



Article

Enhancing Pedagogical Competence and ICT Integration: An Evaluation of Teaching-Learning Practices of Home Economics Educators in State Universities and Colleges of Western Visayas

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Abstract

This study evaluated the teaching-learning practices of Home Economics educators in State Universities and Colleges (SUCs) of Western Visayas, focusing on five key domains: teacher preparation, relationship with students, assessment strategies, teaching strategies, and information and communication technology (ICT) readiness. Utilizing a descriptive survey research design, the study involved 87 Home Economics educators from eight SUCs across the region. A researcher-made questionnaire, validated by experts and pilot-tested for reliability (Cronbach's $\alpha > .90$), was used to gather data. Results showed that educators strongly demonstrated preparedness through systematic lesson planning, meaningful content delivery, and sensitivity to learner needs. They maintained a positive relationship with students, promoting fairness, respect, and personal growth. Assessment practices emphasized outcomes-based education, performance tasks, and the alignment of evaluations with learning objectives. Teaching strategies largely reflected student-centered approaches, encouraging active participation and independent learning. However, traditional strategies and inclusive accommodations for online learners were less emphasized. In terms of ICT readiness, educators showed proficiency in basic tools like Microsoft Office and expressed willingness to adopt new technologies yet indicated lower levels of confidence in digital media use and full ICT integration. The study concludes that while foundational practices among Home Economics educators are strong, there is a need for enhanced professional development in ICT, more diverse assessment methods, and culturally responsive pedagogy. Strengthening these areas through institutional support and targeted training can further improve instructional quality and responsiveness to 21st-century educational demands.

Keywords: *teaching-learning practices, Home Economics, ICT readiness, assessment strategies, teacher preparation, pedagogical competence*

Suggested citation:

Peñaflorida, L (2025). Enhancing Pedagogical Competence and ICT Integration: An Evaluation of Teaching-Learning Practices of Home Economics Educators in State Universities and Colleges of Western Visayas. *International Journal on Culture, History, and Religion*, 7(SI2), 605-623. <https://doi.org/10.63931/ijchr.v7iSI2.231>

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Introduction

Teachers play various roles in the classroom and are considered classroom managers. Teaching and learning will not be effective if the classroom is poorly managed. When students are disorderly and disrespectful and do not follow the correct rules and procedures that will guide their behavior in the classroom, both teachers and students will suffer.

As part of classroom management, discipline is needed to create a socially, emotionally pleasant, satisfying, and stimulating environment for the students. It further creates an attitude or atmosphere conducive to learning and will make meaning in the materials and the activities the student will undertake. Proper classroom management will train students to become responsible and independent, and they will be encouraged to become more productive in their learning. With these situations, teachers will teach effectively and meaningfully, with learning on the part of the students.

Good discipline is closely related to good teaching. Professional development may be used for a wide variety of specialized training, formal education, or advanced professional development intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skills, and effectiveness.

Professional development for educators encompasses a comprehensive range of topics. With these, teachers learn new teaching strategies to improve the quality of instruction. This allows them to change how they teach their students, incorporating innovative teaching methods in the classroom. It teaches them how to work with various learning styles, since not all students learn the same way. It also helped teachers change their teaching methods and encouraged them to manage the classroom with love and care.

As interviews were conducted with other school officials, readings and observations with these concerns, the researcher was encouraged to investigate the present classroom management conditions and professional development endeavors of the Home Economics educators in State Universities and Colleges in Western Visayas. Results of this will be used as the basis for enrichment of the career advancements of the HE teachers, thus this study.

Macarayan (1995) aims to examine Home Economics programs within the changing university context and consider paradigms for the future. Its purpose is threefold: To present a paradigm for the future organization of human ecology programs; To encourage changes to help the vitality of human ecology as a field of study and a unified distinguishable academic unit at institutions of higher education,

and to spark discussion among faculty, academic deans, directors and heads of Home Economics programs with central university administrators.

