

# Awareness of Elementary Teachers and Integration of One Town One Product (OTOP) in Teaching Technology and Livelihood Education (TLE)

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**Abstract**— This study determined the awareness of elementary teachers and integration of One Town, One Product (OTOP) in teaching Technology and Livelihood Education (TLE). It used the descriptive-survey method of research. The respondents were the Grades IV, V and VI teachers teaching TLE in Bulusan District, Division of Sorsogon Province for School Year 2021-2022, which were purposively chosen. The statistical tool utilized was the weighted mean. It was revealed that majority of the local produce of Bulusan, Sorsogon under the OTOP program are pili products. The TLE teachers are much aware of the One-Town One-Product (OTOP) along production, marketability and LGU support. The teachers often integrate the OTOP in their teaching of Technology and Livelihood Education. A lesson exemplar was developed to further strengthen the integration of OTOP in the teaching of Technology and Livelihood Education. It was recommended that the manufacturer may develop other non-popular products utilizing locally available raw materials. The TLE teachers may improve their level of awareness on OTOP through visiting trade fair exhibits, patronizing the products, and coordination with the LGU. The teachers may enhance the level of integration of OTOP in teaching TLE by showing product samples to the students and exposing them to trade fair exhibits where products are showcased and exhibited. The lesson exemplar may be submitted to experts for validation prior to its adaptation and implementation. Further study may be conducted which may include other municipalities involved in the OTOP program and other variables not covered.

**Keywords**— awareness, LGU support, marketability, One Town One Product, production.

## I. INTRODUCTION

The government's key stimulus program for Micro, Small and Medium Enterprises (MSMEs), One Town, One Product (OTOP), is a tailored intervention designed to promote inclusive local economic growth. The program gives municipalities and communities the power to choose, create, support, and advertise goods and services that are anchored in their unique competitive advantages and cultural distinctiveness. These are the products that they can be the finest at or most well-known for, their own "pride-of-place."

An international initiative called OTOP was inspired by Japan's One Village, One Product. Its countless versions and adaptations across many nations provide as evidence that it is an effective branding and boost program for MSMEs. It has not existed in the Philippines since 2002. The promulgation of Executive Order 176 by the Former-President Gloria Macapagal-Arroyo in February 2003 gave this even more momentum. OTOP is still a strategic tool that offers support from local government agencies, federal government agencies, and the private sector after 15 years of combined successes and setbacks. (DTI, 2017)

In order to revitalize the rural economy of the region, the "One Village One Product" (OVOP) project was started in Oita Prefecture, Japan, in the late 1970s. The original intention of OVOP was to encourage the villages in Oita to choose a regionally unique product and to develop it to a level of quality that would be recognized both nationally and internationally (Fujita 2006; Igusa 2008; Knight 1994; Kurokawa 2010).

This idea has recently spread to neighboring Asian nations as well as other developing regions like Africa and Latin America (Kurokawa, et al. 2010; Matsui and Yamagami 2006; Wahlin & Natsuda 2008). As a result of these transfers, it has changed significantly from the Oita movement, which sought to prevent rural depopulation, and has become more of a direct state-involved policy for reducing poverty (Fujioka 2006; Knight 1994; Kurokawa 2009). By exploiting local resources and expertise, generating value-adding activities through the branding of local products, and developing human resources in the local economy, OTOP development is considered a strategy to improve local communities' entrepreneurial skills. Utilizing local resources and knowledge is essential for OTOP

development, which can also be connected to endogenous.

One Town, One Product (OTOP-Philippines) is a top-priority government initiative to encourage entrepreneurship and generate employment. Local chief executives of each city and municipality take the initiative through OTOP to find, create, and market a specialized good or service that has a competitive edge.

Section 2 of Executive Order No. 176 – INSTITUTIONALIZING THE “ISANG BAYAN, ISANG PRODUKTO, ISANG MILYONG PISO” PROGRAM TO STIMULATE LOCAL ECONOMIC ACTIVITY. The program is set up such that the government will allot one million pesos (1 million) for lending to small and medium-sized businesses through specified funding sources for each city or municipality in the nation. A product or service cluster will be chosen for financing support for each city or municipality in the nation, making it possible for a SME providing that product or service in that city or municipality to qualify for a loan with a Funding Source.

