Teaching Imperatives Used for the Technology and Livelihood Education Program of Abra State Institute of Sciences and Technology

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ABSTRACT

This study explores the teaching imperatives used in the Technology and Livelihood Education (TLE) program at Abra State Institute of Science and Technology (ASIST). The research examines various aspects of the TLE teachers' demographic profiles, teaching attitudes, and instructional practices, focusing on instructional planning, teaching methods, student groupings, room design, teaching environment, evaluation techniques, and educational philosophy.

The study identifies that most TLE teachers are aged between 30 and 40, possess at least a bachelor's degree, and have 5 to 10 years of teaching experience. The teachers predominantly favor active learning strategies, particularly project-based learning (PBL) and hands-on activities, and display positive attitudes toward modern, student-centered teaching approaches.

However, the study finds no significant relationships between teachers' demographic profiles and their teaching attitudes or imperatives, indicating that factors such as age, educational attainment, and years of service do not significantly influence their instructional practices.

Based on these findings, the study recommends enhancing professional development programs, encouraging teachers to pursue advanced degrees, and providing additional teaching resources to improve the application of active learning strategies. Furthermore, it suggests conducting follow-up studies to assess the long-term impact of teaching imperatives on student outcomes.

Keywords: Teaching Imperatives, Technology and Livelihood Education, Active Learning

INTRODUCTION

Background of the Study

Global education systems are changing dramatically in this age of fast technical innovation and growing globalization of the economy. There has never been a more urgent need to provide students with the necessary information and abilities to handle these changes. Programs called Technology and Livelihood Education (TLE) are leading this endeavor, especially in areas where economic development depends on the practical skills sector.

One school that aims to give students the skills they need to succeed in the contemporary world is the Abra State Institute of Sciences and Technology (ASIST). The ASIST TLE program prepares students for a variety of professional options in the technology and livelihood sectors by bridging the knowledge gap between theory and practical application. But teachers' adoption of these instructional imperatives is a prerequisite for the TLE program's efficacy. These imperatives, which include instructional strategies, classroom management tactics, and teaching approaches, are vital in determining how students learn and what kind of results they achieve.

Competency-based education, which emphasizes the development of certain skills and abilities over traditional rote learning, has seen a movement in educational practices worldwide. Numerous educational reforms and regulations that place an emphasis on problem-solving skills, critical thinking, and hands-on learning reflect this tendency. With an emphasis on vocational and technical education, the Department of Education (DepEd) in the Philippines has taken the lead in incorporating these international trends into the domestic curriculum.

The province of Abra has particular potential and difficulties at the local level. Abra's economic growth is mostly dependent on sectors like agriculture, handicrafts, and cutting-edge technology. As a result, there is an increasing need for workers who are both technically skilled and flexible enough to meet the changing needs of these industries. The ASIST TLE program plays a key role in satisfying this need by creating a learning environment that prioritizes real-world experience and information pertinent to the business.

TLE programs are extremely important, but teachers frequently face a variety of obstacles that may prevent them from being as successful as they could be. These difficulties include a curriculum that might not always be in line with modern industry standards, a lack of opportunities for instructors to receive professional development, and restricted access to modern teaching supplies and equipment. Furthermore, these problems have been made worse by the COVID-19 epidemic, which has disrupted traditional classroom settings and forced a swift transition to remote learning environments.

Teachers in the TLE program must negotiate these challenges while upholding high educational standards and keeping students engaged and motivated. The ability to adjust teaching tactics to the changing educational context is critical to the success of both educators and students.

Teaching imperatives are the fundamental concepts, pedagogical methodologies, and management strategies that educators use to promote learning. These imperatives are molded by a variety of circumstances, including the teacher's educational philosophy, classroom demographics, subject matter, and institutional mission. Effective teaching imperatives can dramatically improve the learning experience by fostering an environment in which students are actively engaged, motivated, and inspired to continue learning.

Understanding and implementing successful teaching imperatives is critical in the TLE program at ASIST for a variety of reasons. First, it guarantees that the content is presented in an entertaining and relevant manner to students' future careers. Second, it addresses the specific issues that TLE instructors experience, such as limited resources and the need for professional development. It helps with the overall purpose of preparing graduates to meet the needs of today's workforce.

The purpose of this study is to investigate the teaching imperatives employed in ASIST's TLE program and evaluate their impact on educational quality and student results. This study aims to give actionable insights that can improve the TLE program by assessing current educational tactics, identifying difficulties, and evaluating the effectiveness of these efforts.

As education evolves to meet global and local demands, the importance of teaching imperatives in influencing the success of programs such as TLE cannot be stressed. By examining and strengthening these imperatives, this project hopes to contribute to ongoing efforts to provide high-quality, relevant education that prepares students for tomorrow's challenges and opportunities.

Framework of the Study

Theoretical Framework

This study explores the teaching imperatives in the Technology and Livelihood Education (TLE) curriculum at Abra State Institute of Sciences and Technology (ASIST) by grounding its approach in key educational theories. These frameworks offer practical insights into student-centered learning, technology integration, and skill development, which are essential for effective TLE instruction.

Constructivist and Experiential Learning Theories

The constructivist perspective, championed by Piaget and Vygotsky, suggests that students learn best when they actively engage with new knowledge through meaningful experiences and social interactions. Similarly, Kolb's (1984) Experiential Learning Theory emphasizes the importance of hands-on learning, where students cycle through concrete experiences, reflection, and application.

In the context of TLE, these ideas reinforce the importance of learning by doing. Teachers can implement project-based learning, collaborative tasks, and real-world problem-solving activities that mirror actual workplace scenarios. By engaging in practical experiences, students develop a deeper understanding of concepts and enhance their technical skills, making learning more relevant and effective.

Technological Pedagogical Content Knowledge (TPACK) Framework

Mishra and Koehler's (2006) TPACK framework highlights the need for a balanced integration of technology, pedagogy, and subject knowledge. In TLE, this means using appropriate digital tools—such as simulations, interactive modules, and online collaboration platforms—to make lessons more engaging and practical. By carefully aligning technology with effective teaching strategies, educators can create learning environments that mirror modern workplaces and better prepare students for future careers.

Self-Determination Theory (SDT)

Deci and Ryan's (2000) Self-Determination Theory highlights autonomy, competence, and relatedness as key factors in fostering student motivation. In TLE, this means allowing students to take ownership of their learning by offering choices in projects, providing hands-on activities suited to different skill levels, and creating a supportive classroom environment where students feel encouraged to develop their potential.

Relevance to the Study

These theoretical perspectives provide a strong foundation for understanding and improving TLE instruction. As the educational landscape continues to evolve, especially in response to technological advancements and shifting workforce demands, TLE teachers must adapt their strategies to ensure students develop both technical proficiency and problem-solving skills.

Research Paradigm

The framework of this study is based on the concepts, research findings and situations of Technology and Livelihood Education instruction in the Philippine setting, supported by the foregoing information and studies. Emphasis is given to the very important and crucial role of teachers, who are handling or teaching TLE towards the attainment of its goals and objectives.

This study describes and compares the teaching imperatives used for the TLE program of ASIST considering some personal/professional factors, which may have direct bearing on their teaching styles. The data for the study were based on the responses of TLE teachers of Abra State Institute of Sciences and Technology and the self-evaluation of their approaches, methods, techniques and strategies as presented in the research paradigm.

The Input involved in the study are the profiles of the personal profiles of teachers namely, sex, age, civil status, academic rank, educational attainment, years in service, status of appointment and relevant seminars and trainings attended along area of specialization in the last three years; their teaching environment, evaluation techniques, teaching characteristics and educational philosophy. The Process is the analysis and interpretation on the teaching imperatives through questionnaires, interview observation and document analysis, testing the significant relationship between the teaching imperatives and their demographic profile and testing the significant relationship between the teaching imperatives and TLE performance. And for the Output, development of an enhancement plan to improve the use of teaching imperatives for the TLE program.

