

Developmental Needs and Core Behavioral Competencies of Technology and Livelihood Education (TLE) Elementary School Teachers in the Municipality of Gubat

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Abstract— The study focused on understanding the developmental needs and behavioral competencies of Technology and Livelihood Education (TLE) elementary teachers in Gubat for the academic year 2023-2024. It aimed to identify these needs across various domains such as content knowledge, pedagogy, learning environment, diversity of learners, curriculum planning, assessment, community engagement, and personal development. Additionally, the study sought to determine the core behavioral competencies of TLE teachers and explore the relationship between developmental needs and behavioral competencies.

Findings indicated moderate developmental needs in content knowledge and pedagogy, while highlighting high needs in maintaining fairness and respect in the learning environment, addressing learner diversity, curriculum planning, assessment, community engagement, and personal development. The study suggested tailored professional development initiatives to enhance teaching quality and student outcomes.

TLE teachers exhibited strong self-management competencies, including goal-setting, emotional maturity, prioritization, and dedication to personal development, contributing to effective teaching and conducive learning environments. The analysis revealed a significant correlation between developmental needs and core behavioral competencies, emphasizing the interconnectedness of effective teaching and the importance of addressing both pedagogical skills and behavioral attributes for teacher success.

In conclusion, addressing TLE teachers' developmental needs requires a holistic approach encompassing improvements in content knowledge, inclusive environments, differentiated instruction, stakeholder communication, community engagement, and personal growth. Continuous support and professional development are crucial for enhancing core behavioral competencies such as self-management, professionalism, teamwork, service orientation, and innovation. Implementing a comprehensive learning development program tailored for TLE teachers is recommended to support their success and promote effective teaching practices, addressing both pedagogical skills and behavioral competencies to meet diverse student needs and create positive learning environments.

Keywords— Developmental Needs, Behavioral Competencies, Technology and Livelihood Education (TLE), Elementary School Teachers, Municipality of Gubat.

INTRODUCTION

In an era marked by rapid technological advancements and global interconnectedness, the role of educators is undergoing a profound transformation. As nations strive to equip their citizens with the essential skills for the 21st century, the focus on Technology and Livelihood Education (TLE) becomes increasingly pivotal.

The integration of technology and vocational skills into elementary education has emerged as a critical response to the demands of a dynamic workforce and an ever-

evolving technological landscape. Darling-Hammond (2020) emphasizes in "Empowered Educators" how high-performing education systems around the world shape teaching quality, underscoring the importance of nurturing a workforce well-versed in academic knowledge and equipped with practical skills essential for the demands of the contemporary world.

This paradigm shift has led to a growing acknowledgment of the significance of Technology and Livelihood Education in the early stages of formal

learning. Countries worldwide are re-evaluating their educational frameworks to ensure that elementary education encompasses not only cognitive development but also the cultivation of behavioral competencies necessary for success in an increasingly technology-driven and competitive society.

The field of education in the Philippines is continually shaped by various internal and external forces, responding to the dynamic nature of the global educational landscape (Sison, 2020). Mirroring the international trend, the Philippine education system is subject to reforms, embracing new technological paradigms, and adjusting to evolving socio-economic contexts. Within this intricate milieu, the Technology and Livelihood Education (TLE) program emerges as a pivotal force in preparing students for the challenges of the future.

TLE educators stand at the forefront, playing a critical role in imparting practical skills and knowledge crucial for the diverse career paths that lie ahead for their students. To ensure the effective implementation of the TLE curriculum, the Professional Development and Training of TLE teachers are paramount. This aligns with the Philippine Professional Standards for Teachers (PPST), which provides a framework for teacher quality, emphasizing the importance of pedagogical and content knowledge, classroom management, and professional development. Additionally, the Results-Based Performance Management System (RPMS) serves as a tool for assessing and enhancing the performance of teachers, contributing to their continuous improvement.

