


**THE LEVEL OF COMPETENCY AND COMPETENCY NEEDS OF
TECHNOLOGY AND LIVELIHOOD EDUCATION TEACHERS:
A BASIS FOR DEVELOPING TEACHERS'
ENHANCEMENT PROGRAM**



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ABSTRACT

Title of the Research: **THE LEVEL OF COMPETENCY AND COMPETENCY NEEDS OF TECHNOLOGY AND LIVELIHOOD EDUCATION TEACHERS: A BASIS FOR DEVELOPING TEACHERS' ENHANCEMENT PROGRAM**

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This descriptive study was conducted to assess the level of competency and the competency needs of technology and livelihood education teachers which will serve as basis for developing teachers' enhancement program. The basis of the conceptual framework evolved from the concept Organization-Task-Person (OTP) conception of needs assessment as described by McGehee and Thaye to provide information about where and when training is needed in an organization. It is considered the core framework for needs assessment in the academic literature since most of the models developed have been based on the three-level framework (Holton, E. et al. 2000).

This study covered the total population of 76 or 100% of the Technology and Livelihood Education teachers and 5 school administrators from the secondary level in the Division of Imus City for the School Year 2013-2014. Percentage, mean/average, t-test, f-test, and analysis of variance (ANOVA) were used as statistical tools to quantify the data. It

utilized the survey form through the use of questionnaire designed by the researcher for the purpose of the study. The instrument was validated by a group of experts determined by the Director of the College of Education Graduate Studies, De La Salle University – Dasmariñas. Their corrections, comments, and suggestions were considered in improving the questionnaire.

The findings of the study show that there is no significant difference on the competency level when the teachers are grouped according to demographic profile

Findings also imply that there are significant differences identified in all the six components of standard competency and the competency level of the teachers. Three major needs identified are activities that would enhance competency of students in motivation and opportunities to acquire or enhance their skills, renewed professionalism, and rejuvenated teaching advocacy and calling.

The study concludes that there exists a significant gap (difference) between the present competency level and the desired standard competency requirements of TLE teaching among the teachers of the Division of Imus City.

This study, thereby, recommends enhancement program, projects, and activities to address the competency needs requirement of the TLE teachers in the Division of Imus City.

The findings, conclusions, and recommendations of this study can be used as a basis for policy formulation on teachers' development/enhancement programs.



TABLE OF CONTENTS

	Page
TITLE PAGE	1
ABSTRACT	2
APPROVAL SHEET	5
ACKNOWLEDGEMENT	6
TABLE OF CONTENTS	8
APPENDICES	10
LIST OF TABLES	11
LIST OF FIGURES	15
Chapter	
1 THE PROBLEM AND ITS BACKGROUND	
Introduction	16
Conceptual Framework	18
Statement of the Problem	23
Hypotheses of the Study	24
Scope and Delimitation of the Study	25
Significance of the Study	25
Definition of Terms	26
2 REVIEW OF RELATED LITERATURE	
Conceptual Literature	28
Related Studies	43

Synthesis	45
3 METHODOLOGY	
Research Method and Design	48
Respondents of the Study	49
Research Instrument	50
Validation of Instruments	52
Data Gathering Procedure	52
Analysis of Data	53
Statistical Treatment of Data	56
4 PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA	
Problem No. 1	58
Problem No. 2	67
Problem No. 3	89
Problem No. 4	92
Problem No. 5	94
Problem No. 6	98
Problem No. 7	105
Problem No. 8	107
5 SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	
Summary	111
Findings	113

Conclusions	115
Recommendations	116
REFERENCES	118
APPENDICES	
A. Letter of Request to the Schools Division Superintendent – Officer-in-Charge	123
B. Survey Questionnaire for Teachers	124
C. Survey Questionnaire for Administrators	128
D. Pre-Testing Questionnaire	132
E. The Department of Education-NCBTS Competency Standard for Teachers and the Proposed TLE Teachers' Competency Standard	135
F. About the Author	138
G. Deed of Declaration	140

