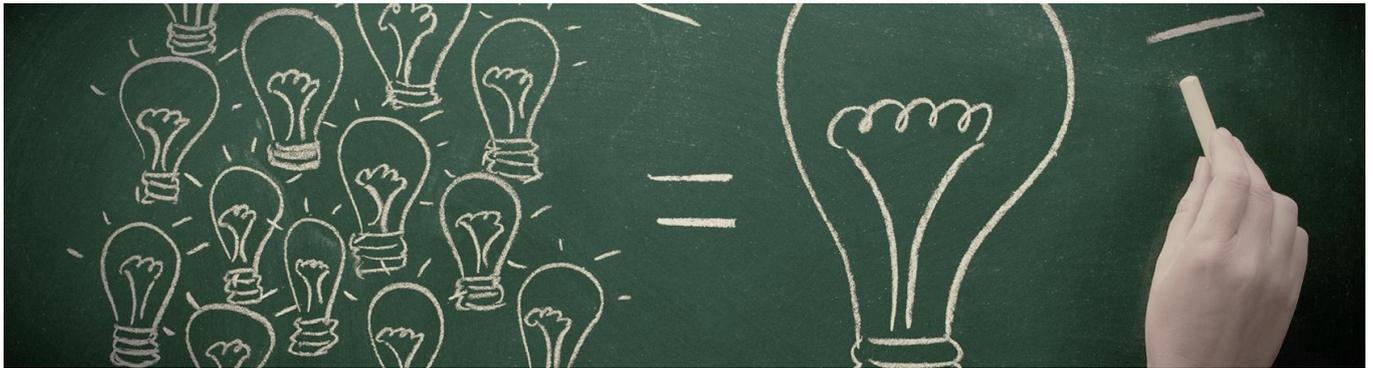


Competency and Performance of Technology and Livelihood Education Teachers in the Division of Gapan City



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ABSTRACT

This study delves on the competencies and performances of technology and livelihood education (TLE) teachers. It described the level of competencies of TLE teachers based on the seven domains of National Competency-Based Teacher Standards (NCBTS), the performance of TLE teachers, and identifies the strengths and weaknesses and design an action plan relative to the identify problems and weaknesses of the TLE teachers. The domains of NCBTS were the bases in describing both the level of competency and performance of the TLE teachers. The strengths and weaknesses were also identified based on the performance of the TLE teachers. The Descriptive method was utilized. The study was conducted in eight public secondary schools in the Division of Gapan City. There were 58 TLE teachers respondents of the study. It concludes that the level of competencies of TLE teachers in all the domains of good teaching is satisfactory. Majority of the respondents were considered experienced based on the label for the index of NCBTS. The identified strengths of the TLE teachers were: takes pride in the nobility of teachers as a profession; teacher actions demonstrates value for learning; reflects on the extent of the attainment of professional development goals; and creates a healthy psychological climate for learning and creates an environment that promotes fairness. The weaknesses of the TLE teachers were: their inability to demonstrate skills in the use of ICT in teaching and learning; communicate clear learning goals for the lessons that are appropriate for learners; develop and utilize creative and appropriate instructional plan; and establish learning environment that respond to the aspiration of the community and promote purposive study. The interventions to the identified weaknesses of the TLE teachers were in-service training in making video lessons, making instructional materials using MS Power point, teaching strategies, how to facilitate competency-based education, and developing digital learning strategies.

KEYWORD: Competencies; performance; technology; livelihood; strengths; weaknesses

I. INTRODUCTION

The Philippines has embarked to finally adopt the globally renowned K to 12 Curriculum also known as Enhanced Basic Education Act of 2013 (Republic Act No. 10533). One of the salient features of the curriculum is to integrate Technical Vocational skills, competencies and qualifications in Technology and Livelihood Education (TLE) in Junior High School and Technical Vocational Livelihood (TVL) in Senior High School. This is also to ensure that any Grade 10 completer and all Grade 12 TVL graduates are eligible for Technical Education and Skills Development Authority (TESDA) competency or qualification assessment such as Certificate of Competency (COC), the National Certificate I (NC I) or National Certificate II (NC II). This allows the graduates to be eligible for employment locally and internationally should they choose not to pursue tertiary education.

