



THE IMPLEMENTATION OF TECHNOLOGY AND LIVELIHOOD EDUCATION FOR GRADE 5 LEARNERS IN THE PUBLIC ELEMENTARY SCHOOLS IN BACCOOR DISTRICT I

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CHAPTER 1 THE PROBLEM

Rationale

The future driver of the global economy is Asia and Technology and Livelihood is playing a central role. Even though the majority of Asia's economies are developing ones, the region boasts 90 of the world's 691 billionaires. India boast of 12 billionaires – the same as mainland China. India's entrepreneurial spirit helped Indian-born Lakshmi Mittal, the chief executive of Mittal Steel, become number three globally. Mittal is now estimated to be worth \$25 billion. (www.yahoo.com.)

But there are enormous challenges. Despite its rapid growth, Asia has many of the poorest citizens in the world. Out of the 1.2 billion poor people around the world who live on less than a dollar a day, about 800 million live in Asia. in a sea of rising incomes and rapid economic growth, widespread and pervasive poverty in the principal challenge in Asia Development. An analysis of the current economic situation in the country points out that very few Filipinos are entrepreneur. If we have to stay globally competitive in the world market we should develop the art of entrepreneurship to its fullest state.

The United nation leads the international community in stressing the importance of a vibrant private sector for economic development. In its 2004 Report, the UN Commission on the Private Sector and Development believes that poverty alleviation requires a strong private sector. It is the source of growth, jobs and opportunities for the poor. The Monterey Consensus of the G8 countries also made clear the achieving lasting development requires the use of all relevant resources including the role of the private sector as a vital engine of economic growth, job creation and poverty reduction. Thus, enabling the private sector to help poor people prosper should become systematically integrated into development assistance efforts. To achieve this, developing countries need to create the conditions in which entrepreneurs can build successful businesses and families can assess formal financial markets as reasonable prices.

The importance of livelihood technology is the process of recognizing and addressing it through an organization – to foster economic growth has been emphasized for many years. Leibenstein (2017) discussed the role of entrepreneurship in the economic development process. He explains that, in the presence of market imperfections, livelihood are needed to “search, discover, and evaluate opportunities, marshal the financial resources necessary for the enterprise, make time – binding arrangements, take ultimate responsibility for management, (and) be the ultimate uncertainty and/or risk bearer.” Many public officials around the world have also supported the intuitive notion that entrepreneurship has a positive impact on gross domestic product (GDP) growth and employment.

Hence, home economics and livelihood education becomes by word of the times. What does it mean? It refers to the activity engaged in by an individual who has the capacity to undertake risks in a new and often, small business venture.

The Philippines, which basically an agricultural country, seeks to be known as an industrialized nation. To attain this goal, foreign and local investment in industry result of the production of new industrial products. It goes without saying that

today a new breed of entrepreneurs has emerged and their activities have changed the lives and lifestyles of people in both the urban and rural areas.

It is in this context that the government continues to vigorously pursue programs to attain economic recovery in order to improve the lives of people who are living below the poverty line. The government is developing the countryside, through which locally abundant raw materials could be transformed to indigenous and useful products that can penetrate the world market.

Likewise, our country is confronted with the perennial problems of poverty and unemployment. Every year colleges and universities nationwide produce graduates who cannot be accommodated to work because of the lack of employment opportunities, apart from the mismatch between the graduates the country have and the need of the industry. With the phenomenon of school drop outs all over the country, the problems of poverty and unemployment prove to be circuitous.

With the present of economic development being always difficult to achieve, the necessity to go back to the school, considered since time immemorial to be most facilitating vehicle for shaping though patterns and even for encouraging a shift in paradigms of young people, cannot be overemphasized. Indeed, there is a need to shift from the employment patter to employment-generation culture in order to respond to the problem, and the school as an incubator of young entrepreneurs and cooperators is a significant factors in shaping a fertile economic environment.

It is for this reason than that alternative means of livelihood are continuously being sought by young Filipinos. Two of the most preferred, measures now are establishment of entrepreneurial and cooperative endeavors. Which are to say the least. Suited to Filipinos who are known for the “bayanihan” values of teamwork, cooperation and hard work. Starting a business however would require more than a determination to succeed. Capital, for one, is an indispensable factor in initiating business. This, plus a strong business sense and creativity would have to be possessed by a starting individual.

Technology and Livelihood Education is one of the learning areas in MAKABAYAN and is being taught in public Elementary schools. This is to equip the students the right knowledge, skills and proper attitude and values towards work.

With the implementation of technology and Livelihood Education serves to support and as laboratory and to support, enhance, enrich and highlight the work education and lifelong skills training program in the curriculum. The early exposure of the students in both manipulative and theoretical aspects and at the same time earning and learning, while skill in school ensures a creative, innovative, productive and responsible citizens.

In line with the above aforementioned concepts that this researcher decided to conduct this study, hence The Implementation of technology And Livelihood Education Program In The Public Elementary Schools In Bacoor District I Conceptual Framework

The legal bases used in this study, the 1987 Philippine Constitution republic Act 10533 and Relevant Education Policies, the objectives of basic education as specified in the 2001 Education Act on republic Act No. 9155 which mandates the Department of Education “to protect and promote the right of all citizens to quality basic education and shall take appropriate steps to make such education accessible to all.”

Makabayan is a new learning area that serves as a practice environment for holistic learning to develop a healthy personal and national self-identity. Ideally, therefore, Makabayan entails adoption of modes of integrative teaching which will enable the learner to personally process and synthesize a wide range of skills and values (cultural aesthetic, athletic, vocational, political-economics, and ethical). Some of these modes of integrative teaching are described in this curriculum package.

Schools are allowed to design and conceptualize the implementation of Makabayan. A substantial integration of competencies and topics can be done in this learning, but it is inevitable such integration will neither be perfect not totally especially Grade 4 to Fourth Year.

As stated in objectives of Elementary education, students must/shall continue the general education started in elementary, prepare the learners for college, and prepare them for the world of work.

One of the components of Makabayan subject is Technology and Livelihood Education in the Elementary level. As reflected above Technology and Livelihood Education (TLE) like EPP in the elementary develops among pupils work experiences which inculcates and enhances the child’s orientation to the world of work and creativity, and to prepare him to engage in honest and gainful work. Thus, the objective of Elementary education, student must/shall continue the general education started in elementary, prepare the learners for college and prepare them for the world of work.

