

Analysis of family and consumer science 7 performance-based standard and the learners' bloom's taxonomy development

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Abstract

This study analyzed the performance-based standards in Technology and Livelihood Education (TLE), particularly in Family and Consumer Science (FCS) 7, and their relationship to the development of Grade 7 learners' cognitive, psychomotor, and affective domains based on Bloom's Taxonomy. Anchored on the K-12 MATATAG curriculum and supported by theories such as Bloom's Taxonomy, Experiential Learning Theory, Constructivist Theory, and Outcome-Based Education, the study aimed to determine how performance-based standards contribute to holistic learner development and to identify the challenges encountered by teachers in their implementation.

A descriptive-correlational research design was employed involving TLE teachers from selected secondary schools in the Schools Division of Ligao City during the school year 2025-2026. Data were collected through a structured survey questionnaire that examined teachers' profiles, their perceptions of performance-based standards, and the extent of learners' development across the three domains.

Findings revealed that performance-based learning promotes active engagement, hands-on skill development, and value formation among learners. However, challenges such as limited tools and materials for conducting practical activities, insufficient time allocated to complete the performance-based tasks in the curriculum, lack of proper facilities for skills demonstration and practice, difficulty in monitoring and evaluating learner's affective and psychomotor development, large class sizes and limited support for differentiated learning, were identified as factors affecting effective implementation. Based on the findings, a contextualized learning tool for TLE-Family and Consumer Science (FCS) 7 was developed to enhance instruction, assessment, and learner engagement across the three domains.

Keywords: Performance-Based Standards; Technology and Livelihood Education (TLE); Family and Consumer Science (FCS); Bloom's Taxonomy; TLE teachers; Descriptive-correlational research design

1. Introduction

The Philippine education system underwent a major transformation with the implementation of the K-12 program, mandated by Republic Act No. 10533, or the Enhanced Basic Education Act of 2013. This landmark legislation extended the basic education cycle from 10 to 12 years and introduced a paradigm shift from traditional, content-focused instruction to a learner-centered, competency-based, and standards-driven curriculum. By aligning education with international standards and global development frameworks such as the United Nations Sustainable Development Goals (SDGs), the K-12 program ensures that Filipino students graduate with not only the necessary academic knowledge but also the practical skills required to thrive in a rapidly changing global environment.

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The K-12 curriculum has significantly enhanced the learning experience by emphasizing learner-centered and performance-based instruction. Within this framework, Technology and Livelihood Education (TLE), particularly Family and Consumer Science (FCS), plays a crucial role in equipping learners with practical life skills. These competencies—such as food preparation, financial literacy, home management, and entrepreneurship—support not only individual well-being but also sustainable livelihoods, aligning with SDG 8 (Decent Work and Economic Growth) and Sustainable Development Goal 12 (Responsible Consumption and Production).

As a core subject, FCS contributes to the development of responsible and self-reliant individuals who can make informed decisions in managing resources, promoting health and wellness, and practicing sustainability in everyday life. These outcomes reflect the principles of sustainable development by encouraging learners to adopt responsible behaviors and ethical practices.

The performance-based standards embedded in Family and Consumer Science 7 also contribute to holistic learner development across the cognitive, affective, and psychomotor domains. Through hands-on and real-life activities, learners develop not only skills and knowledge but also values such as responsibility, cooperation, and discipline—key attributes for active citizenship and sustainable development.

This study analyzed the performance-based standards in Family and Consumer Science (FCS) for Grade 7 and their relationship with learners' development across the cognitive, psychomotor, and affective domains, as framed by Bloom's Taxonomy. Specifically, it examined how these standards corresponded with growth in areas such as knowledge acquisition and communication skills (cognitive), hands-on and technical abilities (psychomotor), and attitudes, values, and character formation (affective). Furthermore, the study identified several challenges encountered by teachers in implementing these standards, including limited resources, time constraints, and difficulties in assessing affective outcomes. Based on these findings, a contextualized learning tool was developed to support instruction and enhance the overall teaching-learning process in FCS.

