

# Exploring Job Attitudes Among Junior High School Teachers in Technology and Livelihood Education: A Foundation for Teacher Development and Enhancement

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## Abstract

This research aimed to gather information about the “Job Attitudes of Junior High School Teachers Teaching Technology and Livelihood Education”. The objectives of the study were to determine the job attitudes of Junior High School TLE Teacher; and to find out the significant differences in the job attitudes of Junior High School TLE Teachers when grouped according to age and school assignment. This research utilizes a descriptive survey method. There were thirty purposively selected Junior High School TLE Teachers in the municipality of Barotac Nuevo. The result revealed that the job attitudes of TLE Teacher was high. As to age 25-30, 31-40, and 41-50 years old, job attitudes towards organizational commitment revealed in all the variables same with the school assignment, in Jose Monfort Science High School, Salihid National and Barotac Nuevo National Comprehensive High School TLE teachers’ job attitudes towards organizational commitment were very high. There are no significant differences in the job attitudes of Junior High School TLE Teachers when grouped according to age and school assignment with p-value higher than the set of .05 alpha level of significant, which means the null hypothesis were accepted. The following are the suggested researchers retooling activities to be used to improve TLE teachers’ attitude towards their job: 1. providing feedback and support on remote learning, 2. facilitating communication and collaboration, and 3. identifying upskills within existing teacher competencies.

**Keywords:** job attitudes, junior high school teachers, technology and livelihood education

## 1. Introduction

Education is essential as the existence of mankind. It is the best product ever made of one’s quest for knowledge. Through Education, knowledge, and skills are developed. Desirable values and attitudes are acquired to uplift moral conduct and enhance the personal attributes of an individual. De Asis, W. (2007), stated that human resources are the best representation of a nation’s quality of progress and achievements. The growth and development depend on its workforce, and one of the major roles of education is to provide quality graduates equipped with skills and knowledge. As we compete for the rapid educational politics in terms of management practices of our educational leaders and other members of school organization, administrators must beware of the function in the development of our teachers teaching competence to suit the needs of students. It is important that the teachers are equipped with the knowledge and skills

needed to perform best. Meanwhile, a study Camarao, F. (2003) stated that, Education is the most efficient system of equipping people with knowledge, skills, and attitudes essential for effective membership in society. It consists of general and specialized education which are acquired through formal, non-formal or informal schemes. A major subsystem of education dealing with the technological aspects of the environment is technological education. In its general form, technology education seeks to help people become technology –literate and equips with the basic skills, knowledge and understanding of the scope, materials, equipment, processes, products, problems, and developments in the world of works. In its specialized form, technology education seeks to prepare people of work, either as skilled worker, technician, technologist or technology teacher and specialist. In the school, teachers are expected to perform with the competencies to be effective in the learning process, update and upgrade their knowledge in technology suited to the purpose and objectives of education (Orlanda C. et.al.,2017 & Ventayen, R. J. M.,et.al 2018). Teaching Technology and Livelihood Education requires various knowledge and skill competencies to prepare the students for a better life. Teachers in this field are expected to have integrated information in teaching the subjects and their content. This requires competence both in subject matters and skills. The teachers are expected not only to be knowledgeable in its content but also to have dexterity of skills. But in actual situation, there seems to be a big gap between theory and practice.

Thus, if the teacher is lacking in skills, it is expected that the students may find themselves in the same situation. In this regard, technology education instructional leaders are expected to give them adequate training and developments to enhance and upgrade the skills and knowledge of TLE teachers especially on new developments in technology. They should be encouraged to do their best to improve the quality of the teaching process to produce quality output.

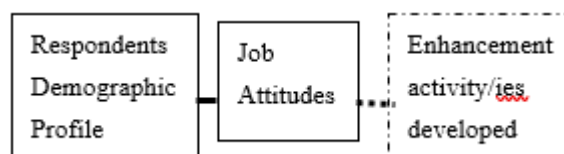
As a researcher in the field of technology and livelihood education the above-mentioned literature and studies make me conclude to conduct this study.

## 2. Statement of the Problem

This study was conducted to find out the job attitudes of the Junior High School TLE Teacher. Specifically, this sought to answer the following questions:

1. What is the demographic profile of teachers?
2. What are the job attitudes of Junior High School TLE Teacher when grouped according to age and school assignment?
3. Are there significant differences in the job attitudes of Junior High School TLE Teachers when grouped according to age and school assignment?
4. What is/are possible enhancement activity/ies may develop?

### 2.1. Conceptual Framework



**Figure 1. The Conceptual Model**

### 3. Materials and Methods

The study was a descriptive survey of the Job Attitudes of Teacher Teaching Technology and Livelihood Education. Calderon (2006), defined descriptive research as a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, processes, trends, and cause-effect relationships and then making adequate and accurate interpretation about such data with or without or sometimes minimal aid of statistical methods.

This study utilized five-point Likert scale adapted questionnaire. The questionnaire was divided into two parts. Part 1; the demographic profile of the respondents to get independent data while part 2; the questionnaire about the job attitudes of the TLE teachers to get dependent data of the study. There were ten (10) statements that may classify three (3) major types of job attitude. Job Satisfaction for statements 2, 3, 5, and 6; job involvement for statements 6, 9 and 10; and organizational commitment for statement 1, 4, and 8.