Statement of the Problem

This study aimed to ascertain the teaching-learning management and professional development practices of Home Economics educators in State Universities and Colleges in Western Visayas, and the results will be the basis for the formulation of the career advancement program.

Specifically, this study sought to answer the following questions:

1. What is the level of teaching-learning management of Home Economics educators towards State Universities and Colleges in Western Visayas when taken as a whole and when classified according to age, sex, civil status, length of service, educational attainment, position/rank, eligibility, type of school graduated from, and information and communication technology readiness?
2. What is the level of professional development practices of Home Economics educators on the State Universities and Colleges in Western Visayas when taken as a whole and when classified according to age, sex, civil status, length of service, educational attainment, position/rank eligibility, type of school graduated from, and information and communication technology readiness?

Methodology

This study employed a descriptive survey design to assess Home Economics educators' teaching-learning management level and engagement in professional development practices. The design was deemed appropriate for gathering information on current practices and interpreting relationships and trends. The respondents comprised 87 Home Economics educators from eight state universities and colleges (SUCs) across Panay Island, including ASU, CAPSU, ISATU, ISCOF, NIPSC, UA, WVSU, and Guimaras State College. Demographic data such as age, sex, civil status, length of service, educational attainment, rank, and ICT readiness were gathered and analyzed. A researcher-made questionnaire was the primary instrument, developed based on the Key Elements of Effective Classroom Management and other educational reforms. It consisted of three parts: respondent profile, assessment of teaching-learning management and professional development, and challenges toward educational reforms like K to 12, OBE, ASEAN integration, and internationalization. Experts validated and pilot-tested the instruments among 30 educators, yielding high reliability coefficients (α ranging from 0.87 to 0.96). Data collection was done

personally by the researcher with proper permission and involved explaining instructions to ensure understanding and completeness. Statistical analyses were conducted using SPSS, applying frequency counts, means, standard deviations, t-tests, ANOVA, and Scheffé tests, with significance set at 0.05. These analyses determined the profile, teaching-learning practices, and perceived challenges among Home Economics educators.

Results and Findings

Teaching – Learning Practices of Home Economic Educators in SUCs of Western Visayas

Table 1 presents the teaching-learning practices regarding teachers' preparation of Home Economic Educators in the SUCs of Western Visayas.

Table 1. Teaching – Learning Practices in terms of Teachers' Preparation of Home Economics Educators in the SUCs of Western Visayas

As a faculty member, I	Mean	SD	Rank
1. Carefully plan the lessons and activities for students.	3.80	.427	6
2. Come to class before the time to prepare the instructional materials needed for my lesson/ log-in class on time.	3.76	.430	8
3. Provide relevant activities to cater to the learning needs of students.	3.82	.390	5
4. Consider individual differences among my students.	3.83	.380	4
5. Provide the class with different platforms and applications.	3.71	.455	10
6. Make the lesson meaningful for the students.	3.84	.370	2
7. Speak in a well-modulated voice.	3.74	.444	9
8. Use appropriate materials to address students' needs.	3.79	.407	7
9. master the lesson so that I can present it systematically.	3.84	.370	2
10. Consider students' needs in preparing the content of materials.	3.84	.370	2

As shown in Table 1, results showed that among the given items, Home Economics educators identified that the most practiced activities, in terms of teachers' preparation are “*making the lesson meaningful for the students*” (M=3.84, SD=0.370, R=2), “*mastering the lesson for a systematic presentation*” (M=3.84, SD = 0.370, R=2), and “*considering the needs of the students in the preparation of the content of the materials*” (M=3.84, SD = 0.370, R=2). These are followed by “*considering the individual differences among the students*” (M=3.83, SD = 0.380, R=4), and “*providing relevant activities to cater to the learning needs of students*” (M=3.82, SD = 0.390, R=5). However, the least practiced activities of HE teachers are “*providing the class different platforms and applications*”

($M=3.74$, $SD=.444$, $R=9$), speaking in a well-modulated voice, and using appropriate materials to address students' needs. ($M=3.79$, $SD=.407$, $R=7$).