1.1. Statement of the Problem

This study analyzed the TLE-Family and Consumer Science 7 performance-based standards and the learners' Bloom's Taxonomy development as a basis for designing contextualized TLE-FCS Grade 7 learner tools.

Specifically, it seeks answers to the following questions:

- What is the profile of TLE teachers in terms of:
 - Specialization
 - TESDA Certifications
 - Relevant trainings attended
- What are the perceptions of TLE teachers on the performance-based standards in TLE-FCS and the development of the domains of Bloom's Taxonomy among Grade 7 learners in terms of:
 - Cognitive domain
 - Psychomotor domain
 - Affective domain
- What challenges are encountered in the implementation of performance-based standards in TLE-FCS in the development of the three learning domains among Grade 7 learners as perceived by the respondents?
- Is there a significant relationship between the profile of TLE teachers and their perceptions of the performance-based standards in TLE-FCS and the development of Bloom's Taxonomy domains among Grade 7 learners in terms of the cognitive, psychomotor, and affective domains?
- What learning tool can be designed based on the findings of the study?

1.2. Scope and Delimitation

This study focused on analyzing the performance-based standards in TLE-Family and Consumer Science (FCS) 7 and their relation to the development of the cognitive, psychomotor, and affective domains of Grade 7 learners based on Bloom's Taxonomy. Specifically, it examined how these standards were manifested in classroom practices as perceived by TLE teachers. The study also explored the challenges encountered by teachers in implementing performance-based standards and proposed a learning tool to enhance the integration of knowledge, skills, and values in TLE-Family and Consumer Science (FCS) 7 instruction.

The research was limited to Grade 7 learners from six schools within the Schools Division of Ligao City during the 2025–2026 school year. Data collection was confined to teachers' perceptions regarding the development of learners across

the three learning domains. The study did not directly assess students' individual performance or long-term outcomes beyond Grade 7. Additionally, the research focused solely on the implementation of performance-based standards in TLE-Family and Consumer Science (FCS) 7 and did not examine other subjects in the curriculum.

This delimitation ensured that the findings were specific to the context of TLE-Family and Consumer Science (FCS) 7 in secondary education across the selected schools, providing insights that were both practical and relevant for the design of instructional strategies and learning tools aimed at enhancing the holistic development of learners.

2. Materials and Methods

2.1. Research Design

This study employed a quantitative-descriptive research design with correlational analysis. This approach was appropriate as it aimed to describe and quantify the perceptions of Grade 7 teachers regarding the implementation of performance-based standards in Technology and Livelihood Education (TLE) and the corresponding development of Grade 7 learners across the three learning domains: cognitive, psychomotor, and affective (Creswell & Creswell, 2018). Furthermore, the correlational aspect of the study examined the relationships between the performance-based standards and perceived learner outcomes in each domain.

A quantitative-descriptive design allows for systematic measurement of variables and the identification of patterns and relationships among them without manipulating the study environment (Fraenkel, Wallen, & Hyun, 2019). This aligns with the objective of generating empirical evidence on how performance-based assessments influence holistic learner development, particularly in Grade 6 EPP classes. Prior research has highlighted the effectiveness of performance-based standards in fostering cognitive, psychomotor, and affective growth; however, empirical data focusing simultaneously on all three domains at the elementary level remain limited (Gyamfi et al., 2023; Quijano, 2024).

The study utilized structured, researcher-made instruments, including survey questionnaires and checklists to collect quantitative data. These tools allowed for objective measurement of learner performance and teacher perceptions, ensuring that the data were analyzed statistically using mean, weighted mean, standard deviation, t-test, and Analysis of Variance (ANOVA) to determine significant differences in perceptions and relationships between variables (Field, 2018).

A pilot test (dry run) was conducted with selected Grade 7 teachers in one of the identified schools within the Central Unit of the Schools Division of Ligao City. This procedure validated the instruments and refined the data collection procedures to ensure reliability and accuracy before full-scale implementation.

Overall, this quantitative approach enabled the study to provide concrete, statistical insights into the implementation of performance-based standards in TLE-Family and Consumer Science 7, contributing to curriculum enhancement, instructional design, and evidence-based classroom practices.

