



RESEARCH ARTICLE

THE COMPARATIVE MANAGEMENT OF PRIVATE AND PUBLIC SCHOOLS WITH TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE) PROGRAM IN REGION IV-A, PHILIPPINES

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Abstract

Managing is one of the most important human activities. It is an act, it's a science, it's making sure that people do what they supposed to do. It is the process of designing and maintaining an environment with individuals working together in groups. Hence, managers are expected to ensure greater productivity or continuous improvement among its constituents (Koontz and Wehrich 1990).

This study investigated on a comparative management of the public and private schools in one of the regions in the Philippines specifically in the area of Technology and Livelihood Education. It considered looking on the educational leaders' various management practices of the secondary schools in terms of curriculum, instructional supervision, staff development, instructional material development, facilities, equipment, budget allocation, and organizational culture. Moreover, it investigated on the comparative advantages of schools in terms of management practices.

There were 120 teacher-respondents involved in this study from 15 selected public and 15 private schools offering Technology and Livelihood Education (TLE). They were typically skillful teachers handling TLE major subjects. Their school leaders' management practices were examined to reveal the significant difference on the management practices in terms of curriculum, instructional material development, facilities, equipment, budget allocation and organizational culture.

In terms of curriculum, the results revealed that in private schools, teachers fully practiced integrating the use of technology to enhance the curriculum whereas the public schools practice curriculum revision on a regular basis.

In terms of instructional supervision, the private schools involve teachers and students in formulating policies while the public schools similarly practice planning and making sound decisions on instruction with teachers and students respectively.

Results show no significant difference in management relative to staff development between public and private secondary schools. The same result was recorded in terms of instructional materials development.

With respect to improvement and appropriateness of facilities, the private schools consult teachers in identifying the areas for improvement, while the public schools ensure that facilities meet the

required specifications of the government as well as monitoring its appropriateness in teaching. When purchasing equipment and tools, both the private and public schools consult colleague's prior purchase and they both assess budget allocation to priority needs, and control and release funds subject to audit of proper authorities.

As to organizational culture, both the public and private schools maintain good relationship with students, teachers, and parents, and guide individual teachers and staff to the development of moral and social behavior.

This study leads the researcher towards the development of a model of best practices to enhance the management of the TLE program; hence, it is recommended to use the model along with its best management practices in order to further strengthen/develop the TLE program not only in Region IV-A, but in the entire country, Philippines.

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Introduction:-

The success implementation of the Technology and Livelihood (TLE) depends to a large extent on the efficient and effective management of the program. The teacher alone cannot do the gigantic task of implementing the program. While the teachers were oriented to the new secondary school curriculum and thoroughly, expertise in the art of teaching is insufficient. More than ever, support is indispensable in carrying out the different activities of the program. Assistance, especially in carrying out the instruction is needed by the teacher.

The proper program needs the managerial expertise of the school manager. Managing the program includes the three dimensions, 1.)The provision of adequate appropriate instructional materials, facilities, equipment and tools.If the principal neglects these aspects outcomes of teaching are affected. 2.) Staff development is important for the teachers to grow in knowledge and skills teaching the subject area in order that their performance is improved. This can be done by continuous and skilful planning and execution of the professional growth and development of the teachers. 3.) Instructional improvement, the teaching learning situation must be improved in order to improve the teaching outputs, this needs the supervision expertise of the principal.

To ensure the success of these programs, the school managers must have a thorough knowledge of the underlying activities of the Technology and Livelihood Education components. It is their responsibility to evaluate the situations in all areas of the program. The objectives of the program be attained; hence an improved technology and livelihood education program is needed.

Objectives:-

The study aims to determine the management practices between the public and private schools with Technology and Livelihood (TLE) program in Region IV-A, Philippines as inputs for best practices model. Specifically, the study endeavoured to answer the following questions:

1. What are the management practices in Technology and Livelihood Education (TLE) in the public and private secondary schools in terms of curriculum, instructional supervision, staff development, instructional materials development, facilities, equipment, budget allocation, and organizational culture?
2. Is there a significant difference in the management practices in Technology and Livelihood Education (TLE) in the public and private secondary schools in terms of aforementioned variables?
3. What are the comparative advantages between the public and private secondary schools in terms of aforementioned variables?

Methodology:-

Descriptive method of research was used in this study. It described the extent of management practices of the Technology and Livelihood Education program of the secondary schools in Region IV-A, Philippines. The study was conducted in selected public and private schools during the school year 2014-2015. The respondents were the 120 teachers handling Technology and Livelihood Education subjects.

