PERCEIVE INTEREST IN CHOOSING MINI COURSES IN TLE FOR
INCOMING GRADE 9 STUDENTS BASED FROM K TO 12 PROGRAM
FOR
SCHOOL YEAR 2012-2013

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CHAPTER I

THE PROBLEM AND ITS SETTING

INTRODUCTION

The K-12 Basic Education Program aims to provide every Filipino child with the education s/he needs to compete in a global context.

In the K to 12 curriculum, the TLE courses are taught based on the learning outcomes and performance criteria stated in the Training Regulations (TR) from Technical Education Skills and Development Authority (TESDA). The alignment of TLE curriculum with the TESDA Training Regulations will enable the graduates to obtain certification for employment.

This research wants to determine the interest in choosing mini courses in TLE for incoming Grade 9 students based from K to 12 Program. This study used direct interview method and questionnaire. The data were gathered from Bantad National High School Gumaca, Quezon for the School Year 2013-2014 of 42 students from Grade 8.

Dependent variable - is perceive interest in choosing mini courses in TLE

Independent Variable – Grade 9 students

A survey questionnaire for the students was formulated. These instruments were used to determine the interest of the Grade 9 students in
choosing mini-courses in TLE There are five different questions and in the 3rd number with 26 items and in the last number for feedbacks and comments.

**BACKGROUND OF THE STUDY**

Technology and Livelihood Education (TLE) equips learners with knowledge and information, skills and processes, right work values and life skills in the field of Home Economics, Industrial Arts, Agri-Fishery Arts, and Information Communication Technology (ICT). The 24 TLE courses can be categorized under any of these fields. It is integrative in approach. For instance, it integrates entrepreneurship with all the areas of TLE so students could later set up their own businesses in any field of TLE.

K to 12 Education Program offers Career Pathways or optional courses that students select from a number of choices. It offers opportunities for specialization in academic, technical-vocational, and entrepreneurship. At Grades 7 and 8, students will study exploratory subjects by taking four Technology and Livelihood Education (TLE) courses for each Grade. At Grades 9 and 10, TLE specializations are offered and to measure students' performance, written and hands-on skills tests are administered by the technology teacher.

Comprised the interview for almost two weeks, students from Grade 8 interact regularly and understand the lessons very well and immediately apply it and create their outputs. They taken the mini courses of the following Quarter for
SY 2013-2014: 1st Quarter-Crop Production, 2nd Quarter-Mechanical Drafting, 3rd Quarter-Desktop Publishing and 4th Quarter-Commercial Cooking while on their Grade 7 they taken the mini courses of the following: 1st Quarter-Household Service, 2nd Quarter-Caregiving, 3rd Quarter-Handicraft, and 4th Quarter-Computer Hardware Servicing.

The problems encountered by the students Grade 8 were insufficient materials or modules, lack of TLE/HE room, combination of low retention and negative attitude towards the lesson and undecided choose of mini courses.

In preparation in Grade 9 students, the learner chooses one course to specialize in from among the exploratory courses those they taken in Grade 7 and Grade 8. Specializations in students’ areas of interest will also be offered and that is the concentration to Crop Production, Commercial Cooking and ICT. We have 2 TLE teachers who teach ICT and Commercial Cooking. We have computer laboratory but unfortunately we don’t have HE room and lack of materials in cooking. Crop Production is much ideal to teach because Bantad NHS is near the farm and the students will exposed to that kind of specialization.

THEORETICAL AND CONCEPTUAL FRAMEWORK
Two more years of basic education will be added to the existing four-year high school program to extend the basic education from ten years to 12 years. Aside from two years in high school, one year of kindergarten has now become part of basic education. Senior High School is two years of specialized upper secondary education; students may choose a specialization based on aptitude, interests, and school capacity. The choice of career track will define the content of the subjects a student will take in Grades 11 and 12. SHS subjects fall under either the Core Curriculum or specific Tracks.
The personal profile of the students and their schools guaranteed to be independent variable that may affect the result of this study. The researcher will consider the age, gender, the population in each class, the type of class and the classroom feature where the students belong. The Psychographic, Sociographic and geographic variable may also consider because those are the factors that may differ among the respondents.

