

THE TEACHING OF EDUKASYONG PANTAHANAN AT  
PANGKABUHAYAN IN GRADE IV:  
AN APPRAISAL

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A Thesis  
Presented to  
The Faculty of the Graduate School  
Samar State Polytechnic College  
Catbalogan, Samar

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In Partial Fulfillment of the Requirements  
for the Degree Master of Arts  
major in Home Economics

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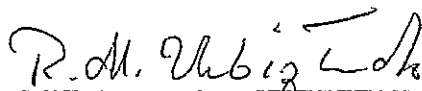
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February, 1999

## APPROVAL SHEET


In partial fulfillment of the requirements for the degree, **MASTER OF ARTS (M.A.)** major in *Home Economics* this thesis entitled "**THE TEACHING OF EDUKASYONG PANTAHANAN AT PANGKABUHAYAN IN GRADE IV: AN APPRAISAL**" was prepared and submitted by **GUADALUPE D. DY** who having passed the comprehensive examination with a rating of **PASSED**, is hereby recommended for oral examination.

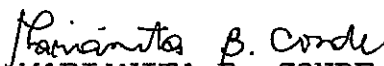
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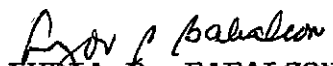
  
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To her parents, for their trust and confidence and financial assistance; and most of all to the Heavenly Father for His blessings, gift of wisdom, and love and guidance that through Him<sup>e</sup> everything is possible.

G.D.D.

## DEDICATION

This humble piece of endeavor,  
is heartily and lovingly

dedicated to:

LUCY  
Mother

MICHAEL  
Step Father

JANE  
Sister

ROBERT  
Brother

For they served as the inspiration to finish this study.

N-dai

## **ABSTRACT**

The study attempted to assess the teaching of the subject “Edukasyong Pantahan at Pangkabuhayan in grade IV in the District of Gandara, Division of Samar. This study utilized the normative-descriptive survey method of research design in looking into the perceptions of teaching Edukasyong Pantahan at Pangkabuhayan in grade IV. It also used the questionnaire as its principal instrument. The first five rankings which suggested solutions to the problems were: 1) put-up or open house and invite parents; 2) make representation to barangay/ municipality; 3) engage in “earn while you learn” projects so pupils stay home; 5) subscribe to home economics reading materials. There were only two problems which the teachers considered as “very serious”. First was the absence of home economics building” with a weighted mean of 4.54 and second the “absence of a cooperative store in the locality” with a weighted mean of 4. 62. The teachers were highly qualified, had enough teaching experiences and high performance ratings to effectively develop the various concepts in the Minimum Learning Competencies. The concept on 1) pag-aalaga ng hayop, 2) pag-aalaga ng isda; and 3) pananahi needed more emphasis and should be given more consideration by the teachers as these were only developed “to an average extent”. The most pressing problem of the teachers was the lack of a home economics building wherein the equipment and tools of the food and clothing laboratory are placed.

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## Chapter 1

### THE PROBLEM: ITS BACKGROUND

#### Introduction

The mission of elementary education is to enable every citizen to acquire basic preparation that will make him an enlightened, disciplined, nationalistic, self-reliant, God-loving, creative, versatile and productive citizen in a national community. The subject in the elementary grades specifically Edukasyong Pantahan at Pangkabuhayan offers the opportunities to carry out this mission.

Foremost among the goals of Edukasyon Pantahan at Pangkabuhayan (E.P.P.) is the development of fundamentals and basic skills in order to become productive and self-reliant individual.

Edukasyong Pantahanan at Pangkabuhayan is a learning area that could contribute to the moral, physical, social and economic upliftment of the individual. It is a common learning area for boys and girls. The activities emphasize the development of desirable work attitude relevant to every chores at home, school and community as a whole. It is also expected that the child could be allowed to expose his\her skills and potentials and appreciate the value of work through this subject.

It is a necessity that pupils be provided with various

learning activities which are useful to life. These lessons in Edukasyong Pantahanan at Pangkabuhayan are of great help in preparing these young boys and girls for better and useful lives.

DECS Order No. 16, Series of 1973 suggests that to integrate education and life, the content of all the subjects should be related to the conditions of the times, the actual needs of the people in the local and national situation, and the problem facing the country. The order likewise, support that all activities should be work and value-oriented.

In MEC Order No. 6, s. 1982, describe Home Economics Education as:

A common learning areas for boys and girls with activities that should develop desirable work attitudes, basic work skills and habits through situations relevant to everyday chores of home, school community. The program in Home Economics as embodied in E.P.P. is organized for work orientation. It is expected that the child will be allowed to explore his skills, potentials and appreciate the value of work.

It has been observed that most of these expectations point to one thing a child or pupil could not manage the home when they are away. Most of the time, they leave the work unfinished. They spent a lot for things that are not very essential nor necessary. They hate doing odd jobs at home.

With these complains, one could say that these pupils

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have not acquired favorable attitudes and habits toward self or group productivity. It is therefore, very necessary that pupils be provided with various learning activities which are helpful to life. Lessons in E.P.P. should be geared and enriched into the activities of the young boys and girls in preparing them for better and useful lives.

As a teacher of Edukasyong Pantahanan at Pangkabuhayan, the researcher felt concern about the present status of teaching this particular subject. To help remedy the situation, she would like to find out where this subject which focuses on the development of desirable attitudes, habits and skills mentioned has failed. She would like to find out which topics and tasks were not thoroughly developed and internalized by the pupils.

It is along this viewpoint that the researcher hoped to offer suggestions to improve the instruction in Edukasyong Pantahanan at Pangkabuhayan (E.P.P.) in order to meet the ever-changing demands of our emerging developing country, the Philippines and to be able to contribute to the vision of former President Ramos for the year 2000.

Developing effective and applicable learning concepts in Edukasyong Pantahanan at Pangkabuhayan would awaken and broaden the foresights of the pupils and their parents towards the value of hard work and education which would

encourage them to work for a better life which may eventually lead to a highly socio-economic standards for the family and for the society where they live. In so doing. the present vision of President Estrada towards the "alleviation of the plight of the poor" would be partly meet.

### Statement of the Problem

The study attempted to assess the teaching of the subject "Edukasyong Pantahan at Pangkabuhayan in grade IV in the District of Gandara, Division of Samar. Specifically it sought answer to the following questions.

1. What is the profile of the Edukasyong Pantahanan at Pangkabuhayan (EPP) IV teachers with regards to:

- 1.1 sex and age?
- 1.2 civil status?
- 1.3 highest educational qualification?
- 1.4 area of specialization?
- 1.5 teaching experience?
- 1.6 performance rating for last three years?

2. To what extent were the concepts in E.P.P. developed as perceived by the teachers and pupils?

- 2.1 kaakit-akit na sarili;
- 2.2 kasiya-siyang, pamumuhay ng mag-anak;
- 2.3 gawaing pang-halamanan;

- 2.4 gawaing pang-nanarseri;
- 2.5 pag-aalaga ng hayop;
- 2.6 pag-aalaga ng isda;
- 2.7 gawaing industriya;
- 2.8 paghahanda at pagluluto ng pagkain;
- 2.9 pag-iimbak ng pagkain;
- 2.10 pananahi; at
- 2.11 tindahan kooperatiba?

3. Is there a significant difference in the perception of the teachers and pupils in the extent of the development of the concepts in E.P.P. as given in question no. 2?

4. What problems were encountered by the teachers in the teaching of Edukasyong Pantahan at Pangkabuhayan in Grade IV?

5. What solutions/alternatives may be suggested by the teachers to solve these problems?

6. What is the implication of this study to the Edukasyong Pantahanan at Pangkabuhayan in Grade IV?

### **Hypothesis**

The hypothesis of this particular study was stated as:

1. There is no significant difference between the perception of the pupils and the teachers on the development of the concepts in Edukasyong Pantahan at Pangkabuhayan in

Grade IV as to:

- 1.1 kaakit-akit na sarili;
- 1.2 kasiya-siyang pamumuhay ng mag-anak;
- 1.3 gawaing pang-halamanan;
- 1.4 gawaing pang-nanarseri;
- 1.5 pag-aalaga ng hayop;
- 1.6 pag-aalaga ng isda;
- 1.7 gawaing industriya;
- 1.8 paghahanda at pagluluto ng pagkain;
- 1.9 pag-iimbak ng pagkain;
- 1.10 pananahi; at
- 1.11 tindahang kooperatiba?

### **Theoretical Framework**

"Edukasyong Pantahan at Pangkabuhayan" as a subject in Grade IV is very significant and important in producing citizens who are productive and self-sufficient and as such it is of prime importance that there is a periodic assessment of the status and teaching of the subject to find out how far the concepts taught were internalized.

This study was based on the theory cited by Albarracin (1975: 1) when he propounded that the curriculum which is the total experience the child receives in school should be supplemented with experiences which are in harmony with existing conditions. As society become more complex in its

activities and structure, courses and concepts which enable the individual to make the needed adjustment should be included in the curriculum.

The Philippine Constitution of 1987, Article XIV, Section 2, has mandated that Philippine education should:

Encourage indigenous learning system as well as self-learning, independent, and out of school study programs particularly those that respond to community needs.

The new direction of Home Economics or Edukasyong Pantahanan at Pangkabuhayan teaching is directed towards the development of the individual and the improvement of family membership so that the family can achieve its goals and contribute to the welfare of the community and the nation as a whole. The E.P.P. teachers, therefore, should develop certain competencies in the pupils which are fundamental to effective living.

Edukasyong Pantahanan at Pangkabuhayan is one of the most important subjects offered in our schools today. Its primary purpose is to improve home and family life. According to Atienza (1975:25), the family is the center of our democratic life and must be recognized that the kind of homes provided now and in the future would greatly influence the development of the individual.

The home is the primary environment for developing the child's skill, habits and aptitudes from productive tool



which would rebound to the being of his family, his community and his country. All activities geared toward economic progress spring from the family as a basic social institution.

The national thrust of development demands that the youth be given every opportunity for the full development of his talents, his abilities and his potentials to enable him to participate actively in the challenge of society and nation building.

Education has undergone a lot of changes during the last decade. It can be noticed by the governments thrust of developing and improving the quality of life among our people.

Therefore, some things should be done to jibe the needs of the time with that of the school offering. The Home Economics Curriculum and those behind it are given the task of devising and preparing the needed skills for the students and even teachers to acquire for purposes of knowing the fundamentals of relevant education. In the words of Tumanpang, (1968.1) she said:

Home Economics as a curricular offering must perform a definite role, that of giving every person and the social group, ways and means in the attainment of happy, healthy, abundant and graceful living.

Home Economics instruction should focus about the home. It should strive to give boys and girls a realization of the

importance of homemaking in the development of the individual, the family, the community and the nation.

### Conceptual Framework

This particular research activity focused on the appraisal of the Teaching of Edukasyong Pantahanan at Pangkabuhayan in Grade IV. Specifically, it gave emphasis in the development of concepts for areas concerned in the particular subject.

The schema of the study is shown on page 10. At the bottom of the schema is the research environment which are the elementary schools of Gandara, Samar with the Teachers Teaching Edukasyong Pantahanan at Pangkabuhayan and the Grade V pupils who took the subject in grade IV as respondents.

These two groups of respondents were requested to give their perception as to how far were the concept areas in EPP IV were implemented in the teaching of the subject. It is hoped that the responses of the teachers and pupils in EPP IV would lead into a conceptual redirection of the subject and eventually be implemented to be able to come abreast with the visions of the Department of Education, Culture and Sports which is quality education.

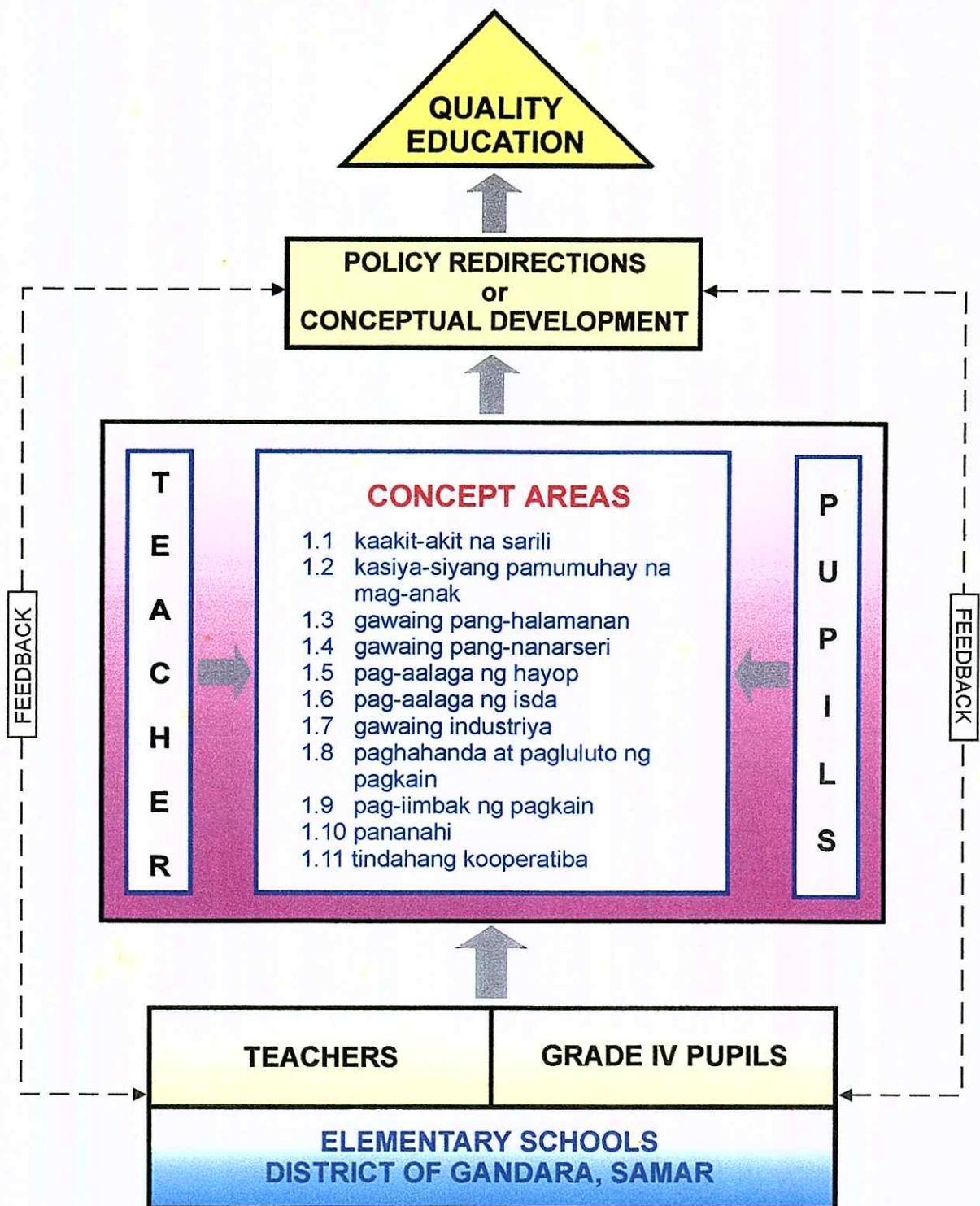


Figure 1. Schematic Diagram showing the Research Environment, the Respondents, the Variables and the Ultimate Goal of the Study which is Quality Education.

### Significance of the Study

The researcher believes that knowledge derived from this study may be of great help to the Edukasyong Pantahanan at Pangkabuhayan teachers in implementing effectively Home Economics activities covering the major areas in the subject in order to acquire deeper understanding in Edukasyong Pantahanan at Pangkabuhayan instructions.

