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**EFFECT OF KAISEN'S 5's IN TECHNICAL VOCATIONAL AND LIVELIHOOD EDUCATION IN THE SENIOR HIGH SCHOOL, DIVISION OF SANTA ROSA, LAGUNA**

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### INTRODUCTION

In the field of education and to the entire nation, quality and excellence of learning is of utmost importance. It is a must that schools should produce quality graduates, who will develop the social and economic components of nation building in order that the nation can achieve full development and progress.

Education is a must for individual considering the problems, trends and innovations in educational system. (Padolina, 2014). Taking into consideration the global environment, people view education not only a way of developing people's skills but also a way of preparing our students to be globally competitive. If the schools were able to produce quality graduates it will redound on the quality of work they will provide in their respective workplace. The academic track provides for a continuum toward preparation for higher tertiary education and skills development qualifications for National Certificates I and II (NC I and NC II). While public private partnerships have long been in existence, industry- academe linkages and partnership are essentially weak if not non-existent in many of our academic institutions and need to be strengthened and made part of local socio-economic development. Participation of local government units as well as local

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private industry and businesses in enhancing educational 70 programs of academic institutions located within the locality is a crucial step in closely watching the local manpower supply and demand requirements (A Gateway to Global Competitiveness, Hi-TechLink, June, 2013, Vol. 2, No. 001).

## OBJECTIVES

This study aims to determine the effect of Kaisen's 5's in technical vocational and livelihood education in the Senior High School, Division of Santa Rosa Laguna.

## MATERIALS AND METHODS

The descriptive research is used in this research. This describes the purest form of evaluating and explaining nature of a situation as it exists from the period of the study and to conclude particular information to answer question. It may be used to justify current practice and make judgment and also to develop theories

## RESULTS

### Consolidated Findings

#### 1. Demographic profile of the respondents:

A big number of the respondents (68 or 90.67 %) were teachers (54 or 72.00 %) were females, (41 or 54.67%) were married, (35 or 46.67%) were bachelor's degree graduate and less than 5 years in service with a frequency (27 or 36.00%).

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## 2. Effect of Kaisen’s 5’s in technical vocational and livelihood education in the Senior High School

The Effect of Kaisen’s 5’s in technical vocational and livelihood education in the Senior High School in terms of Teamwork revealed a grand mean of 3.66 indicates that the respondents Agree (A), in terms of Self-Discipline revealed a grand mean of 4.24 indicates that the respondents Strongly Agree (SA), in terms of Self-Motivation revealed a grand mean of 3.88 indicates that the respondents Agree (A), in terms of Self-Respect revealed a grand mean of 4.59 indicates that the respondents Strongly Agree (SA) and in terms of Self-Esteem revealed a grand mean of 4.65 indicates that the respondents Strongly Agree (SA).

## 3. The problems encountered in the implementation of Kaisen’s 5’s in technical vocational and livelihood education in the Senior High School.

The problems encountered in the implementation of Kaisen’s 5’s in technical vocational and livelihood education in the Senior High School. The following are the common responses were received; Some of the students did not understand or may ignore the kaisen, Implementation of Kaisen's 5'S in TVL in Senior High School is a must to ensure standardized, safe and continuous improvement or progress in their of specialization, Consistency of some students and the awareness of teachers and students about Kaisens 5's.

## 4. Significant relationship the demographic profile of the respondents and effect of Kaisen’s 5’s in technical vocational and livelihood education in the Senior High School.

There is significant relationship the demographic profile of the respondents and effect of Kaisen’s 5’s in technical vocational and livelihood education in the Senior High School.

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## CONCLUSIONS

In the light of the aforementioned summary of findings, the following conclusions were drawn.

1. A big number of the respondents were belong to the teachers, females, married, bachelor's degree graduate and less than 5 years in service.
2. The data collected shows that the respondents Strongly Agree (SA) to the Effect of Kaisen's 5's in technical vocational and livelihood education in the Senior High School in terms of Self- discipline, self- respect and self-esteem. They agree in terms of team work and self-respect.
3. . The data implied that some of the students did not understand or may ignore the kaisen, Implementation of Kaisen's 5'S in TVL in Senior High School is a must to ensure standardized, safe and continuous improvement or progress in their of specialization, Consistency of some students and the awareness of teachers and students about Kaisens 5's.
4. This means that demographic profile of the respondents significantly effect of Kaisen's 5's in technical vocational and livelihood education in the Senior High School.

## RECOMMENDATIONS

Based on the foregoing summary of findings and conclusions drawn, the following recommendations are deemed necessary and relevant.

1. Since the data collected shows that the respondents have a lowest mean results in terms of team work and self-respect. It recommends that the teacher should engage the learners in the use of the Kaisen's 5s in the classroom and set achievable goals which are established and agreed upon by the group and include clear priorities that

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are well documented and organized in the implementation of Kaisen's 5s in the classroom.

2. Teacher should be given more knowledge on what is Kaisens 5s in the classroom so that, they can understand it deeply and help in its implementation.
3. The teacher should think a variety of tools and strategies Kaizen that promotes direct impacts to the learners.
4. Teachers should make an intervention plan that consistent and sustainable by identifying an opportunity, an objective for improvement, explore new ideas by consulting the learners, break the objective down into sub-objectives or deliverables, plan the tasks for each sub-objective, without overlapping human and material resources or timeframes, test, monitor progress and adapt the schedule, move on to the next objective.
5. Send teachers to attend and participate in higher level of training or seminars that she/he may discover new learnings or strategies on how implement Kaisen's 5's in technical vocational and livelihood education in the Senior High School.
6. For future studies, expand the scope of the study to collect more data to enable a more complete comparison and conclusion.

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