In the school year 2016, the curriculum was implemented in its full cycle. Thus, currently, academic scholars find it interesting to dwell on studies relevant to the newly implemented curriculum given the vast concerns that provoked the minds of almost everyone while it was being put in place. For instance, Technical and Vocational education related topics are one favorite point for discussions among researchers, and even in the school and classroom settings. Technology and Livelihood Education (TLE) is divided into four components namely: Home Economics, Information and Communication Technology, Agri-Fishery and Industrial Arts. These components are still divided into different areas. Though there are still hesitations and resistance from various sectors opposing the implementation of the new curriculum, educators of the country are left with no choice but to implement it excellently.

To implement this excellently, TLE teachers should have a wide range of knowledge in the subject matter. But, the circumstance is that the subject offers a great range of areas to be taught. In Grades 7 and 8, areas of TLE to be taught should be four for each grade level, allowing the teachers to choose among the different areas. In choosing the learning areas, availability of resources is the most important factor to be considered and teachers' skills and qualification as the secondary reason.

Since schools have different available resources and teachers vary in their skills qualification, the schools therefore offer different learning areas making it more difficult to handle. This really becomes a challenge to teachers, how to develop the full potential of the students having diverse lessons to be formulated, different skills to be performed and various equipment and facilities to be needed. While the new curriculum has embarked on preparing and making the students ready to be competent with their set of skills when they graduate, it is proper to look into the set of skills and behaviors of teachers as well. Teachers are models of students and thereby necessitate conducting themselves with full competency.

In this sense, school teachers would find themselves in a higher ground, with alleviated perception of self-image giving prestige to the noble profession.

II. OBJECTIVES

1. Describe the level of competencies of TLE teachers based on the seven domains of National Competency-Based Teacher Standard;
2. Describe the performance of TLE teachers based on the seven domains of National Competency-Based Standard;
3. Identify the strengths and weaknesses of the TLE teachers on the identified domains of NCBTS; and
4. Design an action plan relative to the identified problems and weaknesses of the TLE teachers.

III. THEORETICAL/CONCEPTUAL FRAMEWORK

Teachers are called to master the profession they are into. Currently labeled as facilitators of learning, they are tasked to emerge as excellent front liners in fulfilling their daily tasks with their respective students. Their competencies speak of who and what they are when they deliver their duties and responsibilities. Nessipbayeva (2012) upholds that the competencies of the teacher for realization of educational activity represent the content and function of its professional obligations. In determining the competencies of teachers, it must be well based on laws, what they do, what are their skills and talents and most importantly the general landscape of the institution where they are in.

The Basic Education Sector Reform Agenda (BESRA), an initiative of the Department of Education launched in 2001 was meant to strengthen basic foundational principles of the country's basic education. Of the many initiatives taken, this is the one most suited for the topic chosen since one of its main focus is the creation of the National Competency-Based Teacher Standards (NCBTS.) This is a framework that establishes the competency standards for teachers' performance so that teachers, learners and stakeholders are able to appreciate the complex set of behaviors, attitudes and skills that each teacher must possess in order to carry out a satisfactory performance of their roles and responsibilities.

The NCBTS showcases seven (7) domains that cover the standard competencies of the teachers. These domains are: Social Regard for Learning, Learning Environment, Diversity of Learners, Curriculum, Planning Assessing and Reporting, Community Linkages, Professional and Personal Growth. Such domains are identified in order to better appreciate complex set of behaviors, skills and attitudes that a teacher must have in the learning encounter with students and other stakeholders as well. (Department of Education Order No. 32, s. 2010)

Through the funding of various foreign and local agencies, the need to come up with instrument to assess each domain took place. The instrument developed through the BESRA Technical Working Group is dubbed NCBTS – Teachers Strengths Needs and Assessment (NCBTS-TSNA) which has been in use since school year 2010-2011. This was made possible in coordination with the EDPITAF (Educational Development Implementing Task Force), and Regions VI, VII and VIII, Divisions of Negros Occidental, Bohol and Northern Samar, and further validated by the TEDP-TWG (Teacher Education Development Program-Technical Working Group at the national level.)

