

CHALLENGES IN TEACHING TECHNOLOGY AND LIVELIHOOD EDUCATION TO JUNIOR HIGH SCHOOL STUDENTS IN THE MODERN AGE

by:

Kenneth I. Guanlao

Teacher III, Orani National High School- Pagasa

To equip junior high school students in the Philippines with the necessary practical knowledge and skills for business and livelihood, the implementation of Technology and Livelihood Education (TLE) is crucial. Educators encounter numerous obstacles in the effective delivery of Technology and Livelihood Education (TLE) in today's context. These obstacles arise from rapid technological progress, socioeconomic inequalities, and shifting educational priorities. This article examines the challenges faced in teaching TLE within the Philippine educational system, utilizing research and insights from local studies.

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The instruction of Technology and Livelihood Education (TLE) in the Philippines is impeded by various obstacles that diminish its overall effectiveness. According to Garcia et al. (2018), a significant deficiency in resources and facilities exists, particularly in rural schools, where outdated or malfunctioning equipment is prevalent, as highlighted by Dela Cruz and Santos (2019). The technological divide further complicates the situation; DepEd (2020) reported that merely 40% of public schools have internet connectivity, and many computers are outdated, placing rural students at a disadvantage relative to their urban peers, as noted by Flores and Mendoza (2021). Ramos et al. (2020) indicated that a notable 65% of educators in Technology and Livelihood Education (TLE) lack access to professional development opportunities that would enhance their competencies in emerging areas such as robotics and digital entrepreneurship. Furthermore, Cruz and Bautista (2019) addressed the issue of curriculum misalignment, asserting that the existing educational content is outdated and fails to align with current

industry requirements, thereby hindering students' employability prospects. Socioeconomic factors significantly influence the levels of participation in educational environments. According to Villanueva and Reyes (2021), financial limitations often prevent many students from fully engaging in hands-on learning experiences, which frequently results in teachers having to assume the financial burdens linked to these activities. The interrelated challenges emphasize the urgent requirement for extensive reforms aimed at enhancing the quality of Technology and Livelihood Education (TLE).

To tackle the difficulties associated with teaching Technology and Livelihood Education (TLE), a variety of strategies can be employed. Cooperation between government agencies and private companies is vital for infrastructure improvements, which provide schools with advanced facilities and tools. The Department of Education (DepEd) can play a key role by offering regular training to prepare teachers with modern skills and teaching methods. Revising the TLE curriculum to include themes such as digital business, sustainable agriculture, and modern technology is critical. Furthermore, educational institutions must provide financial help to economically disadvantaged students and teachers, allowing them access to critical resources.

The challenges in teaching TLE to junior high school students in the Philippines highlight the need for systemic improvements in education. In order to tackle the challenges faced in TLE and adequately prepare students for their prospective careers, collaboration among educators, policymakers, and stakeholders is essential. By focusing on enhancing resources, technology, training, and curriculum, the nation can establish a more holistic and effective TLE educational framework that equips students with the requisite skills and knowledge. This approach will guarantee that TLE provides students with the essential tools for success in their future pursuits.

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