

Attitudes of students toward the BTTE Program of UM Digos College

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ABSTRACT

This study's major purpose is to determine the level of the positive and negative attitudes of Bachelor of Technical Teacher Education students towards the BTTE program, learning environment, and the instructor's methods of teaching. This is also sought to determine the difference in the Positive and Negative Attitudes of the BTTE students when analyzed by profile. Descriptive-comparative type of research was utilized in the study. Results revealed that most BTTE students belonged to the age bracket of 16 to 20 years old, female, and most are in 2nd-year level. BTTE students have high positive attitudes toward the BTTE program itself, instructor's teaching methods, and learning environment except for the statement that books related to BTTE program major in food and service management are available in the library that showed neither high nor low result. For the difference in the positive and negative attitudes of the BTTE students toward the BTTE program, learning environment, and instructor's methods of teaching, results showed that there were no significant differences when respondents were grouped according to age and gender. Lastly, when the respondents were grouped by age, results showed a significant difference in the positive attitudes of BTTE students toward the BTTE program, learning environment, instructor's methods of teaching, and the negative attitude of BTTE students toward the learning environment. At the same time, there is no significant difference in the negative attitudes of BTTE students toward the BTTE program and instructor's methods of teaching.

Keywords: attitudes, BTTE students, program, UM Digos, descriptive - comparative

INTRODUCTION

Education aims to create a teaching and learning environment that would bring out the learners' desired changes by making and developing their knowledge, skills and acquire positive attitudes and values. To make it all possible, the academic institution must provide modern facilities, equipment, responsive organization, administration, and educators that must possess effective teaching techniques and strategies to ensure and maximize students' learning.

In connection with the statements mentioned above, the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training in Bonn (Germany) organized an international meeting to develop strategies to increase innovation and excellence in TVET (Technical Vocational Education Training) teacher education. The meeting considered the idea of a master-level program in TVET (Maclean, 2006). Moreover, Rauner & Dittrich (2006) stated that the introduction of international standards for TVET teachers' education at the Bachelor's level is far from being urgent and might be counterproductive.

In the Philippines, the Ladderized Bachelor of Technical Teacher Education Program's main concern is the preparation of teachers in technical-vocational educational and training (TVET). It is expected to produce effective synthesizer of organized knowledge, efficient promoter, and facilitator of learning to enable the learners to develop to the fullest potential and committed humanist who has clean understanding and appreciation of human ideals and values. Model teacher imbued with proper work attitudes and values as practiced in industry. Nationally certified trainer in his field of specialization (Article I Section 2 of CMO no.56 series of 2007).

In the local area, particularly in University of Mindanao Digos College, the Bachelor of Technical Teacher Education Program and the University of Mindanao, in general, have goals to produce graduates who are competent leaders and productive members of society and aim to provide an academic environment conducive to optimum learning through adequate state-of-the-art facilities (UM goals). That is why recently this year, UMDC invested the innovation of the facilities into the state-of-the-art laboratory and equipment that can help students to learn more and enhance their skills and knowledge in all the subjects offered in Food and Service Management major.

With all the statements mentioned above concerning sustaining a learning environment and producing educated and skillful learners. The researchers were

driven to focus on studying students' attitudes toward the BTTE program and determining the level of positive and negative attitudes of students towards the entire program.

METHOD

This study used a descriptive and comparative type of research. Descriptive used quantitative response using Likert scale. Bickman and Rog (1998) stated that the descriptive method in which the researcher interacts with the participant might involve surveys or interviews to collect the necessary information. According to Heidenheimer et al. (1983), comparative research is the act of comparing two or more things to discover something about one or all of the things being compared. This technique often utilizes multiple disciplines in one study. In this research, attitudes are among the variables that denote the BTTE student beliefs and views towards the BTTE Program. Students' actions may express indirectly as they applied in this research.

The respondents who took part in this study are students enrolled in the College of BTTE in UM Digos College major in FSM. There are 260 BTTE students enrolled in UMDC from the first semester of June 2015, but unfortunately, only 251 students participate in the survey. Participants' ages range from 16- 41 years old, 46 males and 205 females from the first year to the fourth year. There is 73 first year, 87 second year, 41 third year, and 40 fourth-year students.

