

# Academic Performance and Competencies of Grade VI Pupils in Technology and Livelihood Education (TLE) in the New Normal

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**Abstract:** *This study aimed to determine the Academic Performance and Competencies of Grade VI pupils in Technology and Livelihood Education at Basud Elementary School for School Year 2020-2021. The descriptive-correlational method of research was used to gather data to answer the problems of the study. The researcher used a teacher made test to determine the performance level of the male and female pupils. The findings revealed that the academic performance of the pupils is not significantly related with their competencies in the said areas. An action plan may be designed to improve the academic performance and competencies of the pupils in the four areas of Technology and Livelihood education. Based on the findings of the study, the researcher drawn the following conclusions: 1.) The pupils have satisfactory academic performance in Home Economics and Agriculture while very satisfactory academic performance in Industrial Arts and Information and Communication Technology. 2.) Majority of the pupils have acquired moving mastery to closely approximating mastery in their competencies relative to the four areas of Technology and Livelihood Education. 3.) The academic performance of the pupils and their competencies are not significantly related in Home Economics, Agriculture, Industrial Arts, and ICT. 4.) An action plan was proposed in order to improve the academic performance and competencies of the pupils in TLE. Based on the results and in the light of the findings and conclusions drawn, the following recommendations are proposed: 1.) The teacher may consider additional intervention aside from the modular distance learning so as to supplement the learning of the pupils especially on the areas which require teacher-assisted instruction. 2.) The school heads may procure instructional materials and equipment that the teachers and pupils utilize in the actual conduct of the competencies contained in the four areas. 3.) The teacher may continually improve the systems and procedure in delivering their instruction regardless of the delivery modalities utilized so as to ensure the sustained academic performance and competencies of the pupils in TLE. 4.) The action plan may be submitted to the concerned authorities for further evaluation and review prior to its implementation and adoption. 5.) Further study may be conducted to include other intermediate pupils and making the scope wider in nature.*

**Keywords:** academic performance, competencies, Technology and Livelihood Education (TLE), Level of Academic Performance, Level of Competencies

## 1. Introduction

The pandemic affects people from all walks of life. The threat to public health and the economic and social disruption threatens the long-term livelihoods and well-being of millions. The whole educational system from elementary to tertiary level collapsed during the lockdown period of the novel coronavirus disease 2019 (COVID-19) not only in the Philippines but across the globe. The global pandemic has brought major changes, especially in the field of education when the government announced and ordered not to open face-to-face classes for Academic Year 2020-2021 until the Covid-19 vaccine. In response to this order, the Department of Education (DepEd) released Department Order No. 007,12,13 and 14 series of 2020 instructing all basic education institutions to come up with their learning continuity plan (LCP) and health and safety protocols in the new normal in education during the pandemic.

Briones (2020), DepEd Secretary emphasized that the basic education learning continuity plan in the time of Covid-19 is the response of the department to the challenges posed by Covid-19 in the field of education that despite the present situation education must continue whatever the challenges and difficulties faced now and in the future.

The learning continuity plan of the Department of Education (DepEd) includes the implementation of the different learning modalities. These modalities are face-to-face learning, distance learning, blended learning, and homeschooling learning. However, among these modalities,

only distance learning was allowed to be implemented in public schools to ensure the safety of both teachers and students. Modular distance learning allows the learners to use self-learning modules (SLM's) in print or digital format/electronic copy whichever is applicable to the learners. Learners may also attend online classes and answer online tests and activities or listen to radios and watch TV programs airing educational content. This set-up of learning is called "new normal" in the educational system in our country and as to TLE teachers, this will bring a lot of changes in the delivery of the lessons. The TLE subjects in K-12 Curriculum aimed to equip the students with necessary skills that will be acquired through training and hands-on activities. Since face-to-face has not allowed most of these skills and activities will become more challenging to the pupils to acquire or learn.

To provide schools with options depending on the COVID-19 constraint and the specific context of learners in their school or locality, various learning delivery modalities have been developed and are available to them. When this happened, it caused discomfort and presented a new degree of complexity, particularly for teachers of skill-based disciplines such as Technology and Livelihood Education (T.L.E.). It is the abilities of the pupils, rather than the knowledge that they process, that are required. T.L.E. can be a tough subject to teach at times, even though it is very frequent. As a result, teachers struggle to identify the most efficient method of providing the skills, even when they are not in direct contact with the students.