This means that Home Economics educators are preparing their teaching by planning their lessons so that the lesson will be meaningful, making their presentation systematic, and providing relevant activities to cater to the learning needs of the students.

This result implied that teachers need to provide the class with different platforms and applications and use appropriate materials to address the different needs of students. This further implies that teachers should speak in a well-modulated voice to motivate students to listen during class discussions.

This result confirms Meador's statement (2019). Preparation and planning are critical components of effective teaching. Lack thereof will lead to failure. If anything, every teacher should be overprepared. Good teachers are almost in a continuous state of preparation and planning. They are always thinking about the next lesson. The impact of preparation and planning is tremendous on student learning. A common misnomer is that teachers only work from 8:00 to 3:00, but when the time for preparing and planning is accounted for, the time increases significantly.

Teacher preparation is an important part of every lesson. The teacher should be able to identify the student's long-term goals and break these into smaller objectives. This is where the teacher will center the lessons. Once the teachers have an objective for a lesson, consider how to teach it to the student. Prepare visual materials if possible, and consider how this will help the student learn and apply their learning into practice. Once the teacher knows what and how to teach, the teacher will write a brief plan that will tell how long to spend on each activity.

The study of Zabala Jr. et al. (2018) described the level of competencies of Technology and Livelihood Education (TLE) teachers based on the seven domains of National Competency-Based Teacher Standards (NCBTS), the performance of TLE teachers, and identifies the strengths and weaknesses and design an action plan relative to the identify problems and weaknesses of the TLE teachers. The study concluded that the level of competencies of TLE teachers in all the domains of good teaching is satisfactory. Most respondents were considered experienced based on the NCBTS index label. The identified strengths of the TLE teachers were taking pride in the nobility of teachers as a profession; teacher actions demonstrate value for learning; reflecting on the extent of attaining professional development goals; and creating a

healthy psychological climate for learning and creating an environment that promotes fairness.

The weaknesses of the TLE teachers were their inability to demonstrate skills in the use of ICT in teaching and learning, communicate clear learning goals for the lessons that are appropriate for learners, develop and utilize creative and appropriate instructional plans, and establish a learning environment that responds to the aspirations of the community and promotes purposive study. The interventions to the identified weaknesses of the TLE teachers were in-service training in making video lessons, making instructional materials using MS PowerPoint, teaching strategies, how to facilitate competency-based education, and developing digital learning strategies. Results of the study confirmed the findings of the present study.

Another study investigating the poor academic performance of student teachers in Home Economics in colleges of education in Zambia, conducted by Mutti (2017), stressed that the interest led to an investigate the challenges of teaching and learning of Home Economics in colleges of education in Zambia which, consequently, has an impact of the outcome performance of student teachers. The study revealed that the challenges included the curriculum issues such as the syllabus being heavily loaded, and insufficient time for adequate hands-on experience. Regarding instruction materials, the colleges did not have adequate materials, equipment, space, and reference books for both lecturers and students. The learning and teaching environment was partially conducive, as the college administration did not provide all the needed facilities, materials, and funds for teaching and learning. Students' attitudes towards the subject also partially contributed to the challenge of teaching and learning, by not completing the tasks, absconding from classes, and perceiving the subject as difficult. Based on these findings, recommendations were made.

Table 2 presents the teaching-learning practices in terms of the relationship with students of Home Economics educators in the SUCs of Western Visayas.