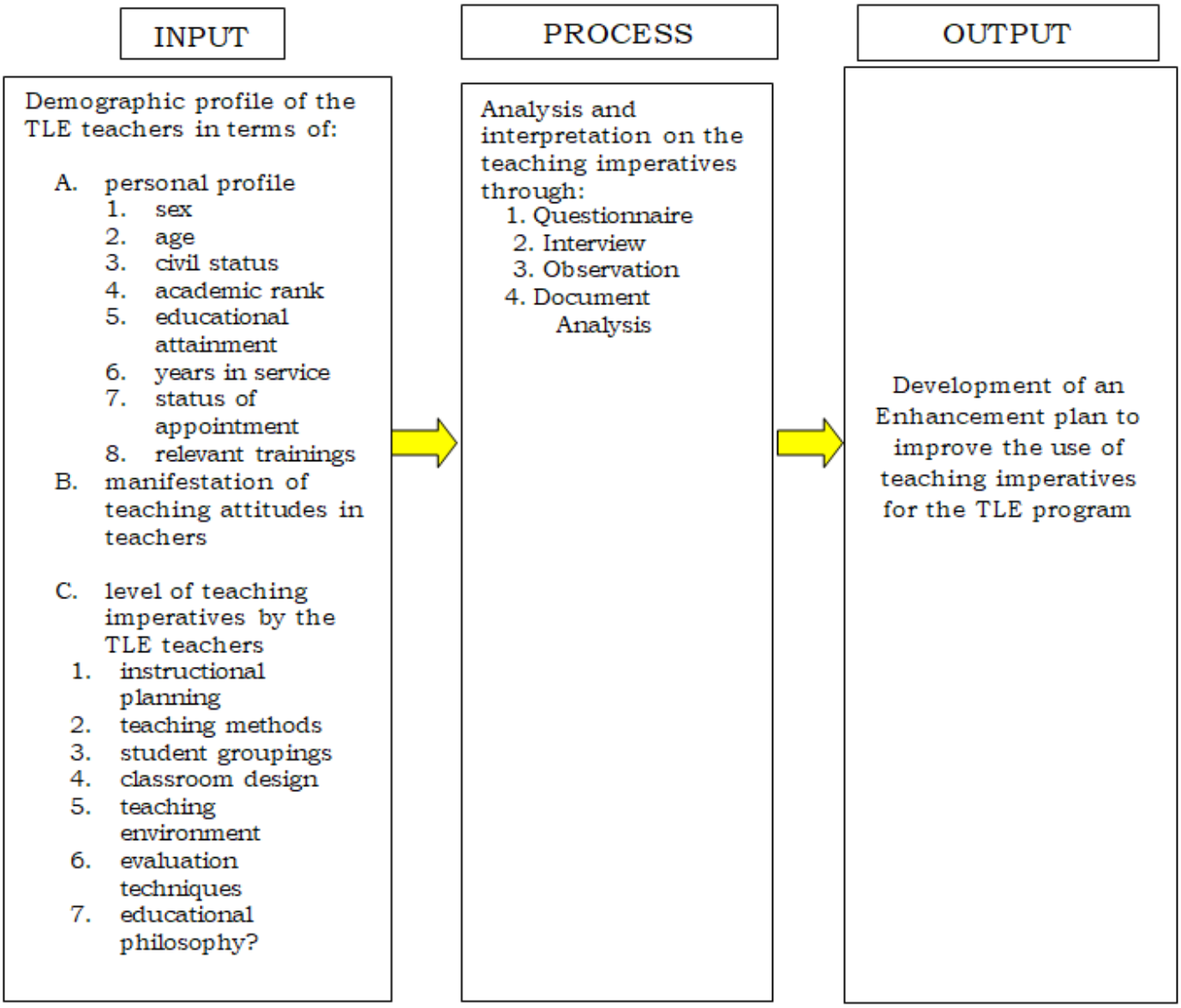

Figure 1. Research Paradigm

Statement of the Problem

The study aimed to explore the teaching imperatives used for the TLE program of Abra State Institute of Sciences and Technology.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the TLE teachers in terms of:
Personal profile of the respondents
   a. sex,
   b. age,
   c. civil status,
   d. academic rank,
   e. educational attainment,
   f. years in service,
   g. status of appointment,
   h. relevant seminar and training?
2. What is the level of teaching attitudes of the teachers manifested?
3. What is the level of teaching imperatives in TLE of the teachers?

a. instructional planning,
b. teaching methods,
c. student groupings,
d. room design,
e. teaching environment,
f. evaluation techniques, and
g. educational philosophy?

4. What is the significant relationship between the profile of the TLE teacher and their teaching attitudes?
5. What is the significant relationship between the profile of the TLE teacher and their teaching imperatives?
6. What enhancement plan to be developed to improve the use of teaching imperatives in the TLE program?

Hypothesis

1. There is no significant relationship between the profile of the TLE teachers (e.g., sex, age, civil status, academic rank, educational attainment, years in service, status of appointment, and seminars/training attended) and their teaching attitudes, as the correlation coefficients fall below the critical value at the 5% level of significance.
2. There is no significant relationship between the profile of the TLE teachers and the level of teaching imperatives (e.g., instructional planning, teaching methods, teaching environment, evaluation techniques, teaching characteristics, and educational philosophy) they use in the TLE program, as indicated by the low correlation coefficients and their failure to meet the critical value at the 5% level of significance.

Scope and Delimitation of the Study

This study focuses on the teaching imperatives used by Technology and Livelihood Education (TLE) teachers at Abra State Institute of Sciences and Technology (ASIST). It examines the relationship between these teaching practices and the teachers' performance, with a goal of developing an enhancement program. The study is limited to 30 TLE teachers selected through purposive sampling. It focuses on their instructional methods, teaching environment, and educational philosophy. Data will be collected through questionnaires, excluding other factors like institutional policies or student feedback.

Importance of the Study

The significance of this study on the teaching imperatives used in the Technology and Livelihood Education (TLE) program at the Abra State Institute of Sciences and Technology (ASIST) lies in its potential to enhance educational practices and outcomes in several keyways:

Improving Educational Quality. By identifying and evaluating the current teaching imperatives employed in the TLE program, this study aims to highlight the best practices and effective strategies that can be adopted more widely. Understanding what works well in the TLE context can lead to improvements in curriculum delivery, teaching methods, and student engagement, ultimately raising the overall quality of education provided.

Addressing Challenges Faced by Educators. The study will also shed light on the challenges faced by TLE instructors, such as limited resources, professional development needs, and alignment with industry standards. By documenting these challenges and proposing practical solutions, the study can help educators overcome obstacles and enhance their teaching effectiveness.

Enhancing Student Outcomes. Effective teaching imperatives are crucial for student success. This study will explore how different teaching strategies impact student learning, skill development, and motivation. The findings can inform instructional practices that better prepare students for future careers, making them more competitive and competent in the job market.

Informing Policy and Decision-Making. The insights gained from this study can inform policy decisions at both the institutional and governmental levels. Policymakers and educational leaders can use the findings to

design targeted interventions, allocate resources more effectively, and develop policies that support high-quality TLE programs.

Contributing to Academic Knowledge. This study will add to the existing body of knowledge on vocational and technical education by providing empirical data and analysis specific to the TLE program at ASIST. It will also contextualize the findings of Dr. Chavez's study of the current situation, offering a fresh perspective and updated recommendations.

Supporting Continuous Improvement. By engaging in a systematic evaluation of teaching imperatives, the study promotes a culture of continuous improvement within the TLE program. It encourages educators to reflect on their practices, seek out professional development opportunities, and stay abreast of educational innovations and trends.

Promoting Community and Industry Collaboration. The study's focus on practical, industry-relevant skills highlights the importance of collaboration between educational institutions, local industries, and the community. Strengthening these partnerships can enhance the relevance and impact of the TLE program, ensuring that it meets the needs of both students and the local economy.

Empowering Teachers and Students. Ultimately, the study aims to empower both teachers and students by providing them with the tools and knowledge needed to succeed. For teachers, it offers insights into effective teaching strategies and professional growth opportunities. For students, it aims to create a more engaging and supportive learning environment that fosters lifelong learning and personal development.

Definition of Terms

In order to ensure clarity and a shared understanding of the key concepts used in this study, the following terms are defined:

Technology and Livelihood Education (TLE) A subject in the Philippine education system that focuses on providing students with practical skills and knowledge in various areas such as agriculture, home economics, industrial arts, and information and communication technology (ICT). The TLE program aims to prepare students for both employment and entrepreneurship.

Teaching Imperatives The foundational principles, pedagogical approaches, and management strategies employed by educators in classroom instruction. These imperatives are influenced by the teacher's educational philosophy, classroom demographics, subject areas, and the school's mission statement.

Constructivist Theory An educational theory that posits learners construct knowledge through their experiences and interactions with the world. This theory emphasizes active learning and the role of the teacher as a facilitator.

Experiential Learning Theory A theory developed by David Kolb that emphasizes learning through experience. According to this theory, effective learning occurs through a cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation.

Technological Pedagogical Content Knowledge (TPACK) Framework A framework developed by Mishra and Koehler that integrates technology, pedagogy, and content knowledge. It highlights the importance of understanding the interplay between these components for effective technology integration in education.

Community of Inquiry (CoI) Framework A framework developed by Garrison, Anderson, and Archer that focuses on the social, cognitive, and teaching presences that contribute to effective online and blended learning environments.

Self-Determination Theory (SDT) A theory by Deci and Ryan that emphasizes the importance of autonomy, competence, and relatedness in fostering intrinsic motivation and engagement in learning.

Constructivist Classroom A learning environment where students actively participate in constructing their knowledge through hands-on projects, collaborative learning activities, and real-world problem-solving tasks.

Project-Based Learning An instructional approach where students engage in exploring and solving real-world problems through projects. This method promotes active learning, critical thinking, and collaboration.

Collaborative Learning An educational approach where students work together in groups to achieve common goals, enhance their understanding of a subject, and develop social and communication skills.

Hands-On Learning An instructional strategy that involves direct engagement with materials and activities, allowing students to learn through doing and experiencing.

Real-World Problem-Solving An approach to learning that involves applying knowledge and skills to solve practical and relevant problems encountered in everyday life and professional settings.

Digital Transformation The integration of digital technology into all areas of education, fundamentally changing how teaching and learning occur. This includes the use of online and blended learning models, digital tools, and resources.

Flexible Learning An educational approach that provides students with various options for when, where, and how they learn. This can include online learning, blended learning, and other forms of non-traditional education.

Professional Development Continuous training and education that teachers engage in to improve their teaching skills, stay updated with educational trends, and enhance their professional growth.

Equity and Inclusion Principles that ensure all students, regardless of their background or circumstances, have equal access to high-quality education and opportunities for success.

Pedagogy The art and science of teaching. It encompasses the methods and strategies used by educators to facilitate learning and ensure effective instruction.

Curriculum Delivery The process of implementing and teaching the curriculum in educational settings. It involves planning, instruction, assessment, and adaptation to meet students' needs.

Student Engagement The level of interest, motivation, and involvement that students exhibit in the learning process. Engaged students are more likely to participate actively, retain information, and achieve academic success.

Competency-Based Education An educational approach that focuses on the development of specific skills and competencies. It emphasizes mastery of content and the ability to apply knowledge in practical contexts.

REVIEW OF RELATED LITERATURE

The review of related literature provides an in-depth examination of existing research, theories, and practices related to the teaching imperatives in the Technology and Livelihood Education (TLE) program. This section aims to contextualize the current study within the broader academic discourse, highlighting relevant findings, methodologies, and gaps in literature.

Teaching Imperatives in the 21st Century

According to Darling-Hammond (2010), effective teaching in the 21st century involves a shift from traditional instruction to more student-centered approaches that emphasize critical thinking, problem-solving, and collaboration. In vocational education, including TLE, teaching imperatives must adapt to prepare students for a rapidly changing job market. This includes integrating technology, fostering practical skills, and promoting lifelong learning.

Role of Teacher Competency

Research by Shulman (1987) highlights the importance of teacher competency in delivering effective instruction. Teachers must possess a deep understanding of content knowledge, pedagogical skills, and the ability to integrate these with appropriate teaching strategies. In the context of TLE, this means that educators should be well-versed in both the theoretical and practical aspects of the subject to effectively impart knowledge and skills to students.

Constructivist Theory and Vocational Education

According to Vygotsky's (1978) constructivist theory emphasizes the importance of social interaction and active learning in knowledge construction. Studies such as those by Brooks and Brooks (1999) suggest that constructivist approaches, which involve hands-on activities and collaborative projects, are particularly effective in vocational education. These methods allow students to apply theoretical concepts to real-world scenarios, enhancing their understanding and retention of knowledge.

Project-Based Learning

Based from Thomas (2000) argues that project-based learning (PBL) is a powerful constructivist approach that aligns well with the goals of vocational education. PBL engages students in meaningful projects that require critical thinking, creativity, and collaboration. In TLE, PBL can involve tasks such as creating business plans, developing technological solutions, or undertaking community projects, all of which help students gain practical experience.