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In view of this condition, the researcher opted to conduct this study to determine the academic performance of Grade VI pupils in TLE in the new normal and identify the problems encountered in learning the subjects. Moreover, from the results of this study, the researchers hoped to make an action plan that will be benefited to both teachers and students in the new normal.

## 2. Statement of the Problem

This study aimed to determine the Academic Performance and Competencies of Grade Six Pupils in Technology and Livelihood Education (TLE) of Basud Elementary School for school year 2020-2021. Specifically, it sought to answer the following questions:

- 1) What is the academic performance of pupils in TLE along the following areas:
  - a) Home Economics
  - b) Agriculture
  - c) Industrial Arts
  - d) Information and Communication Technology
- 2) What are the competencies of the pupils along the identified areas?
- 3) Is there a significant relationship between the academic performance and the competencies of the pupils along the identified variables?
- 4) What action plan can be proposed based on the results of the study?

## 3. Methodology

### 3.1 Research Design

This study determines the Academic Performance and Competencies of Grade VI pupils in TLE in the new normal of Basud Elementary school, school year 2020-2021. The study used the descriptive type of research as the most appropriate research design in the survey.

A teacher-made questionnaire was employed as the main instrument. The respondents of the study were the grade VI pupils of Basud Elementary School which were selected purposively. The data gathered were analyzed and interpreted with the use of appropriate statistical measures and tools. Documentary analysis was also incorporated. Frequency count, percentage, and rank were the statistical treatments utilized. The Chi-square ( $\chi^2$ ) test was used for the relationship between the two variables.

### 3.2 The Sample

The target respondents of this study were seventy-six (76) Grade VI pupils of Basud Elementary School for the school year 2020-2021. The school was chosen as respondent of this study since it is the nearest school to Guinlajon Elementary School and it is the first school in Sorsogon West District which conducted limited face to face classes and it is easy for the researcher to distribute the test needed for her study since it is pandemic.

### 3.3 The Instrument

The instruments in gathering the data was the teacher-made test that includes the skills found in the Most Essential Learning Competencies (MELC) for Technology and Livelihood Education (TLE).

The prepared test was tried out the 30 Grade VI pupils at Guinlajon Elementary School who were not respondents of this study. The dry run was conducted on November 08, 2021. The results of the test were item analyzed. Out of 120 items given in the test, 31 items were retained and 26 items were revised. Because of the results, necessary revisions on the number of items per area were lessened but the competencies are still applied. The revision on the 26 items were made and all the changes were done with the approval of the researcher's adviser. After which, the researcher conducted the study.

### 3.4 Data Collection Procedures

After revision of the test questions and upon approval by the thesis adviser, the researcher conducted the actual testing. An adequate number of copies of the administered test were produced for distribution.

Permission to conduct this study and to administer the test was sought by the researcher from the City Schools Division Superintendent and to the School Head of Basud Elementary School.

The test was personally conducted by the researcher to the 76 respondents on March 16 & 21, 2022. Retrieval of the test was done immediately after the test was finished. The administration of the test to the school was done for two days as to the schedule of the pupils for limited face-to-face classes.

The data were organized, tallied, and analyzed by the researcher with the assistance of the thesis adviser.

### 3.5 Data Analysis Procedures

The consolidated data was analyzed and interpreted with the help of the researchers' statistician and with the proper application of statistical tools and measures.

To determine the academic performance of the grade VI pupils along the identified areas the following indicators were used:

Grading Scale	Description
90-100	Outstanding
85-99	Very Satisfactory
84-80	Satisfactory
75-79	Fairly Satisfactory
Below 75	Did not meet expectation

To determine the competencies of the pupils along the identified areas the following indicators were used according to the scale from the Achievement Level Descriptive Equivalent set by the National Educational Testing and Research Center (NETRC) below:

Grading Scale	Description
96-100	Mastered
86-95	Closely Approximating Mastery
66-85	Moving Towards Mastery
35-65	Average
16-34	Low
5-15	Very Low Mastery
0-4	Absolutely No Mastery

## 4. Results and Discussion

### 4.1 Findings

Based on the data gathered, the following are the findings of the study:

- 1) The mean performance of the pupils in Home Economics is 83.00 which is described as satisfactory. Specifically, there are 11 (14%) pupils who have an outstanding performance while 12 (16%) pupils performed very satisfactorily. In the same manner, 35 (46%) pupils have satisfactory performance whereas 18 (24%) pupils performed fairly satisfactorily in this area.