Figure 1 in the next page presents the schematic diagram of the conceptual framework using the “Input-process-Output” model. The input included the professional profile of the Grade 5 teachers teaching TLE in terms of their highest educational attainment, major/minor, number of years of experience as TLE teacher and relevant in-service trainings attended; status of the implementation of TLE in the public Elementary schools in Bacoor District I under the K-12 Curriculum. The output of the study is a proposed intervention measures to enhance the implementation of the TLE in the public Elementary schools in Bacoor District I.

The Implementation of The Technology And Livelihood
Education for Grade 5 Learners In The Public Elementary
Schools In Bacoor District I

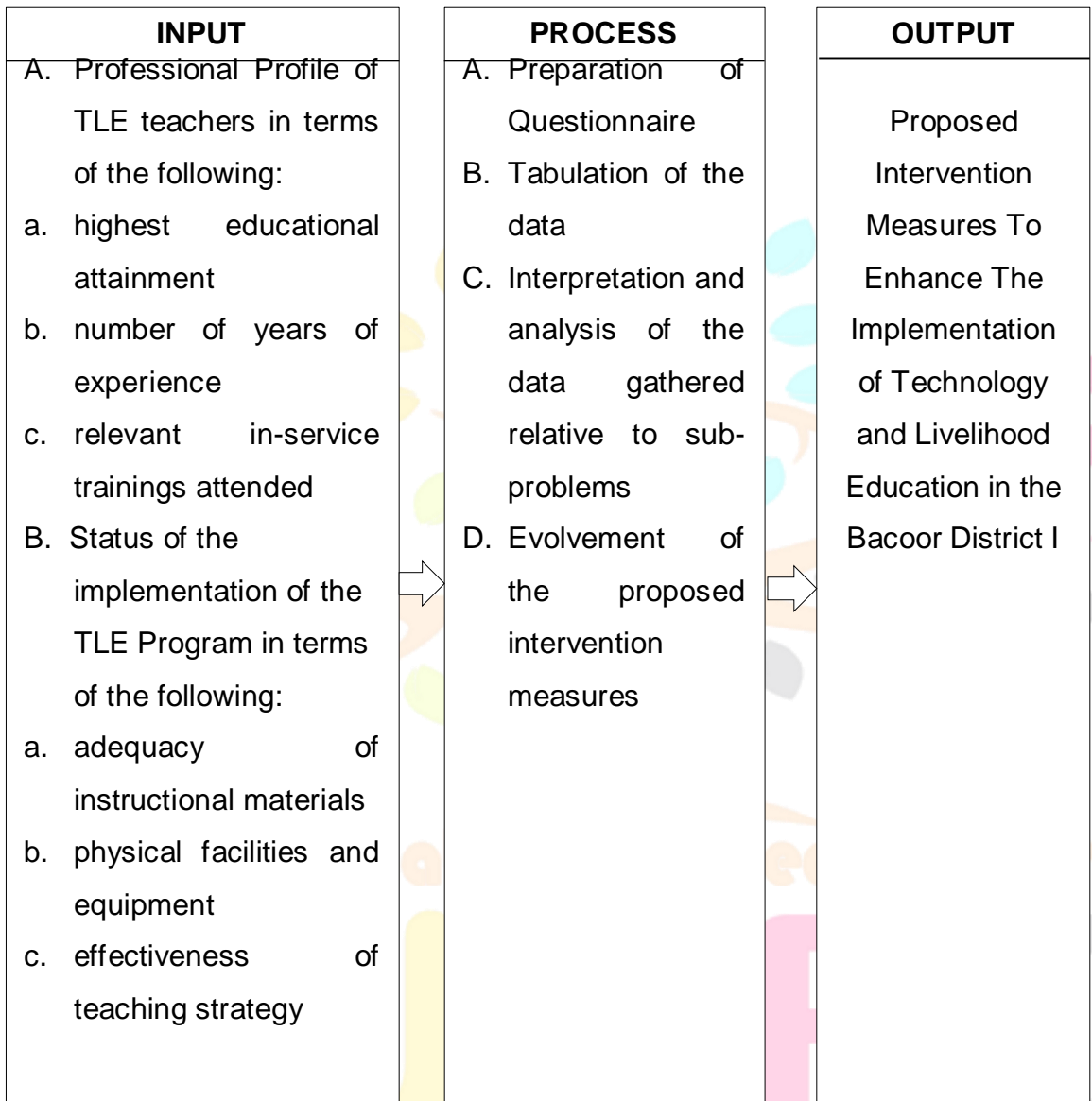


Figure I
Schematic Diagram of the Conceptual Framework of the Study

Statement of the Problem

This study assessed the implementation of the Technology and Livelihood Education in the public Elementary schools in Bacoor District I during the school year 2023-2024. Specifically, it sought to answer the following sub-problems:

1. What is the professional profile of the Grade 5 teachers teaching TLE in the public Elementary schools in Bugallon in terms of the following:
 - a. highest educational attainment
 - b. number of years of experience
 - c. relevant in-service trainings attended
2. What is the status of the implementation of the TLE Program of in the public Elementary schools in Bacoor District I under the K-12 curriculum in terms of the following:
 - a. adequacy of instructional materials
 - b. physical facilities and equipment
 - c. effectiveness of teaching strategy

- Based on the findings, what intervention measures can be proposed to enhance the implementation of the Technology and Livelihood Education (TLE) in Bacoor District I.

Basic Assumptions

This study was anchored on the following basic assumptions:

- The professional profile of the TLE teachers will serve as basis for improving quality instruction in TLE program.
- The proposed intervention measures will improve the implementation of TLE program in Bacoor District I.

Scope and Delimitation

This study was limited on the assessment of the implementation of Technology and Livelihood education program in Bacoor District I during the school year 2023-2024. The assessment included professional profile of the TLE teachers along their highest educational attainment, number of years of experience and relevant in-service trainings attended and the status of the implementation of the TLE program in terms of the adequacy of instructional materials, facilities and equipment and effectiveness of teaching strategies. The output of the study was a proposed intervention measures to enhance the effectiveness of the implementation of the TLE program. The implementation of the proposed intervention measures to enhance the effectiveness of the implementation of the TLE program in Bacoor District I is beyond the limit of the study.