Table 2. Teaching – Learning Practices of Home Economics Educators in the SUCs of Western Visayas in terms of Relationship with Students

As a faculty member, I	Mean	SD	Rank
1. I consider students my children by showing them care and understanding.	3.89	.355	4
2. Promote respect among the students.	3.97	.184	1.5
3. Treat every student fairly in class.	3.97	.184	1.5
4. Give rewards to students who showed their best effort.	3.77	.450	8
5. Use various cultural activities in the lesson, like experimentation, case studies, live examples, etc.	3.57	.563	10
6. Guide students towards positive direction for their personal growth and development.	3.90	.306	3

7. Encourage students' feedback to improve my teaching performance.	3.77	.522	8
8. Provide clear expectations of the students' learning outcomes.	3.86	.347	5
9. Assist and attend to the individual needs of the students.	3.77	.423	8
10. Extend free time or consultation hours for students with various concerns/problems.	3.78	.416	6

As shown in Table 2, results showed that among the given items, Home Economics educators identified that the most practiced activities, in terms of relationship with students of Home Economics educators in the SUC's of Western Visayas are *"promoting respect among the students"* (M=3.97, SD=0.184, R=1.5), and *"treating every student fairly in class"* (M=3.97, SD=0.184, R=1.5).

These are followed by *"guiding students towards positive direction for their personal growth and development"* (M=3.90, SD=0.306, R=3), *"considering students as their children by showing care and understanding"* (M=3.89, SD=0.355, R=4), and *"providing clear expectations of the students' learning outcomes"* (M=3.86, SD=0.347, R=5). The least practiced activities *"reward students who showed their best effort"* (M=3.7, SD=0.450, R=8). Encouraging students' feedback to improve my teaching performance (M=3.77, SD=0.522, R=8) and assisting and attending to the individual needs of the students (M=3.77, SD=0.423, R=8), using various cultural activities in the lesson like experimentation, case studies, live examples, etc. (M=3.57, SD=0.563, R=10).

This result means that to maintain a good relationship between teachers and their students, they promote respect among the students and treat every student fairly in class, and students are guided in a positive direction for their personal growth and development.

These results imply that teachers consider their students their children, showing that they care and understand every student. Teachers assist and attend to the students' needs; hence, rewards are given to students who show their best effort in the class activities.

Table 3 presents the teaching-learning practices regarding assessments of students' learning of Home Economics educators in the SUCs of Western Visayas.

Table 3. Teaching – Learning Practices in terms of Assessment of Students' Learning of Home Economics Educators in the SUCs of Western Visayas

As a faculty member, I	Mean	SD	Rank
1. Design appropriate criteria and rubrics to evaluate students' outputs and activities.	3.61	.514	9
2. Utilize the portfolio to determine student progress with their course learning.	3.52	.607	10
3. Align the assessment with the objectives and competencies required of the course.	3.72	.475	4

4. Utilize evaluation tools to check students' progress to enhance my teaching and help students.	3.74	.469	2.5
5. Design performance tasks to determine whether desired outcomes are achieved.	3.74	.516	2.5
6. Employ an assessment that challenges students' critical thinking skills.	3.70	.485	5
7. Use varied assessment tools suited to the tasks and activities in the course I handle.	3.64	.570	7.5
8. Give tasks that can develop the 21 st -century skills of the learners.	3.64	.570	7.5
9. employ assessment that centers on outcomes-based education.	3.76	.505	1
10. assess students' work for both process and outcomes.	3.67	.543	6

As shown in Table 3, results showed that among the given items, Home Economics educators identified the most practiced activities in assessing students' learning. Among the given items, educators most practiced are as follows: *"employing assessment which centers on outcomes-based education"* (M=3.76, SD=0.505, R=1); *"utilizing evaluation tools to check students' progress to enhance the teaching and to help students as well"* (M=3.74, SD=.469, R=2.5); *"designing performance tasks to determine desired outcomes are achieved"* (M=3.74, SD=0.516, R=2.5); *"aligning the assessment with the objectives and competencies required of the course"* (M=3.72, SD=0.475, R=4) and *"employing assessment which challenges students' critical thinking skills"* (M=3.70, SD=0.485, R=5). However, the least practiced activities are designing an appropriate criterion and rubrics for evaluation of students' outputs and activities (M=3.61, SD=0.514, R=9) and utilizing the portfolio to determine how students perform with their learning of the course (M=3.52, SD=0.607, R=10s).