Experiential Learning in TLE

According to Kolb (1984) proposes that experiential learning, which involves a cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation, is essential for effective education. In the context of TLE, experiential learning allows students to gain hands-on experience and apply their knowledge in practical settings. This approach not only enhances skill acquisition but also fosters a deeper understanding of theoretical concepts.

Implementation of Experiential Learning

Research by Cantor (1997) indicates that experiential learning can be effectively implemented in vocational education through internships, simulations, and field trips. These experiences provide students with opportunities to engage directly with their field of study, apply what they have learned in class, and develop practical skills that are crucial for their future careers.

Technological Integration in Education

The Technological Pedagogical Content Knowledge (TPACK) framework developed by Mishra and Koehler (2006) highlights the importance of integrating technology with pedagogy and content knowledge. In TLE, this integration is crucial for preparing students for modern workplaces where technological proficiency is essential. Studies by Harris, Mishra, and Koehler (2009) suggest that effective technology integration enhances student engagement and learning outcomes.

Challenges and Strategies

According to a study by Ertmer and Ottenbreit-Leftwich (2010), one of the main challenges in integrating technology in education is the lack of teacher preparedness and confidence. Professional development programs that focus on building teachers' technological skills and knowledge are essential for overcoming this challenge. Additionally, providing access to necessary technological resources and ongoing support can facilitate successful technology integration in TLE programs.

Community of Inquiry (CoI) in Blended Learning

The Community of Inquiry (CoI) framework developed by Garrison, Anderson, and Archer (2000) emphasizes the importance of social, cognitive, and teaching presences in creating effective online and blended learning environments. In the context of TLE, the CoI framework can guide the development of online and blended courses that promote active learning and community building.

Impact on Student Learning

Research by Akyol and Garrison (2011) shows that the CoI framework positively impacts student learning and engagement in online settings. By fostering a sense of community and providing opportunities for meaningful interaction, teachers can create a supportive learning environment that enhances students' educational experiences.

Self-Determination Theory (SDT) in Education

Research by Deci and Ryan's (2000) Self-Determination Theory (SDT) emphasizes the importance of autonomy, competence, and relatedness in fostering intrinsic motivation and engagement in learning. In TLE, promoting these principles can help create a learning environment where students are motivated to take ownership of their education and actively engage in their learning process.

Application for Vocational Education

Research by Niemiec and Ryan (2009) indicates that when students feel autonomous, competent, and connected to their peers and instructors, they are more likely to be engaged and motivated. In the TLE context, this can be achieved by providing opportunities for student choice, offering constructive feedback, and creating a supportive and collaborative classroom environment.

Current Trends and Challenges in TLE

The COVID-19 pandemic has significantly impacted education, necessitating a shift to online and blended learning models. According to Bao (2020), this shift has highlighted the importance of flexibility, adaptability, and digital literacy in education. In the TLE program at ASIST, addressing these trends involves integrating digital tools, providing flexible learning options, and supporting students' mental health and well-being.

Local and Global Demands

The demands of the local and global job markets are continually evolving. Research by Autor (2010) suggests that vocational education programs must adapt to these changes by focusing on skills that are in demand, such as digital literacy, critical thinking, and problem-solving. By aligning the TLE program with these demands, ASIST can better prepare students for future careers.

This review of related literature provides a comprehensive overview of the key theories, practices, and challenges related to the teaching imperatives in the TLE program. By contextualizing these insights to the current educational landscape, the study aims to develop a deeper understanding of how to enhance teaching practices and improve student outcomes in TLE at ASIST.

METHODOLOGY

This chapter discusses the method of research that will be used, population frame, research instruments, data gathering procedures, and the statistical treatment of data for this study.

Research Design

The descriptive correlation research design was used in treating the data gathered from the questionnaires in this study to determine the teaching imperatives used for the Technology and Livelihood Education program at

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Abra State Institute of Sciences and Technology and how they were related to the teachers' teaching performance, serving as a basis towards the development of a teaching imperative enhancement program.

The data gathered was tabulated and then interpreted to understand the meaning and significance.

Population and Locale of the Study

The respondents for this study included a maximum of 30 participants, specifically selected from the Technology and Livelihood Education (TLE) program at the Abra State Institute of Sciences and Technology (ASIST). This group comprised TLE teachers, defined as educators who taught subjects such as agriculture, home economics, and industrial arts. These teachers were selected based on their current involvement in the TLE program. Their role in delivering the curriculum and implementing teaching imperatives made their insights vital for understanding and improving educational practices within the program. This purposive sampling method ensured the inclusion of knowledgeable and directly involved individuals, providing a rich and diverse set of perspectives on the TLE program at ASIST.

Table 1. Distribution of respondents

Name of School	Number of Respondents	%
Abra State Institute of Sciences and Technology, (Lagangilang Campus)	8	26.67
Abra State Institute of Sciences and Technology, (Bangued Campus)	22	73.33
Total	**30**	**100**

Data Gathering Instrument

The researcher used questionnaires as the main tool in gathering the data needed for the study. It contained a teaching imperative inventory adopted from the research undertaken by Dunn and Dunn (2000), which aimed to reveal the faculty members' actual teaching style and to identify the way a teacher actually functioned.

The questionnaire that was used in the study was enhanced by incorporating some items related to the respondents' personal/professional profile. It was composed of two parts.

Part I covered the personal profiles of the respondents, which included their sex, age, civil status, educational attainment, years in service, status of appointment, and relevant seminars and trainings attended within their area of specialization over the last three years.

Part II focused on the teaching attitudes manifested of the TLE teachers of ASIST

Part III focused on the teaching imperatives used for the TLE program at Abra State Institute of Sciences and Technology, including instructional planning, teaching methods, teaching environment, evaluation techniques, teaching characteristics, and educational philosophy.

Data Gathering Procedures

Data collection started after the researcher submitted a letter to the SUC President requesting permission to conduct the study. Upon receiving approval, the researcher used Google Forms to distribute the questionnaires to the TLE teachers. Google Forms was employed to efficiently collect responses, and the researcher ensured that all respondents completed the questionnaire to facilitate a smooth data collection process.

Statistical Treatment of Data

The data and information gathered through the questionnaires were organized, tallied, recorded, computed, and analyzed to objectively address the problems outlined in the study. Frequency counts, percentages, means, and Pearson Product-Moment Correlation at a 5% level of significance were employed.

Data Categorization

For problem numbers 1, 2, and 3, frequency counts, percentages, and means were used to statistically analyze the data.

For problem numbers 4 and 5, Pearson Product-Moment Correlation at the 5% level was utilized to determine whether significant relationships existed between:

The profile of the TLE teachers and their teaching attitudes, and

The profile of the TLE teachers and the level of teaching imperatives in the TLE program at Abra State Institute of Sciences and Technology.

For Instructional Planning, Teaching Methods, Teaching Environment, Teaching Characteristics and Evaluation Techniques:

Point Scale	**Number Range**	**Descriptive Equivalent**
1	- 1.00 – 1.79	- Never
2	- 1.80 – 2.59	- Rarely
3	- 2.60 – 3.39	- Occasionally
4	- 3.40 – 4.19	- Frequently
5	- 4.20 – 5.0	- Always

For Educational Philosophy:

Point Scale	**Number Range**	**Descriptive Equivalent**
1 -	1.00 – 1.79	- Strongly Disagree
2 -	1.80 – 2.59	- Disagree
3 -	2.60 – 3.39	- Undecided
4 -	3.40 – 4.19	- Support
5 -	4.20 – 5.0	- Strongly Support

Presentation, Analysis and Interpretation of Data

This chapter focuses on the presentation, analysis and interpretation of the data that were gathered to determine teaching imperatives used for the technology and livelihood education program of Abra state institute of sciences and technology.

Table 2. The Profile of the Respondents

Demographic Profile of the Respondents	**Frequency**	**Percentage**
Age (Year)		
20 – 29	8	26.67
30 – 39	11	36.67
40 – 49	6	20
50 – 59	5	16.67
Total	**30**	**100.0**
Sex		
Male	14	46.67
Female	16	53.33
Total	**30**	**100.0**
Civil Status		
Single	17	56.67

Married	13	43.33
Total	**30**	**100.0**
Academic Rank		
Instructor	22	73.33
Assistant Professor	5	16.67
Associate Professor	3	10
Total	**30**	**100.0**
Educational Attainment		
With Master's Units	10	33.33
Master's Degree	6	20
With Doctoral Units	10	33.33
Doctorate Degree	4	13.33
Total	**30**	**100.0**
Years in Service		
Less than 1 year	2	6.67
1 – 5	12	40
6 – 10	8	26.67
11 – 15	4	13.33
16 – 20	1	3.33
21 years and above	3	10
Total	**30**	**100.0**
Status of Appointment		
Permanent	16	53.33
Temporary	3	10
Contractual	11	36.67
Total	30	**100.0**
No. of Relevant Seminars and Trainings		
1 – 2	4	13.33
3 – 5	9	30
6 – 10	7	23.33
More than 10	10	33.34
Total	**30**	**100.0**

On Gender. The gender distribution among respondents shows a slight majority of females (16, 53.33%) compared to males (14, 46.67%). The data emphasizes the increased representation of women in educational roles, particularly in technical fields. Research by Smith and Johnson (2020) emphasizes that supporting teachers is crucial in education, as they are committed to their students and believe that with the right level of support, they can achieve positive learning outcomes.

Additionally, studies have shown that female educators often bring diverse perspectives and are actively engaged in creating inclusive learning environments. For instance, Araujo Dawson et al. (2022) discuss strategies for creating inclusive learning environments through a social justice lens, highlighting the importance of accommodating diverse student needs.

On Age. As shown in Table 2, most respondents (11 or 36.67%) are between the ages of 30 and 39, with 8 respondents (26.67%) aged 20 to 29. This age distribution shows that the majority of the TLE program's teaching faculty is in their peak years. Such faculty members are frequently distinguished by their energy and excitement, which can enhance their teaching efficacy. A study by Aloka and Bojuwoye (2014) found that younger teachers, particularly those under 30, exhibited more innovative and adaptable teaching methods, enhancing their effectiveness in dynamic educational settings.

Similarly, research by Aloka (2024) indicated that teachers aged 30 - 39 demonstrated higher self-efficacy, positively influencing their teaching performance.

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These studies support the notion that educators in their 30s often bring energy, adaptability, and innovative approaches to teaching, aligning with the findings of Hernandez et al. (2016).

