EFFECTIVE STRATEGIES IN TEACHING TECHNOLOGY AND LIVELIHOOD EDUCATION TO SELECTED GRADE 9 STUDENTS IN BATANGAS NATIONAL HIGH SCHOOL

An Undergraduate Thesis

Presented to

The Faculty of the Undergraduate School

St. Bridget College, College Department

Batangas City

In Partial Fulfillment

of the Requirements for the Degree

Bachelor of Secondary Education

Major in Technology and Livelihood Education

by:

BLANCA, ANGELICA A.

BULACLAC, ELLA N.

CONTI, JUNE ALEXES T.

DE CHAVEZ , ANILA CRIS E.

MAY 2018

ABSTRACT

Title : EFFECTIVE STRATEGIES IN TEACHING TECHNOLOGY AND LIVELIHOOD EDUCATION TO SELECTED GRADE 9 STUDENTS IN BATANGAS NATIONAL HIGH SCHOOL

Researchers: Angelica A. Blanca

Ella N. Bulaclac

June Alexes T. Conti

Anila Cris E. De Chavez

Course : Bachelor of Secondary Education

Major in Technology and Livelihood Education

Year : 2018

Adviser : Dr. Marites D. Olea

Institution : St. Bridget College, College Department

Summary

Teaching strategies plays an essential role in teaching specifically to the development and enhancement of the students' performance. The study aimed to determine the effective strategies in teaching Technology and Livelihood Education to selected grade 9 students in Batangas National High School. This research utilized 127 students from the 1278 total numbers of grade 9 students that are taking TLE subject and 10 TLE teachers in Batangas National High School. The researchers applied stratified random sampling to select the total

number of students. The data were obtained through the questionnaires provided by the researchers.

After the careful analysis and interpretation of the data gathered, the respondents perceived that they agreed upon the strategies employed by the teachers in teaching TLE. Moreover, the respondents perceived that there are effects of utilization of teaching strategies in students' attitude and performances in class. In terms of problem encountered, researchers found out that based in the respondents, there are two serious problems which were the lack of teachers in teaching TLE and the short period of time in doing certain task. These findings led to a proposed plan of action that would be used as an instrument to enhance the effective strategies in teaching TLE.

Based on the conclusion reached in the study, the researchers recommend that the school administration may conduct a seminar that would deal with the personal development and capabilities to encourage the incoming college students about the benefits of teachers taking technology and livelihood education as their specialization of teaching. On the other hand, the school may produce a teacher's module for teaching strategies that will surely discuss the effective strategies that would help them to widen their knowledge beyond things and enhance their teachers' competency.

Further study may be conducted to continually assess the effective strategies in teaching Technology and Livelihood Education and consider other factors that would affect the academic performance of the respondents.

ACKNOWLEDGEMENT

The researchers wish to extend their heartfelt gratitude and appreciation to these persons and authorities, who unselfishly extended their time and effort for the success and completion of this study.

First, to the Almighty God, who is always there to enlighten our minds and guide us to the right path. The study would not be possible without Him;

To Mrs. Bernadette I. Manalo, the College Dean, for her guidance, time and ideas for the researchers to conduct and finish the study;

To Mrs. Imelda B. Vergara, Mrs. Eugenia Marites D. Quinio, and Mrs. Bernadette I. Manalo, the panelists, for their substantial suggestions for the improvement of the study;

To Dr. Marites D. Olea, Research I instructor, with her motherly support, guidance and encouragement in pursuing this study;

To Mrs. Catherine L. Agena and Mrs. Imelda B. Vergara, the validators, for leading the researchers a considerable time to conduct the study and their effort and valuable assistance in validating the researcher- made questionnaire;

To the family of the researchers for their understanding, generous support in terms of financial, inspiration, unconditional love and fidelity; and

To all the supportive friends, for their prayers and encouragement that made this study possible.

The Researchers

DEDICATION

The piece of work is sincerely and wholeheartedly dedicated to the Almighty God for the gift of life and wisdom, to our adored and commendable parents and siblings who have by no means failed to provide us monetary and moral support, to our Research Instructor, Dr. Marites D. Olea, who is always there to guide us, to our beloved college dean, Mrs. Bernadette I. Manalo, to our friends and relatives along with other fellow researchers, to all our valued teachers and to those who trusted us in the success of the study.