Significance of the Study

The results of this study will be of benefit to the following:

School Administrators. The findings of this study will serve as a frame of reference for a more realistic implementation of the TLE program.

To the TLE Department Heads. The result of this study will serve as a frame of reference for a more realistic implementation of the TLE program.

The Technology and Livelihood Education (TLE) Teachers. The findings in the study can make them aware of the needs to be addressed by them in the implementation of the Entrepreneurship program in terms of the components of TLE for each year level specially the third year and fourth year majoring Entrepreneurship and those relative to TLE textbooks, instructional materials, physical facilities and equipment and other resources needed to be purchased/provided by the administration for an effective implementation of the TLE program.

The Technology and Livelihood Education (TLE) Learners. The findings in the study can make them appreciate the importance of Technology and Livelihood Education (TLE) that would prepare them for entry into the higher learning or the world of work.

The Curriculum Planners. This study can be used as one of the basis in drafting/making a concrete and effective course study or curriculum in Technology and Livelihood Education (TLE) that will address the need of the learners in preparation for the world or in preparation for higher education where entrepreneurship knowledge is needed.

Researcher Himself. Results of this study will improve her teaching skills and competencies in the teaching of TLE which will redeem to quality instruction.

Other Researchers. This study can be used as basis for a similar study covering other aspects of the Technology and Livelihood Education (TLE) program.

Definition of Terms

The researcher defined the following terms in this study operationally since they are used in this study.

Implementation. This refers to the carrying out of the Technology and Livelihood Education (TLE) Program in Bacoor District I which is the object of the assessment in this study.

Technology and Livelihood Education. This is a subject rich in concepts and experiences which will provide learners in the urban, suburban and rural areas opportunities to develop and reinforce values, attitudes and skills for the home as well as for the world of work. It has four components such as Home Economics, Agricultural Arts, Industrial Arts and Entrepreneurship.

Profile. This refers to the brief description of all Technology and Livelihood Education (TLE) teachers teaching Entrepreneurship program.

TLE Elementary Teachers. In study, refers to the teachers with the permanent position in the Fifth Congressional District and serve as the respondents of this study.

Elementary School Administrators. These refer to all persons occupying policy implementing positions having to do with the functions of the school in the Elementary level.

Status. This is part of the assessment concerns of this study and it concerns the status of the existing Technology and Livelihood education (TLE) Entrepreneurship textbooks, references, and facilities and equipment.

TLE Students. They refer to the third and fourth year students respondents in this study who specialized in their Technology and Livelihood Education.

LITERATURE

Technology and Livelihood Education

Technology and livelihood Education is one of the components of Makabayan in the restricted basic education curriculum, a subject which is intended to developed knowledge and skill, values and attitudes that will prepare the learner for entry into the higher learning or the world of works. Thus, Classroom and practical work experience are provided that

will enable the student to gain standing of and acquire competencies in various economic activities as they relate to the four major component areas, namely: Home Economics, Agriculture Arts, Industrial Arts and Entrepreneurship.

Home Economics covers home and family living, housing and family economics, foods and applied nutrition and basic clothing. Practical work experience include managing the households, caring for the sick, preparing and processing of foods, simple serving and other allied activities.

Agriculture and Fishery Arts deals with the study of crop/plant production, animal production, and fish production. Practical work experiences cover application of technology in animal care, garden work marketing of farm products and culture of fish and ponds.

Industrial Arts includes drafting, woodwork, electricity, refrigeration/air conditioning, auto mechanics, metal works, handicraft, electronics and other industrial activities found in the technology in the processing of materials, repair and maintenance of tools and equipment, fabrication of useful articles and servicing appliances.

Entrepreneurship deals with principles and practices of putting up small enterprises and the process and procedures in the management of business. Practical work experience are focus on understanding simple business feasibility studies, putting up a retail store, keeping records, computer programming and doing office work.

At the first and second year levels, the competencies cover the four components areas which are offered as exploratory program. These are offered as command learning for both boys and girls. At the third and fourth year levels specialization on a specific component is done at this levels.

In January 2007, due to the increasing drop-out rates in high school, Secretary Jesli Lapus mandated the emphasis on a ladderized approach to entrepreneurship of the Technology and Livelihood Education (TLE) subject.

This hopes to provide students with skills necessary to survive in the real world, especially for those who might dropout from school. Under the program, students may either pursue a specific career commensurate with the level of skill they have completed or start their own business.

Career Pathways Program

Career Pathways Program introduces a new curriculum which includes a skill-intensive program that aims to equip high school students of basic skill. A directive was released that allowed students to focus on the skills from the TLE areas, namely Home Economics, industrial Arts, Agriculture-Fishery and the newly included Information and Communication Technology as early as first year high school.

This program is being developed under the guidance of Dr. Lolita Andrada, Director of the Bureau of Elementary Education (BSE) with the help of the consultant of the International Labor Organization (ILO) and the Let's go Foundation.

Students are asked to choose a course or "career path" as early as the first quarter of their freshmen year. They pursue and focus on this career path throughout their Elementary education, progressing to higher levels as they move from one to quarter to another until they reach the third year. at the end of each unit, the student is expected to have gained necessary skills that are equivalent to a career or job position in the field they have chosen. This will allow them to apply for an equivalent job in any case they drop out of school.

However, the program is not just about gearing them for employment. Entrepreneurship served as the foundation in all facets of the program. For the first to third year levels, skills and basic entrepreneurship concepts are integrated into 40 sessions per quarter.

Each quarter begins with a course on Professional Assessment. This portion of the program guides the student to realize his or her potentials by evaluating his or her characteristics, attributes, traits lifestyles, skills and competencies. Students then compare their personal qualities with the characteristics of an actual practitioner. This is aimed at guiding students to understand the complexities of his chosen field and comparatively reassess his or her choice.

The second part focuses on the environment and Market, where students are exposed to the basics of Environment Scanning, Micro Market Analysis, Consumer analysis and Costumer Expectation Analysis. This aimed at giving students a more market – oriented and customer – centric mindset rather than focusing on production.

Third part tackles the method and delivery process, where the students are encouraged to appreciate and understand the processes needed in delivering the products demanded by costumers. At this point, distinctive and field – related skills are taught to students.