A Funding Source must provide money to qualified SMEs who have satisfied with the loan conditions at an effective interest rate that is no higher than 10% annually. The SME-borrower may be asked to provide collateral or guarantees by a funding source if appropriate and in compliance with applicable legislation.

The Local Chief Executives of every city and municipality take the lead in identifying, developing and promoting a specific product or service that has a competitive advantage in their respective localities. In its meeting on February 17, 2005, the RDC (Remote Deposit Capture) Executive Committee approved and endorsed to the Regional Development Council for confirmation Resolution No. CAR08- 05 entitled, “Strongly Supporting the One Town, One Product-Philippines and encouraging LGUs to take lead in the identification, development and promotion of a specific product or service under the OTOP”.

Teachers use a variety of settings to serve the communities. They consider how experiences in these settings can help practice more effectively. Teachers ensure that students actively participate in learning activities in the classroom, and impart to the students the knowledge learned from their experiences. Furthermore, teachers encourage students to participate in active learning processes such as applying, reflecting, sharing,

and observing both within and outside of the classroom. This approach is successful not only in acquiring knowledge in a personalized manner but also for the learner’s assessment, which is another huge advantage.

The integration of OTOP in teaching makes a significant connection between subjects and skills that are usually addressing several different subject areas. When OTOP is integrated into lessons, students become more engaged in their work. This is because OTOP provides different opportunities to make it more fun and enjoyable in terms of teaching the same things in different ways. Activities that provide for a range of abilities and opportunities for critical and creative thinking. At the same time, students will also understand, experience and appreciate the processes in making the local product until it is brought into the market. Exposing the students from trade fair exhibits as well as the utilization of local products used as an instructional activity, students will be engaged to make their own unique product. It is important that students acquire and use basic skills in all the content areas in TLE subject. And to develop positive attitudes for continued successful learning throughout elementary grades. This ultimately help them to prepare their future studies career and life in general.

This study intends to demonstrate how teachers will actively contribute to deepening students' understanding the importance of OTOP ideas through this teaching and learning strategy. Bulusan, Sorsogon is a municipality in the province of Sorsogon. It is composed of 20 elementary schools that is basically the totality of the area covered in this study. All the respondents of this study were in this district. After observing the situation, the researcher was inspired to conduct this study to find out how well teachers are aware of One Town One Product and how to incorporate it into their teaching of Technology and Livelihood Education,

Generally, this study determined the awareness of elementary teachers and integration of One Town, One Product (OTOP) in Teaching Technology and Livelihood Education (TLE) at Bulusan District, Division of Sorsogon Province for S.Y 2021-2022. Specifically, it sought to answer the following questions:

1. What are the local produce of Bulusan, Sorsogon under the OTOP program?
2. What is the level of awareness of TLE teachers on OTOP along:

- a. production;
  - b. marketability; and
  - c. LGU support?
3. What is the level of integration of OTOP in teaching TLE?
4. What lesson exemplar integrating OTOP in teaching TLE may be developed based on the result of the study?

**II. METHODOLOGY**

This study determined the awareness of elementary teachers and integration of One Town, One Product (OTOP) in Teaching Technology and Livelihood Education (TLE) at Bulusan District, Division of Sorsogon Province for S.Y 2021-2022. This study utilized descriptive survey method since the questionnaire was used to gather the data from the respondents. Documentary Analysis was also utilized in gathering documents related to the DTI-registered local

products of Bulusan under the OTOP program. It is to ensure that the information from each hub is reliable. The respondents of the particular study were the Grades IV, V and VI elementary TLE teachers from different schools in Bulusan District. The main instrument used in gathering the data was the questionnaire checklist which was gathered and retrieved by the researcher. The statistical tool utilized was the weighted mean. It includes analysis and interpretation using appropriate statistical tool and measure.

The respondents were the 58 elementary teachers in Grades IV, V and VI who were purposively chosen teaching Technology and Livelihood Education in Bulusan District. All of the respondents already rendered more than 1 year in service teaching TLE subject. Conducting this research through teachers was an essential experience, providing truthful answers that made this study more reliable.

