

VALUES-PERSONALITY AND PERFORMANCE OF COLLEGE STUDENTS
AND SHOP TEACHERS IN TECHNICAL-VOCATIONAL SCHOOLS
AS BASIS FOR CURRICULAR REDIRECTION

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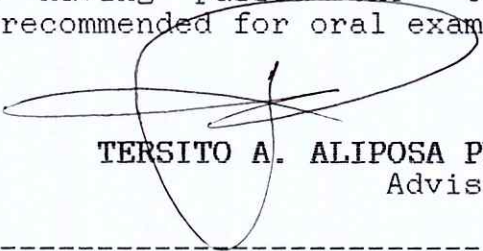
In Partial Fulfillment
of the Requirement for the Degree in
Doctor of Philosophy (Educational Management)

by
MANUEL F. LLEGO

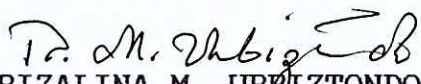
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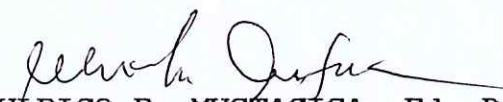
This dissertation entitled "VALUES-PERSONALITY AND PERFORMANCE OF COLLEGE STUDENTS AND SHOP TEACHERS IN TECHNICAL-VOCATIONAL SCHOOLS AND COLLEGES AS BASIS FOR CURRICULAR REDIRECTION" was prepared and submitted by MANUEL F. LLEGO, who having passed the comprehensive examination, is hereby recommended for oral examination.


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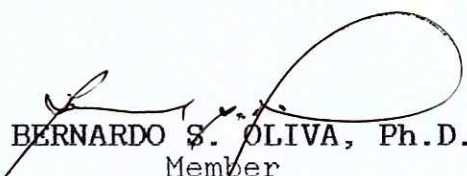

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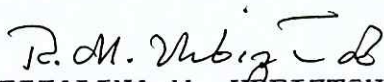

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Foremost of all, to the two angels Ariel Lorenz (Ayie), Manuel David (Wowie) in their fervent and perpetual love, and inspiration I inscribe this humble work.

MFL

DEDICATION

To My Grand Children

Ayie and Wowie

Who have given me strength and inspiration;

Children

Maria Lorenza, Mirzi, Mervin and Liezel

who provided me impetus and encouragement;

Wife

Lorenza

*Who in the depths of my doubts and in the midst of
my uncertainties has made this work possible.*

Maning

ABSTRACT

The main concern of the study was to ascertain what desirable values and personality traits influence the efficient and effective performance of an industrial worker as perceived by students and shop teachers in Technical-Vocational Schools and Colleges in Region VIII. The values categories in the five considered core areas were acquired values of students and shop teachers as reflected in their rate of preference. Although they differed in the order of priority; the degree of influence in their work performance as its associates to the level of self-possession of the personality factors in the attainment of an efficient and effective work performance. This implies that adequate information and the appropriate interpretation of values in the real life application will lead one to control oneself and give precise direction on what to pursue in life. The students and shop teachers disagreed in perceptions in the level of self-possession in the following factors: The students rated two personality factors out of the ten factors that of Autia, and Parmia, while the shop teachers only one factor that of Autia. This denotes that both students and shop teachers meet the same level of self-possession on the personality factors of Autia. This quietly affects a little degree in the efficiency of their performance. It is due to inadequacy of latest information and knowledge in handling job operation with highly-developed tools, devices, and equipments used as instructional facilities in their respective shop. There is no significant difference in the perception of the two groups of respondents relative to the level of self-possession of the desirable personality factors. This connotes that both the students and the shop teachers acquired the same level of perception of their inner self.

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
ACKNOWLEDGMENT	iii
DEDICATION	vii
ABSTRACT	viii
TABLE OF CONTENT	

Chapter	Page
1 PROBLEM AND ITS BACKGROUND	1
Introduction	1
Statement of the Problem	3
Hypotheses	4
Theoretical Framework.	5
Conceptual Framework	9
Significance of the Study.	10
Scope and Delimitation	12
Definition of Terms Used	16
2 REVIEW OF RELATED LITERATURE AND STUDIES .	20
Related Literature	20
Values and its Nature.	20
Values Formation	21
Core Values	23
Strategies in the Implementation of Values Education Program	25

	Values Education Curriculum.	27
	Meaning of Personality	28
	Personality Formation.	29
	Personality Traits to Develop.	30
	Types of Personality	32
	Manpower Education	34
	Qualifications of a Good Worker	35
	Development of Trained Manpower. . . .	37
	Related Studies.	38
	Training Center not Producing the Needed Manpower	39
	Career Choices Study	40
	Study on Academic Success and values	40
	Study on the Implementation of Values Education Program	42
	Values of School Managers	45
	Study on Personality	46
	Personality Reflecting Work.	50
3	METHODOLOGY.	54
	Research Design.	54
	Instrumentation	55
	Validation of the Instrument	57
	Sampling	58
	Data Gathering	61

	Treatment of Data	62
4	PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	67
	Preferred Values of Students and Shop Teachers on the Five Core Areas	68
	Values as Individual	69
	Values in Relation to Others	73
	Values in Relation to Authority.	77
	Values in Relation to Community.	81
	Values in Relation to God.	85
	Implication of the Findings in Incorporation of Values in Teaching of Work Ethics in Trade Technical Courses.	89
	Relationship Between the Preferred Values of the Students and Shop Teachers Relative to the Five Core Areas	91
	Significant Relationship Between the Preferred Values of the Students and Shop Teachers Relative to the Five Core Areas.	106
	Extent of Influence of the Values of Students and Shop Teachers in their Work Performance.	108
	Significant Difference Between the Perception of the Students and Shop Teachers Relative to the Extent of Influence of the Five Core Areas in their Work Performance.	133
	Level of Self-Possession of the Personality Factors on the Students and Shop Teachers	134

	Significant Difference of the Two Mean in the Self-Possession of the Personality Factors on the Students and Shop Teachers	142
5	SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	145
	Findings	145
	Conclusions	152
	Recommendations	157
6	INSTRUCTIONAL DESIGN.	160
	Sample Content of a Training Manual . .	168
	The Course Syllabus	168
	Sample Module	169
	BIBLIOGRAPHY	176
	APPENDICES	181
	A. Letter to the Dean of Graduate School requesting for the Pre-Oral Defense	182
	B. Letter to the President of Samar State Polytechnic College Requesting Per- mission for the dry-run of the questionnaire in the College	183
	C. Letter to the SSPC College President Requesting for Indorsement to CHED Regional Director the Permission in the Fielding of Questionnaire	184
	D. Letter of SSPC College President Request- ing for Indorsement to CHED Regional Director the Permission in the Fielding of Questionnaires to Subject Technical- Vocational Schools and Colleges in Region 8	185

E. Approved Indorsement of the CHED Regional Director	186
F. Cover Letter of the Questionnaire to the Respondents	187
G. Survey Questionnaire for the Students.	188
H. Survey Questionnaire for the Shop Teachers . .	196
I. Bonoon's Conceptual Framework on Values. . . .	201
J. Sutaria's Conceptual Framework on Values . . .	202
K. Letter to the Dean of Graduate School requesting for the final oral defense. . . .	203
L. Computation of the use of Sloven Formula . . .	204
M. Computattion of Correlation of Coefficient . .	205
N. Transforming r to t-values	206
O. Computation of Data in the Contingency Table for Tables 34 and 36	207
P. Sample data of respondents	208
Individual Values	208
Values in relation to others	214
Values in relation to authority.	220
Values in relation to Community.	226
Values in relation to God.	232
 CURRICULUM VITAE	 238

Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

When a student decides to enroll in a technical-vocational school with an aim of preparing himself for employment as a technician or a highly skilled worker in any sector in the world of work, there are a number of things, he has to bear in mind. Weaver (1959:413) stressed that one has to consider his abilities, his work habits or values, his vocational life interests as well as the employment opportunities. The abilities and aptitudes a person possesses are inseparable as an entrance requirement to a particular field or occupation. Yet, he may still feel bewildered about finding his life's work, in the sense that his outlook in life does not match the kind of work he wants to achieve.

Before he chooses a course leading to his occupation, he should think first, and have proper decision-making process. Through this, he should take position of facts, probability, work values or habits, and personality traits required, accepted beliefs and opinions concerning the occupation. Personal opinion, however, should be carefully examined to be sure that it is not merely a wish or a prejudice. It must comprise interest, attention, and desire

to learn as important conditions in the human learning process. Learning is made faster and better when the desire to learn arouses the learner's attention. He does better work in subjects he likes than in one which he is not interested in; and just wanting to learn in itself, makes any subject easier.

A student who is new in a job must have certain information if he is to get off to a good start and do the job well. He must be oriented. In other words, he must learn what is important and what is not important, and get himself acquainted with its general condition. Choosing a vocation becomes a matter of matching one's interests and abilities with the requirements and opportunities of an occupation.

There are entry requirements to an occupation if one wishes to be successful. To succeed in one's work, he needs job skills, and work values or habits plus personality traits. Success, however, on any job depends more on the worker's personal characteristics than on his specific job skills. Beginning workers who are short of experiences can often balance this weaknesses with strength in other qualities, such as, his aptitudes and interest, work values or habits and personality traits.

These personal characteristics of the worker have

served as subject of interest in this research work which comprises the five core values, and personality factors all important for one to become an efficient and productive worker. It is on this presumption, that the researcher is persuaded to undertake this kind of study.

Statement of the Problem

This research study attempted to identify the desirable values and personality traits that influence the efficient and effective performance of an ideal worker as perceived by students and shop teachers in Technical-vocational schools and colleges in Region 8. The aim of this study is to come up with an instructional design incorporating values and personality traits in the teaching of work ethics in technical-vocational courses.

Specifically, it sought to find answers to the following questions:

1. What are the preferred values of students and shop teachers in technical-vocational schools and colleges in Region 8 vis-a vis:

- 1.1 Values as individual?
- 1.2 Values in relation to others?
- 1.3 Values in relation to authority?
- 1.4 Values in relation to community?
- 1.5 Values in relation to God?

2. Is there relationship between the preferred values of the students and the shop teachers in relation to the five considered core areas?

3. Is there significant relationship between the perception of values of students and shop teachers relative to the five considered core areas?

4. As perceived by the two groups of respondents, what is the extent of influence of the values in their work performance?

5. Is there significant difference between the perception of the two groups of respondents relative to the extent of influence of the value in their work performance?

6. As perceived by the two groups of respondents, what is the level of self-possession of the personality factors with bearing for effective works.

7. Is there significant difference between the perception of the two groups of respondents relative to the level of self-possession of the desirable personality factors.

8. What instructional scheme will be designed incorporating values and personality traits in teaching work ethics in technical-vocational courses?

Hypotheses

This study attempted to test the following null

hypotheses:

1. There is no relationship between the preferred values of the students and the shop teachers in relation to the five considered core areas

2. There is no significant relationship in the perception of values of students and shop teachers relative to the five considered core areas.

3. There is no significant difference between the perceptions of the two groups of respondents relative to the extent of influence of the values in their work performance.

4. There is no significant difference between the perception of the two groups of respondents relative to the level of self-possession of the personality factors with bearing for effective work.

Theoretical Framework

This study adopted Camarao's (1991:200) theory which states that development of desirable values and work ethics is a crucial factors in national development. It is in this premise that in technical-vocational training, it is not solely equipping the students with technical skills, and knowledge but also providing them with the appropriate work values and personality traits required in various fields of work. According to Andres (1981:15) when values and personality traits are forthwith impregnated in the

individual's value system, it takes a prominent place in one's personality. It sets off one's goals, the vision which drives him to do the specific precise action. Even if its formation is by self-realization, there is still a need of providing them with information from learned experiences with the right interpretation of its application to real life. He needs enlightenment in the manifestation of personality that will enhance creativity, productivity, innovativeness and other characteristics which are essential

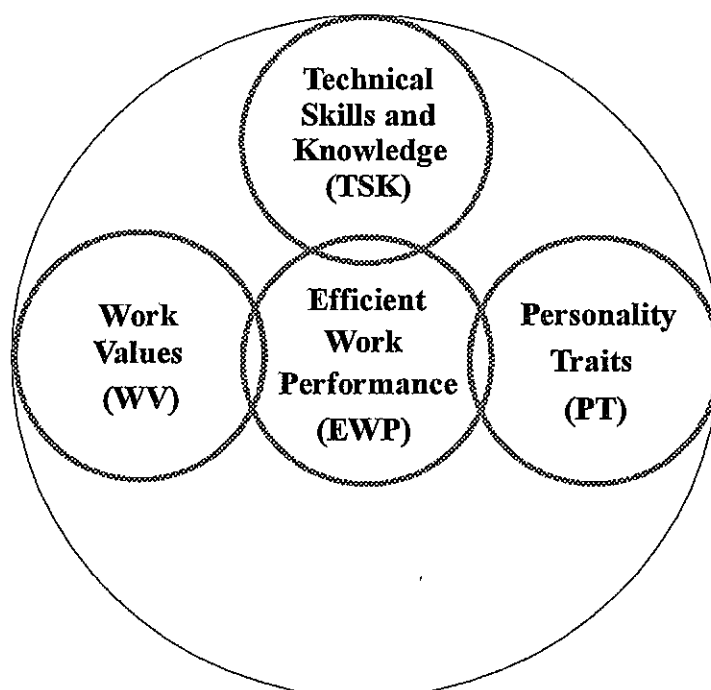


Fig. 1. A Venn diagram interpreting Camarao and Andres theories on the equation $EWP = (TSK) + (WV) + (PT)$. This equation relates the interplay of the three factors in the development of an efficient industrial worker. These three factors are essential and inseparable parts of the whole of the occupational activity.

in developing a person to become efficient and effective worker.

How will this triadic training scheme contribute to efficient work performance? Obviously, the successful practice of any occupation cannot be made possible without technical skill, related technical knowledge, work values and personality traits. These aspects of vocational practice do not exhibit themselves one at a time but are inseparable parts of the whole occupational activity. However in the teaching of a vocation, it is convenient to consider each aspect separately to ensure effective instruction.

Camarao (1991:10) further emphasized that the learning activities in technical-vocational education deal on the following characteristics: 1.) the use of tools, equipment, machines or devices; 2.) the development of skills; 3.) the acquisition of technical knowledge and related information; 4.) the formation of desirable work values and personality traits; and 5.) the development of systematic, efficient, and safe work habits.

Activities 4 and 5 are the focus of this study for the reason that the researcher had been motivated to investigate these desirable work values and personality traits, and the formation of work habits are essential in developing a person to become an efficient and productive worker as shown

in the succeeding conceptual framework.

Conceptual Framework

From the aforecited theories the researcher got motivated to undertake the present study so as to identify what preferred values and personality traits of students and shop teachers in technical-vocational schools and colleges do exert an influence on their work performance.

As shown in figure 2, the 12 technical-vocational schools and colleges in Region 8 having their instructional activities planned to develop basic manipulative skills and technical knowledge for a particular occupation. The training programs geared towards "Year 2000" are designed as models of economic development. These programs are about industrialization which needs skilled workforce.

What comprise of a skilled workforce are but workers who possess desirable work values as manifested in each of the core values and personality traits or factors needed in industry. Hand skills alone are not enough. Ability to choose proper materials, lay-out and plan one's work are also very important. A superior worker can decide which of the several methods is best for a particular job. He can make judgment and alter his method, if necessary, to meet the requirement of the job. He can analyze difficulties and suggests remedies. All of these things are done with the

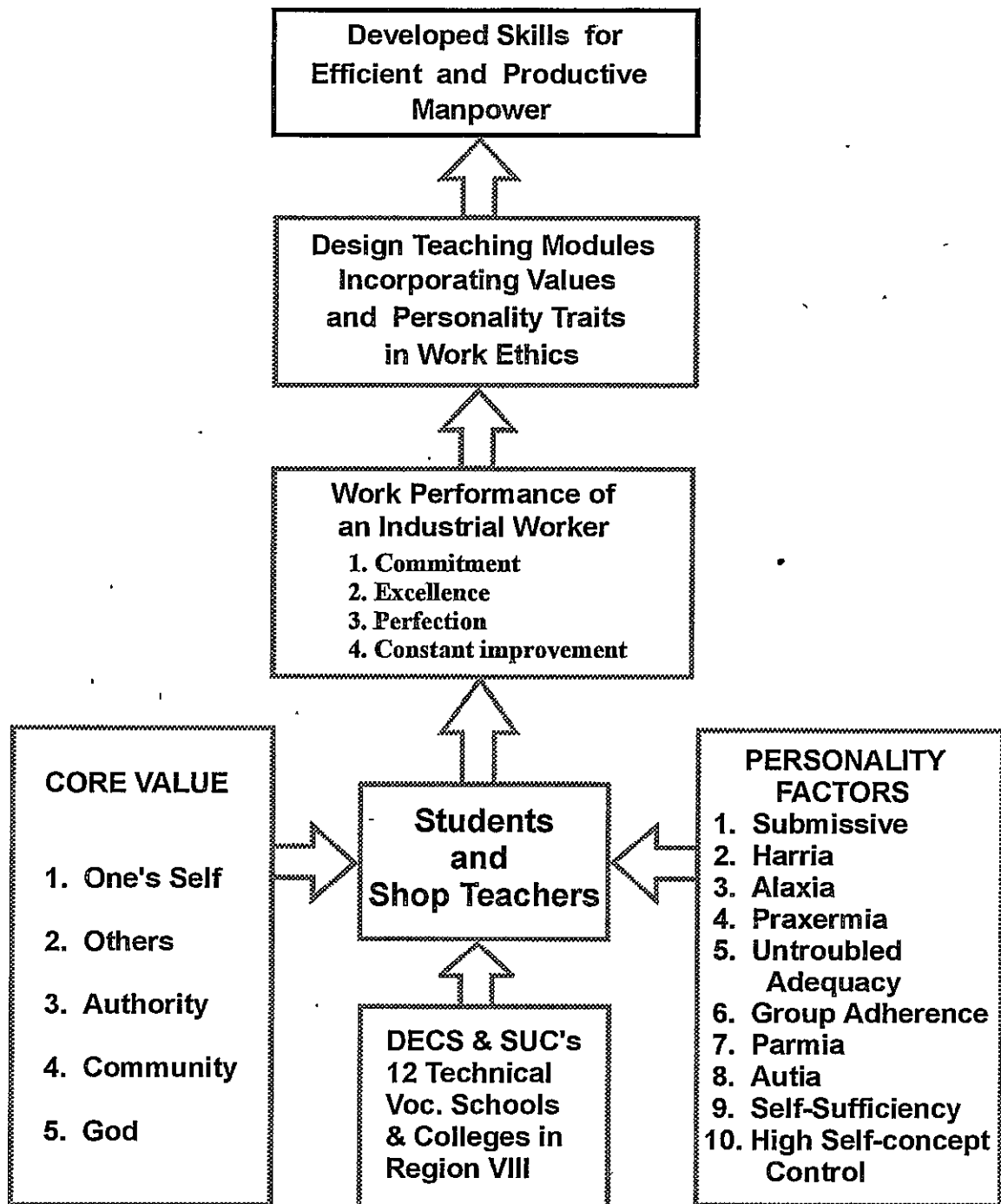


Fig. 2. Presents how values and personality traits/factors interplay in the development of quality work performance of would-be industrial workers to undertake attitudinal training, and thereby develop into an efficient and productive manpower.

mind and heart rather than with the hand, as shown in the schema on core values and personality factors acquired both by the students and shop teachers. Such learning deals greatly with what is known as "Total Quality Management (TQM)", through the use of a modular attitudinal training manual and then apply the knowledge when practicing the trade. TQM has its buzz words: commitment, excellence, perfection, and constant improvement. These are the criteria of work performance required for a skilled workforce or a world-class technician with responsibility to develop the country's economy.

Significance of Study.

This study was conducted in response to the Congressional Commission on Education Report (Dec 28, 1991) which revealed that values education is not effective. EDCOM recommended that schools should instill personal discipline, citizenship, and work values. This in-depth internalization of desirable values we Filipinos should develop has been envisioned in the 1987-1992 Five Year Educational Plan, Habana (1993:17). The central goal of this educational plan was to inculcate desirable social, moral, and cultural values from which shall spring a strong sense of national pride, discipline and commitment to a more meaningful and productive participation in society.

Also, this study will help bridge the gap of the mismatch between the output of training institution and the needs of the industries. EDCOM recommended measures for the enrichment of technical-vocational education through the development of skills that will meet industry needs and trade skills standards. One of the strong links to meet the requirement in trade skills standards is the needed values and personality traits of trainees towards work as hidden assets of an ideal worker.

To the Students. This particular study will strengthen the endowed personal characteristics of students and enable them to adjust effectively to the stress of work environment in school shop laboratory through understanding the specific values and personality traits required by the job he is to undertake.

To the Guidance Counselor. Technical-vocational schools offering the post-secondary trade-technical/vocational courses may utilize the result of this study as an assessment tool for the career guidance activities of students to suit their work values and personality traits with the course they intend to specialize.

To the Shop Teachers. Shop teachers teaching vocational courses either in the elementary, secondary or post-

secondary may make use of the outcome of this study in reflecting his/herself as to which of the identified values and personality traits should be developed among the students while demonstrating or executing the different work activities as training inputs which the learners have to perform for an individual's values and personality are evaluated in terms of his way of adjusting to various situation.

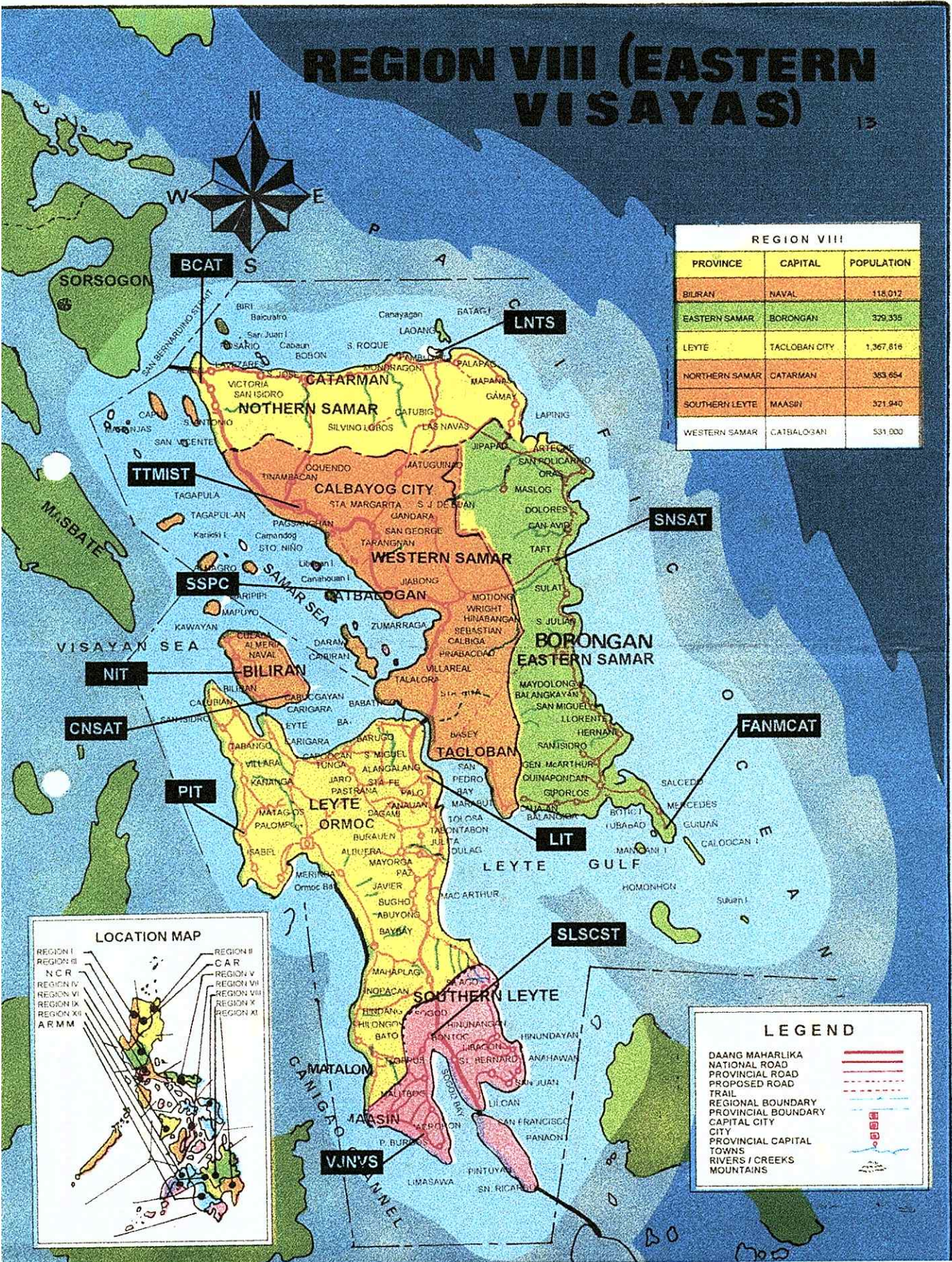
To the Curriculum Planners. Finally, the reseacher believes that the offshoot of this study will be used as a base-line in designing a Value Assessment Tool that the Extension Service Office of Samar State Polytechnic College and that of other schools can avail of. It may serve as an instrument in identifying the needed work values and personality traits of out-of-school youths and adults enrolled in livelihood courses that will provide them immediate employment.

Scope and Delimitation

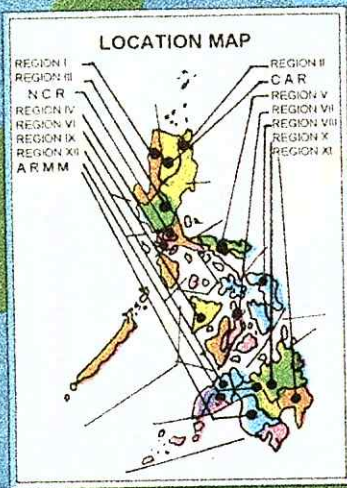
This study covered 6 provinces of Region 8, namely: 1.) Eastern Samar, 2) Northern Samar, 3) Samar. 4) Leyte, 5) Southern Leyte, and 6) Biliran Island. Figure 3, is Map of Region 8 showing the location of the six provinces and the trade-technical/vocational schools and colleges.

REGION VIII (EASTERN VISAYAS)

13



REGION VIII		
PROVINCE	CAPITAL	POPULATION
BILIRAN	NAVAL	118,012
EASTERN SAMAR	BORONGAN	329,335
LEYTE	TACLOBAN CITY	1,367,818
NORTHERN SAMAR	CATARMAN	383,654
SOUTHERN LEYTE	MAASIN	321,940
WESTERN SAMAR	CATBALOGAN	531,000



LEGEND	
DAANG MAHARLIKA	
NATIONAL ROAD	
PROVINCIAL ROAD	
PROPOSED ROAD	
TRAIL	
REGIONAL BOUNDARY	
PROVINCIAL BOUNDARY	
CAPITAL CITY	
CITY	
PROVINCIAL CAPITAL	
TOWNS	
RIVERS / CREEKS	
MOUNTAINS	

This research is centered on the identification of values and personality traits of the 234 college sophomores out of 565 students, and 92 shop teachers in the 12 technical-vocational schools and colleges in the six provinces mentioned. It is likewise intended to find out the extent of influence of the values and personality traits in their work performances as effective workers. Further delimitations are as follows:

1. This study involved 12 technical-vocational schools and colleges in Region 8 offering the post-secondary trade-technical/vocational courses. Six from Samar Island, four from Leyte Island, and two from Biliran Island, two are from each province as follows:

1.1 Northern samar:

1.1.1 Balicuatro College of Arts and Trade

1.1.2 Laoang National Trade School

1.2 Eastern Samar:

1.2.1 Samar National School of Arts and Trades

1.2.2 Felipe Abrigo National Memorial College of Arts and Trades.

1.3 Samar

1.3.1 Tiburcio Tancinco Memorial Institute of Science and Technology

1.3.2 Samar State Polytechnic College

1.4 Leyte

1.4.1 Leyte Institute of Technology

1.4.2 Palompon Institute of Technology

1.5 Southern Leyte

1.5.1 Southern Leyte State College of Science and Technology

1.5.2 Villa Jacinta National Vocational School

1.6 Biliran Island

1.6.1 Cabucgayan National School of Arts and Trade

1.6.2 Naval Institute of Technology

2. Selected sophomore college students from every shop course in selected technical-vocational schools in Region 8 based from the results of the Sloven's formula as student-respondents. All shop teachers teaching in the post-secondary courses in the said technical-vocational schools and colleges were involved in this study as shown in Table 1 and 2.

