

Community Engagement with Technology and Livelihood Education (TLE): Teachers' Point of View

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Abstract — This study delved into the experiences, coping mechanisms used and educational insights learned by the teachers on community engagement with technology and livelihood education. Qualitative approach to research phenomenological from the Eight (8) technology and Livelihood Education Teachers coming from the different schools in Cluster 14, Bangoy District. Experiences on community engagement with technology and livelihood education were observed as follows: increased student motivation, enhanced relevance, expanded network and professional growth. While the coping mechanisms used in addressing the challenges were; stakeholder collaboration, having work- life experience, and undergoing continuous professional development. Finally, the educational insights learned from the experiences of teachers were as follows: strengthening cultural and social awareness, activating contextualized skill development and professional development through community collaborations. All these themes could provide insights into the reciprocal benefits of community engagement - how students' learning outcomes can positively impact the local community, and conversely, how community involvement can enrich students' education. Further, the study's findings can serve as a foundation for policy recommendations and initiatives that strengthen the bond between education and the broader community. This study may also be published in any respectable research journal.

Keywords — *Technology and Livelihood Education Teacher, Community Engagement Davao City, Philippines.*

I. Introduction

Community engagement played a vital role in the field of Technology and Livelihood Education (TLE), as it connected students with real-world applications, industry practices, and local resources (Sercombe & Bottery, 2009). The involvement of the community enhanced the authenticity and relevance of TLE education, providing students with opportunities to develop practical skills, explore career pathways, and contribute to their communities (Alfeld-Liro, Moore, & Gilbertson, 2016). While the importance of community engagement in TLE is widely recognized, there was a need to understand the perspectives and experiences of TLE teachers regarding community engagement.

Teachers in Canada actively engaged the community in technology and livelihood education through various initiatives and programs. They established partnerships with local community organizations, such as industry associations, non-profit groups, and vocational training

centers, to foster community engagement in technology and livelihood education (Government of Canada, 2022). These partnerships served to bridge the gap between classroom learning and real-world applications, providing students with valuable industry insights and practical experiences.

In addition, teachers in Canada actively promoted community engagement in technology and livelihood education through industry partnerships and collaborative projects. They worked closely with local businesses, industry professionals, and community organizations to create meaningful learning experiences for students. For example, they organized guest speaker sessions, industry site visits, and mentorship programs that connected students with professionals in relevant fields (Government of Canada, 2022).

In Singapore, teachers placed a strong emphasis on community engagement in technology and livelihood education. They actively collaborated with industry partners and community organizations to offer work-study programs, internships, and skills training initiatives that align with industry needs and promote lifelong learning (Skills Future Singapore, 2021). These partnerships provided students with practical experiences and exposure to real-world applications of technology and livelihood skills, enhancing their employability and readiness for the workforce.

Furthermore, teachers in Singapore actively engaged the community in technology and livelihood education through various initiatives and partnerships. They collaborated with industry partners, government agencies, and community organizations to develop and implement work-study programs, apprenticeships, and skills training initiatives (Skills Future Singapore, 2021). These programs provided students with opportunities to apply their knowledge in real-world settings, gain hands-on experience, and develop industry-relevant skills.

In Brazil, teachers actively promoted community engagement in technology and livelihood education by partnering with educational institutions, government agencies, and community-based organizations. Programs such as Pronatec - National Program for Access to Technical Education and Employment aim to provide vocational training and entrepreneurship opportunities to disadvantaged youth and adults, promoting social inclusion and economic empowerment (Ministry of Education, Brazil, 2021). Through these initiatives, teachers fostered community participation and skill development, enabling individuals to thrive in the technology and livelihood sectors.

Moreover, teachers in Brazil actively engaged the community in technology and livelihood education through various initiatives and partnerships. They collaborated with educational institutions, government agencies, and community-based organizations to promote vocational training and entrepreneurship opportunities (Ministry of Education, Brazil, 2021). Teachers organize workshops, seminars, and entrepreneurship programs that encourage community members to develop their skills and explore business opportunities. Through these initiatives, teachers fostered community participation and skill development, contributing to the growth and development of the technology and livelihood sectors in Brazil.

In the Philippines, teachers actively engaged the community in technology and livelihood education through various initiatives and collaborations. They worked closely with local government units, industry partners, and community organizations to promote skill development and entrepreneurship opportunities (Technical Education and Skills Development Authority, 2021). For instance, teachers organize skills training programs, vocational courses, and livelihood projects that equip community members with relevant skills for employment and entrepreneurship.

Teachers in the Philippines actively promoted community engagement in technology and livelihood education through partnerships and outreach programs. They collaborate with local government units, industry stakeholders, and community organizations to organize skills training workshops, seminars, and career fairs (Department of Education, Philippines, 2022). These initiatives provided opportunities for community members, including students and adults, to learn about emerging technologies, acquire essential skills, and explore career pathways in various livelihood sectors.

In the local scenario, particularly in cluster 14, technology and livelihood education teachers encountered variety of experiences in engaging community in the learning process. Some are positive while some negatively affect their teaching performance. It is in this context that this study was conceptualized to find out the experiences of teachers from other schools in cluster 14 in engaging community in technology and livelihood education.

II. Methodology

This chapter of the study presented the method, research participants, data collection, role of the researcher, data analysis, trustworthiness of the study and the ethical consideration. Exploring facts and knowledge in this study necessitated the consequent design and implementation as elaborated in this chapter.