The researcher used the Attitudes of BTTE Students Towards BTTE Program questionnaire adapted from Laguador & Bacay (2015). Some parts of the survey questionnaire were modified to be vertically in line with the problem and respondents' research statement. The instrument still had to undergo content validation from the expert in the Research Department and Evaluators. According to Bowling, Burns, & Grove (1997). Likert type or frequency scales use fixed choice response formats and are designed to measure attitudes or opinions. These ordinal scales measure levels of agreement/disagreement statement. According to McLeod (2008), the Likert Scale is a five (or seven) point scale used to allow the individual to express how much they agree or disagree with a particular statement. To address the study's objectives, relative frequency, mean, t-test, and ANOVA were used as statistical tools.

RESULTS AND DISCUSSION

Profile of the Respondents

Table 1 presents the distribution of the respondents in terms of age, gender, and year level. Most of the respondents are 16-20 years old of 201 students with a frequency of 80% next were 21-25 years old of 30 students with a frequency of 12%, and this means that the respondents are in their teenage and early adulthood stage in their college days in BTTE program, followed by 26-30 years old of 13 students with a frequency of 5%, while the least among the respondents in terms of age group is 31-35 years old of 5 students with a frequency of 2% and 36 years old above of 2 students with a frequency of 1% respectively, with a total of 251 respondents with a frequency of 100%.

Table 1. *Characteristics of the Respondents*

PROFILE	<i>f</i>	%
SEX		
Male	48	19.0
Female	203	81.0
AGE		
16 – 20	200	80.0
21 – 25	30	12.0
26 – 30	13	5.0
31 – 35	5	2.0
36 and above	3	1.0
YEAR LEVEL		
First Year	79	31.47
Second Year	90	35.86
Third Year	42	16.73
Fourth Year	40	15.94
TOTAL	251	100.0

On the other hand, it was revealed that there were 204 female students with the frequency of 81%, while the rest of the respondents were 47 males with the frequency of 19%. This implies that the female students are predominant than males in University of Mindanao Digos College who take up Bachelor of Technical Teacher Education. Furthermore. It was revealed that most of the respondents are at the 2nd year level with a total of 90 students, followed by 1st year with a total of 79 students, and the rest are 42 students from 3rd year and 40 students from 4th year with a total number of 251 respondents in all year level.

Level of Positive and Negative Attitudes of BTTE Students in UMDC

The following discussion center on determining the level of positive and negative attitudes of BTTE students toward (1) the BTTE program, (2) the learning environment and instructor's teaching methods in UMDC, which are presented in Table 2.

BTTE Program. The BTTE students agree and show high interpretation that they believe that the program will land them so many job opportunities in the future (4.29). The students also like the program because it requires skills, creative thinking, and first-hand experiences as an effective means of learning which most of the BTTE students can follow (4.27). They agree that they find the program interesting, absorbing, engaging, and challenging (4.22), and they find it relevant to their future career (4.19). They find lecture and hands-on are the most effective way to learn the BTTE program major in food and service management (4.06) respectively. However, the BTTE students neither agree nor disagree that the BTTE Program major in FSM is easier than any other courses which obtained the the least weighted mean score of 3.90.

Furthermore, the BTTE students disagree that both the program is boring (1.65) and that the BTTE program is one of the courses they hate most (1.52). They also disagree that they feel irritable, uncomfortable, and impatient in all the subjects of BTTE program major in food and service management (1.59). The overall mean scores obtained for a positive attitude toward the BTTE program was 4.15, described as agree, and for the negative attitude toward the BTTE program was 1.59, described as disagree. The result implies that the BTTE students have a high positive level of attitude toward the BTTE program.

