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Acceptability Of Teach-All Program In Technology And Livelihood Education In The 21st Century

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Abstract: *This study was conducted to determine the level of Acceptability of the teach-all program in Technology and Livelihood Education (T.L.E) in the 21st century prescribed by the Department of Education and based on Technical Education and Skills Development Authority (TESDA) training regulations in the selected District of Makati for the school year 2015. The respondents of the study were T.L.E. teachers and students from four (4) schools. There are a total of 202 respondents (30 teachers and 170 students). A three-part questionnaire designed to draw data on teachers and students in (4) schools: acceptability rating for structure and process and respondents reaction for the difficulties of the program with recommendations served as the major data collecting instrument.Teachers in the out of teach all is in favor of the program ($\bar{x}$ = 3.06 > $\bar{x}$ = 2.90) than teachers in the program. Their difference is not significant statistically at 0.05 levels. Teachers who are not involved in the program perceived it 0.16 more than those practicing in the teach-all, this could be explained by the natural tendency of people to explore and be interested in new and trying experiences. On the basis of the findings of the study, research hypothesis stating that respondents and school influence the perceived level of acceptability of the teach-all program is rejected. Hence, teachers, students and all four (4) schools perceived the new program as highly acceptable. Further analysis of the Table II indicated that teachers and students rated process acceptability higher than structure ($\bar{x}$ = 3.06; $\bar{x}$ = 3.24; $\bar{x}$ = 2.73; $\bar{x}$ =3.11) respectively. The difference is not significant.*

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I. Introduction

Today's schools are challenged to do more with less as they try to meet the complex and changing demands of society. This is because schools provide the base from where a technological society takes off and develops. They are also the most powerful sources of intellectual energy that shape a nation's culture and ideology. Educators are finding the traditional methods of managing their classrooms and transmitting knowledge and skills inadequate to prepare students to deal with accelerating changes. In order for all students to achieve the highest standards, teachers must foster an approach to education that initiates change, encourages diversity and builds a foundation for continuous and innovative learning. Technology and Livelihood Education (T.L.E) is designed for a number of specialization courses prescribed by the Department of Education (DedEd) and based on Technical Education and Skills Development Authority (TESDA) Training Regulations to enhance further the knowledge and skills the theory and practice enable to achieve these goals.

However, the needs commitment that is genuine not superficial, lasting not occasional, continuous not sporadic. One must learn to adjust himself with all the changes – social, political, cultural, and in the field of economy and industry, for him to cope with this highly competitive world. And such could only happen if he has the necessary skills needed for his social and economic survival. Students specializing from this area of specialization will have possessed the knowledge and skills including the right work attitude to understand and perform all the hands-on competencies prescribed in the area at the same time qualify him/her to a National Certificate granted by Technical Education and Skills Development Authority (TESDA).

In the Philippine context, the quality of public education implies that the element of social value in the educative process is present – that is, the recipient's potential for growth and development must contribute to nation building. For instance, the Department of Science and Technology (DOST) has come up with its own vision 2020. It aims high to ensure an industrialized Philippines for competing with globalization. The Congressional Commission on Education (EDCOM 1993) identified the most pressing issues and concerns confronting the Philippine Educational System to define its directions towards quality and global competitiveness. EDCOM report gave clear directions on the possible solutions to the problems facing the organization and governance of schools. Through its recommendation, the establishment of the Commission on Higher Education (CHED), also known as the Higher Education Act of 1994, as a separate and independent

body from the Department of Education Culture and Sports (DECS) and the Technical Education and Skills Development Authority (TESDA) was likewise created.

In the Philippines, the DepEd's vision of providing highly-skilled and technologically proficient Tech-Voc graduates who are ready to work in industries or go into business pursuing skill development program and intensive learning experiences which are not only theoretical but actual and authentic-based. Technology and Livelihood Education is part of the Learning and Living in the 21st Century series adheres faithfully to the learning standards focusing on the acquisition of Technological Proficiency under the K to 12 curriculums across all levels are based on the Training Regulations of TESDA. This provides varied and rich learning activities to achieve the learning standards expected of the subject in the secondary schools in the long term, fulfill the goal of education. Supervisors, Head Teachers and Teachers are continuously undertaking studies on the effective method of teaching T.L.E. to cope with the changes in the Philippine Secondary School Learning Competencies (PSSLC).

