitted for me. As students residing in Tacloban City, we need to understand the basics in running a business. As you see, downtown Tacloban is filled with different businesses and I want to own a business in the future" (Female, 13, Grade 7)

Family Background

Family background was found to be one of the factors why students prefer one approach than the other. Students whose parents are engaged in business have preference for Entrep-based teaching approach used by their TLE teachers while six students whose parents are working abroad prefer the TR-based approach.

"I want to take NC II in Food and Beverage and work abroad just like my father. I like the TR-based approach since it will prepare me to take the NC II after Grade 12 as advised by my TLE teacher. My auntie has taken the NC II assessment from TESDA; I want to take that assessment too" (Female, 14, Grade 8)

"Getting NC II is important now a days, we must be skilled with the competencies set by TESDA" (Female, 13, Grade 8)

"Just like my dad, I want to have my own business someday, that is why when we were still young we were trained in entrepreneurship. I like the Entrep-based approach; it will train me to be a good businessman in the future. Although, from our Grade 7 TLE subjects, I don't find a big difference in the two approaches" (Male, 13, Grade 7)

Studying Experiences

Learning experiences such as experiencing laboratory classes such as actual cooking, baking, nail care and food processing provided lasting memories to the students. All students said that they had a great time in their TLE subjects that allowed them to do practical activities at the school laboratory.

"I like the subjects that were taught using the TR-based approach since we were allowed to go the HAE Laboratory to identify the different tools and equipment. We also cook foods and were



rated by our teacher. I enjoyed having this kind of activity, we learned a lot” (Female, 14, Grade 8)

“Subjects taught using the Entrep-based approach should allow students to sell products in the school but we have not experienced that” (Female, 14, Grade 8)

However, in the interview, it was evident that to most students, the type of teaching approach used by their teacher was not such of a factor to them as long as they enjoyed the different activities in the class.

“We don’t really know what kind of approach our teachers were using. We are just following the activities they provided to the class and as long as we are enjoying it” (Male, 13, Grade 7)

Academic Performance

During the interview, the researchers observed that some of the students tried to recall while others were quite ashamed to mention how they feel about their grades. For recording purposes and helping the researchers who are also their TLE teachers, they were convinced; hence they willingly shared their feelings towards their grades.

“Subjects that were taught using the Entrep-based approach were easy to understand and less of lessons that were very technical. I believed I got higher grades from subjects following the Entrep-based approach as compared to the other one” (Male, 14, Grade 8)

“The approach that uses laboratory activities were good and helped me gained higher grades. The TR-based approach provided chances to increase our grades” (Female, 13, Grade 7)

“I’m happy with the grades that I got even though I did not know what type of approach was used by the teacher for as long as I learned a lot and had fun” (Female, 14, Grade 8)

“I just got an even grade in TLE subjects. It doesn’t matter what approach was used. The important thing is that I got information’s from the teacher for better learning. I’m happy with it” (Male, 13, Grade 7)

Other important concerns were also brought up by students during the interview. Though having laboratory classes was viewed as a way of getting higher grades. Some express concerns on the high cost of these activities and non-cooperation of other students in their groups in conducting the activities.

“My mother was already angry at me since I was only the one who is paying the group contributions. As the group leader, I have to buy the ingredients and some of members are not cooperating” (Female, 14, Grade 8)

Comments from TLE-teachers

From the interview of the four HAE faculty members handling the TLE subjects at the LNU-ILS. The main reasons for using TR-based or Entrep-based approaches depend on their training experiences and availability of training modules.

“I used TR-based in teaching Household Service in Grade 7 because I was able to secure the Teaching Module from TESDA” As mentioned during our training in Tagaytay, TR-based contains competencies needed in taking NC I and NC II evaluation from TESDA”. (Female, 57, Grade 7 and 8 Trained)

“I choose to use TR-based in teaching Food Processing in Grade 7 because I found it to be more substantial. I believe that under the TR-based approach, the competencies to be taught to the students are important in taking National Certificates from TESDA. However, it is more difficult to use and it needed the availability of the different resources like equipment and other laboratory tools to effectively teach the subject. On the other hand, I used the Entrep-based approach in teaching my Fishery Arts subject because it is the only available teaching module in the internet”. (Male, 38, Grade 7 and 8 Trained, NCII, TM I)

“I used Entrep-based in teaching two TLE subjects at the ILS. Based from the training conducted in Baguio last May 2013 for Grade 8, it is up to the teacher which approach she will use. I prefer to use the Entrep-based approach because the entrepreneurship is part of the lessons to be taught unlike the TR-based that focused more on the competencies set by TESDA” (Female, 50, Grade 8 Trained)

“I will use any kind of approach depending what teaching module is available. However, I find the Entrep-based teaching approach easier to follow. (Female, 44, Grade 8 Trained, NC II)

Comments from faculty members were helpful and in consonance with those from the students. However, they put more emphasis on their training experiences and convenience in teaching the subject.



CONCLUSION AND RECOMMENDATIONS

The present study was able to identify the students' preference between TR-based and Entrep-based approach in teaching TLE at the ILS of Leyte Normal University. Geographic location, family background, studying experience and academic performance are the main factors in reasons for their preference towards the two different approaches. Majority of the students were not aware on what approach was used by their teachers

for as long as they enjoyed the course. With regards to which approach is more appropriate in teaching different TLE exploratory courses, the blended or combination of the two approaches was seen the most proper. Teachers in TLE should make use of TR-Based and Entrep-Based approaches to break the monotonous mode in the classroom. Administrators should encourage and provide opportunity to all 21st classroom teachers to be actively involved in the development and use of innovative teaching approaches.

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