Addendum to this primary framework of the research is the recently utilized measure dubbed as Results-Based Performance Management System which was currently implemented by Dep Ed through Dep Ed Order No. 2, series of 2015. The said measure is a performance management system mandated to be used by several agencies as part of the country's commitment to Millennium Development Plans. The program basically sets the targets of the teachers for them to have a guidepost in carrying out their duties for the entire school year. However, it is not intended to be scientifically and empirically basis of the teacher's performance but, rather a mere tool in guiding the teachers as they aim for the goals they need to achieve in line with the directives and educational paradigm of the educational system of the country. The key result areas of the said management system also banks on the knowledge, skills and attitudes of teachers in every pedagogical area of their profession.

3.1. The Research Paradigm



Figure 1: Research Paradigm (Hackman, J. R. and Morris, C. G. 1975)

Input, process and output were used. According to Hackman, inputs are the raw materials available to a group or team, and include team members, raw materials, equipment, etc. Processes are the procedures or systems team members use to do work, and outputs are the end products. This NCBTS-TSNA identifies both the competency strengths and needs as a result in determining the difference between the expected and the current competencies of teachers.

The seven domains of good teaching namely: Social Regard for Learning, Learning Environment, Diversity of Learners, Curriculum, Planning, Assessing and Reporting, Community Linkages and Personal Growth and Professional Development are bases in determining the strengths and weaknesses of the teachers.

To realize the provision of quality Professional Development of Teachers, the NCBTS-TSNA is conducted to gather data on the competency strengths and needs of teachers that serve to inform the design and conduct of continuous training and development programs or an action plan for the improvement of teaching-learning process.

The study was delimited to describing the competencies, performance level, identifying the strengths and weaknesses and designing an action plan based on the problems identified on the 58 TLE teachers of the eight public schools in the Division of Gapan City, school year 2015 – 2016.

3.2. National Competency Based Teacher Standards

In the Philippine setting, the NCBTS is the focal framework pertinent to teachers’ competence. It is the heart of Teacher Education Development Program (TEDP) which emanated from the BESRA (Torno,2009). It then became the mandated framework in assessing teachers’ competency in all subject areas.

Guiner (2013) in his dissertation cited the very importance of NCBTS as guiding principle in the conduct of teaching of TLE instructors. This is in line with fact that “NCBTS defines effective teaching as being able to help all types of students learn the different learning goals in the curriculum” as upheld by Torno(2009).

In the NCBTS Primer (DO 32, s. 2009) it was clearly stated that “the NCBTS provides a single framework that shall define effective teaching in all aspects of a teacher’s professional life and in all phases of teacher development.”

IV. METHODOLOGY

Descriptive research is the method used when the researcher wants to describe specific behavior as it occurs in the environment. (Study.com)

The performance and competency level of TLE teachers were described. The seven domains of NCBTS were the bases in describing both the level of competency and performance of the TLE teachers. The strengths and weaknesses were also identified based on the performance of the TLE teachers.

The study was conducted in eight public secondary schools in the Division of Gapan City. These are Juan R. Liwag Memorial High School, Kapalangan National High School, Maruhat National High School, Sta. Cruz National High School, Pambuan National High School, San Nicolas High School, San Roque National High School and Herminio G. Nicolas High School. These schools are located in Bayanihan, Kapalangan, Maruhat, Sta. Cruz, Pambuan, San Nicolas, San Roque and Mahipon consecutively.

A total of 58 TLE teachers from the eight public schools in the Division of Gapan City were the respondents of the study. Of these 58 teachers, 14 are teaching Grade 7, 12 in Grade 8, 10 in Grade 9, 10 in Grade 10 and 12 are teaching multiple Grades. For TESDA qualification, 52 are TESDA National Certificate II holders and five of these 52 are also Trainers Methodology Course (TMC) 1 qualified. They were experienced and considered new veterans teachers.

The study utilized the standard survey tool kit of the Department of Education, the NCBTS – TSNA mandated framework pertinent to the assessment of teachers’ performance and competency level and the heart of Teacher Education Development Program (TEDP). It is also the standard assessment tool in identifying the strengths and weaknesses of teachers in line with the teaching and learning process. Also through the used by observation.

