Work Attitude and Competency of Technology and Livelihood Education Teachers

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Abstract: *This study aimed to assess the extent of manifestation of work attitudes and level of competencies of Technology and Livelihood Education teachers. It utilized documentary investigation and analysis in determining the status of the TLE teacher-respondents in terms of their occupational profile, the extent of manifestation of their work attitudes, and their level of competencies in relation to their teaching performance. These served as a foundation in the development of the proposed measures or program in the enhancement of their level of competencies in relation to their work as TLE teachers. It utilized descriptive-normative survey methods of research with questionnaire as the main data gathering tool. Frequency counts, percentages, average weighted mean, ranking and Analysis of Variance were employed to answer the research problems.*

Based on the Profile of Respondents, majority of the TLE teachers finished their respective Bachelor degrees, have served for not more than 10 years, were specializing in the field of agriculture and fishery technology, and majority of them attended at most 5 seminars/trainings. TLE teachers were very highly manifested in their work attitudes along with punctuality, honesty, respect, commitment and cooperation. As perceived on Level of Competency Manifested by the TLE Teachers. TLE teachers were moderately competent in terms of agricultural arts, fishery arts and industrial arts and very competent on entrepreneurship.

Based from the findings and conclusions of this study, the following recommendations were formulated: The TLE teachers should be encouraged and motivated to pursue higher level of education in order to update and upgrade themselves specially, along their present position by undergoing more relevant trainings, and attending advanced courses or obtaining higher degree. The identified programs can be formalized and be presented to the TLE teachers for possible adoption to enhance their competency level and in turn, ensure a better teaching performance of Technology and Livelihood Education subjects.

Keyword: *Technology and Livelihood Education (TLE), Work Attitude, Competency, Practice of Knowledge and Skills*

INTRODUCTION

Education is as essential as the existence of mankind. It is the best product ever made of one's quest for knowledge. Through Education, knowledge, and skills are developed. Desirable values and attitudes are acquired to uplift moral conduct and enhance the personal attributes of an individual.

The human resource is the best representation of a nation's quality of progress and achievements. The growth and development depend on its workforce, and one of the major roles of education is to provide quality graduates equipped with skills and knowledge [1].

As we compete for the rapid educational politics in terms of management practices of our educational leaders and other members of school organization, administrators must beware of the function in the development of our teachers teaching competence to suit the needs of students. It is important that the teachers are equipped with the need knowledge and skills to perform best [1].

Meanwhile, a study [2] stated that, Education is the most efficient system of equipping people with knowledge, skills, and attitudes essential for effective membership is society. It consists of general and specialized educations which are acquired through formal, non-formal or informal schemes. A major sub-system of education dealing with the technological aspects of the environment is technology education. In its general form, technology education seeks to help people become technology –literate and equips with the basic skills, knowledge and understanding of the scope, materials, equipment, processes, products, problems, and developments in the world of works. In its specialized form, technology education seeks to prepare people of work, either as skilled worker, technician, technologist or technology teacher and specialist. In the school, teachers are expected to perform with the competencies to be effective in the learning process, update and upgrade their knowledge in technology suited to the purpose and objectives of education [6]-[8].

Teaching Technology and Livelihood Education requires various knowledge and skill competencies to prepare the students for a better life. Teachers in this field are expected to have integrated information in teaching the subjects and its content. This requires competence both in subject's matters and skills. The teachers are expected not only to be knowledgeable in its content but also to have dexterity of skills. But in actual situation, there seems to be a big gap between theory and practice.

Thus, if the teacher is lacking in skills, it is expected that the students may find themselves in the same situation. In this regard, technology education instructional leaders are expected to give them adequate training and developments to enhance and upgrade the skills and knowledge of TLE teachers especially on new developments in technology. They should be encouraged to do their best to improve the quality of teaching process to produce quality output.

OBJECTIVES OF THE STUDY

This descriptive study will be conducted to promote high standards of education and achieve its goal to produce quality and skillful teachers.