3. Five core values comprising of values to individuals, values in relation to others, values in relation to authority, values in relation to community, and values in relation to God. And also 10 selected personality factors from the Standard 16 P.F. Test Profile enumerated in the questionnaire.

4. The period covered by this study is school year 1996-1997.

Definition of Terms Used

Serving as a common frame of reference in this study, the following terms are defined operationally:

Attitude. This term refer to an interrelated belief around an object or situation predisposed one to respond in some preferential manner.

Buzz words. These are technical terms or phrases used chiefly to impress laymen the important meanings of things it represent.

Core value. It is the main source of the specific values which are conceived as terminal and instrumental values that contribute to the change and improvement of the desirable behavior of persons.

DECS. It is an acronym for Department of Education, Culture and Sports.

EDCOM. It is an acronym for Congressional Commission on Education.

Effective worker. It refers to one who is developmental in attitude and has productive life.

Five year Educational Plan (1987-1992). This was the plan envisioned during President Corazon C. Aquino's term that before year 2000, every Filipino will be able to read

and write, and enjoy basic education necessary for survival, for developing his interests and special gifts that are needed elements to a better society.

Habit of industry. It is an inherent tendency or custom to undertake a productive work.

Human dignity. It is the worth or value of a person as member of society.

Personality. It is the character of our native being, molded and developed by the experiences and the influences we meet through life.

PCSPE. It is an acronym for Presidential Commission to Survey Philippine Education.

Productive worker. It refers to one who is self-sufficient and contribute much to the income and welfare of the state.

Quality control. It is a process by which manufactured products or goods before being released from the processing area must pass strictly on inspection if specification standards had been complied with.

Salable work skill. It refer to a work skill that is in demand in contract labor camp of foreign country or in a domestic employment program.

SUC's. It is an acronym for State University and Colleges.

TQM. It is an acronym for Total Quality Management where would-be industrial technicians are trained in and oriented to doing service jobs or of producing goods that perfectly pass quality control such that defects are set to zero-in.

Value. It is a combination of ideas and attitudes which give priority choice or preference to certain goals, actions, or things.

Values category. It is the general classification of values where all human wants and needs are contained.

Value formation. It is the moment of time when the individual develops his own values and goals through the process of self-realization upon exploration of the different systems of man's thoughts.

Wellness. It is a state of one who has a satisfactory condition or peace of mind.

World-Class technician. It is a trained technician who has acquired varied abilities, work habits or values, worthwhile vocational life interests, salable work skills, and personality traits required in an occupation. He undergoes training in Total Quality Management, and is able to qualify in the globally competitive labor force.

Work ethics. These are sets of moral principles or values relative to work behaviors and aptitudes needed by a

productive citizenry.

Work performance. It is an accomplishment that passes quality procedures based on established criteria of commitment, excellence, perfection and constant improvement needed in service jobs or production of goods in order to meet customer's satisfaction.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the related literature, the related studies with direct and indirect bearing on the subject under investigation. Readings on these materials were made in order to give more meaning and substance to this particular study.

RELATED LITERATURE

It is from the related literature that the researcher was able to formulate the theoretical scheme of his research problem and the same served as a tentative explanation of the phenomenon he investigated.

Values and its Nature

Traditionally, the term value has been referred to as basic attitudes and core beliefs. It is what one is worth or what one prizes in life. Value comes from the Latin word "Valore" meaning to be strong and vigorous. To value is to have vigor, a power to do a specific thing in order to realize a certain urgent demand for something important. Value to Bonoan (1987:147) is "Arete" which means the virtue or that quality of excellence which makes man noble, free, human and more human.

Andres (1981:10) defines value as a combination of

ideas and attitudes which give priority or preference to certain goals. It is a goal of man's striving, having a purpose to render human existence meaningful, and to achieve the complete fulfillment of man's personality as an individual and as a community. Values enable man to change, to establish self-control and self-direction.

In its essence, value is the object of a positive attitude. It is that good to which man tends to pursue. It is the goal, the vision which motivates man to action. Values are things, ideas or goals which are important to man's life-anything which enables life to be understood, evaluated, and directed. Values are the ideals and principles by which man lives.

Orbos-Botor (1983:87) stressed that values imply some standards, code or criteria which persist in time, and by which people order their desires and aspire for what is desirable, to the extent that they are able to place objects, their way of life, and so on, on an approval-disapproval condition. They are also products of man's intellect, and freewill as well as of his feelings towards things, events, and people.

Values Formation

Andres (1982:2) emphasized that students today prefer to set up their own values and goals rather than to accept

the ready-made values and goals of someone else. It is the student himself that can develop his own values and goals through the process of self-realization upon exploration of different systems of thoughts on man, his values and goals. This could only be made by providing them with information from learned experiences with appropriate interpretation and analysis in the application to reality in life.

One way of interpreting and analyzing the reality in life is by means of valuing. Andres (1981:8) explained that all human wants and needs are contained within one or more of these eight (8) value categories, such as: 1) affection, 2) respect, 3) skills, 4) enlightenment, 5) influence (power), 6) wealth, 7) well-being and 8) responsibility (rectitude). These eight categories could be realized if one has to undergo the three-dimensional process of valuing. These processes are as follows:

1. To develop within man each one of these eight basic needs areas. Man needs to see himself as someone important, someone unique.

2. To participate in the sharing and shaping of the eight basic needs of man in the lives of others. Man must identify those whom he respects and what characteristics in other people he respects, and the reasons why he respects them.

3. To recognize the way in which others influence the shaping and sharing of values within man. Man must see the ways in which he has been honored or admired, or recognized as a unique person.

Core Values

Bonoan (1987:42) formulated a conceptual framework on core and related values where the center of said core is man who controls and directs the five (5) core values, that of: 1) life-sustenance, 2) human dignity, 3) social responsibility, 4) nationalism, and 5) spirituality. Each of these core values has related values, such as the following:

1. In life sustenance. That of work ethics, self-reliance, creativity, health, goal-orientation and respect for life.

2. In human dignity. That of integrity, respect for human right, self-discipline/temperance, selfworth/self-esteem and aesthetic values.

3. In social responsibility. That of conservation, social justice, respect parenthood, responsible citizenship/civic consciousness, and concern for others.

4. In nationalism. That of identity, pride in country, loyalty, unity/harmony, and commitment.

5. In spirituality. That of faith, love, hope and peace.

In 1987 Educators' Congress in Baguio City, the then DECS undersecretary, Minda C. Sutaria, as cited by Floresca-Cawagas (1987:4) presented her conceptual framework on seven cores and related values different from that of Bonoan, where the center of said core is human dignity which interplays with the seven core value, such that of: 1) health/harmony with nature, 2) knowledge/truth, 3) love, 4) spirituality, 5) social responsibility, 6) economic self-sufficiency, and 7) nationalism and patriotism. Each of these core values has related values, as follows:

1. In health/harmony with nature. That of physical fitness, cleanliness, beauty, and art.

2. In knowledge/truth. That of creative and critical thinking.

3. In love. That of integrity, honesty, self-worth/self-esteem, and personal discipline.

4. In spirituality. That of faith, hope, and peace.

5. In social responsibility. That of mutual love/respect, fidelity, responsible parenthood, concerned for other/common good, freedom/equality, social justice, peace/active non-violence, popular participation.

6. In economic self-sufficiency. That of work ethics, self-reliance, productivity, scientific and technological knowledge, vocational efficiency, and entrepreneurship.

7. In nationalism and patriotism. That of pride in country, loyalty, unity/harmony, and commitment.

These core values are conceived as values that can contribute to the improvement of the quality of life of the Filipinos as seen at the individual as well as the societal level. A core of values must be recognized by all, and the youth must be educated about this core if one needs to bring about a more just, free, humane, and peaceful society that can develop an efficient and productive economy.

Strategies in the Implementation of Values Education Program

Bauzon (1994:124) identified some specific strategies in the implementation of values education program, such as:

1. Inculcation. It is geared towards instilling and internalizing norms in the individual's value systems. Standards or norms accepted by people are identified and passed onto the learners through modeling, other reinforcement techniques, and instructional models.

2. Values clarification. This engages students in an active examination of their beliefs, behavior choices and decisions to enable them to utilize these in their actual lives in society. This strategy as a teaching approach helps students to answer certain questions before constructing their own value system. If teacher wants to

help students develop values, the following guidelines might be of help.

- 2.1 Encourage students to make choices freely;
- 2.2 Help them discover and examine available alternative when faced with choices;
- 2.3 Help them weigh alternatives, thoughtfully reflecting on the consequences of each;
- 2.4 Encourage students to consider what is it that they prize and cherish;
- 2.5 Give them the opportunities to make public their affirmation of choices;
- 2.6 Encourage them to act in accordance with their choices.
- 2.7 Help them to examine the repeated behavior or the pattern of their choices.

3. Moral Development. It is a process of working out a sense of moral uprightness through the active structuring and restructuring of one's own social experiences, the outcomes of which is preference that is considered desirable or acceptable by a referent group.

Hepner (1973:17) emphasized that man must be morally responsible which means being morally accountable or morally answerable in his relationship with others in terms of the principles that established our moral standards. This

implies that we should know our responsibilities and know how to go about responding to them. In this sense, being morally responsible means knowing what should be done, knowing how to go about it, and then actually doing it.

To be responsible requires the joint cultivation of a person's sensibilities, his willingness and capacity to assess options, choose wisely, uphold virtues, assume obligations, and exercise his powers of will which puts chosen courses of action into effect.

Values Education Curriculum

Floresca-Cawagas (1987:39) stressed that values education can be approached in complementary ways: Firstly, values can be infused in that total school curriculum. This infusion is designed to promote a truly humanistic community in the school through the formal and informal, overt or hidden curricular. Such infusion usually implies that values such as love of truth, love of learning, respect, and concern for others, and a conscientious Work Ethics are not only important but vital for young minds and souls.

Secondly, values can be approached by integration across subjects. A school that has a particular concern for the care and preservation of the environment can deal with this concern in subjects as science, literature, history, geography, art, music, drama, and even mathematics were

environmental problems can be quantified by statistics and graphs.

Thirdly, an approach is through direct teaching. When this approach is used values education becomes a separate subject in the school curriculum. The direct teaching of values is an attempt to deliver a package of forever true values to the learner.

Today's education must be concerned with the development of a well-balanced, well-integrated, and socially-adjusted personality. According to Kilpatrick, a psychologist, that the direct aim of education is character development, all around character, and well-adjusted personality, looking always toward improving the life of the students will be leading after they leaves school.

Meaning of Personality

Meir (1957-102) defined personality as "all that a person has been, is, and hopes to be". He further expressed that some psychologists define personality as "the sum total of individual characteristics, and ways of behaving which in their organization or patterning, describes individual's unique adjustments to his environment. While others define personality as "the total of the behavior patterns of a person".

Personality, therefore, consists of one's physical

makeup and his thoughts, memories, feelings, motives, reactions, experiences, and even his dreams and wishes for the future. Every individual personality is unique. This means that it is unlike any other because it is the sum total of different characteristics inherited from one's parents, influenced by different environmental factors. Every personality has its own way of reacting to these factors in a way that reflects behavior unique to the individual.

Indeed, personality is the product of many factors and conditions which the person has acquired in one's environment. One factor that has a great influence on the formations of his personality is the school which provides all the opportunities to experience both intrinsic and extrinsic values.

Personality Formation

Amable (1980-10) classified groups having to do with personality building as follows:

1. Primary group. This is characterized by intimate face-to-face association and cooperation. The chief primary groups are the family, the playmates, and the neighborhood friends. To these groups may be added the school, the church, and other small social units. One knows personally all those in the primary group of which he is a part. He

meets directly all their conditioning influences.

2. Secondary group. The shift from the primary to the secondary group is attended by difficulties in adjustment. This is so because contact in the primary group is warm, close, and has a sympathetic and sheltering influence while those in the secondary group, it is cold, impersonal, and usually cruel, and competitive in nature. In the larger world, man's personality is reshaped, because the secondary group forces him to question the patterns he has formed through group experiences. As he matures he moves to a secondary group where he continues to learn to fit better in a social world.

It is a truism, that the progress of a country depends on the quality of the human resources, and such personality traits of the people should be developed into maximum utility.

Personality Traits to Develop

According to Orata, et. al. (1970-227) there are desirable personality traits that need to be developed in order to get along with people. These valuable traits will help an individual progress further in his studies, and in his work.

Courtesy. It is an act of showing kindness and consideration for other people. This is treating others the

way one would like to be treated.

Cheerfulness. It is a feeling of being glad or happy. Cheerful people when they meet troubles or worries do not show their worries or sorrows on their faces. They do not complain nor cry. They have a ready smile to give and a warm handshake to extend.

Honesty. It is uprightness in one's dealings with everyone. It is shown by fighting the temptation to cheat, steal, defraud, or return any extra change given by mistakes.

Self-control. It is the ability to hold back one's temper, one's tongue, or one's desires. Sometimes, in anger a person does things which he regrets later.

Dependability. It is the ability to be reliable. He fulfills his duties well and keeps true to his promises. He never fails to appear when his presence is needed. He does the work assigned and finishes it on time.

Sportmanship. It means the spirit of entering a game for the fun of it. He is a person who takes a defeat graciously. It is not whether one wins or losses in a game. What truly counts is how he plays it.

Industry. It is being diligent in an employment or pursuit. It is one who attends his work first before pleasure. He fills each minute with worthwhile work or

useful activity.

Humility. It is the quality or state of being humble. One who does not brag about himself, and does not show-off in any way.

Modesty. It is propriety in dress, speech or conduct.

Types of Personality.

According to Gilmer (1975:410) there are three general types of personality in any organization: 1) upward mobiles, 2) indifferent, 3) perpetually disturbed minority or ambivalent.

Upward mobiles. React positively to the large bureaucratic situation and succeed in it. The following are the values manifested by this type of personality: 1) Share with the organization's rewards in power, income, and ego reinforcement; 2) Conform without self-analysis; 3) take human relations as a career; 4) Sensitive to feedback; 5) View power as a potential influences; 6) Rules and procedures-oriented; 7) View individuals in detached terms; 8) Place personal advancement before group acceptance; 9) Feels little sense of conflict; 10) Interests and aspirations are tied to the organization; 11) Seek out the sights and sounds of powers; 12) Lack of broad or national perspective on problems; 13) Not hampered by any desires for obscurity; and 14) When they fall, they go down hard.

Indifferent. See their jobs as mere instruments toward obtaining off-work satisfaction. The following are the values they manifest: 1) Withdraw from system participation when possible; 2) Compete strongly for rewards; 3) Seek off-the-job satisfaction; 4) Reject the values of success and power; 5) Pay lip service to the system only when they have to; 6) Want to be treated as an individual; 7) Do not want to be analyzed or computerized; 8) Want to be recognized; 9) Pay lip service to getting ahead; 10) Work must be routinized; 11) Immune to discipline; 12) Seek to identify with work companions; 13) With union, are real or imaginary threats to management; and 14) Help provide numerical support for decisions made by others.

Perpetually Disturbed Minority or Ambivalent Can neither renounce their claims for status, and power or play the disciplined role to get them. The following are the values they have: 1) Both creative and anxious; 2) Attitude tends toward the neurotic; 3) Want to change the status quo; 4) Intellectual interests tend to run high; 5) Posses limited interpersonal facility; 6) Do not know to get along with people; 7) Subjective to withdrawn or be introverted; 8) May attack the system when sufficiently around; 9) Honors theory and knowledge; 10) Have a high verbal skill; 11) No way system-oriented; 12) Resists

bureaucratic rules, and procedures; 13) Poor bargaining position; 14) Reject authority; 15) Reject work-group values; 16) Compulsive interests in work for recognition to set him/her off from the rank and files; and 17) Not good in practical decision making.

Gilmer (1975:393) stressed that the important aspect in the concept of personality is consistency of behavior. This consistency allows as not only to recognize an individual by behavior but also to help predict what he or she will do in a given situation. The personality one brings to a role determines significantly the way it is interpreted. Special skills and talents do tend to influence personality. The characteristics that make up personality include physique, intellectual, and other abilities, interests, attitudes, beliefs, values and, expressive styles.

All of these personality traits can be developed by instilling the kind of education that we need today which must prepare people to cope with the rapid social change. It must provide them with appropriate skills, positive values and the will to lead a productive and meaningful lives as responsible citizens.

Manpower Education

As a curricular experience it teaches the balanced approach in the development of productive manual skills and

the continuous regeneration of christian virtues for the enrichment of the individual's outlook in life.

Dagoon (1986:207) stressed that manpower education is more than recruiting and training workers for employment. It is a balanced curricular experience for the development of the individual both for competency in earning a living by acquiring all-round fundamental, and self-employing skills relevant to the needs of the time, and society. It is designed to equip people to work efficiently and effectively by enhancing the application of science, and the development of creativity, productivity, innovativeness, and other values which are essential parts of economic growth.

Manpower education must provide a broader training for personal and social values needed in the labor market; organize technical curricula into fewer and wider categories to enable workers to acquire key, generic or basic skills that can widely be applied.

It is a fact, that the nation's greatness depends on the quality of life of its people. This quality has to be fostered, encouraged and nurtured by the very values which need to be articulated in themselves. Transforming the nation means, transforming its people.

Qualifications of a Good Worker

Orata, et al. (1970:350) enumerated certain qualities

of a good worker that are needed in industrial establishments and other various fields of endeavor. These qualities are the following:

Punctuality. It is being on time or prompt. A punctual worker is one who has that habit of coming to work on time. He does not feel the strain and difficulty of waking up early, and reporting for work on time.

Dependability. The worker does the work expected of him on time. He does the work without waiting to be told.

Interest in the Job. The worker give interest in the job assigned to him. He puts his whole attention to his work, both his heart, and soul in it.

Cheerfulness. It is inspiring to work with people who have pleasing personalities, and who are happy over their work.

Appearance. One's appearance should be pleasing. He should put on a dress which is appropriate for the work. One must dress simply but neatly.

Do the work as the employer likes it. An employer has definite likes and dislikes regarding the way he wants the work done. The worker should follow an employer who asks him to follow strictly the way the job is done.

These are the kinds of workers needed in various industrial establishments in the manufacturing, and service

industries that require various types of technical manpower.

Development of Trained Manpower.

Camarao (1991:15) stressed that manpower training is aimed at preparing the students for employment in a particular field of technology or providing further training to upgrade those who are already employed. For this purpose, technology education must be designed to match the manpower need of various sectors of the economy and the development thrust of the country.

The major goal of technology education is to prepared the individual to become a productive and successful member of society, and to enable him to contribute effectively in the development efforts of his family and of society. This goal is translated into five major objectives: 1) development of basic technical skills, knowledge and attitudes, 2) development of understanding and interest in the technological sector of society, 3) development of trained manpower, 4) enhancement of creativity, innovation, productivity and entrepreneurial skills, and 5) development of new appropriate technology.

In summary, all the foregoing literatures are related to the present study in the sense that the focal point of discussion is on values and personality traits of a person.

They offer views on the clarification and formation of values as attributes of one's personality. Though all have not directly hinted that those values and personality traits influence one's work performance, yet there are implications that values lead one to control himself and give precise direction what to pursue in life.

RELATED STUDIES

Several studies were conducted by researchers on values and personality. Most of these are focused on the implication of values and personality on students' academic excellence, success and achievement in academic studies, and career choices. Findings of such studies revealed several problems that include other things, the reshaping of the school curricular programs that suit the students' abilities and other potentials. Although these studies have suggested viable strategies to improve the training processes, yet students' output as product for industry have not significantly match their needs that suit to the industrial work environment. Particularly on desirable values that become a crucial problem for industrial development. This surmised the necessity that the past and present findings in curriculum designing for manpower development be continuously restudied and re-adopted to have a concrete guide in the transformation of the country's economy.

Training Center not Producing
the Needed Manpower.

The Congressional Commission on Education (EDCOM:1991) revealed that colleges and technical/vocational schools are not producing the manpower needed to develop the country's economy. There is a mismatch between the output of education and training institutions and the needs of the economy for middle-level manpower. These problems have not yet been ameliorated since 21 years after the result of the Presidential Commission to Survey Philippines Education (PCSPE:1970). The big question is what and where is the problem? It was also noted that employers prefer to train their workers on the job because the learning or trainings acquired in schools and training centers do not meet precisely their needs. And furthermore, EDCOM, disclosed that values education is not effectively taught. It, therefore recommended that school shall instill personal discipline, citizenship, and work values. Students must be helped to make career choices with an aptitude test given at the end of the second year in high school and by systematic and professional career counseling in coordination with parents and industry.

The aforesaid facts and informations in this EDCOM survey served as basis in the conduct of the present study.

Career Choices Study

Career counseling is a continuous process while the students are still in the learning/training center. There must be a pre- and post-test to validate their career choices. Pepito (1980) conducted two tests to both experimental and control groups in 10 work values, such as: risk, belongingness, security, self-actualization, personal satisfaction, routine-dependence, monetary concern, physical abilities concern, co-worker concern, and qualification concern. She unveiled that the experimental group differed in the belongingness, esteem, people orientation, and monetary concern values. While the control group diverged in risk, and qualification concern values. In the final analysis, she premised that to succeed a career, one has to risk in facing problem and hardship so that one is able to get better qualification for employment in the future.

In this study of Pepito, the values of sincerity, self-actualization, personal satisfaction, physical abilities concern, co-worker concern and people orientation have similarity of importance to the present study

Study on Academic Success and Values

The study of O'Brien (1987) has resemblance of correlation with that of Pepito, where she investigated a study

on academic success and values. She adopted the 18 terminal and 18 instrumental values from the Rokeach Value Survey. She revealed that the National Honor Society students chose values related to success and achievement, such as: wisdom, responsibility, intelligence, and logic. While the low achievers placed more importance on physical or materials areas, such as: an exciting life, pleasure, and a comfortable life. She summed up that to achieve success in school and in work, one should be wise, responsible, intellectual, and logical in giving reasons and decisions.

In this study of O'Brien, the values of achievement, responsibility and comfortable life have parallel of concern to the present study.

A similar study to that of O'Brien was Campani's (1980) but in Philippine style. His investigation was set to determine the relationship of the Core Values such as: Life-sustenance, nationalism, social responsibility, spirituality and human dignity as to age, sex, socio-economic status, mental ability and academic achievement. He disclosed that the respondents possess strong core values orientation in life-sustenance, and nationalism but are weak in social responsibility, spirituality and human dignity. As to its relationship to age, socio-economic status, mental ability

and academic achievement except for social responsibility was significantly related with academic achievement. However, he deduced that pupils with high academic achievement have better values orientation in social responsibility.

In this study of Campani, the core values of nationalism, social responsibility, spirituality and human dignity have the resemblance with the present study, but it differ only in the manner of presentation and the respondents involved.

Study on the Implementation of Values Education Program

In the work of Nicart (1992) she made use of Values Education implementation as it relates to students behavior. Her purpose was to draw up and assessment on the status of the implementation of values education in the vocational schools of Eastern Samar. She aimed to find out the extent to which students manifest behavior as perceived by teachers, parents, and students themselves along the following: 1) values related to one's self, 2) values manifesting relationship with others, 3) values manifesting relationship to the community, 4) values manifesting relationship with God.

She apprised that the task of education is to help the

Filipino develop his human potential, contribute to the growth of Philippine Culture, by controlling the environment and making use of human and non-human resources, build appropriate structures and institutions for the attainment of a just and humane society. Values Education should be guided by the general principle that it must be oriented towards the Total Person of the learner-mind, heart, and entire being. This guiding principle is shown in a process known as Total Person Experiential Learning Process (TPEL). This process helps the students, through reflection, to know the facts or concepts and how to put these into action, but he also gets to appreciate, to love, and to be committed to what he learns and does. In other words, the learning involves the whole person, his complete self: mind, heart, and body that does the learning.

She imbued further that the implementation of the values education for students exhibiting their behavior related to one's self, with others, to the community, was at a large extent. While indicating relationship with God was perceived of evidencing a very large extent by teachers, and to a large degree by parents and students. She infused that the more the students are exposed to situations or activities on values related to self, the more they expressed desirable behavior. Predominantly, on values

showing knowledge of their strength and weaknesses, and with exposition of strong desire for a bright future and high self-regard.

In this study of Nicart, the four core values used were the same with the present study except on the core values of authority. It differ, however, in the purpose of the study and the respondents involved.

In the survey of Tafalla (1989), where her respondents were all teachers, she undertook the study to find out: 1) the values manifested by the teachers as revealed by Kohberg's Value Scale. 2) the values of teachers when grouped according to sex, civil status, economic status, position in school, educational attainment, religion, and 3) the implication of their values to the educational system. The findings revealed that the top ten values manifested by the teachers are human dignity, fairness for all and cooperation, courage, self-discipline and orderliness, courtesy and belongingness, companionship and personal growth. While the last ten values are loyalty, self-confidence and trust, self-control, truth, education as knowledge and efficiency. living simply and achievement, and personal growth.

The result disclosed that teachers manifested such values not for the sake of those values but the importance

of such values in the formation of the total personality of an individual. She concluded that human dignity is the most common value chosen, acted upon, and manifested by teachers who consider it necessary in the development of the total personality of their students.

In this study of Tafalla, the value she selected from the Kohlberg's values scale were the same values identified in the five considered core areas except the values of belongingness, companionship, personal growth and education. Her respondents were all teachers while in the present study it involved college sophomore students and shop teachers.

Values of School Managers

A study on the values manifested by school managers, was conducted by Dala (1990) of which she succeeded in finding out the extent of commitment among school managers in each of the Filipino values, namely: 'authority', 'pakikisama', 'awa', and 'bahala na', along the following areas of concern: 1) personnel management, 2) human and community relation, and 3) curriculum development.

She let out the study that along the three areas of decision-making, only authority values was apparently identified by most managers. While 'pakikisama', 'awa' and 'bahala na' values were not distinctly recognized by them. Based from this outcome, she intimated that school

managers must be guided by more effective skills in value-clarification as regards to their job. Humanistic management of personnel is ideal and scientific process is important rather than merely sticking to rules and regulations which may not serve effective in achieving the desired loyalty and positive attitudes of subordinates. Subordinates call for humane dealing, sympathy, and compassion so as to make society survive with warmth understanding and love.

In this study of Dala, it give reference to the present study that school authorities needed skillful value-clarification of their inner self inorder to be more humanistic in the management of personnel as to shop teachers in dealing with the students in an industrial life situation of shop management.

Study of Personality

Britzman (1987) inquired into personality priorities and wellness orientation. He subjected his respondents on the following values: achieving, avoiding, and detaching. He let out that achieving was positively related to wellness, while avoiding and detaching were negatively directed. He concluded that avoiding, and detaching were the number one personality priorities with movement away from the negative direction. To prevent one from trouble

or danger a little degree of avoiding and detaching must be done, in order to establish wellness with someone.

In this study of Britzman, the values of achieving, avoiding and detaching give an insight on the kind of personality to develop in a person that are identified in the present study.

In Mudanza (1981), he researched on personality traits of students and their scholastic aptitudes. He made his study among grade pupils on the following eight (8) values: helpfulness, affiliation, respectfulness, thoughtfulness, understanding, humility, obedience, and trust. His findings are as follows:

1. Helpfulness, affiliation, and thoughtfulness are related to scholastic aptitude among the first born, and only understanding to the 4th grade.

2. Among the grade 4 children, humility and understanding are associated with aptitude.

3. Among grade 2 last-born scholastic aptitude is related to understanding and obedience.

4. Among grade 2 first-born, academic achievement is related to affiliation, respectfulness, and thoughtfulness.

5. Among the grade 4 first-born, academic achievement is related to respectfulness, humility, understanding, trust and thoughtfulness.

6. Thoughtfulness is related to academic achievement among the grade two middle-born.

7. Among grade 6 middle-born, academic achievement is related to affiliation, respectfulness and humility.

8. Among grade 2 last-born, academic achievement is to affiliation, humility, respectfulness, and understanding.

He deduced that among grade 4 last-born, academic achievement is related to all the eight personality traits.

In this study of Mudanza, the values of helpfulness, respectfulness, thoughtfulness, understanding, humility, obedience, and trust are the same values identified in the five core areas adopted in the present study, except, however, the value of affiliation and the grade level of the student respondents involved.

In the study of Ladera (1990), there was quite little relationship with that of Mudanza only with few personality traits inclined to manpower development. The following values are : pakikisama, paggalang, utang na loob, doing new things, and self-reliance. Her conclusion are as follows:

1. On '*pakikisama*', more of the rural senior secondary students manifested that they seek the advice of their parents or teachers rather than seek the opinion of their friends when choosing what course to take after graduation than their urban counterpart.