Learning Environment. BTTE students agree that they are learning a lot since there is sufficient time for students' learning (3.89); they feel comfortable understanding the subjects because the classroom is conducive to learning with state-of-the-art facilities (3.53), and they can appreciate the importance of this program because there is no problem on the availability of equipment for students' use (3.53). They neither agree nor disagree with the statement that books related to the BTTE program major in food and service management are available in the library (3.45).

They disagree with the statements of not liking the subject because there is insufficient cooperation among students (1.86), feeling indifferent toward the

program due to the indifference between the instructors and students (1.86), and not enjoying studying the subject because of the unfriendly classroom environment (1.72). The obtained overall mean scores of 3.60 for a positive attitude toward learning environment, described as agreeing, and 1.82 for the negative attitude toward learning environment, described as disagree. The result implies that the BTTE students have a high positive level of attitude toward the learning environment.

Instructors' Methods of Teaching. BTTE Students agree that they were excited during hands-on activities, which are considered part of teaching the subject (4.21). They appreciate this subject since the instructor can relate their significance to modern society (4.07). They like this subject because the instructor encourages the first-hand experience as effective means of learning (4.04). Learning by doing is still the most effective strategy in transferring one's knowledge to another, especially students.

They disagree in all the statements of the negative attitudes of BTTE students toward the instructor's method of teaching that it seems they are lost when learning this subject for lack of guidance from the instructor (1.98), they can't develop a positive attitude toward this subject because the instructor keeps on criticizing students without giving suggestions for improvement (1.98) they are losing interest toward the subject due to the instructor's inability to maintain students' interest (1.92) and that they seem lost when learning the subject for lack of guidance from the instructor (1.86). Effective strategies were very important in the delivery of instructions. Thus faculty members should have a deep theoretical

Table 2. *The Level of the Positive and Negative Attitudes of BTTE Students of the UM Digos College*

ITEMS	MEAN
Positive Attitude Toward BTTE Program	4.15
I like the program because it requires skills, creative thinking, and first-hand experiences as an effective means of learning.	4.27
I find this program interesting, absorbing, engaging, and challenging.	4.22
I find this program relevant to my future career.	4.19
I find studying BTTE program major in food and service management easier than any other courses.	3.90
Negative Attitude Toward BTTE Program	1.59
I do not like this program because it is boring.	1.65
BTTE program is one of the courses I hate most.	1.52
I feel irritable, uncomfortable, and impatient in all the subjects of the BTTE program major in food and service management.	1.59

Table 2. *The Level of the Positive and Negative Attitudes of BTTE Students of the UM Digos College (cont.)*

Positive Attitude Toward Learning Environment	3.60
I believe I am learning a lot since there is sufficient time for students' learning.	3.89
I can appreciate the importance of this program because there is no problem with the availability of equipment for students' use.	3.53
I feel comfortable understanding this program because the classroom is conducive to learning and the state-of-the-art facilities.	3.53
Negative Attitude Toward Learning environment	1.82
I don't like to study this program because of its unfriendly environment.	1.72
I feel indifferent toward this program due to the indifference between the instructors and students.	1.86
I don't like this subject because there are insufficient cooperation and coordination among students	1.86
Positive Attitudes Toward Instructors` Methods of Teaching	4.10
I like this subject because the instructor encourages the first-hand experience as effective means of learning.	4.04
I am excited during hands-on activities, which are considered part of teaching the subject.	4.21
I appreciate this subject since the instructor can relate its significance to modern society.	4.07
Negative Attitudes Toward Instructors` Methods of Teaching	1.93
I can't develop a positive attitude toward this subject because the instructor criticizes students without giving suggestions for improvement.	1.96
I can hardly understand this subject since the instructor is unable to communicate within students' level of understanding.	1.98
I am losing interest in this subject due to the instructor's inability to maintain students' interest.	1.92
It seems I am lost when learning this subject for a lack of guidance from the Instructor.	1.86

background and appropriate training based on their field of specialization during discussions and laboratories. The obtained overall mean scores of 4.10 for a positive attitude toward Instructors` teaching methods, described as agree and 1.93 for the negative attitude toward Instructors` methods of teaching, described as disagree. The result implies that the BTTE students have a high positive attitude toward the Instructors` teaching methods.