To the pupils, the primary purpose of this study is to develop in them the ability to serve their family and the community where they live and the realization of the goals of education and the development of a well-rounded personality.

Likewise, this study would provide awareness to Edukasyong Pantahanan at Pangkabuhayan teachers as to what significant factors affect pupils' learning, whether it would be the development of concepts, teaching competencies or problems of EPP teaching or both which would provide the teachers some implications.

The result of this study would benefit school administrators and supervisors as instructional managers, they could be of help in determining the necessary answers to be undertaken for the improvement of home economics instruction and this could be used as a basis for formulating plans and policies for a more effective

implementation of EPP/HE program.

For the teacher training institution this study would encourage the school to improve the existing home economics program with competent teachers to handle the subject and furnished the most modern home economics facilities and equipment to be used in Home Economics instruction.

To the future homemakers this study would benefit them in terms of the knowledge and skills that are basically needed in satisfying the needs of an ideal Filipino family.

To the parents, especially those who do not possess enough knowledge about Homemaking Arts, the result of this study could at least help them relate with their children or improve the different activities in the home as a result of a carry-over of home Economics activities.

This study would provide inputs to future researchers who may wish to study further the various aspects of Edukasyong Pantahanan at Pangkabuhayan in the elementary level or Technology and Home Economics in the secondary level.

The researcher hoped that this study would be able to provide suggestions in order to improve and enrich the elementary Home Economics Education. Hopefully, the result of this study would be useful in improving instruction of the Home Economics Program/Edukasyong Pantahanan at

Pangkabuhayan in the elementary grades.

### Scope and Delimitation of the Study

This research study looked into the teaching of Edukasyong Pantahanan at Pangkabuhayan in Grade IV in the district of Gandara, Samar. There were eleven concept areas that were looked into and these were the following: 1) kaakit-akit na sarili, 2) kasiya-siyang pamumuhay ng mag-anak, 3) gawaing pang-halamanan; 4) gawaing- pagnanarseri; 5) pag-aalaga ng hayop; 6) pag-aalaga ng isda; 7) gawaing industriya; 8) paghahanda at pagluluto ng pagkain; 9) pag-iimbak ng pagkain; 10) pananahi; 11) tindahang cooperatiba.

This study involved 26 teachers teaching Edukasyong Pantahanan at pangkabuhayan in Grade IV and 239 grade pupils who have taken the subject.

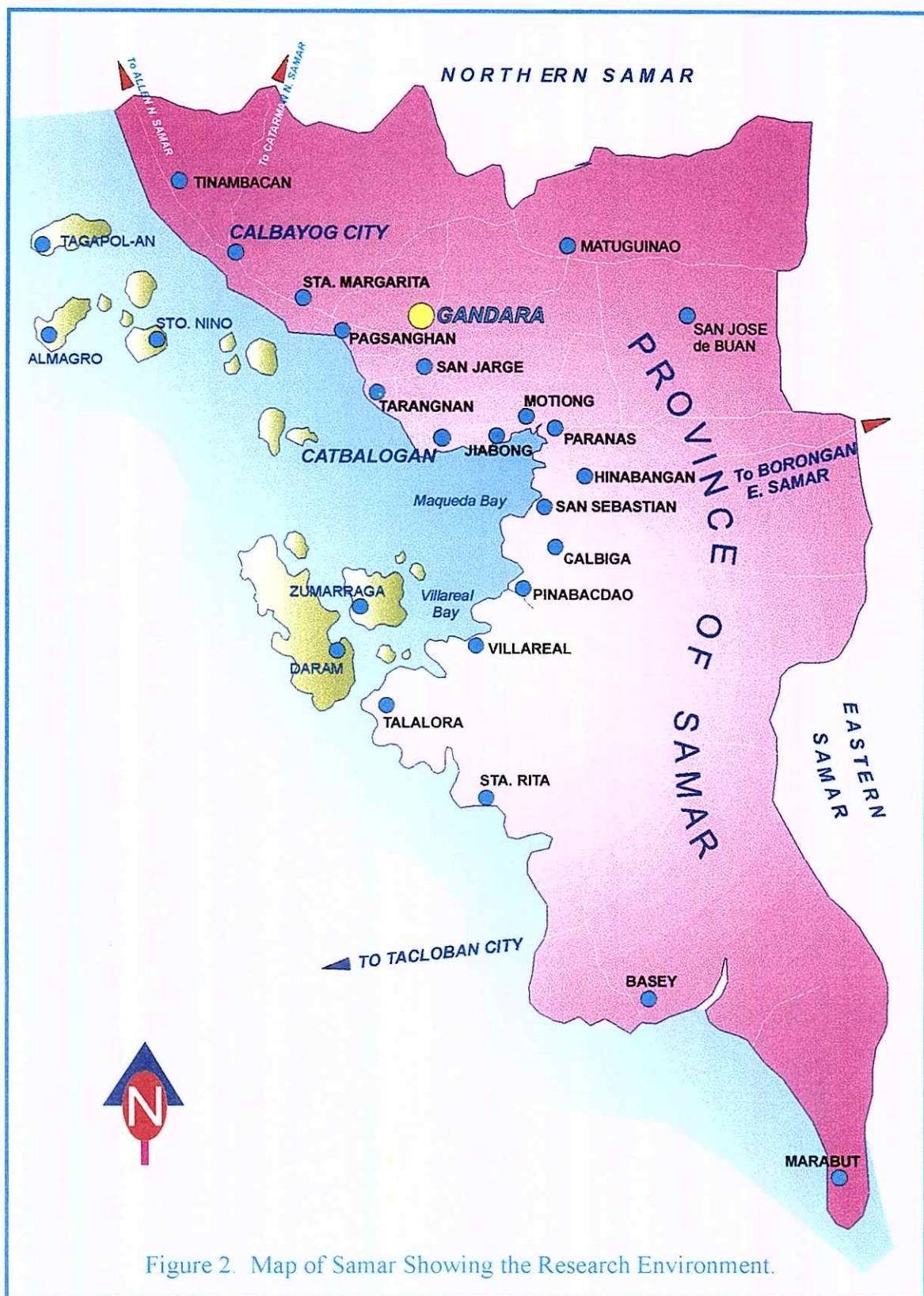
The study was conducted in the school year 1998-1999.

### Definition of Terms

In order to give the teachers a clear grasp of the term as used in this study, they are defined conceptually and according to their appropriate usage in this study.

**Appraisal.** This is a formal and accurate evaluation made a person familiar with estimating values, excellence or status of something (Webster, 19:1811). As used in this study, appraisal refers to the study, evaluation and





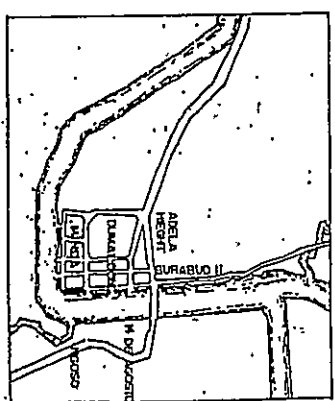
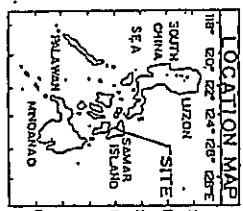
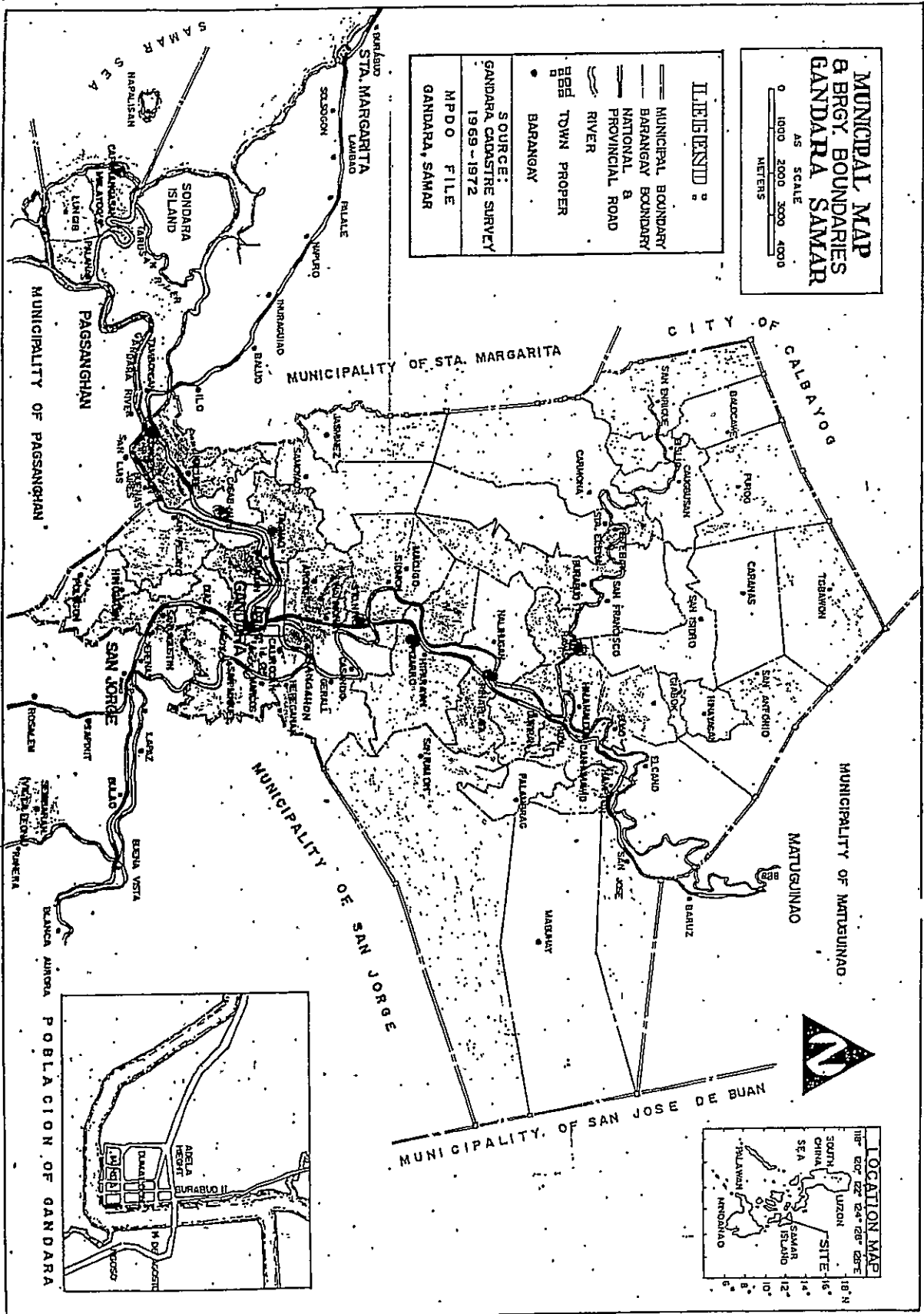
# MUNICIPAL MAP & BRGY. BOUNDARIES GANDARA SAMAR

AS SCALE  
0 1000 2000 3000 4000  
METERS

## LEGEND

- == MUNICIPAL BOUNDARY
- == BARANGAY BOUNDARY
- == NATIONAL & PROVINCIAL ROAD
- == RIVER
- == TOWN PROPER
- BARANGAY

SOURCE:  
GANDARA CADASTRE SURVEY  
1969-1972  
MPDO FILE  
GANDARA, SAMAR





assessment of the practices and problems of Edukasyong Pantahanan at Pangkabuhayan as implemented in Grade IV.

Competence. This term denotes the ability of Home Economics teachers to employ with the requirements prescribed by the higher offices in connection with home Economics Instruction (Atienza, 1975:11).

Complete Elementary School. This term refers to schools having complete elementary education from Grade I to VI headed and administered by either a head teacher, teacher-in-charge of school or principal.

Concept. The term concept is defined as a thought or ideas (Grolier Webster Dictionary, 1987: 209) In this study the term refers to the different ideas or areas included in the teaching-learning process of EPP IV.

Concept Areas. As defined in the Elementary Learning Continuum (ELC) it means the different thoughts or ideas included in the teaching-learning process in a subject. In EPP IV, the concept areas include the following kaakit-akit na sarili, kasiya-siyang pamamahay ng mag-anak, gawaing paghahalaman, gawaing-pagnanarseri. pag-aalaga ng hayop, pag-aalaga ng isda, pagawing industriya, paghahanda at pagluluto ng pagkain, pag-iimbak ng pagkain, pananahi at tindahang cooperatiba.

Edukasyong Pantahanan at Pangkabuhayan. This term is

the Filipino equivalent of Home Economics as a subject in the elementary grades.

E.P.P. This is an acronym for Edukasyong Pantahanan at pangkabuhayan.

Home Economics. This term refers to the study of human and material forces affecting homes and families and the utilization of this knowledge for the benefit of mankind (Atienza, 1975:18). As used in this study it deals with all phases of home living including feeding and clothing the families, care and guidance of children, the management of family resources, personality development and family relations, health and sanitation and home community improvement.

Home Economics Instruction. It refers to the instruction given to Home Economics subject as the guiding principles in all art of homemaking which deals with the human relationships and rearing the proper development of values, conducive to health and happiness in the family (Stewart, 1954:14).

Home Economics Program. In this study, it refers to a program of instruction which assist boys and girls to understand and solve problems in personal home and family living.

Home economics Teacher. This term refers to the Grade IV teacher handling home economics in the elementary level.

## Chapter 2

### REVIEW OF RELATED LITERATURE AND STUDIES

This literature and studies conducted in home economics in the Philippines are wide ranging. However, the researcher has not found any study on the appraisal of Home Economics as taught in Grade IV.

The related studies cited bear relevance to the present study. They were being reviewed to provide the researcher deeper insights into the Home Economics Program specially in the elementary level.

#### Related Literature

Various literature read and reviewed by the researcher were found related to the present study.

A review of published and unpublished researches and related literature has given the researcher valuable information which enabled her to consider the present study for the assessment of the teaching of Edukasyong Pantahanan at Pangkabuhayan in grade four.

The growing trend towards quality education prompted educators and researchers to conduct studies and assessment of curricular offerings and educational input to improve instruction. Article XIV, section 2 of the New Philippine Constitution mandates that the state shall "establish, .

maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society". This constitutional precision calls for a periodic evaluation and realignment of curricular offerings and programs to suit the needs of the people and the community.

The school should consistently keep itself attuned to the needs of the society. It should endeavor to endow the individual learners with rich and unlimited knowledge, skills, values and attitudes necessary in building up a wholesome individual who can be an asset to his community and contribute to the building of a progressive nation.

"Education in this country, as in many other countries of the world, has been criticized for its lack of relevance and effective". No less than the former Secretary of Education,, Juan A. manual (1974: 4) had pointed out this great malady. He further stated that, in the past, the curricular offerings of the school were insufficient for terminal education. It did not equip the students with essential skills for meeting circumstances of daily living. The education given was, in effect, only a preparation for more education.

To meet the need for making education relevant to society, the Education Act of 1982 was promulgated which

provided among others, the objectives of both the elementary and secondary education. One of the objective is (Education Act of 1982, Sec. 21-22).

. . . to provide learning experiences which increase the child's awareness of an responsiveness to the changes in and just demands of society and to prepare him for constructive and effective involvement.

This educational objective suggests that education must be related to the life of the learner and that it must be meaningful to him. The real purpose of education in this rapidly changing world, then, is to help students to live richly, fully and effectively everyday. Emphasis is no longer in terms of learning he can acquire but what he can apply in meeting everyday situations. All teaching shall seek to develop comprehensive understanding of subject matter and their inter-relationship and significance to daily living. Courses need to be structured to allow testing of theories learned in the classroom to actual practice at home or community.

