



**Journal of Applied Innovations in Industrial, Food and Livelihood
Technologies (JAIFALT)**
<https://jaiflt.minduraresearch.com/journal/>

**Pedagogy of Skills: Strengthening Technology and Livelihood Education through Home
Economics in Higher Education Curricula**

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ABSTRACT

This study explored the integration of Home Economics (HE) within Technology and Livelihood Education (TLE) in higher education, focusing on its pedagogical practices, challenges, and opportunities at Iloilo Science and Technology University (ISAT-U). Guided by qualitative methods, the research examined how educators balanced technical competency with life skills through experiential learning, hands-on demonstrations, and project-based activities. Findings revealed that HE was not merely skill training but a holistic educational practice that cultivated professional competencies, entrepreneurial readiness, and cultural values tied to Filipino family life and community care. Despite these strengths, challenges emerged in embedding HE within higher education curricula, including limited resources, outdated facilities, and insufficient teacher preparation. However, opportunities were also identified in aligning HE with the United Nations Sustainable Development Goals (SDGs), entrepreneurial education, and the integration of cultural knowledge in pedagogy. Students viewed HE as relevant both personally and professionally, highlighting its role in equipping them with self-reliance, adaptability, and cultural identity formation. Coping mechanisms such as resource improvisation, peer collaboration, and the incorporation of cultural practices demonstrated the resilience of both faculty and learners. These findings underscore the importance of institutional support and policy reform in bridging the gap between vision and practice. Overall, the study positions HE as a critical component of TLE that promotes holistic development by addressing workforce readiness, entrepreneurial competence, and culturally responsive education in Philippine higher education.

Keywords: Home Economics, Technology and Livelihood Education, pedagogy, higher education, cultural identity, curriculum integration

Introduction

Submission: September 10, 2025
Acceptance: November 10, 2025
Publication: December 22, 2025

Journal of Applied Innovations in Industrial, Food and Livelihood Technologies (JAIFALT)

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Technology and Livelihood Education (TLE) plays a crucial role in equipping learners with technical, entrepreneurial, and life skills that prepare them for both professional practice and community development. Within TLE, Home Economics serves as a core area that integrates practical competencies in food preparation, clothing and textiles, household management, and entrepreneurship. In higher education, particularly in state universities like Iloilo Science and Technology University (ISAT-U), Home Economics is not only viewed as a technical subject but also as a pedagogical platform that shapes future teachers and professionals in fostering sustainable livelihoods, gender-sensitive practices, and culturally grounded education. Strengthening TLE through Home Economics in higher education curricula is thus essential to address workforce readiness, enhance pedagogical innovations, and respond to the cultural and socio-economic realities of Filipino learners.

Historically, Home Economics in the Philippines has been shaped by both colonial influences and indigenous practices. During the American colonial period, industrial and vocational education emphasized domestic skills for women and technical crafts for men, embedding gendered assumptions into the curriculum. Today, higher education institutions like ISAT-U are re-examining these legacies to ensure inclusivity, equity, and relevance in skills education. As a leading institution in the Visayas recognized for its commitment to science, technology, and teacher education, ISAT-U integrates Home Economics into its curriculum to balance technical proficiency with pedagogical competence.

The shift toward outcomes-based education (OBE) and 21st-century skills has highlighted the need to reframe Home Economics not merely as a subject confined to domesticity but as a discipline fostering entrepreneurial mindset, sustainability, and social responsibility. Strengthening Home Economics within TLE can serve as a model for contextualizing pedagogy in higher education, ensuring that graduates are not only skilled professionals but also culturally responsive educators.

Existing scholarship emphasizes the importance of Home Economics in developing holistic learners. According to Mañebog (2019), TLE equips students with life skills necessary for productivity and entrepreneurship, aligning with national development goals. Similarly, Bialobrzeska and Cohen (2005) argue that vocational education strengthens employability by merging technical knowledge with practical applications. In the Philippine context, Pateña (2019) highlights how Home Economics fosters gender equality by challenging stereotypes traditionally associated with domestic roles.

