



INNOVATIVE PEDAGOGICAL TOOLS IN TEACHING TLE IN BATANGAS NATIONAL HIGH SCHOOL

**CHARISSE AMADA MERCADO
TEACHER III**

Batangas National High School

ABSTRACT

This study aims to know about the ICT competence of TLE teachers in Batangas National High School as an input for Innovative pedagogical tools in teaching the subject. Descriptive method was used in the study. A researcher-made questionnaire was used to gather data. The results of the study showed that the attitude and knowledge of the TLE teachers over the ICT facilitation was basically evident to them. The students' attitude, participation, homework, grades, and teaching styles developed by the teacher-researcher were useful in aiding instruction to the teaching strategies of the teachers. There is a significant relationship between the pre-test/post-test result and the teaching strategy in terms of mastery of the subject matter and pedagogical skills. The innovative pedagogical tools contribute very much to the teaching- learning process of the students and in teaching of the teachers. The target subject of study is the TLE teachers at Batangas National High School. This research was conducted within the premises of the Batangas National High School in the Division of Batangas City. The subjects of the study were 200 students and 32 TLE teachers of Batangas National High School. This study will help TLE teachers in the

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teaching-learning process. This study is also beneficial to the students, schools, the researcher,
and future researchers.

Keywords: *innovative pedagogical tools, ICT competence, teaching-learning*



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INTRODUCTION

The advent of contemporary ways on delivering education has brought significant changes as to how the world views education and teaching. Globalization has made both teaching and learning intricate and the transformation in part has been driven by technological innovation. Technology has given society a wide array of choices, making a scarce resource abundant. With computers and Internet technologies, more people can now have access to available information more quickly and make the world a reachable global village in just a snap of a finger. Together with this technological revolution is the emergence of one of the most viable technological reforms in education, the use of Information and Communication Technology (ICT).

Over the years, developments and widespread use of information and Communications Technology (ICT) influence all fields in life. It has influenced every human being just like how it affects the school in every aspect when it comes to working environment, lesson delivery, students' evaluation, and examination. The past two decades are assumed to have revolutionized and revitalized the higher education sector tremendously due to ICT based teaching-learning (Cubukcuoglu, 2013). The teacher plays a very critical role in this innovation in education; however, some of the teachers lack knowledge, skills and do not show interest in the implementation of ICT in education.

ICT is considered at present as a potential tool that provides educational opportunities in both formal and non-formal ways. In the teaching-learning process, ICTs can increase learners'

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motivation and engagement in classroom learning. It equips learners with digital age literacy, inventive thinking, higher order thinking and sound reasoning, effective communication, and high productivity (Tinio 2012). Hence, in the landscape of TLE teaching, ICT is considered as a powerful tool.

According to Warschauer (2014), the simultaneous impacts of globalization and technological development have transformed the learning and teaching of TLE in an unprecedented way. Thus, both TLE and ICT have become essential literacy skills for a growing number of learners to ensure full participation in the information society (Jung 2016). The use of ICT in the arena of education is no longer a choice, but a necessity that gives life to the different vistas on how language is effectively taught and learned.

Since students are familiar with technology and they learn better within technology-based environment, the issue of ICT integration in schools, specifically in the classroom is vital. This is because, the use of technology in education contributes a lot in the pedagogical aspects in which the application of ICT lead to an effective learning with the help and supports from ICT elements and components (Jamieson-Procter et al., 2013).

The researcher who is an ICT secondary teacher of Batangas National High School observed that most of the TLE teachers have negative attitude towards ICT. This prompted the researcher to conduct this study since the TLE teachers do not have enough knowledge on ICT

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on how it is going to be used and implemented in teaching and learning processes in their respective classes.

It is the belief of the researcher that the use of ICT as a pedagogical tool in integrating on TLE classes is going to be effective specially the use of email, online assignments and the like. However, due to their lack of attention towards the use of ICT and low level of familiarity as use as pedagogical tool, would result to disinterested and lack of willingness to listen amongst students. Thus, lack of actual practice is one reason why there is the conduct of this study.

The researcher believes that the key to the successful implementation of ICT integration to education is to develop competence among the teachers or even the administrators about ICT. In this regard, they will gain competence in ICT.