This means that teachers employed outcomes-based assessment, utilized evaluation tools to check students' progress, and designed performance tasks to determine whether desired outcomes are achieved.

This result implied that to achieve the goals and objectives for the students' progress, teachers employed various assessment strategies for students' learning.

The results of the study supports the findings of Kathryn McSweeney (2014) underscored that the impact was reflected in several areas of the findings including an evident satisfaction among the respondents with junior cycle assessment, due to the perceived appropriateness of the assessment design and operational arrangements, and dissatisfaction with curriculum and assessment arrangements at senior cycle as they were considered to be inappropriate and negatively impacting on the quality of learning achieved. The respondents candidly pointed to what they considered to be an

acceptance by some teachers of unethical behavior around the completion of journal tasks.

In addition, the respondents indicated that summative assessment practices are commonly used in Home Economics classrooms. The findings strongly suggest that external examinations influence teaching methods by demanding a test-oriented pedagogy to enable students to achieve certificate points. The technical analysis of the Junior and Leaving Certificate examination questions confirmed that these external assessments predominantly promote lower-order learning, and there are clear indications of a washback effect on the quality of learning achieved. There is a view that the subject's position in the curriculum is weakened due to a lack of coherence around practice and a lack of advocacy and leadership in the field. There was little evidence of the impact of home economics education, and many of the interviewees merely 'hoped' that home economics made a difference in students' lives. The study also showed that profiling, identity and teacher agency issues impact the Home Economics profession. While not immediately generalizable to all Home Economics educators or settings in schools, this study nonetheless implies that if the views and practices of the respondents were to be replicated across the whole of the home economics education community, it would not be safe to view national assessment results as a valid indicator of learning and achievement standards in the subject. There are grounds in this work to argue that existing curriculum, pedagogy and assessment arrangements do not support the subject's values and purposes.

Also, the results of the current investigation somehow provides additional knowledge on the study conducted by Uwameiy (2019) on the challenges encountered by students in the acquisition of entrepreneurial skills in Home Economics Education in Edo and Delta State of Nigeria, the findings revealed that: school challenges preventing students in the acquisition of entrepreneurial skills in Home Economics Education are; The time allotted for practical courses as inadequate, facilities available are inadequate and that learning resources are obsolete. The challenges indicated by respondents include low interest in home economics education, high financial demand to study home economics education, and lack of motivation to acquire entrepreneurial opportunities in home economics education. Teacher challenges indicated by respondents include the uninteresting Methods utilized for teaching Home Economics Education courses, lecturers do not utilize modern learning methods to teach practical courses in Home Economics Education, and lecturers utilize lecture methods to teach practical courses. This paper recommends that meaningful intervention will require all stakeholders in education to look inward and address these challenges by

adequately funding, monitoring, and supervising the teaching and learning of Home Economics Education programmes in all tertiary institutions of learning in Edo State.

Table 4 presents the teaching-learning practices in terms of teaching strategies of home economics educators in the SUCs of Western Visayas.

Table 4. Teaching – Learning Practices in terms of Teaching Strategies of Home Economics Teachers in the SUCs of Western Visayas

As a faculty member, I	Mean	SD	Rank
1. Utilize time-tested strategies to impart learning.	3.61	.514	10
2. Encourage collaborative tasks among students.	3.68	.517	7
3. Incorporate technology in the teaching and learning process.	3.74	.469	4
4. Provide task-based instruction to develop students' creativity and problem-solving skills.	3.70	.552	6
5. Allow the students to achieve their learning style through varied activities.	3.72	.477	5
6. View flexible learning as appreciating the students' differences through their responses to the activities.	3.67	.498	8.5
7. Provide alternative tasks for those whose online learning modalities cannot be catered to.	3.67	.521	8.5
8. Let the students perform on their own or with limited assistance.	3.78	.416	3
9. Encourage the students to participate actively in discussions and class activities.	3.87	.367	1
10. allow students to reflect on the tasks they are performing.	3.79	.407	2