This study was conducted in the Municipality of Barotac Nuevo, Iloilo. The respondents of the study were the thirty (30) purposively selected Junior High school TLE Teacher in the Municipality of Barotac Nuevo, Iloilo

### 4. Results

#### The Demographic Profile of the Respondents

Table 1 shows the demographic profile of respondents. As to age 25 years old - 30 years old there were 12 respondents or 40.0% while 31 years old - 40 years old there were 10 respondents or 33.3% and 41years old-50 years old there are 8 respondents or 26.7%. When group as to school assignment, Jose Monfort Science High School has 7 respondents or 23.3% while Salihid National High School has 7 respondents or 23.3% and Barotac Nuevo National Comprehensive High School has 16 respondents or 53.3%.

**Table 1 Demographic Profile of Respondents**

Variables	f	%
<i>Age</i>		
25 years old-30 years old	12	40.0%
31 years old-40 years old	10	33.3%
41 years old-above	8	26.7%
<i>School Assignment</i>		
Jose Monfort Science High School	7	23.3%
Salihid national High School	7	23.3%
Barotac Nuevo National Comprehensive High School	16	53.3%

**Job Attitudes of Junior High School Teacher Teaching Technology and Livelihood Education as to Age**

As to age, age 25 years old – 30 years the level of job attitudes of teachers were very high with a mean score of 1.81. Age 31- 40 years old the TLE teachers’ job attitudes were high with mean score of 2.07 and age 41-above their job is also high with mean score of 1.76.

Variables	Mean	Description
25-30	2.07	High
31-40	1.81	Very High
41-above	1.76	Very High

- Legend: 1.00-1.80 = Very High  
 1.81- 2.60 = High  
 2.61- 3.40 = Average  
 3.41- 4.20 = Low  
 4.21- 5.00 = Very Low

**Job Attitudes of Junior High School Teacher Teaching Technology and Livelihood Education as to School Assignment**

Job Attitude of TLE teachers as to School Assignment, data revealed that TLE teachers in Jose Sustiguer Monfort High School has mean result of 1.66 with description of very high same as the Salihid National High School with mean score of 1.62. TLE teachers in Barotac Nuevo National Comprehensive High School were high with mean score of 1.85

School	Mean	Description
JSMHS	1.66	Very High
SALIHID NHS	1.62	Very High
BNNCHS	1.80	Very High

- Legend: 1.00-1.80 = Very High  
 1.81- 2.60 = High  
 2.61- 3.40 = Average  
 3.41- 4.20 = Low  
 4.21- 5.00 = Very Low

**Significant differences in the job attitudes of Junior High School TLE Teachers when grouped according to age and school assignment**

There is a significant difference in the job attitudes of Junior High School TLE Teachers when grouped according to age and school assignment with significant value of 1.000 which is higher than .05 alpha level of significant therefore the null hypothesis is rejected.

Variables	Sum of Squares	df	Mean score	f	sig
Between Groups	.000	1	.000	.000	1.000
Within groups	.000	28	.000		

$p \leq .05$

## 5. Conclusions

Based on the findings of this study, the following conclusions were drawn:

1. The population of TLE teachers nowadays is young followed by a middle-aged group of teachers. Therefore, we will have a strong workforce in the field and as to school assignment there were a big number of participants coming from the mother school which is the Barotac Nuevo National Comprehensive high School compared to barangay schools namely the Jose Monfort Science High School and Salihid National High School. Therefore, the mother school can cater to a greater number of students compared to barangay school especially TLE.
2. Job attitudes of TLE teachers ages 25– 30 years old are high while TLE teacher ages 31-40 years old and 41-50 years old towards organizational commitment was very high same as through with their school assignment as to Barotac Nuevo National Comprehensive High school, Salihid National High School and Jose Monfort Science High School, therefore teachers were much committed in their organization as supported by the study of Nguyen, Hoai Nam (2020) in the study entitled “The Impact of Organizational Commitment on Employee Motivation : A Study in Vietnamese Enterprise” that organizational commitment has both direct and indirect impact on employees motivation through opportunistic behavior. (<https://doi.org/10.13106/jafeb2020.vol7.no6.439>)
3. Both age groups and school assignments revealed that teacher attitudes were higher than the set of .05 alpha level of significant, which means the null hypothesis was accepted. Therefore, job attitudes of TLE teachers will not matter whether according to age or school assignment this was supported by the study of Judge et al. (2011) have noted, the limitations are in the form of what, with whom attitudes are studied. That the job attitudes literature provides different contexts, populations, and methods for studies suggests that social attitudes researchers would benefit as much from reading the job attitudes literature as the converse.
4. Since that the job attitude of TLE teacher were very high in all aspects except as to age wherein teacher ages 25-30 was only high therefore the school must design a retooling activities to be used in order to improve TLE teachers attitude towards their job: 1. providing feedback and support on remote learning, 2. facilitating communication and collaboration, and 3. identifying upskills within existing teacher competencies.

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