Statement of the Problem

The research aims to know about the ICT competence of TLE teachers in Batangas National High School as an input for Innovative pedagogical tools in teaching the subject.

Specifically, it aims to answer the following questions:

1. What is the attitude and knowledge of TLE teachers on ICT facilitation?
2. How may the students have described their TLE teachers on ICT competence in terms of?
 - 2.1 attitude;
 - 2.2 participation;
 - 2.3 homework;

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- 2.4 grades; and
- 2.5 teaching styles?
- 3. What are the benefits of ICT integration into teaching?
- 4. Based on the findings of the study, what innovative pedagogical tools may be proposed to enhance the ICT competence of the teachers?

RESEARCH METHOD AND PROCEDURE

This chapter presents the research design, subject of the study, data gathering instruments and procedures and statistical treatment of data used to analyze and interpret data.

Research Design

Descriptive method will be used in the study. Ritchie et al. (2013) opined that by using the descriptive method the researcher will be able to observe a large mass of target population and make required conclusions about the variables.

The researcher by using descriptive research can effectively design a pre-structured questionnaire with both open ended and closed ended questions. The information collected from the responses of can be statistically presented in this type of research method for the easy interpretation of the report users.

Since the researcher is trying to analyze the knowledge and attitudes of the subjects towards ICT, thus the researcher should effectively use the descriptive method to statically

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analyze the data. Descriptive research is mainly done when a researcher wants to gain a better understanding of a topic.

Subjects of the Study

The foremost subjects of the study were all the year level students and TLE teachers of Batangas National High School who were under the supervision of the TLE teachers and department head. They were being handled by the TLE teachers towards the objective on integration of an ICT competence in BNHS as TLE as the subject.

There were 200 students who were selected 50 students per grade level as the researcher applied the fish-bowl technique as the easiest method of getting the sample size of the respondents. The selection of sections was done through simple random technique as the researcher picked a paper representing each section.

The target respondents for this study are the 32 teachers in the Technology and Livelihood Education Department, composed of 11 males and 21 females. No sampling is used in the study since a purposive sampling was applied. Then these students were requested to answer the questionnaire made by the researcher. Therefore, there were 200 students and 32 TLE teachers used in this study as respondents.

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FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter presents the summary of findings, conclusions, and the recommendations it offered.

Findings

1. Attitude and Knowledge of TLE teachers on ICT facilitation

The following discussed the assessment of the respondents on the attitudes and knowledge of TLE teachers on ICT facilitation in Batangas National High School. The respondents in this study were composed of 32 TLE teachers.

Table 2
TLE teachers' Attitude and Knowledge on ICT facilitation

Through the use of ICT in TLE class, I (am)...	Weighted Mean	Rank	Verbal Interpretation
1. Active in classroom discussion	2.7	4	Evident
2. Encourage active participation of students in class.	3.3	2	Evident
3. Perform well in teaching.	2.3	7	Evident
4. Share ideas in my colleagues.	1.4	10	Sometimes Evident
5. Show interest to utilize ICT in class.	3.2	3	Evident
6. Got a performing student as reflected on ICT based assessment.	2.6	5	Evident
7. Able to review different lessons in a speedy manner.	2.5	6	Evident
8. Got accurate computed grades.	1.6	8	Sometimes Evident

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9. Able to make instructional materials.	3.4	1	Evident
10. Able to maximize the time in doing other teaching tasks.	1.5	9	Sometimes Evident
Average Weighted Mean	2.3		Evident

The table 2 showed the attitudes and knowledge of the TLE teachers on ICT facilitation. The table revealed that the item with the highest weighted mean was that the TLE teachers were able to make instructional materials.

The weighted mean of this item was 3.4 and it was evident among the 32 TLE teachers. Through the ICT facilitation into the teaching tasks of the teachers, they find it so convenient and easier in developing instructional materials for their students. This result was supported by the DepEd Order No. 78 s. 2010 that raising the ICT literacy among the learners as well as the teachers by integrating ICT in every instruction would certainly improve the teaching and learning process.