The researcher sought the permission to conduct the study from the head of the Division of Gapan City, the Schools Division Superintendent to administer the survey to the eight public schools under her administration. The researchers then personally approached the target respondents with the consent of the school principals. The allocated allowance for collection of data was given to the respondents to retrieve the document requested.

Data collected were taken from the responses of the teachers to the questions given on the NCBTS-TSNA toolkit. Data collected from the study were treated using the following statistical tool, namely: frequency count, weighted mean and percentage. For the first question on the statement of the problem, weighted mean was used to describe the competency level of the TLE teachers .For question number 2, weighted mean and frequency count were used to describe the performance of the TLE teachers. For question number 3, frequency count was used to identify the strengths and weaknesses of the TLE teachers.

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V. RESULT AND DISCUSSION

5.1 Level of Competencies of the TLE teachers based on the seven domains of NCBTS.

The competency level of all the TLE teachers in all domains of NCBTS is “satisfactory”. This implies that the level of competency of the teachers as regards their knowledge, skills and attitudes on the subject taught is adequate and sufficient. The result signifies that the respondents believed that they are competent in all aspects of the teaching and learning processes for reasons that they were able to effectively transfer skills to their students as being surveyed individually based on the questionnaire and based on their self-reflection. It was observed that when a teacher is able to transfer skills to his/her students based on their performances, it speaks for proficiency as well in the knowledge and attitude of the teachers towards their teaching. Teachers have managed effectively the resources available in school.

Good utilization of school resources, insufficient it may be in the case of the respondents who happen to be public school teachers have efficiently coped and optimized the use of these resources for them to be able to convey to students what must be learned. They have also upheld good relationship with the community for stakeholders such as Brigada Eskwela, Popularity Contest, Tree Planting, Federated Parent-Teachers Meeting, World Teachers’ Day Celebration and many among others to maintain a healthy environment conducive to learning, always provide support to all the programs and activities of the school.

5.2. Performance of the TLE Teachers based on the Seven Domains of NCBTS

The first domain is “social regard for learning” shows that only School attained a performance of “expert” for it gained a weighted mean score of 3.78 while the rest of the seven schools achieved a performance of “experienced” based on their obtained weighted mean of 3.25, 3.05, 3.35, 3.47, 3.03, 3.28, 3.30 respectively. The over-all performance of the TLE teachers as regards to domain 1 is 3.30 interpreted as “experienced”.

This implies that teachers have majority of the competencies at high level for effective teaching. The reason for the high level of competence of the teachers is because they were able to demonstrate satisfactorily their knowledge, skills and attitudes for the following justification: Teachers were able to communicate school policies and procedures and how the school operates. The teachers by doing their duties as educators and ensuring that these policies and procedures are being disseminated to students, parents and other concerned person through Federated Parent – Teacher Meetings and in the case of the students through general orientation of students as well as classroom orientation that is done every start of classes. These actions are demonstrated during activities wherein information from a variety of resources such as family, church, and other sectors of the community are being utilized. This acknowledges that students learn from different social experiences.

The second domain, Learning Environment gained an over-all performance of “experienced”. This is because of its average score of 3.25. The result also illustrates that only school attained a performance of “expert” while the rest of the schools achieved a performance of “experienced with computed weighted means of 3.21, 2.98, 3.19, 3.28, 3.44, 3.02, 3.24, consecutively.

This manifests that teachers have majority of the competencies at high level for effective teaching, though strengths have to be enhanced. This manifestation is clearly evident on their demonstration of knowledge, skills and attitude in such a way that they were able to depict well and communicate satisfactorily all aspects of the domain. Evidences of these are: their understanding of the dynamics of teaching learners from diverse backgrounds (e.g. ability, culture, family background and

gender), their skill in maintaining a learning environment that promotes and show courtesy and respect for all learners regardless of their culture, family background and gender at all times. In the classroom environment where all students have been treated equally and that all students are provided equal opportunity.

Majority of the TLE teachers are “experienced” in terms of their performance as seven schools obtained mean scores of 3.17, 2.89, 3.22, 3.12, 3.11, 3.02, and 3.21 respectively, whereas one school attained the performance of “expert” with a weighted mean of 5.53. The over-all performance of the TLE teachers is “experienced” which achieved an average score of 3.16.