N. James Popham and Eva Baker, gave their views on the effectiveness of teaching. According to them (1970: 8-13).

.... Teaching effectiveness must be considered in relation to a particular environment as he attempts to achieve particular instruction goal. If a teacher is committed to the improvement of his instruction, he must make evaluation of the success of his teaching in order to know where modification should be made.

Briefly, this means that teaching effectiveness cannot only

be considered in terms of the attributes of the teacher rather, it should generally be considered with respect to the particular learner in a particular environment. A periodic evaluation of the teaching process be made with particular emphasis on the needs of the learner.

Umali (1980) in his keynote address during the international congress of Federation of Home Economics in Manila, emphasized that Filipino home economists were trained to help in the economic development of the country. While the studies and curricula are based on western models the home economics teacher should teach pupils according to their needs, their interest and capabilities. Teachers should teach pupils to produce and do things depending on the material resources available in the locality. As quoted further by Umali (from this Varaba) he said.

Teaching must take place in the context of life. If education is to be had from living deeds, it is important to make our lives, a pattern of what the life of society ought to be.

In the national work-conference of education in Zamboanga city participated in by home economics supervisors coming from provincial and city school divisions, Soriano (1965: 2-3) stressed that the most urgent challenge to Home Economics teachers who educate the future homemakers of the country is to enable a strong family ties to further

strengthen the family. She further stressed that the primary social unit is the family and the main burden of raising the children for effective membership in the family of society falls on the parents. The mother is the symbol of the family morals and cultural patterns. In no other society in the dictum. "holds true than it is in the Philippines." Hence, the most effective way that any Home Economics class can prove today is to make a tangible and identified contribution toward the strengthening of the family structures and the stamina of its young members, directly thru influence of the father.

The points stressed by Soriano was amplified by Delano (1965) when he emphasized in his keynote speech delivered during the 1965 Home Economics Seminar in Cebu, that the aim of Home Economics instruction is to produce changes in the home. This was profounded by Roces (1970) in a speech delivered at the national convention of the Philippines Home Economics Association when he said:

....If we are to produce homemakers who can manage a home efficiently, both in the home and in their contacts outside of the home; if we are to provide a satisfying setting for the family living, then a well balance Home Economics Curriculum should be assigned to prepare the girls as well as the boys for various home activities.

As expressed by Stevenson (1954:22), "The task of education for homemaking is no less than a preparation for

excellent and happy home life." With this end in view, homemaking courses are expected to produce not only housekeepers but homemakers to meet the demands of modern life. A desirable program in Home Economics should be cooperatively planned, organized and executed by the people engaged in educating the youngsters. In this set-up, teachers and pupils cooperatively plan together and set goals.

The teacher must try to develop a functional program for home economics education. I order that this may be so, she has to plan the curriculum cooperatively with her pupils, if the teacher believes that pupils must learn the democratic way of life. Through experiencing democratic living, the pupils and the teacher should set the goals for accomplishing things together. They plan experiences, activities, and areas which are needed to be explored in achieving their goals. Although the pupil's recognition of their own needs may be limited, their cooperation in selecting these experience will point to the greatest immediate interests. If pupils help in setting goals and selecting experiences though which they are to be achieved, most of the teachers' difficulties in influencing pupils would be solved. As teacher and pupils jointly set-up goals, they should also plan together on how to evaluate the



progress to be made.

The success of effectiveness, therefore, of teaching home economics greatly depends on the cooperative endeavor of the teacher and the pupils. In the article, "We believe in Home Economics," Carlson (1962:5) stated that the success of the Home Economics Program rest largely upon the quality of its instruction and the interest of the teachers themselves. He believed that the girls who planned for further education obtained a sound sense of value in regards to handling family finances, budgeting expenses, making preparation for future responsibilities as parents, operating homes that are conducive to harmonious family relationship.

Home Economics is concerned with using, developing and managing human and material resources for the benefit of individual families, now and in the future. Along this line, Pablo (1984: 86) said that the activities in Home Economics shall emphasize the development of desirable work attitudes, basic work skills and habits through learning situations relevant to everyday chores of home, schools and community and the production of goods and useful articles.

Badul (1992: 92) said that human resources development structure thrives best in a happy family. The family structure becomes happy as children bless the house with

love, tenderness and affection.

Therefore, learning should be pragmatic. That is, whatever is learned must be put into practice. EPP is a program which centers on the essential learning in each of the eleven concepts which improves the home economics curriculum. The focus is on the development of intellectual abilities and attitudes which are contributory to satisfying individual and family living and the development of occupational skills.

Villar (1988: 56) stated that foremost among the goals of Home Economics was the development of fundamental and basic skills in order to become productive and self-reliant individuals. That is why she said it is really timely to implement Edukasyong Pantahanan at Pangkabuhayan (EPP) to suit the resources and in providing every individual with the basic skills needed in certain gainful activity.

On the value of Home Economics, Scott (1985: 108) made it clear that Home Economics should not be thought of as a set of subject matter like arithmetic. Instead, it should be regarded as instructional materials and experiences designed to make possible increase satisfaction in personal family and group living.

Likewise, Craftsman (1979: 48) believed that learning resources should be drawn from the child's environment to

meet his needs, interest and concern. His immediate environment is made up of school, home and community. Within these, are varied learning resources, physical, material, home and technological.

Rivlin (1986: 204) stated that materials, tools and processes were the best means leading to a better understanding of man's vast occupational activities and of the programs that were being made in using natural resources for the benefit of man. It appears reasonable to hope that through well-directed industrial arts education, pupils will attach a deeper appreciation to the dignity and mobility of labor and the joy that comes to him who works creatively.

On the fundamentals in teaching Home Economics, Spafford (1958: 211) emphasized that the attainment of the goals of learning unit depend upon the way the students and the teacher use the time allotted to Home Economic classes and the medium or strategies through which the learning of a unit may be realized. Teachers can learn to guide a good class discussion, direct laboratory work, to obtain a maximum of learning and use demonstration and class reports for more effective learning. Teachers are urged to use a wide variety of techniques and resources with the view of effective teaching-learning process.

Home Economics has expanded to offer a far greater variety of educational positions than was ten years ago. Fortunately, many teachers study past and present patterns and retain what seems good of the old as they look ahead to utilize which will improve today's education.

### Related Studies

There are several studies on teaching-learning process conducted in the country and abroad related to the present study which provided the needed background of the various aspects of the problem.

The study made by Tumanpang (1982) on the evaluation of the Home Economics Program of the Division of Bohol showed that efficiency of home economics instruction may be measured through progress in the work habits developed and the attitudes and appreciation formed. Concept development in home economics largely depends on the effectiveness of the teaching process and the receptiveness of pupils. She further stated that to come up with a well developed concept, home economics teacher must be qualified, prepared and competent to teach the subject effectively. She also concluded that teaching home economics effectively calls for adequate facilities and equipment.

Tumanpang's study is related to the present study as

both are into concept development in Home Economics. Tumanpang study, however, was more broader than the present study as it includes the evaluation of the facilities of the home Economics Department. The study was also concentrated in the high school level while the present study is on the elementary level specifically on grade IV.

Laro (1982) come-up with a study on "The status of the Home Economics Program in the Public Elementary Schools of Tacloban City." She came up with the following conclusions: (1) the home economics offerings in the Division of Tacloban City includes foods, and nutrition, home management and family economics, housing and furnishings, grooming and clothing and human development and the family. However, majority of the teachers have given emphasis on foods and nutrition and housing and home furnishing only: (2) the Home Economics teachers were educationally qualified, professionally trained, Civil Service eligibles and had been teaching the subject for at least ten years; (3) Home Economics Teachers utilized supplemental activities to make classes meaningful and interesting. Most of them bring their pupils to field trips and home visitations; (4) the foremost problem of the teachers is the absence of a Home Economics building, lack of facilities, books and other teaching materials and teaching aids.

Laro's study is related to the present study in the sense that both studies evaluated the teaching of Home Economics. However, the present study is concentrated on concept development in home economics as taught in Grade IV while Laro's study is on the total status of the Home Economics program.

Pastor (1982) made an evaluation of the Home Economics Program in public elementary schools in Laoag City. Her study revealed that the structure of the Home Economics Curriculum was adequate to meet the needs of the children in the community. It was flexible enough to meet further changes. She stated that home economics activities was so arranged to effectively develop various Home Economics concepts. The physical facilities were not enough to effectively developed either complicated home economics concepts as food preservation, garments construction and food service management.

She recommended for the purchase of more equipment and facilities, more books and references and teaching aids if a stronger home economics program is to be developed. Quality teachers are necessary for quality learning. In this line, Pastor recommended for the hiring of teachers who have specialized in home economics and to motivate teachers to continually grow professionally.

Pastor's study have greatly influenced the present

study in the area of concept development even if the study was on Home Economics instruction in grade V and VI. The present study, is only limited to home economics concept development in grade IV.

Moron's (1983) in her study on the "Appraisal of Home Economics Program in Elementary Schools in the East Central Part of Leyte Division" came up with the following conclusions; (1) The Home Economics teacher were competent to teach the subject the fact that majority of them were Home Economics graduate (2) Majority of the teachers had teaching experience of ten years and above and have attended several in-service trainings; (3) The school administrators were supportive in the implementation of the program as they are conscious on the improvement of facilities and purchase of tools and equipment; (4) Grooming and clothing as one aspect or area in Home Economics were given more attention and improvement; and (5) The serious problem of the pupils is the inability to comply projects requirements.

Moron's study is related to the present study as both looked into the teaching of Home Economics program in the elementary school. However, Moron's study is on Home Economics/EPP as taught in Grade V while the present study is on concept development of Home Economics/EPP in Grade IV.

The study conducted by Ataga (1984) contributed to an

effective home economics instructions in the schools of Butuan City as shown by her findings; (1) better growth and health through improved nutrition; (2) better behavior at home and society; (3) more scientific care of children; (4) better kept surrounding and improve sanitation; and (5) knowledge of basic saving and capacity to earn money through the sales of home projects. She concluded that the community life in Butuan City have greatly improved because of the effective delivery of home economics concepts.

A study of Belen (1984) focused on the Homemaking Arts Program of Don Mariano Marcos Memorial State University, College of Engineering and Technology. Among the significant findings of the study were the following; (1) All Homemaking Arts Teachers possessed all the necessary educational qualification, training and eligibility for teaching in the secondary level; (2) the objectives of the homemaking Arts Program were not fully implemented; (3) the teacher used various methods and techniques of teaching Homemaking Arts which were found to be fairly effective; (4) the problems encountered in the implementation of Homemaking Arts Program were somewhat serious which needed immediate attention and solution to provide favorable condition for the program.

Belen's study is closely related to the present study



for it covered the educational qualifications of homemaking arts teachers and the problems met in teaching the subject. The study, however, differs from the present study as the former concentrated on the methods and techniques used in teaching Homemaking Arts, the instructional materials, equipment and tools needed in the implementation of Homemaking Arts and the physical facilities, while the present study concentrated on concept development in Home Economics in Grade IV.

On the study conducted by Ramasasa (1986), she concluded that the problems which teachers encountered in their teaching of Home Economics or classroom management have not affected them because they were ready to teach the subject. The fact that they were educationally qualified, the problems on instructional management have as well not affected the teachers because they used the appropriate methods of teaching which made their teaching effective in spite of the fact that they lack teaching aids and devices. The study though revealed that the problem on safety management which teachers encountered have affected their teaching in home economics more seriously. They were so concerned about the welfare of their students especially during praticum and home economics laboratories where they have to handle laboratory tools and equipment.

Another study on home economics was that conducted by Soriano (1989) when she tried to look into the teachers competencies and problems in teaching intermediate Home Economics in relation to pupil achievement. The study revealed that there was no significant relation between teaching competencies of Home Economics and pupil achievement. These findings may have been caused by some other pupil-teacher attributes. It can be adhered that teaching competencies may not be a guarantee the high pupil achievement may result. On the other hand, problems on supervision have a significant relation to academic achievement of pupils. Although problems on instruction and facilities were considered "very serious problems" but did not have a significant relation to pupils achievement.

Soriano's study had a bearing on the present study as it deals with problems in teaching home economics which is also the concern of the present study. The present study, however is specifically more on concept development in EPP.

In the study of Herrera (1994) on the teaching of home economics in Technology and Home Economics in Bulacan she came up with the following conclusions; (1) Home economics teachers were more concerned on the personal practical skills development, (2) the most common approaches and strategies used were demonstrations, laboratories projects

and class discussions, (3) the tools and equipment were adequate but laboratory rooms, most specially the food laboratory was very much wanted, (4) the teachers were creative and resourceful enough to come-up with their own resources and instructional materials so they can make teaching home economics effective.

Herrera's study is also related to the present study as both looked into the teaching of Home Economics in the elementary grades. However, the previous study was more on assessment of the total Home Economics program while the present study is on the concept development in teaching home economics in grade IV only.

In a more recent study of Matera (1996) when she conducted an assessment of the teaching of Technology and Home Economics I in Colegio San Agustin, it was found that the teaching of home economics was very effective. The findings of Matera's study were (1) the teachers were young, married and have taken masteral studies with specialization in home economics and had been teaching the subject from seven to twelve years (2) projects and activities were worthwhile and valuable, (3) there were plenty and sufficient instructional materials coupled with well equipped laboratories for food preparation, garments construction, ceramics and home crafts; (4) Teachers were

encourage to attend seminars and other trainings both in the country and abroad; (5) bright students were sometimes tapped to tutor poor students especially in classes with big enrollees.

The study of Matera is similar to the present study as both studies are into the teaching of Home Economics. However, the previous study is focus on Technology and Home Economics I in private secondary schools while the present study is on Edukasyong Pantahanan at Pangkabuhayan IV in public elementary schools. The previous study also looked into the totality of the program while the present study is limited only on concept development in EPP IV.

In the article of Carlson (1982: 5) he believed in Home Economics stating that the success of the Home Economics Program rest largely upon the quality of its instruction, the interest of the learners and the periodic evaluation of the program. It is in the context of the above cited literature and studies that the present research work was founded.

## Chapter 3

### METHODOLOGY

This chapter presents and describe the research design used in the study. The instruments, the sampling procedure, the procedure in gathering data and the treatment of data.

#### Research Design

This study utilized the normative-descriptive survey method of research designed in looking into the perceptions of teaching of Edukasyong Pantahanan at Pangkabuhayan in grade IV. It also used the questionnaire as its principal instrument.

#### Instrumentation

This study made use of a self-structured questionnaire as its principal instrument. It also utilized interview, observation and documentary analysis to support data taken through the questionnaire.

Questionnaire. The questionnaire was the major instrument used by the researcher to gather data from the Home Economics teachers and pupils in the District of Gandara. This is a self-structured questionnaire which is a result of a thorough investigation of the Minimum Learning Competencies/Elementary Learning Continuum (MLC/ELC), annual

reports of teachers and District Supervisors and Principals, previous studies conducted and other pertinent documents that gave evidence to the study.

There were two questionnaire in this study - one for the teachers and another one for the pupils. The questionnaire for the teachers was divided into four parts designed to secure information that were relevant to the study. Part I was on the personal profile of the teacher, Part II on the perception of the teachers regarding concept development; Part III on the problems meet by the teachers in teaching EPP in grade IV, and Part IV on the suggested solutions to solve the problems. The questionnaire for the pupils was only on their perceptions towards concepts development in EPP.

In the construction of the questionnaire, the researcher kept in mind the psychological nature of the potential respondents. It was in this category that the researcher has decided to construct the questionnaire in Filipino for better and more easy understanding of the pupils.