After students have gained an understanding of the three sections, they can now into discovering the opportunities available for them in their chosen field. Everything is therefore integrated and applied in the end.

In their fourth year, the heavier entrepreneurship concepts will be taught and applied. At this point, students will be exposed on a more in dept – and intensive Entrepreneurship program that culminates with the development of a business plan.

The Career Pathways program is currently on its pilot implementation stage. Around 123 high schools around the country are currently testing the program in the first year level of school year 2008-2009 and so on. Findings from the pilot program will be used to further improve the Career Pathways Curriculum. Once completed, the Career Pathways program will be made available in all public high schools around the country.

According to Gregorio (2018), our new education is now directed towards the government policy of reconstruction, industrialization and agricultural production. There is no shift of emphasizes in elementary and Elementary schools to vocational educational programs of the government. Productive phases of education is given importance in all curricula and in all levels elementary, Elementary and college or university. Rich experience work or for life activities are now included in the school curricula in order to develop among our pupils or students proper attitude toward work, labor and to train and produce skilled and productive workmen for various industries and occupations.

Likewise, the manpower development program for economic development has been intensified to meet the need for skilled manpower indicated by our fast advancing economy. Both academic work and experience work should be integrated and should be guided by love and understanding.

To make education relevant to the needs and aims of the new society, the school curriculum is being oriented in both contents and methods of teaching. The program is being intensified to ensure a greater recognition of the value of work.

Hermogenes (2018) asserts that education prepares the individual for employment in occupation requiring technical knowledge and competence beyond that of skilled craftsmen. Likewise, vocational education is educational term

to connote a form of education intended to provide training to develop skills, abilities, understanding, attitudes, work habits and appreciation to impart knowledge needed by the workers to enter and make progress in an employment on a useful and productive basis. Therefore, he asserts that vocation under the broad concept may be defined as a form of education that develops an individual into a citizen-worker who knows not only his duties, obligation, rights and responsibilities as a Filipino and as a member of democratic society but also one who can earn a livelihood honestly and provide for those dependent on him. It trains an individual to undertake carefully a trade or an occupation and teachers to do work for his own benefit and that of his fellowmen by developing in him right attitudes and habits of work.

STUDIES

Andres (2015) conducted a study regarding the implementation of the Technology and Home Economics Program in the Vocational High School in Kalinga Apayao Division. The findings on the status of implementation were the following:

1. As to the profile of the teachers in the division, forty-six percent (46%) were BSIE graduates, seventeen (17%) had Agronomy as their majors, fifty-seven percent (57%) were PBET eligible, and thirty-seven (37%) had a teaching experience ranging from eleven to fifteen (11-15) years.
2. As to the level of attainment of the T.H.E. objectives, the average weighted mean of 3.42 shows that these are “moderately attained”.
3. As to the level of effectiveness of the methods and techniques used, the lecture method was shown by tabular average weighted mean of 3.95 as “very effective” or ranked as No. 1 followed by the discussion method with average weighted mean of 3.64, meaning “effective”.
4. As to the extent of the provision of instructional, school facilities and tools and equipment, these were observed to be “adequate”.
5. As to the problems encountered by T.H.E. teachers teaching the T.H.E. program, these were found to be only “slightly serious” except for the time allotment and insufficiency of the needed facilities, which were seen to be “moderately serious”.

Basabas (2018) conducted a study on the implementation of the Agricultural Arts Program in the Division of Ilocos Sur. His findings were as follows:

1. Respondents utilized approaches and methods, which prioritized the development of skills, good work habit and proper attitude as well as techniques presented. The lecture method was ranked number one although the question and answer technique method proved to be commonly used technique by the respondents. The mean values of the three items were 2.38 and 2.9, respectively.
2. Agricultural Arts lesson filled with laboratory activities was ranked first with a mean value of 2.15 while the scheduling of agricultural arts classes affecting the academic subjects were least prioritized with a mean value of 1.55.
3. The supervision made by teachers on the projects of the students ranked one with a mean value 2.45 and a description of “much” while the last item, which provided the pupils the opportunity to make managerial decisions had an average mean value of 2.08 and was described as “much”.
4. Most teachers used the directed type of management with a mean value of 1.85. Others used the partly directed/independent type. The independent type of management obtained an average mean value of 1.74 and was described as also “much”.
5. The most common project enterprises engaged in were vegetable and common productions. These had mean values of 2.5 and 1.63, respectively. Poultry and piggery raising projects, however were mentioned as “none at all”, thus their average mean value was only .031 described as “not much”.
6. The physical resources as a whole were “inadequate” as proven by the average mean value of 1.21. Ranked number one was nursery and greenhouse, followed by the production area of crops and animals. The mean value ranged from 2.11 to 1.80, respectively. School projects on animals were “none at all”.
7. The objectives of MLC as regards nursery work, vegetable gardening and animal production were partly covered. The mean were 2.12, 2.31, and 1.66 respectively.
8. The envisioned learning outcomes were “much” attained by the respondents with pupil learning the importance of Agriculture to Philippine economy. Such ranked number one with an average mean value of 1.89.
9. The human values were “much” interactively developed in the teaching of Elementary Agriculture. Considered foremost with values in relation to God with an average mean value of 2.43. Thus, was followed by values in a relation to country and the least was on values as individuals.

Bergonia (2006) determined the status and redirection of Edukasyong Pantahanan at Pangkabuhayan (EPP) Program in the Public Elementary School in Region I during the school year 2005-2006.

This study used the descriptive – normative survey design using the 255 EPP teachers and 60 school administrators in 30 school district in Region I, as respondent.

The objectives of the EPP Program were attained to a “high extent” (3.67). The instructional materials for EPP instruction were to a “moderate extent” (3.11). Facilities and equipment in EPP were to a “moderate extent” (3.15). The “project method”, “demonstration method” and “lecture method” were the strategies used by the respondents but these were used to a “high extent”.

Teaching aids and services were used to a “high extent” (3.65). Supervisory practice was employed to “high extent” (3.86). The problems met by the respondents in terms of teachers’ abilities instructional materials, methods and approaches have affected the EPP program to a “moderate extent”. It is concluded based in the findings, which the implementation of the EPP program fell short of the expected outcomes due to unqualified teachers, insufficient in-service trainings, especially along the teaching of EPP inadequate instructional materials, facilities and equipment for proper implementation of the EPP program.