*Table 1. The Respondents*

Grade Level	Number of Teachers (f)	Percentage
Grade 4	18	31.03
Grade 5	20	34.48
Grade 6	20	34.48
<b>Total</b>	58	100%

The respondents were chosen by the researcher via deliberate sampling. Purposive sampling was used in this method, and samples are selected based on the demographics and objectives of the study.

The instrument which the researcher used in data gathering was a questionnaire. It contains a cover letter that informs the respondents of the research topic, the study's goal, and the importance of its findings.

The questionnaire was composed of two parts. The first part involved the level of awareness in terms of (a) production, (b) marketability, and (c) LGU support. The second part consists of the level of integration of OTOP in teaching TLE.

Personal visitation among the 20 elementary schools of Bulusan District was made by the researcher to distribute the questionnaires among the school heads. Upon retrieval, the researcher returned to every school to get all the questionnaires. Unstructured interview was also utilized to identify how teachers integrate OTOP in teaching the 5 learning areas of TLE.

The approval of the Schools Division Superintendent, Officer in Charge - Public Schools District Supervisor and School Heads were sought before the conduct of the dry-run and the distribution of the final questionnaire through the letter request. The researcher personally administered the distribution of the questionnaires to the 20 schools. Along with this, documentary analysis was utilized through a letter of request that will be forwarded to the Provincial Director of the Department of Trade and Industry to seek assistance and consent and to obtain necessary documents, such as the list of registered OTOP products at Bulusan, Sorsogon.

The questionnaires were distributed to the identified respondents for them to be accomplished on June 22, 2022- July 23, 2022. However, all of the questionnaires were retrieved after 1 month. It took a while to retrieve the questionnaires because Bulusan District had a sports activity at that time. The researcher personally retrieved the instrument through the assistance of the school heads, teachers, colleagues, and friends, who extended support in gathering the needed information and data to the respondents. Upon the retrieval of the

questionnaires, the researcher also conducted unstructured interview on how teachers integrate OTOP in teaching the 5 learning areas of TLE. The researcher got all the 58 or the 100% of the questionnaire distributed to the respondents. The results were tallied, analyzed and interpreted by the researcher.

To determine the level of awareness of teachers and the level of integration of OTOP in teaching Technology and Livelihood Education. The statistical tool utilized was the weighted mean. The scale below is used to measure the level of awareness of teachers. Hence, the result was interpreted using the scale and description that follows: 4.50-5.00 (Very much aware); 3.50-4.49 (Much aware); 2.50-3.49 (Moderately aware); 1.50-2.49 (Less Aware); 1.00-1.49 (Least aware).

The statistical tool utilized was the weighted mean. The scale below is used to measure the level of integration of OTOP in teaching TLE. Hence, the result was interpreted using the scale and description that follows:

4.50-5.00 (Always); 3.50-4.49 (Often); 2.50-3.49 (Sometimes); 1.50-2.49 (Seldom); 1.00-1.49 (Never).

### III. RESULTS AND DISCUSSION

The presentation of the data includes the following topics: 1) local produce of Bulusan, Sorsogon under the OTOP program; 2) level of awareness of TLE teachers on OTOP along production, marketability, and LGU support; 3) level of integration of OTOP in teaching TLE; 4) proposed lesson exemplar.

#### *Local Produce of Bulusan, Sorsogon under the OTOP program*

One Town One Product is a government initiative that assists MSME's in producing, offering, and marketing unique goods and services using local raw materials, skills, and resources. Different products made out of indigenous materials were being showcased by the program. Table 2 present the hubs with the DTI-registered local produce both food and non-food products of various manufacturers in Bulusan, Sorsogon under the OTOP program.