2.2. Respondents of the Study

The respondents of this study included all TLE-Family and Consumer Science (FCS) 7 teachers from selected secondary schools within the Schools Division of Ligao City. These teachers were chosen based on their direct involvement in teaching TLE-Family and Consumer Science (FCS) 7 learners, aligning with the objectives of the study.

The six schools identified were Ligao National High School (LNHS), Ligao City National Technical-Vocational High School (LCNTVHS), Deogracias P. Princesa Memorial High School (DPPMHS), Paulba National High School (PNHS), Barayong National High School (BNHS), and Amtic National High School (AMHS). To ensure proportional representation, the sample included teachers from multiple schools, reflecting the diversity of teaching experiences and classroom contexts within the division.

2.3. Data Gathering Tools

The primary data-gathering instrument used in this study was a researcher-made questionnaire entitled "Analysis of Family and Consumer Science 7 Performance-Based Standards and Learners' Bloom's Taxonomy Development." This instrument was specifically designed to collect quantitative data from Grade 7 TLE-FCS teachers regarding their perceptions of how performance-based standards relate to the development of learners across the three learning domains—cognitive, psychomotor, and affective. Additionally, the questionnaire aimed to identify challenges

encountered in the implementation of performance-based standards and to gather teachers' suggestions for improvement.

The questionnaire consists of four major parts, each focusing on a distinct aspect of the study:

- **Part I: Cognitive Domain.** This section measured how performance-based standards contributed to learners' understanding, communication, and application of knowledge. It included indicators related to comprehension, language development, and the ability to express ideas clearly and logically in TLE-FCS related tasks and discussions.
- **Part II: Psychomotor Domain.** This part evaluated how performance-based activities enhanced learners' technical and manual abilities, including their precision, accuracy, coordination, and independence in completing practical or hands-on tasks.
- **Part III: Affective Domain.** This section assessed how TLE-FCS performance-based learning fostered positive character formation and value development among learners. It focused on attributes such as responsibility, patience, perseverance, honesty, discipline, teamwork, and respect.
- **Part IV: Challenges Encountered.** This part identified the difficulties experienced by teachers in implementing performance-based standards. It included items related to issues such as lack of instructional resources and facilities, limited time allocation, large class sizes, difficulty balancing theory and practice, and learners' diverse skill levels.

Each statement in the questionnaire is rated using a five-point Likert scale, interpreted as follows: 5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree, and 1 – Strongly Disagree.

The data collected through this instrument were statistically analyzed using percentage, weighted mean, and chi-square test to determine the distribution of respondents' profiles, assess the level of perception on the performance-based standards in TLE-FCS on the development of Bloom's Taxonomy, and examined the significant relationship between the variables in the study.

2.3.1. Administration and Retrieval of the Questionnaire

Prior to data collection, a formal letter of permission was sent to the respective school principals. Upon approval, the researcher personally administered the questionnaires to the respondents during their available time to avoid disruption of classes. Respondents were informed of the purpose of the study and were assured of the confidentiality of their responses. Completed questionnaires were then retrieved personally by the researcher after the agreed duration.

Interview

To supplement the quantitative data, a brief structured interview was conducted with selected TLE-FCS teachers to clarify or expand on their survey responses. An interview guide was used to ensure consistency in questioning. This qualitative input provided additional insights into teachers' actual experiences and perceptions regarding performance-based standards in TLE-FCS. The interviews were conducted in a private and convenient setting for respondents, ensuring voluntary participation.

Observation

Classroom observations were performed by the researcher to verify and support the data gathered from the survey and interviews. An observation checklist will be used to document the presence of performance-based teaching practices in TLE-FCS classes, such as student engagement, hands-on participation, and skill demonstrations. The observations took place within selected schools under the Schools Division of Ligao City, during actual teaching sessions, with prior approval from the school heads and teachers involved.

3. Results and Discussion

3.1. Profile of TLE teachers in terms of Specialization, TESDA Certifications and Relevant Trainings Attended Specialization.