Internationally, Brown and Paolucci (1979) underscore that Home Economics is not merely about skills but about improving quality of life through informed decision-making, sustainability, and responsible citizenship. More recent studies (e.g., Smith & De Zwart, 2010) demonstrate that Home Economics can be an avenue for addressing contemporary issues such as food security, climate change, and sustainable consumerism. In teacher education, TLE pedagogy emphasizes experiential learning, community engagement, and technology integration (Caluza, 2018).

However, despite these strengths, research reveals gaps in curriculum integration and pedagogical innovation. Studies by Sevilla (2016) and Laguador (2017) suggest that many higher education programs still treat Home Economics as a secondary component, often overshadowed by more technical disciplines. This limits its potential in shaping responsive and future-ready graduates. Home Economics, as a discipline within TLE, extends beyond domestic tasks. Brown and Paolucci (1979) argued that Home Economics seeks to improve the quality of life by empowering individuals with knowledge on sustainability, health, and family well-being. In the Philippine context, Cañete and

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<https://jaiflt.minduraresearch.com/journal/>

Navarro (2020) note that Home Economics provides not only practical competencies but also opportunities to challenge gender stereotypes traditionally linked to domestic roles.

In higher education, Smith and De Zwart (2010) highlighted the transformative potential of Home Economics in addressing global issues such as climate change, sustainable consumption, and food security. Similarly, McGregor (2011) stressed that Home Economics curricula should adopt a “critical science” approach—helping students critically analyze socio-economic and cultural factors affecting households and communities.

Pedagogical innovations play a crucial role in strengthening the impact of TLE. Kolb’s (1984) experiential learning theory has been applied in Home Economics to emphasize “learning by doing,” which fosters deeper understanding and skill retention. In the Philippines, Sevilla (2016) found that project-based learning in TLE promotes creativity and entrepreneurial skills, while Laguador (2017) highlighted the role of community immersion in enhancing cultural responsiveness of TLE programs.

More recent scholarship stresses the integration of digital tools. For instance, Sulaiman and Burdett (2020) suggest that technology-enhanced Home Economics instruction can bridge traditional practices with modern skills, preparing students for Industry 4.0. This aligns with the push in Philippine HEIs to digitize and modernize TLE content for global competitiveness.

Higher education institutions (HEIs) have been called to reframe Home Economics within broader curricular reforms. According to Bautista, Bernardo, and Ocampo (2018), Philippine HEIs face the challenge of aligning traditional disciplines with outcomes-based education (OBE) and 21st-century skills. ISAT-U, as a leading HEI in Western Visayas, has been part of this shift by enhancing teacher education programs that integrate TLE and Home Economics with pedagogy.

International research echoes this need. Pavlova (2014) asserts that higher education should link vocational subjects with sustainability and innovation, while Wheelahan and Moodie (2017) highlight that universities must address the cultural dimension of skills education by embedding local practices and indigenous knowledge in curricula.

While there is growing recognition of the role of TLE and Home Economics in preparing students for livelihood and employment, there is limited scholarship that specifically examines how higher education institutions like ISAT-U integrate Home Economics pedagogy to strengthen TLE within teacher education curricula. Most studies have focused on basic education or institutional readiness but have not sufficiently explored how higher education can innovate pedagogical approaches that merge cultural heritage, sustainability, and modern skills training. Furthermore, few empirical studies document students’ and teachers’ lived experiences in applying Home Economics within higher education as a vehicle for both skills development and holistic formation. This gap underscores the need for research that situates Home Economics not only as a technical skillset but also as a pedagogical framework that strengthens TLE and contributes to inclusive, culturally grounded, and future-oriented higher education practices.

Research Objectives

This study aims to investigate how Home Economics, as a core component of Technology and Livelihood Education (TLE), can be strategically strengthened and integrated within higher education curricula through innovative pedagogical approaches. Specifically, it seeks to examine the pedagogical practices employed by educators in teaching Home Economics and their alignment with the goals of TLE in developing both technical competencies and life skills.