The problems met by the EPP teachers were mostly associated with inadequate know-how of skill in the used of the appropriate instructional materials, lack of teaching materials, facilities and equipment in home economics and elementary agriculture.

Carreon (2005) conducted a study on the implementation of the Home Economics and Livelihood and Education Programs in the public elementary schools of Pampanga. He found out that while HELE/Edukasyong Panntanan at Pangkabuhayan is offered and aimed towards developing the basic skills needed for manpower development a big number of teachers teaching the subject had deficient knowledge/background HELE.

Espiritu (2002) assessed the implementation of the Industrial Arts in the public Elementary schools in the Division of Olongapo. Some of the salient findings of the study were as follows:

1. The Industrial Arts Program was tended by qualified teachers.
2. The physical facilities used in Industrial Arts are somewhat adequate to carry on the smooth implementation of the program while the shop tools used are adequate enough to meet the needs of the teachers and student.
3. The instructional practices of the teachers are in accord with the proper delivery of the theoretical and practical aspects of work education.
4. The Industrial Arts Program is effective in the training of the future skilled manpower needs of the country.
5. The program is not spared of the perennial problems, which is financial in nature.

Guiang (2009) said that many educators feel that the traditional academic elementary and Elementary education, particularly Home Economics and Livelihood Education, and Technology and Home Economics, do not adequately prepare out youth for meaningful contributions in an increasingly technological society. She said that Practical Arts are too narrow and lack the science and mathematics conceptual content needed for continuing learning.

And so Giang reported that these perceived inadequacies have led to the design and implementation of an alternative curricular known as “technology education”. It seeks strength the science and technology content by increasing (i) % application (ii) % objectives to understand how science and technology affects everyday life, and (iii) % use of scientific principles to understand how technology works. Technology education encourage students to be creative, and flexible and in finding solutions to technology problems identified. Three traditions in shop courses, j.e., craft, design, and technology, are integrated in technology education to develop the ability to define technological problems, and to design and create products that solve the problem Technology Education emphasizes learning and integral process, with the supporting scientific principles to achieve the terminal objective of understanding how science and technology function in society.

Idanan (2005) claimed in his study “Technology and Home Economics instruction in the Division of Pasay City, An initial Assessment” that technology have an above average of competence. He also found out that school facilities were inadequate; the instructional content was relevant and adequate; level or supervisory assistance was sometimes adequate; and time allotment was adequate. Idanan recommended in his study that school official should make representation to higher authorities for financial support.

Litelet (1999) studied the Home Economics and Livelihood Education Program in the Elementary of Sabangan District. He covered the teacher’s profile, “blocks” and activities of Home Economics and Livelihood Education implementation and the school problems met in teaching, adequacy of facilities, tools and equipment, instructional materials and activities of Home Economics and Livelihood Education Program by sex.

1. As a whole, the Home Economics and Livelihood and Education teachers were educationally qualified but some may be appropriately prepared to teach the different learning areas.
2. About half of the Home Economics and Livelihood and Education teachers had five (5) years and below teaching experiences in the subject.
3. Majority of the Home Economics and Livelihood education teachers had very inadsequate in-service training related to Home Economics; Elementary Agriculture was partially implemented while Industrial Arts and retail trade were slightly implemented.
4. School resources were slightly adequate to meet the demands for the full implementation of the Home Economics and Livelihood Education Program
5. The problems encountered have more implication to the administrator, since these dealt mostly in physical facilities and personnel development.
6. The level of interest on the learning block of both the male and female teachers was the same.

Litelet’s study and the present study have striking similarities and difference. Both studies focused on the elementary level. They differ in statistical analysis but similar in the areas of concern and problems encountered by the respondents.

Nicolas (2013) conducted a study on the context of implementation of Makabayan (Technology, Edukasyong Pantahanan at Pangkabuhayan in the 3rd Congressinal District, Division of Pangasinan I, School Year 2002-2003. This study employed the descriptive method of research which the use of questionnaire as the main tool for data gathering. The investigation involved 96 respondents; 42 school administrators and 54 Makabayan TEPP first year teachers.

1. Among his findings, the learning competencies in Home Economics are moderately implemented, which is also true to Agricultural Arts, Industrial Arts and Entrepreneurship.
2. As to adequacy if instructional materials and facilities the adequacy of instructional material and facilities ranges from moderate to adequate.
3. In line with the degree of seriousness of the problem encountered the perceptions of the school administrators and TEPP teachers to the extent of implementation of the Makabayan TEPP in learning competencies and adequacy of instructional materials and facilities are similar, but they differ in their perception of the degree of seriousness of problems encountered in the teaching of Makabayan.

A study related to this research was conducted by Nievera (2002) in 1996 regarding the Technology and Home Economics program of the Baguio City High School. The extent of its implementation had the following results drawn:

1. The study disclosed that the teachers of Technology and Home Economics are not fully qualified to teach Technology and Home Economics because their degrees and major fields of specialization do not encompass the various phase of the program.

2. The greater bulk of the objectives of the Technology and Home Economics program were only partly attained.
3. Only the bare necessities in instructional materials are provided by the school such as printed materials in the form of books, magazines journals and bulletin, etc.
4. In general, the implementation of the Technology and Home Economics program rendered good benefits to the students making them more prepared to understand and cope with the present trend of life in this world.

Rame (2003) conducted a study in line with the status of the implementation of Makabayan (EPP) in Grade IV in the District of Binmaley II, Division of Pangasinan I, during the school year 2002-2003. The questionnaire was used as the data gathering instrument and he descriptive method of research was used the respondents of this was the 24 Grade IV Makabayan (EPP) teachers and 14 schools administrator. Frequency and average weighted mean were used as bases for data analysis to answer the sub-problems raised in the study.

1. Aiming his findings were the following; adequacy of instruction materials like teachers' guide/manual reference materials are moderately adequate. Along the Home Economics competent teachers believed that tools used are moderately adequate while he school administrators believe that these are adequate. In Agriculture component the teachers believed that the tools being used are moderately adequate while he school administrators believed it is adequate.
2. Effectiveness of the teaching strategies being used, the two groups of respondents believed that there is an effective use of demonstration method, production method, team teaching, lecture method and values integration.
3. Common problems encountered in the implementation of Makabayan (EPP) Grade IV teachers and administrators agreed that lack of funds to finance Makabayan (EPP) projects activities is a serious problem.