The main instrument in gathering data was the questionnaire supplemented by interview, observation, and participation and library research. Weighted mean and z-test were used as statistical tool in analysing the data gathered while Four-point Likert scale was used in interpreting the result of the study.

Literature Review:

The Secondary School Development Program (SEDP) primer spelled out the components of Technology and Livelihood Education (TLE) /Technology and Home Economics (THE) program. These are home economics, agricultural arts, industrial arts, and entrepreneurship. This curriculum reform is one of the most important reforms for the secondary curriculum to improve the quality education.

Dr.Llagas compared the DECS and industrial enterprises. She said that they have many things in common. An important similarity is that they both in pursuing the quality and excellence. They conduct staff development programs to prevent “organizational dry-out” They also have vast human resource potential-people who are the “ultimate source of renewal” to keep the organization moving.

Belen(2008), in his article, wrote that technological changes have posed a dramatic challenge to political, social, economic, and educational institutions of the country. This challenge may not be comprehensive for years to come but its dimensions are clear enough to call for massive response on the part of educational system.

This article of Belen possesses a challenge to teachers. This is what the SEDP secondary school curriculum wants to address. In terms of economic challenge, the subject area on technology and home economics are given this challenge.

DepEd Order No. 72 (May 26, 2010) have guidelines on the adaption of the Strengthen Technical and Vocational Education Program (STVEP) for public secondary schools, out of these guidelines are criteria or the selection of schools to be converted or adopt the STVEP: these are the following: 1.) utilization of competency-based curriculum, 2.) availability of qualified teachers with national certification in their respective fields of specialization, 3.) adequacy of schools facilities and workshop laboratories, and 4.) sufficiency of tools and equipment needed per area (based on minimum requirements of TESDA)

These are the technical aspect that will be considered in this study press release (retrieved May 10, 2012 at www.deped.gov.ph.) STVEP essentially prepares students in various ways: for higher education, for immediate employment after high school since they already have skills for livelihood; take short (one or two-year) post-secondary courses in technical education; or become an entrepreneur in their field of expertise.

Galang (2008) cited by Romer looked into the factors which interfered with the efficient carrying out of the Practical Arts program of the city school series. His study centered on the instructional problems which influenced practical arts teachers in their effort to put into realization the objectives of the 2-2 plan.

Among the problems that beset practical arts program in Manila were that teachers are not educationally qualified, poor incentives to motivate teachers to grow professionally, teachers were not conversant with the principles, methods, and techniques of teaching, inadequate books and reference materials, lack of tools and shops did not provide the required minimum working space for the students. This study and the present one have similarities in the problems identified especially along materials and instruction but differ with the present study focus.

Lubrin (2008) study and this present study looked into the educational qualifications of Practical Arts teachers and the administrator’s qualifications. Both investigated the resources, tools, equipment and facilities. It touched on placement service of the vocational schools and the state colleges to help graduates in finding employment while this study touched on management skills of administrators and teachers in the implementation of Technology and Home Economics Program.

The present study is also similar in Cooper’s (2009) Developing Managers. Accordingly Cooper conceived the types of interpersonal skills that are needed for effective communication as: 1.) the need for effective communication competence, 2.) effective leadership in providing approaches or styles of management. and 3.) possessing quality decision-making.

Cooper's work and the present study both dealt on the management of resources. Morphetet. Al (2009) determined that most important discoveries and significant advances that have implications for education are constantly being used in the field. Studies have resulted in such new information regarding growth and development of learners. The result of such development has made people regard the goals and purposes of education change which contribute to the attainment of the revised purposes and goals of education through the years. Revision and changes had made it possible to provide more effective educational programs with the help of competent faculty members and innovations and well-prepared administrators.

Discussion:-

Table 1:-Displays the management practices of private and public schools with Technology and Livelihood Education program as to Curriculum

Curriculum	Private		Public		Over-all	
	Mean	V.I	Mean	V.I.	Mean	V.I
Involves students and teachers in planning the curriculum	3.35	Practiced	3.30	Practiced	3.25	Practiced
Revise the curriculum on regular basis	3.49	Practiced	3.42	Practiced	3.46	Practiced
Integrate the use of technology to enhance the TLE curriculum	3.64	Fully Practiced	3.40	Practiced	3.52	Fully Practiced
Promote program to allow teachers the opportunity to successfully incorporate the TLE curriculum change	3.60	Fully Practiced	3.53	Fully Practiced	3.52	Fully Practiced
Transmit the interest and enthusiasm about the change in the curriculum encouraging and helping the TLE teachers	3.47	Practiced	3.27	Practiced	3.37	Practiced
Design the TLE curriculum by utilizing the minimum required competencies set by the government	3.52	Fully Practiced	3.20	Practiced	3.36	Practiced
Over-all Mean	3.51	Fully Practiced	3.35	Practiced	3.43	Practiced

It can be seen from the table that the private school's self-ratings show that they fully practiced the integration of technology to enhance the curriculum as seen from the mean score of 3.64 while both private and public schools fully practiced the promotion of the program to allow teachers the opportunity to successfully incorporate the curriculum change as seen in the mean score of 3.60 and 3.53 respectively. The over-all mean shows that the management of private school as to curriculum was fully practiced but only practiced by the public school as reflected in the mean score of 3.51 and 3.43.