AAB

ENB

JATC

ACED

TABLE OF CONTENTS

Page

2. REVIEW OF RELATED LITERATURE

3. RESEARCH METHODOLOGY

4. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

5. SUMMARY OF FINDINGS, CONCLUSION ABD RECOMMENDATIONS

BIBLIOGRAPHY

APPENDICES

Appendix A – Research Instrument

Appendix B - Letter

Curriculum Vitae

List of Tables

List of Figures

Figure   Page

CHAPTER I

THE RESEARCH PROBLEM AND ITS BACKGROUND

<u>Introduction</u>

In the world of teaching, there are different strategies used by different teachers, which are based on abilities and capabilities. They are using lots of strategies in order to enhance the knowledge and skills of the students, more than that, teachers are implementing strategies to have a conducive learning for the learners. Since they are facing the 21st century where there are different technologies, new forms of information, communication and collaboration are widely used in teaching Technology and Livelihood Education. Everyone strongly believe that this has an extremely important place in our educational system nowadays. Yet, students think that TLE is a boring subject, and it is just about household chores. But because of changes, this academic discipline incorporates in its curriculum as many pertinent life's skills that will help students succeed independently in their chosen career paths. Through this program, one will prove his essence throughout the lifespan. The most important aspect of Technology and Livelihood Education is that students do not only learn that the subject matter has relevance to their present lives but it will be constant use as they continue to grow with the advent of different usage of technological devices and with the help of teachers' strategies in teaching TLE. In the society, to

recognize and acknowledge the importance of the teaching profession, teachers strategies and methods is one of the contributions in developing an individual learners because teachers must learn to use variety of teaching strategies and to adopt different forms of technology and improve continually the teaching strategies, methods and materials which will guide students' learning for better performances in learning process.

The importance of having varied teaching strategies is that the learners are given an opportunity to widen his/her knowledge and skills. It unlocks the difficulties of comprehension, vocabulary and abilities of the learners which have cooperatively and actively participation of the teacher and the learner.

In a 2012 Global Competence, Visionary teacher educators have begun to recognize that the earlier teachers learn to infuse global knowledge and perspectives into their teaching, the more comfortable and skilled they will become at making this a natural and essential part of their teaching practice and strategies. While there have been pockets of advancement at some colleges, it is evident that sweeping systemic and institutional change is necessary. Ensuring systemic change that will result in an international education for all teacher candidates requires vision and a plan within a school, college, or department of education – ideally one that is supported with campus-wide strategies. Creating globally competent teachers and teacher educators requires building faculty support, creating leadership buy-in, and developing a systemic plan that

maximizes resources and helps ensure that activities are coordinated and sustainable. Global education professionals suggest an emerging framework for comprehensive internationalization of teacher preparation. In this section, we have pulled together strategies and methods from some of the old and new leaders in this field to help facilitate change at your university.

Teaching strategies must be integrated in teaching to enhance the students' ability to learn. Moreover, every student is expected to learn. In order to improve the academic performance of all students, teachers need to help students develop effective learning strategies. The different strategies use by the teacher motivates the students to become an active learner. It helps to elaborate the lesson and become students centered which focuses in interactive learning.

In line with the implementation of Republic Act (RA) No. 10533 or the Enhanced Basic Education Act of 2013, the Department of Education (DepEd) issues the enclosed Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program. Planning lessons is fundamental to ensuring the delivery of teaching and learning in schools. These guidelines aim to support teachers in organizing and managing their classes and lessons effectively and efficiently and ensure the achievement of learning outcomes. Furthermore, these guidelines affirm the role of the K to 12 teachers as a facilitator of learning. Preparing for lessons through the Daily Lesson Log (DLL) or Detailed Lesson Plan (DLP) and provides teachers with an opportunity for reflection on what

learners need to learn, how learners learn, and how best to facilitate the learning process. These guidelines also aim to empower teachers to carry out quality instruction that recognizes the diversity of learners inside the classroom, is committed to learners' success, and allows the use of varied instructional and formative assessment strategies including the use of information and communications technologies (ICTs), and enables the teacher to guide, mentor, and support learners in developing and assessing their learning across the curriculum. These guidelines will remain in force and in effect unless sooner repealed, amended, or rescinded.

The researchers chose this study because, as future educators, they must ascertain the use of different teaching strategies and methods in the field of their specialization. Also, to determine which among these strategies are most commonly used for better instruction.