Submission: September 10, 2025

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It also endeavors to identify the challenges and opportunities faced by higher education institutions in embedding Home Economics into their TLE programs, including issues of curriculum design, resource allocation, and teacher preparation. Furthermore, the study intends to assess students' perceptions of the relevance and applicability of Home Economics in shaping their professional competencies, entrepreneurial skills, and cultural values. Ultimately, it aims to propose pedagogical frameworks and curriculum enhancements that strengthen the role of Home Economics in advancing TLE, ensuring that higher education institutions not only address workforce readiness but also foster holistic, culturally grounded, and life-relevant education.

Methodology

This study employed a qualitative research design to explore how Home Economics, as a core component of Technology and Livelihood Education (TLE), had been integrated into higher education curricula. The qualitative approach was chosen because it allowed for a deeper understanding of pedagogical practices, challenges, and student perceptions within their cultural and institutional contexts. Data were primarily gathered through semi-structured interviews and focus group discussions with Home Economics educators and students at Iloilo Science and Technology University (ISAT-U). The interviews provided insights into individual experiences, teaching strategies, and institutional challenges, while the focus groups encouraged collaborative discussions that revealed shared issues, opportunities, and cultural perspectives in teaching and learning Home Economics.

Purposive sampling was adopted to ensure that participants were directly engaged in Home Economics instruction or enrolled in TLE-related programs at ISAT-U. Educators selected for the study were those who had at least two years of teaching experience in Home Economics within higher education, while students chosen were regular enrollees of TLE programs with exposure to Home Economics subjects. This sampling ensured that the data reflected relevant and lived experiences.

Thematic analysis was used to process and interpret the qualitative data. The transcripts from interviews and focus group discussions were carefully coded, allowing patterns, themes, and categories to emerge. These themes were then aligned with the research objectives, particularly in relation to pedagogical practices, curriculum design, resource allocation, teacher preparation, and students' perceptions of the relevance of Home Economics. Special attention was given to identifying cultural influences that shaped both teaching approaches and student engagement.

Ethical considerations were observed throughout the study. Participants were informed of the purpose of the research and signed informed consent forms before data collection. Their anonymity and confidentiality were strictly maintained, and participation was voluntary, with the right to withdraw at any stage. The study also respected cultural sensitivity by ensuring that questions were framed in ways that valued participants' diverse cultural backgrounds and avoided biases.

By employing this methodology, the study was able to capture rich and meaningful insights into the ways Home Economics contributed to the broader goals of TLE in higher education, as well as the cultural and pedagogical factors that shaped its integration at Iloilo Science and Technology University.

Findings and Discussion

Theme 1: Pedagogical Practices and Alignment with TLE Goals

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<https://jaiflt.minduraresearch.com/journal/>

Educators emphasized that teaching Home Economics (HE) within the Technology and Livelihood Education (TLE) framework required a careful balance between developing students' technical competencies and cultivating essential life skills. They pointed out that technical skills such as cooking, sewing, budgeting, and food preservation could not be taught in isolation; rather, these needed to be connected to broader competencies like decision-making, problem-solving, teamwork, and financial literacy. To achieve this balance, many teachers deliberately integrated experiential learning approaches that encouraged students to actively participate in tasks rather than passively absorb content.

Hands-on demonstrations allowed learners to observe and replicate procedures, reinforcing both accuracy and creativity. Project-based activities, such as planning small entrepreneurial ventures, meal preparation with budget constraints, or designing sustainable household solutions, provided students with opportunities to apply technical knowledge in real-world contexts. These methods were not only skill-enhancing but also life-relevant, enabling learners to adapt and transfer competencies beyond the classroom.

Moreover, the use of active, learner-centered pedagogy helped shift the focus from mere technical proficiency toward holistic development. Teachers highlighted that by encouraging critical thinking and reflection during activities, students were able to connect classroom knowledge with personal and cultural experiences. In this way, Home Economics within TLE became a platform for fostering lifelong learning, resilience, and adaptability, qualities that are essential in preparing graduates for both professional pathways and personal growth.