Test Difference on the Positive and Negative Attitudes of BTTE Students when Analyzed by Profile

In the comparative analysis on BTTE students' attitudes toward the BTTE program, learning environment, and instructors' methods of teaching when BTTE students analyzed by age, gender, and year level. The ANOVA and T-test were used to determine the difference in the positive and negative attitudes of BTTE students toward the BTTE program in UMDC when grouped according to the respondents' profile. The results were presented in Table 3.

Presented in Table 3 are the findings obtained from the statistical analysis to test the difference on the positive and negative attitudes of BTTE students toward the BTTE program, learning environment, and instructors' methods of teaching in different age groups. It was found out that the t statistic for the positive attitude of BTTE students toward the BTTE program was 1.027 with a p-value of 0.394, for the learning environment and instructors' methods of teaching revealed t statistic was 0.972 and 0.551 with a p-value of .424 and .872 when analyzed by age. Furthermore, for the negative attitudes of BTTE students toward the BTTE program, it was found out that the t statistic was 1.221 with a p-value of 0.307, for the learning environment and instructor's methods of teaching it was found out that t statistic was 2.174, 0.308, with the p-value of 0.072 and 0.872, which are greater than the 0.05 level of significance, therefore, the null hypothesis on this variable is accepted. This means that there is no significant difference between the positive and negative attitudes of the BTTE students toward the BTTE program, learning environment, and instructors' methods of teaching when analyzed by age.

For the comparison of the test on the difference between the positive and negative attitude of BTTE students when analyzed by gender, it was found out in Table 3 that student's positive attitude toward BTTE program t statistic was -0.072 with a p-value of 0.052, for the learning environment and instructor's methods of teaching t statistic were -0.044 and 0.373 with a p-value of 0.801 and 0.344. For the negative attitude of BTTE students toward the BTTE program t statistic was -0.659 with a p-value of 0.311. For a learning environment and instructor's teaching methods, t-statistics were -0.725 and -0.873 with p-value of 0.869 and 0.353, which are greater than the 0.05 level of significance. Therefore, the null hypothesis on this variable is accepted. This means that there are no significant results were found out in Table 4. For the negative attitude of BTTE students toward the BTTE program and instructors' methods of teaching, t statistic was 0.440 and 0.221 with the p-value of 0.725 and 0.889, which are greater than the

Table 3. *Test of Difference on the Positive and Negative Attitudes of the BTTE students when Analyzed by Age*

Profile	Positive and Negative Attitudes of the BTTE students	<i>t</i>	<i>p</i>	Remarks
AGE	Positive Attitude Toward BTTE Program	1.027	0.394	NS
	Negative Attitude Toward BTTE Program	1.211	0.307	NS
	Positive Attitude Toward Learning Environment	0.972	0.424	NS
	Negative Attitude Toward Learning Environment	2.174	0.072	NS
	Positive Attitude Toward Instructors' Methods of Teaching	0.551	0.699	NS
	Negative Attitude Toward Instructors' Methods of Teaching	0.308	0.872	NS
GENDER	Positive Attitude Toward BTTE Program	-0.072	0.052	NS
	Negative Attitude Toward BTTE Program	-0.659	0.311	NS
	Positive Attitude Toward Learning Environment	-0.044	0.801	NS
	Negative Attitude Toward Learning Environment	-0.725	0.869	NS
	Positive Attitude Toward Instructors' Methods of Teaching	0.373	0.344	NS
	Negative Attitude Toward Instructors' Methods of Teaching	-0.873	0.353	NS
YEAR LEVEL	Positive Attitude Toward BTTE Program	4.121	0.007	S
	Negative Attitude Toward BTTE Program	0.440	0.725	NS
	Positive Attitude Toward Learning Environment	11.441	0.000	S
	Negative Attitude Toward Learning Environment	4.428	0.005	S
	Positive Attitude Toward Instructors' Methods of Teaching	3.270	0.022	S
	Negative Attitude Toward Instructors' Methods of Teaching	0.211	0.889	NS

0.05 level of significance. Therefore, the null hypothesis on this variable is accepted. This means that there is no significant difference in BTTE students' attitude toward the BTTE program when analyzed by gender.