Conceptual Framework

Different teaching strategies as the central focus of this study is related on several theories and philosophies. Teaching strategies is anchored on the Theory of Constructivism which states the meaningful learning occurs within authentic learning tasks. An authentic learning task is the one that involves a learning activity that involves constructing knowledge and understanding which is important to consider in using teaching strategies. Likewise, teaching strategies considering constructivism should emphasize that learning occurs when it is

student-centered. Constructivism is the level given to a set of theories about learning which fall somewhere between humanistic and cognitive views.

John Dewey, the Father of Constructivism, advocated a merging of Absolutism and Experimentalism. Dewey believed that the curriculum should arise from student's interest, curriculum topics should be integrated rather than isolated from each other, education is growth rather than an end in itself, education occurs through its connection with life, rather than through participation in the curriculum and learning should be hands-on and experience-based rather than abstract.

Additionally, teaching strategies is related to Vygotsky's Scaffolding and the Zone of Proximal Development. Vygotsky proposed that in order for a student to learn a concept or skill, the concept or skill had to be within what he called the students "zone of proximal development". The zone of proximal development is the theory used to determine what a student is capable of learning. If a concept or skill is something that a student could perform on their own after learning it with support. Vygotsky called the support that students receive in order to learn "scaffolding".

The theories stated relates to the researchers study about the teaching strategies of the teachers in teaching TLE. The theory of John Dewey about the importance of hands on activities and experiential learning must be adapted by the teachers of TLE. Since a lot of hands-on activities is expected to experience

in the different area of TLE. The students easily understand the lesson if they learn it while they doing their activities. There is greater opportunity in remembering the lesson while they are learning by doing or learning by action.

Educators perform well where there is certainty and stability in the curriculum and education system. Here, Piaget's Basic Cognitive Concepts of assimilation and accommodation can be cited. Educators who were trained at college and universities for a particular curriculum have to assimilate and accommodate the new education dispensation regarding curriculum transformation and change. The new curriculum brings with it new principles, approaches and methods. Educators have to assimilate and accommodate these changes in order to implement them. This theory of cognitive development believed that people have the natural need to understand how the world works and to find order, structure and predictability in their life. Equilibration is achieving proper balance between assimilation and accommodation. When human experiences do not match his schemata or cognitive structures, people experience cognitive disequilibrium. This means there is a discrepancy between what is perceived and what is understood.

The study must also consider the theory of Vygotsky about the zone of proximal development and the scaffolding. The TLE teachers must know the capabilities of the students to grasp information about the lesson. The teachers

