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Facilitating Learning and Academic Performance of Learners in TLE Under K To 12 Curriculum: Basis for Teaching Strategies for TLE Learners

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Abstract — This study investigated the facilitating learning practices of Technology and Livelihood Education (TLE) teachers and their impact on the academic performance of learners. The research assesses various teaching strategies employed by TLE teachers and evaluates their effectiveness through student performance metrics. Data collected from 50 learners reveal a diverse range of academic achievements, with a significant portion scoring below 79%. Furthermore, expert evaluation of proposed teaching strategies indicates a high level of acceptability, particularly in terms of integrity, consistency, and comprehensiveness.

The facilitating learning practices of TLE teachers were rated "Very Good" overall, with notable excellence in the use of industry-related resources, providing constructive feedback, and emphasizing problem-solving and critical thinking. Continuous assessment and integration of real-world challenges were also highlighted as key strengths. However, areas such as encouraging collaboration, utilizing technology, and providing opportunities for students to showcase practical skills were identified as needing improvement.

Learners' academic performance in TLE varied, with 45% scoring below 79%, indicating a significant area for improvement. Statistical analysis revealed a strong positive correlation ($r = 0.867$) between the quality of facilitating learning practices and academic performance, highlighting the importance of effective teaching strategies in enhancing student outcomes.

Expert evaluations of the proposed teaching strategies resulted in a "Very Good" rating, with high scores for integrity, consistency, and comprehensiveness. However, the appropriateness of the plan received a lower rating, suggesting a need for better alignment with diverse student needs. These findings suggest that while current teaching practices are effective, there is room for refinement to support all learners better.

I. Introduction

The expansion of knowledge and the growing complexities of the times, brought about by the demands of industrialization, have generated a real need for logical and systematic changes in certain aspects of the educational system. In education, there is a continuing search for methods, strategies, techniques and approaches that can best meet today’s challenges. Various teaching methods and techniques are used in education, each with its own merits and demerits.

The new enhanced education curriculum and syllabus were designed to practice vertical integration including performance targets and the outline of teaching materials. The key competencies of learning areas can incorporate with other learning field precipitously and eloquent curriculum in elementary and Senior High School horizontally. The development of national key competencies through school curriculum was efficient under the alliance of institutions at central, local and school levels (Fang & Chan, 2022).

In crafting a curriculum issues and concerns of vulnerable learners; high-stakes testing provisions of No Child Left Behind with attention to the variables of time, alignment, grouping for instruction, professional development, and teacher quality; and ethical issue was considered. The ability of current federal accountability and related state policy to support the curriculum or the qualities of teachers needed by today's public-school learners are concerns to be reinforced. To be successful, a locally implemented innovation must achieve an unlikely confluence of policy compliance, administrative support, and a common vision at least at the campus level (Harris, 2014).

One of the main roles that teachers should fulfill is to facilitate learning. In other words, teachers are task to make the process of learning easier for learners to accomplish. This does not mean that the curriculum should be watered down or the standards should be lowered. Neither does it mean that teachers will spoon feed information to the learners. Instead, they need to make it easier for learners to learn how to think critically and understand how the learning process works (Kelly, 2016).

Facilitating learning always comprise a practical activity regardless of whether it takes place in an educational institution or in effective environment of the learners. Teachers must understand the diversity of people as learners. They must have the capacity to act in accordance with the expertise or skills of the learners and to respond the needs of diverse learners (Gregorio, 2016).

Technology and Livelihood Education is a program which equips learners with knowledge and information, skills and process, right work values and life skills in the field of home economics, computer-aided design, carpentry, clothing construction, electricity and electronics, agriculture, foods and beverage, handicrafts, cosmetology, home nursing, industrial arts, agri-fishery arts, and Information Communication Technology (ICT).

Classroom management is the process by which teachers and schools create and maintain appropriate behavior of learners in classroom settings. The purpose of implementing classroom management strategies is to enhance pre-social behavior and increase learner academic engagement (Niculescu & Franţ, 2016).