There will be a great comparison for a teacher to verify which will have a great effect on teaching integers. The two processes that the researcher will apply, is by the use of the direct interview method and giving questionnaire.

The researcher would like to know the student’s interest of choosing mini courses in Technology and Livelihood Education.

**STATEMENT OF THE PROBLEM**

This study aims to determine the interest in chosen mini courses of Grade 9 students. Specifically, the study seeks to answer the following questions.

1. What is the profile of respondents in terms of: Age, Sex, Year and Section and Curriculum for Students?
2. What is the interest of the Grade 8 students of the mini courses in TLE?
3. What are the available resources in your school?
HYPOTHESIS

There is **no** relationship between the interest of mini courses in Technology and Livelihood Education and the Grade 8 students of Bantad National High School for SY 2013-2014.

SCOPE AND LIMITATIONS

The scope of the study is to know the interest of the Grade 8 students when they choose mini courses of Technology and Livelihood Education based on K to 12 Curriculum.

The study can only be conducted on the Grade 8 students of Bantad National High School, Gumaca, Quezon.

SIGNIFICANCE OF THE STUDY

The study would help answer the queries of the students regarding on: How the Grade 8 students choose mini courses in Technology and Livelihood Education based on their interest? Can the Grade 8 students will help a lot with their interest in for their future living?
DEFINITION OF TERMS

Here are some terms used in studying the functions of the Grade 8 students in choosing mini courses in TLE based on the K to 12 Curriculum. Each term is operationally define and provides information.

**Basic education** - The education intended to meet children’s basic learning needs, which lays the foundation on which subsequent learning can be based. It encompasses early childhood, Elementary, and high-school education as well as Alternative Learning System (ALS) for Out of school youth (OSY) and adult learners and education for those with special needs (GOBEA, 2001).

**DOLE** - Department of Labor and Employment (DOLE) to ensure that jobs will be available to K to 12 graduates and that consideration will be given to working students.

**K to 12 Program** – Kindergarten + 12 years of Basic Education

**Home Economics** – family care and homemaking, health and hygiene, cloth technology, food services, cosmetology and hairdressing.

**Interest** – a feeling of curiosity or concern about something that makes the toward it.

**Specialization** - Specialization refers to the process of becoming specialized;

**Technology and Livelihood Education** - A subject in Philippine Secondary Schools that aims to develop work habits, work ethics, and skills to develop one’s productivity.
CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

REVIEW OF RELATED LITERATURE

Technology and Livelihood Education (TLE) equips learners with knowledge and information, skills and processes, right work values and life skills in the field of Home Economics, Industrial Arts, Agri-Fishery Arts, and Information Communication Technology (ICT). The 24 TLE courses can be categorized under any of these fields. It is integrative in approach. For instance, it integrates entrepreneurship with all the areas of TLE so students could later set up their own businesses in any field of TLE.

In the K to 12 curriculum, the TLE courses are taught based on the learning outcomes and performance criteria stated in the Training Regulations (TR) from Technical Education Skills and Development Authority (TESDA). The alignment of TLE curriculum with the TESDA Training Regulations will enable the graduates to obtain certification for employment.

TESDA, the Commission on Higher Education and the Department of Education have been working very closely in ensuring the successful implementation of the K – 12 programs. The three agencies have joined forces in preparing some schools as model institutions for K to 12 educations.

Fourth year students are encouraged to take the National Certification (NC) II assessment from TESDA. The school’s target is that upon graduation, the
students will have two (2) diplomas: one for completing the basic secondary education and the other NC II certificate then at Grades 11 and 12 career pathway specializations are offered. Career pathways lead to eligibility for Certificate of Competency (COC), which TESDA issues to individuals who satisfactorily demonstrate competence on a particular or cluster of units of competency. The COC leads to certification beginning with NC 1 which indicates the performance of a routine and predictable task, requiring little judgments and supervision, and NC 2, the performance of a prescribed range of functions.