This connotes that teachers have majority of the competencies at high level for effective teaching. The bases for this high level of competence are as follows: teachers understand the theories and concepts of multiple intelligences and learning styles; they can identify learning styles and multiple intelligences of learners; they provide appropriate intervention activities for learners-at-risk and they consider the different socio-economic status of learners in the adjustment of teaching. Based on the observation done by the researchers, the knowledge and skills on the aforementioned are evidently seen during classroom discussions when teachers handle different sections of different levels of intelligence. They vary their examples, questions, activities and even choice of words or language to be used depending on the mental ability of the students. The appropriateness of activities to be given and approach to be used is of utmost importance for this would provide suitability to the needs of the students to effectively transfer learning. This is done because teachers know that students are diverse and they learn in different ways and that learners are of different types.

The fourth domain of NCBTS is curriculum. The result reveals that the performance of the TLE teachers reached the level of index “experienced”. This is because of the over-all mean of 3.18. It also reflects that of all the schools in the division, school A alone attained the “expert” performance while the rest of the schools acquired a performance of “experienced”.

This implies that the TLE teachers have majority of the competencies at high level for effective teaching. The justifications for this high level of competence are subsequently: teachers have updated knowledge in content and teaching strategies in the subject area and apply this updated knowledge in content and appropriate strategies in teaching. Teachers are being updated with the content through seminars and trainings with regards to the discipline. In the case of TLE teachers, they have undergone specialized training in their area of specialization and do take national accreditation competency assessment to meet the qualified standard of competency.

Teachers also construct appropriate and varied instructional materials parallel to the set goals to suit the needs of the students in order to attain the set objectives. Affirmation of the competency of the TLE teachers in curriculum is their proficiency in applying different teaching strategies and techniques that involve students to achieve meaningful learning. The proper use of the different assessment method and how assessment results be used to improve teaching and learning is also a manifestation of the competency of teachers.

The fifth domain of NCBTS is Planning, Assessing and Reporting. The eight public schools in the Division of Gapan City attained a level of competency “experienced” with mean scores of 3.50, 3.36, 2.91, 3.12, 3.20, 3.17, 3.09, and 3.20 respectively. This concludes that the competency level of the TLE teachers in the Division of Gapan City in this domain is “experienced” with computed mean of 3.19.

This signifies that the TLE teachers have majority of the competencies at high levels for effective teaching. This is evident on the lesson plan for this is where they document their activities with which they indicate what are the topics to be tackled and achieved, activities to be performed, assessment to be conducted, management of time and feedbacks on students' performance.

In reporting feedback to students and parents, teachers make sure to record all assessment results and these are reflected in their class record that is always updated and accurate. Test papers are also returned to students to be filed in their students' portfolio for future reference of the students and to show progress in the subject. Accurate standard computation of grades is also a clear manifestation of the high performance of the teachers when it comes to reporting. TLE teachers follow a standardized grading system and compute grades based on the records of the students. The students' progress and performance is then communicated to students and parents through their report cards and is usually done every quarter during Parent-Teacher Conference.

"Community linkages" is the sixth domain of the NCBTS. That none of the teachers attained a performance higher than "experienced". The general weighted mean of all schools is 3.13 which is "experienced".

The respondents have majority of the competencies at high level for effective teaching. The reasons for the high level of competence of the teachers are: teachers know the programs, projects and thrusts of the Department of Education on school-community partnership. They involve the community in the programs, projects and thrusts of the school. Teachers show their competence by always tapping the support of the community in all activities that the schools are conducting. For other skills development activities, the community is always involved because teachers really solicit the support of the external stakeholders such as alumni, LGU and parents for they know how important they are for the holistic development of the students and how they can sustain in one way or another the school resources. Examples of the donations by the alumni are the equipment in schools like ovens, cooking utensils, cosmetology tools and materials and many among others. Also, the Local Government Units provide facilities like rooms, chairs and other physical facilities that would help improve the school as a whole.

Another strong manifestation of a harmonious relationship of the internal and external stakeholders is when schools organize fund raising projects such as Popularity Contests, Fun Run, Investitures, Film Viewing and Tours, the parent and the community are ready to support for they know that the proceeds of the projects will always be for the improvement of the school and the students.