As shown in Table 4, results showed that among the given items, Home Economics educators identified that the most practiced activities in terms of teaching strategies are as follows: “*encouraging the students to participate actively in the discussion and class activities*” (M=3.87, SD=0.367, R=1); “*allowing students to reflect on the tasks they are performing*” (M=3.79, SD=0.407, R=2); “*letting the students perform on their own or with limited assistance*” (M=3.78, SD=0.416, R=3); “*incorporating technology in the teaching and learning process*” (M=3.74, SD=0.469, R=4) and “*allowing the students to achieve their learning style through varied activities*” (M=3.72, SD=0.477, R=5).

However the least practiced activities are utilizing time tested strategies to impart learning (M=3.61, SD=0.514, R=10); viewing flexible learning as appreciating the students' differences through their responses to the activities (M=3.67, SD=0.498,

R=8.5) and providing alternative tasks for those who cannot be catered by online learning modalities (M=3.67, SD=0.521, R=8.5).

This means that Home Economics educators encouraged the students to participate actively in the discussion and class activities by allowing them to reflect on their tasks and let them do it on their own or with limited assistance.

This result implied that Home Economics educators provided task-based instructions to students so that their creativity and problem-solving skills would be developed and allowed them to achieve their learning style through varied activities.

The result of the current investigation supports Kayise's (2002) findings that Home Economics educators used various learner-centered teaching methods, including group work, discussions, and the question-and-answer method. The study also revealed that Home Economics educators engaged in learner-centered practices that promoted active participation of learners in the teaching and learning process. Such practices included allowing students to evaluate their work, encouraging students to work in groups, and providing them with opportunities to respond to other students' contributions. However, the teachers preferred learner-centered teaching methods and practices that enabled them to retain control over the teaching and learning process. Further, the study showed that Home Economics educators have positive attitudes towards using various learner-centered methods. In addition, it was found that they had adequate teaching and learning materials and equipment, but lacked textbooks.

In addition, the study recommends that the Home Economics teachers should use all the different learner-centered methods of teaching, which include group work, discussions, question and answer method, project work, independent inquiry, dramatization, role playing, and simulations, to cater to individual needs and to maximize learner participation in the teaching/learning process. The study also recommends that the Home Economics educators be given adequate textbooks. This could encourage them to adopt various learner-centered methods of teaching.

Further, Bamalli (2014) underscored that Vocational Home Economics is a skill-oriented field of study that equips the learners with saleable skills that make them self-reliant/self-employed. The teacher must also be equipped with competent strategies for effective teaching and learning to equip the learners. The paper looks at home economics education as a vocational field and discusses some effective teaching strategies every teacher should use. The paper recommends that learners adapt to change and develop initiative and self-direction. At the same time, the Home

Economics teachers should reposition their teaching strategies for effective teaching and learning in the 21st century.

Siyakwazi (2018) found that more experienced and older lecturers use traditional teaching methods. These include lecturing and discussion. Only 25% of the total respondents used a variety of teaching strategies, and these lecturers were recent graduates from the University's Home Economics Programs. Such results suggest a need for In-Service training of older and non-university-trained lecturers if the reconceptualization exercise should make any impact.

On the contrary, the study conducted by B.E. Uwameiye (2015) indicates that home economics teachers do not have a good teaching method, since they cannot make home economics lessons attractive and intriguing to students. Home economics teachers cannot encourage, support, and allow individual differences while teaching their subject. Finally, home economics laboratories are not functional, equipment is insufficient, and those available are not maintained, with no good lighting. Students sometimes bring in equipment from home for a home economics practical. Based on the findings, the following recommendations were proffered: The Government should provide furnished home economics laboratories in public secondary schools in Edo state, students should be motivated by their teachers to participate in home economics lessons, and the government should provide a good learning environment in all public secondary schools.