2. On *'paggalang'*, both rural and urban senior secondary students would insist on a course they have selected rather than on a course by their parents or friends.

3. On *'utang na loob'*, the urban senior secondary students manifested their *'utang na loob'* to those who had financed them by their obedience and compliance to whatever their elders or those who support their desire.

4. On doing new things, both groups of respondents show ingenuity, creativeness, and give due importance to doing new things.

5. On self-reliance, both respondents indicated they have a sense of self-reliance in order to save them from embarrassment.

She infused that career choices are influenced by the values-preference of pakikisama, paggalang, utang na loob, doing new things, and self-reliance. She further recommended that during guidance orientation, identification of courses suitable to the students' personality, aptitude and academic competence should be discussed.

In this study of Ladera, the values of pakikisama, paggalang, utang na loob, and self-reliance are the same values enumerated in the first considered core areas except the value of doing new things. Although the three values

are in Filipino language term, yet they are in the same meaning that of being considerate, respectful and gratitude. Her study also differs in purpose than the present one.

Personality Reflecting Work

Guillermo (1980), studied on personality of social work practitioners under two role levels: as direct service worker or as social work administrators. The respondents were subjected on the following 15 personality variables such as: achievement, deference, order, exhibition, dominance, change, endurance, heterosexuality, aggression, nurturance, succorance, abasement, autonomy, affiliation, and intraception. She disclosed that the direct service workers tended to describe themselves higher than did the social work administrators on the following variables: nurturance, aggression, achievement, succorance, exhibition, abasement, and change. While the social work administrators described themselves higher than did the direct service workers, on: deference, order, autonomy, affiliation, intraception, dominance, endurance and heterosexuality. She concluded that social work practitioners regardless of their role have the pre-disposition to be goal-attainment oriented rather than pattern-maintenance oriented. Their emphasis would be the task rather than the process in role of performance.

In this study of Guillermo, the personality variable she identified, such as: achievement, deference, order, exhibition, dominance, change, endurance, heterosexuality, aggression, nurturance, succorance, abasement, autonomy, affiliation, and intraception, have given reference to the present study on the kind of personalities did social worker practitioners exhibits as what industrial worker supposedly will do.

Ramirez (1982) replicated the study of Guillermo but only on 8 personality variables, such as: intraception, abasement, dominance, succorance, aggression, order, deference, and achievement. This was administered among social work students for use in the recruitment, selection and retention of their educational program. She blurted out that the freshmen students are analytical in the variable intraception. The sophomore and the juniors are subjective and emotional in the variables, succorance, and abasement. while the seniors have leadership abilities in the variables: aggression, order, deference, and achievement.

In this study of Ramirez, it was a replicated one of Guillermo, using the same personality variables but differs of respondents involved and the purpose of the study which was intended for use in the recruitment, selection, and retentions in their social work educational program. Said

study give insight to the present study in the since that values and personality of students must be used as basis in the recruitment and selection upon enrolment in their field of specialization.

To personality traits as attributes to social acceptance or rejection, Alicando (1984) made a survey in this aspect. She imparted that high grade achievers were more socially accepted than the low grade achievers. These features of personality characteristics traits that are socially accepted were identifiedly ranked as: friendly, intelligent, cheerful, kind, active, cooperative, polite, and honest. While those personality traits that were rejected being negative were ranked in the order of choice frequency, as: dull, quarrelsome, selfish, antagonistic, naughty, and disloyal. She disclosed that the academic achievement as well as the personality traits had no significant relationship with social status between the high and low achieving Grade VI pupils.

In this study of Alicando, the personality characteristic traits she identified, such as friendly, cheerful, kind, cooperative, polite and honest are the same values describes in the ten personality factors enumerated in the present study, except, the value of intelligent, active, dull, quarrelsome, selfish, antagonistic, naughty

and disloyal. It also differs in the purpose intended in her study and the grade level of respondents involved.

As to social context, Dimpel (1987) did a study on sex types of educators on political, aesthetic, social, theoretical, and economic values. She winded up that the primary value for females, and males is on social. This work of Dimpel, however, has a similarity to that of Donato's (1980), but she only resulted to use four values, such as social, political, aesthetic, and religious. She finally stated that sex, number of siblings, and family structure relate to political, aesthetic, and religious values.

In these studies of Dimpel and Donato, the social values they identified, such as political, aesthetic, social, theoretical, and economic values give reference to the present study on the kind of values did educators exhibits in their social affairs which may be reflected by the shop teachers as respondents in the current study.

Chapter 3

METHODOLOGY

This chapter sets forth an overview of how the study was undertaken. This includes the research design, the methods and procedures of the research process, the instruments used in gathering data, the sampling procedures, and the statistical tools employed in the treatment of data.

Research Design

This is a descriptive research design using a normative survey as a technique in gathering data. It made use of two sets of questionnaires as lead instrument in the collection of inputs to the study. Unstructured interviews and observations were utilized to cross check the information regarding behavioral action with that of the written responses. This method was employed to record, analyze, describe and interpret the facts on the values and personality traits preferred by the students and shop teachers in technical-vocational schools in relation to their work performance.

Questionnaires were personally distributed by the researcher to the respondents in their respective shop classes in the 12 technical-vocational schools and colleges

in Region 8. Through personal contact, interviews and observations were easily facilitated and a hundred percent of questionnaires retrieval was obtained.

The statistical measures used in this study were: frequency count, ranking, weighted mean, coefficient of correlation, significant of relationship, chi-square, and t-test of significance of two mean. To ascertain the degree of relationship between the preferred values and personality traits of the students and the shop teachers, the Spearman Rho (r) rank-order correlation coefficient was used. To determine the significance of difference between the perception of the students and shop teachers on the values and personality traits relative to effective work performed, the t-test of significance of two mean was used.

Instrumentation

The researcher made use of the following instruments: questionnaires, interviews, observations and documentary analysis.

Questionnaire. Two sets of questionnaire were used, the student survey questionnaire was utilized for sophomore college students enrolled in the 12 technical-vocational schools and colleges in Region 8 and the shop teacher survey questionnaire was employed for teachers teaching shop courses where students were trained in the non-degree

course. . The questionnaire included items where the respondents had to check the appropriate answer(s), the five-point Likert scale was used as 4.51 to 5.00 for the scale of 5; 3.51 to 4.50 for the scale of 4; 2.51 to 3.50 for the scale of 3; 1.51 to 2.00 for the scale of 2 and 1 to 1.5 for the scale of 1, were used as respondents guide in marking the corresponding weights with that of the preferred responses and open-ended questions, where the respondents filled-in other needed vital information regarding the study on hand.

Interviews. The researcher conducted unstructured interviews to check the respondents' real feelings and beliefs on the preferred values and personality presented.

Observations. Occassional observations were made by the researcher on selected respondents found to be work-oriented. When observable behavior differed with the written responses it was validated with the use of the chi-square formula, taking therein the observed behavior frequencies and the expected or theoretical response to get the significance of its difference.

Documentary Analysis. The cumulative records in the Guidance Office of the selected student respondents found to be work-oriented were verified and matched it with their

vocational achievement record to attest the true resemblance of being a hard-working students.

Validation of the Instrument

In order to have the validity of questionnaire, the draft was presented for comments and suggestions to knowledgeable professors or research and statistics, and to his adviser. Comments and suggestions were incorporated in the revised questionnaire. The approval of the College President with the concurrence of the Dean of Graduate Studies of the Samar State Polytechnic College was sought before a dry-run was made.

To ascertain the reliability of the questionnaire, the parallel form methods, Downie (1984:264) was used in the dry-run by administering it to two groups of students. The first one to third year BSTE and the second to the third year BSIT students as representative of the students respondents group. The same method was also used with shop area chairmen and selected shop teachers handling degree courses in Samar State Polytechnic College who were not used as respondents in the final fielding of said questionnaires. They represented the shop teachers' group.

A Pearson Product-Moment Correlation Coefficient was computed between the two sets of scores. This coefficient is referred to as a Coefficient of Equivalence. These two

tests were said to be parallel or equivalent, because they were made up of the same types of item or variable covering the same physical aspects and having the same means and variance. Accordingly, if one form correlates to a certain extent with same other measures, then the other form correlates to the same degree.

The reliability coefficient of a standardized test is, .9 or above. However, in the results of the dry-run, it had given a reliability coefficient in the items being ranked of 0.723 in the five core values. This fall within .9 which means quite reliable. Thus, all items identified were included in the final questionnaire. Other suggestions were also considered in the final revisions.

Sampling

Two groups of respondents were involved in this study. This research endeavor, utilized two types of sampling. The first types was total enumeration or take-all sampling where the entire samples were included in the study. In this instance, all of the 92 shop teachers of the 12 technical-vocational schools and colleges in Region VIII offering post-secondary trade-technical courses were considered as respondents (see Table 1 and 2 in the distribution of shop teachers respondents and the course they are teaching per institution involved). These 12 technical-vocational

Table 1

Distribution of Respondents Involved in Each
Participating Technical-Vocational Schools
and Colleges in Region 8

=====				
Name & Address of SUC's & Technical-Vocational School & Colleges in Region 8	:Number of Respondents: Total			
	:-----:-----:Respon-			
	: Students : Shop : dent			
	:-----:-----:Involved			
:Actual: N : :				
=====				
1. BCAT, Balicuatro, Northern Samar	53	22	5	27
2. LNTS, Laoang, Northern Samar	14	6	6	12
3. SNSAT, Taft, Eastern Samar	20	8	4	12
4. FANMCAT, Guiuan, Eastern Samar	95	39	7	46
5. TTMIST, Calbayog, City	49	20	8	28
6. SSPC, Catbalogan, Samar	67	28	13	41
7. LIT, Tacloban, City	56	23	11	34
8. PIT, Palompon, Leyte	28	12	10	22
9. NIT, Naval, Biliran	39	16	8	24
10. CNSAT, Cabucgayon, Biliran	20	8	4	12
11. SLSCST, Sogod, Southern Leyte	94	39	12	51
12. VJNVS, Macrohan, Southern Leyte	30	13	4	17
=====				
Total	565	234	92	326
=====				



Table 2

Distribution of Respondents in the Participating Technical-Vocational Schools and Colleges in Region VIII According to Specialization

Tech-Vocational Courses Offered		: DECS Technical-Vocational Schools : SUC's Technical-Vocational Sch. :Students:Shop												:Involved:Teachers	
		BCAT	LNTS	FANMCAT	SNSAT	CNSAT	VJNVS	SSPC	TTMIST	LIT	PIT	NIT	SLSCST		
1. Automotive	A	17	4	24	10	8	16	13	16	11	2	4	23	148	
	SI	7	2	10	4	3	7	5	7	5	1	2	10	63	
	T	1	1	1	1	1	1	2	2	1	1	1	2		15
2. Electrical Technology	A	5	4	14	4	4	14	25	8	6	-	11	23	118	
	SI	2	2	6	2	2	6	11	3	3	-	5	10	52	
	T	1	1	1	1	1	1	2	1	1	1	1	2		14
3. Electronic Technology	A	-	-	11	-	-	-	12	6	6	4	6	15	60	
	SI	-	-	5	-	-	-	5	2	3	2	2	6	25	
	T	-	-	-	-	-	-	2	1	1	1	1	1		7
4. Machine Shop Tech	A	-	-	-	-	-	-	8	-	5	3	1	-	17	
	SI	-	-	-	-	-	-	3	-	2	1	-	-	6	
	T	-	-	-	-	-	-	1	1	1	1	1	-		5
5. Welding & Fabrication	A	-	-	-	-	-	-	9	-	-	-	-	-	9	
	SI	-	-	-	-	-	-	4	-	-	-	-	-	4	
	T	-	-	-	-	-	-	1	-	-	-	-	-		1
6. Furniture & Cabinet	A	6	-	1	-	-	-	-	-	2	-	-	-	9	
	SI	2	-	-	-	-	-	-	-	-	-	-	-	2	
	T	-	-	1	-	-	-	-	-	1	-	-	1		3
7. Building & Construction Tech.	A	-	1	3	-	-	-	-	-	2	2	-	-	8	
	SI	-	-	1	-	-	-	-	-	-	1	-	-	2	
	T	1	1	1	-	-	-	1	-	1	1	1	1		8
8. Drafting Technology	A	-	1	8	3	-	-	-	7	6	4	2	-	31	
	SI	-	1	3	1	-	-	-	3	3	2	1	-	14	
	T	-	1	1	1	-	-	1	1	1	1	1	1		9
9. Refrigeration & Air Conditioning Tech.	A	-	-	-	-	-	-	-	-	5	-	-	10	15	
	SI	-	-	-	-	-	-	-	-	2	-	-	4	6	
	T	-	-	-	-	-	-	-	-	1	-	-	1		2
10. Handicraft Technology	A	-	-	-	-	-	-	-	-	4	1	-	-	5	
	SI	-	-	-	-	-	-	-	-	2	-	-	-	2	
	T	-	-	-	-	-	-	-	-	1	1	-	-		2
11. Garments Technology	A	25	-	22	-	5	-	-	4	2	5	9	9	81	
	SI	11	-	9	-	2	-	-	2	-	2	4	4	34	
	T	1	1	1	-	1	1	1	1	1	1	1	1		11
12. Food/Hotel & Restaurant Tech	A	-	1	12	3	-	-	-	8	7	7	6	14	58	
	SI	-	-	5	1	-	-	-	3	3	3	2	5	22	
	T	1	1	1	1	-	1	1	1	1	1	1	1		11
13. Cosmetology	A	-	3	-	-	3	-	-	-	-	-	-	-	6	
	SI	-	1	-	-	1	-	-	-	-	-	-	-	2	
	T	0	-	-	-	1	-	1	-	-	-	1	1		4

schools and colleges were taken from the General Appropriation Act of 1996.

The second group of respondents, was the simple random sampling wherein each and every individual in the population has an equal chance of being drawn into the sample. This was done with the use of the Sloven's Formula for a determined sample size as shown in Table I. Out of 565 actual number of college sophomore students in the 12 technical-vocational schools and colleges in Region VIII, only 234 were considered respondents. These 234 students were the composite of the 13 different courses offered in the 12 technical-vocational institution involved. (see Table 2 in the distribution of school involved per course.) The lottery technique was used. In each class pieces of paper were distributed. Those marked with "x" were considered as sample and those without "x" were not taken in.

Data Gathering

The questionnaires were distributed by the researcher to the respondents personally in order to have a hundred percent retrieval. The researcher conducted unstructured interviews in order to get first hand information regarding the respondents' own feeling and belief in the presented preferred values and personality. Observations, likewise,

were conducted by the researcher to validate written responses to the real work-related behavioral attitude of the respondents.

Treatment of Data

The data collected from the different respondents were carefully tabulated, analyzed, and interpreted using inferential statistics. Results were presented using tables and supported by textual explanations. The statistical measures used in this study were: frequency counts, ranking, weighted mean, coefficient of correlation, significant of relationship, chi-square, and t-test of significance of two means.

Sample Size. To determine the size of the sample of respondents, the use of the Sloven's Formula, Downie (1972:10) was availed of:

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

Where n => represents the sample size

N => represents the total hand counts of the target group.

e => represents the margin of error which is set at .05 in this study.

Coefficient of Correlation. To ascertain the relation-

ship between the values and personality of the students and shop teachers relative to an efficient work performance, the Spearman Rho (r), rank-order coefficient of correlation was employed. The coefficient of correlation (r), is obtained by the formula, Downie (1984:99). (see Appendix L)

$$r = 1 - \frac{6ED^2}{N(N^2 - 1)}$$

Where: ED^2 -> refers to the sum of the square of the difference.

N -> refers to the numbers of values and personality identified.

r -> refers to coefficient of correlation

Significance of Relationship. To test the significance of relationship of the Spearman Rank-Order Correlation Coefficient the formula formulated by Downie (1984:194) transforming r to t-values was used. The formula is:

$$t = \frac{r}{\sqrt{\frac{1 - r^2}{N - 2}}}$$

Where: r => the obtained Rho (r)

1 => Constant

N-2 => degree of freedom

To be able to interpret the result of the RHO (r), the following are rules providing a general guide in roughly

interpreting correlated coefficient obtained in a research, Ferguson (1977:257).

Coefficient		Relationship
.00	± .20	Negligible
± .21	± .40	Low or slight
± .41	± .60	Moderate
± .61	± .80	Substantial or marked
± .81	± 1.00	High to very high

Weighted Average. This was employed to determine the frequency of occurrence of values and personality of students and the shop teachers relative to efficient work performance. The researcher arbitrarily assigned weights thus:

5 (Extremely Influential)	--	4.51 to 5.00
4 (Highly Influential)	--	3.51 to 4.50
3 (Moderately Influential)	--	2.51 to 3.50
2 (Slightly Influential)	--	1.51 to 2.50
1 (Not Influential)	--	1.00 to 1.50

According to Best (1970-204), to conduct a research, rules must be established so that the observations and descriptions will have a systematic or commonly understood meaning. This process is done by assigning numerals to the properties of objects and events based on rules. On the

nominal scale, this permits the researcher to assign observations and descriptions to classes or categories.

Weighted Mean and Variance Formula. This was used to find the weighted mean in adopting the Likert-scale with the corresponding number which is arbitrarily made by the researcher. The formula is stated below. Downie (1984:37). (see Appendix M).

$$\bar{X}_w = \frac{EfX}{N}$$

Where \bar{X}_w = refers to the weighted mean

EfX = refers to the total of the product of the frequencies (f) and the scales (x).

N = refers to the total number of respondents

T-test of Significance. To determine the significance of difference between the perception of the students and the shop teachers in the influences of values and personality to their work performance, the chi-square was used, with the following formula, Ferguson (1975-189). (see Appendix N).

$$\chi^2 = E \frac{(O - E)^2}{E}$$

Where: O = total frequencies obtained from the values and personality of the students and shop teachers

E = theoretical speculation independent of the data at hand.

According to Ferguson, X^2 distribution is used in tests of significance in much the same way that of the normal, t , or the F distribution are used. This is also a test of independence when two variables are used. To show the interdependency of data, a contingency table was used.

As a rule, the computed value of X^2 is compared with the tabulated value equal to .05 and the degree of freedom at $(R-1)$ $(C-1)$. If the computed or observed value is greater than the critical value found in the table, the null hypothesis is rejected, otherwise the null hypothesis stands.

Chapter 4

PRESENTATION, AND INTERPRETATION OF DATA

This chapter contains the presentation, analysis and interpretation of the data gathered through the use of questionnaires sent to the different respondents and the unstructured interviews and observations conducted by the researcher in response to the specific questions posed in chapter 1. These data served as a baseline in designing a training manual in Work Ethics to be used in Trade-Technical courses.

These data are presented and discussed under the following main headings:

1. The preferred values of students and shop teachers in technical-vocational schools and colleges in Region VIII vis-a-vis;

- 1.1 Values as individuals;
- 1.2 Values in relation to others;
- 1.3 Values in relation to authority;
- 1.4 Values in relation in community;
- 1.5 Values in relation to God.

2. The relationship between the preferred values of the students and the shop teachers relative to the five considered core areas.

3. The significant relationship between the perception of values of students and shop teachers relative to the five considered core areas.

4. The extent of influence of the values of students and shop teachers in their work performance.

5. The significant difference between the perception of the two group of respondents relative to the extent of influence of the five core values in their work performance.

6. The level of self-possession of the personality factors of the students and shop teachers with bearing for effective work.

7. The significant difference between the perception of the two group of respondents relative to the level of self-possession of the desirable personality factors.

Preferred Values of Students and Shop Teachers on the Five Considered Core Areas in Technical-Vocational Schools And Colleges in Region VIII

The identification of the different categories of values is of paramount importance to shop teachers and values educators in technical-vocational schools within the context of providing the students with the appropriate work values and personality traits required in various fields of work. There is a need of providing them with information from learned experiences with the right interpretation of

its application to reality in life. They need enlightenment on the values and personality traits that will enhance creativity, productivity, innovativeness and other characteristics which are essential in developing a person to become efficient and effective worker.

The considered core values are categorized into five areas, namely: I. Values as individuals; II. Values in relation to others; III. Values in relation to authority; IV. Values in relation to community, and V. Values in relation to God which are presented separately for students and shop teachers in Tables 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, respectively.

Values as Individuals. The core values as individual are presented in two tables, Table 3, the preferred values of students and Table 4, the preferred values of shop teachers in SUC's and DECS technical-vocational schools in Region VIII.

Table 3 presents the ranking of values preferred by students of SUC's and DECS Schools. The numerical ranking of values by the students of DECS schools are: (1) self-discipline, (2) self-reliance, (3) honesty, (4) sense of responsibility, (5) good work habits, (6) patience, (7) creativeness, (8) good personal judgment, (9) courage, (10) open-mindedness, (11) industry, (12) perseverance, (13)

Table 3

Preferred Individual Values of Students Respondents

A. Individual - Values		DECS Technical-Vocational Schools							SUC's Technical-Vocational Schools							Grand	
		BCAT	LNTS	FANMCAT	SNSAT	CNSAT	VJNVS	Total	SSPC	TTMIST	LIT	PIT	NIT	SLSCST	Total	Total	
1. Self-reliance	F	18	4	38	6	4	11	81	19	15	17	4	11	31	97	178	76.07
	R	3	9	1	5	14.5	3	2	6	6	5	11	6.5	4	5	5	
2. Self-discipline	F	22	5	36	8	7	13	91	28	19	23	10	13	34	127	218	93.16
	R	1	5.5	2	1	4.5	1	1	1	2	1	3	3.5	3	1	1	
3. Good Personal Judgment	F	18	2	16	7	5	7	55	10	14	13	5	4	24	70	125	53.42
	R	3	12	12	2.5	11	8.5	8	11	8	8	8	13	8.5	10	8	
4. Open-mindedness	F	6	5	20	3	6	6	46	24	11	10	9	3	18	75	121	51.71
	R	11	5.5	9.5	11	7.5	10	10	3	10	11	4	15	11	9	10	
5. Perseverance	F	10	2	18	2	5	3	40	5	8	7	4	3	15	42	82	35.04
	R	8	12	11	13.5	11	14.5	12	14.5	12	13	11	15	13.5	14	13	
6. Honesty	F	13	6	30	6	8	11	74	19	20	21	12	11	38	121	195	83.33
	R	6	2	4	5	1.5	3	3	6	1	2	1.5	6.5	1	2	2	
7. Sense of Responsibility	F	15	4	28	7	5	11	70	21	15	20	12	14	30	112	182	77.78
	R	5	9	5	2.5	11	3	4	4	6	3	1.5	2	5	3	3	
8. Courage	F	5	6	25	3	5	7	57	13	15	12	5	7	26	78	129	55.13
	R	13	2	7	11	11	8.5	9	9.5	6	9.5	8	11	7	8	7	
9. Industry	F	7	4	20	5	2	4	42	17	12	12	5	12	24	82	124	52.99
	R	10	9	9.5	7.5	16	11.5	11	7	9	9.5	8	5	8.5	7	9	
10. Prudence	F	4	4	10	2	4	4	28	3	2	4	2	6	15	32	60	25.64
	R	15	9	14.5	13.5	14.5	11.5	15	16	16	15	16	12	13.5	15.5	16	
11. Promptness	F	2	1	6	1	5	3	18	9	4	8	3	3	16	43	61	26.07
	R	16	15	16	15.5	11	14.5	16	12	15	12	14	15	12	13	14.5	
12. Creativeness	F	9	5	23	3	8	9	57	7	4	15	7	10	20	63	120	51.28
	R	9	5.5	8	11	1.5	6.5	7	13	15	6.5	5.5	8	10	11	11	
13. Patience	F	11	5	32	4	7	5	64	13	17	15	7	8	36	96	160	68.38
	R	7	5.5	3	9	4.5	5	6	9.5	4	6.5	5.5	9.5	2	6	6	
14. Good Work habit	F	18	6	26	5	4	9	68	26	18	19	4	16	28	111	174	76.49
	R	3	2	6	7.5	14.5	6.5	5	2	3	4	11	1	6	4	4	
15. Retrospective-ness	F	5	1	14	6	6	3	35	15	9	5	3	13	10	55	90	38.46
	R	13	15	13	5	7.5	14.5	13	8	11	14	14	3.5	15	12	12	
16. Innovative-ness	F	5	2	10	1	7	4	29	5	6	2	3	8	8	32	61	26.07
	R	13	12	14.5	15.5	4.5	11.5	14	14.5	13	16	14	9.5	16	15.5	14.5	
Total		168	62	352	69	88	110	849	234	189	203	95	142	373	1236	2085	

Legend: F = Frequency R = Rank FT = Total Frequency

retrospectiveness, (14) innovativeness, (15) prudence, and (16) promptness. While the students of SUC's ranked the values in the following numerical order: (1) self-discipline (2) honesty, (3) sense of responsibility, (4) good work habits, (5) self-reliance, (6) patience (7) industry, (8) courage, (9) open-mindedness, (10) good personal judgement, (11) creativeness, (12) retrospectiveness, (13) promptness, (14) perseverance, (15) prudence and (16) innovativeness. However, two values were ranked the same by the students of the two schools. They were: self-discipline, and patience.

The overall ranking of values preferred by students of the two schools were: (1) self-discipline, (2) honesty, (3) sense of responsibility, (4) good work habits, (5) self-reliance, (6) patience, (7) courage, (8) good personal judgment, (9) industry, (10) open-mindedness, (11) creativeness, (12) retrospectiveness, (13) perseverance, (14) promptness, (15) innovativeness, and (16) prudence.

Table 4 confers the values preference of the shop teachers in SUC's and DECS technical-vocational schools. The identified values ranked in order by the students of DECS schools were: (1) honesty, (2) sense of responsibility, (3) self-discipline, (4) self-reliance, (5) creativeness. (6) good work habits, (7) industry, (8) promptness, (9) open-mindedness, (10) patience, (11) courage, (12) good

Table 4

Preferred Individual Values of Shop Teachers Respondents

A. Individual - Values		DECS Technical-Vocational Schools							SUC's Technical-Vocational Schools							Grand Total
		BCAT	LNTS	FANMCAT	SNSAT	CNSAT	VJNVs	Total	SSPC	TTMIST	LIT	PIT	NIT	SLSCST	Total	Total
1. Self-reliance	(F)	2	2	7	4	3	3	21	7	4	6	5	7	10	39	60
	(R)	1.5	14.5	2.5	1.5	5.5	5	5	11	14	7.5	11	2	5	8.5	8
2. Self-discipline	(F)	4	6	5	3	2	3	23	13	6	5	7	5	10	46	69
	(R)	6.5	2	7	3.5	11	5	3	1.5	10	11.5	7	5	5	5.5	3.5
3. Good Personal Judgment	(F)	2	4	3	2	3	3	17	10	7	6	6	4	6	39	56
	(R)	1.5	7.5	12	9	5.5	5	12	5.5	6	7.5	10	9	12	8.5	10
4. Open-mindedness	(F)	5	2	4	2	4	1	18	10	5	5	8	4	12	44	62
	(R)	2	14.5	9.5	9	1.5	14.5	10	5.5	12.5	11.5	3	9	1.5	7	7
5. Perseverance	(F)	3	3	3	2	3	1	15	5	3	5	10	4	8	35	50
	(R)	11.5	11	12	9	5.5	14.5	13	13	15	11.5	1	9	9.5	11.5	13
6. Honesty	(F)	4	6	7	3	3	4	27	13	7	10	8	6	8	52	79
	(R)	6.5	2	2.5	3.5	5.5	1.5	1.5	1.5	6	2	3	3	9.5	1	1
7. Sense of Responsibility	(F)	4	6	7	4	2	4	27	8	7	9	7	4	12	47	74
	(R)	6.5	2	2.5	1.5	11	1.5	1.5	9	6	3	7	9	1.5	4	2
8. Courage	(F)	3	3	5	2	2	3	18	5	7	6	4	8	8	38	56
	(R)	11.5	11	7	9	11	5	10	13	6	7.5	13	1	9.5	10	10
9. Industry	(F)	3	4	5	2	3	2	19	11	8	7	7	5	8	46	65
	(R)	11.5	7.5	7	9	5.5	10	7.5	3	2	4.5	7	5	9.5	5.5	6
10. Prudence	(F)	3	3	2	1	1	1	11	4	5	3	3	2	3	20	31
	(R)	11.5	11	15	1.5	1.5	14.5	16	1.5	12.5	1.5	15.5	15	15.5	16	16
11. Promptness	(F)	4	4	4	2	3	2	19	5	6	6	4	2	10	33	52
	(R)	6.5	7.5	5	9	5.5	10	7.5	13	10	7.5	13	15	5	13	12
12. Creativeness	(F)	4	5	7	2	1	2	21	8	6	5	7	4	5	35	56
	(R)	6.5	4.5	2.5	9	15	10	5	9	10	11.5	7	9	13.5	11.5	10
13. Patience	(F)	5	4	3	2	2	2	18	10	7	11	7	3	10	48	66
	(R)	2	7.5	12	9	11	10	10	5.5	6	1	7	12.5	5	2.5	5
14. Good Work habit	(F)	5	5	4	1	4	2	21	10	8	7	8	5	10	48	69
	(R)	2	4.5	9.5	15	1.5	10	5	5.5	2	4.5	3	5	5	2.5	3.5
15. Retrospectiveness	(F)	4	2	2	1	2	1	12	2	8	4	3	2	3	22	34
	(R)	6.5	14.5	15	15	11	14.5	14.5	16	2	14	15.5	15	15.5	15	15
16. Innovative-ness	(F)	2	2	2	2	1	3	12	8	2	2	4	3	5	24	36
	(R)	15	14.5	15	9	15	5	14.5	9	16	16	13	12.5	13.5	14	14
Total		57	61	70	35	39	37	299	129	96	97	98	68	128	616	915

Legend: F = Frequency R = Rank T = Total Frequency

personal judgment, (13) perseverance, (14) retrospectiveness, (15) innovativeness and (16) prudence. On the shop teachers of SUC's schools, the values ranked in the order of choice frequency are: (1) honesty, (2) patience, (3) good work habits, (4) sense of responsibility, (5) self-discipline, (6) industry, (7) open-mindedness, (8) self-reliance, (9) good personal judgment, (10) courage, (11) perseverance, (12) creativeness, (13) promptness, (14) innovativeness, (15) retrospectiveness and (16) prudence. Notwithstanding, two of the values numerically ranked the same by the shop teachers of the two schools were: courage and prudence.