Aside from certification of TESDA, other recognition may be issued by other government or non-government agencies. For instance, art-related career pathways may be assessed by the National Commission for Culture and Arts (NCCA); sports-related career pathways may be assessed by the Philippine Sports Commission (PSC); and foreign languages may be assessed by TESDA or foreign language institutes.

**REVIEW OF RELATED STUDIES**

**K to 12 in Southeast Asia**

Brunei Darussalam, Malaysia, and Singapore gear their education toward achieving twenty-first century competencies such as civic literacy, global awareness, and cross-cultural skills; critical and inventive thinking skills; and information and communication skills. These countries support differentiation to
address differences in learning talents and abilities and to help students reach their fullest potential in order that they may most effectively contribute to socio-economic development. The overall goal of Philippine basic education is functional literacy for all wherein “functional literacy” is defined as embracing 21st century learning skills and literacies.

Secondary education in Brunei Darussalam, Malaysia, and Singapore is categorized into two levels—lower secondary or level 2 education and upper secondary or level 3 education. Singapore provides streaming earlier than Brunei Darussalam and Malaysia do. Secondary schools in Singapore stream students in the first year, while those in Malaysia and Brunei Darussalam stream students into various programs in the upper secondary level. Brunei Darussalam offers two general pathways in year 9—General Education Program (GEP), which requires students to take four core subjects, three complementary subjects, and at least two elective subjects, one of which must be a science elective, and AEP, a path for those who failed or retook the PSR in year 6, and which requires students to take four core subjects, four complementary subjects, and at least two electives. Apart from these, some schools offer Special Education Program (SEP) for students who possess special gifts in a particular field such as science and mathematics or those who are talented in sports, music, performing arts, and fine arts. Brunei Darussalam also provides SEP for students who are visually and auditory impaired, mentally challenged, physically challenged, and have learning difficulties.
Brunei Darussalam offers an express path in the secondary education level for students who are highly academically inclined. Some Bruneians who are very good can take up upper secondary education in two years instead of three. The country also offers flexibility in terms of moving from one stream to another.

Malaysia has four streams for year 10 students—the arts, science, technical, and religious streams. Secondary education students still take the same core and compulsory subjects but are offered different subjects as electives.

The Philippines does not have a national policy on differentiated secondary education or streaming. However, in the 2010 Secondary Education Curriculum, it introduced special programs that are offered to students for an additional two hours daily in selected schools. These are the Special Program in the Arts (music, visual arts, theater arts, media arts, dance, and creative writing); the Special Program in Sports (individual or dual and team sports); the Special Program in Journalism, Engineering, and Science Education; and the Special Program in Foreign Language (Spanish, Japanese, Chinese, Arabic, French, and German). Some public and private schools also offer TVE programs.
CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

RESEARCH DESIGN

This study will use the interview and survey approach of research. It utilized the said approach in as the main purpose of this research was to determine the interest of their chosen mini courses of Grade 8 student in Bantad National High School. A survey questionnaire is being floated with 20 items for the Grade 8 students.

RESEARCH LOCALE

The respondents of the study were Grade 8 students of Bantad National High School, Gumaca, Quezon.

Bantad National High School, was named Bantad Barangay High School during its opening in 1973 with 2 classes, first year and second year, and 2 teachers under the administration of the Bantad Elementary School Head, Mrs. Taciana Camacho who spearheaded its establishment along with the Bantad Barangay Council led by Brgy. Captain Sotero Cantre. The barangay hall served as its immediate classrooms.