METHODOLOGY

The study is a descriptive-normative survey of the Work Attitude and Competencies in Technology and Livelihood Education teachers. The researcher made use of the documentary analysis support of the survey questionnaire. This is an investigation design and conducts ascertain facts concerning the work attitude and competencies of various acquired knowledge and skills in: Agricultural Arts, Fishery Arts, Industrial Arts and Entrepreneurship in the public secondary schools in San Carlos City Division. The data for this investigation will be gathered from the different TLE teachers of the school along this area.

Source of Data

This study involved the TLE teachers of the public secondary schools in the division of San Carlos City with at least five hundred student population and all teachers included have rendered one (1) year as TLE teaching experience.

Secondary Schools	Student Population	Numbers of Respondents
Abanon	1234	9
Bacnar	601	6
Bolingit	789	9
Cobol	988	9
Coliling	829	9
Doyong	576	6
Libas	589	6
Lilimasan	502	3
Mabalino	522	3
Malacanang	845	9
Pangalangan	984	9
Salinap	514	3
SEPNAS	3945	12
Tamayo	501	1
Tandoc	676	3
Turac	701	3
Total	**14,196**	**100**

Data Gathering Procedure and Instrument

The main tool in gathering data was the use of questionnaire which facilitated time on the part of respondents.

The checklist questionnaire was used to determine the profile of the respondents, extent of manifestation of Work Attitude and level of Competencies in Technology and Livelihood Education was patterned after the following sources: a) Instructional Status of TLE [4] and b) Acquisition and Practice of Occupational Knowledge and Skills [5]. Revision and enrichment was done with the identified sources to ensure that the questions suited to the context of the study with particular emphasis on the alignment of the TLE teachers work environment.

The instrument was prepared by the researcher based on her readings of related literature and studies. The prepared draft of the questionnaire was presented to her adviser and critic reader for external evaluation. After suggestions and comments were incorporated, the researcher validated it using 20 TLE teachers of the district who are not included in the actual research. Proper scrutiny was applied to further improve and enrich the instrument before floating to the respondents.

The instrument was revised based on the pre-test result before it was finally use in the data collection. The reliability of the coefficient of the instrument was computed using the Richard-Kuderson Formula 20 [3].

The computed reliability coefficient is .78 which indicates that the questionnaire is reliable.

The questionnaire was presented in three parts: profile of the respondents; extent of manifestation of work attitude; and level of competencies of TLE teachers in the practice of their teaching performance.

Tools for Data Analysis

Appropriate statistical tools were employed in the analysis of data to get valid and reliable results.

To answer the problem number 1, frequency count and percentages were used to establish the profile of the respondents.

To answer problems 2 & 3, on the extent of manifestation work attitude and level competencies in Technology and Livelihood Education, weighted means were computed based on the respondent's judgments in the 5-point Likert scale:

Range of Values	Extent of Manifestation of Work Attitude
5	Very Highly Manifested
4	Highly Manifested
3	Moderately Manifested
2	Slightly Manifested
1	Not Manifested

Range of Values	Level of Competencies

5	Extremely Competent
4	Very Competent
3	Moderately Competent
2	Slightly Competent
1	Minimally Competent

To determine the significant differences of the Work Attitude and Level Competencies Technology and Livelihood Education teachers across their occupational profile, Analysis of Variance (ANOVA) was used.

For problem number 6, on the proposed programs in enhancing the work attitude and competency level of TLE teachers, weighted means and ranking were used.