Table 5 presents Home Economics educators' teaching-learning practices regarding information and communication technology readiness in the SUCs of Western Visayas.

Table 5. Teaching – Learning Practices in terms of Information and Communication Technology Readiness of Home Economics Educators in the SUCs of Western Visayas

As a faculty member, I	Mean	SD	Rank
1. Utilize digital media in teaching Home Economics.	3.59	.540	8
2. Know how to use Microsoft Office applications for my lessons.	3.71	.504	1
3. knowledgeable of technology uses and integration in the delivery of concepts.	3.67	.498	5
4. I want to learn about new information and communication technology trends.	3.70	.508	3
5. Consider learning ICT as a challenge to improve myself and keep abreast with the changes.	3.70	.485	3
6. I am confident in using ICT in teaching.	3.57	.542	9
7. I prefer ICT to the traditional form of teaching.	3.55	.545	10
8. learn ICT to improve my teaching practice.	3.64	.505	6

9. Admit that learning technology is difficult yet rewarding.	3.63	.573	7
10. embrace technology as a tool to enhance my teaching performance.	3.70	.485	3

As shown in Table 5, results showed that among the given items, Home Economics teachers identified that the most practiced activities in terms of information and communication technology readiness are as follows: *“knowing how to use Microsoft office applications for the lessons”* (M=3.71, SD=0.504, R=1); *“willingness to learn about new trends in information and communication technology”* (M=3.70, SD=0.498, R=3); *“considering learning using the ICT as a challenge to improve myself and to keep abreast with the changes”* (M=3.70, SD=0.485, R=3); *“embracing technology as a tool to enhance teaching performance”* (M=3.70, SD=0.485, R=3), and *“knowledgeable of technology uses and integration in the delivery of concepts”* (M=3.67, SD=0.498, R=5). However, the least practiced activities are as follows: preferring ICT than the traditional form of teaching (M=3.55, SD= 0.545, R=10); confidently using ICT in teaching (M=3.57, SD=0.542, R=9); utilizing digital media in teaching Home Economics (M=3.59, SD=0.540, R=8) and admitting that learning technology is difficult, yet rewarding (M=3.63, SD=0.573, R=7).

This means that HE teachers used Microsoft Office applications for the lessons and learned about new trends in ICT because using ICT is a challenge to improve and to keep abreast with trends.

This implied that Home Economics teachers utilized digital media in their teaching and admitted that learning technology is challenging yet rewarding.

Likewise, the findings of the present investigation are parallel to the findings of Mugliett (2009), who stated that teachers’ knowledge relating to the positive use of ICT in education can be confirmed through this online activity. Teachers also gained confidence in their use through sharing ideas, online feedback, and exposure to a community, which brought teachers together in an asynchronous learning environment. The findings show that~ what teachers need most is the ‘how-to’ knowledge when an innovation is being diffused into set practice, and this online community seems to have been an effective medium to deliver this. However, some barriers hindered more active participation, which greatly affected the knowledge construction in the online community of practice. In conclusion, one can say that support for technology integration should be provided for teachers from more formal, policy-driven, and monitored professional development settings. An online community of practice can be the ideal medium to offer this, even if not exclusive, and over a long time, to provide the ongoing support necessary for technology integration. Teachers must also take up the challenge to make a significant paradigm shift in

practice and training to maintain a more flexible and autonomous approach to professional development in technology and pedagogic practices.

The study's findings somehow support the results of Amedu, Silifat Ozoemena (2014), which found that most secondary schools lack the necessary e-learning devices for teaching and learning. The paper further discovers that school authorities are not doing enough to support e-learning initiatives despite the potential inherent in the use of e-learning in the process of educational development, and therefore recommends the need for school management and government authorities to brace up to this challenge through the provision of modern e-learning infrastructures and active involvement of e-learning in all school curriculums.

