

CHALLENGES OF TEACHERS IN TEACHING TECHNOLOGY LIVELIHOOD EDUCATION IN THE NEW-NORMAL SETTING

by:

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Technology and Livelihood Education is the most immersive, participatory, interdisciplinary, and value-laden subject among the learning domains, including cultural, artistic, vocational, political-economic, and moral qualities. It is in this subject area that Filipino students have the opportunity to display their practical knowledge and life skills, particularly the abilities of vocational efficiency and empathy. Technology and Livelihood Education aims to help students gain knowledge, skills, values, and attitudes that will help them succeed in the workplace. This will allow students to learn knowledge and skills in a variety of activities relating to Home Economics, Agriculture Arts, Industrial Arts, and Entrepreneurship.

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One of the issues mentioned by M. Calanog (2019) supported a different problem TLE teachers faced in his research entitled Challenges in Teaching Exploratory Courses of Technology and Livelihood Education using Pedagogical Approaches. TLE teachers were found to be particularly difficult when employing the pedagogical approach in teaching exploratory courses due to the requirement that the preparation of daily lesson logs be led by pedagogical methods. Additionally, there weren't enough learning materials available, notably the tools and equipment needed to help students finish their projects. Teachers must develop instructional materials that are guided by pedagogical strategies in order to integrate creative teaching and learning.

Furthermore, because schools have varying resources and teachers have varying skill levels, schools offer a variety of learning areas, making it difficult to manage. Teachers face a great challenge in figuring out how to help students reach their full

potential when they have to create a variety of lessons, execute different skills, and use a variety of equipment and facilities. While the new curriculum focuses on educating and preparing students to be successful with their set of abilities when they graduate, it is also necessary to examine the skills and abilities of teachers. Teachers serve as role models for students, thus they must conduct themselves professionally.

To address with according to Syahrial et al (2019). Teachers' pedagogical competence must be solid, thorough, and up-to-date. They must also comprehend student learning as well as the challenges associated with teaching and learning in a particular subject. Because it is connected to one's professional career, it also necessitates a serious and critical attitude toward pedagogy, learning, and the development of pedagogy over time. The utilization of instructional materials, instructional strategies, and instructional procedures is how describes teachers' pedagogical skills. Poor student academic performance is closely related to the quality of the classroom instructors. Effective students' learning and academic achievement are hampered by the classroom behaviors and pedagogical proficiency of the teachers. The low academic standards demonstrate that teachers did not have the intended competencies they were expected to have. As a result, it will be difficult for the teacher to provide the students what they need. Boosting teacher comprehension and awareness of localized wisdom is one method for enhancing teachers' abilities in a particular expertise.

It is indeed that teachers need to have various teaching strategies to address the needs and problems met by both teachers and students. As the old adage said you cannot give what you do not have same as you cannot teach what you do not know. Having various teaching strategies at the classroom level simply means addressing the individual differences and needs of the students as our main product and customer in the teaching and learning process.

References:

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