

Teachers' Competencies in Technology and Livelihood Education and their Performance

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Abstract

This study focuses on the competencies and performance of technology and livelihood education (TLE) teachers. It described the level of competencies of TLE teachers in terms of basic, common, and core competencies, as well as the performance of TLE teachers and analyses their strengths and shortcomings, based on the four (4) areas of TLE. The four TLE areas of basic, common, and core were used to describe both the competency and performance of TLE teachers. Based on the performance of the TLE teachers, the strengths and weaknesses were also evaluated. The researcher employed descriptive-correlational method as it would show probable relationship among variables. The research is conducted at Maryhill College in Lucena City. There were 94 online survey respondents for this study. Based on the findings, the majority of the teachers were evaluated as experienced since the findings were highly competent. The findings indicated that the respondents believed their teachers were competent in all elements of the teaching and learning processes because they were able to effectively transmit skills to their students as surveyed individually based on the questionnaire. It was observed that when a teacher is able to transmit skills to his or her students based on their performance, it speaks for competency in the teacher's knowledge and attitude toward teaching. Teachers have efficiently handled the school's resources. TLE teachers' interventions included in-service training in creating video lessons, creating instructional materials with MS Power Point, teaching tactics, facilitating competency-based education, and designing digital learning strategies. Continue to enhance their professional growth, particularly when it comes to online and offline education. Increase the degree of competency in the use of digital tools and in the development of suitable mix-based assessments based on the learners' experiences and capacities, as well as the available resources. The computed Pearson r coefficient between the competencies of TLE teachers and their performance has a positive correlation. Since the findings revealed that there is a significant relationship between the competencies of TLE teachers and their performance, it is concluded that the null hypothesis stating that there is no significant relationship between the teachers' competencies in TLE and their performance is not supported by evidence hence it is not sustained.

Keywords – Competencies, Performance, Technology, Livelihood