The second highest in rank among other items was concentrated on the way that the TLE teacher encourages active participation of students in class upon using an ICT in class. The weighted mean of 3.3 was evident on the attitude and knowledge of the teachers. In many research about ICT, one best result was that it intensifies student’s interest to participate in class. Jung (2016) explained this that ICT integration is essential literacy skills for a growing number of learners to ensure full participation in the information society.

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Similarly, the third highest weighted mean among the 10 indicators was that when a TLE teacher integrates ICT in class would show interest to utilize ICT in class. The weighted mean was 3.2 and it was evident on the attitude and knowledge of TLE teachers. There is a positive impact to teachers when ICT was integrated along with their teaching tasks. It is observed by the researcher that when a teacher utilizes the use of ICT specifically in the classroom, there is an effective learning with the help and supports from ICT elements and components. This result was supported by Jamieson-Procter et al., (2013) because he wanted to establish a technology-based environment within the school.

On the other hand, the indicators with the lowest computed weighted mean on the facilitation of ICT was labeled as sometimes evident to TLE teachers. The TLE teachers find it difficult to Share ideas with their colleagues. This item obtained a weighted mean of 1.4 and the lowest among others. This result explains that every teacher has their differences in the access to technology depending on their interests and time of existence.

Most of the seasoned teachers have different attitudes and knowledge about technology. As a novice teacher, their response on the use of technology is very positive but the latter is negative. This is the reason why sharing of ideas or knowledge about technology and its attitude finds it difficult for the researcher to address necessary action. However, the researcher develops pedagogical tools that would innovate the TLE teachers in using ICT in their teaching tasks.

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The TLE teachers were able to maximize the time in doing other teaching tasks was the item with the second lowest weighted mean. This item got a weighted mean of 1.5 and rank 9th over the others. In the DepEd Order No. 7 s. 2010 this requires all the teachers to get involved in the integration of ICT in order to bring positive impact on the performance of the students.

Lastly, the attitude and knowledge of the teacher about getting accurate computed grades was the item that sometimes evident to TLE teachers as they use ICT in integrating in their teaching class. The item ranked 8th among others with a weighted mean of 1.6. The reason is that the ICT features composed of MS Excel that can input the data of the students and in just one click the accurate results would be obtained.

The attitude and knowledge of the TLE teachers over the ICT facilitation was basically evident to them. This manifests on the average weighted mean of 2.3 which means the facilitation of the ICT in all of the teachers' activities including the instructional materials and attitudes of students towards the teacher was an indication that ICT is an aid in attaining good teaching and learning process. As what Cubukcuoglu, (2013) explains in his study that through the integration of ICT it would affect the school in every aspect when it comes to working environment, lesson delivery, students' evaluation and examination.

2. The students' assessment on ICT competence of TLE teachers

The succeeding portion of this question discussed the assessment of the student-respondents on the ICT competence of TLE teachers of BNHS in the Division

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of Batangas City. The variables under this question described the attitude, participation, homework, grades, and teaching styles.

2.1 Attitude. The 200 student-respondents have assessed their TLE teachers. Table 3 presented the students' assessment on the attitude of their TLE teachers on ICT facilitation. The first item that obtained its highest weighted mean because student find their TLE class as exciting subject that they have attended. The weighted mean of 3.56 was labeled as strongly agree as analyzed by the researcher.

The second in rank tied in the indicator that TLE as assessed by the students is not important for them and it gives them opportunities to experiment, discover and explore the things around them. The items got a weighted mean of 3.41 and most of the students agree on the ICT facilitation of the TLE teachers.

Table 3
Students' assessment on the Attitude of TLE teachers on ICT facilitation

Indicator	Weighted Mean	Rank	Verbal Interpretation
1. TLE class is very exciting subject to attend to.	3.56	1	Strongly Agree
2. TLE is fun and interesting.	3.00	5	Agree
3. TLE is not important for me.	3.41	2.5	Agree
4. TLE is difficult to learn.	3.31	4	Agree
5. TLE gives me opportunities to experiment, discover and explore the things around me.	3.41	2.5	Agree
Average Weighted Mean	3.34		Agree

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The assessment shows that the attitude of the TLE teachers over the ICT facilitation has an impact to students' learning. Thus, the teacher should have frequent use of it.