To keep learners organized, orderly, focused, attentive, on task, and academically productive during a class an effective and varied classroom management techniques and strategies was applied. When classroom-management strategies are executed effectively, teachers minimize

the behaviors that impede learning for both individual learners and groups of learners, while maximizing the behaviors that facilitate or enhance learning. Generally speaking, effective teachers tend to display strong classroom-management skills, while the inexperienced or less effective teacher is a disorderly classroom filled with learners who are not working or paying attention Delceva–Dizdarevik (2014).

In educational institutions, success is measured by academic performance, or how well a learner meets standards set out by local government and the institution itself. As career competition grows ever fiercer in the working world, the importance of learners doing well in school has caught the attention of parents, legislators and government education departments. Although education is not the only road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of learners in schools. Parents care about the academic performance of their children because they believe that good academic results will provide more career choices and job security. Schools, though invested in fostering good academic habits for the same reason, are also often influenced by concerns about the school's reputation and the possibility of monetary aid from government institutions, which can be a turning point on the overall academic performance of the school (Bell, 2016).

A study conducted by Alimi, et al. (2022) emphasized the difference between the academic performance of learners in private and public school. It was found out that school facilities have a great influence in the academic performance of the learners in the private school. Thus, suggestions for the procurement of more facilities in public secondary schools were made in order to enhance the academic performance of the learners. One crucial variable that directly impacts the quality of learning acquisition among learners is the adequacy or lack of school facilities that aid in the reinforcement of knowledge and skills (Limon, 2016).

With this problem, teachers should be individual learners who aim to enhance their own learning and coping strategies in order to facilitate learning and provide learners and their peers with meaningful learning. A teacher's core component is to provide their learners with high-quality instructional competence and professional development for their learners' academic performance and future careers.

This professional development is an expectation of them not just offering it to others but also looking for resources for themselves. (National Institute for Excellence in Teaching, 2022). Teachers should have mastered the management skills of their classrooms as capable leaders and must find a way for all their learners to accelerate academic performance and learning. Teachers should be excellent communicators and should have a strong bond with their learners and be flexible to adapt any program that is useful to the needs of their learners (UNESCO, 2014).

According to White (2019) teachers identified the following behaviors and characteristics as key to effectively facilitate learning: (a) superior training, (b) excellent instructional methods, (c) inspiration and communication skills, (d) sound knowledge of the curriculum, (e) interpersonal

competence and (f) competence in classroom management. Teachers should possess these skills for it was the core foundation to enable them to transfer learning to the learners and improve their academic performance.

Realizing the importance of Technology and Livelihood Education, the researcher decided to conduct this study to assess the facilitating learning and academic performance of learners in TLE under K to 12 curriculum in the Schools Division of Mabalacat City for the school year 2023-2024 as the basis for the teaching strategies for TLE learners.

II. Methodology

This chapter presents the research design, the sources of data which includes the locale of the study and the research population, instrumentation and data collection, and the tools for data analysis.

Research Design

The study will use the descriptive-correlation design in assessing the facilitating learning and academic performance of learners in TLE under K to 12 curriculum in the Schools Division of Mabalacat City for the school year 2023-2024 as the basis for the teaching strategies for TLE learners.

The descriptive part will describe the level of facilitating learning practices of the teachers in TLE; determine the academic performance of the learners in TLE; teaching strategies for TLE learners; and evaluate the acceptability level of the experts to the proposed output.

The correlational part will test the significant relationship between the facilitating abilities of the teachers in TLE and the academic performance of the learners in TLE.

Sources of Data

The sources of data for this study are the 50 TLE teachers and 250 learners of the Schools Division of Mabalacat City during the school year 2023-2024. A total of 50 TLE teachers and 250 learners was taken to answer the questionnaire prepared by the researcher. Simple random sampling was utilized to gather the needed data for this study.

Locale of the Study

The study was conducted among the 50 TLE teachers and 250 learners of the Schools Division of Mabalacat City during the school year 2023-2024.

Population Sampling

Simple random sampling was used to select the 50 TLE teachers and 250 learners within the study area.

Instrumentation and Data Collection

The instrument to be used in this study is a researcher-made questionnaire. Part I will focus on describing the level of facilitating learning practices of the teachers in TLE; Part II will focus on the learners' academic performance in TLE; and Part III will focus on the acceptability level of the proposed output.