INPUT

1. Strategies employed by the teacher in terms of:

- Communication and Collaboration

- Critical Thinking

- Creativity and innovation

2. Effects of strategies utilize by teachers in teaching TLE in relation to attitude and performance of the students.

3. Problems commonly encountered by the student's respondents in teaching TLE.

PROCESS

- Questionnaire
- Surveys
- Data Treatment
- Analysis and Interpretation of data

OUTPUT

Proposed a plan of activities to motivate the students to ensure better learning of Technology and Livelihood Education.
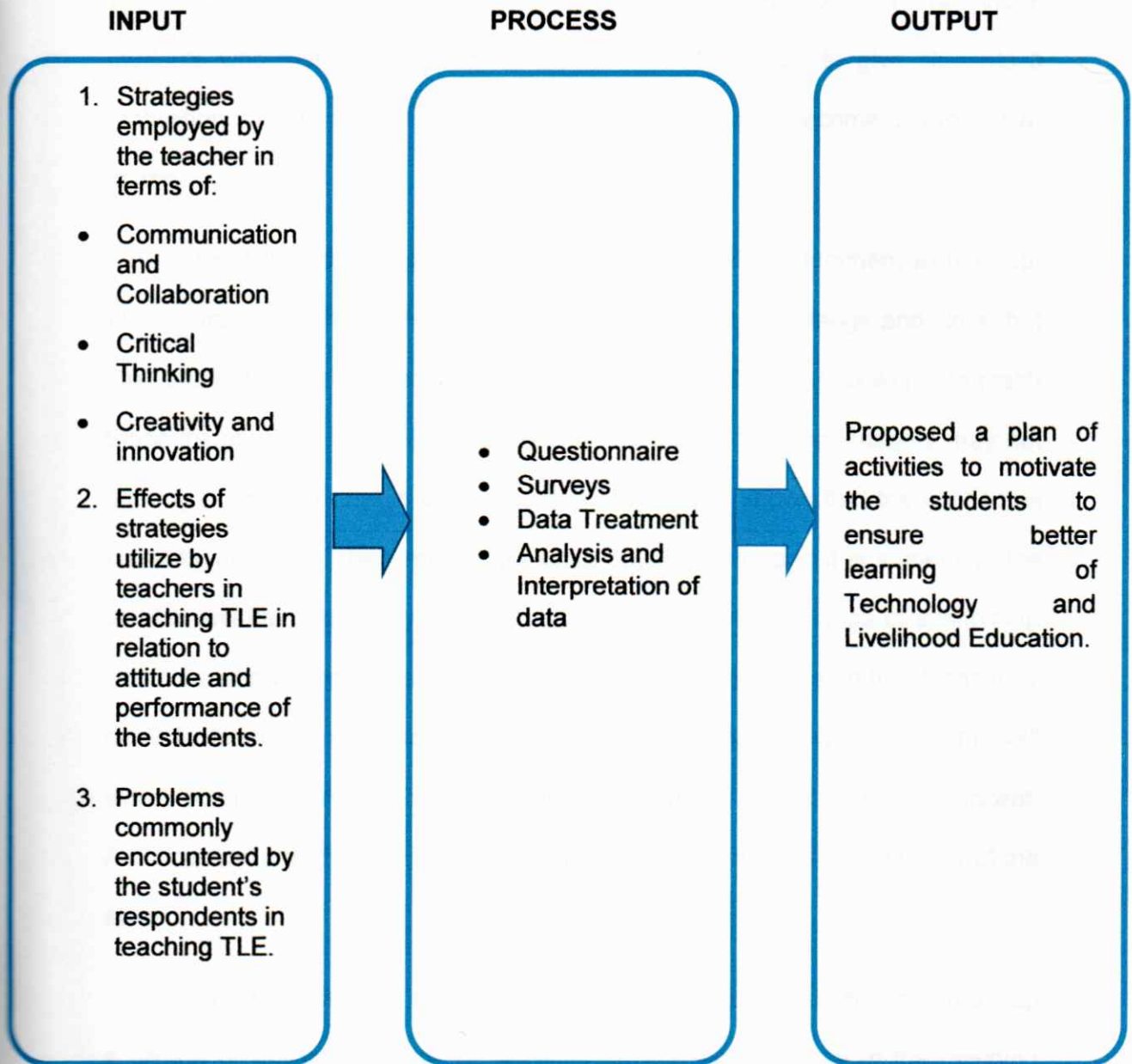
Figure 1. Research Paradigm of the Study

must be ready to assist their student to more effective learning. It is the role of the teacher to become that more knowledgeable others (MKO) to facilitate those students who are slow learners. They must be the model to give students a motivation for them to be engaged on the lesson and become a productive learner.

Vygotsky's theory can be very beneficial in helping teachers to plan out their instruction. It helps them to think that through the knowledge and skills that their students are expected to master and determine the order in which to teach those things. Some concepts require prior knowledge that the students may not already possess. If that is the case, then the teacher knows that the concept is currently outside of their zone of proximal development, and it is something the teacher will have to slowly aim for, step by step. Using the ideas of scaffolding and zone of proximal development could help a teacher to line up the things they need to teach for a whole year and build a sequence by which students will slowly build mastery over one concept before moving onto a next level concept. A conceptual paradigm was conceptualized to figuratively illustrate the flow of the study.

Figure 1 shows the conceptual paradigm, that this study seeks to draw up a design of a proposed plan of activities for the extent of use of the teaching strategies in Technology and Livelihood Education (TLE) for Grade 9 students' of BNHS. The preliminary phase of the study was the different teaching strategies

in Technology and Livelihood Education in terms of Hands-on Activities, Lecture method, project method, cooperative learning and explicit instruction. It also includes the extent of use of the variety of methods. The researchers also referred to questionnaire, surveys, data treatment, and analysis and interpretation of data which are reliable to gather the sufficient information about the study. Gathered data were analyzed to conceptualize the researchers' ideas about the grade 9 students of BNHS. After the analysis the researchers came up with the action plan to ensure better teaching of Technology and Livelihood Education.

Statement of the Problem

This study sought to determine the strategies used in teaching Technology and Livelihood Education which affect students' attitudes and performance in the learning process.