Discussion

The findings of the study revealed that Home Economics educators in SUCs of Western Visayas demonstrated commendable teaching-learning practices across five key domains: teacher preparation, relationships with students, assessment of learning, teaching strategies, and ICT readiness. Regarding teacher preparation, the highest-rated practices were making lessons meaningful, mastering content for systematic delivery, and aligning materials with student needs. These results affirm Meador's (2019) assertion that rigorous preparation enhances instructional quality and student learning. The emphasis on relevance, differentiation, and mastery indicates that educators are mindful of their pedagogical responsibilities. However, there remains room for growth in using diverse digital platforms and enhancing vocal delivery.

In student-teacher relationships, the most practiced behaviors involve promoting respect, fairness, and guiding students toward personal growth. These responses align with inclusive, student-centered pedagogy, where care and understanding are central to fostering a favorable classroom climate. However, cultural enrichment activities and individualized assistance appear less emphasized. This suggests the need for further integration of culturally responsive teaching, as highlighted in Mutti's (2017) and Zabala et al.'s (2018) studies, which point to the importance of instructional adaptation and resource sufficiency.

Regarding assessment practices, educators heavily favored outcomes-based evaluations and performance tasks aligned with competencies. These reflect adherence to modern assessment trends, particularly those aligned with 21st-century skills and OBE frameworks. However, the less frequent use of rubrics and portfolios signals a need for more diverse, formative evaluation methods that support reflective and process-oriented learning. These insights are consistent with McSweeney (2014), who

noted the impact of test-oriented approaches and the underutilization of higher-order assessments in Home Economics.

Regarding teaching strategies, educators prioritized active learning through class participation, task performance, and reflection, strategies aligned with constructivist pedagogy. These were complemented by limited yet significant use of technology and flexible methods. The findings affirm Kayise (2002) and Bamalli (2014), who emphasized that learner-centered strategies and vocational orientation are vital for Home Economics. However, the minimal use of time-tested methods and alternative modalities for online learners may limit the accessibility and depth of instruction.

Finally, the findings on ICT readiness revealed that while teachers were proficient with Microsoft Office tools and willing to adapt to ICT trends, their confidence and preference for digital instruction remain moderate. The least practiced included digital media and a complete transition from traditional methods. Mugliett (2009) and Amedu (2014) echoed similar concerns, citing insufficient infrastructure, professional development, and institutional support as barriers to effective ICT integration. Despite recognizing its importance, Home Economics educators need more systemic support and training to utilize digital tools in pedagogy fully.

The findings affirm that Home Economics educators in Western Visayas exhibit strong foundational teaching-learning practices but face challenges in integrating ICT, fostering cultural learning, and diversifying assessment methods. Addressing these gaps through targeted capacity-building, institutional support, and policy-driven professional development can enhance instructional quality and responsiveness to 21st-century educational demands.

Conclusion

The study concluded that Home Economics educators in Western Visayas State Universities and Colleges (SUCs) generally demonstrate effective teaching-learning practices across multiple domains, notably in teacher preparation, student engagement, assessment strategies, instructional approaches, and ICT readiness. Teachers consistently plan meaningful lessons, align content with student needs, and implement outcomes-based assessments that promote skill development and critical thinking. They also maintain respectful and supportive relationships with students, encouraging fairness and personal growth.

However, the study also revealed areas that require further enhancement. These include the limited use of digital platforms, minimal integration of cultural learning activities, infrequent use of portfolios and rubrics, and relatively low

confidence in using ICT for instruction. While educators showed willingness to adapt to technological trends and modern teaching strategies, systemic support in professional development, resources, and institutional policy is necessary to elevate teaching practices to meet the evolving demands of 21st-century education.

Considering these findings, it is recommended that SUCs intensify support for ICT integration, promote culturally responsive pedagogy, and offer targeted training on varied assessment methods. Home Economics educators can be further empowered to foster inclusive, engaging, and competency-based learning environments that prepare learners for real-world challenges and opportunities by addressing these gaps.

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