On the other hand, the lowest weighted mean of 3.00 as assessed by the students about their TLE teachers' facilitation on ICT indicates that this subject is fun and interesting especially when the teacher integrated ICT in their class. As Tinio (2012) highlighted, the landscape of TLE teaching, the ICT is considered as a powerful tool.

The attitude of the TLE teachers on ICT can be noted that the average weighted mean of 3.34 would mean that the students learn better within technology-based environment, as the teacher integrate in schools the use of ICT.

2.2 Participation. The 200 student-respondents have assessed their TLE teachers' facilitation of ICT as regard to participation. The table 4 discussed about the first item that obtained its highest weighted mean because student participate actively in TLE activities by asking questions. The weighted mean of 3.03 would mean that students agree with their teachers' facilitation of ICT. As result of the facilitation, students are becoming active in all the activities carried out by their teacher.

Table 4

Students' assessment on the Participation of TLE teachers on ICT facilitation

Indicator	Weighted Mean	Rank	Verbal Interpretation
1. I'm always prepared in my TLE class.	2.91	3.5	Agree

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2. I participate actively in TLE activities by asking questions.	3.03	1	Agree
3. I do my TLE assignments consistently.	3.00	2	Agree
4. TLE activities do not help me understand concepts easily.	2.91	3.5	Agree
5. I feel bored in my TLE class.	2.81	5	Agree
Average Weighted Mean	2.93		Agree

Students do their assignments in TLE consistently was the item that ranks second among others. The weighted mean of 3.00 would mean that students' assessment about the ICT facilitation of TLE teachers reflects their active participation in TLE class.

On the other hand, the TLE teachers are prepared before they come in class, but activities do not help students understand concepts easily were the items that tied up in the rank of 3.5 and obtained a weighted mean of 2.91. The use of technology according to Hennessey et.al (2010) required the learners to learn thus improving pedagogy is vital for the teachers so the students may be able to contribute the enhancement of learning in the subject.

Lastly, the average weighted mean of 2.93 indicates that the participation of students is different because the teachers were able to use ICT in teaching. It is imperative that as teachers having the ability to improve classroom-learning can use ICT to achieve maximum results (Oldfield, 2010).

2.3 Homework. The 200 student-respondents have assessed their TLE teachers' facilitation of ICT as regard to homework. The table 5 discussed about the first item that students find TLE homework as difficult to do. This item obtained its highest weighted mean of 3.63 and

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students strongly agree that the TLE teachers are equipped with the ICT technicalities so as they burdened at some points that with so much works will come up against the factors they tend to avoid at any circumstance. However, Bingimlas (2009), purported that the importance of ICTs in relation to students' homework cannot be underrated.

Table 5
Students' assessment on the Homework of TLE teachers on ICT facilitation

Indicator	Weighted Mean	Rank	Verbal Interpretation
1. I complete my TLE homework on time.	3.50	3	Strongly Agree
2. I find homework very useful and important.	3.53	2	Strongly Agree
3. TLE homework is difficult to do.	3.63	1	Strongly Agree
4. I don't get enough support to do my homework at home.	3.25	4	Agree
5. My teacher does not check my homework at all.	3.06	5	Agree
Average Weighted Mean	3.39		Agree

The second in rank among other items was concerned on students' assessment that TLE homework are useful and important to them. The weighted mean of 3.53 reflected that TLE is a practical subject which hone the students to become skilled persons and become productive individuals in the economy. Another item which labeled as strongly agree by the students among their TLE teachers was that students can do their homework on time. The item obtained a weighted mean of 3.50 which explains that the 21st century learners are widely informed about

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the use of technology wherein they were able to explore a lot of things; thus, teaching becomes more challenging.

Lastly, the average weighted mean of 3.39 indicated that the students agree that when their TLE teachers use ICT in teaching and learning process the students could have better way of understanding the concepts of the lesson and they may be able to strengthen their willingness to do their homework.

2.4 Grades. The 200 student-respondents have assessed their TLE teachers' facilitation of ICT as regard to grades. The table 6 discussed about the first item that students got good grades in TLE when their teachers integrated ICT in teaching. This item obtained a weighted mean of 3.22 and majority of the students agree to this result that when their teachers used ICT they were motivated in excelling and performing in class.