Interview. Two types of interview was conducted by the researcher. The unstructured interview was done to check the veracity of data taken from the questionnaire while the structured interview was resorted to, to get a

deeper insight into the perception of the pupils. This was conducted by the researcher while the questionnaire were fielded. The structured interview was done on selective basis.

Observation. An ocular observation was also conducted. This was resorted to find out if the EPP concepts developed were practiced by the pupils.

Documentary Analysis. The researcher also used documentary analysis in this investigation. The documents used were the class register of the teachers and the NLC for grade IV EPP program. The class register was resorted to on the selection of the pupils respondents, while the New Learning Continuum was used to check the veracity of the contents or activities for EPP as offered in grade IV.

#### Validation of the Instrument

There were two types of questionnaire used in this study: namely, the questionnaire for the teachers and the questionnaire for the pupils. Both questionnaire were subjected into a dry run.

The questionnaire for both teachers and pupils were first submitted into an expert validation among the masteral students specializing in Home Economics in Samar State Polytechnic College. After the expert validation, the

questionnaire was revised and submitted to the adviser for comments and suggestions.

After the suggestion of the adviser were taken into consideration, the questionnaire for the teacher was submitted into a dry-run among grade IV EPP teachers in the district of Catbalogan II. The questionnaire for the pupils was submitted to grade IV pupil in San Jorge Central Elementary School, San Jorge, Samar for a dry-run.

After the dry-run, and based on the results of the item analysis, the questionnaire was revised, submitted back to the adviser for comments and suggestions and was finalized.

### Sampling Procedure

No sampling procedure was utilized to get the respondents among the teachers teaching Edukasyong Pantahanan at Pangkalusugan in grade IV. The total enumeration was utilized to get the involvement of the 26 teachers.

In determining the sample size for the grade V pupils, the slovens formula by Walpole was employed.

$$n = \frac{N}{1 + N_e^2}$$

where:

n = refers to the sample size

N = refers to the total head count of the target clientele



Table 1

## EPP Teacher Respondents in Grade IV

School	TEACHER		RESPONDENTS	
	No.	%	No.	%
1. Gandara Elem. School	4	15.38	4	15.38
2. Tagnao Elem. School	1	3.85	1	3.85
3. San Jose Elem. School	1	3.85	1	3.85
4. Capangahasan Elem. School	1	3.85	1	3.85
5. Casab-ahan Elem. School	1	3.85	1	3.85
6. Concepcion Elem. School	1	3.85	1	3.85
7. Sto. Nifio Elem. School	1	3.85	1	3.85
8. Rawis Elem. School	1	3.85	1	3.85
9. Pifiaplata Elem. School	1	3.85	1	3.85
10. San Agustin Elem. School	1	3.85	1	3.85
11. Hinogacan Primary School	1	3.85	1	3.85
12. 14 de Agosto Primary School	1	3.85	1	3.85
13. San Pelayo Primary School	1	3.85	1	3.85
14. Boao Primary School	1	3.85	1	3.85
15. Hampton Primary School	1	3.85	1	3.85
16. Caugbusan Primary School	1	3.85	1	3.85
17. Diaz Primary School	1	3.85	1	3.85
18. Tambongan Elem. School	1	3.85	1	3.85
19. Elcano Primary School	1	3.85	1	3.85
20. Napalisan Primary School	1	3.85	1	3.85
21. Pizarro Elem. School	1	3.85	1	3.85
22. Casandig Primary School	1	3.85	1	3.85
23. Hiralí Primary School	1	3.85	1	3.85
Total	26	100.00	26	100.00

e = refers to the margin of error which is set at .05 level of significance

After the sample size was determined, the selection of the actual respondents was done by random sampling using the fishbowl technique. This was carried out by writing the

Table 2

## Distribution of Pupil Respondents by Classes

School	: Enrollment	: %	: Respondents	: %
1. Gandara Elem. School				
Gandara V - Sec. 1	40	6.83	16	6.69
Gandara V - Sec. 2	41	6.70	16	6.69
Gandara V - Sec. 3	41	6.70	16	6.69
Gandara V - Sec. 4	40	6.83	16	6.69
Gandara V - Sec. 5	40	6.83	16	6.69
Gandara V - Sec. 6	37	6.31	15	6.28
2. Buao Primary School	20	3.41	8	3.35
3. Caparangasan Elem. School	28	4.78	11	4.60
4. Concepcion Elem. School	80	13.65	32	13.39
5. Hinogacan Primary School	26	4.44	10	4.18
6. Casab-ahan Elem. School	30	5.12	12	5.02
7. Piñaplata Elem. School	25	4.27	10	4.18
8. Pizarro Elem. School	14	2.39	6	2.51
9. Rawis Elem. School	30	5.12	12	5.02
10. San Jose Primary School	40	6.83	16	6.69
11. Sto Niño Elem. School	25	4.27	10	4.18
12. Tagnao Elem. School	29	4.95	17	7.11
Total	586	100.00	239	100.00

corresponding number of the pupil as appearing in the school register into a piece of paper. The paper was rolled and placed in a box. The researcher have drawn the number of samples as stated through the formula. In cases, where the drawn sample was absent, the paper was rolled back and returned to the box. Another paper was again picked to replace the absent drawned pupil.

### Gathering Data

In order to obtain the necessary data, a permission to conduct the study was secured from the Division Superintendent of Samar. Through the recommendation of the School Division Superintendent, the researcher then sought the permission from the District Supervisor and the Principal to administer the survey instruments.

The questionnaire for the teacher was fielded personally by the researcher so as to obtain a high percentage of retrieval. To get the data from the pupil, the researcher requested the teacher to assist her in administering the questionnaire.

### Treatment of Data

After the data were gathered, these were categorized, tabulated and analyzed. For statistical measures the following were used in this study, namely; frequency counts with percentage and ranking, the weighted mean, and T-test.

#### Frequency distribution, percentage and ranking.

Frequency distribution expressed in percentage and ranking was used for interpretations of simple numerical facts. This was used to present the personal profile of the teacher respondents.

$$P = \frac{f}{n} \times 100$$

Where:

P = the percentage

f = the frequency

n = the number of cases

**Weighted Mean.** To obtain the perception of the teachers and pupils respondents towards the extent of concept development on Edukasyong Pantahanan at Pangkabuhayan the weighted mean was used (Walpole, 1982: 307). Five descriptive rating were utilized, namely, "to the fullest extent", "To the great extent", "to an average extent", "to some extent" and "to little extent" with a assigned weighted of 5, 4, 3, 2 and 1 respectively.

After tallying the frequency for each item under each column, each frequency was multiplied by the corresponding weight. The total weight for each item was then divided by the total number to determine the weighted average of each item.

The weighted mean by each item was interpreted by using the scale below.

#### **Legend**

<b><u>Weighted</u></b>	<b><u>Descriptive Rating</u></b>	<b><u>Range Weighted Mean</u></b>
5	to the fullest extent	4.51 - 5.00
4	to a great extent	3.51 - 4.00
3	to an average extent	2.51 - 3.00

2	to some extent	1.51 - 2.00
1	to little extent	1.00 - 1.00

The five point Likert scale was also utilized to evaluate the seriousness of the problems met by the teachers in implementing EPP in Grade IV. The descriptive rating used were "very serious", "moderately serious", "serious", "slightly serious" and "not serious" with the equivalent weight of 5, 4, 3, 2, and 1 respectively.

#### Legend

<u>Weight</u>	<u>Descriptive Rating</u>	<u>Range Weighted Mean</u>
5	Very serious	4.51 - 5.00
4	Moderately serious	3.51 - 4.00
3	Serious	2.51 - 3.00
2	Slightly serious	1.51 - 2.00
1	Not serious	1.00 - 1.00

T-test. This statistical tool served as a basis for determining the significance of the difference in perception of the two categories of respondents. The formula suggested by Walpole (1982: 254), was applied, viz:

$$T = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{N_1 + N_2 - 2} \left[ \frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

Where:

$T$  = is the computed T-value

$\bar{X}_1$  = is the computed mean for the first group of respondents

$\bar{X}_2$  = is the computed mean for the second group of respondents

$S_1^2$  = is the variance of the responses of the first group of respondents

$S_2^2$  = is the variance of the responses of the second group of respondents

$N_1$  = is the number of cases for the first group

$N_2$  = is the number of cases for the second group

## Chapter 4

### PRESENTATION AND INTERPRETATION OF DATA

This chapter presents the findings, analysis and interpretation of data based on specific questions presented in this investigation. For purposes of clarity in the interpretation of data, appropriate tables were used.

#### Profile of the Teacher Respondents

To be able to determine whether the implementation of Edukasyong Pantahanan at Pangkabuhatan (EPP) in grade IV was directed towards the development of its concept, it was imperative to look into the personnel profile of the teachers who were directly involve with the program. In this study, the characteristics of the teachers as sex, age, civil status, highest educational qualifications, area of specialization, teaching experience and performance rating for the last three years were looked into, studied and analyzed.

Sex of the Teacher Respondents. A big majority of the teachers respondents in this study were female as reflected in Table 3. There were 25 or 96.15 percent of the 26 respondents who belong to female and only one or 3.85 percent male respondents. This data declared that teaching profession is predominantly attractive to the female group.

Ages of the Teacher Respondents. Generally, the EPP Teachers in grade IV in the district of Gandara, Samar belong to the middle age generation with an average age of 42 years as shown in Table 3. Five or 19.23 percent of the teachers have ages in the bracket of 35-40 years, 45-50 and also five or 19.23 percent who have ages in the bracket of 55-60 years.

The data in Table 3 signified that the Teachers may have been in the teaching profession for a number of years already as majority of them were from the ages of 35 years up to the retirement years.

**Table 3**

**Age and Sex of EPP Teachers**

=====								
Age bracket	:	Male	:	Percent:	Female:	Percent:	Total:	Percent
-----								
55 - 60		1		100.00	4	16.0	5	19.23
51 - 54		0		0	3	12.0	3	11.54
45 - 50		0		0.	5	20.0	5	19.23
41 - 44		0		0	2	8.0	2	7.69
35 - 40		0		0	5	20.0	5	19.23
31 - 34		0		0	2	8.0	2	7.69
25 - 30		0		0	4	16.0	4	15.38
-----								
Total		1		100.00	25	100.00	26	100.00
Average age of teachers - - - - -							42 years	
=====								

Civil status of Teachers. As gleaned from Table 4 majority of the teachers were married. There were 20 or



Table 4

## Civil Status of EPP Teachers

=====						
Civil Status:	Male	:Percent:	Female:	Percent:	Total:	Percent
=====						
Married	1	100.00	14	76.00	20	76.92
Single	0		6	24.00	6	23.08
-----						
Total	1	100.00	25	100.00	26	100.00
=====						

76.92 percent belong to this category. The lone male teacher was also married. There were only six or 23.08 percent single and these belong to the female group. The data in Table 4 categorically shows that female teachers generally were married.

Educational Qualification. The educational qualification of the teachers can be gleaned in Table 5. The data revealed that there were 19 or 73.08 percent who have graduated with the degree Bachelor of Science in Elementary Education. Five or 19.23 percent of the 26 teachers have finished the degree of Bachelor of Science in Education while there were only two or 7.67 percent who revealed that they obtained the degree of Bachelor of Science in Elementary Education and have taken Masteral Studies already.

Table 5

## Educational Qualification of EPP Teachers

=====						
Educational : Qualification:	Male :	Percent:	Female:	Percent:	Total:	Percent
-----						
BSEEd	0	0	19	76.0	19	73.08
BSE	1	100.00	4	16.0	5	19.23
BSEEd with MA	0	0	2	8.0	2	7.69
-----						
Total	1	100.00	25	100.00	26	100.00
=====						

The data in Table 5 signified that teachers in grade IV EPP have the necessary degree to be able to teach in the elementary level.

**Area of Specialization.** While the teachers possessed the essential educational qualification to teach in the elementary level, they however vary as to specialization. Table 6 shows the various specialization of the teachers. It could be noted from the table that only five or 19.23 percent of the EPP teachers have taken Home Economics as their field of specialization. Thirteen or 50.00 percent of the 26 teachers do not have any specialization. There were two or 7.69 percent of the teachers have specialization in Physical Education, Social Studies and mathematics.

Table 6

## Area of Specialization of Teachers

Specialization:	Male:	Percent:	Female:	Percent:	Total:	Percent
Home Economics	0	0	5	20.0	5	19.23
Health Educ.	0	0	1	4.0	1	3.85
Phy. Education	0	0	2	8.0	2	7.69
Social Studies	0	0	2	8.0	2	7.69
History	0	0	1	4.0	1	3.85
Mathematics	0	0	2	8.0	2	7.69
No speciali- zation	1	100.00	25	100.00	26	100.00
Total	1	100.00	25	100.00	26	100.00

The data in Table 6 reveals that most of the teachers do not have the specialization fitted to impart the knowledge in Edukasyong Pantahanan at Pangkabuhayan as majority of them have not taken Home Economics as their specialization.

Teaching experience of EPP teachers. Majority of the EPP teachers have a teaching experience from eleven up to 35 years as shown in Table 7. There were five or 19.23 percent of the 26 teachers who have been in the service from 25-30 years, four or 15.38 percent from 11 - 15 years and also

Table 7

## Teaching Experience of Teachers

No. of Years:	Male	:Percent:	Female:	Percent:	Total:	Percent
1 - 5	0	0	8	32.00	8	30.77
6 - 10	0	0	2	8.00	2	7.69
11 - 15	0	0	4	16.00	4	15.38
16 - 20	0	0	2	8.00	2	7.69
21 - 25	0	0	1	4.00	1	3.85
26 - 30	0	0	5	20.00	5	19.23
31 - 35	1	100.00	3	12.00	4	15.38
Total	1	100.00	25	100.00	26	100.00

four or 15.38 percent from 31 - 35 years. There were eight or 30.77 percent who were still young in the service as they only have been teaching from one to five years.

The data as shown in Table 7 signifies that most of the teachers have been teaching for a number of years and may have acquired the knowledge and concepts of Edukasyong Pantahanan at Pangkalusugan already.

**Performance Rating of Teachers.** The performance rating of the teachers for the last three years was considered in this investigation as it may help gain insights into the ability of the teachers in developing concepts in EPP. As

Table 8

## Performance Rating for Three Years

=====						
Performance	:	1995-1996	:	1996-1997	:	1997-1998
Rating	:	F : Percent	:	F : Percent	:	F : Percent
-----						
Outstanding		1 3.85		0 0		1 3.85
Very Satisfactory		23 88.46		24 92.31		24 92.30
Satisfactory		2 7.69		2 7.69		1 3.85
-----						
Total		26 100.00		26 100.00		26 100.00
=====						

revealed by Table 8, most of the teachers were rated as "very satisfactory" in their teaching performance for the last three years. There were 24 or 92.30 percent of the 26 teachers who have received this rating. Only one or 3.85 percent got the rating of "outstanding" and also only one or 3.85 percent was rated "satisfactory" in her teaching.

#### Development of Concepts in EPP

Edukasyong Pantahanan at Pangkabuhayan is a learning area that could contribute to the moral, social and economic upliftment of the individual. It is a common learning areas for boys and girls. The activities emphasized the development of desirable work attitudes relevant to every chores of home, school and community as a whole. It also

center on phases of arts, retail trades and other livelihood activities. It is expected that the child could be allowed to expose his skills/potentials and appreciate the value of work.

It is, therefore, of prime importance to look into how the various concepts in EPP were developed among the grade IV pupils in the district of Gandara. There were eleven learning concepts as suggested by the Minimum Learning Competencies (MLC) for EPP in grade IV. These were the same concepts that the researcher used in the questionnaire for the teacher and pupil to react to.