Participant Responses:

"I always make sure that students don't just memorize recipes, but also understand nutrition, budgeting, and sustainability practices. It's about preparing them for real life." (Educator A)

"We integrate entrepreneurial concepts into cooking or sewing activities so students can see the business side of Home Economics." (Educator B)

These insights reveal that Home Economics is not merely skill training; rather, it is deeply aligned with TLE's vision of producing graduates who are prepared not only for livelihood opportunities but also for meaningful, holistic living. By bridging the gap between technical know-how and everyday life skills, Home Economics extends beyond the classroom and into the realities of family, community, and society. It underscores the philosophy that education must develop the whole person, someone who can contribute productively to the economy while also fostering personal well-being and social responsibility.

The pedagogy employed by educators reflects constructivist and life-relevant approaches, where learners are encouraged to actively construct knowledge through authentic experiences. Lessons often integrate problem-solving, scenario-based tasks, and community engagement projects that simulate real-life challenges. For instance, budgeting exercises not only teach numerical accuracy but also cultivate decision-making and financial responsibility, while group projects on food sustainability highlight the importance of collaboration, adaptability, and environmental awareness. These practices demonstrate how Home Economics serves as both a vocational preparation and a form of life education, combining practical competencies with the critical soft skills demanded in today's world.

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Furthermore, the dual role of HE within TLE demonstrates its transformative cultural and pedagogical value. In the Philippine context, where family-centered values and resourcefulness are highly regarded, HE reinforces cultural practices while adapting them to modern demands. Students learn not only how to sew, cook, or manage a household, but also how to navigate social dynamics, exercise leadership, and engage in community service. Such integration strengthens the relevance of Home Economics in higher education curricula, positioning it as a discipline that advances employability while also nurturing adaptability, empathy and resilience, qualities essential for personal fulfillment and societal progress.

Theme 2: Challenges and Opportunities in Curriculum Integration

Despite the growing recognition of Home Economics' (HE) value within the framework of Technology and Livelihood Education (TLE), higher education institutions encountered several challenges in embedding it effectively into their curricula. Limited resources often constrained schools' ability to provide updated equipment and facilities, making it difficult for students to acquire industry-relevant competencies. Many institutions relied on outdated laboratories, sewing machines, or kitchen facilities that did not reflect current technological and industrial trends. Equally pressing was the issue of teacher preparation, some educators lacked sufficient training in innovative pedagogical strategies or advanced technical skills, limiting their capacity to fully integrate HE with TLE's broader goals. These gaps created inconsistencies in program quality across institutions and hindered the full potential of HE as both a technical and life-skills discipline.

However, alongside these challenges were significant opportunities. One promising direction was the alignment of HE with the United Nations' Sustainable Development Goals (SDGs), particularly in areas such as sustainable consumption and production (SDG 12), gender equality (SDG 5), and decent work and economic growth (SDG 8). Integrating lessons on resource management, waste reduction, and sustainable food practices positioned HE as a vital contributor to global sustainability agendas while remaining locally relevant. Additionally, HE offered strong potential in advancing entrepreneurial education. Students trained in food processing, garment production, or household management could be empowered to transform these skills into viable small-scale businesses, promoting self-reliance and livelihood opportunities. This entrepreneurial focus not only enhanced employability but also encouraged innovation and adaptability in local communities.

Taken together, these insights suggest that while structural and resource-related limitations remain, Home Economics continues to provide higher education with an opportunity to respond meaningfully to both local and global challenges. By upgrading facilities, investing in teacher development, and embedding sustainability and entrepreneurship into HE programs, institutions could elevate its role from a traditional skill-based subject into a forward-looking discipline central to the development of holistic, resilient and socially responsible graduates.