The general ranking of values by the shop teachers of the two schools were as follows: (1) honesty, (2) sense of responsibility, (3) self-discipline, (4) good work habits, (5) patience, (6) industry, (7) open-mindedness, (8) self-reliance, (9) good personal judgment, (10) courage, (11) creativeness, (12) promptness, (13) perseverance, (14) innovativeness, (15) retrospectiveness, and (16) prudence.

Values in Relation to Others. Table 5 manifests the preferred values in relation to others by the students of SUC's and DECS technical-vocational schools. Said table indicates that the students of DECS schools ranked the values in their numerical order as follows: (1) cooperation,

Table 5

Preferred Values in Relation to Others
of Students Respondents

B. Values in Relation : DECS Technical-Vocational Schools : SUC's Technical-Vocational Schools :Grand to others : BCAT:LNTS:FANMCAT:SNSAT:CNSAT:VJNVS:Total: SSPC:TTMIST:LIT : PIT: NIT :SLSCST:Total: Total																	
1. Cooperation	(F)	22	6	37	6	6	13	90	28	19	16	9	14	35	121	211	90.17
	(R)	1.5	2	1	3	2.5	1.5	1	1	2	5	4	2	2	2	1	
2. Social-minded- ness	(F)	9	3	18	4	4	9	47	6	6	10	6	7	23	58	105	44.87
	(R)	10	7.5	10	7	6.5	5	9.5	12	11	10	6	7.5	7	10	10	
3. Trust	(F)	22	4	35	6	8	12	87	22	15	20	11	12	33	113	200	85.47
	(R)	1.5	5	2	3	1	3	2	3	4	1	2	3	3	3	3	
4. Politeness	(F)	13	2	30	4	3	9	61	20	8	14	7	8	20	77	138	58.97
	(R)	7	9.5	4	7	9	5	5	5	8.5	7	5	6	8	7	6	
5. Tolerance	(F)	11	1	10	4	2	3	31	8	8	8	2	4	10	40	71	30.34
	(R)	8	11.5	12	7	11.5	12	12	11	8.5	11	11.5	11	11	12	12	
6. Dependability	(F)	9	3	18	3	2	7	42	15	7	12	2	4	6	46	88	37.61
	(R)	10	7.5	10	10	11.5	7.5	11	9.5	10	9	11.5	11	12	11	11	
7. Service above self	(F)	17	2	18	3	3	5	48	17	4	14	4	16	15	70	118	50.43
	(R)	5	9.5	10	10	9	10.5	8	7.5	12	7	9	1	10	8	8	
8. Dignity of honor	(F)	9	1	23	3	6	7	49	15	17	18	5	11	28	94	143	61.11
	(R)	10	11.5	7	10	2.5	7.5	7	9.5	3	3	7	4	5	5	5	
9. Goodwill	(F)	20	4	26	5	4	9	68	22	13	18	10	4	30	97	165	70.51
	(R)	3	5	6	5	6.5	5	4	4	5	3	3	11	4	4	4	
10. Respect for the individual understanding	(F)	19	6	32	8	5	13	83	26	20	18	12	10	37	123	206	88.03
	(R)	4	2	3	1	4.5	1.5	3	2	1	3	1	5	1	1	2	
11. Recognition of the merits of others	(F)	15	6	20	6	5	6	58	18	11	14	4	6	26	79	137	58.55
	(R)	6	2	8	3	4.5	9	6	6	6	7	9	9	6	6	7	
12. Compassion	(F)	5	4	28	2	3	5	47	17	10	4	4	7	18	60	107	45.73
	(R)	12	5	5	12	9	10.5	9.5	7.5	7	12	9	7.5	9	9	9	
Total		171	42	295	54	51	98	711	214	138	166	76	103	281	978	1689	

Legend: F = Frequency R = Rank T= Total Frequency

(2) trust, (3) respect for the individual understanding, (4) goodwill, (5) politeness, (6) recognition of the merits of others, (7) dignity and honor, (8) service above self, (9) social-mindedness, (10) compassion (11) dependability and (12) tolerance. On the students of SUC's the values were ranked as follows: (1) respect for the individual understanding, (2) cooperation, (3) trust, (4) goodwill, (5) dignity and honor, (6) recognition of the merits of others, (7) politeness, (8) service above self, (9) compassion, (10) social-mindedness, (11) dependability, and (12) tolerance. Five of the values were ranked the same by the students of the two schools and they were: goodwill, recognition of the merits of others, service above self, dependability, and tolerance.

The overall ranking of values preferred by the students of the two schools as theoretically computed were as follows: (1) cooperation, (2) respect for the individual understanding, (3) trust, (4) goodwill, (5) dignity and honor, (6) politeness, (7) recognition of the merits of others, (8) service above self, (9) compassion, (10) social mindedness, (11) dependability, and (12) Tolerance.

Table 6 shows the ranking of values by the shop teachers of SUC's and DECS technical-vocational school. The shop teachers of DECS school, ranked in the order of choice

Table 6

Preferred Values in Relation to other of Shop Teachers Respondents

B. Values in Relation :		DECS Technical-Vocational Schools :										SUC's Technical-Vocational Schools :					Grand
to others		: BCAT:LNTS:FANMCAT:SNSAT:CNSAT:VJNVSTotal:										SSPC:TMIST:LIT : PIT: NIT :SLSCST:Total:					Total
1. Cooperation	(F)	5	4	7	3	3	3	25	10	7	11	7	7	9	51	76	82.61
	(R)	1.5	4.5	1.5	6	5	3	1	4	4	1	4.5	1.5	3	1	1	
2. Social-minded- ness	(F)	3	3	2	3	1	2	14	4	3	4	5	6	6	28	42	45.65
	(R)	6.5	8	11	6	11	5.5	10	11	10	10	9.5	4.5	8.5	10	10	
3. Trust	(F)	5	4	5	3	4	1	22	12	7	8	7	4	4	42	64	69.57
	(R)	1.5	4.5	4	6	2	9.5	4	1.5	4	4	4.5	8.5	10.5	5	4.5	
4. Politeness	(F)	4	4	5	2	1	1	17	10	7	5	10	7	11	50	67	72.83
	(R)	3.5	4.5	4	11	11	9.5	6.5	4	4	7	1.5	1.5	2	2	3	
5. Tolerance	(F)	2	1	2	3	2	1	11	6	7	4	3	3	4	27	38	41.30
	(R)	10.5	12	11	6	8	9.5	12	9	4	10	11.5	11.5	11.5	11	11	
6. Dependability	(F)	2	2	3	2	2	1	12	3	4	3	3	4	2	19	31	33.69
	(R)	10.5	10.5	9	11	8	9.5	11	12	9	12	11.5	8.5	12	12	12	
7. Service above self	(F)	3	4	2	4	1	1	15	9	7	5	6	3	7	37	52	56.52
	(R)	6.5	4.5	11	1.5	11	9.5	9	6	4	7	7	11	5.5	7	7	
8. Dignity of honor	(F)	3	5	4	4	4	3	23	10	7	6	6	5	7	41	64	69.57
	(R)	6.5	1.5	7	1.5	2	3	3	4	4	5	7	7	5.5	6	4.5	
9. Goodwill	(F)	2	2	4	2	2	4	16	12	7	9	6	6	6	46	62	67.39
	(R)	10.5	10.5	7	11	8	1	8	1.5	4	2.5	7	4.5	8.5	4	6	
10. Respect for the individual understanding	(F)	3	5	7	3	3	3	24	6	5	9	10	6	12	48	72	78.26
	(R)	6.5	1.5	1.5	6	5	3	2	9	8	2.5	1.5	4.5	1	3	2	
11. Recognition of the merits of others	(F)	4	3	5	3	4	1	20	7	2	5	5	3	7	29	49	53.26
	(R)	3.5	8	4	6	2	9.5	5	7	11.5	7	9.5	11	5.5	9	9	
12. Compassion	(F)	2	3	4	3	3	2	17	6	2	4	8	6	7	33	50	54.35
	(R)	10.5	8	7	6	5	5.5	6.5	9	11.5	10	3	4.5	5.5	8	8	
Total		38	40	50	35	30	23	216	95	65	73	76	60	82	451	667	

Legend: F = Frequency R = Rank T= Total Frequency

frequency are: (1) cooperation, (2) respect for the individual understanding, (3) dignity and honor, (4) trust, (5) recognition of the merits of others, (6) politeness, (7) compassion, (8) goodwill, (9) service above self, (10) social-mindedness, (11) dependability, and (12) tolerance. On the part of the shop teachers of SUC's schools, they were ranked numerically in the following order: (1) cooperation, (2) politeness, (3) respect for the individual understanding, (4) goodwill, (5) trust, (6) dignity and honor, (7) service above self, (8) compassion, (9) recognition of the merits of others, (10) social-mindedness (11) tolerance, and (12) dependability. However, two of the values numerically ranked the same by the shop teachers of the two schools are: cooperation, and social-mindedness.

The general computed values related to others have the following numerical order: (1) cooperation, (2) respect for the individual understanding, (3) politeness, (4) trust, (5) dignity and honor, (6) goodwill, (7) service above self. (8) compassion, (9) recognition of the merits of others, (10) social-mindedness, (11) tolerance, and (12) dependability.

Values in Relation to Authority. Table 7 reveals the ranking of the chosen values related to authority by the students of SUC's and DECS technical-vocational schools. The students of the DECS schools, ranked the values in order

Table 7

Preferred Values Relative to Authority of Students Respondents

C. Values in Relation to Authority		DECS Technical-Vocational Schools								SUC's Technical-Vocational Schools								Grand Total
		BCAT	LNTS	FANMCAT	SNSAT	CNSAT	VJNVs	Total	SSPC	TTMIST	LIT	PIT	NIT	SLSCST	Total	Total		
1. Trust	(F)	21	6	30	6	7	12	82	27	18	17	11	10	37	120	202	86.32	
	(R)	2	3	3	6.5	2.5	2	2	2.5	2	3	2	8	2	2	2		
2. Confidence	(F)	14	5	27	7	6	7	66	25	14	15	9	5	35	130	169	72.22	
	(R)	7	7	4	4	5	7	5	4	5	4	5.5	13	3.5	4.5	5		
3. Respect	(F)	22	6	34	8	7	13	90	28	20	21	12	16	39	136	226	96.58	
	(R)	1	3	2	1.5	2.5	1	1	1	1	1	1	1	1	1	1		
4. Cooperative	(F)	19	6	25	8	6	10	74	27	16	19	10	12	35	119	193	82.48	
	(R)	3.5	3	5	1.5	5	3	3	2.5	3.5	2	3.5	5.5	3.5	3	3		
5. Obedience	(F)	19	6	22	7	5	9	68	23	13	14	10	12	31	103	173	73.93	
	(R)	3.5	3	6	4	9	4	4	5	6	5	3.5	5.5	6	4.5	4		
6. Thoughtfulness	(F)	18	4	20	5	3	7	57	18	11	12	4	12	29	86	143	61.11	
	(R)	5	9	7	9	15	7	7	8	7.5	6	14	5.5	7	7	7.5		
7. Selflessness	(F)	9	5	14	7	2	6	43	6	5	3	7	5	6	32	75	32.05	
	(R)	11.5	7	12.5	4	16	9	10	15.5	13.5	15	8	13	16	16	14		
8. Frankness	(F)	11	2	18	3	5	7	46	6	4	8	6	8	27	59	105	44.87	
	(R)	9	15	8.5	12	9	7	9	15.5	15	9.5	10	10	8	12	10		
9. Firmness	(F)	7	3	10	4	4	2	30	13	5	5	4	2	15	44	74	31.62	
	(R)	14.5	11.5	15	11	13	15.5	15	12	13.5	13.5	14	16	14	14	15		
10. Tact	(F)	5	2	8	2	5	2	24	10	2	5	3	5	10	35	59	25.21	
	(R)	16	15	16	14.5	9	15.5	16	13	16	13.5	16	13	15	15	16		
11. Sense of Responsibility	(F)	16	5	18	6	5	5	55	21	16	10	4	14	33	98	153	65.38	
	(R)	6	7	8.5	6.5	9	10.5	8	6	3.5	7	14	2	5	6	6		
12. Compassion	(F)	9	3	14	2	6	4	38	14	10	9	5	9	17	64	102	43.59	
	(R)	11.5	11.5	12.5	14.5	5	13	14	10.5	9	8	11.5	9	13	10	11.5		
13. Fairness	(F)	7	3	16	2	8	4	40	14	9	7	7	13	21	71	111	47.44	
	(R)	14.5	11.5	10.5	14.5	1	13	13	10.5	10	11.5	8	3	10	9	9		
14. Dependability	(F)	9	3	16	2	4	8	42	16	8	8	5	4	19	60	102	43.59	
	(R)	11.5	11.5	10.5	14.5	13	5	11	9	11	9.5	11.5	15	11.5	11	11.5		
15. Promptness	(F)	13	2	12	5	4	5	41	8	6	2	7	12	19	54	95	40.59	
	(R)	8	15	14	9	13	10.5	12	14	12	16	8	5.5	11.5	13	13		
16. Sense of Commitment	(F)	9	6	36	5	5	4	65	20	11	7	9	6	25	78	143	61.11	
	(R)	11.5	3	1	9	9	13	6	7	7.5	11.5	5.5	11	9	8	7.5		
Total		208	67	320	79	82	105	861	276	168	162	113	145	398	1262	2123		

Legend: F = Frequency R = Rank T = Total Frequencies

as follows: (1) respect, (2) trust, (3) cooperation (4) obedience, (5) confidence, (6) sense of commitment, (7) thoughtfulness, (8) sense of responsibility, (9) frankness, (10) selflessness, (12) promptness, (13) fairness, (14) compassion, (15) firmness, and (16) tact. The students of SUC's ranked the values numerically in the following order: (1) respect, (2) trust, (3) cooperation, (4) confidence, (5) obedience, (6) sense of responsibility, (7) thoughtfulness, (8) sense of commitment, (9) fairness, (10) compassion, (11) dependability, (12) frankness, (13) promptness, (14) firmness, (15) tact, and (16) selflessness. Nevertheless, four of the values were ranked the same by the students of the two schools. These were: respect, trust, cooperation, thoughtfulness and dependability.

The following is the overall ranking of these values (1) respect, (2) trust, (3) cooperation, (4) obedience, (5) confidence, (6) sense of responsibility, (7) thoughtfulness, (8) sense of commitment, (9) fairness, (10) frankness, (11) compassion, (12) dependability, (13) promptness, (14) selflessness, (15) firmness, and (16) tact.

Table 8 expresses the ranking of the values opted by the shop teachers of SUC's and DECS technical-vocational schools. The values ranked in the choice of frequency by the shop teachers of DECS schools are the following: (1)

Table 8

Preferred Values In Relation to Authority of Shop Teachers Respondents

C. Values in Relation to Authority : DECS Technical-Vocational Schools : SUC's Technical-Vocational Schools :Grand																	
tion to Authority :BCAT :LNTS:FANMCAT:SNSAT:CNSAT:VJNVG:Total:SSPC:TTMIST:LIT: PIT : NIT :SLSCST:Total:Total																	
1. Trust	(F)	3	5	5	3	4	3	23	8	7	6	9	8	10	48	71	77.17
	(R)	8	3.5	6.5	7.5	1.5	5	4	8	5	9.5	2	2	4	3	3.5	
2. Confidence	(F)	1	3	4	3	3	2	16	7	8	8	8	6	10	47	63	68.48
	(R)	14.5	8.5	10.5	7.5	5	8.5	8.5	11	2	4	4	8	4	4.5	7	
3. Respect	(F)	5	5	7	3	4	4	28	13	8	11	10	8	12	62	90	97.83
	(R)	1.5	3.5	1.5	7.5	1.5	2	1	1.5	2	1	1	2	1.5	1	1	
4. Cooperative	(F)	4	6	7	3	2	4	26	13	6	8	8	8	12	55	81	88.04
	(R)	4.5	1.5	1.5	7.5	10.5	2	2	1.5	7	4	4	2	1.5	2	2	
5. Obedience	(F)	4	6	4	3	3	4	24	10	8	5	8	7	9	47	71	77.17
	(R)	4.5	1.5	10.5	7.5	5	2	3	4.5	2	14	4	5	7	4.5	3.5	
6. Thoughtfulness	(F)	2	4	4	2	1	2	15	8	7	8	4	6	8	41	56	60.87
	(R)	11	6	10.5	13.5	15	8.5	10.5	8	5	4	13	8	10	8	8	
7. Selflessness	(F)	4	1	2	3	1	1	12	3	7	6	2	7	3	28	40	43.48
	(R)	4.5	15.5	14.5	7.5	15	13.5	13	15	5	9.5	15.5	5	16	16	15.5	
8. Frankness	(F)	2	2	5	3	2	1	15	3	3	8	5	5	5	29	44	47.83
	(R)	11	12	6.5	7.5	10.5	13.5	10.5	15	15	4	11	11.5	14	14	12.5	
9. Firmness	(F)	3	2	1	1	2	1	10	5	2	5	7	3	8	30	40	43.48
	(R)	8	12	16	15.5	10.5	13.5	15.5	12.5	16	14	6.5	15	10	12	15.5	
10.Tact	(F)	2	2	3	1	2	1	11	3	4	8	6	5	8	34	45	48.91
	(R)	11	12	13	15.5	10.5	13.5	14	15	13	4	8.5	11.5	10	9.5	10.5	
11.Sense of Responsibility	(F)	4	4	6	3	1	3	21	10	5	6	7	7	9	44	65	70.65
	(R)	4.5	6	3.5	7.5	5	5	6	4.5	9.5	9.5	6.5	5	7	6.5	6	
12.Compassion	(F)	1	2	2	2	2	1	10	8	5	6	5	4	6	34	44	47.83
	(R)	14.5	12	14.5	13.5	10.5	13.5	15.5	8	9.5	9.5	11	14	12.5	9.5	12.5	
13.Fairness	(F)	1	2	4	3	2	1	13	5	5	3	5	2	9	29	42	45.65
	(R)	14.5	12	10.5	7.5	10.5	13.5	12	12.5	9.5	16	11	16	7	14	14	
14.Dependability	(F)	1	1	6	4	1	3	16	8	4	5	3	5	4	29	45	48.91
	(R)	14.5	15.5	3.5	1	15	5	8.5	8	13	14	14	11.5	15	14	10.5	
15.Promptness	(F)	3	3	5	3	3	2	19	8	5	6	2	5	6	32	51	55.43
	(R)	8	8.5	6.5	7.5	5	8.5	7	8	9.5	9.5	15.5	11.5	12.5	11	9	
16.Sense of Commitment	(F)	5	4	5	3	3	2	22	12	4	6	6	6	10	44	66	71.74
	(R)	1.5	6	6.5	7.5	5	8.5	5	3	13	9.5	8.5	8	4	6.5	5	
Total		45	52	70	43	36	35	281	124	88	105	95	92	129	633	914	

Legend: F= Frequency R = Rank T = Total Frequencies

respect, (2) cooperation (3) obedience, (4) trust, (5) sense of commitment, (6) sense of responsibility, (7) promptness, (8) confidence, (9) dependability, (10) thoughtfulness, (11) frankness, (12) fairness, (13) selflessness, (14) tact, (15) firmness, and (16) compassion. The values ranked by the SUC's shop teachers were in the following numerical order: (1) respect, (2) cooperation (3) tact, (4) confidence, (5) obedience, (6) sense of responsibility, (7) sense of commitment, (8) thoughtfulness, (9) tact, (10) compassion, (11) promptness, (12) firmness, (13) frankness, (14) fairness, (15) dependability, and (16) selflessness. However, two of the values were ranked the same by the shop teachers of the two schools are: respect, and cooperation.

The general ranked values related to authority as theoretically computed were in the following order: (1) respect, (2) cooperation, (3) trust, (4) obedience, (5) sense of commitment, (6) sense of responsibility, (7) confidence, (8) thoughtfulness, (9) promptness, (10) tact, (11) dependability, (12) frankness, (13) compassion, (14) fairness, (15) selflessness, and (16) firmness.

Values in Relation to Community. Table 9 presents the ranking of opted values related to community by the students of SUC's and DECS technical-vocational schools. The values ranked by the students of DECS schools are in the

Table 9

Preferred Values in Relation to Community of Students Respondents

D. Values in Relation to Community		DECS Technical-Vocational Schools							SUC's Technical-Vocational Schools							Grand Total
		:BCAT	:LNTS	:FANMCAT	:SNSAT	:CNSAT	:VJNVST	:Total	:SSPC	:TTMIST	:LIT	:PIT	:NIT	:SLSCST	:Total	
1. Sense of Patriotism	(F) 16 (R) 5.5	5 4	29 5	5 6.5	8 1	6 8	69 5	: 24 : 3.5	16 3	15 4	5 10	6 11	29 5	95 4	: 164 : 4	70.09
2. Friendliness	(F) 22 (R) 1	5 4	37 1	6 4	6 4	13 1	89 1	: 21 : 5.5	17 2	20 1	10 3	15 1	38 1	121 1	: 210 : 1	89.74
3. People- oriented	(F) 17 (R) 4	6 1.5	25 7.5	5 6.5	6 4	5 11	64 6	: 18 : 9	8 9.5	16 3	6 7.5	6 11	31 4	85 5	: 149 : 6	63.68
4. Associative	(F) 14 (R) 9	3 10	27 6	3 11	7 2	7 6	61 7	: 15 : 11	14 4	13 5	5 10	10 6	21 8	78 7.5	: 139 : 7	59.94
5. Goal-directed	(F) 6 (R) 13	4 7	10 13	4 8	4 8.5	8 5	36 13	: 18 : 9	6 11	7 10	12 1.5	8 9	27 6	78 7.5	: 114 : 9	48.72
6. Cooperative	(F) 20 (R) 2	5 4	33 3	8 1	5 6.5	10 3	81 3	: 21 : 5.5	11 6.5	18 2	12 1.5	13 2	36 2	111 3	: 192 : 3	82.05
7. Work-Oriented	(F) 16 (R) 5.5	4 7	30 4	6 4	6 4	9 4	71 4	: 26 : 2	3 13	12 6	8 6	10 6	25 7	84 6	: 155 : 5	66.24
8. Consumer efficiency	(F) 14 (R) 9	3 10	18 11.5	3 11	4 8.5	3 13	45 11	: 24 : 3.5	4 12	6 11	6 7.5	10 6	17 10	67 10	: 112 : 10.5	47.86
9. Self-sacrifice	(F) 19 (R) 3	6 1.5	35 2	7 2	5 6.5	11 2	83 2	: 28 : 1	19 1	10 7	9 4	12 3	34 3	112 2	: 195 : 2	83.33
10. Self-denial	(F) 14 (R) 9	4 7	25 7.5	6 4	3 10	6 8	58 8	: 13 : 12	8 9.5	4 12	4 12	3 13	15 11	47 12	: 105 : 12	44.87
11. Selflessness	(F) 8 (R) 12	3 10	18 11.5	3 11	2 13	5 11	39 12	: 10 : 13	11 6.5	2 13	5 10	6 11	10 12	44 13	: 83 : 13	35.47
12. Development consciousness	(F) 14 (R) 9	2 12.5	20 10	3 11	2 13	5 11	46 10	: 18 : 9	12 5	8 8.5	2 13	10 6	19 9	69 9	: 115 : 8	49.15
13. Foresight	(F) 14 (R) 9	2 12.5	23 9	3 11	2 13	6 8	50 9	: 20 : 7	9 8	8 8.5	9 4	10 6	6 13	62 11	: 112 : 10.5	47.86
Total		194	52	330	62	60	94	792 : 256	138	139	93	119	308	1053	: 1845	

Legend: F = Frequency R = Rank T = Total Frequencies

following numerical order: (1) friendliness, (2) self-sacrifice, (3) cooperation, (4) work-oriented, (5) sense of patriotism, (6) people-oriented, (7) associative, (8) self-denial, (9) foresight, (10) development consciousness, (11) consumer efficiency, (12) selflessness, and (13) goal-directed. The values ranked in the choice of frequency by the students of SUC's schools were the following: (1) friendliness, (2) self-sacrifice, (3) cooperation, (4) sense of patriotism, (5) people-oriented, (6) work-oriented, (7) associative, (8) goal-directed, (9) development consciousness, (10) consumer efficiency, (11) foresight, (12) self-denial, (13) selflessness. Moreover, three of the values were ranked the same by students of the two schools in the following order: friendliness, self-sacrifice, and cooperation.

The overall ranking of these chosen values is theoretically computed in the following order: (1) friendliness, (2) self-sacrifice, (3) cooperation, (4) sense of patriotism, (5) work-oriented, (6) people-oriented, (7) associative, (8) development consciousness, (9) goal-directed, (10) consumer efficiency, (11) foresight, (12) self-denial, and (13) selflessness.