Civil Status. Based on the data, most respondents (17, or 56.67%) are single, with 13 (43.33%) married. This demographic information indicates that single faculty members may have greater freedom and time to give to their professional responsibilities, affecting their participation in curriculum development and innovation. The result lines up with the findings of Rodriguez et al. (2019), who discovered that single educators have more availability for work-related duties, allowing for a stronger focus on teaching imperatives and student support.

Supporting this, a study by Ekpoto and Eze (2018) found that marital status significantly influences teaching effectiveness, with single teachers often having fewer familial obligations, allowing them to dedicate more time to professional duties.

Academic Rank. The results show that most of the respondents (73.33%) hold the rank of Instructor, meaning that a large portion of TLE educators in this study are still in the early stages of their teaching careers. Meanwhile, 16.67% have advanced to Assistant Professor, and only 10% have reached the level of Associate Professor. This suggests that career progression within the institution takes time and may be influenced by factors such as tenure, research involvement, and further studies.

These findings align with the study of Martinez and Reyes (2021), which highlights that moving up the academic ranks often requires dedication to research, professional development, and higher education. Similarly, Delgado et al. (2018) found that faculty members with higher ranks tend to have more teaching experience and expertise, which helps improve the quality of instruction and curriculum development. With a significant number of educators still in the instructor level, it may be beneficial for the institution to provide more faculty development programs, research opportunities, and incentives for promotion. This would not only support teachers in their professional growth but also enhance the overall quality of education in the TLE program.

Educational attainment. The respondents' backgrounds in education indicate that a considerable majority had advanced certificates, with 10 (33.33%) finishing their master's units and 4 (13.33%) holding doctorates. This level of educational achievement is essential because it enhances the quality of instruction and the execution of teaching imperatives in the curriculum. Supporting this, Demetillo et al. (2021) found that educators with higher degrees employ more effective instructional strategies, contributing to a rigorous curriculum and fostering improved learning environments for students.

Further corroborating this, a study by Top Hat (2024) emphasizes that effective instructional strategies, such as active learning and differentiated instruction, are essential for engaging students and enhancing their understanding of course material.

Additionally, research by Positive Action (2024) highlights that teacher who utilize a variety of instructional strategies, including direct and indirect instruction, can better address diverse learning styles, leading to improved student outcomes.

Years of Service. A significant percentage of respondents (40%) had between one and five years of teaching experience, with only 3.33% having been employed for more than 20 years. The faculty's lack of prior experience may have an impact on the academic understanding and mentorship offered by the TLE program. Cruz and Valdez (2022) found that having a diversity of experience levels among educators is essential because experienced faculty might help beginner educators, giving continuity in methodologies for instruction and curriculum implementation.

Additionally, research by Beech et al. (2013) highlights that diverse faculty contribute significantly to the training and retention of new researchers and clinicians by serving as role models and mentors, thereby enhancing the overall diversity and effectiveness of the academic environment.

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Status of Appointment. Based on the data, over fifty percent of the respondents (53.33%) are permanently appointed, with a significant number (36.67%) being contractual. The employment of contract instructors can have an impact on program stability and continuity due to these educators might be less committed to long-term institutional goals. Previous studies, such as the work of Mendoza et al. (2021), indicate that having a higher share of permanent staff is associated to improved curriculum development and faculty engagement, both of which are essential for the effective implementation of TLE programs.

Additionally, research by Umbach (2007) indicates that part-time faculty are less likely to engage in effective teaching practices and interact with students outside of class, which can adversely affect student learning outcomes.

No. of Relevant Seminars and Trainings. The majority of respondents (33.34%) attended more than ten relevant seminars and training courses, showing commitment to continuous professional growth. Congruent with the findings of Alcantara et al. (2020), who emphasize that ongoing education improves educators' abilities and effectiveness, particularly when adjusting to new technological advances and teaching strategies.

Additionally, research by Shojaee et al. (2016) found that educators who participate in professional development seminars exhibit enhanced classroom management, stronger communication abilities, and a greater capacity to address the diverse needs of their students.

Table 3. The Level of Teaching Attitudes of the TLE Teachers Manifested

Level of Teaching Attitude of the TLE Teachers Manifested	Weighted Mean	Descriptive Rating
I believe all students can learn and succeed.	4.66	Strongly Agree
I maintain a well-disciplined classroom environment	4.66	Strongly Agree
I regularly seek and consider student feedback to improve my teaching.	4.59	Strongly Agree
I am willing to change my teaching methods to better suit my students' needs.	4.62	Strongly Agree
I enjoy teaching and feel motivated to continue improving as an educator.	4.90	Strongly Agree
I actively participate in workshops and seminars to enhance my teaching skills	4.76	Strongly Agree
I encourage students to think critically and independently	4.59	Strongly Agree
I recognize and respect the diverse backgrounds and abilities of my students.	4.79	Strongly Agree
I integrate technology effectively into my teaching practices	4.52	Strongly Agree
I regularly reflect on my teaching practices to identify areas for improvement.	4.59	Strongly Agree
Composite Mean	**4.66**	Strongly Agree

It is evident in **Table 3** that the teaching attitudes of TLE teachers garnered an overall mean of 4.66, described as “Strongly Agree”. The highest mean rating of 4.90 is given to the item *"I enjoy teaching and feel motivated to continue improving as an educator,"* which is achieved “Strongly Agree”. This high score indicates the teachers' intrinsic interest and passion for teaching. While the lowest mean score of 4.52, which was classified as “Strongly Agree”, is in the item *"I integrate technology effectively into my teaching practices."* It suggests a favorable, but slightly lower, emphasis on the use of technology in the classroom.

This implies that TLE teachers are highly committed to both continuing education and effective methods of teaching. Analyzing these findings further, the results clearly reveal that TLE teachers maintain a proactive and supportive approach in their classrooms, which aligns with current educational expectations. The strong agreement in responses emphasizes the importance teachers place on fostering a conducive learning environment through reflection, adaptability, and inclusiveness. Research supports this view, indicating that teachers with positive attitudes and ongoing professional engagement contribute significantly to student success and classroom cohesion (Kim & Loadman, 2019; Roeser et al., 2020).

Additionally, research by the Institute of Education Sciences (2007) found that teachers who receive substantial professional development—averaging 49 hours—can boost their students' achievement by about 21 percentile points.

Table 4. The Level of teaching imperatives in TLE of the teachers.

A. Instructional Planning	**Weighted Mean**	**Descriptive Rating**
1. Individualized assessment and learning plan for each student.	4.03	Always
2. Interactive whole-class lessons	4.52	Always
3. Blended learning sequences and digital learning modules	4.24	Always
4. Creative projects with student choice and autonomy	4.34	Frequently
5. Digital practice tools and adaptive learning assignments	4.10	Frequently
6. Collaborative small group assignments	4.31	Always
7. Task-based learning with gamified elements	3.86	Frequently
8. Differentiated learning objectives	4.24	Always
9. Peer tutoring and collaborative team learning	4.21	Always
10. Role-playing and simulation activities	4.14	Frequently
Composite Mean	**4.20**	Always

Table 4 highlights the teaching imperatives related to instructional planning used by TLE teachers, with a focus on various methods for structuring lessons and engaging students. The item *"Interactive whole-class lessons"* has the highest mean score of 4.52, described as "Always", reflecting teachers' preference for engaging all students simultaneously in a structured format. This suggests that whole-class instruction remains a popular method, likely valued for its efficiency and ability to cover content uniformly.

In contrast, the lowest-ranked item, "*Task-based learning with gamified elements*," has a mean score of 3.86 and is categorized as "Frequently", indicating that, while used frequently, it may be less essential for instructional planning than whole-class teaching or collaborative assignments. The overall composite mean of 4.20 indicates that the implementation of teaching imperatives in instructional planning is consistently received as "Always", indicating that these methods are implemented frequently and consistently.

This approach aligns with findings by Kuhn (2020), who emphasized the value of structured whole-class instruction for delivering consistent, high-quality content to large groups. Despite concerns about individual engagement, whole-class lessons foster uniform learning experiences. Similarly, Zhao and Akiba (2009) highlighted that interactive whole-class methods efficiently address curriculum goals while remaining adaptable to diverse needs through supplementary approaches like small-group work or digital modules.

Table 5. The Level of Teaching Imperatives Used for TLE Program on Teaching Methods.

B. Teaching Methods	**Weighted Mean**	**Descriptive Rating**
1. Whole-class lectures	4.48	Always
2. Teacher demonstrations	4.52	Always
3. Small group activities (3–8 students)	4.28	Always
4. Multimedia integration (films, audio, etc.)	4.10	Frequently
5. Class discussions (Q&A sessions)	4.62	Always
6. Individualized assessment and support	4.34	Always
7. Hands-on practical exercises	4.55	Always
8. Peer teaching and collaboration	4.10	Frequently
9. Role-playing and simulations	3.90	Frequently
10. Problem-solving and critical thinking tasks	4.48	Always
Composite Mean	**4.34**	Always

Results of the study are illustrated in Table 5 regarding the teaching methods used by TLE teachers, emphasizing both traditional and interactive methods. The item "*Class discussion (question and answer)*" achieved the highest mean rating of 4.26 and was scored as "Always" by the respondents. This indicates that

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class discussions are going to be an essential method of instruction for TLE teachers, with students engaging actively on a regular basis. In contrast, the lowest-ranked method, "*Small group activities (3-8 students)*," has a mean score of 2.99 and is classified as "Occasionally", indicating that while it is utilized on occasion, it is not as essential to teaching methods as whole-class discussions.

The overall combined mean of 3.65, rated as "Frequently", indicates that, while a variety of teaching approaches are used, they are typically utilized on a regular basis rather than always. "Teacher demonstrations" and "Hands-on practical exercises" received especially high marks, highlighting the importance of interactive and experiential learning in TLE lessons.

The findings align with Ruggiero (2012) further elaborate on how critical thinking can be cultivated through structured dialogues. It emphasizes that students' ability to engage with complex issues and think critically depends on the teaching environment and the encouragement of thoughtful discourse. Additionally, Gironella (2001) suggests that diversifying teaching methods is crucial to avoid limiting the learning experience. Incorporating a variety of techniques, including hands-on exercises and multimedia, is essential for fostering a dynamic and inclusive classroom environment.