School A achieved a mean score 3.61 interpreted as "expert" while the seven remaining schools, B, C, D, E, F, G and H attained a verbal interpretation of "experienced" because of their mean scores of 3.32, 3.00, 3.33, 3.32, 3.36, 3.13 and 3.38 correspondingly. The computed mean score for this domain is 3.31 interpreted as "experienced".

The TLE teachers have majority of the competencies at high levels for effective teaching. This competence of the respondents is manifested on the following: teachers do have yearly individual evaluation supervised by their school heads attested by their principals on their strengths and weaknesses using the NCBTS-TSNA to help them plan and formulate activities and strategies to develop and improve personal qualities. Teachers also attended seminar to update their knowledge, skills and attitudes towards the chosen discipline. The greater percentage of the teachers possess majority of the competencies at high levels for effective teaching. The reason for this competence is because teachers are equipped with the

knowledge, skills and attitudes on the pedagogy in teaching the subject TLE. On the aspect of knowledge of the content, teachers have updated knowledge in content and teaching strategies. Evidences are the training and seminars attended by the teachers in content and in teaching strategies.

Through these seminars and training, teachers were able to properly manage the resources in the teaching and learning process, from the planning and delivering the lessons to preparing instructional plans, materials, activities, interventions and evaluation that are appropriate to the different learning styles and multiple intelligences and varied types of learners. These capabilities of teachers are clearly reflected on their lesson plans or logs.

Also, however diverse the students are in culture, intelligence, and in learning styles, teachers were able to adjust and utilize varied activities that would fit to these different types of learners. Concrete examples that would substantiate this description are the materials used by the teachers in classrooms and the different teaching methods and approaches applied that are appropriate for the attainment of the learning objectives during classes which is also written in the lesson plan.

As for teachers' attitudes, this competence can be substantiated by teachers' efficient adjustment to the learning environment, how they abide by school policies and procedures, how they maintain and value proper appearance and decorum, how they manage conflicts and stressful situations effectively and how they show appropriate behavior towards all the stakeholders of the school especially the students, who even in their worst, teachers always take into consideration the actions done by the learners by not judging them.

5.3. Strengths and Weaknesses of the TLE Teachers as identified based on the NCBTS results

The strengths of the 58 TLE Teachers based on the domains and strands of the NCBTS - TSNA reflects that of all the strands, takes pride in the "nobility of teachers as a profession" under the domain personal growth and professional development got the highest rank with 31 or 53.45 percent. It shows that teachers believe that teaching is the noblest of all profession and the fact that they devote so much effort and passion in molding people's lives, this gives them the pride and high regard for the profession.

In "Teachers' actions demonstrate value for learning" the domain social regard for learning comes second with 29 or 50 percent. Reasons for this are teachers know and consider that educating students is the key to a better future. It is also the desire of the teachers to provide a better learning environment conducive to learning, that's why their effort in giving good education is evident.

In "reflects on the extent of the attainment of professional development goals", one of the strands of personal growth and professional development comes third with 27 or 46.55 percent. This is strength of the teachers for it reflects in their actions that they desire to endow students with good education and the need to always update and enhance themselves to make them competent in all aspects of teaching the subject. They give the idea on how important professional development is to improve themselves as educators.

In "Creates a healthy psychological climate for learning" of the second domain, learning environment is the fourth strand that is revealed to be of strength with 22 or 37.93 percent. The teachers uphold that a learning environment that promotes courtesy and respect for all learners regardless of their background and culture is of utmost importance in the learning process of students.

In “Creates an environment that promotes fairness” is the last strand that teachers assessed to be of strength got a score of 21 or 36.21 percent. This is also a strand of the domain, learning environment. The teachers portray equality to all students. They know that students have different learning styles and need different teaching strategies and approaches. They perform their duties to answer to the needs of the students by designing and formulating instructional materials appropriate for the students.

The strengths of the teachers are all interrelated. It projects to have only one goal and that is to provide a healthy learning environment where students can be developed, educated and can become the person they want to be, ready to face the challenges ahead of them.