This means that there is no significant difference in the respondents' year level's negative attitudes toward the BTTE program and instructor's methods of teaching. On the other hand, the negative attitude of BTTE students toward the learning environment when analyzed by year level t statistic was 4.428 with the p-value of 0.005, which is less than the level of significance. Therefore, the hypothesis of no significant relationship between these variables is rejected. This means a significant difference in the BTTE student's negative attitude toward BTTE programs' learning environment when analyzed by year level.

For the test of the difference on positive attitudes of BTTE students toward BTTE program, learning environment and instructors' methods of teaching were analyzed by year level, results revealed in table 3, that the t statistics of the BTTE student's positive attitude toward BTTE program was 4.121 with a p-value of 0.007 and the t statistic for the positive attitude of students toward learning environment and instructor's methods of teaching were 11.441 and 3.270 with the p-value of 0.000 and 0.022, which are less than the 0.05 level of significance. Therefore, the hypothesis of no significant relationship between these variables is rejected. This means a significant difference in students' positive attitudes toward the BTTE program when analyzed by year level. On the other hand, there is a significant difference in the negative attitude of BTTE students toward the learning environment.

The mean scores on the positive attitudes of BTTE students towards the BTTE program, when analyzed by year level, results showed that all 1st year and 4th-year students have a high level of positive attitudes. For 1st-year students' positive attitude toward BTTE program (4.31), learning environment (3.88), instructor's methods of teaching (4.20) and for 4th-year students' level of a positive attitude toward BTTE program (4.26), learning environment (3.71), instructor's methods of teaching (4.33) respectively shown in Figure. This implies that all 1st year and 4th-year students like the entire component units of the program.

For 2nd year and 3rd-year students' level of positive attitudes when it comes to BTTE program (4.01), and instructor's methods of teaching (3.93) for 2nd year and the 3rd-year result was BTTE program (4.08), instructors' methods of teaching (4.09) respectively, shown that they have high positive attitudes. In contrast, for the positive attitudes toward learning environment (3.47) 2nd year and

(3.24) for 3rd year, they have a high or low level of positive attitudes toward the learning environment shown in Figure 5. This implies that BTTE students' attitudes toward the program's learning environment were diverse due to some disagreement in some statements about the facilities' availability for students' use.

CONCLUSION AND RECOMMENDATIONS

The study aims to explore the level of attitudes and identify the difference in the positive and negative attitudes of BTTE students toward the BTTE program when analyzed according to age, gender, and year level. This research study hypothesizes that there is no significant difference in BTTE students' attitudes toward the BTTE program. For gathering the data to determine the absolute frequency of the total number of BTTE students when grouped by profile, the relative frequency was used and to identify the level of positive and negative attitudes of BTTE students toward BTTE program mean was used. In contrast, t-test and ANOVA were used to determine the difference on the positive and negative attitudes of BTTE students when analyzed by age, gender and year level. The study sample consisted of 251 students who had completed and underwent BTTE subjects were chosen to answer the initial survey tool from 1st year to 4th year.

It was described well that the respondents' profile was categorized by age, sex, and year level. In terms of age, most of the students are 16-20 years old. On the other hand, a majority is female, and most of them are in 2nd-year level. Moreover, the level of attitudes of BTTE students toward the BTTE program, learning environment, and instructor's methods of teaching is high except for the statement in the positive attitude toward a learning environment that books related to BTTE program major in Food and Service Management are available in the library which is neither high nor low measurement result. Secondly, the level of positive attitudes of BTTE students toward the BTTE program, learning environment, and instructor's teaching methods in different year levels was high except in 2nd year and 3rd year were neither high nor low results when it comes to the learning environment.