The five point scale by Likert was used in this study. The descriptive rating used were "to the fullest extent", "to a great extent", "to an average extent", "to some extent" and "to little extent" with an assigned weight of 5, 4, 3, 2, and 1 respectively. For easy discussion on the perception of the teachers and pupils on how these concepts were develop, the eleven general concepts were presented in different tables..

**Tungkol sa Kaakit-akit na sarili.** Good grooming or kaakit-akit na sarili is one of the important concept to be developed in a child. This is the foremost concept in the MLC for EPP in grade IV. There were five sub-concept in

Table 9

**Concept Development in EPP  
(Kaakit-akit na Sarili)**

Concepts		: 5	: 4	: 3	: 2	: 1	: Total	: WM	: DR
1. Kailangan upang maging maayos.	T	8	7	10	1	0	26		
		40	28	30	2	0	100	3.85	GE
	P	156	34	27	8	14	239		
		780	136	81	16	14	1027	4.30	GE
2. Maayos at mabikas na paggayak.	T	9	8	6	3	0	26		
		45	32	18	6	0	101	3.88	GE
	P	60	97	48	26	8	239		
		300	388	144	52	8	892	3.73	GE
3. Pang-araw-araw na gawain sa panganganak.	T	8	6	10	1	1	26		
		40	24	30	2	1	96	3.69	GE
	P	76	62	68	22	11	239		
		380	248	207	44	11	890	3.72	GE
4. Paglilinis at pag-aayos sa sarili.	T	10	8	6	2	0	26		
		50	32	18	4	0	104	4.00	GE
	P	122	51	35	21	10	239		
		610	204	105	122	10	1051	4.40	GE
5. Kalinisan at kaayusan ng kasuotan at kagamitan.	T	11	8	6	1	0	26		
		55	32	18	2	0	107	3.85	GE
	P	68	91	40	38	2	239		
		340	364	120	76	2	902	3.77	GE
Total Mean	T	46	37	38	8	1	130		
		230	148	114	16	1	508	3.90	GE
	P	482	341	218	115	44	1200		
		2410	1340	657	310	44	4761	3.97	GE
Grand Mean - - - - -								3.94	GE

Legend: T - Teachers P - Pupils

Legend for Scale:

Weight	Descriptive Ratings		Weighted Range
5	to the fullest extent	(FE)	4.51 - 5.00
4	to a great extent	(GE)	3.51 - 4.50
3	to an average extent	(AE)	2.51 - 3.50
2	to some extent	(SE)	1.51 - 2.50
1	to a little extent	(LE)	1.00 - 1.50

this category as reflected in Table 9. The grand weighted mean for this concept was 3.94 which suggest that the development of the concept on "kaakit-akit na sarili" among the grade IV pupils was "to a great extent". Both the teachers and the pupils agreed to this with a total weighted -mean of 3.90 and 3.97 respectively. The teachers and the pupils have likewise agreed that all the five sub-concepts were developed "to a great extent".

The data on Table 9 implies that the teachers have given emphasis on personality development, particularly on good grooming of the child which the pupils were also able to follow, internalize and develop.

**Kasiya-siyang pamumuhay ng mag-anak.** Another concept that is very essential for the child to learn is her/his role towards the family or members of the family. Table 10 reflects the ten sub-concepts on "kasiya-siyang pamumuhay ng mag-anak." The grand weighted mean is 3.68 which means that the ten sub-concepts were developed "to a great extent". This was supported by the total weighted mean of 3.62 from the teachers and 3.73 from the pupils.

There were only two sub-concepts where the teachers and pupils have disagreed in their perception. This was on the sub-concept of "mabisang pangangasiwa ng mga gawaing pangtahanan" and on "matipid at mapamaraang pangangasiwa



Table 10

**Concept Development in EPP**  
**(Kasiya-siyang Pamumuhay ng Mag-anak)**

Concepts		: 5	: 4	: 3	: 2	: 1	: Total	: WM	: DR
<b>B. Kasiya-siyang pamumuhay ng mag-anak</b>									
1. Tiyak na tungkulin ng bawat kasapi ng mag-anak.	T	7	12	6	1	0	26		
		35	48	18	2	0	103	3.96	GE
	P	141	48	20	6	24	239		
		705	192	60	12	24	993	4.15	GE
2. Pagkakaiba-iba ng mga pisikal na katangian ng sanggol.	T	3	9	12	1	1	26		
		15	36	36	2	1	90	3.46	AE
	P	70	62	39	40	28	239		
		350	248	117	80	28	823	3.44	AE
3. Wastong pamamaraan sa pag-aalaga ng sanggol.	T	4	12	7	2	1	26		
		40	48	21	4	1	94	3.69	GE
	P	77	65	75	17	5	239		
		385	260	225	34	5	909	3.80	GE
4. Mahisang pangangasiwa ng mga gawaing pangtahanan.	T	11	7	6	2	0	26		
		55	11	18	4	0	88	3.38	AE
	P	91	64	47	26	11	239		
		455	256	141	52	11	915	3.83	GE
5. Panuntunang pangkalusugan at pangkaligtasan sa paggawa.	T	6	10	6	3	1	26		
		30	40	18	6	1	95	3.65	GE
	P	92	50	56	25	16	239		
		460	200	168	50	16	894	3.74	GE
6. Matipid at mapanaraang pangangasiwa ng mga pinagkukunang yaman.	T	5	9	7	3	2	26		
		25	36	21	6	2	90	3.46	AE
	P	72	79	53	23	12	239		
		360	316	159	46	12	893	3.74	GE
7. Paglutas ng mga suliranin ukol sa pangangasiwa ng mga pinagkukunang-yaman.	T	7	7	9	2	1	26		
		35	28	27	4	1	95	3.65	GE
	P	95	52	52	30	10	239		
		475	208	156	60	10	909	3.80	GE
8. Pakiki-isa sa pamayanan.	T	6	8	10	2	0	26		
		30	32	30	4	0	96	3.69	GE

table 10 cont'd.

	P	82 410	61 244	42 126	23 46	31 31	239 857	3.50	GE
9. Paglahad sa mga gawain at kilusan sa panayaman.	T	7 35	6 24	9 27	3 6	1 1	26 93	3.58	GE
	P	90 450	56 224	33 99	34 68	26 26	239 867	3.63	GE
10. Uri ng pamumuhay at mga moral sa paggawa.	T	4 20	11 44	8 24	3 6	0 0	26 94	3.62	GE
	P	88 440	54 216	35 105	38 76	24 24	239 861	3.60	GE
Total Mean	T	60 302	91 347	80 240	22 44	7 7	260 940	3.62	GE
	P	898 4490	591 2364	442 1356	262 524	187 187	2390 8923	3.73	GE
Grand Mean - - - - -								3.68	GE

Legend: T - Teachers P - Pupils

Legend for Scales:

Weight	Descriptive Ratings	Weighted Range
5	to the fullest extent (FE)	4.51 - 5.00
4	to a great extent (GE)	3.51 - 4.50
3	to an average extent (AE)	2.51 - 3.50
2	to some extent (SE)	1.51 - 2.50
1	to a little extent (LE)	1.00 - 1.50

ng mga pinagkilanan yaman" which was rated by the teachers with 3.38 and 3.46 with the descriptive rating of "to an average extent" while the rating of the pupils were 3.83 and 3.74 which mean "to a great extent".

The sub-concept on "Pagkakaiba-ibang ng mga pisikal na katangian ng sanggol" was rated by both teachers and pupils with a weighted mean of 3.46 and 3.44 respectively. This means that this sub-concept was only internalized to "an average extent." This probably attributed to the fact that

pupils, particularly grade IV pupils may have a low interest with regards to child care.

The data in Table 10 implies that concepts in wholesome family relationship o kasiya-siyang pamumuhay ng mag-anak was developed to a great extent by both the teachers and pupils.

**Paghahalaman.** Another concept in Edukasyong Pantahanan at Pangkabuhayan is backyard gardening o paghahalaman. Backyard gardening if effectively and successfully done save the family budget for it would not only bring food to the table but may also give an additional income to the family.

There were seven sub-concepts that were reflected in the MLC which was also reflected in the questionnaire. As shown in Table 11 all these sub-concepts were developed "to a great extent". The total weighted mean for the teachers perceptions is 3.74 while the pupils is 3.80, thus coming up with a grand weighted mean of 3.77.

The data in Table 11 signifies that all the sub-concepts in paghahalaman was developed to a great extent by both teachers and pupils. This is probable for Gandara is an agricultural place and homes of the pupils have enough space for backyard gardening.

**Pagnanarseri.** Table 12 reflects the various sub-concepts in pagnanarseri or plants and seed production. This

Table 11

Concept Development in EPP  
(Paghahalaman)

Concepts		: 5	: 4	: 3	: 2	: 1	: Total :	WM	: DR
1. Kabutihang naidudulot ng panghalamanan.	T	9	8	7	2	0	26	3.92	GE
		45	32	21	4	0	102		
	P	136	42	24	15	22	229		
		680	168	72	30	22	972		
2. Wastong pamamaraan ng pagtatanim.	T	8	9	6	2	1	26	3.80	GE
		40	36	18	4	1	99		
	P	98	79	28	26	8	239		
		490	316	84	52	8	950		
3. Wastong pangangalaga ng tanim.	T	8	13	4	1	0	26	4.08	GE
		40	52	12	2	0	106		
	P	108	57	57	14	3	239		
		540	228	171	28	3	970		
4. Maayos na pamamaraan ng pag-aani.	T	10	6	7	2	1	26	3.85	GE
		50	24	21	4	1	100		
	P	87	70	50	20	12	239		
		435	280	150	40	12	917		
5. Wastong pag-iimbak ng mga ani.	T	7	5	8	3	3	26	3.38	GE
		35	20	24	6	3	88		
	P	92	43	47	37	20	239		
		460	172	141	74	20	867		
6. Wastong pagbibili ng mga ani.	T	6	8	8	3	1	26	3.58	GE
		30	32	24	6	1	93		
	P	88	51	38	30	32	239		
		440	204	114	60	32	850		
7. Pagtutuos at pagkukuwento ng pinagbilhan.	T	7	8	6	3	2	26	3.58	GE
		35	32	18	6	2	93		
	P	100	52	39	22	26	239		
		500	208	117	44	26	895		
Total Mean	T	55	57	46	16	8	182	3.74	GE
		275	228	138	32	8	681		
	P	709	394	283	164	123	1673		
Grand Mean		2077	2076	849	328	125	6371	3.80	GE
								3.77	GE

concept is a part of paghahalaman and in one way or another contribute to the family budget. There were six sub-concepts reflected in Table 12 for "pagnanarseri". The grand weighted mean for "pagnanarseri" was 3.57 which suggest that\* this concept was internalized "to a great extent", even if the two groups of respondents differed in their perception, as the total weighted mean for the teachers was 3.65 which means that the concept was developed "to a great extent" while the pupils claimed that this concept was only developed "to an average extent" with a total weighted mean of 3.49.

The sub-concepts wherein the pupils disagreed with the teachers and claimed that it was only developed "to an average extent" were on "wastong pamamaraan ng pagnanarseri" with a weighted mean of 3.07; "pangangalaga ng mga halaman at iba pang kagamitan sa narseri with 3.49 and "wastong panghuhuli ng mga punla" with a weighted mean of 3.46.

Both the teachers and the pupils agreed that the sub-concepts on "maingat na pagtutuos at pagkuwento ng pinagbilhan" was only developed "to an average extent with a weighted mean of 3.38 for the teachers and 3.24 for the pupils.

The data in Table 12 suggest that while some sub-

Table 12

## Concept Development in EPP (Pagnanarseri)

[illegible]

concepts in pagnanarseri were already developed to a great extent there were still some sub-concepts which needed to be given more emphasis by the teachers. These sub-concepts were best shown by coming-up with a model plant narseri in the school with a more follow-up in the pupils home.

Pag-aalaga ng hayop. The five sub-concepts in pag-aalaga ng hayop as pig raising and poultry raising were reflected in Table 13. The grand weighted mean for this concepts was only 3.40 which suggest that the concept on "pag-aalaga ng hayop" was only developed "to an average extent" with the teachers declaring that they have only developed this concept "to an average extent" with a total weighted mean of 3.27. The pupils, however, claimed that they have developed the concept "to a great extent" as their weighted mean was 3.54.

There were three sub-concepts wherein the teachers and the pupils have agreed that these were only developed "to an average extent". These were the sub-concepts on "pagpipili ng hayop na maalagaan" with a weighted mean of 3.38 for the teachers and 3.40 for the pupils; "pagbibili ng mga produkto" with 3.00 and 3.25 and "pag-tutuos at pagkukuwento ng pinagbilhan" with a weighted mean of 3.30 for the teachers and 3.46 for the pupils.

The data in Table 13 clearly suggested that the pupils

Table 13

**Concept Development in EPP  
(Pag-aalaga ng Hayop)**

Concepts		: 5	: 4	: 3	: 2	: 1	Total	WM	DR
1. Kahalagahan ng kasanayan sa paghahayupan.	T	4	6	9	5	2	26		
		28	24	27	10	2	91	3.50	AE
	P	42	115	46	16	20	239		
		210	480	138	32	20	930	3.59	GE
2. Pagpili ng hayop na naalagaan.	T	4	8	9	3	2	26		
		20	32	27	6	2	88	3.38	AE
	P	69	63	40	29	38	239		
		345	252	120	58	38	813	3.40	AE
3. Maka-aghan na pamamaraan ng pag-aalaga ng hayop.	T	3	8	9	4	2	26		
		15	32	27	8	2	84	3.23	AE
	P	62	82	57	20	13	239		
		310	348	171	40	13	882	3.69	GE
4. Pag-bibili ng mga produkto.	T	2	6	11	4	3	26		
		10	24	33	8	3	78	3.00	AE
	P	66	47	50	33	43	239		
		330	188	150	66	43	777	3.25	AE
5. Pag-tutuos at pagkukuwento ng pinagbilhan.	T	3	7	12	2	2	26		
		15	28	36	4	2	86	3.30	AE
	P	80	50	45	28	36	239		
		400	200	135	56	36	827	3.46	AE
Total Mean	T	16	35	50	18	11	130		
		88	140	150	36	11	425	3.27	AE
	P	319	359	238	126	150	1195		
		1595	1428	704	154	150	4081	3.54	GE
Grand Mean - - - - -								3.40	AE

Legend: T - Teachers P - Pupils

Legend for Scale:

Weight	Descriptive Ratings	Weighted Range
5	to the fullest extent (FE)	4.51 - 5.00
4	to a great extent (GE)	3.51 - 4.50
3	to an average extent (AE)	2.51 - 3.50
2	to some extent (SE)	1.51 - 2.50
1	to a little extent (LE)	1.00 - 1.50



may have developed the concept on "pag-aalaga ng hayop" from their parents at home. Teachers, therefore, have to improve and employ better teaching techniques/strategies for a higher development of this concept.

Pag-aalaga ng isda. The five sub-concepts on Pag-aalaga ng isda maybe gleamed from Table 14. The grand weighted mean was only 3.32 which means that the concept was developed only "to an average extent". The total weighted mean of this concept was 3.34 for the teachers and 3.31 for the pupils.

Table 14 revealed that there were three sub-concepts where the teachers declared that these were developed "to a great extent". These were on "pagpili ng isdang maaaring alagaan", maka-agham na pamamaraan sa pag-aalaga ng isda" and "pagbibili ng mga isdang inani" with weighted mean of 3.54, 3.54 and 3.73 respectively.