The Secondary Education Development Program (SEDP) covers ten years from 1983 to 1994. It was divided into three phases. The first phase was from 1988 to 1993 which was called the project preparation for the entry to high school of the graduates of the NEW Elementary Curriculum (NESC). The second phase was from 1989 to 1994 which covered the gradual implementation of new secondary education curriculum. The third phase, from 1993 to 1994 was the evaluation of the system and its institutionalization. This was superseded by DECS ORDER No.91, series of 1998.

Changes in the Technology and Home Economics of the New Secondary Education Curriculum (NSEC) through DECS ORDER No. 91, series of were made in the pursuit of quality education through continuing improvement and updating of the curricular offerings. To attain this, consultative conferences, workshop and discussions were conducted to solicit feedback, information and recommendations on the circular offerings. The improvements/changes were being instituted to make T.L.E/T.H.E. program more relevant and responsive to the needs of the secondary schools students where teach-all scheme was one.

The time allotment, unit credits and others features of the T.L.E/T.H.E. program under the New Secondary Education Curriculum (NSEC) were still force. This means that T.H.E. was offered as an exploratory course for the first year and second year levels of secondary education. Both boys and girls were exposed to all component areas of T.L.E/T.H.E with two units credit and an 80 minute daily programming . There were four component areas of T.L.E namely: Home Economics, Industrial Arts, Agricultural/Fishery Arts, and Entrepreneurship.

The curricular offerings for the first and second year level will be, Home Economics, Agricultural/Fishery Arts and Entrepreneurship, which will be taken studied for one grading period each. In the Industrial Arts (I.A.) The three areas were Drafting , Handcraft and Woodwork, for the first year, while electricity, Metal-craft, and Electronics for the second year, Woodwork will now be studied in the first year level instead of second year and electricity in the second year instead of first year so that there's a continuity and harmony in the study for each areas in each year level.

Greater program flexibility is expected in the third and fourth years levels during which the student is expected to select a specific learning area for a long specialization or intensive training for Home Technology (H.T.) and, Agriculture/Fishery (A.F.T.). In Industrial Technology (I.T.), and business technology (B.T.) thelearning competencies of each are still covered separately and or independently. This means that teach-all was in full implementation in the first two years levels and this time in the third and fourth year levels only in the Home Technology (H. T.) and Agricultural/Fishery Technology (A.F.T.) wereadopted.

In the teach-all program, the students were exposed to the different areas for each respective courses. They developed and gained multi-skills, experiences and judgements under any of the four aforementioned areas (Home Technology, Agri/Fishery Technology, Industrial Technology and Business Technology) student gained lessons in a variety of learning tasks taken before finishing the course . With this, they will be more knowledgeable and skilled in functionally integrated manner in their chosen area/field. This programwas very timelyespeciallynow that unemployment rate inour countryincreases every year. In this regard, many of the parents could not afford to send their children to their higher earning.

This study would help the T.L.E. supervisorand teachers to execute relevant and meaningful T.L.E. curriculum based. This would also guide the teachers in the secondary schools to give their best in teaching the course content and teaching produce which were relevant and meaningful to the student lives.

The benefits of knowing the variety of skills were a good preparation for high school graduate to determine his interest and pursue a specific career. This would help them to determined their livelihood activities and in preparation for entrepreneurship and self-employment.

Through casual conversation with students, it turned out that it was more interesting and enjoyable for them to know , learn , gain lots of skills and experiences of the different areas of the course in T.L.E., as compared with previous program. However, most teachers interviewed casually consider the teach all approach a problem especially those with limited know-how in the area. Additional preparation for each course, availability of instructional materials, tools and equipment, etc., were mentioned as attending problems. In view of those reactions the researcher was motived to undertake a comparative study on the teach-all program among teachers and students in four schools in selected District of Makati City.

II. Scope and Objectives of the Study

The purpose of this study was to make a comparative analysis of the acceptability level of the teach-all program among teachers and students in four schools in selected District of Makati City during the school 2015.More specifically, this study sought answers to the following questions:

1. What is the acceptability level of the teach-all scheme in Technology and Livelihood Education program?
1.1 Teachers
1.2 Students
2. How does the acceptability differ among the respondents and the four (4) schools in the selected district of Makati City?
3. What are the problems related to the scheme as perceived by the respondents?
4. Describe the perception of the teachers in (teach-all) and out of the program (non-teach all).

