

**THE CHALLENGES OF TECHNICAL AND VOCATIONAL LIVELIHOOD (TVL)
EDUCATION IN THE NEW NORMAL AS PERCEIVED BY TEACHERS IN BIÑAN CITY
SENIOR HIGH SCHOOL – SAN ANTONIO CAMPUS**



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ABSTRACT

The world has faced an abrupt change due to the COVID-19 pandemic. The education sector has its equal share of birth pains as the Department of Education strives to adapt and shift its delivery using distance learning.

Teaching skills-related subjects in the new normal were challenging. Teachers were required to have dynamic learning activities that allowed the transfer of information and the ability to use one's knowledge effectively and readily in execution or performance. Teachers of the subject often used apprenticeship, demonstration, performance tasks, and role-playing. However, they are also expected to go beyond.

The absence of face-to-face teaching, lack of self-learning modules, and assessment procedure for distance learning modality are some of the problems TVL teachers encounter.

The study aimed to further explore and investigate the adaptation done by TVL teachers as they execute the teaching-learning process of skill-based subjects and what is the solution they made. This would further be assessed on how to improve the best practices and adapt it as a systematized program for TVL subjects. Given the circumstances, TVL teachers are expected to come up with out-of-box responses.

The participants for the study were twenty-two (22) teachers TVL Senior High School Teachers of Biñan City Senior High School- San Antonio Campus were handling the TVL subject for School Year 2020-2022. The researchers utilized the validated survey questionnaires about the challenges of TVL education in the new normal. Questions were crafted and validated by subject matter experts. The data gathering tool was administered to the target participants.

Based on the findings, the researchers found out that teachers faced challenges in crafting lesson plans, instructional material, delivery of content, and assessment.

The study recommended that the school leaders may provide intensive support to the teachers through relevant pieces of training and workshops to cope with the new education system.

The teachers and school leaders may also focus on monitoring and evaluating crafting lesson exemplars, developing instructional materials, delivering content, and assessing learning progress.

The teachers may participate in the training related to their challenges in Modular Distance Learning and the conduct of School Learning Action Cell to address the challenges encountered in the delivery of TVL subject in the new normal.

INTRODUCTION

Following the Department of Education (DepEd) Memorandum No. 012 Series of 2020 or the Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in light of the COVID-19 Public Health Emergency, the DepEd developed a package of education interventions called Basic Education Learning Continuity Plan (BE-LCP), streamlined the Most Essential Learning Competencies (MELCs) to be delivered in multiple learning modalities and platforms. The BE-LCP also serves as a response to the basic education challenges brought about by the COVID-19 pandemic.

In developing the BE-LCP, the DepEd initiated a collective effort from the internal and external stakeholders in designing a learning education strategy and operational directions to ensure the health, safety, and well-being of all the learners, teachers, and personnel of the DepEd. Additionally, the BE-LCP aims to ensure learning continuity through K-12, facilitate the safe return of teaching and non-teaching personnel, and learners to workplaces and schools, and community learning centers (CLCs), be amenable to equity considerations and concerns, and finally to link and bridge the BE-LCP to DepEd's pivot under the framework of Sulong EduKalidad and Futures Thinking in Education.

To achieve the BE-LCP objectives, the teachers and school leaders were capacitated to implement and manage multiple learning delivery modalities in collaboration with the National Educators Academy of the Philippines (NEAP). The capacity-building programs started in June 2020 and were conducted to address curriculum requirements in terms of essential learning competencies and content, and pedagogy and assessment.

Additionally, the DepEd recognizes that the shift in learning modalities and platforms does not only affect the physical health of the students, teachers, school leaders, and personnel but also their mental health. Hence, the capacity building also included support for teachers in debriefing their classes about the COVID-19 situation and setting fair expectations on the new learning experience amidst the pandemic. One of the identified critical challenges in DepEd Memorandum No. 012, series of 2020 is that junior and senior high school vocational tracks have classes requiring hands-on sessions in laboratories which might no longer be applicable in the current distance learning setup. For most of the Technical Vocational Livelihood (TVL) or Technology and Livelihood Education (TLE) track, MELCs were not identified as competencies remain to be based on the Training Regulations of the Technical Education and Skills Development Authority (TESDA) delivered through TESDA Circular No. 62, s. 2020. TESDA Circular No. 62, s. 2020 serves as a guideline in implementing flexible learning in Technical Vocational Education and Training (TVET). This is in line with the policy direction provided in Operational Plan (OPlan) TESDA Abot Lahat: TVET Towards the New Normal which mandates the Agency to adapt with the new normal "in carrying out its mandate of providing skills training and certification to Filipinos to get jobs or earn livelihoods." The proposed flexible learning includes delivery of the curriculum with online learning, blended learning, distance learning, and a combination of distance learning and face-to-face learning.