The landscape of Philippine vocational education has undergone significant changes with the implementation of the MATATAG Curriculum. This shift aims to improved learning competencies and it also increases the demands on Technology and Livelihood Education (TLE) teachers, requiring them to be a skilled and competent teacher across the

Technology and Livelihood Education (TLE) subject. Traditionally, TLE teachers specialized in a single “major” during their pre-service training or baccalaureate degree, however in terms of current teaching realities they are being required to teach subjects beyond their area of specialization, or sometimes without formal certification or National Certificates (NC), and even more challenging is teaching a subject in which they are not practitioners.

Table 1 Profile of the TLE Teachers in terms of Specialization

Specialization	f	%
Agri-Fishery Arts	9	12.68
ICT	12	16.90
Industrial Arts	14	19.72
Home Economics	27	38.03
Others	1	1.41
Home Economics, ICT	2	2.82
Industrial Arts, Agri-Fishery Arts	1	1.41
Home Economics, Industrial Arts	1	1.41
NONE	4	5.63
Total	71	100.00%

Table 1 shows the distribution of TLE teachers according to their area of specialization. The majority of the teachers, 27 or 38.03 percent, specialize in Home Economics, indicating a strong focus on this field among the respondents. This is followed by Industrial Arts with 14 teachers or 19.72 percent and ICT with 12 teachers or 16.90 percent. Agri-Fishery Arts has 9 teachers or 12.68 percent, while combined specializations such as Home Economics and ICT having a 2 teachers or 2.82 percent, Industrial Arts and Agri-Fishery Arts is 1 teacher or 1.41 percent, and Home Economics and Industrial Arts is 1 teacher or 1.41 percent that represent a smaller proportion of the sample. Only 1 teacher or 1.41 percent falls under “Others,” and 4 teachers or 5.63 percent reported no specialization.

This observation is supported by the study of Carale et al. (2025)¹, which revealed that teaching subjects outside one’s specialization is a major concern among TVE teachers in the Philippines, particularly in Ilocos Norte. Their study found that teachers are often assigned outside their area of focus due to factors such as lack of human resources, limited training opportunities, and school-related constraints. As a result, teachers experience challenges that may affect both their teaching effectiveness and students’ learning performance. Despite these challenges, teachers develop various adaptive strategies to cope with the demands of teaching outside their specialization.

3.2. TESDA Certification

TESDA certifications serve as a measure of technical competence and teaching readiness in Technology and Livelihood Education (TLE), particularly in the area of Family and Consumer Science 7. This section profiles teachers’ certifications, such as NC I, NC II, NC III, and TM I, to assess their technical proficiency, competency and preparedness to deliver performance-based instruction, as well as to identify potential gaps that may affect teaching effectiveness and student learning outcomes. Teachers with higher-level or multiple certifications are expected to provide more industry-aligned and practica instruction, while those without certification may face challenges in delivering practical skills effectively. Understanding the distribution of TESDA credentials among Technology and Livelihood Education (TLE) teachers helps inform professional development priorities and supports strategies to enhance teaching quality in TLE- Family Consumer Science 7.

Table 2 presents the distribution of Technology and Livelihood Education (TLE) teachers according to their TESDA certifications. The highest proportion of the respondents is 45 or 63.38 percent on hold NC II certification, indicating that a significant number of teachers have attained the standard competency level expected for technical vocational skills. This is followed by those with combinations of credentials such as NC II and TM I in which 6 teachers or 8.45 percent of this obtained and TM I alone are 6 teachers or 8.45 percent, demonstrating additional training in trainers’ methodology certificate. Smaller portions hold NC I and NC II are 3 teachers or 4.23 percent, NC II and NC III is 1 teacher or 1.41 percent, or NC I alone is 1 teacher or 1.41 percent. However, 9 teachers or 12.68 percent reported having no TESDA certification, which indicate a notable portion of respondents without certification in industry-based qualifications.