*Table 2. Local Produce of Bulusan, Sorsogon under the OTOP Program*

Hubs	Local Produce
A	Honey, Crispy Pili Nuts, Tableya
B	Honey, Vinegar
C	Honey, Crispy Pili Nuts, Tableya
D	Cookies
E	Pili Polvoron
F	Pili Nuts
G	Crispy Pili, Molido
H	Tableya
I	Tableya, Peanut Butter, Turmeric Tea
J	Banana Chips, Rice Coffee, Taro Chips
K	Pickles
L	Pili Candies, Mazapan de Pili, Pili Pastillas
M	Pili Candies, Mazapan de Pili, Pili Pastillas
N	Crispy Pili, Molido, Buding, Mazapan de Pili
O	Bags ( Karagumoy)
P	Bags ( Karagumoy)
Q	Honey, Pili Candies
R	Pili Products, Tablea, Penut Butter
S	Pili Candies
T	Crispy Pili, Molido, Tableya and other Pili Products
U	Pili Pulp
V	Pili Products

The data revealed that most of the hubs have local produce of food products which are made up of pili since this is abundant in Bulusan. Also, there are other food

products such as honey, vinegar, turmeric tea, and chips. However, there are also non-food product such as bag which is made of karagumoy.

This means that among the local products produced by the DTI-registered OTOP manufacturers in Bulusan, pili is the prevalent product. Bulusan has a large number of pili trees that surround the area which makes their production high. Also, Pili may also be sold fresh, as shelled nuts, dried kernels, or after being processed into a variety of food. It does not require a costly storage facility. If properly dried, it can be stored for one year under ordinary room condition thus, giving enough time trading for better prices (De Jesus and Gamis, 2021). The pili tree is sustainable for the community and the environment since it can grow and last for a century. Many opportunities are in sight for the expansion of pili in the global world market as it can be one of the major export products of the country. On the other hand, documentary analysis was conducted to show the list of DTI-registered OTOP in Bulusan, Sorsogon. Hubs were used to represent the stores selling registered food and non-food local products.

The result is supported by the study of Catelo and Jimenes (2016), that pili nut continues to be abundant in the Bicol region. Total regional production in 2014 was

6.18 thousand tons, a 13% increase from the 5.5 thousand tons production in 2010. Pili production is profitable with a net return per hectare of PhP. 84,233 or a net return-to-cost ratio of 2.49. Producing one kg of pili fruit costs about PhP. 11.00 or PhP. 35,222 per hectare. The locally produced pili pulp oil can compete with the more expensive imported olive oil. The ratio of the import condition price to the domestic wholesale price is 1.82. There will be a demand for pili pulp oil if the quality standards set by the processors can be satisfied. The more important attributes are the nutritive value, health benefits and assured supply of pili pulp.

**Level of Awareness of TLE teachers on OTOP**

This portion covers the level of awareness of TLE teachers on OTOP along production, marketability, and LGU support. The weighted mean was used in the data analysis.

**Production.** Table 3A contains the weighted mean and interpretation of the level of awareness of TLE teachers on OTOP along production.

*Table 3A. Level of Awareness of Teachers on OTOP along Production*

Indicators	Weighted Mean	Interpretation
1. Production is based on the customer's interest or desire.	4.07	Much aware
2. Product is produced depending on the availability of raw materials.	4.09	Much aware
3. Uses organic materials in the production process.	4.00	Much aware
4. Quality control system is implemented to ensure the quality building of products.	4.03	Much aware
5. Shelf life of processed food items such as pili, tableya, honey and etc. are essential in assuring the safety and quality of the product.	4.16	Much aware
6. Department of Science and Technology (DOST) assists the producers in the packaging and labelling of OTOP products particularly for food and beverages, to reach international packaging standards.	3.76	Much aware
7. Packaging emphasizes product's best features.	4.16	Much aware
8. Quality design is essential in handicrafts such as hat, mat, bag, furniture, etc.	3.97	Much aware
<b>Overall</b>	4.03	Much aware

The data revealed that generally the teachers are much aware of the OTOP program relative to production with an overall weighted mean of 4.03. Specifically, they are much aware of the shelf life of processed food items in assuring the safety and quality of the product and packaging with the highest weighted means of 4.16. Similarly, they are much aware of the production based on the availability of raw materials and the production which is customized with the customer's interest with weighted means of 4.09 and 4.07, respectively. On the

other hand, teachers are much aware of the assistance given by the DOST in the packaging and labelling of OTOP products particularly for food and beverages, to reach international packaging standards with the lowest weighted mean of 3.76.