The questionnaire was prepared based on the researcher's readings, previous studies, professional literature, and published and unpublished thesis relevant to the study. In the preparation of the instrument, the requirements in designing good data collection instrument was considered. For instance, statement describing the situations or issues pertaining was toned down to accommodate the knowledge preparedness of the respondents.

Tools for Data Analysis

The following tools was utilized to treat the data statistically:

In determining the academic performance of the learners in TLE, frequency and percentage was used. Frequency refers to the number of cases while percentage is computed using the formula,

$$\% = \frac{f}{N} \times 100$$

where

$\%$ Percentage

f Frequency

N Total Number of Cases

In describing the level of facilitating learning practices of the teachers in TLE; and evaluating the acceptability level of the proposed output, weighted mean was used. Weighted mean is computed using the formula,

$$\bar{X} = \frac{\sum WX}{n}$$

where

$\bar{X}$ Weighted Mean

W Weight

X Raw Scores

n Number of Cases

4.50-5.00	Very High
3.50-4.49	High
2.50-3.49	Moderately High
1.50-2.49	Moderately Low
1.00-1.49	Very Low

In testing the relationships between the level of facilitating learning practices of the teachers in TLE and academic performance of the learners in TLE, Pearson r was used. It could be computed using the formula,

$$r = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

where

r Pearson r

X Facilitating Learning Practices of the Teachers in TLE

Y Academic Performance of the Learners in TLE

n Number of Cases

Ethical Considerations

For ethical considerations, the identities of the respondents will not be revealed, and their scores in this study will not affect their academic ratings. Consent forms from the parents of the respondents and assent forms to the respondents themselves were furnished. Furthermore, no school funds were utilized in the collection of data, nor should any fees be collected from the respondents.

III. Results and Discussion

This chapter presents a discussion of the findings derived from the data-gathering procedure. The data gathering procedures were based on the questions posited at the beginning of this study.

1. Level of Facilitating Learning Practices of the TLE Teachers

Table 1
Level of Facilitating Learning Practices of the TLE Teachers

Statement	Mean	Description
Teachers use industry-related resources to keep students updated on current trends.	4.68	Excellent
Providing constructive feedback, teachers guide students toward improvement.	4.66	Excellent
TLE teachers emphasize problem-solving and critical thinking in their lessons.	4.52	Excellent
Continuous assessment and evaluation are integrated into the learning process.	4.5	Excellent
They integrate real-world challenges to make learning more relevant and engaging.	4.36	Excellent
TLE teachers employ hands-on activities to enhance practical skills in students.	3.81	Very Good
TLE teachers establish clear learning objectives and outcomes for each lesson.	3.79	Very Good
Utilizing real-world examples, teachers connect theoretical concepts to practical applications.	3.76	Very Good
Incorporating guest speakers from relevant industries, teachers expose students to real-world insights.	3.7	Very Good
TLE educators encourage self-directed learning and independent thinking.	3.66	Very Good
Teachers create a learner-centered environment, encouraging active participation.	3.57	Very Good
Teachers adapt teaching methods to cater to diverse learning styles in the classroom.	2.78	Good
Encouraging collaboration, teachers foster teamwork and communication skills.	2.77	Good
TLE teachers incorporate technology to simulate real workplace scenarios for students.	2.76	Good
Teachers provide opportunities for students to showcase their practical skills.	2.35	Fair
Total	3.71	Very Good

The findings reveal that the Technical Livelihood Education (TLE) teachers demonstrate a high level of effectiveness in their facilitating learning practices. The overall mean score of **3.71**, which falls under the **"Very Good"** category, indicates that teachers are generally successful in employing strategies that enhance student learning and engagement in TLE subjects.

Notably, several teaching practices received **"Excellent"** ratings. These include using industry-related resources to keep students up-to-date on current trends (Mean = 4.68), providing constructive feedback to guide student improvement (Mean = 4.66), emphasizing critical thinking and problem-solving (Mean = 4.52), and integrating continuous assessment (Mean = 4.50). Such practices are indicative of effective, modern pedagogy that aligns with the goals of the K to 12 curriculum, particularly in preparing learners for real-life challenges and future employment.

However, while many practices are rated highly, there are areas identified for improvement. Practices such as conducting hands-on activities (Mean = 3.81), setting clear learning objectives (Mean = 3.79), and using real-world examples (Mean = 3.76) were rated only **"Very Good."** These areas, though not weak, suggest a need for enhancement to maximize their potential impact. Teachers might benefit from additional support or training to make these strategies more robust and engaging.