The data in Table 14 suggested that the pupils have not given much interest in pag-aalaga ng isda as there was no place in Gandara to come-up with a fishpond as the municipality is not within the coastal lines.

Gawaing industriya. The sub-concepts for gawaing industriya or handicrafts/homecrafts are shown in Table 15. There were ten sub-concepts listed in the table. The grand weighted mean for this concepts was 3.57 which suggested

Table 14

**Concept Development in EPP  
(Pag-aalaga ng Isda)**

Concepts		: 5	: 4	: 3	: 2	: 1	: Total	: WM	: DR
1. Kahalagahan ng kasanayan sa pag-aalaga ng isda.	T	4	8	10	3	1	26		
		20	32	30	6	1	89	3.40	AE
	P	102	38	28	6	65	239		
		510	152	84	12	65	823	3.44	AE
2. Pagpili ng isda maaaring alagaan.	T	5	6	12	3	1	26		
		25	24	36	6	1	92	3.54	AE
	P	58	58	30	33	60	239		
		290	232	90	66	60	738	3.09	AE
3. Maka-agham na pamamaraan ng pag-aalaga ng isda.	T	6	8	8	2	2	26		
		30	32	24	4	2	92	3.54	AE
	P	67	46	61	15	50	239		
		335	184	183	30	50	782	3.27	AE
4. Pag-bibili ng mga isdang inani.	T	6	10	6	3	1	26		
		30	40	18	6	1	97	3.73	AE
	P	71	35	46	22	65	239		
		355	140	138	44	65	742	3.10	AE
5. Pag-tutuos at pagkukuwento ng pinagbilhan.	T	4	8	10	3	1	26		
		20	32	30	6	1	89	3.42	AE
	P	77	42	38	26	56	239		
		385	168	114	52	56	775	3.24	AE
Total Mean	T	25	48	46	12	6	137		
		125	160	138	28	6	457	3.34	AE
	P	375	219	203	152	295	1195		
		1875	876	609	204	295	3959	3.31	AE
Grand Mean - - - - -								3.32	AE

Legends: T - Teachers P - Pupils

Legend for Scale:

Weight	Descriptive Ratings	Weighted Range
5	to the fullest extent (FE)	4.51 - 5.00
4	to a great extent (GE)	3.51 - 4.50
3	to an average extent (AE)	2.51 - 3.50
2	to some extent (SE)	1.51 - 2.50
1	to a little extent (LE)	1.00 - 1.50

Table 15

**Concept Developmentn in EPP  
(Gawaing Industriya)**

Concepts		: 5	: 4	: 3	: 2	: 1	: Total	: WM	: DR
1. Kahalagahan ng mga gawaing kamay at pangkalahatang industriya.	T	7	12	5	2	0	26		
		35	48	15	4	0	102	3.92	GE
	P	129	41	25	22	22	239		
		645	164	75	44	22	950	3.97	GE
2. Pagpili ng isda makapagkiki-taang gawain.	T	5	10	6	4	1	26		
		25	40	18	8	1	92	3.54	GE
	P	62	62	45	32	38	239		
		310	248	135	64	38	795	3.33	GE
3. Angkop na ispesipikasyon.	T	9	9	4	2	1	26		
		45	36	12	4	1	98	3.77	GE
	P	77	65	60	24	13	239		
		385	260	180	48	13	886	3.71	GE
4. Materyales at kagamitang kakailanganin.	T	7	5	10	3	1	26		
		45	20	30	6	1	92	3.54	GE
	P	104	52	40	35	8	239		
		520	208	120	70	8	926	3.87	GE
5. Pagbuo ng gawain.	T	6	8	4	6	2	26		
		30	32	12	12	2	88	3.38	GE
	P	80	54	46	40	16	239		
		400	216	138	86	16	856	3.58	GE
6. Pagkukumpuni ng mga sirang bagay.	T	7	12	4	2	1	26		
		35	48	12	4	1	100	3.85	GE
	P	95	43	52	21	28	239		
		475	172	156	42	28	873	3.65	GE
7. Pangkalusugan at pangkaligtasan.	T	8	7	3	6	2	26		
		40	28	9	12	2	91	3.50	GE
	P	93	58	50	19	19	239		
		465	232	150	38	19	904	3.78	GE
8. Pag-iingat ng mga natapos na gawain.	T	9	8	5	3	1	26		
		45	32	15	6	1	99	3.81	GE
	P	81	62	43	22	31	239		
		405	248	129	44	31	857	3.585	GE

table 15 cont'd.

9. Pagbibili ng mga natapos na gawain.	T	7	7	8	4	0	26		
		35	28	24	8	0	95	3.65	GE
	P	91	55	34	34	25	239		
		455 *	220	102	68	25	870	3.64	GE
10. Pagtutuos at pagkukuwenta ng pinagbilhan.	T	6	9	7	2	2	26		
		30	36	21	4	2	93	3.58	GE
	P	87	55	36	39	22	239		
		435	220	108	78	22	863	3.61	GE
Total Mean	T	71	89	56	34	11	260		
		355	356	112	68	11	902	3.47	GE
	P	899	547	431	291	222	2390		
		4495	2188	1293	582	222	8790	3.67	GE
Grand Mean - - - - -								3.57	GE

Legend: T - Teachers P - Pupils

Legend for Scale:

Weight	Descriptive Ratings		Weighted Range
5	to the fullest extent	(FE)	4.51 - 5.00
4	to a great extent	(GE)	3.51 - 4.50
3	to an average extent	(AE)	2.51 - 3.50
2	to some extent	(SE)	1.51 - 2.50
1	to a little extent	(LE)	1.00 - 1.50

that it was developed "to a great extent". However, the teachers and pupils have not agreed in the extent of its development as the total weighted mean for the teachers was 3.47 which means that the concept was only developed "to an average extent" while the pupils declared that it was developed "to a great extent" with a total weighted mean of 3.68.

There was a sub-concept wherein the teachers have not yet developed this in the pupils. This was on "pagbuo ng gawain" which got a rating of 3.38 or "to an average extent" from the teachers.

The data in Table 15 signifies that the teachers should encourage pupils to improve their workmanship in preparing their projects or pagbuo ng gawaing industriya to make more marketable and profitable.

Paghanhanda at Pagluluto ng Pagkain. Preparing and cooking the food for the family is one of the competencies that is introduced to grade IV pupils. These are the basic food preparation that young boys and girls must already know. These are either food for the family, and food that may be sold by the family to augment its income. Grade IV pupils must also know the basic elements in buying food for the family. These competencies are reflected in Table 16.

Both the teachers and the pupils have agreed that the concept on "paghahanda at pagluluto ng pagkain" was developed "to the great extent" with the grand weighted mean of 3.79. The total weighted for the teacher respondents is 3.81 and the pupils' is 3.79.

There was only one sub-concept on "pagbibili ng nilutong pagkain" where the pupils disagree with the teachers as the pupils claimed that this sub-concept was only developed "to an average extent" among them with a weighted mean of 3.46 while the teachers have declared that this was developed "to a great extent" with a weighted mean of 3.77.

Table 16

**Concept Development in EPP**  
**(Paghahanda at Pagluluto ng Pagkain)**

Concepts		: 5	: 4	: 3	: 2	: 1	: Total	: WM	: DR
1. Pamamaraan sa paghahanda ng pagkain.	T	10	10	3	3	0	26		
		50	40	9	6	0	105	4.04	GE
	P	150	30	28	16	15	239		
		750	120	84	32	15	1001	4.19	GE
2. Paghahanda ng mga pagkaing mapagkikitaan.	T	9	7	7	2	1	26		
		45	28	21	4	1	99	3.81	GE
	P	113	58	34	20	14	239		
		565	232	102	40	14	953	3.99	GE
3. Uri ng pagkaing mapagkikitaan.	T	8	9	4	4	1	26		
		40	36	12	8	1	97	3.73	GE
	P	114	40	27	22	36	239		
		570	160	81	44	36	891	3.73	GE
4. Pagbibili ng nilutong pagkain.	T	8	9	5	3	1	26		
		40	36	15	6	1	98	3.77	GE
	P	72	57	49	22	39	239		
		360	228	147	44	39	818	3.42	GE
5. Pag-tutuos at pagkukuwento ng pinagbilhan.	T	7	10	6	1	2	26		
		35	40	18	2	2	97	3.73	GE
	P	89	40	48	32	30	239		
		445	160	144	64	30	893	3.53	GE
Total Mean	T	42	45	25	13	5	130		
		210	180	75	26	5	496	3.81	GE
	P	538	225	186	112	134	1195		
		2690	900	558	224	134	4516	3.78	GE
Grand Mean - - - - -								3.79	GE

Legend: T - Teachers P - Pupils

Legend for Scale:

Weight	Descriptive Ratings	Weighted Range
5	to the fullest extent (FE)	4.51 - 5.00
4	to a great extent (GE)	3.51 - 4.50
3	to an average extent (AE)	2.51 - 3.50
2	to some extent (SE)	1.51 - 2.50
1	to a little extent (LE)	1.00 - 1.50

The data in Table 16 signifies that young as they are, the grade IV pupils in the district of Gandara can already be depended on to prepare, cook and serve food of simple recipes to the family.

Pag-iimbak ng Pagkain. If food preparation and serving can be internalized by the young boys and girls in Gandara Primary and Elementary Schools, then it is also possible that these young boys and girls must learn how to serve and preserve food. There are four sub-concepts on pag-iimbak ng pagkain reflected in Table 17. Both the teachers and pupils have agreed that this concept was developed "to a great extent" as the total weighted mean for the teachers is 3.82 and the pupils is 3.66 coming-up with a grand weighted mean of 3.74.

There was only one sub-concept where the teachers and pupils have disagreed. This was on "pamamaraan ng pag-iimbak ng pagkain" as the weighted mean for the teachers was 3.69 which means that they have developed this sub-concept among the pupils "to a great extent" but which the pupils have controlled that this was developed only "to an average extent" with a weighted mean of 3.04.

The data in Table 17 signifies that the grade IV pupils can not only prepare and serve food to the family but they have also acquired techniques of saving and preserving

Table 17

**Concept Development in EPP  
(Pag-iimbak ng Pagkain)**

Concepts		5	4	3	2	1	Total	WM	DR
1. Kahalagaan ng kasanayan sa pag-iimbak ng pagkain.	T	9	8	6	3	0	26		
		45	32	18	6	0	101	3.88	GE
	P	124	35	36	17	27	239		
		620	140	108	34	27	929	3.87	GE
2. Pamamaraan ng pag-iimbak ng pagkain.	T	7	9	6	3	1	26		
		35	36	18	6	1	96	3.69	GE
	P	52	61	36	24	66	239		
		260	244	108	48	66	726	3.04	GE
3. Wastong pagbibili ng inimbak na pagkain.	T	8	10	5	3	1	26		
		40	40	15	6	1	102	3.92	GE
	P	98	49	49	19	24	239		
		490	245	147	38	24	944	3.95	GE
4. Pag-tutuos at pagkukuwenta ng pinagbilhan.	T	8	9	6	2	1	26		
		40	36	18	4	1	99	3.81	GE
	P	82	59	38	32	28	239		
		410	236	114	64	28	852	3.56	GE
Total Mean	T	32	36	23	11	3	104		
		160	144	63	22	3	392	3.82	GE
	P	356	204	159	92	145	956		
		1780	816	477	184	145	3462	3.66	GE
Grand Mean								3.74	GE

Legends: T - Teachers P - Pupils

Legend for Scale:

Weight	Descriptive Ratings	Weighted Range
5	to the fullest extent (FE)	4.51 - 5.00
4	to a great extent (GE)	3.51 - 4.50
3	to an average extent (AE)	2.51 - 3.50
2	to some extent (SE)	1.51 - 2.50
1	to a little extent (LE)	1.00 - 1.50



food for future use.

Pananahi. Another minimum learning competency (MLC) that must be developed among the grade IV boys and girls is learning how to sew simple garments. There were three learning competencies that were identified and were reflected in Table 18.

The grand weighted mean for the development of the concept was 2.81 which signifies that it was developed but only "to an average extent". But somehow, the teachers and the pupils disagreed to its development as the pupils total weighted mean was only 2.30 with a descriptive rating of "to some extent" while the teachers have declared that the concept was developed "to an average extent" with a total weighted mean of 3.32.

A glance towards Table 18 shows that the teachers and pupils have indeed disagreed on the development of the three concepts. The three sub-concepts on "kahalagahan ng kasanayan sa pananahi", pagplano ng gawaing may kinalaman sa panahi" at "pagsunod sa plano ng tatahi-ing kasuotan at kagamitang pagbahay were rated by the teachers with a weighted mean of 3.27, 3.19 and 3.50 respectively which means that these sub-concepts were somehow developed "to an average extent". But the pupils came-up with a weighted mean of 2.29, 2.37 and 2.25 for the three sub-concepts which

**Table 18**  
**Concept Development in EPP**  
**(Pananahi)**

Concepts		5	4	3	2	1	Total	WM	DR
1. Kahalagaan ng kasanayan sa pananahi.	T	4	7	10	2	3	26		
		20	28	30	4	3	85	3.27	AE
	P	10	37	26	106	60	239		
		50	148	78	212	60	548	2.29	SE
2. Pagpapalano ng gawain may kinalaman sa panahi.	T	3	6	12	3	2	26		
		15	24	36	6	2	83	3.19	AE
	P	15	29	40	100	55	239		
		75	116	120	200	55	566	2.37	SE
3. Pagsunod sa plano ng tatahi-ing kasuotan at kagamitang pantahanan.	T	5	6	4	8	3	26		
		25	24	12	16	3	91	3.50	AE
	P	12	31	48	62	86	239		
		60	124	144	124	86	538	2.25	SE
Total Mean	T	12	19	26	13	8	78		
		60	76	78	26	8	328	3.32	AE
	P	37	97	114	268	201	717		
		185	388	342	532	201	1652	2.30	SE
Grand Mean								2.81	AE

Legend: T - Teachers P - Pupils

Legend for Scale:

Weight	Descriptive Ratings	Weighted Range
5	to the fullest extent (FE)	4.51 - 5.00
4	to a great extent (GE)	3.51 - 4.50
3	to an average extent (AE)	2.51 - 3.50
2	to some extent (SE)	1.51 - 2.50
1	to a little extent (LE)	1.00 - 1.50

suggest that these were only developed among themselves to some extent".

The data in Table 18 signifies that there may be some other factor that have affected the development of the

concept on "pananahi" among the pupils. In this regard, the teachers have to look deeper into the situation.

Tindahang kooperatiba. Cooperativism or establishment of cooperatives is one of the new concept which the government have introduced into the educational programs. This is now being emphasized from the elementary up to the graduate level. There are eight sub-concepts of tindahang kooperatiba which are reflected in Table 19. The teachers and pupils have only agreed in one sub-concept where in they claimed that it was developed "to a great extent". This was the sub-concept on "kabutihang naidudulot ng pagtatalakay ng tindahang kooperatiba" which obtained a weighted mean of 3.69 for the teachers and 3.81 for the pupils.

There was only one sub-concept in kooperatiba which the teachers believed was developed "to the fullest extent" with a weighted mean of 4.58 but which the pupil feel was only developed "to a great extent". This was the sub-concept on "kaalaman sa pagtatatag ng tindahang kooperatiba."