This means that teachers are able to engage in and get involved in the creation of OTOP through trade shows, seminars, orientations and trainings organized by Local Government Unit in collaboration with TESDA. This is

one of the ways that Bulusan products can be recognized starting from the use of raw materials until making a new product from it. Also, Quality control of OTOP stated in indicator 4 is an important factor that must be sought by every company or hub if it wants to be produced, can compete in the market to satisfy the needs and desires of consumers. Consumers are increasingly critical in consuming a product. Consumers always want to get a quality product in accordance with the price they paid. OTOP undergoes a lot of processes to be produced. Government agency such as DOST plays a key role in product development, skills training and quality control that would make their product competitive in the long run. This will mean a bigger market.

It implies that production of OTOP is a crucial role in the overall development of the product, for it to be sold in the market. Manufacturer's efforts in product development have resulted in quality products which is necessary to develop the efficiency of entrepreneurs by strengthening the basic capacity and strengthen the

product. Producing products with quality that meets international product standards thus, it is necessary to strengthen knowledge that will help increase production efficiency and will increase market opportunities.

The study is supported by the study of Jannah, Mappatempo and Haanurat (2019), shows that product quality has a significant effect on customer satisfaction; promotion has a significant positive effect on customer satisfaction; product quality has no significant effect on customer loyalty; promotion has a significant positive effect on customer loyalty; customer satisfaction has a significant positive effect on customer loyalty. Product quality has a significant positive effect on customer loyalty through customer satisfaction; and promotion has a significant positive effect on customer loyalty through customer satisfaction.

**Marketability.** Table 3B contains the weighted mean and interpretation of the level of awareness of TLE teachers on OTOP along marketability.

*Table 3B. Level of Awareness of Teachers on OTOP along Marketability*

Indicators	Weighted Mean	Interpretation
<b>1. OTOP Hub is a place where products from One Town One Product can be found.</b>	4.02	Much aware
<b>2. Products are economical.</b>	3.64	Much aware
<b>3. Products under OTOP are DTI registered.</b>	3.67	Much aware
<b>4. High market demand is brought about by excellent craftsmanship.</b>	3.41	Moderately aware
<b>5. DTI ensures the quality of the product.</b>	3.52	Much aware
<b>6. Trade fair is implemented to showcase the product under OTOP program.</b>	3.67	Much aware
<b>7. Packaging attracts customer to buy products.</b>	3.93	Much aware
<b>Overall</b>	3.69	Much aware

It can be gleaned from the table that in relation to marketability, the teachers are much aware of the OTOP hub in which the products are displayed with the highest weighted mean of 4.02. Also, they are much aware of the importance of packaging in attracting customers to purchase the products with weighted mean of 3.93. However, the teachers are moderately aware of the high market demand caused by excellent crafted products with the lowest weighted mean of 3.41. The demand for a product or service in the market is high because of its good quality and has been made or done skillfully. People are willing to pay more for something that has been crafted with care and expertise. Generally, the teachers are much aware of the marketability of OTOP program with the overall weighted mean of 3.69.

This means that teachers are much aware of the marketability of OTOP through visiting OTOP hubs and trade fairs. OTOP hubs are a one-stop retail stores where market-ready products of a community can be found and cater to the general mainstream market of both local buyers and tourists. This a place where DTI-registered local products are displayed and exhibited. As one of the flagship market access programs of the DTI, the OTOP hub taps the local government units to help these manufacturers to level up their products and encourage inclusive economic growth. These manufacturers were also beneficiaries of technical and marketing assistance provided by the DTI and other partner agencies to enhance their products. Also, aside from the OTOP hubs, they can also get an access of these products in trade exposition in different stores such as in malls,

airports, hotels and even on the roadsides whenever there are special events. They bring the products closer to the people and they provide a venue to display their manufactured products. This serves as a marketing vehicle and incubation platform to promote OTOP.

It implies that the DTI ensures the quality control of the product. Manufacturers underwent mentoring program to guarantee that OTOP meets international quality standards. The best feature of the OTOP assistance package is the product packaging or the product enhancement and design program under the marketing assistance package wherein the DTI provides full support in the packaging and labeling of its product. Thus, the assistance package has an impact in the

entrepreneur’s economic success such as agricultural development, entrepreneurial management skills, employment opportunities, economic welfare and technological enhancement.