In support of these frameworks, the Department of Education (DepEd) issued Order 42, Series of 2017, which outlines the policy guidelines on the implementation of the Philippine Professional Standards for Teachers (PPST) and the Results-Based Performance Management System (RPMS) in the Department of Education. This Order underscores the commitment of the DepEd to elevate the quality of education by ensuring that teachers are equipped with the necessary skills, competencies, and professional growth opportunities.

As the education sector navigates through these policy frameworks and standards, it becomes evident that the competence, expertise, and continuous professional development of TLE educators are critical factors in the successful delivery of the TLE curriculum. Recognizing

the interconnectedness of these elements, this research aims to delve into the developmental needs and behavioral competencies of elementary TLE teachers, shedding light on their role in the broader context of educational reforms and policies, such as PPST, RPMS, and DepEd Order 42, Series of 2017. Through this exploration, the study seeks to contribute valuable insights that can inform not only the enhancement of TLE programs but also the broader landscape of teacher professional development in the Philippines.

Within the realm of Technology and Livelihood Education (TLE), particular attention must be directed toward elementary TLE teachers catering to Grades 4 to 6. These educators hold a unique position in molding the foundational knowledge and competencies of young learners during their formative years. It is crucial to note that the role of TLE teachers in Grades 4 to 6 extends beyond mere subject instruction; they are entrusted with the responsibility of instilling practical skills and shaping the attitudes of students towards technology and livelihood.

Examining the employment status of these educators, it is important to consider whether their roles are established as plantilla positions within the educational system. A plantilla position signifies a permanent, budgeted, and government-recognized position within the organizational structure of the Department of Education. Understanding whether TLE teachers in Grades 4 to 6 hold plantilla positions is crucial for discerning the stability and recognition accorded to their roles within the educational hierarchy. This aspect plays a pivotal role in determining the level of institutional support, job security, and potential for career advancement for these elementary TLE teachers. Ascertaining the nature of their positions is a key component in comprehending the broader context within which these educators operate, contributing valuable insights to the comprehensive understanding of their roles, responsibilities, and developmental needs. This research endeavors to illuminate these aspects, shedding light on the professional standing and institutional support provided to TLE teachers in Grades 4 to 6, thereby enhancing our understanding of the dynamics involved in the effective implementation of TLE programs in elementary education.

This study on the developmental needs and behavioral competencies of Technology and Livelihood Education (TLE) elementary school teachers in the municipality of

Gubat is essential due to the specific challenges faced by TLE teachers in this rural area. TLE educators often encounter difficulties in integrating technical skills with academic knowledge, exacerbated by limited resources and professional development opportunities in Gubat. By identifying these challenges and addressing the developmental needs of TLE teachers through targeted interventions informed by this research, the researcher aims to enhance teacher effectiveness, improve student learning outcomes, and promote the professional well-being of educators in the district, thus contributing to the overall advancement of education in the area. This led the researcher to conduct the study about Developmental Needs and Behavioral Competencies of Technology and Livelihood Education (TLE) Elementary School teachers in the Municipality of Gubat.

STATEMENT OF THE PROBLEM

This study determines the developmental needs and behavioral competencies of TLE elementary teachers in the Municipality of Gubat for school year 2023-2024. Specifically, it sought answers to the following:

1. What are the developmental needs of TLE teachers along:
 - a. Content knowledge and Pedagogy;
 - b. Learning Environment;
 - c. Diversity of Learners;
 - d. Curriculum and Planning;
 - e. Assessment and Reporting;
 - f. Community Linkages and Professional Engagement; and
 - g. Personal Growth and Professional Development?

2. What are the core behavioral competencies of teachers along:
 - a. Self-Management;
 - b. Professionalism and Ethics;
 - c. Results Focus;
 - d. Teamwork;
 - e. Service Orientation; and
 - f. Innovation;

3. Is there a significant relationship between the developmental needs and the core behavioral competencies along the identified variables?