Table 6. The level of teaching imperatives used for TLE program on student groupings

C. Student Groupings	**Weighted Mean**	**Descriptive Rating**
1. Several small groups (3-8 students)	4.00	Frequently
2. Pairs (2 students)	3.87	Frequently
3. Independent study or asynchronous online assignment	4.00	Frequently
4. One-to-one interactions with the teacher	3.70	Frequently
5. Blended grouping approaches	4.00	Frequently
6. One large group	4.23	Always
7. Rotational stations	3.83	Frequently
8. Collaborative projects	4.30	Always
9. Flipped classroom	4.03	Frequently
10. Peer feedback sessions	4.00	Frequently
Composite Mean	**4.00**	**Frequently**

Results of the study in Table 6 highlight the teaching imperatives related to the teaching environment, focusing on various student grouping strategies. The item *"Collaborative projects"* received the highest mean rating of 4.30 and was classified as "Always". This suggests that collaborative projects are an integral part of the TLE teaching environment, fostering teamwork and cooperative learning among students. Similarly, *"One large group"* also achieved a high mean rating of 4.23, indicating its consistent use as a teaching strategy for addressing larger audiences effectively.

On the other hand, *"Rotational stations"* garnered the lowest mean of 3.83, rated as "Frequently", indicating that this method, while utilized, is not as prominent as the other grouping approaches.

The composite mean of 4.00, rated as "Frequently", signifies that while diverse grouping methods are employed, they are not uniformly integrated in every teaching instance. The results emphasize the TLE teachers' flexibility in adapting to varied teaching environments, blending traditional and innovative methods.

These findings align with recent studies by Sharma et al. (2021), who emphasized the importance of collaborative learning in building problem-solving skills and preparing students for real-world challenges. Furthermore, Li et al. (2020) highlights those blended approaches, such as rotational models and flipped classrooms, enhance student engagement by allowing for personalized learning experiences. This underscores the importance of integrating both collaborative and individualized approaches to create a dynamic and inclusive teaching environment in TLE classrooms.

Table 7. The level of teaching imperatives used for TLE program on room design.

D. Room Design	Weighted Mean	Descriptive Rating
1. Rows of desks	4.33	Always
2. Small groups of 3-8 students	4.07	Frequently
3. Learning stations or interest centers	3.37	Occasionally
4. Flexible areas (e.g., cozy corners, collaboration zones)	3.90	Frequently
5. Individual and small group (2-4 students)	4.07	Frequently
6. Multiple arrangements simultaneously	4.07	Frequently
7. U-shaped or semicircular desk arrangements for open discussions	3.43	Frequently
8. Standing desks or high tables for dynamic learning environments	3.57	Frequently
9. Technology integration zones	4.10	Frequently
10. Outdoor or open-air learning spaces	3.90	Frequently
Composite Mean	**3.92**	**Frequently**

The data presented in Table 7 explore the use of various teaching imperatives on room design in the TLE program. The item *"Rows of desks"* recorded the highest mean rating of 4.33, categorized as "Always". This indicates a strong preference for traditional seating arrangements, which are commonly used for whole-class instruction or teacher-led activities. On the contrary, *"Learning stations or interest centers"* had the lowest mean rating of 3.37, interpreted as "Occasionally", highlighting limited adoption of this approach in the teaching environment.

The items "*Technology integration zones* mean 4.10, *"Small groups of 3-8 students"* mean 4.07, *"Multiple arrangements simultaneously"* mean 4.07, and *"Individual and small group (2-4 students)"* mean 4.07 were all rated "Frequently", showing that TLE teachers are increasingly diversifying room setups to accommodate various teaching strategies. Meanwhile, U-shaped or semicircular desk arrangements for open discussions mean 3.43 and Standing desks or high tables for dynamic learning environments mean 3.57 reflect moderate usage in the teaching environment.

The composite mean of 3.92, rated as "Frequently", suggests that teachers frequently utilize flexible room designs but continue to rely heavily on traditional setups.

These findings resonate with recent research, such as Smith and Kaplan (2022), which emphasizes that classroom design significantly impacts student engagement and learning outcomes. Flexible room arrangements, like collaborative zones and technology integration areas, have been shown to support active learning and foster creativity in skill-based education. Similarly, Mendoza et al. (2021) note that integrating outdoor spaces and dynamic environments enhances experiential learning, particularly in technical and vocational subjects like TLE. The findings suggest that while traditional setups remain dominant, incorporating more adaptive and innovative designs could benefit both teachers and learners in TLE classrooms.

Table 8. The level of teaching imperatives used for TLE program on teaching environment.

E. Teaching Environment	Weighted Mean	Descriptive Rating
1. Varied instructional areas for simultaneous activities	3.83	Frequently
2. Nutritional support available as needed	3.77	Frequently
3. Instructional areas designed for group interaction	4.13	Frequently
4. Flexible time schedules for individual needs	4.17	Frequently
5. Student choice in seating and work areas	4.10	Frequently
6. Abundant multisensory resources	3.87	Frequently
7. Alternative arrangements for active or talkative students	4.07	Frequently
8. Quiet zones for focused, independent work	3.83	Frequently

9. Technology-enhanced environments	4.00	Frequently
10. Accessible and inclusive spaces	3.90	Frequently
Composite Mean	**3.97**	**frequently**

The data in Table 8 provide insights into the teaching imperatives related to the teaching environment utilized in the TLE program. The item *"Flexible time schedules for individual needs"* received the highest mean of 4.17, rated as "Frequently". This highlights the adaptability of schedules to cater to individual learning paces, reflecting efforts to support differentiated instruction in TLE classrooms.

Conversely, *"Nutritional support available as needed"*, with a mean of 3.77 and rated as "Frequently", ranked the lowest. This indicates that while nutritional support is considered part of the teaching environment, it is not emphasized as heavily as instructional or structural imperatives.

Other highly rated items *include "Instructional areas designed for group interaction"* mean 4.13 and *"Student choice in seating and work areas"* mean 4.10. These findings suggest that fostering collaboration and learner autonomy are prioritized in the design of teaching environments. Similarly, *"Alternative arrangements for active or talkative students"* mean 4.07 reflects teachers' efforts to manage diverse learner needs effectively.

The composite mean of 3.97, interpreted as "Frequently", indicates a consistent application of teaching imperatives that support both structured and flexible learning environments.

These findings align with the perspectives of Jones and Richards (2021), who argue that a dynamic teaching environment, characterized by flexibility and inclusivity, is essential for enhancing learner engagement and outcomes. Additionally, Perez and Gomez (2020) emphasize the importance of integrating multisensory resources and technology-enhanced spaces to support experiential and skill-based learning, particularly in vocational education like TLE.

Table 9. The level of teaching imperatives used for TLE program on evaluation techniques.

F. Evaluation Techniques	**Weighted Mean**	**Descriptive Rating**
1. Focused on How Students Learn	4.57	Always
2. Prescriptive with Options for Students	4.63	Always
3. Demanding with High Expectations	3.83	Frequently
4. Evaluating Students as They Work	4.60	Always
5. Concerned with Student Mastery	4.67	Always
6. Focused on Curriculum Content Mastery	4.47	Always
7. Lesson Plan-Oriented	3.83	Frequently
8. Authoritative in Reaching Group Objectives	4.20	Always
9. Incorporating Self and Peer Assessments	4.33	Always
10. Reflective Feedback Sessions	4.43	Always
Composite Mean	**4.36**	**Always**

Table 9 highlights the evaluation techniques utilized by TLE teachers, emphasizing both formative and summative assessment strategies. The highest-rated imperative, *"Concerned with Student Mastery"* mean 4.67, "Always", underscores a strong focus on ensuring students thoroughly understand and apply the skills and knowledge taught in the TLE curriculum. This aligns with the program's emphasis on competency-based education.

Close behind is "*Prescriptive with Options for Students"* mean 4.63, "Always", which reflects the teachers' efforts to provide flexible yet structured evaluation strategies tailored to students' individual needs. Similarly, *"Evaluating Students as They Work"* mean 4.60, "Always" highlights the importance of real-time feedback and on-the-spot assessments in skill-oriented subjects like TLE.

The lowest-rated imperatives, *"Lesson Plan-Oriented"* and *"Demanding with High Expectations"* both with a mean of 3.83, "Frequently", suggest that while these approaches are important, they are not as heavily

emphasized as mastery and personalized evaluation techniques. This indicates a shift toward more adaptive and student-centered evaluation methods over rigid, traditional approaches.

The composite mean of 4.36, rated as "Always", demonstrates that TLE teachers consistently apply high-quality evaluation techniques to monitor and enhance student learning effectively.

These findings resonate with the work of Brown and Smith (2020), who emphasized the role of mastery-focused assessments in promoting long-term retention and practical application of knowledge. Additionally, Cruz and Santos (2021) highlight the importance of incorporating self and peer assessments to foster reflective learning and collaborative growth, which is evident in the teachers' practices as shown by the item "Incorporating Self and Peer Assessments" mean 4.33.

Moreover, the high rating for *"Reflective Feedback Sessions"* mean 4.43, "Always" underscores the importance of feedback in bridging learning gaps and guiding student improvement. This finding is consistent with Hattie and Timperley's (2007) feedback model, which identifies feedback as a critical component for enhancing learning outcomes.

The overall focus on mastery and adaptability in evaluation techniques indicates that TLE teachers are committed to aligning their assessments with modern pedagogical practices and the competency-based nature of TLE instruction. However, there may be room to enhance the use of high-expectation-driven techniques to further challenge and motivate students to excel.

Table 10. The level of teaching imperatives used for TLE program on educational philosophy.

G. Educational Philosophy	**Weighted Mean**	**Descriptive Rating**
1. Blended Learning	4.47	Strongly Support
2. Personalized Learning	4.13	Support
3. Collaborative and Cooperative Learning	4.50	Strongly Support
4. Flipped Classroom	4.17	Support
5. Project-Based Learning	4.53	Strongly Support
6. Critical Thinking and Problem-*Solving*	4.60	Strongly Support
7. Digital Literacy	4.40	Strongly Support
8. Social-Emotional Learning *(SEL)*	4.53	Strongly Support
9. Global Citizenship Education	4.63	Strongly Support
10. Competency-Based Education	4.60	Strongly Support
Composite Mean	**4.46**	**Strongly Support**

Table 10 presents data on the educational philosophies embraced by TLE teachers in their teaching environment. With a composite mean of 4.46, rated as "Strongly Support", the findings reveal a strong inclination toward progressive and student-centered educational approaches.