The result is supported by the study of Sitabutr, Vipada; Deebhijarn, Samart (2018), that distribution satisfaction is positively affected by export client trust which is significantly influenced by product quality. Also, customer satisfaction with goods and service act as critical components to export performance.

**LGU Support.** Table 3C contains the weighted mean and interpretation of the level of awareness of TLE teachers on OTOP along LGU support.

*Table 3C. Level of Awareness of Teachers on OTOP along LGU Support*

Indicators	Weighted Mean	Interpretation
<b>1. Technical Education and Skills Development Authority (TESDA) through “Dangal ng Barangay Program” which seeks to develop every barangay’s product throughout the country, which could eventually graduate to an OTOP product.</b>	4.00	Much aware
<b>2. OTOP accredited products will be given priority in TESDA’s training programs related on enterprise development.</b>	3.47	Moderately Aware
<b>3. Helps market distinctive products or services through the use of indigenous raw materials, local skills and talents.</b>	3.76	Much aware
<b>4. Ensures the quality of the product to the consumers.</b>	3.76	Much aware
<b>5. Trade fair is implemented to showcase the local products.</b>	4.00	Much aware
<b>6. Assists the Micro, Small and Medium Enterprises (MSMEs) to manufacture products through skills training and business counseling.</b>	3.90	Much aware
<b>7. Supports products and services through advertising locally and culturally rooted products.</b>	3.88	Much aware
<b>Overall</b>	3.82	Much aware

From the table, it can be asserted that generally the teachers are much aware of the LGU support given to the OTOP program with an overall weighted mean of 3.82. In particular, they are much aware of the implementation of trade fair is implemented to showcase the local products and the assistance of TESDA through “Dangal ng Barangay Program” which seeks to develop every barangay’s product throughout the country, which could eventually graduate to an OTOP product with the highest weighted means of 4.00. Consequently, the OTOP accredited products will be given priority in TESDA’s training programs related on enterprise development got the lowest weighted mean of 3.47 that is described as much aware.

This indicates that the local government unit supports the OTOP producers who have DTI registrations. The government reviews the products and gives them an OTOP rating which is based on the product quality, manufacturing technology and income and employment generating capability of the product. They make these indigenous products more competitive so that they can provide rural residents with a stable source of income in the long run. They aid in the development of a global market for these goods by expanding their exposure and reach. An OTOP trade show is implemented by the LGU to further advertise the products. Also, culture and wisdom is promoted through these products and people learn to appreciate the creativity and way of life of the

manufacturers. Thus, building a stable income stream for the people which will serve the future generations as well and help in creating a strong economy.

It implies that teachers in terms of quality, product development, design, packaging, standard compliance, marketability, manufacturing capacity, and brand development, the government significantly assists the manufacturers in creating new and beautiful items. In addition, the government policy to promote and support these enterprises is really necessary and crucial to the overall economic growth and development of every product.

The result of the study is supported by the study of Lirag, Foronda, Vladimir and Ativo (2023), showed a high financial return of 127% to farmers, demonstrating that

pili cultivation is often successful. There are enough farmlands in the area where Pili can be grown to provide both local and international demand. If production processes are given the right care and attention, their ability to maintain their financial stability and income can be improved. For the Pili industry to have a bright future, the government, especially local government units, must provide essential support and assistance. In order to increase the overall sector revenue and household income of Pili farmers, it is crucial to fulfill all of the crucial needs of farmers not only in the production process but in the numerous linkages along the supply chain as well.

**Level of Integration of OTOP in teaching TLE**

Table 4 presents the weighted mean and interpretation of the level of integration of OTOP in teaching TLE.