Table 10, manifests the ranking of the favoured values by the shop teachers of SUC's and DECS technical- vocational

Table 10

Preferred Values in Relation to Community of Shop Teachers Respondents

D. Values in		DECS Technical-Vocational Schools										SUC's Technical-Vocational Schools										Grand									
Relation to		:BCAT		:LNTS		:FANHCAT		:SNSAT		:CNSAT		:VJNVS		:Total		:SSPC		:TTMIST		:LIT		:PIT		:NIT		:SLSCST		:Total		:Total	
Community		:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	
1. Sense of Patriotism	(F)	3	6	7	2	3	4	25	6	12	6	8	5	10	47	72	78.26														
	(R)	5.5	2	1.5	10	4	2.5	3	7.5	13	8.5	3	7	3	3.5	3															
2. Friendliness	(F)	5	6	7	2	4	4	28	8	6	11	8	7	12	52	80	86.96														
	(R)	1.5	2	1.5	10	1	2.5	1	6	2.5	1	3	2.5	1	2	2															
3. People-oriented	(F)	1	5	5	2	3	3	19	6	4	7	7	6	8	38	57	61.96														
	(R)	12	5	5.5	10	4	6.5	7	7.5	9.5	4.5	5.5	5	5	6	6															
4. Associative	(F)	1	3	5	3	2	4	18	3	6	6	8	6	6	35	53	57.61														
	(R)	12	10	5.5	5.5	8.5	2.5	9	12	2.5	8.5	3	5	7	7	7															
5. Goal-directed	(F)	2	4	5	3	3	4	21	11	5	7	6	6	7	42	63	68.48														
	(R)	9	7.5	5.5	5.5	4	2.5	4.5	2.5	5.5	4.5	7	5	6	5	5															
6. Cooperative	(F)	5	6	6	4	3	3	27	13	8	7	10	8	11	57	84	91.30														
	(R)	1.5	2	3	2	4	6.5	2	1	1	4.5	1	1	2	1	1															
7. Work-Oriented	(F)	2	5	5	4	2	3	21	10	5	9	7	7	9	47	68	73.91														
	(R)	9	5	5.5	2	8.5	6.5	4.5	4	5.5	2	5.5	2.5	4	3.5	4															
8. Consumer efficiency	(F)	3	2	1	2	1	2	11	4	3	6	4	4	4	25	36	39.13														
	(R)	5.5	12.5	13	10	12	10	12.5	11	12	8.5	10	8.5	11.5	11	11															
9. Self-sacrifice	(F)	2	3	2	3	1	3	14	5	4	5	5	2	5	26	40	43.48														
	(R)	9	10	11.5	5.5	12	6.5	10	9.5	9.5	11	8.5	12	9	10	10															
10. Self-denial	(F)	3	3	2	2	1	1	12	2	4	4	5	2	3	20	32	34.78														
	(R)	5.5	10	11.5	10	12	12.5	11	13	9.5	12	8.5	12	13	12.5	12															
11. Selflessness	(F)	1	2	4	1	2	1	11	5	5	2	2	2	4	20	31	33.69														
	(R)	12	12.5	8	13	8.5	12.5	12.5	9.5	5.5	13	12.5	12	11.5	12.5	13															
12. Development consciousness	(F)	4	5	3	3	2	2	19	9	5	7	2	4	5	32	51	55.43														
	(R)	3	5	9.5	5.5	8.5	10	7	5	5.5	4.5	12.5	8.5	9	8.5	8.5															
13. Foresight	(F)	3	4	3	4	3	2	19	11	4	6	3	3	5	32	51	55.43														
	(R)	5.5	7.5	9.5	2	4	10	7	2.5	9.5	8.5	11	10	9	8.5	8.5															
Total		35	54	55	35	30	36	245	93	71	83	75	62	89	473	718															

Legend: F = Frequency R = Rank T = Total Frequencies

schools. The shop teachers of DECS schools identifiedly ranked the values in numerical order as follows: (1) friendliness, (2) cooperative, (3) sense of patriotism, (4) goal-directed, (5) work-oriented, (6) people-oriented, (7) foresight, (8) development consciousness, (9) associative, (10) self-sacrifice, (11) self-denial, (12) consumer efficiency, (13) selflessness. While shop teachers of SUC's schools ranked the values in the following order: (1) cooperative, (2) friendliness, (3) sense of patriotism, (4) work-oriented, (5) goal-directed, (6) people-oriented, (7) associative, (8) development consciousness, (9) foresight, (10) self-sacrifice, (11) consumer efficiency, and (12) self-denial, and (13) selflessness. However, the two of the values were ranked the same in the following order: self-sacrifice, and selflessness.

The general ranking of these values is in the following order: (1) cooperative, (2) friendliness, (3) sense of patriotism, (4) work-oriented, (5) goal-directed, (6) people-oriented, (7) associative, (8) development consciousness, (9) foresight, (10) self-sacrifice, (11) consumer efficiency, (12) self-denial, and (13) selflessness.

Values in Relation to God. Table 11 exhibits the ranking of opted values related to God by the students of

Table 11

Preferred Values Relative to God of Students Respondents

E. Values in : DECS Technical-Vocational Schools : SUC's Technical-Vocational Schools :Grand																	
Relation to :BCAT :LNTS :FANMCAT:SNSAT:CNSAT:VJNVST:Total: SSPC:TMIST: LIT : PIT : NIT :SLSCST:Total: Total																	
GOD : : : : : : : : : : : : : : : : : F : %																	
1. Love	(F)	19	6	36	8	7	9	85	27	19	17	12	16	37	128	213	91.03
	(R)	3.5	2.5	1	1	3	4	2	1	1	3	1.5	1	1	1	1	
2. Trust	(F)	21	6	34	7	8	11	87	25	17	21	12	14	35	124	211	90.17
	(R)	2	2.5	2	3	1	2	1	2.5	2.5	1	1.5	2	2	2	2	
3. Faith	(F)	18	5	30	7	6	13	79	25	17	19	10	13	33	117	196	83.76
	(R)	5	6	4	3	6	1	3	2.5	2.5	2	3.5	3.5	3	3	3	
4. Hope	(F)	19	6	32	7	4	10	78	23	15	16	9	13	31	103	185	79.06
	(R)	3.5	2.5	3	3	10.5	3	4	4	4	4	5.5	3.5	4	4	4	
5. Charity	(F)	22	3	29	5	7	5	71	21	10	13	8	10	27	89	160	68.38
	(R)	1	11	5.5	8	3	9	5	5	8	5	8	6.5	6	5	5	
6. Reverence	(F)	5	5	22	5	6	5	48	17	10	7	8	3	21	66	144	48.72
	(R)	13.5	6	10	8	6	9	8.5	8.5	8	10	8	12.5	8.5	9	9	
7. Piety	(F)	5	1	12	4	5	6	33	8	5	2	6	5	19	45	78	33.33
	(R)	13.5	13.5	14	10	8.5	6.5	14	14	14	14	11	10	10	13	14	
8. Sincerity	(F)	16	6	29	5	4	7	67	15	8	12	8	10	29	82	149	63.68
	(R)	6	2.5	5.5	8	10.5	5	6	10.5	11	6	8	6.5	5	6	6	
9. Tolerance	(F)	9	3	18	3	2	2	37	15	7	8	3	3	25	61	98	41.88
	(R)	10.5	11	12.5	12	13.5	13.5	13	10.5	13	8.5	13.5	12.5	7	10	11.5	
10. Self-re-	(F)	15	4	27	6	7	6	65	20	13	10	3	12	21	79	144	61.54
liance	(R)	7	8.5	7	5.5	3	6.5	7	6	5	7	13.5	5	8.5	7	7	
11. Self-	(F)	8	1	22	6	5	5	47	13	8	4	6	3	9	43	90	38.46
denial	(R)	12	13.5	10	5.5	8.5	9	10.5	12	11	12.5	11	12.5	14	14	13	
12. Humility	(F)	13	4	18	2	6	4	47	17	12	6	9	9	17	70	117	50.00
	(R)	8	8.5	12.5	14	6	11.5	10.5	8.5	6	11	5.5	8	11.5	8	8	
13. Sense of	(F)	11	5	22	3	3	4	48	10	8	8	6	3	15	50	98	41.88
Propriety	(R)	9	6	10	12	12	11.5	8.5	13	11	8.5	11	12.5	13	12	11.5	
14. Compassion	(F)	9	3	25	3	2	2	44	18	10	4	3	7	17	59	103	44.02
	(R)	10.5	11	8	12	13.5	13.5	12	7	8	12.5	13.5	9	11.5	11	10	
Total		190	58	356	71	72	89	836	254	159	147	103	121	336	1120	1956	

Legend: F = Frequency R = Rank T = Total Frequencies

SUC's and DECS technical-vocational schools. The values ranked in the order of choice frequency by the students of DECS schools were as follows: (1) trust, (2) love, (3) faith, (4) hope, (5) charity, (6) sincerity, (7) self-reliance, (8) reverence, (9) sense of propriety, (10) self-denial, (11) humility, (12) compassion, (13) tolerance, and (14) piety. On the part of the students of SUC's schools they ranked the values in the following order: (1) love, (2) trust, (3) faith, (4) hope, (5) charity, (6) sincerity, (7) self-reliance, (8) humility, (9) reverence, (10) tolerance, (11) compassion, (12) sense of propriety, (13) piety, and (14) self-denial. Two schools ranked the same in the following values: faith, hope, charity, sincerity, and self-reliance.

The overall ranking of these chosen values is in the following numerical order: (1) love, (2) trust, (3) faith, (4) hope, (5) charity, (6) sincerity, (7) self-reliance, (8) humility, (9) reverence, (10) compassion, (11) tolerance, (12) sense of propriety, (13) piety, and (14) self-denial.

Table 12 manifests the ranking of the preferred values by the shop teachers of SUC'S and DECS technical-vocational schools. The shop teachers of DECS schools, ranked the values in the order of choice frequency are: (1) trust, (2) faith, (3) love, (4) hope, (5) sincerity, (6)

Table 12

Preferred Values Relative to God of Shop Teachers Respondents

E. Values in		DECS Technical-Vocational Schools							SUC's Technical-Vocational Schools							Grand	
Relation to		BCAT	LNTS	FANMCAT	SNSAT	CNSAT	VJNVST	Total	SSPC	TTMIST	LIT	PIT	NIT	SLSCST	Total	Total	
GOD		:	:	:	:	:	:	:	:	:	:	:	:	:	:	F	%
1. Love	(F)	4	5	5	3	4	4	25	13	7	10	9	8	11	58	83	90.22
	(R)	3.5	3	5	4.5	2	2	3	1.5	2	2	2	1	4	1	1.5	
2. Trust	(F)	5	5	6	4	4	3	27	12	7	7	9	7	12	54	81	88.04
	(R)	1.5	3	2	1.5	2	6.5	1.5	3	2	5	2	2.5	1.5	3	3	
3. Faith	(F)	5	6	5	3	4	4	27	13	5	10	9	7	12	56	83	90.22
	(R)	1.5	1	5	4.5	2	2	1.5	1.5	5.5	2	2	2.5	1.5	2	1.5	
4. Hope	(F)	3	5	5	4	3	4	24	9	4	8	8	2	11	42	66	71.74
	(R)	6	3	5	1.5	4	2	4	6	9	4	4	12.5	4	5	4	
5. Charity	(F)	2	1	5	3	2	3	16	7	5	6	6	5	8	37	53	57.61
	(R)	9	13.5	5	4.5	7	6.5	7	7	5.5	7	9.5	6	9.5	6.5	6	
6. Reverence	(F)	1	4	5	1	1	2	14	6	7	5	6	5	8	37	51	55.43
	(R)	12.5	5	5	11	12	11	8.5	9	2	9.5	9.5	6	9.5	6.5	7	
7. Piety	(F)	1	1	1	1	2	1	7	3	3	5	7	6	10	34	41	44.57
	(R)	12.5	13.5	13.5	11	7	13.5	14	14	12	9.5	6.5	4	6.5	8.5	11.5	
8. Sincerity	(F)	3	3	7	1	2	3	19	10	5	10	7	3	11	46	65	70.65
	(R)	6	7	1	11	7	6.5	5	4.5	5.5	2	6.5	9.5	4	4	5	
9. Tolerance	(F)	2	2	3	1	2	2	12	5	2	6	4	2	10	29	41	44.57
	(R)	9	10.5	9.5	11	7	11	11	12	14	7	12.5	12.5	6.5	12	11.5	
10. Self-reliance	(F)	3	2	4	3	2	3	17	6	3	6	4	4	9	32	49	53.26
	(R)	6	10.5	8	4.5	7	6.5	6	9	12	7	12.5	8	8	10	8	
11. Self-denial	(F)	1	3	2	1	1	1	9	5	4	3	3	2	3	20	29	31.52
	(R)	12.5	7	11.5	11	12	13.5	12	12	9	13.5	14	12.5	14	14	14	
12. Humility	(F)	4	2	3	1	1	3	14	10	5	3	7	3	6	34	48	52.17
	(R)	3.5	10.5	9.5	11	12	6.5	8.5	4.5	5.5	13.5	6.5	9.5	11.5	8.5	9	
13. Sense of Propriety	(F)	1	2	1	1	1	2	8	5	4	4	5	2	5	25	33	35.87
	(R)	12.5	10.5	13.5	11	12	11	13	12	9	11.5	11	12.5	13	13	13	
14. Compassion	(F)	2	3	2	2	1	3	13	6	3	4	7	5	6	31	44	47.83
	(R)	9	7	11.5	7	12	6.5	10	9	12	11.5	6.5	6	11.5	11	10	
Total		37	44	54	29	30	38	232	110	64	87	91	61	122	535	767	

Legend: F = Frequency R = Rank T = Total Frequencies

self-reliance, (7) charity, (8) reverence, (9) humility, (10) compassion, (11) tolerance, (12) self-denial, (13) sense of propriety, and (14) piety. While the shop teachers of SUC'S schools, ranked the following values in their numerical order: (1) love, (2) faith, (3) trust, (4) sincerity (5) hope, (6) charity, (7) reverence, (8) piety, (9) humility, (10) self-reliance, (11) compassion, (12) tolerance, (13) sense of propriety, and (14) self-denial. However, two of the values were ranked the same by the shop teachers of the two schools in the following order: humility, and sense of propriety.

The general ranking of values is theoretically computed in the following numerical order: (1) love, (2) faith, (3) trust, (4) hope, (5) sincerity, (6) charity, (7) reverence, (8) self-reliance, (9) humility, (10) compassion, (11) piety, (12) tolerance, (13) sense of propriety, and (14) self-denial.

Implications of the Finding in the Incorporation of Values in Teach- ing of Work Ethics in Trade Technical Courses

The findings of this study in the specific question on the preferred values of students and shop teachers in technical-vocational schools and colleges relative to the five considered core areas concurred with the concepts of Camarao, discussed in chapter 1, that in technical-

vocational training it is not solely equipping the students with technical skills and knowledge but also providing them with the appropriate work values and personality traits required in various field of work. When values and personality traits are forthwith developed and internalized in the individual's values system, they take a prominent place in one's personality, likewise, the inculcation of desirable social, moral, and cultural values and commitment to a more meaningful and productive participation in the society.

It is obvious that the different identified values on the five core values namely values as individual, values in relation to other, values in relation to authority, values in relation to community, and values in relation to God, should be incorporated in the lesson contents being utilized as subject matter in Work Ethics. The inclusion of the indicated values would enrich the present training manual and teaching strategies in infusing the needed values to the students.

The opinion presented is premised on the idea that one of the strong links to meet requirements in trade skills standards are the needed values and personality traits of trainees towards work which are assets of a productive industrial worker.

Relationship Between the Preferred Values
of the Students and Shop Teachers
Relative to the Five Core Areas

To determine the relationship between the preferred values of the students and shop teachers relative to the five considered core areas, the Spearman Rank-Order Correlation Coefficient formula was used. According to Downie it is most suited to situation where the number of cases is 25 or 30 or less of which the study falls within the specified number of cases. It is also much easier and faster to compute than the other methods. Besides, the study used ordinal variables.

The five considered core area are summarized separately in Table 13, 14, 15, 16 and 17 for purposes of comparison between the preferred values of the students and the shop teachers of SUC's and DECS technical-vocational schools and colleges in Region VIII.

Values as Individuals. Table 13 show the values as individuals preferred by students and the shop teachers. The table contains 16 categories of values for comparison. The total number and percentage of the responses of both respondents in this particular area are used as the basis for showing relationship. The said table reveals that 216 or 92.31 percent of the number of students respondents signified that the most preferred values is "self-

Table 13

Relationship Between Preferred Values in Relation to
Individual Values of Students and Shop Teachers

A. Individual Values	: No. of Student : : Who Identified : : T-F : % : R :			:No. of Shop Teacher: :Who Identified : : T-F : % : R :			:D	:D ²	
1. Self-discipline	216	92.31	1	:	69	75	3.5	2.5	6.25
2. Honesty	195	83.33	2	:	79	85.87	1	1	1
3. Sense of Responsibility	182	77.78	3	:	74	80.43	2	1	1
4. Good Work habits	179	76.49	4	:	69	75.00	3.5	0.5	0.25
5. Self-reliance	178	76.07	5	:	60	65.22	8	-3	9
6. Patience	160	68.38	6	:	66	71.74	5	1	1
7. Courage	129	55.13	7	:	56	60.87	10	-3	9
8. Good Personal judgment	125	53.42	8	:	56	60.87	10	-2	4
9. Industry	124	52.99	9	:	65	70.65	6	3	9
10. Open-mindedness	121	51.71	10	:	62	67.39	7	3	9
11. Creativeness	120	51.28	11	:	56	60.87	10	1	1
12. Retrospective-ness	90	38.46	12	:	34	36.96	15	-3	9
13. Perseverance	82	35.04	13	:	50	54.35	13	0	0
14. Promptness	61	26.07	14.5	:	52	56.52	12	2.5	6.25
15. Innovativeness	61	26.07	14.5	:	36	39.13	14	.5	.25
16. Prudence	60	25.64	16	:	31	33.69	16	0	0
N= 16		2085				ED= 0		ED ² = 66	

r = .903, is greater than the table value of .482 at .05 and .606 at .01 percent level.

discipline" in carrying out the work effectively. This was ranked 3.5 by 61 or 75 percent of the shop teachers together with the value of "good work habits", but it was ranked fourth by 179 or 76.49 of the student respondents. Ranking second is "honesty" by 195 or 83.33 percent of the students respondents, and on the part of the shop teachers, by 79 or 85.87 percent as the most preferred value. The value of "sense of responsibility" was ranked third by 182 or 77.78 percent of the student respondents, but placed second with 80.43 percent or 82 shop teachers. Ranked fifth was "self-reliance" with 76.07 percent or 178 student respondents, but ranked eight by 60 or 65.22 percent by the shop teachers. Ranking sixth, on the part of the students was "patience" with 160 or 68.38 percent, but considered fifth by 66 or 71.74 percent by the shop teacher. The values of "courage and good personal judgment" were ranked tenth by 56 or 60.87 percent, of the shop teachers but placed seventh and eighth by 129 or 55.13 and 125 or 53.42 percent of the student respondents respectively. Ranked ninth was "industry" with 124 or 52.99 percent among the students, but considered sixth place of the preferred values by 65 or 75.65 percent of the shop teachers. Ranking tenth, on the part of the students was "open-mindedness" with 121 or 51.71 percent, but placed seventh by 62 or 67.39 percent among the

shop teachers respondents.

The values of "creativeness" and "retrospectiveness" were ranked eleventh and twelfth by 120 or 51.28 and 90 or 38.46 percents of the students, but considered tenth and fifteenth or 56 or 60.87 and 34 or 36.96 percents of the shop teachers respondents respectively. The values of "perseverance" ranked thirteenth by 82 or 35.04 of the students, with the same rank with that of the shop teachers by 50 or 54.35 percent. Ranked 14.5 are values of "promptness and innovativeness" by 61 or 26.07 percent of the students, but considered twelfth and fourteenth placed by 52 or 56.52 and 36 or 39.13 percent of the shop teachers respondents respectively. Both respondents considered ability to be governed and disciplined using reason, and exercising skillful judgment in the use of response to the fullest, thus with the same rank of sixteenth by 60 or 25.64 of the students, and 31 or 33.69 percent of the shop teacher respondents on values category of "prudence".

To determine the level of relationship of the preferred values of the students and the shop teachers relative to the identified categories of values as individuals, the Spearman Coefficient of Correlation (r) was computed. After computing the (r), the null hypothesis that "there is no relationship between the preferred values of the students

and the shop teachers related to individual values" was rejected. The r values of .903 implies a very high relationship. Said r is greater than the table value of .482 at .05 level of significance. This indicates that values infused in the students' minds were influenced by what they observed from their shop teachers as applied in real life situations. A concept to apply in said inference is that of Andres', discussed in chapter 2, that students should be provided with information from learned experiences with appropriate interpretation and analysis in the application to real life.

Values in Relation to Others. Table 14 presents the opted values of the students and shop teachers on values pertaining to others with the concurring number and percentage as basis for comparison. Ranking first having been identified by 211 or 90.17 percent of the 234 student respondents was "cooperation", and also ranked first by the 92 shop teacher respondents. Out of the five students interviewed by the researcher, four explained that any complicated job though hard may be finished in a shortest possible time through cooperation. The value of "respect for the individual understanding" was ranked second by 206 or 88.03 of the student respondents. Among the shop teachers,

Table 14

Relationship Between the Preferred Values Relative
to Others of Students and Shop Teachers

B. Values in Re- lation to Others	No. of Student Who Identified T-F	%	R	No. of Shop Teacher: Who Identified T-F	%	R	D	D ²
1. Cooperation	211	90.17	1	76	82.61	1	0	0
2. Respect for the individual understanding	206	88.03	2	72	78.26	2	0	0
3. Trust	200	85.47	3	64	69.57	4.5	-1.5	2.25
4. Good Will	165	70.51	4	62	67.39	6	-2	4
5. Dignity and honor	143	61.11	5	64	69.57	4.5	0.5	0.25
6. Politeness	138	58.97	6	67	72.83	3	3	9
7. Recognition of the merits of others	137	58.55	7	49	53.26	9	-2	4
8. Service above self	118	50.43	8	52	56.52	7	1	1
9. Compassion	107	45.73	9	50	54.35	8	1	1
10. Social-minded- ness	105	44.87	10	42	45.65	10	0	0
11. Dependability	88	37.61	11	31	33.69	12	-1	1
12. Tolerance	71	30.34	12	38	41.30	11	1	1
N= 12	1689		:				ED= 0	
			:				ED ² = 23.5	

$r = .918$, is greater than the table value of .553 at .05
and .684 at .01 percent significant level.

this value ranked was also second by 78.26 percent or 72 respondents. Ranking third among the students was "trust" with 200 or 85.47 percent. This was ranked 4.5 on the part of the shop teachers, having been pointed out by 64 or 69.57 percent, together with "dignity and honor" being ranked fifth by 143 or 61.11 percent of the students respondents. Ranking fourth of the preferred values among the students was "goodwill" but ranked sixth by 62 or 67.39 percent of the shop teachers respondents. The value of "politeness" was ranked sixth by 138 or 58.97 percent of the students, and having been pointed out by 67 or 72.83 percent of the shop teacher respondents. The seventh of the preferred values of the students was "recognition of the merits of other" by 137 or 58.55 percent, but ranked ninth by 49 or 53.26 out of 92 shop teacher respondents. Ranking eight of the chosen values of the students was "service above self" by 118 or 50.43 percent, but ranked seventh by 56.52 percent of fifty-two shop teachers. The value of "compassion" was pointed out by 107 or 45.73 percent of the students as the ninth preferred value, but ranked eight by 50 or 54.35 percent of the shop teacher respondents. Ranking tenth was "social-mindedness" by 105 or 44.87 percent, out of the 234 students. On the part of the shop teachers, this was ranked the same by 42 or 45.65 percent of the shop teachers

respondents. The eleventh preferred value of the student respondents was "dependability" by 88 or 37.61 percent, but ranked twelfth by 92 shop teachers. Ranking last of the favoured value among the students was "tolerance" with 71 or 30.34 percent. However, among the shop teachers, this was ranked eleventh as their second to the last preferred value.

There is a clear indication that the opted values of the students and the shop teachers in values pertaining to others have significant relationship as shown by an r of .918 which signifies high correlation. This is more than the table values of .553 at .05 significant level. The null hypothesis, that "there is no relationship between the preferred values of the students and the shop teachers associated to other" was therefore rejected. It is premised that teachers assist the learners set their values and principles, and develop in them the ability to reason which help them to judge, make moral decisions, and to take responsible actions.

Values in Relation to Authority. Table 15 reveals the preferred values of the students and shop teachers of values in relation to authority which consists of 16 categories.

Both groups of respondents have the same evaluation of the following values as revealed in their ranking. Rank 1.

Table 15

Relationship Between the Preferred Values in Relation
to Authority of Students and Shop Teachers

C. Values in Re- lation to Authority	No. of Student Who Identified T-F : % : R	No. of Shop Teacher: Who Identified T-F : % : R	:	:	:	:	:	:
							D	D ²
1. Respect	226	96.58	1	:	90	97.83	1	0
2. Trust	202	86.32	2	:	71	77.17	3.5	-1.5
3. Cooperation	193	82.48	3	:	81	88.04	2	1
4. Obedience	171	73.08	4	:	71	77.17	3.5	0.5
5. Confidence	169	72.22	5	:	63	68.48	7	-2
6. Sense of Res- ponsibility	153	65.38	6	:	65	70.65	6	0
7. Thoughtfulness	143	61.11	7.5	:	56	60.87	8	-.5
8. Sense of Com- mitment	143	61.11	7.5	:	66	71.74	5	2.5
9. Fairness	111	47.44	9	:	42	45.65	14	-5
10. Frankness	105	44.87	10	:	44	47.83	12.5	-2.5
11. Compassion	102	43.59	11.5	:	44	47.83	12.5	-1
12. Dependability	102	43.59	11.5	:	45	48.91	10.5	1
13. Promptness	95	40.59	13	:	51	55.43	9	4
14. Selflessness	75	32.05	14	:	40	43.48	15.5	-1.5
15. Firmness	74	31.62	15	:	40	43.48	15.5	-0.5
16. Tact	59	25.21	16	:	45	48.91	10.5	5.5
<hr/>								
N= 16	2123	ED= 0 ED ² = 98.25						

$r = .859$, is greater than the table value of .482 at .05
and .606 at .01 percent level.

respect, Rank 4 Obedience (shop teachers ranked this value equally with trust). Rank 8 thoughtfulness (the students had the same rank with sense of commitment).

Other values were ranked differently by the two groups. The following are preferred values ranked in descending order by the students: trust, cooperation, obedience, confidence, fairness, frankness, compassion, dependability, promptness, selflessness, firmness and tact. On the part of the shop teachers the values are: cooperation, sense of commitment, sense of responsibility, confidence, promptness, dependability, tact, frankness, compassion, fairness, selflessness and firmness.

The chosen values between the students and the shop teachers relative to values of authority links up the point of relationship. This is evidenced by an r of .859 which outdo the table value of .482 at .05 and .606 at .01 level of significant. This computed r indicates high correlation. The null hypothesis, however, that "there is no relationship between the preferred values of the students and the shop teachers associated to authority" was rejected. Therefore, it can be inferred that values related to authority are related to the performance of college students and shop teachers.

Values in Relation to Community. Table 16 reveals the 13 values chosen by students and shop teachers in relation to community. The value placed first among the students was "friendliness" with 210 or 89.74 percent, but ranked second by 80 or 86.96 percent of the shop teacher respondents. "Self-sacrifice" was graded second by 195 or 83.33 percent of the students, but ranked tenth with 43.48 percent or 40 of the shop teachers. Ranking third was "cooperation" with 192 or 82.05 percent of the students, and having been pointed out by 84 or 91.30 percent of the shop teachers respondents as their most favoured value. Ranked fourth was "sense of patriotism" by 164 or 70.09 percent of the students, but placed third by 72 or 78.26 percent of the shop teachers respondents. Ranked fifth was "work-oriented" by 155 or 66.24 percent of the students, but ranked fourth by 68 or 73.91 of the shop teachers. Values of "people-oriented and associative" ranked sixth and seventh by 149 or 63.68 and 139 or 59.40 percents of the students in same rank as that of the shop teachers by 57 or 61.96 and 53 or 57.61 percent respectively. Placed eight was "development consciousness" by 115 or 49.15 percent of the students, and ranked 8.5 by 51 or 55.43 percent of the shop teachers together with "foresight" but ranked 10.5 with 112 or 47.86 percent of the students, having the same rank

Table 16

Relationship Between the Preferred Values in Relation
to Community of Students and Shop Teachers

D. Values in Re- lation to Community	No. of Student Who Identified T-F	%	R	No. of Shop Teacher: Who Identified T-F	%	R	D	D ²
1. Friendliness	210	89.74	1	80	86.96	2	-1	1
2. Self-sacrifice	195	83.33	2	40	43.48	10	-8	64
3. Cooperation	192	82.05	3	84	91.30	1	2	4
4. Sense of Patriotism	164	70.09	4	72	78.26	3	1	1
5. Work-oriented	155	66.24	5	68	73.91	4	1	1
6. People-Oriented	149	63.68	6	57	61.96	6	0	0
7. Associative	139	59.40	7	53	57.61	7	0	0
8. Development consciousness	115	49.15	8	51	55.43	8.5	-0.5	0.25
9. Goal-Oriented	114	48.72	9	63	68.48	5	-4	16
10. Foresight	112	47.86	10.5	51	55.43	8.5	2	4
11. Consumer Ef- ficiency	112	47.86	10.5	36	39.13	11	-0.5	0.25
12. Self-denial	105	44.87	12	32	34.78	12	0	0
13. Selflessness	83	35.47	13	31	33.69	13	0	0

N= 13

1845

ED= 8

ED²= 91.5

r = .749, is greater than the table value of .532 at .05
and .661 at .01 percent level.

as that of "consumer efficiency" and graded eleventh by 36 or 39.13 percent of the shop teachers. Ranking ninth was "goal-oriented" with 114 or 48.72 percent of the students evaluating, but placed fifth by 63 or 65.48 percent of the shop teachers respondents. Ranked twelfth and thirteenth were the values of "self-denial and selflessness" by 105 or 44.87 and 83 or 35.47 percents of the students, and by 32 or 34.78 and 31 or 33.69 percents of the shop teachers respondents respectively.