Table 2 Profile of the TLE teachers in terms of TESDA Certification

TESDA Certifications	f	%
NC I	1	1.41
NC II	45	63.38
TM I	6	8.45
NC I, NC II	3	4.23
NC II, NC III	1	1.41
NC II, TM I	6	8.45
NONE	9	12.68
Total	71	100.00%

This observation aligns with findings from Pascual (2024)², who assessed the impact of TESDA's Technical Vocational Education and Training (TVET) programs on employment opportunities in the Philippines. That study found that NC II certification significantly improves employment prospects, with 70 % of respondents finding jobs within an average of 8.5 months after certification, and a positive correlation between certification and employment status and salary, underscoring the role of NC II in enhancing labor market outcomes.

3.3. Relevant Trainings Attended.

Table 3 Profile of the TLE Teachers in terms of relevant trainings attended

Relevant Trainings Attended	f	%
Skills Enhancement / Technical Training, ICT / Digital Literacy Training	8	11.27
Skills Enhancement / Technical Training, Professional Development/ Pedagogical Training	8	11.27
Skills Enhancement / Technical Training, ICT / Digital Literacy Training, Assessment and Competency Training	3	4.23
Skills Enhancement / Technical Training, Professional Development/ Pedagogical Training, ICT / Digital Literacy Training	8	11.27
Skills Enhancement / Technical Training, Professional Development/ Pedagogical Training, Assessment and Competency Training	6	8.45
Skills Enhancement / Technical Training, Professional Development/ Pedagogical Training, ICT / Digital Literacy Training, Assessment and Competency Training	18	25.35
Skills Enhancement / Technical Training, Safety and First Aid Training, ICT / Digital Literacy Training, Entrepreneurship Livelihood Training	2	2.82
Skills Enhancement / Technical Training, Professional Development/ Pedagogical Training, ICT / Digital Literacy Training, Assessment and Competency Training, Entrepreneurship Livelihood Training	8	11.27
Skills Enhancement / Technical Training, Professional Development/ Pedagogical Training, Safety and First Aid Training, ICT / Digital Literacy Training, Entrepreneurship Livelihood Training	1	1.41
Skills Enhancement / Technical Training, Professional Development/ Pedagogical Training, Safety and First Aid Training, ICT / Digital Literacy Training, Assessment and Competency Training	1	1.41
Skills Enhancement / Technical Training, Professional Development/ Pedagogical Training, Safety and First Aid Training, ICT / Digital Literacy Training, Assessment and Competency Training, Entrepreneurship Livelihood Training	2	2.82
NONE	6	8.45
Total	71	100.00%

Professional development through relevant trainings was essential for TLE teachers to enhance their instructional skills, update their technical knowledge, and remain responsive to the evolving demands of the curriculum. Participation in workshops, seminars, and specialized training programs equipped teachers with innovative teaching strategies, practical skills, and industry-aligned techniques necessary for delivering effective instruction, particularly in the Family and Consumer Science 7 area of specialization. Profiling the trainings attended by TLE teachers provided insight into their commitment to continuous learning and professional growth, as well as their readiness to implement performance-based standards and adapt to new teaching methodologies.

Table 3 shows the distribution of TLE teachers based on the relevant trainings they have attended. The data reveal a wide variety of professional development experiences among the 71 respondents, reflecting both the diversity and complexity of their training backgrounds. The most common category is “Skills Enhancement / Technical Training, Professional Development / Pedagogical Training, ICT / Digital Literacy Training, and Assessment and Competency Training” and was attended by 18 teachers or 25.35 % of the total, indicating that about one-fourth of the respondents have participated in comprehensive training programs covering technical skills, instructional methods, digital literacy, and assessment strategies.

This observation is supported by Bertillo et al. (2025)³, whose study, *Transforming Technology Education for Tomorrow: Exploring the Effects of Teachers’ Training on Students’ Behavior in Technology and Livelihood Education*, found that teacher training significantly improves instructional competence, classroom management, and student engagement. Teachers who underwent specialized professional development exhibited higher knowledge mastery, practical skills, and pedagogical effectiveness, while students showed positive learning behaviors, motivation, and improved academic performance.