Moreover, the lowest-rated practices, including adapting teaching methods to diverse learning styles (Mean = 2.78), fostering collaboration (Mean = 2.77), integrating technology (Mean = 2.76), and providing opportunities for students to showcase practical skills (Mean = 2.35), received ratings from **"Good" to "Fair."** These scores highlight critical gaps in differentiated instruction, digital integration, and experiential learning. Addressing these areas can significantly elevate the overall learning experience in TLE classrooms and better support learners with diverse needs and abilities.

2. Academic Performance of the Learners in TLE

Table 2
Academic Performance of the Learners in TLE
N=50

Academic Performance of the Learners in TLE	f	%
95 and above	2	4
90 - 94	6	11
85 - 89	9	17
80 - 84	12	23
79 and below	23	45
Total	50	100

The academic performance data paints a concerning picture. A large portion of the students (45%) scored in the **"79 and below"** category, indicating a significant number of learners are struggling with TLE subjects. Only a small percentage of students performed exceptionally well, with just **4% scoring 95 and above** and another **11% falling in the 90–94 range.**

This trend of declining performance as the grade level increases suggests that many learners face academic difficulties in mastering TLE content. Several factors may contribute to this pattern, including the complexity of technical topics, lack of motivation, limited access to practical resources, or ineffective instructional approaches. It is also possible that the lower-performing areas identified in the teaching practices (such as lack of technology use or limited real-world applications) are contributing to student disengagement or misunderstanding.

3. Significant Relationship Between the Facilitating Learning Practices of the Teachers in TLE and the Academic Performance of the Learners in TLE

Table 3
Significant Relationship Between the Facilitating Learning Practices of the Teachers in TLE and the Academic Performance of the Learners in TLE

		Academic Performance of the Learners
Facilitating Learning Practices of the Teachers in TLE	Pearson r	0.867
	Value	0.000
	Interpretation	Significant

A **strong positive correlation (r = 0.867, p = 0.000)** was found between the facilitating learning practices of TLE teachers and the academic performance of their students. This

statistically significant result underscores the pivotal role that effective teaching strategies play in shaping student achievement.

This means that improvements in teaching practices—especially those emphasizing real-world relevance, critical thinking, continuous assessment, and feedback—can directly lead to better academic outcomes. Conversely, deficiencies in instructional methods can hinder student progress. The strength of this relationship underscores the importance of sustained teacher development programs and ongoing reflection on pedagogical practices in TLE.

5. Proposed Teaching Strategies for TLE Learners to Address the Problems Encountered by the Teachers in Facilitating Learning

Teaching Strategies	Description	Implementation Steps	Expected Outcomes	Target Audience
Utilization of Industry-Related Resources	Incorporate real-world industry materials, case studies, and examples into lessons to enhance relevance and engagement.	1. Collaborate with industry partners to access relevant resources. 2. Integrate industry-related materials into lesson plans and activities. 3. Discuss real-world applications of TLE concepts.	Increased student engagement and understanding of industry practices.	TLE learners across all levels.
Differentiated Instruction	Tailor instruction to meet the diverse learning needs and preferences of students, including visual, auditory, and kinesthetic learners.	1. Assess students' learning styles and preferences. 2. Provide varied instructional materials and activities. 3. Offer flexible learning pathways and options.	Improved comprehension and retention among all learners.	All TLE learners, particularly those with diverse learning needs.
Project-Based Learning (PBL)	Engage students in hands-on, collaborative projects that simulate real-world scenarios, fostering problem-solving and critical thinking skills.	1. Design authentic project tasks aligned with TLE curriculum objectives. 2. Facilitate group work and peer collaboration. 3. Provide guidance and feedback throughout the project.	Enhanced problem-solving abilities and practical skills development.	TLE learners seeking applied learning experiences.
Formative Assessment Practices	Implement ongoing assessment strategies to monitor student progress, identify areas of difficulty, and adjust instruction accordingly.	1. Use formative assessment techniques such as quizzes, peer reviews, and self-assessments. 2. Provide timely and constructive feedback to students. 3. Use assessment data to inform instructional planning.	Improved student learning outcomes and increased teacher responsiveness to student needs.	All TLE learners undergoing skill development.
Technology Integration	Integrate technology tools and resources into TLE instruction to enhance learning experiences and	1. Explore digital platforms, simulations, and virtual labs relevant to TLE topics. 2. Provide training and support for students to use technology effectively.	Enhanced engagement, digital literacy, and readiness for future workplace demands.	All TLE learners with access to technology resources.

prepare students for digital-age careers.	3. Incorporate multimedia elements into lessons for interactive learning.