Table 2:-Displays the management practices of private and public schools with Technology and Livelihood Education program as to Instructional Supervision

Instructional Supervision	Private		Public		Over-all	
	Mean	V.I	Mean	V.I.	Mean	V.I
Make sound decisions on instruction requirements based on objectives	3.41	Practiced	3.44	Practiced	3.43	Practiced
Does effective instructional supervision in TLE subject	3.38	Practiced	3.36	Practiced	3.37	Practiced
Sets standards for the performance of TLE teachers and students	3.46	Practiced	3.38	Practiced	3.42	Practiced
Involves teachers and students in formulating policies affecting TLE instructional materials, facilities, tools and equipment	3.51	Fully Practiced	3.37	Practiced	3.44	Practiced
Plans with teachers and students ways and means of providing needed materials in carrying out the TLE activities	3.42	Practiced	3.45	Practiced	3.44	Practiced
Over-all Mean	3.44	Fully	3.40	Practiced	3.42	Practiced

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Private schools' assessment revealed that they fully practiced their instructional supervision by involving teachers and students in formulating policies affecting instructional materials, facilities, tools and equipment as seen in the mean score of 3.51, but all the sub-variables for the public schools were only practiced with the highest mean of 3.45 stating that plans with teachers and students ways and means of providing needed materials in carrying out the TLE activities. The management practice of private and public schools were both practiced in terms of instructional supervision as seen in the mean score of 3.44 and 3.40.

Table 3:-Displays the management practices of private and public schools with Technology and Livelihood Education program as to Staff Development

Staff Development	Private		Public		Over-all	
	Mean	V.I	Mean	V.I.	Mean	V.I
Provide training program for the staff	3.28	Practiced	3.30	Practiced	3.29	Practiced
Assigns competent staff to handle TLE activities	3.18	Practiced	3.25	Practiced	3.22	Practiced
Makes staff evaluation decisions based on observations and interviews on the teacher and students	3.24	Practiced	3.26	Practiced	3.25	Practiced
Develop staff development programs according to national competency based teacher standards	3.13	Practiced	3.21	Practiced	3.17	Practiced
Utilize the results of teacher's strengths and needs assessment for development of TLE training	3.07	Practiced	3.23	Practiced	3.15	Practiced
Over-all Mean	3.18	Practiced	3.21	Practiced		Practiced

The management of private and public schools with Technology and Livelihood Education program as to Staff Development were both practiced as seen in the over-all mean score of 3.18 and 3.21 respectively but the public schools has higher rating than private schools.

Table 4:-Displays the management practices of private and public schools with Technology and Livelihood Education program as to Instructional Materials Development

Instructional Materials Development	Private		Public		Over-all	
	Mean	V.I	Mean	V.I.	Mean	V.I
Involves teacher in the development of instructional materials	3.58	Fully Practiced	3.58	Fully Practiced	3.58	Fully Practiced
Conducts needs assessment that pertains to instructional materials development	3.52	Fully Practiced	3.59	Fully Practiced	3.56	Fully Practiced
Organizes in-service training activities	3.45	Practiced	3.54	Fully Practiced	3.50	Fully Practiced
Classifies instructional materials and make it available to the TLE teachers and students	3.61	Fully Practiced	3.52	Fully Practiced	3.57	Fully Practiced
Ensure that the required instructional materials meet the standards of the Education	3.65	Fully Practiced	3.55	Fully Practiced	3.61	Fully Practiced
Encourage teachers to use varied instructional materials	3.65	Fully Practiced	3.47	Practiced	3.56	Fully Practiced
Over-all Mean	3.58	Fully Practiced	3.54	Fully Practiced	3.56	Fully Practiced

The management of private and public schools with Technology and Livelihood Education program as to Instructional Materials Development were both fully practiced except on organizing in-service training for private school with the mean score of 3.45 and on encouraging teachers to use varied instructional materials with a mean

score of 3.47. On the other hand, the over-all mean on management of private and public schools with technology and livelihood education in terms of instructional materials development were both fully practiced.