Table 6
Students' assessment on the Grades of TLE teachers on ICT facilitation

Indicator	Weighted Mean	Rank	Verbal Interpretation
1. I got good grades in TLE.	3.22	1	Agree
2. I study my lessons before a test or quiz.	2.52	3	Agree
3. The terms/words used in the test are difficult to understand.	2.47	4	Disagree
4. The test always measures my understanding of TLE concepts and knowledge learned.	2.53	2	Agree
5. The grading is not fair.	2.38	5	Disagree

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Average Weighted Mean	2.62	Agree
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Moreover, the teachers used test always as it measures student's understanding of TLE concepts and knowledge learned was the second indicator under this variable. The weighted mean of 2.53 supported by the idea of Afshari & Amla Salleh, (2012) that TLE teachers should teach the concepts for the students to prepare in the digital era where the use of technology continues to develop, and changes occur each passing day.

Lastly, two of the items are disagreeable as assessed by the students that the TLE teachers used words or terms in the test that are difficult to understand, and the teacher grades them differently. These items got the lowest weighted mean of 2.47 and 2.38 respectively. The result explains that the TLE teachers should ensure quality teaching as what Rahman & Akter, (2015) have explained. When the teacher facilitates ICT students will increasingly get good grades as they perform actively in class, and they have opportunities of accessing pedagogical resources.

2.4 Teaching styles. The 200 student-respondents have assessed their TLE teachers' facilitation of ICT as regard to teaching styles. The table 7 discussed about the first item that as assessed by the students they seemingly noticed that their TLE teachers have good relationship with the other teachers. The obtained weighted mean of 3.56 was labeled as strongly agree by the students. The result would mean that having ICT integration in the class would serve as emulating deeds for all the teachers. Then, since other teachers learnt from each other they establish harmonious relationship between and among the members of the group.

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TLE teachers use materials that are easy to understand was another item that students have agreed on the teaching style upon using ICT in class. The weighted mean of 3.03 explains that according to Oldfield, (2010), using ICT would make the ability of the students improve their understanding level in a classroom-learning situation.

Table 7

Students' assessment on the Teaching Style of TLE teachers on ICT facilitation

Indicator	Weighted Mean	Rank	Verbal Interpretation
1. I have a good relationship with my TLE teacher.	3.56	1	Strongly agree
2. My TLE teacher uses materials that are easy to understand.	3.03	2	Agree
3. My TLE teacher presents the lesson in a variety of ways.	2.52	4	Agree
4. I don't understand the way my TLE teacher explains the lesson.	3.00	3	Agree
5. I don't get any feedback about my understanding of the lesson from my TLE teacher.	2.50	5	Agree
Average Weighted Mean	2.92		Agree

On the other hand, some students agree that there are TLE teachers explains the lesson but not easy to understand by the students. This item obtained a weighted mean of 3.00 among other items. This is sometimes the problem that coincides with the barriers between the understanding levels of the students on the way that the teachers deliver the lesson. This is also affirming the situation that teacher lacks time and training in the use of technology.

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Lastly, it is clear to students that they agree to the indicator that their TLE teacher presents the lesson in a variety of ways using ICT. This is reflective on the 2.52 weighted mean that TLE teachers are not burdened on the use of ICT because they presented the lesson in many ways. In the study of Bingimlas (2009), he pointed out that the importance of integrating ICTs in teaching would be an important step in improving the quality of teaching and learning of the students.

Finally, the average weighted mean of 2.92 indicates that the teacher used ICT in different styles of teaching in school. However, there should be an understanding that possible obstacles may arise upon integration of the technologies in class. Thus, the TLE teachers should reform teaching styles and strategies using pedagogical resources improving that would enhance pedagogical techniques of the teachers.

3. The benefits of ICT integration into teaching

The table 8 showed the benefits of ICT integration into teaching. The table revealed that the item with the highest weighted mean was that the TLE teachers noticed that through integration of ICT in class there were group activities which help students to develop such critical thinking were labeled as strongly agree by the teachers. The weighted mean of this item was 3.57 and it ranks first among other items. In the study of Katane et.al. (2014) he explained that when the teacher integrated ICT, students develop set of knowledge, skills, and experience necessary for future, which would manifest in classroom activities.