In “Demonstrates skills in the use of ICT” in teaching and learning got 32 or 55.17 percent. One of the factors of this weakness is many of the teachers’ age are above 40 years which means they were not equipped with the necessary skills in the use of ICT for it is not part of their curricula in college. Aside from age, the lack of interest of older teachers in using the technology tends to hinder them from using this technology. Another reason for the weakness is the scarcity of the ICT equipment in schools that can be used to develop teachers’ skills in using ICT.

In “Communicates clear learning goals for the lessons that are appropriate for learners” which is also a part of the fourth domain is ranked as the second weakest with 27 or 46.55 percent. The weakness is because TLE is a subject wherein its primary purpose is to develop skills. It is of utmost importance that tools, materials and equipment should be available. The lack of tools, materials and equipment in the schools hinder the teachers to communicate clearly the learning objectives most especially if skills are to be achieved.

In “Develops and utilizes creative and appropriate instructional plan” of the domain comes third with 26 or 44.83 percent. These weaknesses of the teachers are common to them because the trend nowadays for teachers is to be able to come up with creative and appropriate instructional plans for students. It should be with the use of technology wherein it also the weakest of the teachers. The tendency is they would really find difficulty creating instructional materials that would suit to the needs of today’s generation of students. Another weakness is “Establishes learning environment that respond to the aspiration of the community” got 25 or 43.10 percent. It is a strand of the sixth domain, community linkages. This weakness is not all the time, teachers can be able to communicate and build a relationship with the external stakeholders. They also do not have much opportunity to be able to reach out to the community.

The last strand to be of weakness to the TLE teachers is also of the fourth domain, it “promotes purposive study” with 24 or 41.38 percent. This is a weakness for teachers find difficulty in assessing all the learning styles of the students’ diversity both in learning styles and intelligences.

5.4. Action Plan designed to the identified problems/weaknesses of the TLE Teachers based on the NCBTS result.

The action plan designed to strengthen the identified weaknesses of the TLE Teachers based on the results of the NCBTS aimed to enhance the level of competency and performance of teachers on the aforementioned strands. It reveals that the interventions recommended for “demonstrate skills in the use of ICT in teaching and learning” are In-Service Training in Making Video Lesson, In-Service Training in Making Instructional Materials using MS PowerPoint, and Seminar in developing Digital learning strategies. On “Communicates clear learning goals for the lessons that are appropriate for learners”, the seminars proposed to increase performance level are In-Service Trainings on Teaching Strategies, Demonstration Teachings, Mentoring and Coaching, and Classroom Observation with Post Conference. On the aspect

of the weakness: “Develops and utilizes creative and appropriate instructional plan”, some interventions were conceptualized to improve competence are In-Service Training on Lesson planning using creative instructional materials and Collaborative Designing of assessment tool by learning areas. The fourth strand that needs attention for improvement is “Establishes learning environment that respond to the aspiration of the community and the different activities prepared as intervention for increasing competency level and performance” are: revitalized Homeroom Guidance Program, Home Visitations, Parent-Teacher Conferences, Faculty Meetings, Consultative Meetings and Linkage with the LGU. The last identified weakness of the respondents is the strand, “promotes purposive study and the interventions made to develop the knowledge, skills and attitudes of the respondents” are In-Service Training on How to Facilitate Competency-Based education and In-Service Training on How to conduct Different Strategies of Collaborative Learning.

VI. CONCLUSIONS

The level of competencies of all the TLE teachers in all the domains of good teaching is satisfactory. Majority of the respondents were considered experienced based on the label for the index of NCBTS. The identified strengths of the TLE teachers were: takes pride in the nobility of teachers as a profession; teacher actions demonstrates value for learning; reflects on the extent of the attainment of professional development goals; and creates a healthy psychological climate for learning and creates an environment that promotes fairness. The identified weaknesses of the TLE teachers were: their inability to demonstrate skills in the use of ICT in teaching and learning; communicate clear learning goals for the lessons that are appropriate for learners; develop and utilize creative and appropriate instructional plan; and establish learning environment that respond to the aspiration of the community and promote purposive study.

The suggested interventions to the identified weaknesses of the TLE teachers were in-service training in making video lessons, making instructional materials using MS PowerPoint, teaching strategies, how to facilitate competency-based education, and developing digital learning strategies.

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