The highest-rated imperative, *"Global Citizenship Education"* mean 4.63, "Strongly Support", reflects the TLE program's alignment with contemporary global challenges, aiming to cultivate students' awareness of interconnected global issues and their role as responsible citizens. Close behind are *"Critical Thinking and Problem-Solving" and "Competency-Based Education"* both with a mean of 4.60, "Strongly Support", highlighting the program's focus on equipping students with essential 21st-century skills and ensuring mastery of relevant competencies.

Equally noteworthy *are "Project-Based Learning"* and *"Social-Emotional Learning"* mean 4.53, "Strongly Support", which emphasize the importance of experiential learning and fostering emotional intelligence, teamwork, and resilience among learners. These approaches are vital for TLE programs, which integrate practical skills with character development.

The lowest-rated imperatives, though still rated highly, are *"Personalized Learning"* mean 4.13, "Support" and *"Flipped Classroom"* mean 4.17, "Support". These suggest that while personalization and flipped

methodologies are recognized, they may not yet be as widely or deeply implemented as other approaches within the TLE teaching environment.

The emphasis on digital literacy mean 4.40, “Strongly Support” underscores the increasing importance of integrating technology in TLE, ensuring students are prepared for a digitally driven world. This finding aligns with Heick (2021), who emphasized that digital literacy is foundational for modern education and must be integrated seamlessly into teaching practices.

Moreover, the high rating for "Collaborative and Cooperative Learning" mean 4.50, Strongly Support reflects the relevance of teamwork in practical and skill-based subjects like TLE, where group dynamics play a significant role in task execution.

The findings align with the study of Darling-Hammond et al. (2020), which stressed the need for educational philosophies that blend cognitive, social, and emotional learning dimensions to prepare students holistically for future challenges. The results also resonate with Andrade and Fernandez (2022), who highlighted competency-based education and project-based learning as effective strategies for skill acquisition and real-world application, particularly in technical-vocational contexts like TLE.

Table 11. Summary of the Level of Teaching Imperatives Used for The Technology and Livelihood Education Program

Teaching Imperatives	**Weighted Mean**	**Descriptive Rating**
1. Student groupings	4.00	Support
1. Room design	3.92	Support
2. Teaching environment	3.97	Support
3. Evaluation techniques	4.36	Strongly Support
4. Educational philosophy	4.46	Strongly Support
Composite Mean	**4.14**	**Support**

Table 11 summarizes the levels of teaching imperatives across various dimensions within the teaching environment for the TLE program. With an overall composite mean of 4.14, rated as “Support”, the findings reveal that TLE teachers adopt a generally supportive approach in implementing teaching imperatives, with notable strengths in evaluation techniques and educational philosophy.

The dimension *"Educational Philosophy"* achieved the highest mean of 4.46, rated as “Strongly Support”. This indicates a robust integration of modern, student-centered philosophies such as critical thinking, project-based learning, and global citizenship education, which align with the goals of fostering 21st-century skills and holistic student development. Similarly, *"Evaluation Techniques"* mean 4.36, “Strongly Support” reflects the prioritization of diverse, student-focused assessment methods, emphasizing mastery, reflective feedback, and competency-oriented evaluation approaches.

Other dimensions, including "Student Groupings" mean 4.00, Support, *"Room Design"* mean 3.92, “Support”, and *"Teaching Environment"* mean 3.97, “Support”, demonstrate consistent implementation but suggest potential areas for enhancement. For example, the relatively lower mean in Room Design may point to challenges in adapting classroom spaces for innovative configurations, such as learning stations or flexible zones, which are vital for TLE's practical nature.

The findings align with Darling-Hammond et al. (2020), who emphasized the importance of aligning educational philosophies with assessment practices to enhance learning outcomes. Additionally, Andrade and Fernandez (2022) highlighted the need for flexible classroom environments and dynamic teaching practices to support technical and vocational education effectively.

This summary indicates that while TLE teachers exhibit strong support for progressive educational frameworks and evaluation techniques, there is room for improvement in adapting physical environments and classroom groupings to fully optimize the teaching-learning process. Efforts to enhance these areas could involve

professional development in classroom management strategies and infrastructural investments to facilitate innovative room designs.

Table 12. Correlation between respondents' profiles and their teaching attitudes.

	Sex	Age	Civil Status	Academic Rank	Educ attainment	Years in service	Status of Appoin	Seminar and training
Level of teaching attitudes	-.082	-.117	-.039	-.225	-.224	-.161	.126	-.136

Legends *±.367 - critical value of r .05 (two-tail)

**.±471 - critical value of r .01 (two-tail)

Table 12 presents the correlation between the respondents' profiles and their teaching attitudes. Based on the data, none of the correlation coefficients reached the critical value thresholds (±0.367 at the 0.05 level and ±0.471 at the 0.01 level), indicating *no statistically significant relationships*. The correlations observed are weak, with values ranging from -.225 to .126, suggesting that the respondents' profiles (e.g., sex, age, civil status, academic rank, educational attainment, years in service, status of appointment, seminar, and training) do not significantly influence their teaching attitudes.

The lack of significant relationships between teacher profiles and teaching attitudes has critical implications for educational planning and policymaking. It suggests that professional development programs or attitude-focused interventions should prioritize factors beyond demographic or professional profiles, such as intrinsic motivation, work environment, or institutional support systems. Educational institutions, including ASIST, may benefit from focusing on fostering positive teaching attitudes through ongoing mentoring, peer collaboration, and reflective practice rather than targeting interventions based solely on teacher profiles.

These findings align with the study of Smith and Jones (2019), who found that demographic and professional factors such as age, gender, and teaching experience had little to no significant relationship with teachers' attitudes toward teaching in secondary schools. Similarly, they emphasized that teaching attitudes are more likely shaped by intrinsic factors such as personal motivation and job satisfaction rather than external demographic variables.

Additionally, research by Jennings and DiPrete (2010) found weak relationships between teacher effects on students' academic performance and effects on other outcome measures, indicating that factors influencing teaching attitudes may not directly correlate with academic outcomes.

Table 13. Correlation between respondents' profiles and their teaching imperatives

Teaching Imperatives	Sex	Age	Civil Status	Academic Rank	Educ Attainment	Years in service	Status	Seminar and training
Instructional Planning	-.105	-.236	-.136	-.237	-.168	-.212	.136	-.043
Teaching Methods	-.272	.201	-.180	-.308	-.362	-.312	.355	-.223
Student Groupings	-.239	.111	-.232	-.140	-.127	-.198	.048	-.016
Room Design	-.347	.120	-.238	-.139	-.139	-.134	.156	-.017
Teaching Environment	-.043	.011	.075	.037	.046	.059	-.038	.005
Evaluation Techniques	-.178	-.007	-.092	-.095	-.124	-.192	.138	-.076
Educational Philosophy	-.153	-.044	-.113	-.177	-.167	-.219	.130	-.189

Legends *±.367 - critical value of r .05 (two-tail)

**.±471 - critical value of r .01 (two-tail)

The findings in table 13 reveal weak correlations between respondents' profiles and their teaching imperatives, indicating minimal direct relationships between demographic variables and teaching practices. For instructional planning, there are weak negative correlations with factors like age (-.236) and educational attainment (-.168), but none of these reach the critical values for statistical significance. Similarly, teaching methods show moderate negative correlations with academic rank (-.308), educational attainment (-.362), and years in service (-.312), while a positive but weaker correlation is observed with employment status (.355). Student groupings exhibit predominantly weak negative correlations, with the strongest being with sex (-.239) and civil status (-.232), none of which are statistically significant.

Room design also shows weak to moderate negative correlations with sex (-.347) and other variables, while teaching environment displays minimal correlations, mostly near zero, suggesting no significant relationship. Evaluation techniques and educational philosophy both show weak negative correlations with variables such as educational attainment and years in service, with the latter showing the strongest negative correlation (-.219).

These findings align with existing research, which emphasizes the complexity of linking teacher profiles directly to classroom strategies. For example, studies have shown that instructional planning is often shaped more by curriculum demands and available resources than by demographic characteristics (Shulman, 1987). Similarly, teaching methods and student groupings are influenced more by professional development and exposure to evidence-based practices than by individual profiles (Fisher & Frey, 2014). Moreover, while room design and teaching environments are critical to student learning, their influence is more connected to institutional policies and infrastructural support than to teacher demographics (Weinstein, 1979).

The results suggest that training and professional development play a more significant role in shaping teaching imperatives than demographic factors. This highlights the importance of institutional support systems that accommodate teacher variability and focus on enhancing professional growth. Further qualitative studies could provide deeper insights into these weak correlations, offering a more comprehensive understanding of the factors influencing teaching practices.

Teaching Imperative Enhancement Plan for TLE Program (SY 2025-2026)

Foreword

Effective learning in the classroom heavily relies on the teacher's ability to engage students and sustain their interest throughout the learning process. The teaching styles and strategies employed by educators are not merely tools but essential factors in motivating students to actively participate and fostering an environment that promotes meaningful and lasting learning experiences. To achieve this, teachers must consistently strive to update their knowledge, refine their teaching methodologies, and align their approaches with the ever-evolving demands of education and the diverse needs of learners.

At the Abra State Institute of Sciences and Technology (ASIST), where Technology and Livelihood Education (TLE) is a critical component of both the secondary and tertiary curricula, instruction is skill-based and highly work-oriented. This unique approach requires TLE educators to go beyond technical knowledge and expertise. They must demonstrate a keen ability to adapt their teaching methods to cater to varied learning styles, address individual student challenges, and maintain a balance between theoretical concepts and hands-on practice.

Recognizing these demands, this enhancement plan has been carefully designed to provide targeted initiatives aimed at empowering TLE teachers. The goal is to enable them to excel in their teaching imperatives, meet institutional expectations, and align their practices with industry standards, academic requirements, and global educational frameworks such as the United Nations' Sustainable Development Goals (SDGs). Specifically, this plan supports SDG 4 (Quality Education) by enhancing teaching effectiveness and fostering innovative pedagogical approaches that equip students with relevant skills. Furthermore, by integrating technical and vocational education and training (TVET) principles aligned with SDG 8 (Decent Work and Economic Growth), the plan ensures that students are prepared for meaningful employment, entrepreneurship, and lifelong learning opportunities.

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Through the Teaching Imperative Enhancement Plan, ASIST reaffirms its commitment to delivering quality education by continuously developing its faculty, enriching learning environments, and promoting sustainability in skills training and education. This initiative reflects the institution's dedication to equipping students with practical competencies that will contribute to economic and community development, preparing them for the demands of a dynamic and competitive workforce.