Participant Responses:

"Our facilities are not updated. Sometimes, we improvise just to simulate industry standards." (Educator C)

"There's a lack of specialization training for faculty in emerging areas like digital entrepreneurship or sustainable practices." (Educator D)

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Journal of Applied Innovations in Industrial, Food and Livelihood Technologies (JAIFALT)

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“Still, I see opportunities, students are more open now to learning skills that were once gender-stereotyped, like cooking or sewing.” (Educator E)

The responses highlighted critical structural barriers such as unequal resource allocation, outdated facilities, and limited faculty development opportunities. These constraints often hindered higher education institutions from fully embedding Home Economics (HE) into Technology and Livelihood Education (TLE) curricula in ways that matched both industry demands and students' holistic needs. At the same time, the findings also pointed to cultural shifts toward gender inclusivity, where both male and female students were increasingly encouraged to pursue nontraditional HE skills, breaking long-standing stereotypes. This shift was further supported by global trends in sustainability, which positioned HE as a discipline directly linked to pressing societal issues such as sustainable consumption, responsible production, and entrepreneurial innovation.

Taken together, these insights underscored that policy support and institutional commitment were vital to bridging the gap between vision and implementation. While educators and students recognized the transformative potential of HE, their success depended on systemic interventions that ensured adequate funding, professional training, and curriculum reform. As UNESCO (2019) and OECD (2020) argue, embedding equity and sustainability into education requires not just grassroots innovation but also top-down institutional frameworks that legitimize and sustain change. Within the Philippine higher education context, this means that reforms in TLE and HE must be matched with culturally responsive policies, ensuring that curricula remain sensitive to both local traditions and global competencies.

Ultimately, the findings suggest that strengthening HE in higher education is not only about technical improvement but also about reshaping academic culture. By combining structural reforms with cultural inclusivity and sustainability-focused approaches, institutions can move closer to realizing the dual vision of TLE: preparing students for livelihood opportunities while cultivating life-relevant skills that contribute to community resilience and national development.

Theme 3: Students' Perceptions of Home Economics

Students consistently viewed Home Economics (HE) as highly relevant to both their personal growth and professional development. They emphasized that beyond technical proficiency, HE equipped them with entrepreneurial skills, such as small business planning, financial management, and product innovation, which they considered valuable for future livelihood opportunities. These entrepreneurial competencies were seen as not only preparing them for employability but also enabling them to pursue self-reliance, an important quality in a competitive labor market where adaptability and resourcefulness are crucial.

At the same time, students highlighted the cultural dimension of HE, noting how its lessons reinforced traditional Filipino values tied to family life, cooperation, and community care. For instance, they connected skills in food preparation, resource management, and caregiving to the Filipino ethos of bayanihan (community spirit) and the nurturing role of family in nation-building. In this way, HE was perceived as a bridge between modern competencies demanded by globalized education and cultural values deeply embedded in Philippine society.

The findings also suggest that students did not see HE as merely about domesticity or routine skills but as a holistic discipline that shapes identity, values, and life readiness. This perspective affirms the dual role of HE in advancing the

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<https://jaiflt.minduraresearch.com/journal/>

goals of Technology and Livelihood Education (TLE), to prepare graduates who are both economically capable and socially responsible. By fostering entrepreneurship, promoting self-reliance, and preserving cultural traditions, HE contributes to the development of well-rounded individuals who can thrive in diverse contexts while staying grounded in their cultural identity.

Participant Responses:

"HE teaches us practical skills that we can use every day, like cooking and budgeting, but also prepares us to start small businesses." (Student A)

"It's not just about livelihood, it's also about values, like responsibility and respect, which are part of Filipino culture." (Student B)

"I feel that learning HE makes me more confident in both my personal life and my career plans." (Student C)

Students' perspectives affirmed that Home Economics (HE) is highly relevant beyond its traditional focus on domesticity. They recognized its role in cultivating professional competencies such as financial literacy, resource management, and entrepreneurship, which are essential for workforce readiness. Equally important, students valued HE for promoting entrepreneurial readiness, enabling them to generate livelihood opportunities and engage in self-sustaining practices that align with the goals of Technology and Livelihood Education (TLE). Moreover, they emphasized HE's contribution to cultural identity formation, particularly in preserving Filipino values of family care, cooperation, and community solidarity.

This view strongly resonates with UNESCO's (2015) call for education systems to integrate life-relevant skills into curricula, ensuring that learners are equipped not only for employment but also for holistic and sustainable development. In the Philippine context, this aligns with the cultural imperative of fostering graduates who are not only technically competent but also socially responsible and culturally grounded. The findings highlight that HE pedagogy goes beyond imparting technical knowledge; it also reinforces identity, adaptability, and life skills, which are critical in navigating both local cultural contexts and globalized labor markets.