This research was confined to the attitudes that they can develop their skills based on their needs and interests and technological proficiency, and eventually become instrumental in creating their own livelihood or finding employment in any part of the world according to their area of specialization. On the teach-all program and its level of acceptability among teachers and students in four schools in the selected district of Makati City. The use of the item questionnaire was the main tool in gathering the appropriate statistical data to make a comparative analysis on the acceptability level of the students and teachers.

The study hypothesized that the respondent focuses on the level of acceptability of the teach-all program among teachers and students in terms of structure and process. It looks at the type of respondent and the school as the possible factors that influence the degree of acceptability, thus the hypothesis of the study was the type of respondents and school influences the degree of acceptability of the teach-all program.

III. Research Methodology

This chapter describes the methods and procedure employed in the study. The discussion covers the following part namely: the research design, the population and sample, the research instruments and the data gathering procedures including the statistical treatment applied in the analysis of data.

Research Design

This is a descriptive study that utilized correlational technique in determining of the independent on the dependent variables of the study. According to Calmorin (1995), descriptive survey method is found to be necessary in a study like this to determine the aspects of a research by way of application or implementation of evidence to recognize between the fact and influence. The data from a descriptive survey when used as bases for inferences may aid in solving practical problems.

The study attempted to analyze the level of acceptability of the teach-all program as practiced in Livelihood Technology among the students and teachers present in selected schools in Makati City. Basically, it is a description of the nature of the situation as it existed during the time of investigation predicting the extent to which the different variables interacted and how they are related to one another within the population of interest at the time of the study.

Population and Sample

The subjects used in this study were collected from the four secondary schools in the selected of Makati City. The schools were: Bonifacio High School - School I; Makati High School– School II;Benigno "Ninoy" Aquino High School– School III; and General PioDel Pilar National high school – School IV.Random sampling was used for students(172 sample) and teachers (30) with a total sample of 202 respondents.

TABLE I Distribution of four (4)selected schools in Makati City and the number of respondents

Schools	Students	Teachers	Total
School I	28	10	38
II	32	8	40
III	48	7	55
IV	64	5	69
Total	172	30	202

Research Instruments

In the gathering of data needed in this study, the normative survey method with questionnaires as the major tool was used. Two groups of respondents were involved in this study: the T.L.E teachers and the secondary students. The questionnaire consisted of three parts was used to determine the level of acceptability of the teach all program among teachers and students in four (4) respondent schools.

The first part contained items that were identified and established for the comparative acceptability level of teach all program.The second part is composed of the questionnaire proper which made used of the researcher-made instrument on the acceptability of both T.L.E. teachers and corresponding students. The criterion used as basis for interpretation of weights was adopted from the concept of the boundary of a numeral as follows:

Weighted Value	Intervals	Adjective Equivalent
4	1.00 – 9.0	Very Low Acceptability
3	1.91 – 2.50	Low Acceptability
2	2.51 – 3.50	High Acceptability
1	3.51 – 4.00	Very High Acceptability

The answers of the respondents for each item will be chosen from these choices code as follows:

4 - Very Low Acceptability
3 - Low Acceptability
2 - High Acceptability
1 - Very High Acceptability

The third part is composed of the questionnaire proper which made used of the researcher- made instrument on the respondents reaction towards the program.

Procedures in Data Gathering

After the accomplishment of the final draft of the questionnaire, letters addressed to the different administrative officer from four (4) selected schools in Makati were served. After having been permitted to do so, the questionnaires were properly distributed to the correspondents. They were assured that the responses would be treated with strict confidentiality and anonymity and shall be used only for the purpose of this study. The researcher personally distributed the questionnaires to the respondents with the assistance of some friends. The retrieval was done on time.The results were tabulated and coded for the computerized statistical treatment of the data.

Statistical Analysis of Data

For statistical inferences, descriptive statistics like: Frequency, Percentage Mean, Weighted Meansand t-test were used to determine the levelof acceptability of the teach-allprogramanddifferenceinthe perceptionofteachers and students, respectively.

IV. Results and Discussion

Thischapterpresents the analysis, interpretation, and discussion of the statistical findings of the data. The data obtained were classified and analyzed in accordance with the requirements of the study. The presentation followed the order of the statement of the problem and it's hypothesis.