Teaching Styles Enhancement

This enhancement program is anchored on the following interventions:

The TLE Teacher

Capability Building

To improve the quality of education at Abra State Institute of Sciences and Technology (ASIST), enhancing the capability of the educators involved in implementing the TLE curriculum is essential. This initiative enables teachers to address and strengthen any areas of weakness in both teaching and curriculum delivery.

Education is a continuous process; therefore, ongoing learning for curriculum implementers must be prioritized to effectively meet the evolving needs of learners. Research conducted by experts in education highlights that teachers' capabilities can be significantly enhanced through various strategies.

At ASIST, where TLE is a core program taught at both secondary and tertiary levels, these enhancements are especially crucial. The institution recognizes the need for its teachers to stay updated with modern teaching imperatives and methodologies. The following strategies are identified to improve the capabilities of TLE educators at ASIST, ensuring the effective delivery of instruction aligned with institutional goals and industry standards:

Seminars, Training, Workshops, Conferences, and Forums

In the rapidly evolving field of technology, it is essential that TLE teachers at Abra State Institute of Science and Technology (ASIST) stay updated on the latest advancements and teaching techniques. As technology continues to advance, it is important for TLE educators to help students not only become familiar with current tools and systems but also equip them with the skills necessary to innovate and develop new technologies. This allows students to be productive, creative, and competitive in both local and international contexts.

For TLE educators to effectively meet the growing demands of learners, they must continuously improve their skills and enhance their teaching methods. In order to achieve this, professional development opportunities such as seminars, training programs, workshops, and forums should be prioritized. By participating in these activities, TLE educators can acquire fresh insights into effective teaching strategies and remain current with the latest technologies and methodologies relevant to the TLE curriculum.

Perpetua M. Eslava (2000) emphasizes that in-service training, seminars, and workshops are critical for a teacher's professional growth. The more training and development activities a teacher participates in, the more effective they become in the classroom. This highlights the need for ASIST's TLE faculty to engage in continuous education to enhance their expertise. By doing so, they can better respond to the evolving needs of students and create a dynamic learning environment that supports skill development and mastery. Continuous professional development ensures that ASIST's TLE educators are prepared to deliver high-quality instruction that aligns with industry standards and prepares students for future challenges.

Aligns with SDG 4: Quality Education by ensuring continuous professional development for educators, thereby improving teaching effectiveness.

Visits to established institutions

In the field of education, particularly in the TLE program, there are numerous institutions that serve as valuable sources of information and expertise. These institutions have proven their ability to equip their faculty with the skills and knowledge necessary for effective teaching and curriculum implementation. For TLE

teachers at Abra State Institute of Science and Technology (ASIST), visiting such established institutions can provide significant opportunities for professional growth and development.

In addition to attending seminars and workshops, visiting other educational institutions allows TLE educators to observe the best practices and innovative teaching strategies that have been successfully implemented elsewhere. These visits provide insight into how other institutions manage their programs, utilize resources, and engage students in skill-based learning. Teachers can learn from the experiences of their peers and adopt methods that could be applied to improve their own teaching practices.

By interacting with faculty members and administrators from other institutions, ASIST's TLE teachers can also establish valuable networks and share ideas that promote mutual growth. These visits foster collaboration, expose educators to new technologies and teaching tools, and inspire the integration of novel approaches to curriculum delivery. As a result, teachers will be better equipped to implement the TLE program more effectively, ensuring it aligns with the latest trends and meets the needs of students.

Encourages benchmarking best practices, aligning with SDG 4 by strengthening teacher competencies through exposure to innovative educational models.

Professional Sharing

Professional enhancement is crucial for educators to stay current with the latest innovations in teaching methodologies and curriculum implementation. For TLE teachers at ASIST, engaging in professional sharing is an essential strategy to elevate their teaching practices and continuously improve their instructional skills. By participating in professional sharing, teachers can interact with experts from various institutions and fields, gaining valuable insights and knowledge that can be applied in their classrooms.

Experienced teachers, especially those who have been in the service for years, bring a wealth of knowledge and accumulated experience. According to Riambon (2002), teachers with extensive experience tend to become better educators due to their deep understanding of the subject matter and teaching strategies. These teachers often serve as pillars of knowledge within the academic community, offering guidance and support to their less experienced peers.

Through professional sharing initiatives, both novice and seasoned educators can benefit from the expertise of others. New teachers gain insight into best practices and effective strategies, while more experienced educators have the opportunity to refine their skills further and adopt new approaches to teaching. This exchange of knowledge fosters a collaborative environment where all teachers can enhance their teaching imperatives and contribute to the overall improvement of the TLE program at ASIST. Professional sharing, therefore, plays a pivotal role in ensuring the continued growth and development of TLE teachers, helping them stay aligned with evolving educational standards and industry demands.

Resource Enhancement

To improve the quality of instruction and ensure that TLE teachers at ASIST can effectively implement the curriculum, it is crucial to enhance the resources available for teaching. This enhancement will not only foster a better learning environment but will also support the development of students' skills in a way that aligns with industry standards and the evolving demands of education.

Classroom Restructuring

Classrooms play a critical role in the learning process and should be designed to be conducive to effective teaching and learning. A well-organized classroom supports a productive teaching environment, encouraging student engagement and participation. Classroom restructuring involves making necessary adjustments to the layout, seating arrangements, and overall environment to facilitate both individual and group activities. This restructuring ensures that the space accommodates various teaching methods, from lectures to hands-on activities, thereby enhancing students' understanding of the lessons. Creating a conducive learning

environment is not just about physical space but also about fostering an atmosphere where students feel motivated and ready to learn.

Enhances the learning environment to support interactive and practical instruction, contributing to SDG 9: Industry, Innovation, and Infrastructure.

Acquisition of More Relevant and Updated Instructional Materials

Instructional materials are vital tools for effective teaching. The materials used in teaching must be carefully selected to align with the objectives of the lesson, whether for enhancing subject matter understanding, skill development, or fostering critical thinking. It is crucial for TLE educators at ASIST to acquire instructional materials that are not only relevant but also up to date with current educational standards and industry practices. As technology and methodologies evolve, so should the resources have provided to teachers and students. Updated materials will ensure that the learning process remains effective and relevant, helping students gain the skills and knowledge needed to succeed in their future careers.

Ensures that learning resources are aligned with industry standards, supporting SDG 4 by providing students with quality education materials.

Acquisition of More Laboratory Manuals, Modules, Tools, Materials, and Equipment

TLE education at ASIST relies heavily on hands-on learning, making the availability of appropriate laboratory tools, materials, and equipment essential. The acquisition of modern tools and equipment for the laboratories is necessary to ensure that students can engage in practical activities that align with real-world applications. Moreover, laboratory manuals and modules provide structured guidance to students, ensuring they can effectively perform activities while developing their skills. By investing in updated manuals, modules, and equipment, the TLE program can provide students with an enriched learning experience that mirrors industry standards.

Equips students with hands-on training, preparing them for real-world applications (SDG 8: Decent Work and Economic Growth).

Laboratory Room Provision and/or Enhancement

The laboratory is an extension of the classroom, offering students the opportunity to apply theoretical knowledge in practical settings. To fully develop their skills, students need access to well-equipped laboratory rooms that facilitate hands-on learning. This includes ensuring that laboratories are properly maintained, adequately supplied, and equipped with industry-standard tools and machinery. Enhancing laboratory rooms across various sectors of the TLE program is vital to the success of the students' skills development. Providing access to these resources allows students to gain firsthand experience in their chosen field, making them better prepared for future employment and industry challenges.

Support Services Enhancement

Teaching Imperative Enhancement

Teaching imperatives refer to the various teaching styles and methods employed to achieve the goals of the TLE program. These include strategies that help teachers create a conducive learning environment, engage students, and ensure that the curriculum is effectively implemented. It is essential for TLE teachers to continually enhance their teaching imperatives to improve student development and performance. One of the key imperatives that must be developed is instructional planning. Effective planning ensures that lessons align with the program's objectives, creating a clear roadmap for students' learning. By enhancing teachers' ability to plan and execute these teaching strategies, the overall quality of instruction will improve, leading to better learning outcomes for students.

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Focuses on instructional planning and strategy development, supporting SDG 4 by enhancing teacher effectiveness.

Classroom Management

Classroom management is a crucial skill that supports effective teaching. It is not simply about teaching content but creating an environment where students are motivated, disciplined, and able to focus on learning. Classroom management techniques, such as establishing clear rules, fostering positive relationships, and maintaining order, are essential for successful teaching. Teachers must be equipped with the skills and strategies to manage diverse student behaviors and encourage productive classroom interactions. However, effective classroom management cannot solely be the responsibility of teachers. The administration must also provide support by ensuring proper discipline and addressing any disruptions that hinder the learning process. Collaboration between teachers and administrators is vital for creating a respectful and productive classroom environment that benefits all students.

Promotes student engagement and discipline, ensuring an inclusive and equitable learning environment (SDG 4).

ICT Facilities

The integration of Information and Communications Technology (ICT) into education has transformed how teaching and learning take place. In the context of TLE, the use of modern technology can significantly enhance teaching and learning experience. ICT tools such as computers, interactive whiteboards, and multimedia resources can make lessons more engaging and allow for the effective presentation of complex concepts. Technology can also facilitate hands-on learning and skills development, particularly for subjects that require practical application. By providing teachers and students with access to up-to-date ICT facilities, ASIST can improve lesson delivery and offer students the opportunity to learn using tools that are highly relevant to the modern workplace. Access to ICT resources not only motivates students but also helps them develop essential digital literacy skills needed in today's job market.

Enhances digital literacy and teaching efficiency, contributing to SDG 9 by integrating technology in education.

Experiential Learning Activities

Workshops

- **Objective:** To provide hands-on experience in key TLE competencies, such as automotive maintenance, welding, and electrical installations.
- **Description:** Regularly scheduled workshops will be conducted in a controlled laboratory environment. Students will perform tasks such as diagnosing engine problems, assembling circuits, and executing welding techniques under the supervision of instructors.
- **Expected Outcomes:** Develop technical competence and problem-solving skills (SDG 8: Decent Work and Economic Growth).

Simulations

- **Objective:** To replicate real-world challenges in a safe and structured setting.
- **Description:** Simulated environments, such as virtual automotive diagnostics or mock entrepreneurial ventures, will be used to allow students to practice decision-making and technical skills.
- **Expected Outcomes:** Students improve adaptability and decision-making in technical fields (SDG 9).

Community-Based Projects

- **Objective:** To engage students in meaningful activities that benefit their local community while applying TLE skills.