Contribution of the Reviewed Literature and Studies to the Present Study

This study derived from the reviewed literature and studies the concepts that guided her in discussions regarding the topics and the problems of the investigations. The insights, ideas and findings of the different related studies served as references for the identification of problems as well as the implementation of the TLE Program.

**CHAPTER 2
METHODOLOGY**

This chapter presents the methodology which includes the research designs, sources of data, instrumentation and data collections and tools for data analysis relative to the different sub-problems raised in the study.

Research Design

This study used the descriptive methods of research in the assessment in the implementation of the Technology and Livelihood Education program in Bacoor District I during the school year 2023-2024. The questionnaire served as the data gathering instrument in answer to the different sub-problems raised in the study and included are the profile of the TLE teachers along their professional profile; the status of the TLE implementation; the problems being met by the TLE teachers in the implementation of TLE. The output of the study is the intervention measures to enhance the implementation of TLE program in Bacoor District I.

Sources of Data

The forty-five (45) TLE teachers in Bacoor District I served as respondents of the study. Table 1 present the distributing respondents.

Table 1

Distributions of Respondents

N=45

Elementary School	Teachers
1. Bacoor ES	8
2. Digman ES	4
3. Dulong Bayan ES	3
4. Habay ES	3
5. Mabolo ES	3
6. Maliksi ES	4

7. Mambog ES	4
8. Poblacion ES (Bacoor ES Annex)	4
9. Real ES	3
10. Salinas ES	4
11. Sineguelasan ES	4
Total	45

Instrumentation and Data Collection

This study assessed the implementation of the TLE program in Bacoor District I. The questionnaire has three (3) parts. Part I Professional profile of the TLE teachers in terms of their highest educational attainment, number of years of teaching TLE and relevant in-service trainings attended, Part II - status of the implementation of TLE along the adequacy of instructional materials, physical facilities and effectiveness of the teaching of the strategies. Part III – problems being met by the TLE teachers in the implementation of the TLE program. The output of this study is a proposed intervention measures for effective implementation of TLE in Bacoor District I.

Tools for the Data Analysis

The following statistics was used to treat the data relative to the different sub-problems raised in the study.

For sub-problem 1 – Professional Profile of the TLE teacher’s frequency and percentage was used. The formula is:

$$P = \frac{f}{N} \times 100$$

Where

P = percentage

F = frequency

N = number of respondents

For Sub-Problem 2 – On the status of the implementation of TLE program along adequacy of instructional materials, physical facilities and equipment and effectiveness of teaching strategies. Average Weighted Mean was used. The formula is:

$$AWM = \frac{\sum f_x}{N}$$

Where

AWM = Average Weighted Mean

fx = distributed frequency

N = number of respondents

For Sub-Problem 3 – On the problems being met by the TLE teachers, Average Weighted Mean was also used.

To interpret the data in terms of adequacy of instructional materials of seriousness of the problems the following statistical interpretation below.

Scale	Statistical Range	Descriptive Equipment	
		Sub-Problem 2	Sub-Problem 3
5	4.50–5.00	Very Adequate (VA)	Very Serious (VS)
4	3.50–4.49	Adequate (A)	Serous (S)
3	2.50–3.49	Moderately Adequate (MA)	Moderately Serious (MS)
2	1.50–2.49	Slightly Adequate (SA)	Slightly Serious (SS)
1	1.00–1.49	Not Adequate (NA)	Not a Problem (NA)

CHAPTER 3

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This section presents the presentation, analysis and interpretation of the data gathered relative to the different sub-problems raised in the study. Professional Profile of the Grade 5 Teachers Teaching TLE in the Public Elementary Schools in Bacoor District I

This section presents the profile of the Grade 5 teachers in the teaching of TLE in the public Elementary schools in Bacoor District I. Table 2, presents the data in answer to sub-problem 1.

Professional Profile of the Grade 5 Teachers Teaching TLE in the Public Schools in Bacoor District I**Table 1**

N = 45

A. Highest Educational Attainment	F	Percent
BSE	2	18.18 %
BSE with units in Masters of Arts in Education	4	36.36 %
BSE academics requirements in Masters of Arts in Education	3	27.27 %
Masters of Arts in Education	2	18.18 %
Total	45	100 %
A. Number of Years of Experience	F	Percent
1 – 2 years	1	9.09 %
3 – 5 years	2	18.18 %
6 – 9 years	5	45.45 %
10 above	3	27.27 %
Total	45	100 %
B. Relevant in Service Trainings	F	Percent
National Level	5	45.45 %
Regional Level	45	100 %
Division Level	45	100 %

Note: Multiple Responses

Table 2 presents the professional profile of the Grade 5 teachers teaching TLE in the public Elementary schools in Bacoor District I. Looking at the table, the Grade 5 TLE teachers, majority of them are BSE with units in Masters of Arts in Education 4 or 36.36 percent. On the other hand in line with their number of years of experience in teaching TLE, they revealed that majority belonged to 6-9 years, 5 or 45.45 percent, while the Grade 7 TLE teachers confined that they have attended various in service trainings in TLE from the National, Regional, and Division Level.

This implies that the Grade 5 TLE teachers are still marking to update this professional growth and development, by way of extending on the graduate program and while it was revealed by them that they have attended various in service training program, it is still imperative that they must be oriented in the implementation of the K-12 outreach, specifically in the teaching of TLE program.

Status of the Implementation of TLE Program in the Public Elementary Schools in Bacoor District I

This section presents status of the implementation of TLE program in the public Elementary schools in Bacoor District I. The data was presented in Table 3 in answer to sub-problem 2.