4. TLE Teachers’ Perceptions of Performance-Based Standards in TLE-FCS and Bloom’s Taxonomy Development Among Grade 7 Learners along three learning domains

The study focused on examining the perceptions of TLE teachers regarding the implementation of performance-based standards in the Family and Consumer Science (FCS) strand. These standards served as benchmarks that guided instruction, assessment, and learning activities, with the goal of enhancing students’ mastery across the cognitive, affective, and psychomotor domains of Bloom’s Taxonomy. The study particularly emphasized how these standards were translated into classroom practices such as project-based tasks, practical demonstrations, and real-life applications of skills.

4.1. Cognitive Domain

This study examined the perceptions of Technology and Livelihood Education (TLE) teachers regarding the implementation of performance-based standards in TLE–Family and Consumer Science (FCS) 7 and their influence on the development of learners’ cognitive skills as outlined in Bloom’s Taxonomy. These standards guided teachers in designing tasks that required learners to move beyond simple recall of information toward higher-order thinking skills such as understanding, applying, analyzing, and evaluating concepts within practical contexts.

Table 4 Perception on the Performance-based standards in TLE_FCS on the Development of Bloom’s Taxonomy Skills along Cognitive Domain

Indicators	WM	VI	R
1. Learners can recall key concepts in TLE-FCS accurately.	4.83	SA	2
2. Learners understand the steps involved in basic practical tasks.	4.67	SA	4
3. Learners can explain the purpose of tools and materials used in activities.	4.63	SA	5.5
4. Learners can differentiate between correct and incorrect procedures.	4.72	SA	3
5. Learners can summarize procedures in their own words.	4.51	SA	9.5
6. Learners can apply learned concepts to complete tasks correctly.	4.85	SA	1
7. Learners can analyze tasks and identify potential improvements.	4.59	SA	7
8. Learners can evaluate their own work for accuracy.	4.63	SA	5.5

9. Learners can solve practical problems independently.	4.51	SA	9.5
10. Learners can demonstrate creativity in completing practical tasks.	4.58	SA	8
Average	4.67	SA	

Table 4 presents the perceptions of TLE teachers on the implementation of performance-based standards in Family and Consumer Science (FCS) and their influence on the development of Bloom's Taxonomy domains among Grade 7 learners. The weighted mean (WM) scores for all indicators ranged from 4.51 to 4.85, which fall within the "Strongly Agree" (SA) verbal interpretation (VI). This indicates that teachers strongly perceive that the performance-based standards in TLE-Family and Consumer Science (FCS) positively contribute to the learners' cognitive, affective, and psychomotor development.

The scoping review by Ray, Rudolph, and Daugherty (2025)⁴ on Bloom's Taxonomy in health professions education reinforces that higher-order cognitive skills, such as analysis, evaluation, and creation, require deliberate instructional strategies and alignment with assessment practices. Their study emphasizes that mapping learning outcomes to Bloom's Taxonomy improves student engagement and comprehension, which parallels the importance of performance-based standards in TLE-Family and Consumer Science (FCS) 7 for promoting mastery across cognitive, affective, and psychomotor domains.

4.2. Psychomotor Domain.

This study aims to explore the perceptions of Technology and Livelihood Education (TLE) teachers regarding the performance-based standards in the Family and Consumer Science (FCS) 7 and development of learners' psychomotor skills as defined in Bloom's Taxonomy. Performance-based standards provide clear guidelines for instruction and assessment, emphasizing the acquisition of practical skills, manual dexterity, and the ability to perform tasks accurately and efficiently. By examining teachers' perspectives, the study seeks to understand how these standards support the development of learners' hands-on competencies and the practical application of knowledge in real-life situations.

Table 5 Perception on the Performance-based standards in TLE_FCS on the development of Bloom's Taxonomy Skills along Psychomotor Domain

Indicators	WM	VI	R
1. Learners can handle tools and materials correctly and safely.	4.63	SA	4
2. Learners follow step-by-step procedures accurately.	4.77	SA	1
3. Learners demonstrate proper posture and ergonomics while performing tasks.	4.23	SA	9
4. Learners complete practical tasks efficiently within the given time.	4.14	SA	10
5. Learners can replicate demonstrated techniques correctly.	4.61	SA	5
6. Learners show dexterity and precision in using tools.	4.45	SA	7
7. Learners maintain cleanliness and organization of their work area.	4.56	SA	6
8. Learners perform tasks with confidence and minimal guidance.	4.69	SA	2
9. Learners can adapt techniques when faced with minor challenges.	4.68	SA	3
10. Learners demonstrate consistency in quality of work.	4.35	SA	8
Average	4.52	SA	