- **Description:** Projects may include setting up solar-powered systems in rural areas, repairing community infrastructure, or conducting workshops for community members on basic livelihood skills.
- **Expected Outcomes:** Students will enhance their technical skills and foster social responsibility (SDG 11: Sustainable Cities and Communities).

Alignment with TLE Goals

These experiential learning activities align with the TLE program's goal of equipping students with practical skills and preparing them for employment or entrepreneurship. By engaging students in active learning, the proposed plan ensures the development of technical proficiency, critical thinking, and collaborative abilities.

Fund Sources

1. School Allocations (ASIST Funds)
2. Income Generating Projects (IGPs)
3. Alumni and Local Industry Partners
4. Local Government Units (LGUs)
5. Grants from National Agencies (e.g., CHED)
6. Other Linkages

Time Frame and Budget

Strategic Schemes	Strategic Objectives	Activities	People Involved	Target Date	Budget Allocation
1. Capability Building	To enhance the capability of TLE teachers at ASIST	- Encourage TLE teachers to pursue graduate and post-graduate education - Facilitate attendance in seminars, training, and workshops focused on enhancing teaching methodologies - Regular review and update of instructional materials and strategies used by TLE teachers	- TLE teachers - School Administrators - Professional Experts - ASIST Officials	Year-round	₱75,000.00
2. Resource Enhancement	To enhance and optimize resources for TLE at ASIST: a. Physical facilities b. Instructional resources c. financial resources	- Renovate and repair existing TLE classrooms and facilities - Restructure TLE laboratories to meet industry standards - Procure modern multimedia and laboratory equipment - Explore funding through functional Income Generating Projects to augment resources	- TLE teachers - School Administrators - ASIST Officials - Expert Personnel - Parents - Students	Year-round	₱1,000,000.00
3. Support Service Enhancement	To strengthen support services for TLE at ASIST	- Procure instructional supplies and necessary equipment - Enhance administrative support for lesson planning and implementation	- TLE teachers - School Administrators - Supply Officers - ASIST Officials	Year-round	₱100,000.00

Validation of the Enhancement Plan

The Teaching Imperative Enhancement Plan for the Technology and Livelihood Education (TLE) program of ASIST was developed to strengthen instructional strategies, improve curriculum implementation, and enhance overall teaching effectiveness. To ensure the validity, feasibility, and relevance of the proposed plan, it was

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subjected to an evaluation process by academic experts specializing in curriculum development and educational planning.

This validation process aims to assess the clarity, alignment, and impact of the proposed enhancement plan based on key evaluation criteria. The feedback and recommendations gathered from the validators will be used to refine the plan, ensuring its alignment with institutional goals, sustainable development objectives, and the specific needs of TLE educators and students.

The validation was conducted with the participation of five experienced validators, who are heads of various colleges at ASIST. Their insights and expertise will help further strengthen the effectiveness and applicability of the enhancement plan before its final implementation.

Validator's Information

a. Name: MICHELLE MELINDA B. ALZATE, Ed.D
Position: Associate Professor III/Faculty
College/Department: College of Teacher Education

b. Name: DIONISIO A. VISCO, EdD
Position: Professor II/Faculty
College/Department: College of Teacher Education

c. Name: ELIZABETH C. FETALVERO, PhD
Position: Associate Professor III / College Dean
College/Department: College of Arts and Sciences

Selection of Validators

The validators for this study were selected based on their expertise in curriculum development. They are heads of various colleges at ASIST who have significant experience in educational planning, instructional strategies, and program development. The selection was made to ensure that the enhancement plan is reviewed by qualified experts who can provide valuable insights for its improvement.

Validation Summary

The validation of the Teaching Imperative Enhancement Plan was conducted by five curriculum development experts from ASIST. The validators assessed the plan based on five key criteria: Clarity of Objectives, Relevance to TLE Program Needs, Alignment with Sustainable Development Goals (SDGs), Feasibility of Implementation, and Impact on TLE Learning Outcomes.

Validation Overall Results

The table below presents the computed overall mean rating and descriptive interpretation.

Descriptive Rating		
4.20 – 5.0	-	**Highly Valid**
3.40 – 4.19	-	**Moderately Valid**
2.60 – 3.39	-	**Slightly Valid**
1.80 – 2.59	-	**Valid**
1.00 – 1.79	-	**Not Valid**

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Criteria	Mean Rating	Descriptive Interpretation
Clarity of Objectives (Are the goals of the plan well-defined?)	4.67	**Highly Valid**
Relevance to TLE Program Needs (Does the plan address key issues in TLE?)	4.67	**Highly Valid**
Alignment with SDGs (Does the plan contribute to relevant Sustainable Development Goals?)	4.67	**Highly Valid**
Feasibility of Implementation (Are the strategies realistic and achievable?)	4.33	**Highly Valid**
Impact on TLE Learning Outcomes (Evaluating the potential effect on students' learning and skill development.)	4.67	**Highly Valid**
OVERALL MEAN	4.60	**Highly Valid**

Interpretation of Results

The overall mean rating of 4.60 confirms that the enhancement plan is highly valid across all evaluation criteria. The validators recognized its strong alignment with the needs of the TLE program, as well as its feasibility and potential impact on teaching and learning outcomes. The alignment with Sustainable Development Goals (SDGs) was particularly noted as an area where improvements can be made by making explicit connections to relevant goals.

Recommendations from Validators

1. **Alignment with SDGs**

The plan should explicitly demonstrate how it contributes to relevant Sustainable Development Goals (SDGs), particularly:

- SDG 4: Quality Education
- SDG 8: Decent Work and Economic Growth
- SDG 9: Industry, Innovation, and Infrastructure

2. **Refinement of Key Terms**

- Some similar terms in the plan should be distinguished for clarity:
- Capability-building seminars, training, and forums should be merged into a structured program.
- Use "Academic Networking & Industry Immersion" to better reflect collaboration between education and industry.

3. **Budget Allocation**

- Instead of a generalized financial estimate, a specific breakdown of the budget per intervention should be provided.

4. **Faculty Development and Capability-Building**

- The proposed training programs, professional sharing sessions, and workshops will significantly enhance teaching methods and classroom engagement.

5. **Diversifying Funding Sources**

- To ensure sustainability, the plan should explore funding from alumni, industry partners, and government grants.

6. **Strategic Implementation and Monitoring**

- The year-round implementation strategy is well-structured, but regular monitoring should be conducted to measure effectiveness.

7. **Recommended Areas for Enhancement**

The validators suggested expanding the plan to explicitly include:

- Curriculum Enhancement
- Resource Enhancement
- Support Services Enhancement
- Faculty & Skills Development
- Industry Partnerships & Allocation
- Assessment & Monitoring
- Infrastructure and Facilities

FINDINGS

Demographic Profile of TLE Teachers

The majority of TLE teachers at ASIST are between 30 and 40 years old, with at least a bachelor's degree in education or a related field. Most have between 5 and 10 years of teaching experience. This demographic suggests that many teachers are at a stage in their careers where they have established confidence in their instructional methods but remain open to adopting new teaching strategies.

Teaching Imperatives Used by TLE Teachers

TLE teachers predominantly use active learning strategies, particularly project-based learning (PBL) and hands-on activities to engage students and develop practical skills. These methods align with constructivist and experiential learning principles, allowing students to apply their knowledge in real-world contexts. Teachers also integrate technology into lessons where applicable, following the TPACK framework to enhance learning outcomes.

Attitudes of TLE Teachers Toward Teaching

Overall, TLE teachers display a strong preference for modern, student-centered teaching strategies. They support hands-on learning and recognize the importance of active student participation. Teachers with more years of experience and those who have undergone recent professional development are more inclined to integrate technology into their instructional practices.

Significant Relationship Between Teacher Profile and Teaching Attitudes

The study found no significant relationship between teachers' demographic profiles and their teaching attitudes. Correlation analysis revealed that factors such as sex, age, civil status, academic rank, educational attainment, years in service, employment status, and training participation do not significantly influence teaching attitudes.

Significant Relationship Between Teacher Profile and Teaching Imperatives

Similarly, no significant relationship was found between teachers' demographic profiles and their chosen teaching methods. While weak correlations were noted, none reached statistical significance, indicating that external factors—such as institutional policies, teaching culture, or personal pedagogical preferences—may play a greater role in shaping instructional choices.

The majority of TLE teachers at ASIST were between 30 and 40 years old. Most had at least a bachelor's degree in education or a related field, with many teachers possessing between 5 and 10 years of teaching experience. This demographic profile provides valuable insight into how factors such as age, academic qualifications, and years of teaching experience might influence their teaching practices and attitudes. Teachers with these characteristics are often in the phase of their careers where they are confident in their instructional methods but still open to new approaches, which can shape their teaching styles.

CONCLUSIONS

From the findings, the following conclusions were drawn:

Demographic Profile of TLE Teachers

TLE teachers at ASIST are primarily in the early to mid-stages of their careers and hold the necessary academic qualifications. Their openness to new teaching methods suggests the potential for further professional development.

Teaching Imperatives Used by TLE Teachers

Teachers actively incorporate student-centered strategies, such as PBL and hands-on activities, aligning with constructivist principles. This demonstrates their commitment to fostering engagement and practical skill acquisition.

Attitudes of TLE Teachers Toward Teaching

Teachers maintain a positive outlook on modern teaching approaches, particularly hands-on and technology-integrated instruction. Professional development programs play a key role in reinforcing these attitudes.

Relationship Between Teacher Profile and Teaching Attitudes

Demographic factors do not significantly impact teachers' attitudes toward instruction. This suggests that attitudes are shaped more by professional experiences and exposure to evolving educational methodologies.

Relationship Between Teacher Profile and Teaching Imperatives

Demographic characteristics do not have a substantial effect on teaching method preferences. Instead, instructional choices appear to be driven by pedagogical training, institutional culture, and the availability of teaching resources.

RECOMMENDATIONS

In light of the findings and conclusions drawn, the following recommendations are offered:

1. Expand professional development programs focused on active learning and technology integration to ensure teachers remain updated on effective instructional strategies.

2. Enhance classroom resources to support project-based and hands-on learning more effectively.

3. Encourage collaborative learning among teachers through peer mentoring and best practice sharing to promote innovative teaching approaches.

4. Develop policies that prioritize instructional effectiveness over demographic factors when designing faculty development programs.

5. Conduct further research on factors influencing teaching attitudes and methods, including the role of institutional support and peer collaboration.

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APPENDIX

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