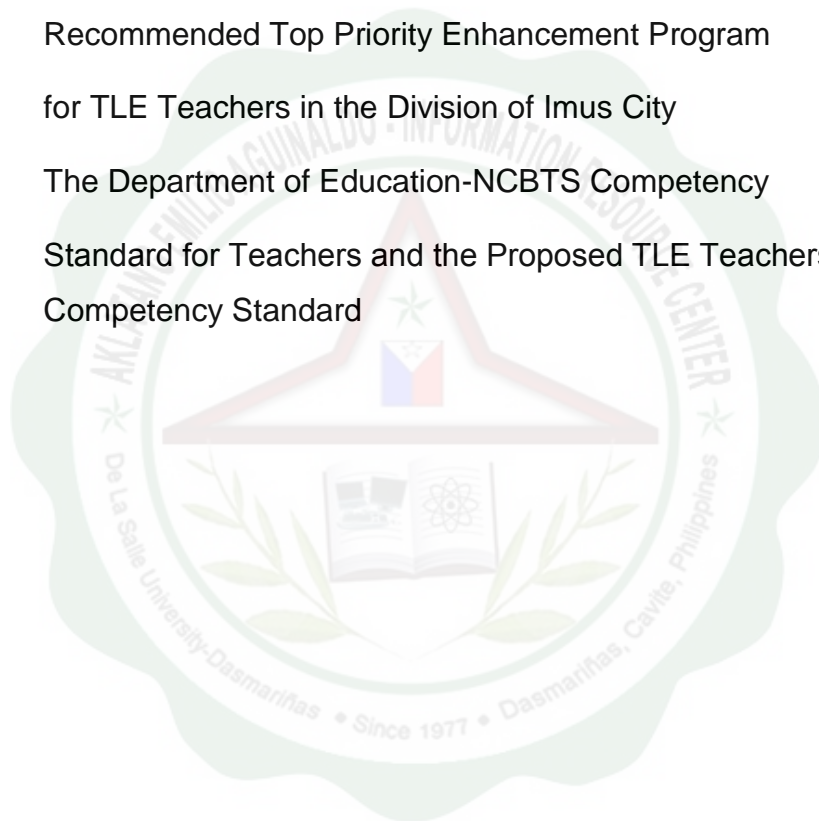
LIST OF TABLES

TABLE	PAGE
1	50
Population of Teachers from the Five Secondary Schools in the Division of Imus City	
2	55
Scale and Descriptive Ratings Used in the Analysis of the Competency Scores of the Respondents	
3	58
Gender and Age of TLE Teachers	
4	59
Undergraduate Degree/ Major of TLE Teachers	
5	60
Years of Teaching Experience of TLE Teachers	
6	61
Attendance to Seminars of TLE Teachers	
7	62
Profile of Administrators	
8	64
Competency Level According to Years of Teaching Experience	
9	65
Competency Level According to Undergraduate Degree/Major	
10	66
Competency Level According to Seminars Attended	
11	68
Frequency and Percentage of Teachers by Competency Score in Component I: Personal and Professional Competency	
12	70
Numerical and Descriptive Mean Competency Score in Component I: Personal and Professional Competency	
13	70
Frequency and Percentage of Teachers by Competency	

	Score in Component II: Knowledge of Student Skills and Talents	71
14	Numerical and Descriptive Mean Competency Score in Component II: Knowledge of Student Skills and Talents	73
15	Frequency and Percentage of Teachers by Competency Score in Component III: Teaching Techniques Competency	74
16	Numerical and Descriptive Mean Competency Score in Component III: Teaching Techniques Competency	76
17	Frequency and Percentage of Teachers by Competency Score in Component IV: Monitoring and Evaluation Skills	78
18	Numerical and Descriptive Mean Competency Score in Component IV: Monitoring and Evaluation Skills	80
19	Frequency and Percentage of Teachers by Competency Score in Component V. Relations with Family and Society	82
20	Numerical and Descriptive Mean Competency Score in Component V: Relations with Family and Society	84
21	Frequency and Percentage of Teachers by Competency Score in Component VI: Knowledge of Curriculum and Content	85
22	Numerical and Descriptive Mean Competency Score in Component VI: Knowledge of Curriculum and Content	87

23	Administrators' Assessment of Teachers Competency	88
24	Results of Tests for Differences between Competency Scores of TLE Teachers Grouped According to Gender, Age, and Undergraduate Degree	90
25	Results of Tests for Differences between Competency Scores of TLE Teachers Grouped According to Teaching Experience and Seminars Attended	91
26	Competency Assessment of Teachers and Administrators	92
27	Assumptions of the TLE Competency Standard	96
28	Gap between Desired (Standard) and Present Competency Skills in Component I: Personal and Professional Competence	99
29	Gap between Desired (Standard) and Present Competency Skills in Component II: Competence in Using Knowledge of Student Skills and Talents	100
30	Gap between Desired (Standard) and Present Competency Skills in Component III: Competence in Using Teaching Techniques	101
31	Gap between Desired (Standard) and Present Competency Skills in Component IV: Competence in Monitoring and Evaluation	102
32	Gap between Desired (Standard) and Present	

	Competency Skills in Component V: Competence in Establishing Relations with Family and Society	103
33	Gap between Desired (Standard) and Present Competency Skills in Component VI: Competence in Using Knowledge of Curriculum and Content	104
34	Recommended Top Priority Enhancement Program for TLE Teachers in the Division of Imus City	109
35	The Department of Education-NCBTS Competency Standard for Teachers and the Proposed TLE Teachers' Competency Standard	135



LIST OF FIGURES

FIGURE		PAGE
1	Organization-Task-Person Concept of Needs Assessment	19
2	Conceptual Framework of the Study Showing the Process and the Variables as Defined in the Current Study	21