*Table 4. Level of Integration of OTOP in teaching TLE*

Indicators	Weighted Mean	Interpretation
1. Uses non-food items such as handicrafts as an instructional material.	3.66	Often
2. Discusses the importance of marketing skills in selling local products.	3.81	Often
3. Discusses the methods of food processing of local products.	3.50	Often
4. Integrates entrepreneurship among pupils through classroom activities such as role playing, think-pair-share, debate and writing.	4.17	Often
5. Motivates pupils by engaging them to local products for entrepreneurship opportunities.	4.07	Often
6. Encourages learners' creativity and innovation through project making related to local products.	4.05	Often
7. Conducts income-generating activities for pupils showcasing the local products.	3.52	Often
<b>Overall</b>	<b>3.83</b>	<b>Often</b>

The data showed that the teachers often integrate the OTOP in the teaching of TLE with an overall weighted mean of 3.83. Specifically, they often integrate entrepreneurship in the classroom activities with the pupils with the highest weighted mean of 4.17. Likewise, they often motivate pupils by engaging them to local products for entrepreneurship opportunities with weighted mean of 4.07. In the same manner, the teachers discussed the methods of food processing of local products with the lowest weighted mean of 3.50. Generally, the teachers often integrate the OTOP in teaching TLE to the learners.

This indicates that although teachers have a positive attitude towards the OTOP program, they may not have adequately incorporated it into their instruction. The

integration of the DTI-registered local products in teaching the areas of TLE namely; Home Economics, Agriculture, Industrial Arts, Entrepreneurship and Information and Communication Technology (ICT) is necessary as this may result to meaningful and lifelong learning of the students.

This implies that TLE teachers should include OTOP into their lesson to support skill development and a value-oriented thinking. Integration of OTOP in the competency by adding new information and skill may enhance and strengthen the concept of the lesson. In classroom situation, the teacher introduces an idea by displaying product samples of OTOP. Students may create their own product guided by the teacher and the nutritional content and preparation of OTOP must be



determined. Along considering their products marketability, students may use ICT to plan and design the packaging and labelling of their product. Students may also study plant propagation in agricultural classes. The main emphasis is pili tree since this is abundant in Bulusan. Additionally, students may also visit to OTOP hubs where OTOP were shown and exhibited, which may stimulate and inspire them to make their own products. Teachers may hold trade fairs in the classroom patronizing the local products of Bulusan. Without integrated approach, they will not build competency in skills that is necessary to prepare the students with life skills.

The result is supported by the study of Asrial, Syahrial, Maison, Kurniawan, Nugroho (2021) local knowledge of mangrove ecotourism may be included into the educational process in grade IV elementary schools and can be very beneficial for kids' development in all areas of their development, not only their cognitive, affective, and psychomotor skills.

### **Lesson Exemplar**

This segment discusses the proposed lesson exemplar which emerged as a result of this study. It includes Introduction, Development, Engagement and Assimilation.

The proposed lesson exemplar followed the format in the K-12 framework. There were 5 lesson exemplars in all areas of TLE namely; Home Economics, Agriculture, Industrial Arts, Entrepreneurship and Information and Communication Technology (ICT). The proposed lesson activities focused on the topic and basic concepts which are anchored on the learning competencies given in the curriculum guide of the Department of Education.

The lesson exemplars are divided into five main parts: (1) Objectives, which is composed of content standard, performance standards, most essential learning competencies, enabling competencies and enrichment competencies; (2) Content; (3) Learning Resources; (4) Procedures-the IDEA process design model format which consists of Introduction, Development, Engagement and Assimilation was adopted in this part; and (5) Reflection, which is the last part of lesson exemplar.

In this format, the teacher is a facilitator who guides the students through questions, investigations, experiences and research. It is expected that at the end of the lesson,

students may able to arrive at a deep understanding of basic concepts and the integration of OTOP in teaching.

### **IV. CONCLUSION AND RECOMMENDATIONS**

This study concluded that majority of the local produce of Bulusan, Sorsogon under the OTOP program are pili products. The TLE teachers are much aware of the One-Town One-Product (OTOP) along production, marketability and LGU support. The teachers often integrate the OTOP in their teaching of technology and livelihood education. The developed lesson exemplar was geared toward raising awareness of OTOP and developing student's competencies.

It was recommended that the manufacturers may develop other non-popular products utilizing locally available raw materials. The TLE teachers may improve their level of awareness on OTOP through visiting trade fair exhibits, patronizing the products, and coordination with the LGU. The teachers may enhance the level of integration of OTOP in teaching TLE by showing product samples to the students and exposing them to trade fair exhibits where products are showcased and exhibited. The lesson exemplar may be submitted to experts for validation prior to its implementation. Further study may be conducted which may include other municipalities involved in the OTOP program and other variables not covered.

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