SUMMARY OF FINDINGS

Data gathered, analyzed and interpreted and arrived for the following findings:

1. On Profile of Respondents.

Table 2
Profile of the Respondents
N=100

Occupational Profile	Frequency	Percentage
Highest Educational Attainment		
BS/AB Graduate	50	50
BS/AB with MA/MS units	38	38
MA/MS Degree	9	9
MA/MS with Doctoral units	3	3
Years of Teaching Experience (TLE)		
1 – 10 years	58	58
11 – 20 years	14	14
21 – 30 years	7	7
31 – 40 years	21	21
Field of Specialization		
Agriculture and Fishery Technology	31	31
Industrial Arts	21	21
Fishery Arts	22	22
Entrepreneurship	26	26
Number of Training Relevant to TLE		
1 – 5	88	88
6 – 10	8	8
11 and above	4	4

Highest Educational Attainment. Majority of the TLE teachers (50%) finished their respective Bachelor degrees. On the other hand, the remaining respondents (i.e. 50%) are bachelor's degree holders with MS/MA units (38%), master's degree holders (9%), and master's degree with doctoral units (3%), respectively.

Years of Teaching Experience. Most of the TLE teachers (58%) have served for not more than 10 years while the remaining 42% have more than 10 years of teaching experiences.

Field of Specialization. Most of the TLE teachers (i.e. 31% of them) were specializing in the field of agriculture and fishery technology. Furthermore, there were 21 TLE teachers who specialized Industrials Arts, 22 for Fishery Arts and 26 respondents majoring Entrepreneurship.

Number of Training Relevant to TLE. Majority of the TLE teachers (88 or 88%) have attended at most 5 seminars/trainings while the remaining 12 or 12% have participated more than 5 trainings relevant to TLE subjects.

2. Extent of Manifestation of Work Attitudes. TLE teachers were very highly manifested in their work attitudes along with punctuality, honesty, respect, commitment and cooperation as reflected by the overall mean ratings of 4.64, 4.54, 4.22, 4.56, and 4.40, respectively.

Table 3
Summary on the Extent of Manifestation of Work Attitudes As Perceived by the TLE Teachers

Work Attitude	AWM	DE
1. Punctuality	4.64	Very Highly Manifested
2. Honesty	4.54	Very Highly Manifested
3. Respect	4.22	Very Highly Manifested
4. Commitment	4.56	Very Highly Manifested
5. Cooperation	4.40	Very Highly Manifested
Overall Mean	**4.47**	Very Highly Manifested

3. Perceived Level of Competency Manifested by the TLE Teachers. TLE teachers were moderately competent in terms of agricultural arts, fishery arts and industrial arts as reflected by the mean values of 3.27, 3.26, and 3.40, correspondingly. Furthermore, TLE teachers have very competent level along with entrepreneurship as confirmed by the weighted mean rating of 3.93.

Table 4
Summary Table for Level of Competency of TLE Teachers

Components	Weighted Mean	Descriptive Equivalent
1. Agricultural Arts	3.27	Moderately Competent
2. Fishery Arts	3.26	Moderately Competent
3. Industrial Arts	3.40	Moderately Competent
4. Entrepreneurship	3.93	Very Competent
Average Weighted Mean	**3.47**	**Moderately Competent**

4. Difference of the Level of Competency of TLE Teachers Across Profile Variables. There is a significant difference in the level of

competency of TLE teachers across their teaching experiences and number of trainings attended as evidenced by higher computed F-values of 27.887 and 6.328 compared to the tabulated t-value of 2.70 at 0.05 level of significance with 6 and 93 degrees of freedom, respectively.

Table 5
Test of Difference between the Respondent's Profile and their Levels of Competency

Profile	Computed F-value	Sig.
Highest Educational Attainment	2.146	0.099
Teaching Experience in TLE	27.887*	0.000
Major Field of Specialization	2.184	0.077
Number of Training Attended in TLE	6.328*	0.001

Legend: *Significant at 0.05 with degrees of freedom of (3, 96/9Σ) = 2.70*

5. Difference of the Extent of Manifestation of Work Attitudes Across Profile Variables.

There is no significant difference in the extent of manifestation of work attitudes of TLE teachers across their profile variables. All computed F-values of 1.970, 2.612, 0.358, and 0.087 were not found significant since these are lesser than the critical F-value of 2.70 with degrees of freedom of (6, 93).