4. What learning development plan can be proposed as per result of the study?

METHODOLOGY

This study revolves around its general objectives, methods, instruments, respondents, and statistical tools. The main objectives are centered on conducting a comprehensive analysis of teachers' profiles and identifying their developmental needs and core behavioral competencies. To achieve these objectives, a mixed-methods approach is employed, combining quantitative methods such as surveys and unstructured interviews. These methods allow for a thorough exploration of the quantitative aspects of teachers' profiles and the aspects of their needs and competencies. The instruments used include structured surveys and questionnaires. The respondents comprise 117 elementary school teachers from 39 schools in the Municipality of Gubat, particularly those involved in Technology and Livelihood Education (TLE). Finally, statistical tools such as descriptive statistics and correlation analysis are utilized to analyze the collected data and derive meaningful insights. Overall, the research design is informed by the works of educational researchers emphasizing the importance of understanding and addressing teachers' developmental needs and behavioral competencies, with the ultimate goal of enhancing instructional effectiveness and improving the quality of education.

The sample for the study was determined through a method called total enumeration, which involves including all members of a population in the study. In this case, all 117 Technology and Livelihood Education (TLE) teachers in the Municipality of Gubat were considered as respondents. This approach ensures that every TLE teacher within the 39 schools, irrespective of the school's size, had an equal opportunity to participate, thereby providing a comprehensive representation of the population. Total enumeration is advantageous in studies where the population size is relatively small and manageable, allowing for an in-depth examination of the entire group rather than relying on sampling techniques that may introduce sampling bias.

Table 1. The Respondents

No.	District School	TLE Teachers	
		Frequency	Percentage
1	Gubat North District School	57	48.718%
2	Gubat South District School	60	51.282%
Total		117	100 %

Table 1 presents a breakdown of respondents based on district schools within the Municipality of Gubat. The data reveals that Gubat North District School accounted for 57 TLE teachers, representing approximately 48.718% of the total respondents, while Gubat South District School had 60 TLE teachers, constituting around 51.282% of the respondents. Combining these figures, a total of 117 TLE teachers participated in the study, representing 100% of the respondents. This table provides a clear overview of the distribution of TLE teachers across the district schools in Gubat, showcasing the proportional representation of respondents from each school district. The instrument utilized in the study is a survey questionnaire adopted from the Department of Education's policies and guidelines, specifically drawing from the Philippine Professional Standards for Teachers (PPST), Results-Based Performance Management System (RPMS), and DepEd Order 42, Series of 2017.

The questionnaire is structured into several parts, starting with the Profile of Respondent section, which gathers demographic information such as age, sex, civil status, educational attainment, position, and years in service as a classroom teacher.

Part II focuses on functional objectives related to content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, personal growth, and professional development. Respondents are asked to rate the priority for development of each objective based on a scale ranging from very low to very high. Moreover, Part III assesses the behavioral competencies of TLE teachers, with respondents rating their demonstration of each competency on a scale from never to role model. The Survey questionnaire was checked and finalized by the adviser of the researcher. The approval of the Schools Division Superintendent of Sorsogon province and the Public Schools District Supervisor of Gubat North and Gubat South District was sought by a formal letter request to conduct a survey in both District. After the approval the researcher send it through online platform. Personal visitation was made by the researcher to distribute a hard copy questionnaire among the respondents that have a slow internet connectivity.

The data collection process for the study involved the distribution of a survey questionnaire to the target

respondents, Technology and Livelihood Education (TLE) elementary school teachers in the Municipality of Gubat. The questionnaire was designed based on the research objectives and instruments adopted from the Department of Education's policies and guidelines. To facilitate data collection, the questionnaire was made available online using a platform such as Google Forms. The link to the questionnaire (https://docs.google.com/forms/d/e/1FAIpQLSfzopJpw20HqnIOTfRgl7qbqvr_9tRe5YhkqcEewBhnSqn7MA/viewform) was shared with the respondents via email or other communication channels.

Prior to data collection, ethical considerations were observed, including obtaining consent from the participants. The survey questionnaire included a cover letter explaining the purpose of the study, assuring confidentiality, and seeking respondents' voluntary participation. Additionally, the participants were informed about their right to withdraw from the study at any time without repercussions.

Furthermore, permission to conduct the study was sought from relevant authorities, such as school administrators or the Department of Education office in the Municipality of Gubat. This ensured compliance with institutional and ethical guidelines governing research involving human subjects.