Computing for Pearson r , the researcher had the following result. The r of .749 was higher than the table value of .532 at .05 level of significance. This computed r denotes high correlation. Consequently, the hypothesis that "there is no relationship between the preferred values of the students and the shop teachers associated to community" was rejected. Thus, it can be concluded that both the students and shop teachers considered that values in relation to community are related to the performance and effectiveness of a worker.

Values in Relation to God. Table 17 manifests comparison of preferred values between the students and the shop teachers in relation to God which comprised 14 categories of values. The said table presents that the value of "love" ranked first with 213 or 91.03 percent of

Table 17

Relationship Between the Preferred Values in Relation
to GOD of Students and Shop Teachers

E. Values in Re- lation to GOD	No. of Student : Who Identified : T-F : %	No. of Shop Teacher: : Who Identified : T-F : % : R	: : :D	:D ²
1. Love	213 91.03 1	: 83 90.22 1.5	-0.5	0.25
2. Trust	211 90.17 2	: 81 88.04 3	-1	1
3. Faith	196 83.76 3	: 83 90.22 1.5	1.5	2.25
4. Hope	185 79.06 4	: 66 71.74 4	0	0
5. Charity	160 68.48 5	: 53 57.61 6	-1	1
6. Sincerity	149 63.38 6	: 65 70.65 5	1	1
7. Self-reliance	144 61.54 7	: 49 53.26 8	-1	1
8. Humility	117 50.00 8	: 48 52.17 9	-1	1
9. Reverence	114 48.72 9	: 51 55.43 7	2	4
10. Compassion	103 44.02 10	: 44 47.83 10	0	0
11. Tolerance	98 41.88 11.5	: 41 44.57 11.5	0	0
12. Sense of propriety	98 41.88 11.5	: 33 35.87 13	-1.5	2.25
13. Self-denial	90 38.46 13	: 29 31.52 14	-1	1
14. Piety	78 33.33 14	: 41 44.57 11.5	2.5	6.25

N= 14

1956

$$\frac{ED=0}{ED^2=21}$$

$r = .954$, is greater than the table value of .514 at .05
and .641 at .01 percent level.

the students, and placed 1.5 by 83 or 90.22 percent of the shop teachers together with the value of "faith" but ranked third by 196 or 83.76 percent of the students respondents. Ranked second was "trust" with 211 or 90.17 percent of the students, but graded third with 88.04 percent or 81 of the shop teachers. The value of "hope" was ranked fourth by 185 or 79.06 percent of the students with the same rank that of the shop teachers by 66 or 71.74 percent. Placed fifth was "charity" with 160 or 68.48 percent of the students, but ranked sixth by 53 or 57.61 percent of the shop teachers respondents. Ranked sixth by 149 or 63.68 of the students was "sincerity" but graded fifth with 70.65 percent or 65 of the shop teachers. Ranked seventh by 144 or 61.65 percent of the students was "self-reliance" but placed eight by 49 or 53.26 percent of the shop teachers respondents. Ranked eight, on the part of the students, was "humility" by 117 or 50 percent, but considered ninth placed with 52.17 percent or 48 of the shop teachers. Ranked ninth by 114 or 48.72 percent of the students, was "reverence" but ranked seventh by 51 or 55.43 percent of the shop teachers. Placed tenth was "compassion" by 103 or 44.02 percent of the students with the same rank that of the shop teachers by 44 or 47.83 percent. The values of "tolerance" and "sense of propriety" was ranked 11.5 by 98 or 41.88

percent of the students, but value of "sense of propriety" ranked thirteenth with 33 or 35.87 percent by the shop teachers. The value of "tolerance" also ranked 11.5 by 41 or 44.57 percent of the shop teachers together with "piety" but ranked fourteenth by 78 or 33.33 percent of the students respondents. The last of the favoured value, on the part of the shop teachers was "self-denial" with 29 or 31.52 percent, but placed thirteenth by 90 or 38.46 percent of the students respondents

The preferred values of the students and shop teachers in relation to God have significant relationship. The computed r of .954 exceeds the table value of .514 at .05 level of significance. This computed r connotes high correlation. Therefore, the null hypothesis that "there is no relationship between the preferred values of the students and the shop teachers related to God was rejected.

Significant Relationship Between the
Preferred Values of Students and
Shop Teachers relative to the
Five Core Areas

To determine the significant relationship between the preferred values of the students and the shop teachers relative to the five core areas in technical-vocational schools and colleges in Region VIII, a t -test of significance was used.

Table 18

Fisher t of Significance of the Preferred
Values of the Students and Shop Teachers
Relative to the Five Core Areas

Core Values	: r	: Fisher's	: N	: N-2	: Cri-	: Eval
		: t-value	:	:	: tical:	:
		:	:	:	: t-	:
		:	:	:	: value:	:
1. Values as individual	.903	7.86	16	14	2.145	S
2. Values in relation to others	.918	7.32	12	10	2.228	S
3. Values in relation to authority	.859	6.28	16	14	2.145	S
4. Values in relation to community	.749	3.75	13	11	2.201	S
5. Values in relation to God	.954	11.02	14	12	2.179	S

Legend:
S --> Significant at 0.05 level

Table 18 manifests the t-test of significance of the five core values using the Fisher's t-value. The achieved coefficients of correlation of the five core values were transformed into Fisher's t-values from 3.75 to 11.02. The obtained critical t-values are between 2.145 to 2.228 which exceeds 1.96 at the 5 percent level of significant, the null hypothesis that "There is no significant relationship in the perception of the preferred values of the students and the shop teachers relative to the five core areas" was,

therefore, rejected.

**Extent of Influence of the Values
of Students and Shop Teachers
in Their Work Performance**

To determine the extent of influence of the values of the students and shop teachers in their work performance in technical-vocational schools and colleges in Region VIII, the respondents were requested to rate themselves on the identified values and how this affect the effeciency of their work. The Likert's scale was used with the following arbitrary evaluation scales: Extremely influential (4.51 to 5.00), Highly Influential (3.51 to 4.50), Moderately Influential (2.51 to 3.50), Slightly Influential (1.51 to 2.50), and Not Influential (1 to 1.51).

The extent of influence of the categorized values in each of the five core areas were compared with those of students and shop teachers of SUC's and DECS technical-vocational schools and colleges in Region VIII, and how they affect their work performance. The five core areas wherein values are further categorized, are: A) Values as individual, Tables 19, 20 and 21; B) Values in relation to others, Tables 22, 23 and 24; C) Values in relation to authority, Tables 25, 26, and 27; D) Values in relation to community, Tables 28, 29 and 30; and E) Values in relation to God, Tables 31, 32 and 33.

Table 19

Extent of Influence of Individual Values in the Work Performance of Students
of SUC's and DECS Technical-Vocational Schools in Region VIII

=====																	
A. Individual -		: DECS Technical-Vocational Schools							: SUC's Technical-Vocational Schools :								
Values		:BCAT:LNTS:FANMCAT:SNSAT:CNSAT:VJNVG:Total:GWA : SSPC:TTMIST:LIT : PIT: NIT :SLGCST:Total:GWA															
*		: 22 : 6 : 39 : 8 : 8 : 13 : 96 : : 28 : 20 : 23 : 12 : 16 : 39 : 138 :															

1. Self-reliance		98	21	160	33	29	51	392	4.08	: 106	77	86	51	63	161	544	3.94
2. Self-discipline		99	23	158	35	32	52	399	4.16	: 112	83	92	55	65	163	570	4.13
3. Good Personal Judgment		98	20	142	34	30	48	372	3.88	: 96	76	80	52	56	147	507	3.68
4. Open-mindedness		85	22	146	30	31	47	361	3.76	: 108	73	77	54	55	143	510	3.69
5. Perseverance		89	18	143	29	30	45	354	3.69	: 90	68	75	51	55	139	478	3.46
6. Honesty		94	25	156	33	33	51	392	4.08	: 106	85	90	56	63	175	575	4.17
7. Sense of Responsibility		97	21	155	34	30	51	388	4.04	: 107	77	89	56	66	157	552	4.00
8. Courage		83	26	150	30	30	48	367	3.82	: 98	77	79	52	60	151	517	3.75
9. Industry		86	21	146	32	28	46	359	3.74	: 100	74	79	52	64	147	516	3.74
10. Prudence		80	16	137	29	29	45	336	3.50	: 85	64	72	48	57	139	465	3.37
11. Promptness		77	18	134	28	30	45	332	3.46	: 95	66	76	49	55	140	481	3.49
12. Creativeness		88	23	148	30	34	49	372	3.88	: 94	66	82	53	62	144	501	3.63
13. Patience		93	22	157	31	32	50	385	4.01	: 98	78	82	53	61	164	536	3.88
14. Good Work habit		98	26	153	32	29	49	387	4.03	: 109	80	88	51	67	156	551	3.99
15. Retrospective-ness		83	18	141	33	31	45	351	3.66	: 99	72	74	49	65	138	497	3.60
16. Innovative-ness		83	20	137	28	32	46	346	3.60	: 90	67	66	49	61	125	458	3.32

Total		352	96	624	128	128	208	1536		: 448	320	368	192	256	624	2208	
		1431	340	2363	501	490	768	5893	3.84	: 1593	1183	1287	831	975	2389	8258	3.74
=====																	

Legend: * --> Number of student respondents

4.51 - 5:00 --> Extremely Influential	1.51 - 2:50 --> Slightly Influential
3.51 - 4:50 --> Highly Influential	1.00 - 1:50 --> Not Influential
2.51 - 3:00 --> Moderately Influential	

Values as Individuals. Table 19 is the comparison of the extent of influence of individual values in the work performance of students of SUC's and DECS technical-vocational schools in Region VIII.

Of the 16 categories of the individual values, 14 were identified as highly influential by the students of DECS technical-vocational schools with the weighted averages ranging from 3.60 to 4.16. These individual values are: (1) self-discipline, (2) self-reliance, (3) honesty, (4) sense of responsibility, (5) good work habits, (6) patience, (7) good personal judgment, (8) creativeness, (9) courage, (10) open-mindedness, (11) industry, (12) perseverance, (13) retropectiveness, and (14) innovativeness. However, to students of SUC's technical-vocational schools, most of these values were also indicated as highly influential, except the values of "perseverance" and "innovativeness" as moderately influential. The remaining two values were noted by the students of SUC's and DECS as moderately influential and they are: (1) promptness, and (2) prudence, as shown by the average weights ranging from 3.37 to 3.50. General wieghted mean for students of SUC's was 3.74 or highly influential and the general weighted mean for DECS technical-vocational school was 3.84 or highly influential.

Table 20 bares the extent of influence of individual

Table 20

Extent of Influence of Individual Values in the Work Performance of Shop Teacher
of SUC's and DECS Technical-Vocational Schools in Region VIII

=====																		
A. Individual -		: DECS Technical-Vocational Schools							: SUC's Technical-Vocational Schools									
Values		:BCAT:	LNTS:	FANMCAT:	SNSAT:	CNSAT:	VJNVS:	Total:	GWA:	SSPC:	TTMIST:	LIT	: PIT:	NIT	:SLSCST:	Total:	GWA	
N		: 5	: 6	: 7	: 4	: 4	: 4	: 30	:	: 13	:	8	: 11	: 10	: 8	: 12	: 62	:

1. Self-reliance		18	22	33	18	17	17	125	4.17	:	54	30	45	41	35	48	253	4.08
2. Self-discip- line		21	27	31	17	16	17	129	4.30	:	59	32	44	43	33	48	259	4.18
3. Good Personal Judgment		18	25	29	16	17	17	122	4.07	:	57	33	45	42	32	46	255	4.11
4. Open-minded- ness		22	23	30	16	18	15	124	4.13	:	57	31	44	44	32	49	257	4.15
5. Perseverance		19	24	29	16	17	15	120	4.00	:	52	28	44	45	32	47	248	4.00
6. Honesty		21	27	33	17	17	18	133	4.43	:	59	33	57	44	34	47	274	4.42
7. Sense of Res- ponsibility		21	28	33	18	16	18	134	4.47	:	56	33	48	43	32	49	261	4.21
8. Courage		20	24	31	16	16	17	124	4.13	:	53	33	45	40	36	47	254	4.09
9. Industry		20	25	31	16	17	16	125	4.17	:	58	34	48	43	33	47	263	4.24
10. Prudence		20	24	27	15	15	15	116	3.87	:	51	31	42	38	30	42	234	3.77
11. Promptness		21	25	32	16	17	16	127	4.23	:	52	32	45	40	30	48	247	3.98
12. Creativeness		21	26	33	16	15	16	127	4.23	:	56	32	44	43	32	45	252	4.06
13. Patience		23	25	29	16	16	16	125	4.17	:	57	33	59	43	31	48	271	4.37
14. Good Work habit		22	26	30	15	18	16	127	4.23	:	57	34	48	44	33	48	264	4.26
15. Retrospective- ness		21	23	26	15	16	15	116	3.87	:	48	34	43	38	30	42	235	3.79
16. Innovative- ness		18	21	28	16	15	17	115	3.83	:	56	25	41	40	31	45	238	3.84

Total		80	96	112	64	64	64	480		:	208	128	176	160	128	192	992	
		326	395	485	259	263	261	1989	4.14	:	882	508	742	671	516	746	4065	4.09
=====																		

Legend: * Number of Shop Teacher respondents

4.51 - 5:00 --> Extremely Influential

3.51 - 4:50 --> Highly Influential

2.51 - 3:00 --> Moderately Influential

1.51 - 2:50 --> Slightly Influential

1.00 - 1:50 --> Not Influential

values in the work performance of shop teachers of SUC's and DECS technical-vocational schools. It was noted that all of the 16 values categories were signified by both the teachers of SUC's and DECS technical-vocational schools as highly influential with the general weighted mean of 4.14 and 4.09 respectively.

Table 21 differentiates the extent of influence of the individual values between the students and the shop teachers in their work performance of SUC's and DECS technical-vocational schools. It was disclosed, that all of the 16 values categories were pointed out as "highly influential" by the shop teacher respondents with the general weighted mean of 4.11. Yet, on the students group, the general weighted mean was 3.78 with an adjectival rating of "highly influential."

Values in Relation to Other. Table 22 shows the comparison in the extent of influence of values related to others on the work performance between students of SUC's and DECS technical-vocational schools.

Among the 12 values categories, 10 values were pointed out as highly influential with the weighted averages of 3.59 to 4.22 by students of SUC technical-vocational schools. These values are: (1) cooperation, (2) respect for the individual understanding, (3) trust, (4) goodwill, (5)

Table 21

Extent of Influence of Individual Values in the Work Performance of Students and Shop Teachers of SUC's and DECS Technical-Vocational Schools in Region VIII

A. Individual:		Student's Responses												:	Shop Teachers Responses											
Values	:	BC:SS:LN:TT:FAN:L:SN:P:CN:N:VJ:SL:To-:G	:	BC:SS:LN:TT:FAN:L:SN:P:CN:N:VJ:SL:To-:G	:	A:P:T:MI:MC:I:SA:I:S:I:NV:SC:tal:W	:	A:P:T:MI:MC:I:SA:I:S:I:NV:SC:tal:W	:	T:C:S:ST:AT:T:T:T:AT:T:S:ST:	:	A:T:C:S:ST:AT:T:T:T:AT:T:S:ST:	:	A												
*	:	22:28:6:20:39:23:8:12:8:16:13:39:234:	:	5:13:6:8:7:11:4:10:4:8:4:12:92:	:																					
1. Self-reliance	98 106 21 77 160 86 33 51 29 63 51 161 963 4.00	:18	54 22 30 33 45 18 41 17 35 17 48 378 4.11	:																						
2. Self-discipline	99 112 23 83 158 92 35 55 32 65 52 163 969 4.14	:21	59 27 32 31 44 17 43 16 33 17 48 388 4.22	:																						
3. Good Personal Judgment	98 96 20 76 142 80 34 52 30 56 48 147 879 3.76	:18	57 25 33 29 45 16 42 17 32 17 46 377 4.09	:																						
4. Open-mindedness	85 108 22 73 146 77 30 54 31 55 47 143 871 3.72	:22	57 23 31 30 44 16 44 18 32 15 49 381 4.14	:																						
5. Perseverance	89 90 18 68 143 75 29 51 30 55 45 139 832 3.56	:19	52 24 28 29 44 16 45 17 32 15 47 368 4.00	:																						
6. Honesty	94 106 25 85 156 90 33 56 33 63 57 175 967 4.13	:21	59 27 33 33 57 17 44 17 34 18 47 407 4.42	:																						
7. Sense of Responsibility	97 107 21 77 155 89 34 56 30 66 51 157 940 4.02	:21	56 28 33 33 48 18 43 16 32 18 49 395 4.29	:																						
8. Courage	83 98 26 77 150 79 30 52 30 60 48 151 884 3.78	:20	53 24 33 31 45 16 40 16 36 17 47 378 4.11	:																						
9. Industry	86 100 21 74 146 79 32 52 28 64 46 147 875 3.74	:20	58 25 34 31 48 16 43 17 33 16 47 388 4.22	:																						
10.Prudence	80 85 16 64 137 72 29 48 29 57 45 139 801 3.42	:20	51 24 31 27 42 15 38 15 30 15 42 350 3.80	:																						
11.Promptness	77 95 18 66 134 76 28 49 30 55 45 140 813 3.47	:21	52 25 32 32 45 16 40 17 30 16 48 374 4.06	:																						
12.Creativeness	88 94 23 66 148 82 30 53 34 62 49 144 873 3.73	:21	56 26 32 33 44 16 43 15 32 16 45 379 4.12	:																						
13.Patience	93 98 22 78 157 82 31 53 32 61 50 164 921 3.94	:23	57 25 33 29 59 16 43 16 31 16 48 396 4.30	:																						
14.Good Work habit	98 109 26 80 153 88 32 51 29 67 49 156 938 4.01	:22	57 26 34 30 48 15 44 15 33 16 48 391 4.25	:																						
15.Retrospective-ness	83 99 18 72 141 74 33 49 31 65 45 138 848 3.62	:21	48 23 34 26 43 15 38 16 30 15 42 351 3.82	:																						
16.Innovativeness	83 90 20 67 137 66 28 49 32 61 46 125 804 3.44	:18	56 21 25 28 41 16 40 15 31 17 45 353 3.84	:																						
Total	352 448 96 320 624 368 128 192 128 256 208 624 3744 1431 340 2363 501 490 768 14151 1593 1183 1287 831 975 2389 3.78	:80 208 96 128 112 176 64 160 64 128 64 192 1472 882 508 742 671 516 747 326 395 485 259 263 261 6054 4.11	:																							

Note: * Number of students and shop teachers respondents

Table 22

Extent of Influence of Values Related to Others in the Work Performance of
Students of SUC's and DECS Technical-Vocational Schools in Region VIII

=====																
B. Values in	: DECS Technical-Vocational Schools : G :								SUC's Technical-Vocational Schools : G							
Relation to	:BCAT:LNTS:FANMCAT:SN SAT:CNSAT:VJNVS:Total: W :								SSPC:TTMIST:LIT : PIT: NIT:SLSCST:Total: W							
Others	† : 22 : 6 : 39 : 8 : 8 : 13 : 96 : A :								28 : 20 : 23 : 12 : 16 : 39 : 138 : A							

1. Cooperation	97	26	162	33	34	52	404	4.21	: 116	82	88	53	71	173	583	4.22
2. Social-minded- ness	83	21	137	31	32	48	352	3.67	: 89	70	77	50	62	148	496	3.59
3. Trust	97	23	155	33	37	51	396	4.13	: 106	80	93	56	70	167	572	4.14
4. Politeness	86	20	151	31	30	48	366	3.81	: 100	72	79	51	64	146	512	3.71
5. Tolerance	84	19	136	27	27	44	337	3.51	: 91	72	76	46	59	137	481	3.49
6. Dependability	83	21	137	30	29	47	347	3.61	: 94	71	78	46	59	133	481	3.49
7. Service above self	91	20	137	30	30	45	353	3.68	: 96	68	79	48	77	139	507	3.67
8. Dignity and Honor	83	17	145	30	35	47	357	3.72	: 94	81	90	49	66	160	540	3.91
9. Goodwill	94	22	146	32	32	48	374	3.89	: 101	78	90	54	59	161	543	3.93
10. Respect for the individual understanding	93	25	154	35	33	52	392	4.08	: 108	86	90	57	65	175	581	4.21
11. Recognition of the merits of others	87	25	142	33	33	46	366	3.81	: 98	77	79	48	61	149	512	3.71
12. Compassion	82	22	148	29	31	45	357	3.72	: 96	74	74	48	62	142	496	3.59

Total	264	72	468	96	96	156	1152		: 336	240	276	144	192	468	1656	
	1060	261	1750	374	383	573	4401	3.82	: 1189	911	993	606	775	1830	6304	3.81
=====																

Legend: † --> Number of student respondents

4.51 - 5:00 --> Extremely Influential

3.51 - 4:50 --> Highly Influential

2.51 - 3:00 --> Moderately Influential

1.51 - 2:50 --> Slightly Influential

1.00 - 1:50 --> Not Influential

dignity and honor, (6) recognition of the merits of others, (7) politeness, (8) service above self, (9) compassion, and (10) social-mindedness. While the prevailing two were indicated as moderately influential and they are: (1) dependability, and (2) tolerance, with the same weighted means of 3.49. However, to the students of DECS technical-vocational schools, all of the 12 values categories were marked highly influential which yielded a general weighted mean of 3.82 by SUC's and 3.81 by the DECS.

Table 23 indicates the comparison of the extent of influence of values related to others on the work performance between shop teachers of SUC's and DECS technical-vocational schools. It was disclosed that all of the 12 values categories were indicated as "highly influential" by both teachers of SUC's and DECS schools as shown by the general weighted mean of 4.16 and 4.01 respectively.

Table 24 gives the extent of influence of values related to others among the students and shop teachers in their work performance of SUC's and DECS technical-vocational schools. The data reveal that all of the 12 values categories were noted as highly influential by shop teachers which yielded an average weights ranging from 3.82 to 4.27. With the students only one was identified as moderately influential which is "tolerance" as shown by a

Table 23

Extent of Influence of Values Related to Others in the Work Performance of Shop
Teachers of SUC's and DECS Technical-Vocational Schools in Region VIII

=====																	
B. Values in	: DECS Technical-Vocational Schools : G :								SUC's Technical-Vocational Schools : G								
Relation to	:BCAT:LNTS:FANMCAT:SN SAT:CNSAT:VJNVS:Total: W :								SSPC:TTMIST:LIT : PIT: NIT:SLSCST:Total: W								
Others	N :	5 :	6 :	7 :	4 :	4 :	4 :	30 :	A :	13 :	8 :	11 :	10 :	8 :	12 :	62 :	A

1. Cooperation	22	25	34	16	17	18	132	4.40 :	55	33	48	42	34	49	261	4.21	
								:									
2. Social-minded-	20	24	29	16	15	17	121	4.03 :	51	30	42	40	32	46	241	3.89	
ness								:									
								:									
3. Trust	23	25	32	16	18	16	130	4.33 :	56	33	46	42	30	45	252	4.06	
								:									
4. Politeness	21	25	32	15	15	16	124	4.13 :	55	33	43	44	34	50	259	4.18	
								:									
5. Tolerance	19	22	29	16	16	14	116	3.87 :	52	33	42	39	29	45	240	3.88	
								:									
6. Dependability	19	23	30	15	16	16	119	3.97 :	50	31	41	39	30	41	232	3.74	
								:									
7. Service above	20	25	29	17	14	16	121	4.03 :	54	33	43	41	29	47	247	3.98	
self								:									
								:									
8. Dignity and	20	26	31	17	18	18	130	4.33 :	55	33	45	41	31	47	252	4.06	
Honor								:									
								:									
9. Goodwill	19	23	31	15	16	19	123	4.10 :	56	33	47	41	32	46	255	4.11	
								:									
10. Respect for	20	26	34	16	17	18	131	4.37 :	52	32	47	44	32	51	258	4.16	
the individual								:									
understanding								:									
								:									
11. Recognition of	21	24	32	16	18	16	127	4.23 :	53	28	43	40	29	47	240	3.87	
the merits of								:									
others								:									
								:									
12. Compassion	18	24	31	16	17	17	123	4.10 :	52	28	42	43	32	47	244	3.94	
								:									
								:									

Total	60	72	84	48	48	48	360	:	156	96	132	120	96	144	744		
	242	292	374	191	197	201	1497	4.16 :	641	380	529	496	374	561	2981	4.01	
=====																	

Legend: * --> Number of student respondents

4.51 - 5:00 --> Extremely Influential

1.51 - 2:50 --> Slightly Influential

3.51 - 4:50 --> Highly Influential

1.00 - 1:50 --> Not Influential

2.51 - 3:00 --> Moderately Influential

Table 24

Extent of Influence of Values Related to Others in the Work Performance of Students
and Shop Teachers of SUC's and DECS Technical-Vocational Schools in Region VIII

B. Values in:	Student's Responses															:	Shop Teachers Responses														
Relation :																															
to Others:	BC:	SS	LN:	TT	FAN:	L	SN	P	CN:	N	VJ	SL:	To-	G	BC:	SS	LN:	TT	FAN:	L	SN:	P	CN	N	VJ	SL	To-	G			
	A	P	T	MI	MC	I	SA	I	S	I	NV	SC:	tal:	W	A	P	T	MI	MC	I	SA:	I	S	I	NV	SC	tal:	W			
	T	C	S	ST	AT	T	T	T	AT:	T	S	ST:		A	T	C	S	ST	AT	T	T	T	AT	T	S	ST		A			
	*:22:	28	6	20	39:	23:	8	12	8	16:	13	39:	234:		5	13	6	8	7	11	4	10:	4	8	4	12	92:				
1. Coopera- tion	97	116	26	82	162	88	33	53	34	71	52	173	987	4.22:	22	55	25	33	34	48	16	42	17	34	18	49	393	4.27			
2. Social- mindedness	83	89	21	70	137	77	31	50	32	62	48	148	848	3.62:	20	51	24	30	29	42	16	40	15	32	17	46	362	3.93			
3. Trust	97	106	23	80	155	93	33	56	37	70	51	167	968	4.14:	23	56	25	33	32	46	16	42	18	30	16	45	382	4.15			
4. Polite- ness	86	100	20	72	151	79	31	51	30	64	48	146	878	3.75:	21	55	25	33	32	43	15	44	15	34	16	50	383	4.16			
5. Tolerance	84	91	19	72	136	76	27	46	27	59	44	137	818	3.49:	19	52	22	33	29	42	16	39	16	29	14	45	356	3.87			
6. Depend- ability	83	94	21	71	137	78	30	46	29	59	47	133	828	3.54:	19	50	23	31	30	41	15	39	16	30	16	41	351	3.82			
7. Service above self	91	96	20	68	138	79	30	48	30	77	45	139	860	3.67:	20	54	25	33	29	43	17	41	14	29	16	47	368	4.00			
8. Dignity & Honor	83	94	17	81	145	90	30	49	35	66	47	160	897	3.23:	20	55	26	33	31	45	17	41	18	31	18	47	382	4.15			
9. Goodwill	94	101	22	78	146	90	32	54	32	59	48	161	917	3.92:	19	56	23	33	31	47	15	41	16	32	19	46	378	4.11			
10. Respect for the individual under- standing	93	108	25	86	154	90	35	57	33	65	52	175	973	4.16:	20	52	26	32	34	47	16	44	17	32	18	51	389	4.23			
11. Recogni- tion of the merits of others	87	98	25	77	142	79	33	48	33	61	46	149	878	3.75:	21	53	24	28	32	43	16	40	18	29	16	47	367	3.99			
12. Compass- ion.	82	96	22	74	148	74	29	48	31	62	45	142	853	3.65:	18	52	24	28	31	42	16	43	17	32	17	47	367	3.99			
Total	264	336	72	240	468	276	96	144	96	192	156	468	2808		60	156	72	96	84	132	48	120	48	96	48	144	1104				
	1189		911		993		606		775		1830				641		380		529		496		374		561						
	1060		261		1750		374		383		573		10705	3.81:	242		292		374		191		197		201		4478	4.06			

weighted mean of 3.49. All the rest were considered highly influential. The students' general weighted mean was 3.81 or highly influential, while the shop teachers had a general weighted average of 4.06 or highly influential.