In relation to Agriculture, the pupils acquired a mean performance of 82.00 which is described as satisfactory. In particular, there are 8 (11%) pupils have outstanding performance and 11 (14%) pupils performed very satisfactorily. However, the academic performance of 34 (45%) pupils is satisfactory and 23 (30%) pupils is fairly satisfactory.

Relative to Industrial Arts, there are 11 (14%) pupils who performed outstandingly while 19 (25%) pupils acquired a very satisfactory academic performance. On the other hand, there are 32 (42%) pupils showed a satisfactory performance and 14 (19%) pupils have fairly satisfactory performance in the said area. Generally, the pupils performed very satisfactorily with mean performance of 85.00.

In terms of ICT, the 12 (16%) pupils showed an outstanding performance while 19 (25%) pupils performed very satisfactorily. In the same manner, there are 34 (45%) pupils obtained a satisfactory performance and 13 (14%) pupils acquired a fairly satisfactory performance. Generally, the pupils showed a very satisfactory performance with mean performance of 85.00.

- 2) Relative to Home Economics, there are 38 (50%) pupils whose competencies fall under closely approximating mastery and 36 (48%) pupils who are moving towards mastery. However, only 2 (2%) pupils have average competency. It can be observed that majority of the pupils have attained their mastery in this area.

In terms of Agriculture 17 (22%) pupils have attained mastery and 20 (26%) pupils have acquired closely approximating mastery. In the same manner, there are 35 (46%) pupils are moving towards mastery and 4 (6%) pupils have acquired average mastery.

In relation to Industrial Arts, 44 (58%) pupils have closely approximating mastery while 25 (33%) pupils are moving

towards mastery. On the other hand, only 7 (9%) pupils have acquired an average mastery.

relative to ICT, 45 (59%) pupils have closely approximating mastery and 21 (28%) pupils are moving towards mastery. Similarly, there are 10 (13%) pupils have acquired average mastery in this area.

- 3) Relative to Home Economics and Agriculture, the Pearson  $r$  computed value is -0.119 which is greater than the Pearson  $r$  critical value of -0.226 at 0.05 level of significance with degrees of freedom of 74. Thus, the non-rejection of the null hypothesis which implies that there is no significant relationship between the academic performance and competencies of the pupils in the said areas.

In addition, the Pearson  $r$  computed values for Industrial Arts and ICT of -0.027 and -0.122, respectively, do not exceed the Pearson  $r$  critical value of -0.226 with degrees of freedom of 74 at 0.05 level of significance. Therefore, the hypothesis which is stated in null form is not rejected. It means that the academic performance of the pupils is not significantly related with their competencies in the said areas.

- 4) An action plan may be designed to improve the academic performance and competencies of the pupils in the four areas of Technology and Livelihood education.

### 4.2 Conclusions

Based on the findings of the study, the researcher drawn the following conclusions:

- 1) The pupils have satisfactory academic performance in Home Economics and Agriculture while very satisfactory academic performance in Industrial Arts and Information and Communication Technology.
- 2) Majority of the pupils have acquired moving mastery to closely approximating mastery in their competencies relative to the four areas of Technology and Livelihood Education.
- 3) The academic performance of the pupils and their competencies are not significantly related in Home Economics, Agriculture, Industrial Arts, and ICT.
- 4) An action plan was proposed in order to improve the academic performance and competencies of the pupil in TLE.

## 5. Recommendations

Based on the results and in the light of the findings and conclusions drawn, the following recommendations are proposed:

- 1) The teacher may consider additional intervention aside from the modular distance learning so as to supplement the learning of the pupils especially on the areas which require teacher-assisted instruction.
- 2) The school heads may procure instructional materials and equipment that the teachers and pupils utilize in the actual conduct of the competencies contained in the four areas.

- 3) The teacher may continually improve the systems and procedure in delivering their instruction regardless of the delivery modalities utilized so as to ensure the sustained academic performance and competencies of the pupils in TLE.
- 4) The action plan may be submitted to the concerned authorities for further evaluation and review prior to its implementation and adoption.
- 5) Further study may be conducted to include other intermediate pupils and making the scope wider in nature.
- 6) Future research may be conducted to address the gap of the current study.

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