In this sense, HE serves as a transformative discipline, bridging livelihood education with cultural continuity. By strengthening HE in higher education, institutions like Iloilo Science and Technology University (ISAT U) contribute to the dual mission of preparing graduates who can thrive in diverse professional landscapes while embodying the cultural values that define Filipino identity.

Theme 4: Coping Mechanisms and Adaptation

Both educators and students identified a range of adaptive strategies to cope with the challenges encountered in teaching and learning Home Economics within the TLE framework. For instance, educators often resorted to improvising resources, using locally available and low-cost materials to substitute for standard tools or ingredients that were either unavailable or unaffordable. This not only sustained instructional delivery but also demonstrated creativity and practicality key values in Home Economics. Students, on the other hand, shared that peer collaboration

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Journal of Applied Innovations in Industrial, Food and Livelihood Technologies (JAIFALT)

<https://jaiflt.minduraresearch.com/journal/>

became an essential coping mechanism, as group work allowed them to pool resources, share knowledge, and learn from one another's strengths.

Another noteworthy strategy was the integration of cultural practices into lessons. Teachers reported embedding traditional Filipino cooking methods, textile crafts, and household management practices into the curriculum. Students appreciated this approach, noting that it made the subject matter more culturally relevant and personally meaningful, while also reinforcing their sense of identity and belonging. These practices reflected a strong alignment with the goals of culturally responsive pedagogy, which values learners' backgrounds as resources for teaching and learning.

Taken together, these responses highlight how resilience and resourcefulness shaped the teaching and learning of Home Economics despite structural barriers such as limited facilities and insufficient funding. They also demonstrate that cultural heritage can be leveraged not just as content, but also as a pedagogical tool that enriches learning experiences. From an interpretive standpoint, these strategies suggest that while institutional challenges persist, the agency of educators and students, rooted in collaboration and cultural adaptation, serves as a powerful force in sustaining and strengthening TLE programs.

Participant Responses:

“When materials are lacking, we adapt by using indigenous or local alternatives, which also helps students appreciate cultural practices.” (Educator F)

“We work together as peers; we share tools and help each other finish tasks.” (Student D)

The coping mechanisms revealed by both educators and students underscore a culture of resilience and creativity within the Home Economics (HE) community. Educators' ability to improvise with locally available materials and students' collaborative approaches highlight not only their resourcefulness but also their determination to sustain meaningful learning despite institutional constraints. These practices show that effective pedagogy in HE does not always rely on modern facilities or imported resources but can thrive when creativity and community engagement are prioritized.

Equally important is the role of cultural knowledge and practices in complementing formal learning. By embedding traditional Filipino crafts, recipes, and household management practices into lessons, HE educators transformed challenges into opportunities to affirm students' cultural identity. This blending of cultural heritage with formal instruction not only filled the gaps left by resource limitations but also enriched the learning experience by making it more relatable and meaningful. Students themselves acknowledged that this approach helped them see the subject not merely as technical training, but as a discipline deeply connected to family life, community values, and sustainable living.

Taken together, these insights emphasize the urgent need for curriculum frameworks that recognize and harness local cultural resources. Instead of viewing cultural practices as supplementary, they should be positioned as integral to HE pedagogy, ensuring that the curriculum speaks directly to students' lived realities while meeting broader educational goals. Such an approach aligns with calls from UNESCO (2015) and culturally responsive pedagogy scholars, who argue that education systems must leverage local knowledge to foster holistic and inclusive learning. In the case of

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<https://jaiflt.minduraresearch.com/journal/>

HE, this means formalizing a curriculum that values both technical competencies and the cultural traditions that shape everyday life, bridging the gap between institutional limitations and students' real-world needs.