Status of the Implementation of TLE Program in the Public Elementary Schools in Bacoor District I

Table 3

A. Adequacy of Instructional Materials	AWM	D.E
1. Basic Textbooks	2.40	SA
2. Reference Materials	2.30	SA
3. Workbooks	1.60	SA
4. Modules	2.40	SA
5. Teacher's Manual	3.20	MA
6. Multimedia	3.10	MA
AWM	2.48	SA
B. Adequacy of Physical Facilities	AWM	D.E
A. Home Economics	3.30	MA
1. Kitchen Utensils	3.40	MA
2. Health Medical Kits for Demo Teaching	3.40	MA
3. Sewing Kit	2.40	SA
4. Grooming Kit	3.20	MA
AWM	3.9	MA
C. Industrial Arts	AWM	D.E
1. Anvil 100 lbs	2.40	SA
2. Bits, Angle sets	2.20	SA
3. Carving tools	2.30	SA
4. Chisels	1.60	SA
5. Clamp bar	1.60	SA
6. Drill, Hard, Speed	2.20	SA
7. Gauge Mailing	2.40	SA
8. Hammer	2.30	SA
9. Plane	2.20	SA
10. Pliers	2.20	SA
AWM	2.14	SA
D. Agriculture	AWM	D.E

1. Bolo	2.60	MA
2. Scythe	2.80	MA
3. Cross cut saw	2.60	MA
4. Rake	3.00	MA
5. Shovel	3.20	MA
6. Hand towel	3.20	MA
7. Pail	3.40	MA
8. Wheelbarrow	3.20	MA
9. Light garden hoe	2.60	MA
AWM	3.3	MA

Legend:

Scale	Range	Descriptive Equivalent
5	4.50-5.00	Very Adequate (VA)
4	3.50-4.49	Adequate (A)
3	2.50-3.49	Moderately Adequate (MA)
2	1.50-2.49	Slightly Adequate (SA)
1	1.00-1.49	Not Adequate (NA)

Table 3 presents the status of the implementation of TLE program in the public Elementary schools in Bacoor District I. The table revealed that the instructional materials were all found “Slightly Adequate” with average weighted mean of 2.48. This implies the need to produce more instructional materials in TLE for use of the TLE students for a more effective TLE implementation. On the other hand, in line with the physical facilities, Home Economics was rated to 3.9 percent average weighted mean with a descriptive equivalent of “Moderately Adequate” while in Industrial Arts it was rated to 2.14 percent average weighted mean which means “Slightly Adequate” and the last component of TLE is Agriculture with an average weighted mean of 3.3 percent, average weighted mean meaning “Moderately Adequate”. This means that the TLE teachers are still lacking industrial materials in the different TLE components.

Table 3-b

Status of the Implementation of the TLE Program in Terms of the Effectiveness Teaching Strategies

Effectiveness of Teaching Strategies	AWM	D.E
1. Demonstration Method	3.40	E
2. Lecture Method	3.20	ME
3. Role Play Method	3.40	ME
4. Multimedia Instruction	2.40	LE
5. Field Trip	2.20	LE
AWM	2.92	ME

Legend:

Scale	Range	Descriptive Equivalent
5	4.50-5.00	Very Effective (VE)
4	3.50-4.49	Effective (E)
3	2.50-3.49	Moderately Effective (ME)
2	1.50-2.49	Less Effective (LE)
1	1.00-1.49	Not Effective (NE)

The table 3-b presents the status in the implementation of the TLE program in terms of the effectiveness of teaching strategies. It was indicated in the table, that the different teaching strategies was found “Moderate Effective” with 2.92 percent average weighted mean. This implies that the TLE teachers in Bacoor District I are well acquainted in the teaching of TLE using the different teaching strategies.

Proposed Intervention Measures to Enhance the Implementation of Technology and Livelihood Education in the Public Elementary Schools in Bacoor District I

This section presents the output of the study which is the proposed intervention to enhance the implementation of the TLE program in the public Elementary schools in Bacoor District I.

The proposed intervention measures focused on the analysis of the findings made, which was analyzed and interpreted in order to come up with the proposed measures. The said output will really help the Grade 5 TLE teachers to improve their teaching methodologies as mandated in the K-12 curriculum, as well as to improve their teaching skills and competencies. It is hope therefore, that this measures be of great help to Grade 5 TLE teachers especially to that majority of them are still young, that they need to be re-oriented in the features of the K-12 curriculum.

Proposed Intervention Measures to Enhance the Implementation of the Grade 5 Technology and Livelihood Education

Areas of Concerned	Intervention Measures
A. Professional Profile of the Grade 5 TLE Teachers	A. The Grade 5 TLE teachers should be encourage to update their professional profile in terms of their highest educational attainment by way of enrolling in the graduate program, service may out of the are still young in the service and while they have attended various in-service trainings, it is still imperative that they be re-oriented in the implementation of the Grade 5 TLE program and its features under the K-12 program.

<p>B. Status of the Implementation along:</p> <p>a. Adequacy of Instructional Materials and Physical Facilities</p>	<p>B. The Grade 5 TLE teachers should be encourage to solicit from civic specified citizens to donate some physical facilities and equipment and a share of the MOE be used for instructional materials and other facilities.</p>
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CHAPTER 4 SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, the conclusions drawn based from the findings and the recommendations offered based on the conclusions made.

SUMMARY

This study used the descriptive method of research with the use of the questionnaire as data gathering instrument in the assessment on the implementation of the Grade 5 TLE program in the public Elementary schools in Bacoor District I during the school year 2023-2024. The assessment focused on the professional profile of the Grade 5 TLE teachers. Number of years of experience teaching TLE and relevant in-service trainings attended; the status of the implementation of the TLE program along the adequacy of instructional materials, physical facilities and effectiveness of teaching strategies. The output of the study was a proposed intervention measures to enhance the implementation of the proposed TLE program in the public Elementary schools in Bacoor District I. The eleventh Grade 5 TLE teachers served as respondents of the study. Frequency, percentage, and average weighted mean were used to statistically treat the data relative to the sub-problems raised in the study.

Findings:

- 1.0 Professional profile of the Grade 5 TLE teachers in the public Elementary schools in Bacoor District I
 - 1.1 Majority of the Grade 5 TLE teachers in the public Elementary schools in Bacoor District I finished Master of Arts in Education 4 or 36.36.
 - 1.2 In terms of the number of years of experience the Grade 5 TLE teachers belonged to 6-9 years, 5 or 45.45 percent.
 - 1.3 Along the relevant in-service trainings attended in TLE. The Grade 5 TLE teachers attended various in TLE program.
- 2.0 Status in the Implementation of the TLE of the Grade 5 learners in the public Elementary schools in Bacoor District I.
 - 2.1 Along the adequacy of instructional materials the Grade 5 TLE teachers rated to 2.48 average weighted mean which means "Slightly Adequate"
 - 2.2 In terms of Physical Facilities and Equipment find average weighted mean was 3.9 "Moderately Adequate" in Home Economics.
 - 2.3 In terms of the adequacy in industrial arts, the average weighted means was 2.18 meaning "Slightly Adequate".
 - 2.4 Along the adequacy in Agriculture the average weighted mean was 3.3 which is "Moderately Adequate".
 - 2.5 In terms of the effectiveness of the teaching strategies the Grade 5 TLE teachers found to be "Moderately Effective" with an average weighted mean of 2.9 percent.

