



STUDENT-CENTERED LEARNING APPROACHES IN TECHNOLOGY AND LIVELIHOOD EDUCATION AMONG JUNIOR HIGH SCHOOL IN SDO CALACA CITY

RONNEL JOE M. TENORIO
Master of Arts in Education
Major in Educational Administration

Rizal College of Taal, Inc.
joeytenorio04@gmail.com

ABSTRACT

This study aimed to determine the extent of Student-Centered Learning (SCL) implementation in Technology and Livelihood Education (TLE) classrooms among junior high school teachers. Specifically, it sought to describe the respondents' demographic profile in terms of age, gender, current teaching position, grade level taught, and years of teaching experience. It also examined the extent to which SCL approaches—such as personalized, constructivist, project-based, inquiry-based, collaborative, experiential, and active learning—were practiced in TLE classrooms. Furthermore, the study explored the relationship between teachers' demographic profiles and their extent of SCL implementation, as well as the issues, challenges, and opportunities associated with applying these approaches. A Student-Centered Learning Approach Guide was proposed to enhance TLE instruction.

The study employed a multimodal research design and utilized quantitative data gathered through a survey questionnaire administered to TLE teachers. Descriptive and

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inferential statistics were used to analyze the data and determine the extent of SCL implementation and its relationship with teachers' profiles.

Findings revealed that TLE teachers implemented SCL approaches to a high extent, regardless of age, sex, teaching position, grade level, or years of experience. Constructivist learning emerged as the most dominant approach, while other SCL strategies were also highly practiced, indicating a strong inclination toward learner-centered instruction. Teachers' use of SCL approaches was not influenced by demographic or professional characteristics, suggesting that institutional and contextual factors played a greater role. Overall, teachers perceived more opportunities than challenges, reflecting a positive outlook toward SCL's potential to improve classroom instruction.

Keywords: *Student-centered Learning, Technology and Livelihood Education, Constructivist Approach, Teacher Demographics, Learner-Centered Instruction*

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