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The second in rank as noticed by the TLE teacher was the item that labeled

as strongly agree focused on project making which brings a lot of new ideas to students when an ICT integrated in teaching.

Table 8
Benefits of ICT Integration into Teaching

The TLE Teachers, through ICT integration noticed that...	Weighted Mean	Rank	Verbal Interpretation
1. Group activities can help students to develop such critical thinking.	3.57	1	Strongly agree
2. Demonstration provides an opportunity for new discoveries.	3.13	6	Agree
3. Reporting can enhance creativity.	3.10	7	Agree
4. Project making brings a lot of new ideas to students.	3.50	2	Strongly agree
5. Consider collaborating as a way to make lessons be more complicated.	3.27	4.5	Agree
6. Outlining technique is an effective way to improve study habit of the student.	3.00	9.5	Agree
7. Discussion encourages student to participate in class.	3.27	4.5	Agree
8. Questioning is an effective way to enhance students' capability.	3.00	9.5	Agree
9. Activity method enhances students' self-confidence and learning.	3.43	3	Agree
10. The teachers' facial expression leaves an impression to students.	3.03	8	Agree
Average Weighted Mean	2.93		Agree

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The weighted mean of 3.50 was supported by the idea of Rahman & Akter, February (2015) that ensures quality teaching when the teacher applied project-making strategy in teaching.

Activity method enhances students' self-confidence and learning was another item that TLE teachers agree upon noticing the ICT integration into teaching. The weighted mean of 3.43 explains that the TLE teacher may use various methods in teaching, but it must be clear its purpose or effect to students. As TLE teachers used ICT in teaching, there were students who built their confidence and learning because the teacher applied activity method. This method serve as reinforcement of what students should acquire from their teachers upon executing the lesson.

On the other hand, the rank 9.5 or the lowest items that seemingly noticed by the TLE teachers was that outlining technique is an effective way to improve study habit of the student and questioning is an effective way to enhance students' capability. These items obtained the same weighted mean of 3.00. The result explained that when a TLE teacher applied outlining and questioning techniques using ICT, it certainly invites students to participate and there become essential literacy skills for a growing number of learners. As what Jung (2016) stressed out in the use of technology, that the integration of ICT gives life to the different vistas of classroom teaching and learning processes.

Finally, the item, which ranks eighth among the 10 items was concentrated on teachers' facial expression which leaves an impression to students. With the weighted mean of 3.03, this

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would mean that when a teacher is using different teaching styles with the application of ICT creates positive impact to the students' learning. This is because Warschauer (2014), explains that the impacts of globalization and technological development have transformed the learning and teaching of TLE in an unprecedented way.

4. Proposed innovative pedagogical tools for the TLE teachers

The following are some of the proposed innovative pedagogical tools that the teacher may use in class to bring a great impact to the academic performance of the students in the 21st century.

The innovative pedagogical tools prepared by the researcher is an effective strategic teaching aid for teachers in carrying out objectives on least learned lessons. This material was strategically prepared and designed to improve the performance of the students in TLE which are relative to the specific and measurable learning competencies of each lesson for the whole school year.

It is given before during and after the regular classroom instruction of the teacher to the students to easily grasp the concepts of the subject matter. It contains power point presentations, activities like games, vivid illustrations, concept map used to motivate and stir up the attention and interest of the students. It also includes the strategies, techniques and approaches and appropriate tools for the topic in all the lessons in TLE.

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CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn.

1. The attitude and knowledge of the TLE teachers in the ICT integration were evident in enhancing instruction as it increases the active participation of the students in class. The teachers have the positive attitude as it gives clear maximization of teaching tasks in the use of ICT.
2. The variables that the student-respondents assessed on their TLE teachers were basically agreeable to the usage or integration of ICT in teaching. The students' attitude, participation, homework, grades and teaching styles develop by the teacher-researcher were useful in aiding instruction to the teaching strategies of the teachers.
3. There is a significant relationship between the pre-test/post-test result and the teaching strategy in terms of mastery of the subject matter and pedagogical skills.
4. The innovative pedagogical tools contribute very much to the teaching- learning process of the students and in teaching of the teachers. Based on the abovementioned information, the utilization of ICT can significantly improve the performance of the students in TLE.

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