Legend: 1.00 - 1.79 = Strongly Disagree (SD); 1.80 - 2.59 = Disagree (D); 2.60 - 3.39 = Neutral (N); 3.40 - 4.19 = Agree (A); 4.20 - 5.00 = Strongly Agree (SA)

Table 5 presents the perceptions of TLE teachers on the implementation of performance-based standards in Family and Consumer Science (FCS) and their effect on the development of learners' psychomotor skills as outlined in Bloom's Taxonomy. The weighted mean (WM) scores for all indicators range from 4.14 to 4.77, all falling under the "Strongly Agree" (SA) verbal interpretation (VI). This indicates that teachers strongly perceive that performance-based standards positively influence the development of students' practical skills, including their ability to perform tasks accurately, safely, and efficiently.

4.3. Affective Domain

This study aims to explore the perceptions of Technology and Livelihood Education (TLE) teachers regarding the performance-based standards in the Family and Consumer Science (FCS) and the development of learners' affective skills as outlined in Bloom's Taxonomy. Performance-based standards serve as benchmarks that guide instruction, assessment, and practical learning activities, ensuring that students not only acquire theoretical knowledge but also develop hands-on competencies, dexterity, and the ability to perform tasks accurately and efficiently.

Table 6 Perception on the Performance-based standards in TLE_FCS on the development of Bloom's Taxonomy Skills along Affective Domain

Indicators	WM	VI	R
1. Learners show respect for tools, materials, and their work environment.	4.38	SA	10
2. Learners demonstrate patience and persistence in completing tasks.	4.76	SA	4.5
3. Learners show responsibility for their own learning and outputs.	4.41	SA	9
4. Learners collaborate well with peers during activities.	4.56	SA	8
5. Learners exhibit honesty in performing tasks and assessments.	4.69	SA	7
6. Learners show enthusiasm and interest in TLE-FCS activities.	4.76	SA	4.5
7. Learners follow safety and hygiene practices consistently.	4.77	SA	3
8. Learners demonstrate self-confidence while performing tasks.	4.94	SA	1
9. Learners are open to feedback and willing to improve.	4.89	SA	2
10. Learners show commitment to applying learned skills outside the classroom.	4.73	SA	6
Average	4.69	SA	

Table 6 presents the perceptions of TLE teachers on the implementation of performance-based standards in Family and Consumer Science (FCS) 7 and their influence on the development of learners' affective skills as defined in Bloom's Taxonomy. All indicators received weighted mean (WM) scores between 4.38 and 4.94, falling under the "Strongly Agree" (SA) verbal interpretation (VI). This indicates that teachers strongly perceive that performance-based standards positively support learners' affective growth, promoting confidence, motivation, responsibility, and positive engagement during TLE FCS activities.

5. Conclusion

The following conclusions were drawn from the study:

- The profile of TLE teachers, particularly specialization and TESDA certification, plays a significant role in shaping perceptions and effectiveness in implementing performance-based standards.
- Performance-based standards in TLE-FCS are effective in enhancing learners' cognitive, affective, and psychomotor development, with cognitive growth being the most prominent.
- Despite their effectiveness, teachers face challenges such as resource limitations, time constraints, and classroom conditions, which hinder the optimal delivery of performance-based instruction.
- TESDA certification consistently influences teacher perceptions across all domains, highlighting the significance of industry-based qualifications in improving teaching effectiveness. Relevant trainings, while beneficial, may not always align with all learning domains, indicating a need for targeted, competency-based professional development programs.
- There is a clear need to develop contextualized and practical FCS learning tools that support teachers and learners in achieving desired learning outcomes across all domains.

Compliance with ethical standards

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Disclosure of conflict of interest

I declare that I have no conflicts of interest related to this research. I have no personal or financial relationships that could influence my work.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

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