Once the data collection period commenced, reminders and follow-up communications were sent to encourage participation and ensure a sufficient response rate. After the designated data collection period, the responses gathered through the online questionnaire were collated and prepared for analysis. The data collection process adhered to ethical standards, transparency, and confidentiality to safeguard the rights and welfare of the participants while ensuring the integrity and validity of the research findings.

FINDINGS

The following findings were obtained from the study:

1. Thorough examination using the weighted mean across various dimensions of TLE teachers' developmental needs revealed a moderate overall need (WM = 3.01) in content knowledge and pedagogy, with high needs in maintaining fairness and respect in the learning environment (WM = 4.11), learner diversity (WM = 3.77), curriculum and planning (WM = 3.88), assessment and reporting (WM = 3.98), community linkages and

professional engagement (WM = 4.05), as well as personal growth and professional development (WM = 4.07) respectively.

2. TLE teachers consistently demonstrate strong self-management competencies, exhibiting proactive goal-setting, emotional maturity, effective prioritization, and a commitment to personal development, thereby enhancing their effectiveness in delivering quality education and fostering a conducive learning environment for students.
3. The analysis indicates a significant relationship between various developmental needs, including content and pedagogy knowledge, learning environment, curriculum planning, assessment and reporting, and personal growth and professional development, and core behavioral competencies among teachers, underscoring the importance of addressing these factors holistically for teacher success.
4. The study reveal that the proposed learning development plan incorporates targeted training sessions and resources to boost TLE teachers' expertise in subject matter content and teaching methods, foster a supportive learning atmosphere, cater to diverse student needs, align curriculum and instructional plans with educational standards, enhance assessment and reporting procedures, strengthen community relationships, and promote personal and professional growth among TLE teachers, all with the overarching goal of improving teaching methods and student achievements in technical and livelihood education.

CONCLUSIONS

Based on the findings and interpretations presented, the researcher formulated the following conclusions:

1. The developmental needs of Technology and Livelihood Education (TLE) teachers necessitated a holistic approach encompassing improvements in content knowledge and pedagogy, inclusive environments, differentiated instruction, alignment of learning outcomes, stakeholder communication, community engagement, and personal growth through reflective practice and professional development.
2. The consistent demonstration of strong core behavioral competencies among teachers suggested a solid foundation for effective teaching practices and organizational success, emphasizing the importance of these skills in promoting excellence in education.
3. The study emphasizes the imperative for a comprehensive approach to teacher development, recognizing the interconnectedness between content knowledge and pedagogy, learning environment, curriculum planning, assessment and reporting, and personal growth and professional development, in nurturing essential behavioral competencies crucial for teacher success.
4. The study highlighted the significance of the proposed learning development plan as a holistic strategy aimed at improving TLE teaching quality and student outcomes through enhancements in subject proficiency, teaching methodologies, classroom environment, curriculum alignment, assessment practices, community involvement, and teacher development.

RECOMMENDATIONS

From the conclusions, the following recommendations are formulated:

1. Developmental needs of Technology and Livelihood Education (TLE) teachers may be addressed to further enhance the domains or dimensions of teacher competency. This includes specialized training and technology integration. Collaboration with industry experts, access to updated resources and mentorship.
2. Continuously fostering and supporting these core behavioral competencies through ongoing professional development is recommended to promote excellence in education and organizational success.
3. Implementing a comprehensive learning development that integrates content knowledge and pedagogy, supports conducive learning environments, incorporates effective curriculum planning, enhances assessment and reporting practices, and promotes personal growth and professional development is recommended to support teacher success and enhance effective teaching practices.
4. It is recommended to implement the proposed learning development plan comprehensively to enhance TLE teaching quality and student outcomes by addressing various facets such as subject proficiency, teaching methodologies, classroom environment, curriculum alignment, assessment practices, community involvement, and teacher development.
5. Encouraging collaboration and knowledge-sharing among TLE teachers, both within the local

community and through broader professional networks, to foster a culture innovation, support, and continuous improvement in technical livelihood education.

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