Acceptability Level of Teach All

Theover-allacceptabilitymeanratingofteach-allforteachersand studentsis $\bar{x}$ = 2.96and $\bar{x}$ = 3.17 respectively in a scaleof1(Lowest)to 4(Highest). Itwasinteresting to note that the acceptability level of students was higherthanthatof the teachersexceptinthe schools II, where they were the same. The table describes the details of the data.

TABLE II: Comparative Acceptability Level of Teach-All Students and Teachers in Four (4) Schools

Schools	**I**		**II**		**III**		**IV**		**TOTAL**	
Items	**S**	**T**	**S**	**T**	**S**	**T**	**S**	**T**	**S**	**T**
Structure	3.19	2.38	3.22	2.88	3.10	2.90	2.93	2.75	3.11	2.73

1.Teach-All	2.90	2.50	3.10	2.00	2.80	2.30	3.00	3.00		
2.Functionality	3.20	2.00	3.16	3.00	3.00	3.00	3.00	3.00		
3.Integration	3.20	2.50	3.33	3.00	3.10	3.30	3.00	2.00		
4.Jack of All Trade	3.50	2.50	3.30	3.50	3.40	3.30	3.10	2.80		
Process:	3.20	3.00	3.29	3.50	3.12	2.69	3.35	3.06	3.24	3.06
5.Employment	3.54	3.50	3.30	3.50	3.04	3.00	3.00	4.00		
6.Emergency	3.18	3.00	3.40	3.50	3.30	3.30	3.00	3.00		
7.Helpfulness	3.18	2.50	3.28	**3.50**	3.20	2.30	3.00	3.00		
8.Multi-Skill	3.07	3.00	3.09	3.50	2.96	2.25	3.00	2.50		
Over-All:	2.98	3.50	3.27	3.00	3.00	2.25	3.10	2.80	3.09	3.01
9.Challenging	3.14	3.50	3.25	3.50	3.19	2.75	3.00	3.00		
10.Preference	2.82	3.50	3.28	2.50	2.80	1.80	2.90	2.80		
TOTAL	3.15	3.10	3.27	3.27	3.07	2.57	3.21	2.92	3.17	2.96
Computed T-Value	0.752		0.9421		0.008		0.038		0.4351	
Critical T-Value	2.048		2.042		2.021		2.000		1.645	

Equivalence:
1.0 – 1.90 =Very Low
1.91 - 2.50 = Low
2.51 - 3.50 = High
3.51 -4.00 = Very High

Legend:
S= Students
T= Teachers

Comparative Perceptions on Teach-All

A careful analysis of Table II above answers the second question on the comparative perceptions of teachers and students in four (4) respondent schools. It appears that while the quantitative mean ratings for acceptability for teachers and students in the respondent schools (except in School II) were different, they were not statistically different (because the Critical T-Value is lower than Computed T-Value as indicated in the lower end of the Table II) and qualitative the same (high acceptability). Similarity the same was true with all the schools. Further analysis of Table II by Category of items indicate that teachers and students rated process acceptability higher than structure while the difference was not significant, it favor of employment, emergency use, being helpful and building multi-skills.

Furthermore, when teachers perception in (teaching teach –all) and out (not in the teach – all scheme) of the program was compared the same finding is indicated. While both teachers in teach-all ($\bar{x}$ = 2.90) and out of teach-all ($\bar{x}$ = 3.06) perceive the program differently in favor of out of teach-all ($\bar{x}$ =3.06 > $\bar{x}$ = 2.90), their difference was not significant statistically at p 0.05 level (Critical T- Value = 1.7 > Computed T- Value = 0.835). This is described in Table III.

TABLE III: Comparative Acceptability Level of Teachers In and Out of the Program

	Teach-All	**Non-Teach All**
I T E M S	**IN**	**OUT**
Structure :		
1.Teach-all	2.45	2.60
2.Functionality	2.75	2.77
3.Integration	2.70	3.23
4.Jack of All Trade	3.02	3.23
Process:		
5.Employment	3.25	3.47
6.Emergency	3.20	3.63
7.Helpfulness	2.82	3.28
8.Multi-Skill	2.96	3.48
9.Challenging	3.19	2.72
10.Preference	2.70	2.27
Over – All Total	2.905	3.068
Computed T-Value	0.835	

Critical T-Value	1.700

It was interesting to note that teachers who were not practicing or involved in the teach-all program perceived it 0.16 more acceptable than those who were involved in the program. This could be explained by the natural tendency of people to explore and be interested in the new and trying experiences. However, those who have experienced the program must have encountered some difficulties as discussed in the following section.

