


**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.