Specifically, it sought to answer the following questions:

1. What are the strategies employed by the teacher in terms of:

    1.1 communication and collaboration;

    1.2 critical thinking; and

    1.3 creativity and innovation

2. What are perceived effects of strategies utilized by teachers in teaching TLE in relation to the attitude and performance of the students?

3. Is there a significant difference between the perspective of the teacher and the student respondents regarding the use of strategies in the teaching and learning process?

4. What are the problems commonly encountered by the students in learning TLE?

5. What plan of activities may be proposed to motivate the students for better learning outcome in TLE?

Hypothesis of the Study

The study tested the hypothesis that there is no significant difference between the perspective of the teacher and the student respondents regarding the use of strategies in the teaching and learning process.

Scope, Limitation and Delimitation of the Study

Using stratified random sampling, the researchers get 127 respondents out of 1278 Grade 9 students and 10 TLE teachers of BNHS for academic year 2017-2018. In this study, the researchers' targets are to know the strategies used by the teachers in Technology and Livelihood Education subject.

The study recognized its limitation on the analysis as it was limited only on areas namely: response of the grade 9 students and teachers knowledge in the different strategies used by the TLE teachers.

<u>Significance of the Study</u>

This study would be a great help to the different people or sector that would give them not just vast information but also a better understanding regarding the research. Furthermore, the study was conducted to fully determine the strategies in teaching TLE enhancing the academic performance of grade 9 students.

TLE Teachers. The study would provide significant information regarding teaching strategies that are mostly used in teaching TLE with the assurance of the transfer learning. The study would also let them to discover the capabilities of the student through observation.

Students. They will be aware and have a broad understanding regarding on the topic and a capability to adapt the learning process as well as its outcomes, and for them to enhance their skills in learning TLE.

School. This would build them competent, efficient and effective TLE learners with developed abilities, and critical thinking skills that are equipped to face the challenges of the 21st century.

Future Researchers. The study would benefit them to have a background and introduction that would be used as a tool for their proposed research. The study would also serve as their resource material for them who wants to carry out research that was inclined in teaching strategies especially in Technology and Livelihood Education.

Definition of Terms

The following terms has been defined conceptually and operationally for clearer view and better understanding of the study.

Assessment. It is the act of making judgment about something, Merriam Webster Dictionary (2010). The term assessment was used in the study as the description of the level of readiness of the teacher in teaching Technology and Livelihood Education.

Communication and Collaboration. It is the act of imparting, especially news, or practice of transmitting information, Oxford Dictionary (2010) ; it takes place when a member of an inclusive learning community work together as an equals to assist student to succeed in the classroom . The term of communication and collaboration was used in the study as the strategies used by the teacher that would be available for consultation to facilitate group discussions and constantly imparting new knowledge or transmitting information.

Creativity. The quality of being creative. The ability to transcend traditional ideas, rules patterns, relationships, or the like, and to create meaningful new ideas, forms, methods, interpretations, etc.; originality, progressiveness, or imagination. The ability to produce original and unusual ideas, or to make something new or imaginative. (Corpus and Salandanan, 2011) The term creativity is very important in TLE teachers to deliver their lesson in a form that the students will understand.

Critical Thinking. It is the intellectual process of conceptualizing, applying, analyzing, synthesizing and evaluating information gathered from observation experience,reflection, reasoning or communication as a guide to belief and action. Salandanan (2010). The term critical thinking was used in the study that can be realized when teaching Technology and Livelihood Education must meaningful when lecturers do practical activities.

Innovation. The introduction of something new, a new idea, method, or device. An innovation is a new thing or a new method of doing something (Collins Dictionary 2015). The term innovation is introducing of new ideas and methods that the teacher will utilize during instruction.

Learning Outcome. Learning outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or program. In other words, learning outcomes identify what the learner will know and be able to do by the end of a course or program.

Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning (Corpus and Salandanan, 2011). In this study learning outcome is important to be observed to the students.

Strategies. It is a careful plan or method of achieving a particular goal usually over a load period of time (The New Lexicon Webster's Encyclopedic Dictionary of the English language 2012). The term strategy was used in the study as the overall method of achieving the learning outcomes that could affect the learners and teachers performance.

Technology and Livelihood Education. It is a subject taught in many various components which important and mandatory for all secondary school students following TLE course are home economics, fishery , cooking , agriculture, industrial art, information and communication technology. Rizalina A Talao (2010)