There were other sub-concepts where the teachers and pupils have disagreed in its development. These were the sub-concepts on "alituntunin at pamamalakad ng pamahalan sa pagtatatag ng tindahang kooperatiba", "pamimili ng mga paninda", "pag-aayos ng paninda", "pagkukuwento ng

Table 19

**Concept Development in EPP  
(Tindahang Kooperatiba)**

Concepts		: 5	: 4	: 3	: 2	: 1	: Total	: WN	: DR
1. Kabutihang naidudulot ng pagtatatag ng tindahang kooperatiba.	T	7	9	6	3	1	26		
		35	36	18	6	1	96	3.69	GE
	P	123	37	31	7	41	239		
		615	148	93	14	41	911	3.81	GE
2. Alituntunin at pamalakad ng pamahalaan sa pagtatag ng tindahang kooperatiba.	T	6	9	5	4	2	26		
		30	36	15	8	2	91	3.50	AE
	P	78	84	34	19	24	239		
		390	336	102	38	24	890	3.72	GE
3. Kaalaman sa pagtatatag ng tindahang kooperatiba.	T	4	6	9	5	2	26		
		20	24	63	10	2	119	4.58	FE
	P	85	54	49	16	35	239		
		425	216	147	32	35	855	3.58	GE
4. Pamimili ng mga paninda.	T	4	7	8	4	3	26		
		20	28	24	8	3	83	3.19	AE
	P	96	56	37	20	30	239		
		480	224	111	40	30	865	3.70	GE
5. Pag-aayos ng paninda.	T	5	9	5	4	4	26		
		25	36	15	8	4	88	3.38	AE
	P	100	54	33	24	28	239		
		500	216	99	48	28	891	3.73	GE
6. Pagtitinda ng pinagbilhan sa tindahang kooperatiba.	T	3	6	8	5	4	26		
		15	24	24	10	4	77	2.96	GE
	P	78	49	44	21	47	239		
		390	196	132	42	47	807	3.38	AE
7. Pagkukuwento ng pinagbilhan sa tindahang kooperatiba.	T	5	4	9	6	2	26		
		25	16	27	12	2	82	3.15	AE
	P	104	38	32	27	38	239		
		520	152	96	54	38	860	3.60	GE

table 19 cont'd.

8. Paghahati-hati mga tinubo.	T	3	5	7	5	6	26		
		15	20	21	10	6	72	2.77	AE
	P	105	39	32	26	37	239		
		525	156	96	52	37	866	3.62	GE
<hr/>									
Total Mean	T	37	55	57	36	24	182		
		185	220	171	72	24	652	3.58	GE
	P	749	411	292	150	280	1912		
		3255	1644	876	300	280	6945	3.63	GE
<hr/>									
Grand Mean - - - - -								3.60	GE

Legend: T - Teachers P - Pupils

Legend for Scale:

Weight	Descriptive Ratings		Weighted Range
5	to the fullest extent	(FE)	4.51 - 5.00
4	to a great extent	(GE)	3.51 - 4.50
3	to an average extent	(AE)	2.51 - 3.50
2	to some extent	(SE)	1.51 - 2.50
1	to a little extent	(LE)	1.00 - 1.50

pinagbilhan sa tindahang kooperatiba" and "paghahati-hati ng mga tubo" which obtained a weighted mean of 3.50, 3.19, 3.38 and 2.77 respectively, with the descriptive rating of being developed "to an average extent from the teachers but was rated by the pupils with 3.72, 3.70, 3.73, 3.60 and 3.62 respectively which means that these were developed "to a great extent".

As gleamed from Table 19 the grand weighted mean of the eight sub-concepts was 3.60 which suggest that these were developed "to a great extent".

The data in Table 19 suggest that both teachers and pupils were already concerned regarding the importance of the cooperative movement not only in the school but in the home and the community as a well.

### Summary of the Perception of Teacher and Pupils on EPP

The summary of grand weighted mean for the eleven concepts areas of the implementation of Edukasyong Pantahanan at Pangkabuhayan (EPP) in grade IV is reflected in Table 20. The total grand weighted mean is 3.56 which means that the eleven concept were implemented "to a great extent".

### Problems Met by Teachers

As in the implementation of any program, there are always problems met by its implementors, so as in the implementation of Edukasyong Pantahanan at Pangkabuhayan (EPP) in Grade IV. The teachers were beset by various problems. There were 12 identified problems by the teachers. The Likert five point scale was used. The descriptive rating were "very serious", "moderately serious", "serious" "slightly serious" and "not serious" with the weight of 5, 4, 3, 2, and 1 respectively.

Table 21 reflects the twelve problems identified ny the teachers in thier implementation of the EPP program in grade IV. A cursory glance to the table reveals that majority of the problems appears to be "moderately serious". These are the problems on "Absence of a Home Economics building" which obtained a weighted mean of 4.54 and "Absence of a cooperative store in the locality" with a weighted mean of

Table 20

**Summary on the Perceptions of  
Teachers and Pupils**

Concepts	: Total Weighted Mean :		Grand Mean
	: Teachers :	Pupils :	
1. Kaakit-akit na sarili.	3.90	3.97	3.94
2. Kasiya-siyang pamumuhay ng mag-anak.	3.62	3.73	3.68
3. Paghahalaman.	3.74	3.80	3.77
4. Pagnanarseri.	3.65	3.49	3.57
5. Pag-aalaga ng hayop.	3.27	3.54	3.40
6. Pag-aalaga ng isda.	3.34	3.31	3.32
7. Gawaing industriya.	3.47	3.67	3.57
8. Paghahanda ng pagkain.	3.81	3.78	3.79
9. Pag-iimbak ng pagkain.	3.82	3.66	3.74
10. Pananahi.	3.32	2.30	2.81
11. Tindahang kooperatiba.	3.58	3.62	3.60
Total			39.19
Total Grand Weighted Mean			3.56 GE

4.62.

Only one problem was considered "serious". This was the problem on "apathy of the administrators towards the EPP program".

Table 21

## Problems Met by EPP Teachers

Concepts	: 5	: 4	: 3	: 2	: 1	: Total	: WM	: DR
1. Lack of references of home economics.	12 60	8 32	5 15	1 2	0 0	26 110	4.23	MS
2. Absences of home economics references and teaching materials written in Filipino.	15 75	6 24	4 12	1 2	0 0	26 113	4.35	MS
3. Inability of the teacher to expound in Filipino.	8 40	10 40	7 21	1 2	1 1	26 104	4.00	MS
4. Absence of home economics building.	16 80	8 32	2 6	0 0	0 0	26 118	4.54	VS
5. Lack of modern tools and equipment in home economics.	12 60	8 32	4 12	1 2	1 1	26 107	4.12	MS
6. No home economics laboratory.	15 75	6 24	4 12	1 2	1 1	26 114	4.38	MS
7. Apathy of administrators towards the EPP Program.	6 30	8 32	7 21	3 6	2 2	26 91	3.50	S
8. Pupils could hardly afford to provide materials for projects.	15 75	6 24	4 12	1 2	0 0	26 113	4.35	MS
9. Indifference of parents towards the program.	6 30	4 16	12 36	3 6	1 1	26 89	3.42	MS
10. Not enough time for EPP instruction.	6 30	9 36	10 30	1 2	0 0	26 98	3.77	MS
11. Indifference of administrators to send teachers to trainings.	14 70	10 40	2 6	0 0	0 0	26 116	4.46	MS
12. Absence of a cooperative store in the locality/school.	16 80	8 32	2 6	0 0	0 0	26 120	4.62	VS
Total Mean	141 705	91 364	63 189	12 26	7 7	314 1291	4.11	



The data reveals that there is a need for the teachers, administrators, parents to look deeper into these problems and somehow cooperatively worked for its solution inorder to come up with a more effective teaching-learning process of the program.

### Suggested Solutions to Problems

If there are problems then there must be some solutions to the problems. The teachers were requested to suggest solutions to problems they met in the EPP program. They were made to check the solutions they deemed were proper and these were ranked accordingly.

Table 22 reveals the 10 suggested solutions to the problem. The first five ranking solutions suggested were: 1) Put-up an open-house and invite parents; 2) Make representation to barangay and municipal councils for donations; 3) Engage in "earn while you learn projects" so pupils can raise funds for projects; 4) Request to conduct classes in pupil's chome; and 5) Subscribe to home economics journals. The least applicable or suggested solution that was ranked 10) was conduct frequent home visitation for more closer parents-teachers association.

The data in Table 22 reveals that there are several ways of solving problems. It needs one's initiative and resourcefulness.

Table 22

## Suggested Solutions to Problems

Solutions	F	%	Rank
1. Request the administration for the purchase of home economics references.	21	9.95	6
2. Solicit donations of home economics reading materials.	18	8.53	8
3. Subscribe to home economics journals.	22	10.43	5
4. Make representation to administrators the urgent need for food laboratory.	19	9.00	7
5. Request to conduct classes in pupils homes.	23	10.90	4
6. Engage in earn while you learn projects so pupils can raise funds for projects.	24	11.37	3
7. Conduct frequent home visitation for more closer P.T.A.	16	7.58	10
8. Put-up an open house and invite parents.	26	12.32	1
9. Utilize indigenous materials for projects.	17	8.06	9
10. Make representation to barangay/ municipal councils for donation of equipment.	25	11.85	2
Total	211	100.00	

### Implication of the Study

The growth and development of every pupil in a modern school are not only affected by the nature of the curriculum but also by the environment within the institution and the quality of instruction that the school and community provide.

Presently, the educational system in the Philippines has come up with a vision of quality education to each and every pupil. To achieve these goals various factors have to be considered. Firstly, the curriculum should be realigned to the needs of the pupils they have, and the society where the pupils are; secondly, the quality of instruction afforded to the learner, thirdly, the facilities and instructional materials that may supplement the instruction; fourthly, the follow-up and supervision of school heads and administrators into the effective implementation of the curriculum and various school programs and lastly, the cooperation of the community in the implementation of the program. In other words, teaching learning process takes place efficiently and effectively in an environment that is comfortable and stimulating, on the so-called environment which is conducive to learning.

Home Economics is concern with increasing the well-being of pupils. Its focus is primarily upon the individual as a member of a family. The individual influences and is

influenced by the family. The family, as a basic unit of society, contributes to the social order and is, in terms affected by it, through the development and betterment of the family life. Therefore, the well-being of the individual, the family and society is increased.

The concern an EPP teacher is the fields: she helped the pupil to become a good citizen, a grown-up child equipped with skills acquired from the EPP subjects; and to become an individual who is accepted by the society. Ideal learning in EPP should constitute actual learning activities which are applicable to the activities at home and even in the community where they live.

EPP education should always be flexible and adaptable. It must continually adjust to the changing conditions of the child's environment to be effective. It must emphasize and educate in the attainment of the well-being of individuals and families, the improvement of the homes, and the preservation of values significant in home life.

EPP teachers are charged with the responsibility of guiding students so as to ensure that they undergo meaningful learning experiences. If such is achieved in their everyday classroom and outdoor activities, then we can learn back with the assurance and satisfaction that we are helping and molding intelligent, happy and productive citizenry.

## Chapter 5

### SUMMARY OF FINDINGS, CONCLUSIONS AND INTERPRETATIONS

This chapter presents the summary of findings, conclusions and interpretation of this investigation.

#### Summary of Findings

This investigation came-up or yielded the following findings:

1.) Almost all of the teachers were female as there were 25 or 96.15 percent of them from the 26 respondents. Only one or 3.85 percent belong to the opposite sex.

2.) A big majority of the teachers were from the age-bracket of 35-60 years. There were five or 19.23 percent who belong to the age bracket of 35-40; another five or 19.23 percent in the bracket of 45-50; and also five or 19.23 percent who were in the age bracket of 55-60 years.

3.) There were 20 or 76.92 percent of the 26 teachers who were married and only six or 23.08 were still single.

4. Majority of the teachers were holder of the degree of Bachelor of Science in Elementary Education with 19 or 73.08 percent of the 26 teacher respondents. Only 2 or 7.69 percent have started taking graduate studies.

5.) There were 13 or 50.00 percent of the 26 teachers who were holder of the general degree on Bachelor of Science

in Elementary Education do not have any specialization. Only five or 19.33 percent of the EPP teachers have specialized in home economics.

6.) Most of the EPP teachers have been in the service for a long time. About 16 or 61.54 percent have declared that they have teaching experience from 11-35 years. In this number, five or 19.20 percent have taught for 26-30 years, four or 15.38 percent have been in the service for 31-35 years.

7.) The concept on "kasiya-siyang pamumuhay ng mag-anak" was developed "to a great extent" with a grand weighted mean of 3.68. The total weighted mean of the teachers was 3.62 and the pupils gave a total weighted mean of 3.73.

8.) The teachers and the pupils have also agreed that the concept on "paghahalaman" developed "to a great extent" with a grand weighted mean of 3.77. The total weighted mean of the teachers was 3.74 and that of the pupils was 3.77.

9.) The teachers and the pupils disagreed on the concept of pagnanarseri. The teachers believed that this concept was developed "to a great extent" with a total weighted mean of 3.65 while the pupils have insisted that it was only developed "to an average extent" with a total weighted mean of 3.49. However, the grand weighted mean for

the two group of respondents was 3.57.

10.) The teachers and pupils have again disagreed in the development of concept on "pag-aalaga ng hayop". The teachers claimed that the concept was only developed "to an average extent" with a total weighted mean of 3.27 while the pupils said that it was developed "to a great extent" with a weighted mean of 3.54. The grand weighted mean for both respondents was 3.40 which suggest that it was developed only "to an average extent".

11.) The grand weighted mean for "pag-aalaga ng isda" was 3.32 which suggest that the concept was developed only "to an average extent". The total weighted mean was 3.34 for the teachers and 3.31 for the pupils.

12.) The grand weighted mean for "gawaing industriya" was 3.57 which means that it was developed "to a great extent".

13.) Both the teachers and the pupils agreed that the concept on "paghahanda at pagluluto ng pagkain" was developed "to a great extent" with a grand weighted mean of 3.79. The total weighted mean for the teachers was 3.81 and for the pupils was 3.79.

14.) The teachers and the pupils have also agreed the concept on "pag-iimbak ng pagkain" was also developed "to a great extent". The grand weighted mean was 3.74 with the total weighted mean of 3.82 for the teachers and 3.66 for

the pupils.

15.) The grand weighted mean for the development of "pananahi" was 2.81 which signifies that this concept was developed only "to an average extent".

16.) The concept on "Tindahang cooperatiba" was developed "to a great extent" with a grand weighted mean of 3.60.

17.) There were only two problems which the teachers considered as "very serious". These were "absence of home economics building" with a weighted mean of 4.54 and "absence of a cooperative store in the locality" with a weighted mean of 4.62.

18.) The first five ranking which suggested solutions to the problems were: 1) put-up or open house and invite parent; 2) make representation to barangay/municipality; 3) engage in earn while you learn projects so pupils can raise funds for projects; 4) request to conduct classes in pupils home; 5) subscribe to home economics reading materials.

### Conclusions

In the light of the foregoing findings, the following conclusions were evolved:

1.) The teachers were mostly females, matured and have enough experiences as housewives to be able to effectively implement the Minimum Learning Competencies or presently



called the Elementary Learning Continuum.

2.) The teachers were highly qualified, have enough teaching experiences and high performance rating to effectively developed the various concepts in the Minimum Learning Competencies.

3.) The various concepts in the minimum learning competencies that were developed "to a great extent" were 1) kaakit-akit na sarili; 2) kasiya-siyang pamumuhay ng mag-anak; 3) paghahalaman; 4) pagnanarseri; 5) gawaing industriya; 6) paghahanda at pagluluto ng pagkain; 7) pag-iimbak ng pagkain; 8) tindahang cooperatiba.

4.) The concept on 1) pag-aalaga ng hayop, 2) pag-aalaga ng isda; and 3) pananahi need more emphasis and should be given more consideration by the teachers as these were only developed "to an average extent".

5.) The most pressing problem of the teachers is the lack of a home economics building wherein the equipment and tools of the foods and clothing laboratory are placed.