The three most common qualitative methods are participant observation, in-depth interviews, and focus groups. Each method was particularly suited for obtaining a specific type of data. Participant observation was appropriate for collecting data on naturally occurring behaviors in their usual contexts. In-depth Interviews (IDI) was optimal for collecting data on individuals' personal histories, perspectives, and experiences, particularly when sensitive topics are being explored. Focus groups are effective in eliciting data on the cultural norms of a group and in generating broad overviews of issues of concern to the cultural groups or subgroups represented.

Patton (2002) defined phenomenology as inquiry which asks the questions, "What is the structure and essence of the experience of his phenomenon for these people? "the goal of this research worked well with this definition in trying to understand the experiences of teachers in engaging community in technology and livelihood education. Giorgi (2007) cautioned researchers to be prepared for an investigation that was greater in both depth and breadth than the offered description implied. He suggested information be viewed as only the tip of the iceberg.

III. Results and Discussion

The experiences of TLE teachers on community engagement with technology and livelihood education was revealed as followed; that is increased student motivation, enhanced relevance, expanded network and professional growth.

In terms of the coping mechanisms of the teachers with on community engagement with technology and livelihood education it was revealed that they cope through stakeholder collaboration, having work- life experience, and undergoing continuous professional development. As to the educational management insights gained from the participants, the teachers proposed strengthening cultural and social awareness, activating contextualized skill development and professional development through community collaborations.

Analysis

Based on the experiences of teachers on community engagement with technology and livelihood education, results of the interview revealed the following themes: First, increased student motivation. When students are engaged in real-world applications and exposed to the practical aspects of their learning, they become more motivated to actively participate and excel in their studies. Hands-on approach to learning allowed students to see the direct impact of their work, fostering a sense of purpose and intrinsic motivation Second, Enhanced relevance. Teachers find that community engagement in technology and livelihood education enhanced the relevance of their teaching. By collaborating with local businesses, industry professionals, and community organizations, teachers can incorporate real-world examples and industry practices into their lessons. This helped students see the direct application of their learning, making it more meaningful Third, expanded networks. In partnerships with industry stakeholders and community organizations, teachers can access a wide range of resources, expertise, and support. These connections provide opportunities for guest speakers, industry visits, and mentorship programs, enriching the learning experiences of their students. Fourth, professional Growth. Through collaborations with industry partners, teachers gain insights into current industry practices, trends, and emerging technologies. This allows them to stay updated with the latest advancements in their field, refine their teaching methods, and expand their own.

On the coping mechanisms of teachers on community engagement with technology and livelihood education, one of the themes shown was stakeholder collaboration, The second theme identified was stakeholder collaboration. Stakeholder collaboration is a crucial coping mechanism for teachers engaged in community-based technology and livelihood education. Challenges in community engagement often arise from the complex and multifaceted nature of community contexts, requiring collaboration with various stakeholders to overcome barriers and achieve meaningful outcomes. By working together, stakeholders can contribute their diverse perspectives, resources, and expertise, leading to innovative solutions and more impactful community engagement initiatives. The third theme identified was having work-Life balance. Engaging in

community-based technology and livelihood education is demanding, both emotionally and physically. Teachers cope with these challenges by prioritizing self-care and maintaining a healthy work-life balance. Engaging with the community often requires additional time and effort outside regular working hours, which can lead to burnout and exhaustion if not managed properly. The fourth theme identified was undergoing continuous professional development. Attending workshops, conferences, and training sessions, as well as pursuing advanced degrees, enhances teachers' competence and confidence in community engagement. By staying updated with the latest developments in technology and livelihood education, teachers can effectively address challenges and adapt their practices to meet evolving needs.

About the educational management insights gained by the teachers on community engagement with technology and livelihood, the first theme identified was strengthening cultural and social awareness. Strengthening cultural and social awareness through education involved cultivating a deep understanding and appreciation of diverse cultures, social norms, and perspectives within society. Incorporating cultural and social awareness into education not only prepared students to navigate a multicultural society but also equipped them with essential skills for effective communication, collaboration, and problem-solving in diverse environments.

The second theme identified was activating contextualized skill development. Students who were exposed to authentic challenges that demand the practical use of technology, fostered a deeper and more meaningful skill development process. This experience in turn fostered a sense of civic responsibility and encouraged students to consider the societal implications of their future career choices. The third theme was professional development through community collaboration. Through community collaborations, teachers gained understanding of industry-specific practices, technological advancements, and emerging skillsets. This exposure not only kept teachers informed about the latest trends but also enabled them to adapt their curriculum to ensure its relevance and currency. As a result, teachers become better equipped to equip students with up-to-date knowledge and skills, enhancing students' employability and career readiness.

Discussion

The study aimed to investigate the extent to which community engagement is integrated into TLE programs, the impact it has on students' learning outcomes and community development, and the challenges and opportunities associated with such engagement. Likewise, this study also holds significant implications for both educational practice and community development. By understanding the impact, challenges, and best practices of community engagement in TLE, educators and policymakers can develop strategies that enrich students' learning experiences, foster community partnerships, and contribute to local development.

As educators and policymakers seek ways to bridge the gap between classroom learning and real-world applications, the integration of community engagement within TLE programs

presents a compelling avenue for enhancing students' learning experiences and community development.

This study could delve into the extent to which community partnerships are being integrated into TLE curricula, the ways in which these partnerships influence students' skill acquisition and career readiness, and the challenges and opportunities encountered by educators, students, and community members in the process.

By exploring successful case studies, conducting surveys and interviews, and analyzing policy frameworks, this research could provide insights into the reciprocal benefits of community engagement - how students' learning outcomes can positively impact the local community, and conversely, how community involvement can enrich students' education.

Moreover, the study's findings can serve as a foundation for policy recommendations and initiatives that strengthen the bond between education and the broader community.

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