To address the challenges observed in both teacher practices and student performance, several evidence-based teaching strategies have been proposed. These include:

- **Utilization of Industry-Related Resources** – Enhancing relevance and student interest by incorporating real-world materials and industry examples.
- **Differentiated Instruction** – Addressing varied learning styles to ensure all students can engage meaningfully with the content.
- **Project-Based Learning (PBL)** – Promoting hands-on, collaborative problem-solving experiences that mimic real-life tasks.
- **Formative Assessment Practices** – Using ongoing assessments to identify learning gaps and provide timely feedback.
- **Technology Integration** – Leveraging digital tools and simulations to modernize instruction and prepare students for tech-driven workplaces.

These strategies aim to foster a more engaging, inclusive, and effective TLE learning environment. Their successful implementation is expected to improve comprehension, retention, and practical skill development across all learner groups.

6. Acceptability Level of the Experts to the Proposed Teaching Strategies

Table 4
Acceptability Level of the Experts to the Proposed Teaching Strategies

Criteria	Mean	Description
I. Integrity and Consistency	4.56	Excellent
II. Organization	3.88	Very Good
III. Accuracy and Recency	3.73	Very Good
IV. Appropriateness	2.46	Fair
V. Sensitivity	3.84	Very Good
VI. Comprehensiveness	4.56	Excellent
VII. Balance	4.34	Excellent
VIII. Readability and Presentation	4.56	Excellent
Total	3.91	Very Good

Expert evaluation of the proposed strategies yielded an overall acceptability rating of **"Very Good" (Mean = 3.91).** Several aspects, such as **Integrity and Consistency (Mean = 4.56), Comprehensiveness (4.56),** and **Presentation (4.56)**, received **"Excellent"** ratings, indicating

that the strategies are well-developed, clear, and logically structured. Experts found the proposed strategies aligned with educational goals and were grounded in sound pedagogy.

Nonetheless, the strategy scored lowest on **Appropriateness (Mean = 2.46, "Fair"),** suggesting a need for better alignment with the specific contexts and realities of TLE classrooms. This feedback implies that while the strategies are generally strong, they may require contextual adaptation to ensure cultural relevance, feasibility, and responsiveness to local challenges and resources.

IV. Conclusion

Based on the study's findings, several important conclusions can be drawn. TLE teachers have shown to be highly effective in key areas of instructional practice, particularly in the integration of industry-related resources and the provision of constructive feedback. These strategies significantly contribute to enriching students' learning experiences by making lessons more relevant, practical, and aligned with real-world applications. Despite these strengths, the study also revealed that a substantial portion of learners in TLE continue to perform below the expected academic standard. This highlights a pressing need for targeted interventions that address individual learning gaps and promote student engagement, motivation, and understanding of technical content.

Furthermore, the study established a strong and statistically significant positive correlation between the quality of facilitating learning practices employed by TLE teachers and the academic performance of their students. This underscores the critical role of effective teaching strategies in shaping and enhancing student outcomes in TLE subjects. The findings confirm that when teachers employ appropriate, engaging, and learner-centered approaches, students are more likely to achieve academic success.

In addition, expert evaluations of the proposed teaching strategies revealed that they are generally comprehensive, well-organized, and grounded in sound pedagogical principles. High ratings in areas such as integrity, consistency, and presentation reflect strong approval from education professionals. However, the relatively lower score in appropriateness suggests the need for further refinement to ensure these strategies are contextually responsive and inclusive of the diverse needs, backgrounds, and learning styles of all TLE learners. Therefore, continuous review, contextualization, and adaptation of these strategies are essential to maximizing their effectiveness and sustainability in actual classroom settings.

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