### **Recommendations**

In the light of the findings and conclusions evolved in this investigation and based on the suggestions elicited from the respondents, the following recommendations are hereby given:

1. Teachers teaching Edukasyong Pantahanan at

Pangkabuhayan should be encouraged to take up trainings in Home Economics either in the masteral studies or undergraduate level.

2. There should be a frequent in-service trainings, either in the district or division levels on EPP competencies to up-grade the knowledge of EPP teachers.

3. EPP references as books, pamphlets or journals should be furnished to the teachers by the administrator for use as references by the school.

4. A home economics building or room should be put up for EPP classes, so tools and equipment for cooking food and sewing simple garments can be held.

5. In the absence, of food and clothing laboratory, EPP teachers should be encouraged to conduct classes in model pupil homes with the permission of the parents.

6. A model backyard garden should be cultivated in the school for laboratory of the pupils in developing concepts for paghahalaman.

7. Teachers should endeavor to motivate members of the PTA to come-up with a cooperative store which can be used as a laboratory for the pupils.

8. For the future researchers, the following studies are hereby recommended:

8.1 The same study maybe conducted in other

district in the Division of Samar

8.2 Competencies of EPP teachers in grade IV

8.3 Socio-economic impact of EPP on its pupils.

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## **APPENDICES**

## APPENDIX A

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar

June 24, 1998

The Dean of Graduate Studies  
Samar State Polytechnic College  
Catbalogan, Samar

Madam:

I am interested to work on my Thesis Proposal and so, I am submitting to you one of the following researchable problems, preferably number 1:

1. TEACHING E.P.P. (EDUKASYON PANTAHANAN AT PANGKABUHAYAN) IN GRADE IV: AN ASSESSMENT
2. THE EFFECTIVENESS OF DISCOVERY APPROACH IN TEACHING H.E. IN GRADE IV
3. MANAGEMENT PROFITABILITY AND SYSTEM OF CARENDERIA BUSINESS IN CATBALOGAN

Anticipating for your favorable consideration and approval.

Very truly yours,

(SGD.) GUADALUPE D. DY  
Researcher

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.  
Dean of Graduate Studies

## APPENDIX B

Republic of the Philippines  
 SAMAR STATE POLYTECHNIC COLLEGE  
 Catbalogan, Samar  
 School of Graduate Studies

## APPLICATION FOR ASSIGNMENT OF ADVISER

NAME DY. GUADALUPE DIODOCO  
                     (Surname)                      (First Name)                      (Middle Name)

CANDIDATE FOR DEGREE Master of Arts

AREA OF SPECIALIZATION Home Economics

TITLE OF PROPOSED THESIS/DISSERTATION TEACHING E.P.P.  
(EDUKASYON PANTAHANAN AT PANGKABUHAYAN) IN GRADE IV:  
AN ASSESSMENT

GUADALUPE D. DY  
 Applicant

RIZALINA M. URBIZTONDO, Ed.D.  
 Name of Designated Adviser

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.  
 Dean, Graduate Studies

CONFORME:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.  
 Adviser

In 3 copies:      1st copy - for the Dean  
                          2nd copy - for the Adviser  
                          3rd copy - for the Applicant

## APPENDIX C

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar  
School of Graduate Studies

July 31, 1998

The Schools Division Superintendent  
Division of Samar  
Catbalogan, Samar

Madam:

May I have the honor to request permission to administer a survey questionnaire checklist to Home Economics teachers and in all grade IV pupils in the district of Gandara.

The data obtained from the administered questionnaire checklist will be used in my research study entitled - Edukasyong Pantahanan at Pangkabuhayan in Grade IV: An Appraisal.

Anticipating with thanks for your most favorable and kindest approval.

Very truly yours,

(SGD.) GUADALUPE D. DY  
Home Economics Teacher  
Pizarro Elem. School  
Gandara, Samar

Permission Granted:

(SGD.) JESUSITA L. ARTECHE, Ed.D.  
Schools Division Superintendent

## APPENDIX D

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar  
School of Graduate Studies

July 31, 1998

Mr. Esteban Refuncion  
Principal In-charge  
Gandara District  
Gandara, Samar

S i r :

May I have the honor to request permission to administer a survey questionnaire checklist to Home Economics teachers and in all grade IV pupils in the district of Gandara.

The data obtained from the administered survey questionnaire checklist will be used in my research study entitled - Edukasyong Pantahanan at Pangkabuhayan in Grade IV: An Appraisal.

Enclosed herewith is the permis from the office of Dr. Jesusita L. Arteche, Catbalogan, Samar, School Division Superintendent.

Thank you.

Very truly yours,

(SGD.) GUADALUPE D. DY  
Home Economics Teacher  
Pizarro Elem. School  
Gandara, Samar

Permission Granted:

(SGD.) ESTEBAN REFUNCION  
Principal In-Charge  
District of Gandara

## APPENDIX E

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar  
School of Graduate Studies

August 5, 1998

The Schools Division Superintendent  
Division of Samar  
Catbalogan, Samar

Madam:

May I have the honor to request permission from that office to conduct a dry-run of my survey questionnaire to all Home Economics teachers and all Grade IV pupils in Central Elementary School of San Jorge.

The purpose of this is to know it's workability so that, proper refinement of items will be in order before it's final construction and administration to respondent of my research study.

Anticipating with thanks for your most favorable assistance and approval.

Very truly yours,

(SGD.) GUADALUPE D. DY  
Home Economics Teacher  
Pizarro Elem. School  
Gandara, Samar

APPROVED:

(SGD.) JESUSITA L. ARTECHE, Ed.D.  
Schools Division Superintendent

## APPENDIX F

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar  
School of Graduate Studies

July 31, 1998

The Dean  
Graduate School  
Samar State Polytechnic College  
Catbalogan, Samar

Madam:

I have the honor to apply for Pre/Final Oral Defense of  
my Thesis/Dissertation entitled THE TEACHING OF  
EDUKASYONG PANTAHANAN AT PANGKABUHAYAN: AN APPRAISAL

---

on the date convenient for your Office.

Very truly yours,

(SGD.) GUADALUPE D. DY  
Graduate Student

Recommending Approval:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.  
Adviser

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.  
Dean, Graduate & Post-Graduate Studies

Date: August 15, 1998  
Time: 10:00 A.M.

## APPENDIX G

Republic of the Philippines  
 Department of Education, Culture and Sports  
 Gandara District  
 Gandara, Samar

Dear Teachers,

You have been selected as a respondent to the study on the "THE TEACHING OF EDUKASYONG PANTAHAN AT PANGKABUHAYAN IN GRADE IV: AN APPRAISAL". The data that you can provide will greatly help to make this study possible. As such, please feel free to give your honest and sincere answers to the questions.

Thank you and may God bless you.

Very truly yours,

(SGD.) GUADALUPE D. DY  
 Researcher

=====

Direction: Please write the information asked in the space provided for and check (/) where it is necessary.

1. PERSONAL DATA:

Name \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_ Civil Status \_\_\_\_\_  
 Designation \_\_\_\_\_ Status \_\_\_\_\_  
 School \_\_\_\_\_ Location \_\_\_\_\_  
 No. of years in teaching \_\_\_\_\_  
 Highest Educational Qualification \_\_\_\_\_  
 Performance Rating for the last three years \_\_\_\_\_

2. PERCEPTION OR CONCEPT DEVELOPMENT IN E.P.P.

Herewith is a checklist of concepts that should be developed in Edukasyong Pantahan at Pangkabuhayan in Grade IV. Please check under the appropriate weight that best described the extent they were developed:



- 5 - To the fullest extent; if these are at least 5 lessons/instances to describe the concept
- 4 - To a great extent; if there are 3-4 lessons/instances to develop the concept
- 3 - To an average extent; if these are 2 lessons/instances to develop the concept
- 2 - To some extent; if there is one lesson/instances to develop the concept
- 1 - To little extent; if there are no lessons/instances to develop the concept

=====					
Concepts	: 5	: 4	: 3	: 2	: 1
-----					
2.1 KAAKIT-AKIT NA SARILI	:	:	:	:	:
1. Kailangan upang maging maayos.	:	:	:	:	:
2. Maayos at mabikas na paggayak.	:	:	:	:	:
3. Pang-araw araw na gawain sa panganganak.	:	:	:	:	:
4. Paglilinis at pag-aayos sa sarili.	:	:	:	:	:
5. Kalinisan at kaayusan ng kasuotan at kagamitan.	:	:	:	:	:
2.2 KASIYA-SIYANG PAMUMUHAY NG MAG-ANAK	:	:	:	:	:
1. Tiyak na tungkulin ng bawat kasapi ng mag-anak.	:	:	:	:	:
2. Pagkakaiba ng mga pisikal na katangian ng sanggol.	:	:	:	:	:
3. Wastong pamamaraan sa pag-aalaga ng sanggol.	:	:	:	:	:
4. Mabisang pangangasiwa ng mga gawaing pangtahanan.	:	:	:	:	:
5. Panuntunang pangkalusugan at pang-kaligtasan sa paggawa.	:	:	:	:	:
-----					

Concepts		: 5	: 4	: 3	: 2	: 1
6.	Matipid at maparaang pangangasiwa ng mga pinagkukunang yaman.	:	:	:	:	:
7.	Paglutas ng mga suliranin ukol sa pangangasiwa ng mga pinagkukunang-yaman.	:	:	:	:	:
8.	Pakiki-isa sa panayanan.	:	:	:	:	:
9.	Paglalahad sa mga gawain at kilusan sa panayaman.	:	:	:	:	:
10.	Uri ng pamumuhay at mga moral sa paggawa.	:	:	:	:	:
2.3 GAWAING PANGHAHALAMAN		:	:	:	:	:
1.	Kabutihang naidudulot ng panghahalaman.	:	:	:	:	:
2.	Wastong pamamaraan ng pagtatanim.	:	:	:	:	:
3.	Wastong pangangalaga ng tanim.	:	:	:	:	:
4.	Maayos na pamamaraan ng pag-aani.	:	:	:	:	:
5.	Wastong pag-iimbak ng mga ani.	:	:	:	:	:
6.	Wastong pagbibili ng mga ani.	:	:	:	:	:
7.	Pagtutuos at pagkukuwento ng pinagbilhan.	:	:	:	:	:
2.4 GAWAING PAGNANARSERI		:	:	:	:	:
1.	Kahalagahan ng kasanayan sa pagnanarseri.	:	:	:	:	:
2.	Kabutihang naidudulot ng pagnanarseri.	:	:	:	:	:
3.	Wastong pamamaraan ng pagnanarseri.	:	:	:	:	:
4.	Pangangalaga ng mga halaman at iba pang kagamitan sa narseri.	:	:	:	:	:

Concepts	: 5	: 4	: 3	: 2	: 1
5. Wastong paghihili ng mga punla.	:	:	:	:	:
6. Maingat na pagtutuos at pagkukuwento ng pinagbilhan.	:	:	:	:	:
2.5 PAG-AALAGA NG HAYOP	:	:	:	:	:
1. Kahalagahan ng kasanayan sa paghahayupan.	:	:	:	:	:
2. Pagpili ng hayop na aalagaan.	:	:	:	:	:
3. Maka-agham na pamamaraan ng pang-aalaga ng hayop.	:	:	:	:	:
4. Pagbibili ng mga produkto.	:	:	:	:	:
5. Pagtutuos at pagkukuwento ng pinagbilhan.	:	:	:	:	:
2.6 PAG-AALAGA NG ISDA	:	:	:	:	:
1. Kahalagahan ng kasanayan sa pag-aalaga ng isda.	:	:	:	:	:
2. Pagpili ng isda maaaring alagaan.	:	:	:	:	:
3. Maka-agham na pamamaraan ng pag-aalaga ng isda.	:	:	:	:	:
4. Pagbibili ng mga isdang inani.	:	:	:	:	:
5. Pagtutuos at pagkukuwento ng pinagbilhan.	:	:	:	:	:
2.7 GAWAING INDUSTRIYA	:	:	:	:	:
1. Kahalagahan ng mga gawaing kamay at pangkalahatang industriya.	:	:	:	:	:
2. Pagpili ng isda makapagkikitaang gawain.	:	:	:	:	:
3. Angkop na ispesipikasyon.	:	:	:	:	:



Concepts	: 5	: 4	: 3	: 2	: 1
2.10 PANANAHI	:	:	:	:	:
1. Kahalagahan ng kasanayan sa pananahi.	:	:	:	:	:
2. Pagplano ng gawaing may kinalaman sa panahi.	:	:	:	:	:
3. Pagsunod sa plano ng tatahi-ing kasuotan at kagamitang pantahanan.	:	:	:	:	:
2.11 TINDAHANG KOOPERATIBA	:	:	:	:	:
1. Kabutihang naidudulot ng pagtatag ng tindahang kooperatiba.	:	:	:	:	:
2. Alintuntunin at pamalakad ng pamahalaan sa pagtatag ng tindahang kooperatiba.	:	:	:	:	:
3. Kaalaman sa pagtatatag ng tindahang kooperatiba.	:	:	:	:	:
4. Pamimili ng mga paninda.	:	:	:	:	:
5. Pag-ayos ng paninda.	:	:	:	:	:
6. Pagtinda ng pinagbilhan sa tindahang kooperatiba.	:	:	:	:	:
7. Pagkukuwento ng pinagbilhan sa tindahang kooperatiba.	:	:	:	:	:
8. Paghahati-hati ng mga tinuro.	:	:	:	:	:

## **CURRICULUM VITAE**

## CURRICULUM VITAE

NAME	:	GUADALUPE DIODOCO DY
ADDRESS	:	255 Filadelfo Diaz St. Brgy. Minda Gandara, Samar
DATE OF BIRTH		April 16, 1970
PLACE OF BIRTH		Poblacion Gandara, Samar
PRESENT POSITION		Elem. Grade Teacher III
STATION		Pizarro Elementary School Brgy. Pizarro Gandara, Samar
CIVIL STATUS	.	Single

### EDUCATIONAL BACKGROUND

Elementary. . . . .	Gandara Central Elem. School Gandara, Samar 1976 - 1982
Secondary . . . . .	Sacred Heart College Catbalogan, Samar 1982 - 1986
College . . . . .	Leyte Institute of Technology Tacloban City Hotel & Restaurant Technology 1986 - 1988
	Sacred Heart College BSEED 1990 - 1992
Curriculum Pursued . . . .	Master of Arts in Home Economics

### CIVIL SERVICE ELIGIBILITY

Philippine Board Examination for Teachers, 1993, PASSED

### POSITION HELD

Elementary Grade Teacher I	-	January 25, 1994
Elementary Grade Teacher II	-	July 30, 1996
Elementary Grade Teacher III	-	June 16, 1998

### AWARDS AND DISTINCTION

Certificate of Recognition . . . . .		As Resource Person/Facilitator District Training Seminar in Musika, Sining at Edukasyon Pangkatawan (MSEP) November 9, 1996
Recognition . . . . .		As Facilitator Josefa Llanes Escoda GSP Encampment November 20 -22, 1998
		As Resource Person/Facilitator Re-echo Seminar in Home Economics December 2 - 3, 1998

### SEMINARS/WORKSHOPS/TRAININGS ATTENDED

Basic Training Course for Commissioner/Boy Scout of the Philippines, April 24-26, 1996.

1998 World Folklore Conference, International Council of Folklore Festival and Traditional Arts Organization, Philippines, Manila, March 29 to April, 1998.

A Seminar - Workshop on Southern Luzon and Mindanao Basic Ethnic Steps and Basic Folklore Techniques, SSPC, Catbalogan, Samar, January 29-31, 1999.



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