Opportunities for Growth and Career Development of Technology, Vocational and Livelihood Education (TVLE) Teachers

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Abstract: This study focused on determining the opportunities for growth and career development of Technology, Vocational and Livelihood Education teachers in the Division of Batangas Province during the school year 2016-2017 with the purpose of proposing a development program on growth and career development of TVLE teachers. Specifically, it dealt with the profile of TVLE teachers in terms of age, gender, major field of specialization, and number of years in teaching. It also looked into how administrators and the TVLE teachers assess their personal and professional characteristics with reference to work ethics and technical skills. Moreover, it also took into consideration the significant differences in the assessment of the groups of respondents.

Keywords: Management Program Development, Problems and Issues on TVLE, Personal and Professional Characteristics, Technology, Vocational and Livelihood Education

1. Introduction

It also assessed personal and professional characteristics related to the profile variables as well as the opportunities for growth and development of TVLE teachers. More so, it identified the problems and issues on TVLE. These led to the development of a management program on growth and career development of TVLE teachers. The descriptive method of research was utilized in the study. The questionnaire, interview and focus group discussion were utilized as the main data gathering instruments. The respondents of this study were 240 TVLE teachers and 108 school heads from selected public secondary schools in the Division of Batangas Province.

2. Findings

Findings showed that majority of the respondents were aged 30 to 39 years old, female, with Home Economics as major field of specialization. Most of them were teaching for less than 10 years. Work ethics was moderately manifested by TVLE teachers. It was also seen that TVLE teachers were competent in terms of their technical skills. There was a significant difference in the assessment of the personal and professional characteristics of TVLE teachers. It was also reflected that there was no significant difference in the assessment of the personal and professional characteristics of TVLE teachers. Indicated also, there was a significant relationship between personal characteristics of TVLE teachers when grouped according to age. There was no significant relationship between personal characteristics of TVLE teachers when grouped according to gender, field of specialization, and number of years in teaching. There was a significant relationship between professional characteristics of TVLE teachers when grouped according to age. It was also indicated that there was no significant relationship between professional characteristics of TVLE teachers when grouped according to gender. Furthermore, there was significant relationship between professional characteristics of TVLE teachers when grouped according to field of specialization. Opportunities for growth and development were provided to TVLE teachers. Among the problems and issues revealed were unavailability of a laboratory room, limited tools, materials and equipment and insufficient financial assistance form LGU. From the analysis of the results, the researcher designed a management program for growth and career development of TVLE teachers. This hopefully will empower them toward productive and meaningful desirable outcomes.

3. Conclusion

From the findings, the following conclusions were drawn:

- Majority of the TVLE teachers belonged to the age bracket of 30-39 with more than 10 years of teaching experience, female out numbering the male on to gender and home economics as the most preferred major field of specialization.
- Work ethics of TVLE teachers was greatly manifested as assessed by school heads and moderately manifested based on the assessment of teachers; both agreed that TVLE teachers are competent in terms of technical skills.
- There was significant difference in the assessments by school administrators and TVLE teachers as regard to work ethics.
- Assessments on personal characteristics differed only when grouped according to age, while professional characteristics differed when grouped according to age and field of specialization.

International Journal of Research in Engineering, Science and Management
Volume-2, Issue-1, January-2019
www.ijresm.com | ISSN (Online): 2581-5792
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- Provision for technical assistance by school heads, Daily Log Making Contest, and continuous learning initiatives are the opportunities for TVLE teachers.
- The major problems and issues on TVLE which should be properly addressed are unavailability of laboratory rooms, limited tools, materials and equipment and insufficient financial assistance for LGU.
- The management program on growth and development includes objectives, strategies and activities to provide TVLE teacher with opportunities which can help them personally and professionally.
- It is thus recommended that the proposed management program may be presented to school administrators for review prior to its implementation.

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International Journal of Research in Engineering, Science and Management
Volume-2, Issue-1, January-2019
www.ijresm.com | ISSN (Online): 2581-5792

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