Values in Relation to Authority. Table 25 shows the extent of influence of values related to authority on the work performance among the students of SUC's and DECS technical-vocational schools. Out of the 16 value categories related to authority, only one was noted as moderately influential and that of "tact". While the 15 values were indicated as highly influential by the students of DECS technical-vocational schools as shown with the weighted means ranging from 3.55 to 4.31. These values are: (1) respect, (2) trust, (3) cooperation (4) sense of commitment, (5) obedience, (6) confidence, (7) thoughtfulness, (8) sense of responsibility, (9) frankness, (10) fairness, (11) dependability, (12) selflessness, (13) compassion, (14) promptness, and (15) firmness. However, to SUC's technical-vocational schools, 12 of the values categories were signified highly influential by the students which provide an average weights ranging from 3.51 to 4.43. The remaining four were identified as moderately influential namely: (1) promptness, (2) firmness, (3) tact, and (4) selflessness, with the average weights ranging from 3.34 to

Table 25

Extent of Influence of Values Related to Authority in the Work Performance of
Students of SUC's and DECS Technical-Vocational Schools in Region VIII

=====																
C. Values in	: DECS Technical-Vocational Schools : G :								SUC'S Technical-Vocational Schools : G							
Relation to	:BCAT:LNTS:FANMCAT:SN SAT:CNSAT:VJNVSTotal: W :SSPC:TTMIST:LIT : PIT: NIT:SLSCST:Total: W															
Authority	N : 22 : 6 : 39 : 8 : 8 : 13 : 96 : A : 28 : 20 : 23 : 12 : 16 : 39 : 138 : A															

1. Trust	97	26	162	33	32	52	402	4.19	: 144	86	90	56	65	175	586	4.25
2. Confidence	89	23	158	34	31	47	382	3.98	: 109	82	86	52	60	162	551	3.99
3. Respect	100	24	165	38	32	55	414	4.31	: 119	87	96	57	70	183	612	4.43
4. Cooperation	94	25	156	37	31	51	394	4.10	: 114	84	95	55	66	162	576	4.17
5. Obedience	94	24	151	35	30	49	383	3.99	: 102	81	85	55	66	157	546	3.96
6. Thoughtfulness	93	22	149	32	28	47	371	3.86	: 97	74	81	48	66	154	520	3.77
7. Selflessness	83	23	139	34	24	46	349	3.64	: 87	66	69	51	60	128	461	3.34
8. Frankness	84	20	144	30	30	47	355	3.69	: 87	65	76	50	62	147	487	3.53
9. Firmness	81	21	136	31	29	43	341	3.55	: 93	66	72	48	57	134	470	3.41
10.Tact	75	17	130	29	30	43	324	3.38	: 92	61	72	47	60	132	464	3.36
11.Sense of Res- ponsibility	91	23	144	33	30	45	366	3.81	: 101	84	79	48	69	161	542	3.93
								:								
12.Compassion	83	21	139	29	31	44	347	3.61	: 94	72	78	49	64	135	492	3.51
13.Fairness	81	21	141	29	37	44	353	3.68	: 94	71	74	51	67	141	498	3.61
14.Dependability	83	21	141	29	29	48	351	3.66	: 95	70	76	49	59	136	485	3.51
15.Promptness	85	16	138	32	29	45	345	3.59	: 91	68	71	51	66	136	483	3.50
16.Sense of Commitment	83	24	180	32	30	44	393	4.09	: 99	74	94	52	61	144	524	3.79
								:								

Total	352	96	624	128	128	208	1536		: 448	320	368	192	256	624	2208	
	1396	351	2373	517	483	750	5870	3.82	: 1588	1191	1294	819	1018	2387	8297	3.76
=====																

Legend: * --> Number of student respondents

4.51 - 5.00 --> Extremely Influential

3.51 - 4.50 --> Highly Influential

2.51 - 3.00 --> Moderately Influential

1.51 - 2.50 --> Slightly Influential

1.00 - 1.50 --> Not Influential

3.50. The general weighted mean of 3.76 for SUC's and 3.82 for DECS with adjectival rating of highly influential.

Table 26 elucidates the comparison of the extent of influence of values related to authority in the work performance between the shop teachers of SUC and DECS technical-vocational schools. The said table, reveals that both shop teachers of SUC's and DECS schools identified the 16 values categories as highly influential with weighted mean ranging from 3.80 to 4.47. The general weighted mean for all the values for shop teachers was 4.03 or highly influential while the general mean for students was 4.13 or highly influential.

Table 27 discusses the extent of influence of values related to authority in the work performance between the students and shop teachers of SUC's and DECS technical-vocational schools. In said table, all the 16 values were considered as highly influential by the shop teachers. Average weights range from 3.80 to 4.46. However, to the student respondents, 13 of the values were considered highly influential with average weights ranging from 3.54 to 4.38. The remaining three were noted as moderately influential namely: (1) firmness, (2) selflessness, and (3) tact, with the weighted means ranging from 3.37 to 3.47. The overall weighted mean for SUC's shop teachers was 4.06 or highly

Table 26

Extent of Influence of Values Related to Authority in the Work Performance of Shop Teachers of SUC's and DECS Technical-Vocational Schools in Region VIII

=====																
C. Values in Relation to Authority	: DECS Technical-Vocational Schools : G : SUC's Technical-Vocational Schools : G :BCAT:LNTS:FANMCAT:SNSAT:CNSAT:VJNVG:Total: W :SSPC:TTMIST:LIT : PIT: NIT:SLSCST:Total: W N : 5 : 6 : 7 : 4 : 4 : 4 : 30 : A : 13 : 8 : 11 : 10 : 8 : 12 : 62 : A															
1. Trust	20	27	31	17	18	17	130	4.33	: 55	33	45	47	34	47	261	4.21
2. Confidence	17	25	30	17	17	16	122	4.07	: 54	34	46	45	32	47	258	4.16
3. Respect	22	27	33	17	19	18	136	4.53	: 59	34	49	48	35	49	274	4.42
4. Cooperation	21	29	33	17	16	18	134	4.47	: 59	32	46	45	35	48	265	4.27
5. Obedience	21	28	30	17	17	19	132	4.40	: 56	34	44	45	33	45	257	4.15
6. Thoughtfulness	18	26	30	15	15	16	120	4.00	: 55	33	46	41	32	44	251	4.05
7. Selflessness	21	22	28	17	14	12	114	3.80	: 51	33	45	38	33	36	236	3.81
8. Frankness	19	24	31	17	16	15	122	4.07	: 51	29	46	42	31	40	239	3.85
9. Firmness	20	24	26	14	16	15	115	3.83	: 52	28	44	44	29	44	241	3.89
10. Tact	19	24	29	14	16	15	117	3.90	: 51	30	46	43	31	43	244	3.94
11. Sense of Responsibility	21	26	32	17	17	17	130	4.33	: 56	31	45	44	33	45	254	4.09
12. Compassion	17	24	28	16	16	14	115	3.83	: 55	31	45	42	30	41	244	3.94
13. Fairness	17	24	30	17	16	13	117	3.90	: 52	31	42	42	28	45	240	3.87
14. Dependability	16	23	32	18	15	17	121	4.03	: 55	30	44	39	31	39	238	3.84
15. Promptness	20	25	31	17	17	16	126	4.20	: 55	31	45	38	31	42	242	3.90
16. Sense of Commitment	22	26	31	17	17	16	129	4.30	: 57	30	45	43	32	46	253	4.08

Total	80	96	112	64	64	64	480		: 208	128	176	160	128	192	992	
	311	404	485	264	262	254	1980	4.13	: 873	504	723	686	510	701	3997	4.03
=====																

Legend:

* --> Number of student respondents

4.51 - 5:00 --> Extremely Influential

1.51 - 2:50 --> Slightly Influential

3.51 - 4:50 --> Highly Influential

1.00 - 1:50 --> Not Influential

2.51 - 3:00 --> Moderately Influential

Table 27

Extent of Influence of Values Related to Authority in the Work Performance of Students
and Shop Teachers of SUC's and DECS Technical-Vocational Schools in Region VIII

C. Values in:																													
Student's Responses															Shop Teachers Responses														
Relation to:																													
Authority	BC	SS	LN	TT	FAN	L	SN	P	CN	N	VJ	SL	To	G	BC	SS	LN	TT	FAN	L	SN	P	CN	N	VJ	SL	To	G	
	A	P	T	MI	MC	I	SA	I	S	I	NV	SC	tal	W	A	P	T	MI	MC	I	SA	I	S	I	NV	SC	tal	W	
	T	C	S	ST	AT	T	T	T	AT	T	S	ST		A	T	C	S	ST	AT	T	T	AT	T	S	ST		A		
N	22	28	6	20	39	23	8	12	8	16	13	39	234		5	13	6	8	7	11	4	10	4	8	4	12	92		
1. Trust	97	114	26	86	162	90	33	56	32	65	52	175	988	4.22	20	55	27	33	31	45	17	47	18	34	17	47	391	4.25	
2. Confidence	89	109	23	82	158	86	34	52	31	60	47	162	933	3.98	17	54	25	34	30	46	17	45	17	32	16	47	380	4.13	
3. Respect	100	119	24	87	165	96	38	57	32	70	55	183	1026	4.38	22	59	27	34	33	49	17	48	19	35	18	49	410	4.46	
4. Cooperation	94	114	25	84	156	95	37	55	31	66	51	162	970	4.15	21	59	29	32	33	46	17	45	16	35	18	48	399	4.34	
5. Obedience	94	102	24	81	151	85	35	55	30	66	49	157	929	3.97	21	56	28	34	30	44	17	45	17	33	19	45	389	4.23	
6. Thoughtfulness	93	97	22	74	149	81	32	48	28	66	47	154	891	3.81	18	55	26	33	30	46	15	41	15	32	16	44	371	4.03	
7. Selflessness	83	87	23	66	139	69	34	51	24	60	46	128	810	3.46	21	51	22	23	28	45	17	38	14	33	12	36	350	3.80	
8. Frankness	84	87	20	65	144	76	30	50	30	62	47	147	842	3.59	19	51	24	29	31	46	17	42	16	31	15	40	361	3.92	
9. Firmness	81	93	21	66	136	72	31	48	29	57	43	134	811	3.47	20	52	24	28	26	44	14	44	16	29	15	44	356	3.87	
10. Tact	75	92	17	61	130	72	29	47	30	60	43	132	788	3.37	19	51	24	30	29	46	14	43	16	31	15	43	361	3.92	
11. Sense of Responsibility	91	101	23	84	144	79	33	48	30	69	45	161	908	3.88	21	56	26	31	32	45	17	44	17	33	17	45	384	4.17	
12. Compassion	83	94	21	72	139	78	29	49	31	64	44	135	839	3.59	17	55	24	31	28	45	16	42	16	30	14	41	359	3.90	
13. Fairness	81	94	21	71	141	74	29	51	37	67	44	141	851	3.64	17	52	24	31	30	42	17	42	16	28	13	45	357	3.88	
14. Dependability	83	95	21	70	141	76	29	49	29	59	48	136	836	3.57	16	55	23	30	32	44	18	39	15	31	17	39	359	3.90	
15. Promptness	85	91	16	68	138	71	32	51	29	66	45	136	828	3.54	20	55	25	31	31	45	17	38	17	31	16	42	368	4.00	
16. Sense of Commitment	83	99	24	74	180	74	32	52	30	61	44	144	897	3.83	22	57	26	30	31	45	17	43	17	32	16	46	382	4.15	
Total	352	448	96	320	624	368	128	192	126	256	208	624	3742		80	208	96	128	112	176	64	160	64	128	64	192	1472		
	1588		1191		1294		819		1018		387				873		504		723		686		510		701				
	1396		351		2373		517		483		750		14147	3.78	311		404		485		264		262		254		5977	4.06	

influential. And for the students' group the general weighted mean was 3.78 or highly influential. This means that the teachers maintain a higher standard of values than the students, therefore there is a necessity of teaching these values more to the students.

Values in Relation to Community. Table 28 reflects the extent of influence of values related to community in the work performance of students of SUC's and DECS technical-vocational schools. Of the 13 values categories, 11 were indicated as highly influential which yielded an average weights ranging from 3.52 to 4.14 by the students of DECS technical-vocational schools. These values are: (1) friendliness, (2) cooperation, (3) self-sacrifice, (4) work-oriented, (5) sense of patriotism, (6) people-oriented, (7) associative, (8) self-denial, (9) foresight, (10) goal-directed, and (11) development consciousness. The last two were considered moderately influential with an average weights ranging from 3.46 to 3.50. These are: (1) consumer efficiency, and (2) selflessness. However, to the students respondents of SUC's technical-vocational schools, 11 were also indicated as highly influential which provides an average weights ranging from 3.54 to 4.18. The prevailing two which were marked as moderately influential are: (1) self-denial, and (2) selflessness which yielded an average

Table 28

Extent of Influence of Values Related to Community in the
Work Performance of Students of SUC's and DECS
Technical-Vocational Schools in Region VIII

D. Values in Relation to Community	: DECS Technical-Vocational Schools : G : :BCAT:LNTS:FANMCAT:SNSAT:CNSAT:VJNVS:Total: W : N : 22 : 6 : 39 : 8 : 8 : 13 : 96 : A :								SUC's Technical-Vocational Schools : G :SSPC:TTMIST:LIT : PIT: NIT:SLSCST:Total: W : 28 : 20 : 23 : 12 : 16 : 39 : 138 : A							
1. Sense of Patriotism	90	23	145	32	34	46	370	3.85 :	95	77	83	49	60	154	518	3.75
2. Friendliness	99	23	157	33	31	54	397	4.14 :	101	79	95	54	71	177	577	4.18
3. People- Oriented	93	25	138	32	31	45	364	3.79 :	98	72	85	50	60	158	523	3.79
4. Assoicative	85	20	142	30	32	47	356	3.71 :	97	76	81	49	63	149	515	3.73
5. Goal- directed	80	21	129	31	29	48	338	3.52 :	98	69	76	55	62	153	513	3.72
6. Cooperation	97	23	154	37	30	50	391	4.07 :	101	74	90	55	66	167	553	4.01
7. Work-Oriented	90	22	152	33	31	49	377	3.93 :	107	65	81	52	63	150	518	3.75
8. Consumer Efficiency	85	20	130	30	29	42	336	3.50 :	95	67	73	50	63	140	488	3.54
9. Self-sacrifice	96	25	155	34	30	51	391	4.07 :	108	81	79	53	65	163	549	3.98
10. Self-denial	85	21	138	33	28	46	351	3.66 :	91	72	71	48	58	139	479	3.47
11. Selflessness	81	20	130	30	26	45	332	3.46 :	86	74	65	49	60	136	470	3.41
12. Development Consciousness	85	18	134	30	26	45	338	3.52 :	98	75	77	47	63	145	505	3.66
13. Foresight	85	19	137	30	26	46	343	3.57 :	99	73	77	53	63	134	499	3.62
	286	78	507	104	104	169	1248	:	364	260	299	156	208	507	1794	
Total	1151	280	1841	415	383	614	4684	3.75 :	1274	954	1033	664	817	1965	6707	3.74

Legends:

4.51 - 5.00 --> Extremely Influential
3.51 - 4.50 --> Highly Influential
2.51 - 3.50 --> Moderately Influential

1.51 - 2.50 --> Slightly Influential
1.00 - 1.50 --> Not Influential

weights ranging from 3.41 to 3.47. Both groups had a descriptive rating of highly influential or general weighted mean of 3.74 and 3.75 respectively for all the values enumerated.

Table 29 shows the comparison of the extent of influence of values related to community in the work performance among the shop teachers of SUC's and DECS technical-vocational schools. In said table, all the 13 values categories were identified as highly influential by shop teachers of DECS technical-vocational schools with the weighted means ranging from 3.60 to 4.37. However, for the shop teachers of SUC's, 12 of the values categories were also considered highly influential, except "self-denial" as moderately influential with the weighted mean 3.50. The general weighted average for SUC shop teacher was 3.96 and for DECS shop teachers the general mean was 3.89 or highly influential.

Table 30 equates the extent of influence of values related to community in the work performance of students and shop teachers of SUC's and DECS technical-vocational schools. It is shown in said table, that the 13 values were signified as highly influential by the shop teachers which yielded an average general weights of 3.92. While, on the part of the students only one of the 13 values was

Table 29

Extent of Influence of Values Related to Community in the
Work Performance of Shop Teachers of SUC'S and DECS
Technical-Vocational Schools in Region VIII

D. Values in Relation to Community																	
: DECS Technical-Vocational Schools : 6 : SUC's Technical-Vocational Schools : 6																	
:BCAT:LNTS:FANMCAT:SNSAT:CNSAT:VJNVS :Total: W :SSPC:TTMIST:LIT : PIT: NIT:SLSCST:Total: W																	
N : 5 : 6 : 7 : 4 : 4 : 4 : 30 : A : 13 : 8 : 11 : 10 : 8 : 12 : 62 : A																	
1. Sense of Patriotism	18	26	33	16	17	16	126	4.20	:	52	29	43	41	32	49	246	3.97
2. Friendliness	21	26	34	16	18	16	131	4.37	:	53	33	47	41	35	52	261	4.21
3. People-Oriented	16	25	30	16	17	15	119	3.97	:	52	31	44	40	33	47	247	3.98
4. Associative	15	23	30	17	16	17	118	3.93	:	48	33	43	41	33	45	243	3.92
5. Goal-directed	17	24	30	17	17	16	121	4.03	:	56	32	44	38	33	46	249	4.02
6. Cooperation	21	26	32	19	17	15	130	4.33	:	58	34	44	42	36	50	264	4.26
7. Work-Oriented	17	25	30	19	16	15	122	4.07	:	55	32	45	40	35	48	255	4.11
8. Consumer Efficiency	18	21	24	16	15	14	108	3.60	:	49	30	43	35	31	40	228	3.08
9. Self-sacrifice	17	23	27	17	15	15	114	3.80	:	50	31	42	36	29	44	232	3.74
10. Self-denial	18	23	27	16	15	11	110	3.67	:	45	31	41	36	27	37	217	3.50
11. Selflessness	16	21	29	15	16	11	108	3.60	:	51	32	40	33	29	40	225	3.63
12. Development Consciousness	20	25	28	17	16	13	119	3.97	:	54	32	44	33	31	44	238	3.84
13. Foresight	18	24	28	18	17	15	120	4.00	:	56	31	43	34	30	44	238	3.84
Total	65	78	91	52	52	52	390		:	169	104	143	130	104	156	806	
	232	312	382	219	212	189	1546	3.96	:	679	411	563	490	414	586	3143	3.89

Legend:

4.51 - 5.00 --> Extremely Influential
 3.51 - 4.50 --> Highly Influential
 2.51 - 3.50 --> Moderately Influential

1.51 - 2.50 --> Slightly Influential
 1.00 - 1.50 --> Not Influential

Table 30

Extent of Influence of Values Related to Community in the Work Performance of Students
and Shop Teachers of SUC's and DECS Technical-Vocational Schools in Region VIII

D. Values in:	Student's Responses												:	Shop Teachers Responses														
Relation :																												
to Com-	BC	SS	LN	TT	FAN	L	SN	P	CN	N	V	SL	To	G	BC	SS	LN	TT	FAN	L	SN	P	CN	N	VJ	SL	To	G
munity	A	P	T	MI	MC	I	SA	I	S	I	JN	SC	tal	W	S	P	T	MI	MC	I	SA	I	S	I	NV	SC	tal	W
	T	C	S	ST	AT	T	T	T	AT	T	VS	ST		A	T	C	S	ST	AT	T	T	T	AT	T	S	ST		A
	22	28	16	20	39	23	8	12	8	16	13	39	234		5	13	6	8	7	11	4	10	4	8	4	12	92	
1. Sense of Patriotism	90	95	23	77	145	83	32	49	34	60	46	154	888	3.79	18	52	26	29	33	43	16	41	17	32	16	49	372	4.04
														:														
														:														
2. Friendliness	99	101	23	79	157	95	33	54	31	71	54	177	974	4.16	21	53	26	33	34	47	16	41	18	35	16	52	392	4.26
														:														
														:														
3. People-Oriented	93	98	25	72	138	85	32	50	31	60	45	158	887	3.79	16	52	25	31	30	44	16	40	17	33	15	47	366	3.98
														:														
														:														
4. Associative	85	97	20	76	142	81	30	49	32	63	47	149	871	3.72	15	48	23	33	30	43	17	41	16	33	17	45	361	3.92
														:														
														:														
5. Goal-Oriented	80	98	21	69	129	76	31	55	29	62	48	153	851	3.64	17	56	24	32	30	44	17	38	17	33	16	46	370	4.02
														:														
														:														
6. Cooperation	97	101	23	74	154	90	37	55	30	66	50	167	944	4.03	21	58	26	34	32	44	19	42	17	36	15	50	394	4.28
														:														
														:														
7. Work-Oriented	90	107	22	65	152	81	33	52	31	63	49	150	895	3.82	17	55	25	32	30	45	19	40	16	35	15	48	377	4.09
														:														
														:														
8. Consumer Efficiency	85	95	20	67	130	73	30	50	29	63	42	140	824	3.52	18	49	21	30	24	43	16	35	15	31	14	40	336	3.65
														:														
														:														
9. Self-Sacrifice	96	108	25	81	155	79	34	53	30	65	51	163	940	4.02	17	50	23	31	27	42	17	36	15	29	15	44	346	3.76
														:														
														:														
10. Self-Denial	85	91	21	72	138	71	33	48	28	58	46	139	830	3.55	18	45	23	31	27	41	16	36	15	27	11	37	327	3.55
														:														
														:														
11. Selflessness	81	86	20	74	130	65	30	49	26	60	45	136	802	3.43	16	51	21	32	29	40	15	33	16	29	11	40	333	3.62
														:														
														:														
12. Development Consciousness	85	98	18	75	134	77	30	47	26	63	45	145	843	3.60	20	54	25	32	28	44	17	33	16	31	13	44	357	3.88
														:														
														:														
13. Foresight	85	99	19	73	137	77	30	53	26	63	46	134	842	3.59	18	56	24	31	28	43	18	34	17	30	15	44	358	3.89
														:														
														:														
Total	286	364	78	260	507	299	104	156	104	208	169	507	3042		65	169	78	104	91	143	52	130	52	104	52	156	1196	
	1274		954		1033		664		817		1965			:	679		411		563		490		414		586			
	1151		280		1841		415		383		614		11391	3.74	232		312		382		219		212		189		4689	3.92

considered moderately influential which was "selflessness" with the weighted mean of 3.43. This implies that when students work in the community, they tend to employ not much effort in accomplishing their work effectively. The overall weighted mean of 3.74 with adjectival rating of highly influential.

Values in Relation to God. Table 31 gives the comparison of the extent of influence of values related to God in the work performance of students of SUC's and DECS technical-vocational schools. Most of the values categories were indicated as highly influential by the students of both SUC's and DECS schools except one, which was noted as extremely influential "love" with a weighted mean of 4.59 by the students of SUC's schools. The remaining 13 of these values were: (1) trust, (2) faith, (3) hope, (4) charity, (5) self-reliance, (6) sincerity, (7) humility, (8) reverence, (9) compassion, (10) tolerance, (11) sense of propriety, (12) piety, and (13) self-denial. All of these values yielded the weighted means ranging from 3.58 to 4.48. Over all grand mean for both groups indicate the values as highly influential.

Table 32 collates the extent of the influence of values related to God in the work performance among the shop teachers of SUC's and DECS technical-vocational schools.

Table 31

Extent of Influence of Values Related to God in the Work
Performance of Students of SUC's and DECS Technical
Vocational Schools in Region VIII

E. Values in Relation to God	: DECS Technical-Vocational Schools : G :										: SUC's Technical-Vocational Schools : G									
	:BCAT:LNTS:FANMCAT:SN SAT:CNSAT:VJNVS:Total: W										:SSPC:TTMIST:LIT : PIT: NIT:SLSCST:Total: W									
	N : 22	: 6	: 39	: 8	: 8	: 13	: 96	: A	: 28	: 20	: 23	: 12	: 16	: 39	: 138	: A				
1. Love	99	26	171	37	33	52	418	4.35	: 120	91	104	57	75	189	634	4.59				
2. Trust	102	26	169	35	34	55	421	4.39	: 113	86	106	57	74	182	618	4.48				
3. Faith	98	24	164	35	32	56	409	4.26	: 113	86	105	55	73	179	611	4.43				
4. Hope	99	25	166	35	29	54	408	4.25	: 111	82	101	53	73	175	595	4.31				
5. Charity	114	22	152	32	33	48	401	4.18	: 104	78	92	52	68	157	551	3.99				
6. Reverence	85	24	142	32	31	48	362	3.77	: 95	78	83	52	61	151	520	3.77				
7. Piety	85	20	135	31	30	49	350	3.65	: 88	71	79	48	63	148	497	3.60				
8. Sincerity	95	25	152	32	29	51	384	4.00	: 94	75	89	52	68	161	539	3.91				
9. Tolerance	87	22	138	30	26	46	349	3.64	: 94	72	84	47	61	154	512	3.71				
10. Self-reliance	91	23	150	34	33	49	380	3.96	: 102	81	88	54	70	151	546	3.96				
11. Self-denial	86	21	142	33	30	48	360	3.75	: 92	75	80	49	61	137	494	3.58				
12. Humility	90	23	138	29	31	47	358	3.73	: 95	80	81	53	66	147	522	3.78				
13. Sense of Pro- priety	89	24	142	30	28	47	360	3.75	: 91	75	84	51	61	141	503	3.64				
14. Compassion	87	22	144	30	27	46	356	3.71	: 99	78	80	46	64	147	514	3.72				
Total	308	84	546	112	112	182	1344	3.96	: 392	280	322	168	224	546	1932	3.96				

Legend:

4.51 - 5.00 --> Extremely Influential
3.51 - 4.50 --> Highly Influential
2.51 - 3.50 --> Moderately Influential

1.51 - 2.50 --> Slightly Influential
1.00 - 1.50 --> Not Influential

Table 32

Extent of Influence of Values Related to God in the Work Performance
of Shop Teachers of SUC's and DECS Technical-
Vocational Schools in Region VIII

=====																	
E. Values in	: DECS Technical-Vocational Schools : 6 :								SUC's Technical-Vocational Schools : 6								
Relation to	:BCAT:LNTS:FANMCAT:SN SAT:EN SAT:VJNVSTotal: W :								SSPC:TTMIST:LIT : PIT: NIT:SLSCST:Total: W								
God	N : 5	: 6	: 7	: 4	: 4	: 4	: 30	: A	: 13	: 8	: 11	: 10	: 8	: 12	: 62	: A	

1. Love	23	29	32	18	19	19	140	4.67	:	64	34	51	49	38	53	289	4.66
2. Trust	24	29	33	20	19	18	143	4.77	:	63	34	49	47	36	55	284	4.58
3. Faith	24	30	32	18	19	20	143	4.77	:	64	33	51	47	36	55	286	4.61
4. Hope	21	29	32	19	18	19	138	4.60	:	60	32	50	46	31	53	272	4.39
5. Charity	20	24	32	18	17	18	129	4.30	:	58	33	48	44	34	50	267	4.31
6. Reverence	17	27	32	16	16	17	125	4.17	:	57	34	47	44	34	50	266	4.29
7. Piety	16	24	27	16	17	15	115	3.83	:	55	31	47	45	35	52	265	4.27
8. Sincerity	21	26	35	16	17	18	133	4.43	:	61	33	51	45	32	53	275	4.44
9. Tolerance	20	25	30	16	17	16	124	4.13	:	56	29	48	41	31	52	257	4.15
10. Self-reliance	21	25	31	18	17	18	130	4.33	:	57	31	48	41	33	51	261	4.21
11. Self-denial	17	26	29	16	16	12	116	3.87	:	56	32	45	40	31	44	248	4.00
12. Humility	22	25	30	16	16	18	127	4.23	:	61	33	45	45	32	49	265	4.27
13. Sense of Pro- priety	17	25	28	16	15	17	118	3.93	:	56	32	46	42	31	48	255	4.11
14. Compassion	18	26	29	17	15	18	123	4.10	:	57	31	46	45	34	49	262	4.23

Total	70	84	98	56	56	56	420	:	182	112	154	140	112	168	868		
	281	370	432	240	238	243	1804	4.29	:	825	452	672	621	468	714	3752	4.32
=====																	

Legend:

4.51 - 5.00 --> Extremely Influential
 3.51 - 4.50 --> Highly Influential
 2.51 - 3.50 --> Moderately Influential

1.51 - 2.50 --> Slightly Influential
 1.00 - 1.50 --> Not Influential

Out of the 14 values , only 3 were considered extremely influential by the shop teachers of SUC's technical-vocational schools with the weighted averages ranging from 4.58 to 4.66. The remaining 11 were noted as highly influential with average weights ranging from 4.00 to 4.44. However, to the shop teachers of DECS, four out of the 14 values categories were marked as extremely influential which provided an average weights ranging from 4.60 to 4.77. These values are: (1) trust, (2) faith, (3) love, and (4) hope.