Discussion

The findings of this study underscore the evolving role of Home Economics (HE) in higher education, particularly within the framework of Technology and Livelihood Education (TLE). Educators highlighted that teaching HE required balancing technical competencies with life skills, achieved through experiential learning, project-based activities, and integration of cultural practices. This resonates with Kolb's (1984) experiential learning theory, which posits that knowledge is best constructed through active participation and reflection. In the context of TLE, this pedagogy ensures that students not only acquire employable skills but also develop resilience, creativity, and adaptability, qualities essential for 21st-century challenges.

Several studies support this emphasis on life-relevant and skill-based education. For example, Torres and Alieto (2019) argue that integrating entrepreneurial skills into HE fosters self-reliance and prepares students for small-scale business ventures. Likewise, Caballes (2017) emphasizes that HE's cultural grounding, through lessons on family life, nutrition, and community care, strengthens Filipino values while providing practical competencies. These findings affirm that HE, when strategically embedded in higher education curricula, goes beyond mere technical training and instead nurtures holistic individuals capable of balancing livelihood with personal and social responsibilities.

However, the study also revealed structural barriers, such as limited resources, outdated facilities, and gaps in teacher preparation, that hindered the full realization of HE's potential. This aligns with the findings of Pascual (2014), who noted that inadequate funding and lack of updated training for HE teachers often compromise program delivery in Philippine HEIs. Similarly, Koonce (2018) observed in an international context that underinvestment in HE infrastructure weakens its ability to meet contemporary demands in sustainability and digital innovation. These barriers point to the need for policy and institutional reforms to bridge the gap between vision and implementation.

At the same time, opportunities emerged in aligning HE with global frameworks such as the Sustainable Development Goals (SDGs) and entrepreneurial education. United Nations Educational, Scientific and Cultural Organization (UNESCO, 2015) emphasizes that education systems should integrate sustainability, cultural values, and life skills to prepare learners for inclusive and equitable societies. The findings from students, who saw HE as equipping them with entrepreneurial readiness, professional competencies, and cultural identity, mirror this call. They affirm that HE is not just relevant for employment but also for promoting sustainable living, community care, and cultural resilience.

Coping mechanisms such as improvisation of resources, peer collaboration, and reliance on cultural practices also revealed a distinct strength of HE programs: the ability to harness indigenous and cultural knowledge as complementary resources to formal education. This echoes Bray and Thomas (1995), who highlight that educational strategies grounded in local culture are more sustainable and impactful. In the Philippine setting, where community life and cultural traditions play a central role, integrating such practices into HE pedagogy not only addresses resource limitations but also validates learners' cultural identities.

Conclusion

This study highlighted the pivotal role of Home Economics (HE) within the broader framework of Technology and Livelihood Education (TLE) in higher education. Findings revealed that effective HE pedagogy required a careful

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balance between technical competencies and life skills development, as educators consistently employed experiential learning, project-based tasks, and culturally grounded practices to ensure that students gained both practical expertise and holistic skills such as collaboration, decision-making, and adaptability.

At the same time, the study uncovered significant structural challenges that hindered the full integration of HE into higher education curricula. Limited resources, outdated facilities, and insufficient teacher preparation created barriers to implementation. Yet, both educators and students demonstrated resilience by improvising materials, collaborating with peers, and embedding local cultural knowledge into lessons. These strategies not only mitigated institutional gaps but also affirmed the cultural relevance of HE, strengthening its role in shaping Filipino identity and community values.

The perspectives of students further underscored the importance of HE in personal growth, entrepreneurial readiness, and cultural identity formation. They viewed the subject not simply as skill training but as an avenue for developing independence, self-reliance, and sustainable living practices aligned with family and community life. These insights resonate with global calls, particularly from UNESCO (2015), for embedding life-relevant and culturally responsive skills into education systems to achieve holistic and sustainable development.

Thus, this study concludes that while challenges persist, Home Economics holds transformative potential in higher education by bridging workforce readiness with cultural relevance and life sustainability. To fully realize this potential, there is a need for stronger institutional support, updated curriculum frameworks, and policy initiatives that embed cultural knowledge alongside technical competencies. By doing so, HE can stand as a cornerstone of TLE in higher education, equipping graduates not only with employable skills but also with values and resilience deeply rooted in the Filipino cultural context.

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