Table 6
Test of Difference between the Respondent's Profile and their Extent of Manifestation of Work Attitudes

Profile	Computed F-value	Sig.
Highest Educational Attainment	1.970	0.124
Teaching Experience in TLE	2.612	0.056
Major Field of Specialization	0.358	0.838
Number of Training Attended in TLE	0.087	0.967

6. Proposed Programs to Improve the Competency Level of the TLE Teachers.

The proposed programs to improve or enhance the level of competency of the respondents along with the four areas of concern ranged from 2.02 to 5.45. The indicator "Establishing network and linkages among the TLE teachers in the province and region and draw support from professional organizations through the different programs sponsored by these professional organizations" obtained the highest rating of 5.45 while the lowest was "Regular conduct of trainings and seminars of the latest developments and trends in the field of TLE" as reflected by the mean rating of 2.02.

Table 7
Programs to Improve the Competencies of TLE Teachers

Components	AWM	Ranking
1. Regular conduct of trainings and seminars of the latest developments and trends in the field of TLE	2.02	8
2. Provision of the required instructional tools and equipment to enable a more functional instructional delivery system	2.88	7
3. Regular conduct of classroom supervision among TLE teachers for feedback generation on their strengths and weaknesses in their teaching performance	4.50	5
4. Establishment of linkages with partner-agencies and institutions for industry support and for the hands-on observation and demonstration of skills using the facilities and expertise of these entities	4.47	6
5. Conduct of lakbay aral and educational tours to more advanced schools and agencies which handle or conduct activities related to the requirements and standards of the four areas of TLE	4.91	3
6. Establish networking and linkages among the TLE teachers in the province and region and draw support from professional organizations through the different programs sponsored by these professional organizations	5.45	1
7. Provide avenues and opportunities for the teachers to be active participants in the regular conduct of curriculum review and enrichment	4.70	4
8. Provision of scholarships for the pursuit of masteral or doctoral degrees in the field of TLE or in allied disciplines	4.96	2

CONCLUSIONS

In lights of the findings of the study, the following conclusions were made:

1. The TLE teachers were professionals whose expertise derive or honed through constant practice which is usually associated with highest educational attainment, years of teaching experience, field of specialization and number of training relevant to TLE subjects

2. The extent of manifestation of work attitudes of TLE teachers along punctuality, honesty, respect, commitment and cooperation were within the range of very highly manifested.

3. The levels of competency of the TLE teachers in the attainment of learning objectives along with the four areas of concern were within the moderately competent level.

4. Teaching experiences and number of relevant trainings of the TLE teachers found significant to their competency level.

5. There is no significant difference in the extent of manifestation of work attitudes of TLE teachers when compared across their occupational profile.

6. The proposed programs can be used in improving or enhancing the competency level of TLE teachers along with agricultural arts, fishery arts, industrial arts, and entrepreneurship.

RECOMMENDATIONS

Based from the findings and conclusions of this study, the following recommendations were formulated:

1. The TLE teachers should be encouraged and motivated to pursue higher level of education in order to update and upgrade themselves specially, along their present position by undergoing more relevant trainings, and attending advanced courses or obtaining higher degree.

2. The work attitudes of TLE teachers may vary across time due to a change in work environment. Teachers will be requested to keep abreast of the times to enable students to enjoy learning, to communicate effectively, and to develop their creativity and sense of commitment.

3. The competency level of TLE teachers in San Carlos City Division was in the level of moderately competent and could still be much improved with the provision of more facilities and the improvements of TLE teachers in order to meet the needs of the students and attain quality and excellence in teaching.

4. TLE teachers should give more emphasis on the provision of adequate tools and equipment especially in the areas of Agricultural Arts, Fishery Arts and Industrial Arts since they could be best learned by actual performance.

5. The identified programs can be formalized and be presented to the TLE teachers for possible adoption to enhance their competency level and in turn, ensure a better teaching performance of Technology and Livelihood Education subjects.

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