Table 5:-Displays the management practices of private and public schools with Technology and Livelihood Education program as to Facilities

Facilities	Private		Public		Over-all	
	Mean	V.I	Mean	V.I.	Mean	V.I
Consults teachers in identifying needs for improvement of facilities	3.54	Fully Practiced	3.43	Practiced	3.49	Practiced
Makes a regular inventory of the materials, tools and equipment	3.44	Practiced	3.38	Practiced	3.41	Practiced
Ensure that the facilities meet the required specifications of the government	3.49	Practiced	3.50	Fully Practiced	3.50	Fully Practiced
Helps the teachers to upgrade the facilities used in teaching	3.47	Practiced	3.30	Practiced	3.39	Practiced
Monitor the appropriateness of the facilities in teaching	3.50	Fully Practiced	3.50	Fully Practiced	3.50	Fully Practiced
Over-all Mean	3.49	Practiced	3.42	Practiced	3.46	Practiced

When it comes to management of facilities, private schools fully practiced the consultations to teachers in identifying the needs for improvement as shown in the mean score of 3.54, while on monitoring the appropriateness of the facilities in teaching, both private and public schools fully practiced with the same mean score of 3.50 and fully practiced by the public school was the assurance that the facilities meet the required specifications of the government as shown in the mean score of 3.50. For the over-all assessment the management of private and public schools in terms of facilities was fully practiced.

Table 6:-Displays the management practices of private and public schools with Technology and Livelihood Education program as to Equipment

Equipment	Private		Public		Over-all	
	Mean	V.I	Mean	V.I.	Mean	V.I
Consults teachers in identifying needs for additional purchase tools and equipment	3.53	Fully Practiced	3.50	Fully Practiced	3.52	Fully Practiced
Determines the requirements for each year in terms of equipment needed	3.39	Practiced	3.40	Practiced	3.40	Practiced
Guides TLE teachers and students in the maximum and effective utilization of tools and equipment	3.46	Practiced	3.45	Practiced	3.46	Practiced
Makes sure that the equipment used in TLE suits the needs of the subject	3.37	Practiced	3.42	Practiced	3.40	Practiced
Monitor the appropriateness of equipment in teaching	3.51	Fully Practiced	3.53	Fully Practiced	3.52	Fully Practiced
Over-all Mean	3.45	Practiced	3.46	Practiced	3.46	Practiced

As seen in the table on management of equipment of private and public schools, both private and public schools fully practiced the consultation to teachers in identifying needs for purchase of tools and equipment and in monitoring the appropriateness of equipment in teaching as reflected in the mean score of 3.53, 3.51, 3.50 and 3.53 respectively.

Table 7:-Displays the management practices of private and public schools with Technology and Livelihood Education program as to Budget Allocation

Budget Allocation	Private		Public		Over-all	
	Mean	V.I	Mean	V.I.	Mean	V.I
Determines the allocation of resources to	3.49	Practiced	3.50	Fully	3.50	Fully

priority needs				Practiced		Practiced
Design a strategy for allocation of the school revenue	3.55	Fully Practiced	3.50	Fully Practiced	3.53	Fully Practiced
Identify the school's expenses for the allocation of the budget for the whole year	3.36	Practiced	3.23	Practiced	3.30	Practiced
Encourage donors to increase school's budget allocation	3.29	Practiced	3.37	Practiced	3.33	Practiced
Review the budget allocation and make some changes as need arises	3.34	Practiced	3.30	Practiced	3.32	Practiced
Allocate necessary funds for TLE use	3.36	Practiced	3.44	Practiced	3.40	Practiced
Over-all Mean	3.40	Practiced	3.44	Practiced	3.40	Practiced

When it comes to management of budget allocation, the private and public schools fully practiced the designing of a strategy for allocation of school revenue with the mean score of 3.55 and 3.50 respectively, while public schools also fully practiced the determination of the allocation of resources to priority needs with a mean score of 3.50. Both private and public schools with technology and livelihood education practiced the management of budget allocation.