TABLE IV. Problems/ Difficulties in the Teach – All Program

PROBLEMS	FREQUENCY	RANK
1.Teacher Competence: Subject Matter	66	1
2.Teacher Competence: Methods	23	3
3.Curriculum Content	9	6
4.Facilities; Tools Equipment Reference Book; Rooms, etc.	32	2
5.Classroom Management	12	5
6.Finacial/Project Budget	16	4

When the teachers of the out of the teach-all program were asked about the merit of the teach-all program most of them indicated that the new program provided a challenging opportunity for them to learn more skills and upgrade new teaching techniques. Students were afforded to learn different skills thereby increasing opportunity for employment. However , they recognized the difficulty of this new challenge given the time constraint to acquire additional new skills as well as the provision of adequate tools and equipment to insure effective program implementation.The apprehension or fear regarding this new scheme was normal, since most of the teachers will be embarking in some non-comfort zone/areas of teaching.

Summary of Findings

Following the detailed presentation of results, the salient findings of the study were:

(1) The over - all acceptability mean rating of teach-all for teachers and students was $\bar{x}$ = 2.96 and $\bar{x}$ =3.17 respectively.

(2) The acceptability level of students was higher than thatof teachers except in school II, where the same.

(3) The quantitative mean ratings for acceptability for teachers and students in four (4) schools (except school II) were different, but were not statistically different. They were both qualitatively rated with high level of acceptability as indicated in lower end of Table II (critical T- value was lower than the computed T-value). The same high acceptability level was also perceived by four (4) respondent schools.

Further analysis of Table II indicated that teachers and students rated process acceptability much higher than structure ($\bar{x}$ = 3.06; $\bar{x}$ =3.24> $\bar{x}$ =2.73; =3.11) respectively; the difference was not significant . This was implies that the program was found useful in favor ofemployment, emergency use, being helpful and building multi-skills.

(4) The comparative acceptability level of teachers in (teach-all) and out (non –teach –all) of the program was perceived to be the same.

While both teachers in teachers –all ($\bar{x}$ = 2.90) and out teachers-all ($\bar{x}$ = 3.06) perceived the program differently in favor of out of teach-all ($\bar{x}$ =3.06.> $\bar{x}$ = 2.90), their difference was not significant statistically at 0.05 level (Critical T-Value = 1.7, computed T-Value = 0.0835). This was described in Table III.

Teachers who are not involved in the teach-all program perceived it 0.16points more acceptable than those involved in the program. This could be explained by natural tendency of people to explore and be interested in new and trying experiences. For those who have experienced the program they must have an encountered some difficulties.

(5) The merit of the program according to teachers out of teach-all indicated the following;

(a) Provides a challenging opportunity to learn more skills.

(b) Upgrade new teaching techniques students were afforded to learn different skills thereby increasing opportunity for employment.However they recognized the following difficulties.

(a) Constraint

(b) Acquire additional new skills

(c) Provision of adequate tools and equipment and, reference materials.

Moreover, intensive in-service training's, seminars, and classroom facilities were some of the recommendations for the applications of the program in other areas of T.L.E.

V. Conclusion and Recommendation

This chapter presents the summary of findings, conclusion and the corresponding recommendations on the basis of the different findings of the study.Based on the findings of the study, the hypothesis stating that type of respondents and school influence the perceived level of acceptability of the teach-all scheme was rejected. Hence, both teachers and students of the four (4) schools perceived the new program, is highly acceptable. Onthebasisofthefindings andconclusion, this study recommends the following:

1. Provides varied and rich learning activities that hope to achieve the learning standards expected of the subject and in the long term.
2. Secure support of the government officials by utilizing them as resource persons in the actual implementation of new T.L.E. curriculum.
3. Continuous intensive skills training base on TESDA regulations, seminars-workshop is encouraged to explain the merit of the structures and process of the program to convince its importance.
4. Prepare a primer on curriculum offers grades 7 to 10 students that they can explore based on their needs and interests.
5. Facilities, tools and equipment and reference materials have to be provided to enable optimum practice of the program.
6. A review of time scheduling is necessary to rationalize the time allotted per course to fulfill the goal of education.
7. Mount an aggressive campaign for the adoption of technological skills a viable tool to survival in the highly competitive global market.

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