CONCLUSIONS

Based on the findings made, the following conclusions were drawn.

1. Generally, the Grade 5 TLE teachers are still working to update their professional growth and development.
2. The Grade 5 TLE teachers affirmed the need to procure instructional materials and physical facilities and equipment.
3. The proposed intervention measures can enhance the TLE program in the public Elementary schools in Bacoor District I.

RECOMMENDATIONS

Based from the conclusion drawn, the following recommendations are hereby offered:

1. The proposed intervention measures should be forwarded to DepEd higher authorities/concern authorities for implementation.
2. The Grade 5 TLE teachers should be encouraged to update their professional growth and to attend TLE seminars and conferences.
3. Similar study is conducted in wider scope to validate the findings of the study.

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APPENDIX A

Lyceum-Northwestern University
Tapuac Dagupan City
Pangasinan

Schools Division Superintendent
Division of Bacoor
Bacoor, Cavite

Madam:

The undersigned is conducting a study entitled “THE IMPLEMENTATION OF TECHNOLOGY AND LIVELIHOOD EDUCATION FOR GRADE 5 LEARNERS PROGRAM IN THE PUBLIC ELEMENTARY SCHOOLS IN BACoor DISTRICT I”. This research work is being conducted in partial fulfillment of the requirements for the MASTER OF ARTS IN EDUCATION degree at the Lyceum-Northwestern University, Dagupan City.

In this connection, permission is being requested for your good office for the undersigned to gather data needed for the study through a questionnaire to be issued to the Technology and Livelihood Education (TLE) teachers in the selected public Elementary schools in Bacoor District I.

Thank you very much for your favorable.

Very truly yours,

JULUIS S. CARIAGA
Researcher

Noted:

CHRISTOPHER A. DE VERA, Ed. D.
Thesis Adviser

APPROVED:

BABYLYN M. PAMBID, ED.D, CESO VI
Schools Division Superintendent

APPENDIX B

Questionnaire for Grade 5
Technology and Livelihood Education Teachers
in the Public Elementary Schools,
Bugallon II District

Dear Respondents,

Presently I am enrolled in Thesis Writing II entitled “The Implementation Of Technology And Livelihood Education For Grade 5 Learners In The Public Elementary Schools in Bacoor District I” in partial fulfillment of the requirements for the degree of Master of Arts in Education at the Lyceum-Northwestern University, Dagupan City.

In this connection, kindly provide the necessary data through my questionnaire, as my data gathering instrument. Rest assure that all responses will be kept with strict confidential.

Thank you very much.

Very truly yours,

JULUIS S. CARIAGA
 Researcher

Part I – Professional Profile of the Grade 5 Teachers Teaching TLE Under the K-12 Curriculum in Terms of Their Highest Educational Attainment, Number of years of Experience and relevant In-Service Trainings

Direction: Kindly put a check mark (/) on the space provided for each item.

A. Highest Educational Attainment

- BSE
- BSE with Units in Master of Arts in Education
- BSE Academic Requirements in Master of Arts in Education
- Master of Arts in Education
- Others (Pls. specify)

B. Major/Minor

a. Major

b. Minor

- Home Economics Social Studies
- Industrial Arts MAPEH
- Agriculture English
- Technology and Math
- Home Economics Science
- Others Others

(Pls. Specify)

(Pls. Specify)

C. Number of Years of Experience Teaching TLE

- 1 – 2 years
- 3 – 5 years
- 6 – 9 years
- 10 above
- (Others pls. specify)

D. Relevant In-Service Trainings Attended in TLE

- National Level
- Regional Level
- Division Level
- District Level

Part II – Status of the Implementation of TLE Program in the Public Elementary Schools in Bacoor District I under the K-12 Curriculum.

Direction: Please evaluate the adequacy of instructional materials used in TLE components for Grade 5 learners. Be guided with the scale below by putting a check mark (/) on the corresponding column.

A. Adequacy of Instructional Materials	VA 5	A 4	MA 3	SA 2	NA 1
1. Basic Textbooks 2. Reference Materials 3. Workbooks 4. Modules 5. Multimedia 6. Teachers' Guide/Manual					
B. Physical Facilities and Equipment					
A.) Home Economics 1. Kitchen Utensils 2. Health Medical Kit for Teachers 3. Sewing Kit 4. Grooming Kit					
B.) Industrial Arts 1. Anvil 100 Lbs 2. Buts, Anger Sets 3. Carving Tools 4. Chisel 5. Clamp bar 6. Drill, Hand Speed 7. Gauge Mails 8. Hammer 9. Plane 10. Pliers 11. Others (Pls. Specify)					
C.)Agriculture 1. Bolo					

2. Scythe					
3. Suckle					
4. Cross Cut Saw					
5. Rake					
6. Wheel barrow					
7. Shovel					
8. Hand Trowel					
9. Pail					
10. Light Garden Hoe					
11. Others (Pls. Specify)					

Legend

Scale	Range	Descriptive Equivalent
5	4.50 – 5.00	Very Adequate (VA)
4	3.50 - 4.49	Adequate (A)
3	2.50 - 3.49	Moderately Adequate (MA)
2	1.50 - 2.49	Slightly Adequate (SA)
1	1.00 - 1.49	Not Adequate (NA)

A. Effectiveness of Teaching Strategies	VE	E	ME	SE	NE
	5	4	3	2	1
1. Demonstration Method					
2. Lecture Method					
3. Role Play method					
4. Multi-Media Instruction					
5. Field Trip					
6. Others (Pls. Specify)					

Legend:

Scale	Range	Descriptive Equivalent
5	4.50 – 5.00	Very Effective (VE)
4	3.50 - 4.49	Effective (e)
3	2.50 - 3.49	Moderately Effective (ME)
2	1.50 - 2.49	Slightly Effective (SE)
1	1.00 - 1.49	Not Effective (NE)