Given that the competencies remain the same and flexible learning options are made available upon implementing the TVL curriculum, there are still reservations on the effectiveness of the

implementation of this strategy. For instance, even before the pandemic, a readiness study participated by the Division of Zamboanga del Sur, Industries, and Community in TVL Track for Senior High School (SHS) found out that there are limitations in facilities and equipment to satisfy the course requirements as well as lack of preparation and partial readiness to support SHS among the Local Government Units (LGUs) and industries.

As the pandemic continues to affect the educational sector, DepEd Undersecretary Tonisito Umali declared during a press conference on February 2021 that TVL courses are then limited to home-based learning. This entailed offering courses that are doable at home or in the community (Manila Bulletin, 2021). Additionally, assessments were suspended. However, the DepEd permits the respective school division superintendents to decide and make their recommendations based on their experiences and the best-fitting setup to their situations and contexts.

Considering the BE-LCP and TESDA's guidelines to implementing flexible learning for the TVL track, there is a need to evaluate the experiences of the teachers and course implementors to identify the challenges related to the delivery of these courses in different modalities and platforms to possibly suggest policy changes. This is an essential research study as it will allow the teachers, like myself, to process their experiences and contribute to the developing body of knowledge on implementing TVL courses in a flexible learning setup.

METHODOLOGY

The participants for the study were TVL Senior High School Teachers of Biñan City Senior High School- San Antonio Campus. Twenty- two (22) teachers are handling the TVL subject for School Year 2020-2021. TVL teachers were composed of industry practitioners, holders of National Certificates, and/or with Trainer's Methodology issued by the Technical

Education and Skills Development Agency (TESDA). They have relevant experience in the subject assigned to them to ensure the alignment of the subject with the dictated standards from the industry.

The researchers utilized validated survey questionnaires about the challenges of TVL education in the new normal. Questions were crafted and validated by subject matter experts. Then, the researchers conducted to sample of the population and then evaluated. Once it was finalized, the data gathering tool was administered to the target participants. This guide gathered different information from the participants to understand and identify the right intervention for the problem and how it can be improved.

This interview guide included the common challenges encountered by the teachers in the distance learning modality specifically in attaining the performance and learning competencies of the subject.

The researcher crafted the survey question to be validated by experts in the field. Validators will be composed of the following: Master Teachers, School Head, and Education Program Specialist. The questions included crafting the lesson plan, instructional materials, delivery content, and assessment. The approved survey questions will be tested to select teachers that are not included in the study. The initial result will be tested and assessed. The approved tool will then be administered to the target respondent.

The researcher used questionnaires, serving as the tool in gathering data through online platforms and social media applications such as Facebook Group and Messenger, and GSuite (Google Form and Spreadsheet).

RESULTS

Technical Vocational -Livelihood or TVL in the new normal faced challenges in the administration of best-fit learning modality. Given that the competencies remain the same and flexible, learning options were made available upon the

implementation of the TVL curriculum, there were reservations on the effectiveness of the implementation of the strategy.

Based on the findings, the researchers found out the challenges in crafting lesson plans, instructional material, delivery of content, and assessment. In crafting the lesson plan, the primary challenges were contextualization of the activities for practical application and the development of activities that were appropriate for distance learning.

For making instructional materials, TVL teachers perceived crafting of school based SLM and worksheet, administering instructional materials, and providing a further explanation or deepening of concepts as key tasks.

The teachers agreed that applying the prescribed curriculum to all types of students and inspiring students to be more self-directed were major concerns in delivering the content.

The findings also disclosed that ensuring the credibility of formative assessment data and conducting practical training without the physical presence of trainers and students were the main challenges in the assessment.

To cope with the challenges, the teachers in harmonious collaboration with the school administration, developed projects and programs, adaptive to the hurdles of new normal education, to ease the school operations.

DISCUSSION

The Technical & Vocational Livelihood (TVL) Education in the New Normal has been challenging. The researchers, therefore, recommended that school leaders may provide intensive support to the teachers through relevant pieces of training and workshops to cope with the new education system.

The teachers and school leaders may also focus on monitoring and evaluating

crafting lesson exemplars, developing instructional materials, delivering content, and assessing learning progress.

The teachers may participate in the training related to their challenges in Modular Distance Learning in collaboration with school, division, regional, and national offices.

The Master Teachers may conduct School Learning Action Cells that primarily address the challenges in education.

ACKNOWLEDGEMENT

The lead proponent together with the members would like to extend the sincerest gratitude to the School. The completion of this paper could not have been possible without the participation and assistance of so many people whose names may not all be enumerated. Their contributions are sincerely appreciated and gratefully acknowledged. However, the group would like to express their deep appreciation and indebtedness particularly to the following:

School Principals, Mr. Angelo D. Uy and Dr. Leslie V. Denosta for their endless support, kind and understanding spirit during the conduct of the research.

Public School District Supervisor, Dr. Ginalyn M. Garcia for her support to all the research endeavors.

Senior Education Program Specialist, Edward Manuel for his comprehensive technical assistance.

To all the TVL teachers, family, friends and others who in one way or another shared their support, either morally, financially and physically, thank you.

Above all, to the Great Almighty, the author of knowledge and wisdom, for His countless love.

We thank you.

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