Table 8:-Displays the management practices of private and public schools with Technology and Livelihood Education program as Organizational Culture

Organization Culture	Private		Public		Over-all	
	Mean	V.I	Mean	V.I	Mean	V.I
Confronts teachers openly and iron out differences arising from conflicts	3.17	Practiced	3.20	Practiced	3.19	Practiced
Communicated ideas, instructions and orders clearly and effectively	3.32	Practiced	3.40	Practiced	3.36	Practiced
Finds time to listen to what the teachers and staffs are saying	3.29	Practiced	3.37	Practiced	3.33	Fully Practiced
Maintains good public relation with students, teachers and parents	3.40	Practiced	3.54	Fully Practiced	3.47	Practiced
Guides individual teacher and staff to the development of appropriate moral and social behaviour	3.36	Practiced	3.51	Fully Practiced	3.44	Practiced
Over-all Mean	3.31	Practiced	3.40	Practiced	3.36	Practiced

As seen in the table of management as Organizational culture, private schools practiced all the sub-variable but the highest in rating was on maintaining good public relation with students, teachers and parents with the mean score of 3.40. On the other hand public schools fully practiced the guidance to individual teacher and staff to the development of the appropriate moral and social behaviour. For the over-all mean both private and public schools with technology and livelihood program practice the management of organizational culture as shown in the mean score of 3.31 and 3.36.

Table 9:-Significant Difference in the management practices of private and public schools with Technology and Livelihood Education (TLE) program

Management Practices	Weighted Mean		z-value		Decision	Remarks
	Private	Public	Computed	Tabular		
Curriculum	3.51	3.55	2.01	1.645	Rejected	Significant
Instructional Supervision	3.44	3.40	1.27	1.645	Accepted	Not Significant
Staff Development	3.18	3.25	1.76	1.645	Rejected	Significant
Instructional Materials Development	3.58	3.54	0.98	1.645	Accepted	Not Significant
Facilities	3.49	3.42	0.77	1.645	Accepted	Not Significant
Equipment	3.45	3.46	1.02	1.645	Accepted	Practiced

Budget Allocation	3.40	3.42	1.12	1.645	Accepted	Not Significant
Organizational Culture	3.37	3.40	1.35	1.645	Accepted	Not Significant

As shown in the table the management practices of private and public schools has significant difference in terms of curriculum and staff development but no significant difference in terms of instructional supervision, instructional materials development, facilities, equipment, budget allocation and organizational culture. The difference in management practices of private and public schools with technology and livelihood program was only identified in curriculum and staff development.

Table 10:-Comparative Advantages in Management Practices of the Private and Public Schools with Technology and Livelihood Education (TLE) Program

Management Practices	Private Schools	Public Schools
Curriculum	Integrate the use of technology to enhance the TLE curriculum	Promote program to allow teachers the opportunity to successfully incorporate the curriculum change
Instructional Supervision	Involves teachers and students in formulating policies affecting the TLE instructional materials, facilities, tools and equipment	Sets standards for the performance of TLE teachers and students
Staff Development	Provide training program for the staff	Makes staff decisions based on observation and interviews on the teachers and students
Instructional Materials Development	Ensure that the required instructional materials meet the standards of the government	Conducts needs assessment that pertains to instructional materials development
Facilities	Consults teaching in identifying needs for improvement of facilities	Ensure that the facilities meet the required specifications of the government
Equipment	Consults teachers in identifying needs for additional purchase tools and equipment, and Monitor appropriateness of equipment in teaching	Consults teachers in identifying needs for additional purchase tools and equipment, and Monitor appropriateness of equipment in teaching
Budget Allocation	Design a strategy for allocation of the school revenue	Determines the allocation of resources to priority needs
Organizational Culture	Maintains good public relation with students, teachers and parents	Maintains good public relation with students, teachers and parents, and Guides individual teacher and staff to the development of appropriate moral and social behaviour

Data seen in the table summarizes the comparative advantages between the private and public schools with Technology and Livelihood Education Program, it was noticed that there is common advantage in terms of equipment and organizational culture and others differ from one another.

Conclusions:-

The following are the conclusions drawn based on the findings:

- Both private and public secondary schools with technology and livelihood program practiced the management procedure in terms of curriculum, instructional supervision, staff development, facilities, equipment, budget allocation and organizational culture while fully practiced the instructional materials development.
- Significant difference exist in the management of practices of private and secondary schools with Technology and Livelihood Education Program (TLE) in terms of curriculum and staff development but no significant difference in terms of instructional supervision, instructional materials development, facilities, equipment, budget allocation and organizational culture.

3. There are some areas that are may be advantageous in the management practices between the private and public secondary schools with technology and livelihood education program.

Recommendations:

The study forwarded the following recommendations:

1. Identify strength and weaknesses of the Technology and Livelihood Education (TLE) to determine what aspects of managing the program should be enhanced and what aspects should be maintained.
2. Encourage education manager to become more sensitive to problems in the management practices of Technology and Livelihood Education program and be ready for possible solutions.
3. Develop strategies or intervention relevant to the management practices of Technology and Livelihood Education Program.
4. Utilize the model develop by the researcher to enhance the management practices of the TLE program both private and public schools.

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