Furthermore, the level of negative attitudes of BTTE students toward the BTTE program, learning environment, and instructor's teaching method in all year levels was low. Statistically, there are no significant differences in the positive and negative attitudes of BTTE students towards the BTTE program, learning environment, and instructor's methods of teaching when age and gender were

analyzed. However, there is a significant difference in the positive attitude of BTTE students toward the BTTE program, learning environment, and instructor's methods of teaching as well as on the negative attitude of BTTE students toward the learning environment. At the same time, there is no significant difference in the negative attitude toward BTTE program and instructor's teaching methods when students' profile was analyzed by year level. Lastly, there is a significant difference in the positive attitudes of BTTE students when analyzed by profile signifies that all year level of BTTE students from the first year to the fourth year have high positive attitudes toward instructors' methods of teaching and BTTE program except in learning environment were 2nd year and 3rd year have neither high nor low results. This means that most BTTE students in all year level like the program and the entire educational system, and the component units of the program.

The BTTE students have a high positive attitude towards the BTTE program and the method of teaching and learning environment. They like the program because it requires skills, creative thinking, and first-hand experiences as an effective means of learning. To make the students stay focused in the lesson, teachers must keep the discussion interactive, and collaboration among the group members must be practiced to improve students' skills to communicate in social discussion. They are excited during hands-on activities, which are considered part of teaching the subject. Learning by doing would provide better experience and application of knowledge during the teaching-learning process, which is still the best teaching strategies. Instructors' knowledge during the work environment, especially on how to strategical subjects in food service management. Integrating technology and state-of-the-art facilities in the presentation of topics during discussion and demonstration would provide a better atmosphere to gain the interest of the students towards the program. To further improve the ability to absorb what is being discussed, BTTE teachers may provide outcomes-based teaching and learning activities like interactive laboratories and projects to encourage cooperation and coordination among students. In addition, An (2014) said that to further improve the ability to absorb what is being discussed by the instructor, students' interest is increased. They also believed that they are learning a lot since there is sufficient time for students' learning in the program, and they feel comfortable understanding the subject because the classroom is conducive to learning with state-of-the-art facilities. Maintenance of the BTTE Lab and classroom equipment must be in good condition and working properly always before laboratory activities start. The faculty must assign a person-in-charge to ensure maintenance and cleanliness.

BTTE students neither agree nor disagree that books related to the BTTE program are available in the Library. This program's administration must provide enough books related to BTTE subjects major in Food and Service Management in the library for the student's references and easy access to information needed for student's learning. The significant difference in BTTE students' attitudes toward the BTTE program, when analyzed by profile, signifies that the level of attitude of students towards the program is diverse across the students. According to Bacay et al. (2015), this may lead to the enhancement of the interest of the students towards the subject and the improvement of teachers' methods of teaching for the students to be successful in the future along this field of specialization; studying the course should be their top priority and finding this course stimulating would provide better view and appreciation of the things they need to be done at present which leads towards their achievements in the future. The future researcher may deal with other school-related variables that would influence students' positive and negative attitudes enrolled from another program in UMDC to be studied.

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Survival analysis of Bachelor of Secondary Education students of UM Digos College

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ABSTRACT

Survival analysis is a set of statistical methods used for examining data where the time until the occurrence of an event of interest is the outcome variable (Despa, 2012). This quantitative-descriptive correlational study aimed to investigate the survival of the Bachelor of Secondary Education students of UM Digos College for students' batch from 2008 – 2012, 2009 – 2013, 2010 – 2014, 2011 – 2015, and 2012 – present. This study also determined the dropout rate and its relationship to the predictor variables, including the age, sex, and major that causes students to drop out. Kaplan-Meier Analysis and Log Rank Testing were used to analyze the enrolment data acquired from the Office of the Registrar of UM Digos College. Results revealed no significant difference on the dropping out of the students according to profile. Age, sex, and major are not factors that predict the probability of a student dropping out of school. Thus, it cannot be used to formulate a model that would indicate if a student has a greater chance of dropping out or not. It was also found out that students can drop out of school in between the second semester of their first year and the first semester of their second year in school.

Keywords: *survival analysis, quantitative – descriptive correlational, enrollment trend, UM Digos College*