The third year curriculum began in 1976, the fourth year curriculum in 1977 and its first graduation was held in 1978. One teacher was added in 1976 and another in 1977. From 1973 up to sometime in 1982, some elementary school teachers taught some high school subjects to augment lack of personnel.
In 1978, the second, third and fourth year classes occupied an unfinished school building erected at the Bantad Elementary School campus and funded by the municipal government of Gumaca for Bantad Barangay High School. The classrooms had land for its floors, improvised divisions, sulirap front and back walls, galvanized iron roof on steel trusses and half-concrete sidewalls. The first year classes remained in the barangay hall until 1982 when they joined the other classes at the Bantad Elementary School campus when then Elementary School Head, Ms. Senen Tierra who was also In-Charge of the high school department, allowed the use of the elementary Home Economics building as additional high school classroom.

Mr. Gerardo Valderrama, then Elementary Head Teacher served as School Head from 1983 to 1984. Mrs. Melania Salcedo, a teacher in Bantad Barangay High School since 1977, took over the helm as Officer- In-Charge in 1984. In 1989, through the initiative of her administration and the support of then Brgy. Captain Nilo Red who was also the PTA President during that time, a 6,000 square meter lot donation from the heirs of Mr. Saturnino C. Cortes, was donated for Bantad Barangay High School.

In 1993, during the term of Mrs. Isabel Diamante as Officer –In-Charge, the first classroom was built on the donated lot. It was occupied by the fourth year class in that same year while the three other classes remained at the
elementary campus about 50m away. In 1994, the teaching staffs increased from 4 to 5 and in 1996, another teacher was added.

In 1994, Miss Marissa Cortez was appointed as Teacher-In-Charge of the school. Right after the election of Congressman Wigberto Tañada in 1995, the TIC wrote him a letter of request for 4 classrooms upon the advice of Atty. Rogelio Cortez who was then serving as Cong. Tañada’s Legal Counsel. The request was granted and in 1997 a 2-classroom school building was constructed. It was followed in 1999 where 1-classroom school building was built and in 2000 the fourth 1-classroom school building was built to complete the 4 classroom request of Miss Marissa Cortez, all through the initiative of Congressman Wigberto Tañada.

In 1997, the third and second year classes transferred to their new classrooms, while the first year class transferred to their new classroom in 2000. By October 2000, the last of said 4 classrooms was occupied as office of the School Head. Miss Marissa Cortez became a full pledged principal of Bantad National High School in 2008. She became the first Secondary School Principal of Bantad National High School.

In June 2009, the school welcomed the second principal in the person of Mrs. Marilou T. Bañal. During her term in the school, the computer laboratory was built through the joint effort of the stakeholders of the school. In 2010, another one-storey building was established, through the joint effort of the school
principal and the District Engineer of the Fourth District, Engr. Ronnel Tan. The building became the mini-library of the school and Science laboratory room.

At present the principal of the school is Mrs. Marina R. Abueva, assigned as School Head of the school in June 2011. The school has 7 secondary school teachers, two of which are occupying a Teacher III position, while the rest occupy a Teacher I position.

In the summer of 2012, the new School Canteen was built through the initiative of the present School Head and the school's PTA. Moreover, the titling of the school was secured through the ingenuity of the School Head in September 2012 after 23 years of being donated by the heirs of the late Saturnino Cortez.

**RESPONDENTS**

The respondents of the study were Grade 8 students of Bantad National High School, Gumaca, Quezon who taken the course of Technology and Livelihood Education.

**SAMPLING TECHNIQUES**

The research study used the purposive sampling technique. There were 42 students in Bantad National High School asked to rate the interest of the mini-courses of Technology and Livelihood Education.
DATA GATHERING PROCEDURE

Survey questionnaires were prepared and were forwarded to Grade 8 students respondents. The respondents were asked to rate the interest of mini-courses of Technology and Livelihood Education in Bantad National High School.

RESEARCH INSTRUMENTS

The data gatherings used in this study was Questionnaires Checklist Form. This instrument was constructed by the researchers to establish the socio-demographic profile of the student. The instrument determined, among others, the gender, age, grade and interested mini – courses in Technology and Livelihood Education of the respondents.

STATISTICAL TREATMENT

The effect of interested mini-courses in TLE will be determined by checking their preferred mini-courses.