

AN E-LEARNING MODULE IN DRESSMAKING NATIONAL CERTIFICATE II

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Abstract - This research study focused on the process and development of An E-learning Module for Dressmaking NC II with a teacher's guide using the ADDIE model. A validated questionnaire was utilized in order for the respondents to evaluate the acceptability of the E-Learning Module in terms of its content validity and acceptability criteria.

Keywords: *E-Learning, Dressmaking, Development.*

Introduction: This research study focused on the process and development of An E-learning Module for Dressmaking NC II with a teacher's guide using the ADDIE model. A validated questionnaire was utilized in order for the respondents to evaluate the acceptability of the E-Learning Module in terms of its content validity and acceptability criteria. The accumulation of this survey proved that the developed E-Learning Module for Dressmaking NC II is highly acceptable in terms of content validity and acceptability as assessed by the teachers and TESDA assessors, and the composite means gleaned are 4.70 and 4.69, respectively. Further, there is no remarkable discrepancy between the critical analysis of the teachers and the TESDA assessors. Moreover, the curriculum planners may use the findings and the output of this study in planning varied instructional materials that will be used by dressmaking teachers in order to provide foster quality education.

This twenty-first century, technology is a must and education have its own pace and innovations on how we learn, acquire knowledge, achieve and gain our certificates in education.. In today's generation, most of the students would prefer to take vocational courses because it is cheaper and mostly are offered free by the Technical Educational System Development Authority (TESDA). With the fast-changing world in education and technology, different methods of learning are being offered by different schools and training centers in terms of the vocational education in the country. The Instructional Design Theory of Charles Reigeluth, it has been the basis of this study. With this theory, the methods of instruction and situations for learning are essential for learning to take place. . In this study, the ADDIE model served as the foundation in the development of the E-Learning Module for Dressmaking NC II.

Statement of the Problem:

1. What are the stages undertaken in the development of the E-Learning Module in Dressmaking NC II using the ADDIE Model?
2. How do the teachers and TESDA assessors evaluate the acceptability of An E-Learning Module in Dressmaking NC II in position of the following Content Validity, Criteria:
 - 2.1 introduction
 - 2.2 objectives,,
 - 2.3 learning content, and
 - 2.4 evaluation
3. How do the teachers and TESDA assessors evaluate the acceptability of An E-Learning Module in Dressmaking NC II in terms of the following Acceptability Validity, Criteria:
 - 3.1 presentation and style
 - 3.2 clarity
 - 3.3 usefulness, and
 - 3.4 relevance

4. What is the difference between the evaluation of the teacher and the TESDA assessors on An E-Learning Module in Dressmaking NC II in terms of Content, Validity, and Acceptability?
5. What teacher's guide for An E-Learning Module in Dressmaking NC II may be developed?

Methodology: The researcher utilized the descriptive research in the conduct of this study. The survey design technique was used in this study. The respondents of this study were selected using the purposive sampling technique in conformity with a certain desired criterion. The survey design was utilized in order to gather data relevant to the evaluation of the teachers and TESDA assessors pertaining to the content validity and acceptability of the developed E-Learning Module in Dressmaking NC II. Research Instrument Used to gather data needed in this study is the validated survey questionnaire was rated by the respondents using the 5-point Likert Scale by Terano (2015).

Scale	Range	Verbal Interpretation
5	4.50-5.00	Highly acceptable
4	3.50-4.49	Acceptable
3	2.50-3.49	Moderately acceptable
2	1.50-2.49	Fairly acceptable
1	1.00-1.49	Not acceptable

Table I. Likert Scale and the corresponding range and verbal interpretations.

Results:

Acceptability Results of the Respondents' Assessment	TEACHERS		ASSESSOTRS	
	WEIGHTED MEAN	VERBAL INTERPRETATION	WEIGHTED MEAN	VERBAL INTERPRETATION
1.In Terms of Introduction	4.67	Highly acceptable	4.90	Highly acceptable
2. In Terms of Objectives	4.65	Highly acceptable	4.90	Highly acceptable
3.Respondents' Assessment	4.77	Highly acceptable	4.80	Highly acceptable
4.In Terms of Evaluation	4.73	Highly acceptable	4.90	Highly acceptable
5.Summary of Content Validity Assessment Results	4.70	Highly acceptable	4.87	Highly acceptable
6.In terms of Presentation and Style	4.63	Highly acceptable	4.80	Highly acceptable
7. In terms of Presentation and Style	4.67	Highly acceptable	4.80	Highly acceptable
8. In Terms of Clarity	4.75	Highly acceptable	4.90	Highly acceptable
9. in Terms of Usefulness	4.73	Highly acceptable	4.90	Highly acceptable
10. in Terms of Relevance	4.75	Highly acceptable	4.90	Highly acceptable

Table II. Summary of the Overall Results of the Respondents in Terms of Content, Validity & Criteria.

It is highly evident from all the criteria presented on the tables that both teachers and assessors agreed that the e-learning module is highly accepted and could be used.

EVALUATION CRITERIA	T-VALUE	P-VALUE	DECISION	INTERPRETATION
Content Validity	-0.63	0.54	Accept	Not significant
Acceptability	-0.53	0.60	Accept	Not significant

Table II. Difference in the Assessments of Teachers and Assessors.

Illustrates that the p-values of content validity ($p = 0.5405$) and acceptability (0.6058) are larger than the significance degree at 0.05. The null hypothesis stated in that there is no remarkable distinction between the evaluation of the teacher and assessor respondents on the e-learning module for dressmaking NC II in terms of content validity and acceptability is accepted. This implies that the two groups of respondents have similar judgments on how they perceived the acceptability of the developed e-learning module for Dressmaking NC II.

Conclusions:

1. The stages on the ADDIE model helped the researcher to design and develop a highly acceptable e-learning module for dressmaking NC II that is aligned with the K-12 Competency-Based Curriculum and the Training Regulations of TESDA.
2. The content validity of the developed e-learning module for dressmaking NC II is highly acceptable as assessed by the teacher and assessor respondents.
3. In terms of the acceptability criteria, the developed e-learning module for dressmaking NC II is highly acceptable based on the evaluation of the teachers and assessors.
4. There is no remarkable similarity between the evaluation of the teacher and assessor interviewee on the e-learning module for dressmaking NC II in terms of content validity and acceptability.

Recommendations:

1. The dressmaking teachers of the Division of Laguna may start utilizing the e-learning module for dressmaking NC II as an additional instructional material whenever the aforesaid has been approved for use by the school administrators, teachers, trainer's and assessors.
2. The school administrators, teachers, trainer's and assessors may consider the findings of this study as a determining factor in approving the utilization of the e-learning module for dressmaking NC II.
3. The curriculum planners may use the findings and the output of this study in planning varied instructional materials that will be used by dressmaking teachers in order to provide foster quality education.
4. The dressmaking teachers and trainers of other schools who are handling the basic dressmaking NC II students may also consider utilizing the developed e-learning module for dressmaking NC II as the lessons included are aligned with the K-12 Competency-Based Curriculum and are based on the training regulations of TESDA.
5. The future researchers may utilize the findings and output of the study when developing a competency-based instructional material that is aligned with the K-12 Competency-Based Curriculum and the TESDA Training Regulation.

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