Table 33 show the extent of the influence of values related to God in the work performance of the students and shop teachers of SUC's and DECS technical-vocational schools.

In this table, all the 14 values were signified by the students as highly influential, having yielded the weighted means ranging from 3.62 to 4.49. However, to the shop teachers respondents, out of the 14 values categories, three considered extremely influential with the weighted averages ranging 4.64 to 4.66, these are: (1) faith, (2) love, (3) trust. This implies that these values are important in producing effective workers.

Table 33

Extent of Influence of Values Related to GOD in the Work Performance
of Students and Shop Teachers of SUC's and DECS Technical
Vocational Schools in Region VIII

E. Values in:		Student's Responses													:	Shop Teachers Responses													
Relation :															:														
to GOD		BC	SS	LN	TT	FAN	L	SN	P	CN	N	VJ	SL	To	G	BC	SS	LN	TT	FAN	L	SN	P	CN	N	VJ	SL	To	G
		A	P	T	MI	MC	I	SA	I	S	I	NV	SC	tal	W	A	P	T	MI	MC	I	SA	I	S	I	NV	SC	tal	W
		T	C	S	ST	AT	T	T	T	AT	T	S	ST		A	T	C	S	ST	AT	T	T	T	AT	T	S	ST		A
		22	28	6	20	39	23	8	12	8	16	13	39	234		5	13	6	8	7	11	4	10	4	8	4	12	92	
1. Love		99	120	26	91	171	104	37	57	33	75	52	187	1052	4.49	23	64	29	34	32	51	18	47	19	38	19	53	427	4.64
2. Trust		102	113	26	86	169	106	35	57	34	74	55	182	1039	4.44	24	63	29	34	33	49	20	47	19	36	18	55	427	4.64
3. Faith		98	113	24	86	164	105	35	55	32	73	56	179	1020	4.36	24	64	30	33	32	51	18	47	19	36	20	55	429	4.66
4. Hope		99	111	25	82	166	101	35	53	29	73	54	175	1003	4.29	21	60	29	32	32	50	19	46	18	31	19	53	410	4.46
5. Charity		114	104	22	78	152	92	32	52	33	68	48	157	952	4.09	20	58	24	33	32	48	18	44	17	34	18	50	396	4.30
6. Reverence		85	95	24	78	142	83	32	52	31	61	48	151	882	3.77	17	57	27	34	32	47	16	44	16	34	17	50	391	4.25
7. Piety		85	88	20	71	135	79	31	48	30	63	49	148	847	3.62	16	55	24	31	27	47	16	45	17	35	15	52	380	4.13
8. Sincerity		95	94	25	75	152	89	32	52	29	68	51	161	923	3.94	21	61	26	33	35	51	16	45	17	32	18	53	408	4.43
9. Tolerance		87	94	22	72	138	84	30	47	26	61	46	154	861	3.68	20	56	25	29	30	48	16	41	17	31	16	52	381	4.14
10. Self-reliance		91	102	23	81	150	88	34	54	33	70	49	151	926	3.96	21	57	25	31	31	48	18	41	17	33	18	51	391	4.25
11. Self-denial		86	92	21	75	142	80	33	49	30	61	48	137	854	3.65	17	56	26	32	29	45	16	40	16	31	12	44	364	3.96
12. Humility		90	95	23	80	138	81	29	53	31	66	47	147	880	3.76	22	61	25	33	30	45	16	45	16	32	18	49	392	4.26
13. Sense of Propriety		89	91	24	75	142	84	30	51	28	61	47	141	863	3.69	17	56	25	32	28	46	16	42	15	31	17	48	373	4.05
14. Compassion		87	99	22	78	144	80	30	46	27	64	46	147	870	3.72	18	57	26	31	29	46	17	45	15	34	18	49	385	4.18
Total		308	392	84	280	546	322	112	168	112	224	182	546	3276		70	182	84	112	98	154	56	140	56	112	56	168	1288	
		1411		1108		1256		726		938		2217				825		452		672		621		468		714			
		1307		327		2105		455		426		696		12972	3.92	281		370		432		240		238		243		5554	4.31

Significant Difference Between the Perception
of the Students and Shop Teachers Relative
to the Extent of influence of the Five
Core Values in Their Work Performance

One logical step in applying a test of significance, is to examine the difference between the two mean x_1-x_2 , brought out in a study with two variable of consideration. There are two levels to consider if there exist a difference between the two means. That is, if the probability is equal to or less than 0.05, then the difference is said to be significant at 0.05 or 5 percent level. And if the probability is 0.01 or less, the difference is said to be significant at 0.01 or 1 percent level. The increase or decrease in the difference between two means is the basis of rejecting or accepting the null hypothesis (H_0). Thus, the larger the difference between two means, the less likely to accept H_0 , otherwise, it is rejected.

To test, therefore the significant difference of the two mean in the perception of the two groups of respondents relative to the extent of influence of the five core values in their work performance, the Chi-square (X^2) was used. Hence, there are two subjects of variables to equate with the different values in the five core areas. The general number of frequencies were considered for purpose of computation. Henceforth, Table 34 is presented showing the contingency table as devised in the computation of the

appropriate expected or theoretical frequencies to be paired with the observed or empirical frequencies used in the calculation of χ^2 .

Based on the computation, it was disclosed that no difference exists between the perception of the students and shop teachers in the influence of the five core values in their work performance as reflected by the obtained χ^2 of 3.908 which is less than the critical values of 9.499 at .05 level of significance. The null hypothesis therefore, that "there is no significant difference between the perception of the two groups of respondents relative to the extent of influence of the values in their work performance" was accepted.

These findings mean that the students and the shop teachers have the same perceptions regarding the extent of influence of the five-core values.

Level of Self-Possession of the Personality Factors in the Students and Shop Teachers Affecting Their Work Performance

Human personality as an absolute and ultimate set of values can not be measured by socio-utilitarian criteria, but more or less through scientific measures by means of empirical analysis from data of personality factors identifying the person's character traits, attitude or habits necessary in the performance of an efficient and

Table 34

Contingency Table Showing the Number of Frequencies of the Perception of the Students & Shop Teachers Relative to the Extent of Influence of the Five Core Values in Their Work Performance

Core Values	: Students	: Shop	: Total
	:	: Teachers	:
1. Values as individual	14151 (14207.04)	6054 (5997.96)	20205
2. Values in relation to others	10705 (10675.85)	4478 (4507.15)	15183
3. Values in relation to authority	14147 (14150.09)	5977 (5973.91)	20124
4. Values in relation to community	11391 (11306.57)	4689 (4773.43)	16080
5. Values in relation to God	12972 (13026.46)	5554 (5499.54)	18526
Total	63366	26752	90118

Note: See Appendix N for the computation

Table 35

Calculation of Data in Table 34 Using Chi-Square

Items:	O	E	E-O	(O-E) ²	$\frac{(O-E)^2}{E}$
:	:	:	:	:	:
1	14151	14207.04	-56.04	3140.48	.221
2	6054	5997.96	56.04	3140.48	.524
3	10705	10675.85	29.15	849.72	.079
4	4478	4507.15	-29.15	849.72	.189
5	14147	14150.09	-3.09	9.55	.001
6	5977	5973.91	3.09	9.55	.002
7	11391	11306.57	84.43	7128.42	.630
8	4689	4773.43	-84.43	7128.42	1.495
9	12972	13026.46	-54.46	2965.89	.228
10	5554	5499.54	54.46	2965.89	.539
Total	90118	90118	Computed	$X^2 = 3.908$	

Critical X^2 value at .05 significant level at df 4 is 9.499)
Decision: Accept null hypothesis

effective work.

Tables 36, 37, and 38 present data gathered from students and shop teachers in selected SUC's and DECS technical-vocational schools and colleges in Region VIII, their position in the items presented in the questionnaire, thus "What is the level of one's possession of the given personality factors in order to lead others to work effectively?". These data of the personality factors were treated in three aspects of comparison based on the five scales of self-possession level. To this extent, weights were arbitrarily assigned: Five (5) for superior possession, with weighted averages ranging from 4.51 to 5.00; Four (4) for Above average possession, ranging from 3.51 to 4.50; Three (3) for Average possession, ranging from 2.51 to 3.50; Two (2) for Below average possession, ranging from 1.51 to 2.50; and One (1) for None possession, ranging from 1 to 1.50.

Table 36 shows the comparison of the position of the self-possessed level on the personality factors between the students of SUC's and DECS technical-vocational schools. Out of the 10 personality factors, 8 were identified by students of SUC's as above average possession with weighted average from 3.59 to 4.10. These personality factors are: (1) controlled, socially-precise, self-discipline, compulsive

Table 36

Level of Self-Possession of the Personality Factor
Among the Students of SUC's and DECS Technical-
Vocational Schools in Region VIII

Personality	: DECS Technical-Vocational Schools								: SUC'S Technical-Vocational Schools							
Factors	: BC	: LN	:FAN	: SN	:CN	: VJ	: To	: G	: TTM	:	:	:SLS	:	:	: G	:
	: AT	: TS	:MCAT	: SAT	:SAT	: NVS	: tal	: W	:SSPC	:IST	:LIT	:PIT	:NIT	:CST	:Total	: W
	: 22	: 6	: 39	: 8	: 8	: 13	: 96	: A	: 28	: 20	: 23	: 12	:16	: 39	: 138	: A
1. Submissive	94	23	163	29	31	47	387	4.03	: 104	83	81	53	63	165	549	3.98
2. Harria	88	20	142	28	31	45	354	3.69	: 89	78	77	48	63	144	499	3.62
3. Alaxia	84	23	140	26	26	48	347	3.61	: 117	77	74	53	59	143	523	3.79
4. Praxermia	88	23	145	31	27	48	362	3.77	: 106	77	84	54	65	159	545	3.95
5. Untroubled Adequacy	79	21	130	26	29	46	331	4.45	: 103	70	80	52	53	144	502	3.64
6. Group adherence	84	20	142	28	24	50	348	3.63	: 103	70	74	47	56	146	496	3.59
7. Parmia	76	17	125	26	26	46	316	3.29	: 89	60	70	43	59	129	450	3.26
8. Autia	78	20	128	26	28	42	322	3.35	: 92	64	65	41	57	131	450	3.26
9. Self-Sufficiency	84	22	156	29	32	45	368	3.83	: 93	76	76	47	61	149	502	3.64
10.High self-concept control	90	43	156	32	33	50	385	4.01	: 105	84	88	54	69	166	566	4.10
	220	60	390	80	80	130	960		: 280	200	230	120	160	390	1380	
Total	845	213	1427	281	287	467	3520	3.67	:1001	739	769	492	605	1476	5082	3.68

(high self-concept control); (2) Humble, mild, obedient, conforming (submissive); (3) Practical, careful, conventional, regulated by external realities, proper (Praxermia); (4) Trusting, adoptable, free of jealousy, easy to get on with (Alaxia); (5) Placid, self-assured, confident, serene (untrouble Adequacy); (6) Self-sufficient, prefers own decisions, resourceful (Self-sufficiency); (7) Tough-mindedness, self-reliant, realistic, no-nonsense (Harria); and (8) Group-dependent, a "joiner" and sound follower (Group Adherence). While the remaining two were noted as average possession with a weighted mean of 3.26. These are: (1) Venturesome, socially-bold, uninhabited, spontaneous, (Parmia); (2) Imaginative, wrapped up in inner urgencies, careless of practical matters, Bohemian (Autia). However, students of DECS schools, signified most of the 10 personality factors as above average possession with average weights ranging from 3.61 to 4.03, except three as average possession which yielded an average ranging from 3.29 to 3.45. These are: (1) Placid, self-assured, confident, serene (untroubled Adequacy; (2) Imaginative, wrapped up in inner urgencies, careless of practical matters, Bohemian (Autia); and (3) Venturesome, socially-bold, uninhibited, spontaneous (Parmia). The general weighted mean was described as above average possession from

SUC's possess these values higher than students from DECS.

Table 37 shows the position of the shop teachers of SUC's and DECS technical-vocational schools relative to their self-possessed level on the ten personality factors affecting their work performance. It was noted that both the shop teachers of SUC's and DECS schools mostly marked the 10 personality factors as above average possession with weighted average ranging from 3.63 to 4.27, except the personality factors of "Autia", that is of "imaginative, wrapped up in inner urgencies, careless or practical matters," as average possession with weighted means ranging from 3.26 to 3.40.

Table 38 exhibits the position of the students, and shop teachers of SUC's and DECS technical-vocational schools in their possession of the ten personality factors affecting their work performance. It was disclosed that out of the 10 personality factors, nine were signified by the shop teachers of their personality factors as above average possession with the weighted averages ranging from 3.63 to 4.16, except the personality factors of "Autia" as average possession. However, on the part of the students, 8 of the 10 personality factors were identified as above average possession with the yielded weights ranging from 3.56 to 4.06. While the prevailing two were indicated as

Table 37

Level of Self-Possession of the Personality Factor Among
the Shop Teachers of SUC's and DECS Technical-
Vocational Schools in Region VIII

Personality Factors	: DECS Technical-Vocational Schools : G :								: SUC's Technical-Vocational Schools :							
	:BCAT:LNTS:FANMCAT:SN SAT:CNSAT:VJNVG:Total: W :								SSPC:TTMIST:LIT: PIT: NIT:SLSCST:Total:GWA							
N	: 5	: 6	: 7	: 4	: 4	: 4	: 30	: A	: 13	: 8	: 11	: 10	: 8	: 12	: 62	:
1. Submissive	21	26	29	18	16	18	128	4.27	56	35	43	40	34	45	243	4.08
2. Harria	20	24	30	13	16	16	119	3.97	55	32	42	40	33	49	251	4.05
3. Alaxia	19	26	31	16	16	17	125	4.17	56	31	44	39	34	45	249	4.02
4. Praxermia	17	25	27	16	16	16	117	3.90	55	33	48	43	33	49	261	4.21
5. Untroubled Adequacy	18	24	28	16	15	16	117	3.90	51	31	45	44	30	41	242	3.90
6. Group adherence	18	24	30	14	14	15	115	3.85	47	30	41	39	28	43	228	3.68
7. Parmia	17	22	27	14	15	14	109	3.63	44	30	40	41	28	42	225	3.63
8. Autia	16	21	25	15	13	12	102	3.40	41	29	41	32	26	33	202	3.26
9. Self-Sufficiency	19	25	28	12	13	14	111	3.70	48	31	45	34	35	39	232	3.74
10.High self-concept control	16	23	30	17	14	17	117	3.90	53	33	45	42	33	45	251	4.05
	50	60	70	40	40	40	300		130	80	110	100	80	120	620	
Total	181	240	285	151	148	155	1160	3.87	506	315	434	394	314	431	2394	3.86

Table 38

Level of Self-Possession on the Personality Factors Between
the Students and Shop Teachers of SUC's and DECS
Technical-Vocational Schools in Region VIII

Personality: Factors	Student's Responses														Shop Teachers Responses													
	: BC:SS :LN :TT :FAN: L :SN: P :CN :N : VJ:SL :To-: G : BC: SS: LN: TT:FAN:L :SN:P :CN : N :VJ:SL :To- :G : A :P : T :MI :MC : I :SA: I : S :I :NV :SC :tal: W : A : P : T : MI:MC :I :SA:I :S : I :NV:SC :tal :W : T :C : S :ST :AT : T :T : T : AT:T :S :ST : : A : T : C : S : ST:AT :T :T :T :AT : T :S :ST : : A : 22:28 : 6 :20 :39 :23 : 8:12 : 8 :16 :13 :39 :234: : 5 : 13: 6 : 8 : 7 :11: 4:10: 4 : 8 : 4:12 : 92 :																											
1. Sub- missive	94	104	23	83	163	81	29	53	31	63	47	165	936	4.00:	21	58	26	35	29	43	18	40	16	34	18	45	383	4.16
2. Harria	88	89	20	78	142	77	28	48	31	63	45	144	853	3.65:	20	55	24	32	30	42	13	40	16	33	16	49	370	4.02
3. Alexia	84	117	23	77	140	74	26	53	26	59	48	143	870	3.72:	19	56	26	31	31	44	16	39	16	34	17	45	374	4.06
4. Praxemia	88	106	23	77	145	84	31	54	27	65	48	159	907	3.85:	17	55	25	33	27	48	16	43	16	33	16	49	378	4.11
5. Untroubli- ed adequacy	79	103	21	70	130	80	26	52	29	53	46	144	833	3.56:	18	51	24	31	28	45	16	44	15	30	16	41	359	3.90
6. Group adherence	84	103	20	70	142	74	28	47	24	56	50	146	844	3.61:	18	47	24	30	30	41	14	39	14	28	15	43	343	3.73
7. Parnia	76	89	17	60	25	70	26	43	26	59	46	129	766	3.27:	17	44	22	30	27	40	14	41	15	28	14	42	334	3.63
8. Autia	78	92	20	64	128	65	26	41	28	57	42	131	772	3.29:	16	41	21	29	25	41	15	32	13	26	12	33	304	3.30
9. Self- Sufficiency	84	93	22	76	156	76	29	47	32	61	45	149	870	3.72:	19	48	25	31	28	45	12	34	13	35	14	39	343	3.75
10. High Self Concept	90	105	24	84	156	88	32	54	33	69	50	166	951	4.06:	16	53	23	33	30	45	17	42	14	33	17	45	368	4.00
	220	280	60	200	390	230	80	120	80	160	130	390	2340	:	50	130	60	80	70	110	40	100	40	80	40	120	920	
	1001		739		769		492		605		1476			:	506		315		434		394		314		431			
Total	845		213		1429		281		287		467		8602	3.68:	181		240		285		151		148		155		3556	3.87

average possession with weighted means ranging from 3.27 to 3.29. These personality factors are: (1) imaginative, wrapped up in inner urgencies, careless of practical matters, Bohemian (Autia); and (2) venturesome, specially-bold, uninhibited, spontaneous (Parmia)

This implies that both students and shop teachers meet the same level of self-possession on the personality factors of "Autia". Said factors have average level of possession for both groups. These values which are negative are more or less considered the same by the two groups of respondents.

Significant Difference of the Two Means
in the Self-Possession of the Personality
Factors of the Students and Shop Teachers
Of SUC's and DECS Tech-Voc. Schools and
Colleges in Region VIII

The tests of significant difference of two means is likely similar to tests of independence of two variables where X^2 is used. Scientifically the X^2 distribution is used in tests of significance in much the same way that of normal, t, or the F distributions are used. That is, if the computed value of X^2 is equal or greater than the critical value required for significance at an accepted significance level for the appropriate degree of freedom, the null hypothesis is rejected.

In this particular aspect of the study, the X^2 was used

to test the significant difference of the two means, or the independent perception on the level of self-possession in the personality factors between the students and shop teachers affecting their work performance.

Table 39 presents the computation of the X^2 to test if there exists independence between the level of self-

Table 39

Calculation of Data From the Contingency Table
Using Chi-Square

Items:	O	E	E-O	$(O-E)^2$	$\frac{(O-E)^2}{E}$
1	936	933.22	2.78	7.73	.008
2	383	385.78	-2.78	7.73	.020
3	855	865.29	-12.29	151.04	.175
4	370	357.71	12.29	151.04	.422
5	870	880.15	-10.15	103.02	.117
6	374	365.85	10.15	103.02	.283
7	907	909.16	-2.16	4.67	.005
8	378	375.85	2.16	4.67	.012
9	833	843.36	-10.36	107.33	.127
10	359	348.64	10.36	107.33	.308
11	844	839.82	4.18	17.47	.021
12	343	347.18	-4.18	17.47	.050
13	766	778.27	-12.27	150.55	.468
14	334	321.73	12.27	150.55	.468
15	772	761.29	10.71	114.70	.151
16	304	314.71	-10.71	114.70	.364
17	870	856.22	11.78	138.77	.162
18	343	354.78	-11.78	138.77	.391
19	951	933.22	17.78	316.13	.339
20	368	385.78	-17.78	316.13	.819
Total	12158	12158		$X^2 = 3.393$	
Critical X^2 value at .05 significant level at df 4 is 16.72					

possession of the personality factors in the students and shop teachers. It was noted that the computed value of X^2 is 3.39 which was less than the critical value of Chi-square (X^2) of 16.92 at 0.05 significant level. Thus the null hypothesis was accepted. The hypothesis states that "there is no significant difference between the perception of the two groups of respondents relative to the level of self-possession of the personality factors affecting their work performance." This implies further that both the students and shop teachers had the same perceptions regarding their inner self, as evidenced by the degree of possession of the mentioned personality factors.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATION

This chapter comprises three major topics: 1. the summary of findings discusses the gist of the results of the investigation set forth in said research work, 2. the conclusion derived from the findings, and 3. the recommendations based on the conclusion.

Summary of Finding

The following were the findings based on the survey questionnaires of the study:

1. What are the preferred values of students and shop teachers in technical-vocational school and colleges in Region 8 vis-a-vis.

1.1 Values as individuals. The five most preferred values disclosed by the students are: self-discipline, honesty, sense of responsibility, good work habits, and self-reliance. While that of the shop teachers, the first five most opted values in the order of priority are: honesty, sense of responsibility, self-discipline, good work habits, and patience in carrying out their work effectively.

1.2 Values related to others. The first five values preferred by the students are: cooperation,

respect for the individual understanding, trust, goodwill, and dignity and honor. Whereas, for the shop teachers the following were identified in their order of preference: cooperation, respect for individual understanding, politeness, trust, and dignity and honor as required in the accomplishment of the job efficiently on time when working with others.

1.3 Values in relations to authority? The five foremost values pointed out by the students are: respect, trust, cooperation, obedience, and confidence. While that of the shop teachers the following values came out in their order of preference: respect, cooperation, trust, obedience, and sense of commitment as prescribed in directing assigned jobs and accomplishing on time as scheduled by their superior.

1.4 Values in relation to community? The first five most preferred values revealed by the students are: friendliness, self-sacrifice, cooperation, sense of patriotism, and work-orientedness. Whereas, values among the shop teachers were prioritized as: cooperation, friendliness, sense of patriotism, work-orientedness, and goal-centeredness as essential factors in leading people to work.

1.5 Values in relation to GOD. The five most

preferred values identified by the students are: love, trust, faith, hope and charity. While that of the shop teachers the values are: love, faith, trust, hope and sincerity as necessary virtues of a good christian. Accordingly, the ultimate standard of all values is GOD.

2. The following suggested values by the respondents to enrich the enumerated values in the questionnaire for inclusion in the teaching of Work Ethics per core area:

2.1 Values as individuals: such as (1) Moderation, (2) Physical development, (3) Bravery, (4) Fortitude, (5) Contrition, (6) Self-respect, (7) Cleanliness, (8) Love for work, (9) Truthfulness, (10) Independence, (11) Cheerfulness, (12) Ambition, (13) Integrity, (14) Trustworthiness (15) Modesty, (16) Proper use of time, (17) Chastity, and (18) Thrift.

2.2 Values in relation to others. Among these are: (1) Working together for a common good, (2) Sympathy, (3) Charity, (4) Courtesy, (5) Kindness, (6) Gratitude, (7) Sportmanship, (8) Respect for Filipino manhood, (9) Generosity, (10) Wittiness, (11) Assertiveness, (12) Imaginativeness, and (13) Diligence.

2.3 Values in relation to authority: They are the following (1) Liberality, (2) Loyalty, (3) Good

faith, (4) Temperance, (5) Gentleness, (6) Respect for authority, (7) Candor, (8) Compromise, (9) confidence in authority, (10) Calmness, and (11) Fairness

2.4 Values in relation to community: These are (1) Nationalism, (2) High-mindedness, (3) Mastery, (4) Pakikisama, (5) Self-control, (6) Hard work, (7) Family unity, (8) Care, (9) Empathy, (10) Endurance, (11) Determination, (12) Ingenuity, and (13) Humor.

2.5 Values in relation to God. The following are: (1) Reciprocity, (2) Fortitude, (3) Closeness, (4) Devotion, (5) Security in the family, (6) Magnanimity, (7) Peace, (8) Righteous indignation, (9) Sobriety, and (10) Abstinence.

3. Is there relationship between the preferred values of the students and shop teachers in relation to the five considered core areas?

3.1 The obtained coefficient of correlation of the preferred values of the students and shop teachers relative to values as individual is equal to .903. This implies a high or significant relationship. The hypothesis which claims that there is no relationship between the preferred values of the students and the shop teachers in relation to the five considered core areas, was therefore, rejected.

3.2 The achieved correlation coefficient in the values related to others is equal to .918. This indicates a very high relationship.

3.3. The acquired (r) in values associated to authority is equal to .859. This manifests a high or very persuasive correlation.

3.4. The yielded (r) in values correlated to community is equal to .749. This denotes a very high or extreme relationship.

3.5. The obtained (r) in values related to GOD is equal to .954. This connotes a very high relationship which exceeds the critical value of r of .514 at 5 percent significant level. The hypothesis stating that there is no relationship between the preferred values of students and shop teachers in relation to the five considered core values was rejected.

4. Is there significant relationship between the perception of values of students and shop teachers relative to the five considered core areas?

4.1 The computed Fisher's t -values, for the significant relationship in the perception of values of students and shop teachers relative to the five considered core areas is between 3.75 and 11.02. This is greater than the critical values of t between 2.145

and 2.228 at the .05 level of significance. The hypothesis which states that there is no significant relationship in the perception of values of students and shop teachers relative to the five considered core areas, was therefore, rejected.

5. As perceived by the two groups of respondents. what is the extent of influence of the values in their work performance?

As to the extent of influence of values in the work performance as perceived by the two groups of respondents were categorized in five core areas, it was disclosed that most of the values categories were rated as highly influential, except on the following aspects. In the related values as individual rated solely by the students as moderately influential were "promptness, innovativeness, and prudence" which yielded a grand average weight of 3.47. Only one of the values associated to others was assessed alone by the students as moderately influential that of "tolerance" with the weighted mean of 3.49. In values correlating to authority classified only as moderately influential by the students were "firmness, selflessness, and tact" which earned a weighted mean of 3.47. The values category of "selflessness" related to

community was rated only by the students as moderately influential with the weighted mean of 3.45. While values associated to GOD were "extremely influential" by the shop teachers were "faith, love, and trust" which yielded a grand average weight of 4.66.

6. Is there a significant difference between the perception of the two groups of respondents relative to the extent of influence of the values in their work performance?

The obtained X^2 values derived from the difference in relationship between the perception of the two groups of respondents relative to the extent of influence of values in their work performance is equal to 3.908. This is less than the critical values of 9.49 at .05 percent significant level. The hypothesis relative to this which claims that there is no significant difference between the perception of the two groups of respondents relative to the extent of influence of values in their work performance, was therefore, accepted.

7. As perceived by the two groups of respondents, what is the level of self-possession of the personality factors with bearing for effective work?

In the level of self-possession of the personality

factors, out of the 10 factors, two were rated as average possession by the students with a grand weighted mean of 3.29. These were "Autia" or imaginative, wrapped up in inner urgencies; careless of practical matters; and "Parmia" or venturesome, socially-bold, uninhibited, spontaneous. While in the shop teachers group, only that of "Autia" was assessed as average possession with the weighted mean of 4.16.

8. Is there significant difference between the perceptions of the two groups of respondents relative to the level of self-possession of the desirable personality factors?

The computed X^2 for the significant difference between the perception of the two group of respondents relative to the level of self-possession of the desirable personality factors is equal to 3.39. This is less than the critical values of chi-square of 16.92 at .05 level of significance. The hypothesis which states that there is no significant difference relative to the level of self-possession of the personality factors with bearing for effective work, therefore, stands to exist.

Conclusions

On the basis of the findings presented, the following

conclusions are made:

1. That students and shop teachers deviated in the perception of the preferred values in the following areas:

1.1 The students preferred the individual values of self-reliance while the shop teachers on patience in carrying out their work effectively.

1.2 The student opted for values related to others on goodwill, while the shop teachers on politeness in the accomplishment of the job efficiently on time when working with others.

1.3 The students ranked highly confidence as a value related to authority while the shop teacher had sense of commitment when assigned to accomplished jobs on time as schedules by their superior.

1.4 The students inclined towards values related to community on self-sacrifice while the shop teachers on goal-centeredness in leading people to work in developmental projects of the community.

1.5 The students favoured of charity as values related to God, while the shop teachers chose sincerity as necessary virtues of an effective worker.

2. There is no significant relationship between the preferred values of the student and shop teachers in the following core areas:

2.1 That students exhibited the same degree of preference with the shop teachers in the importance of the categorized values as individual.

2.2 That students and shop teachers give importance of these values related to others particularly in making moral decisions, the promotion of social conscience and concern for others;

2.3 That students and shop teachers translated values related to authority in their inner self through role modeling of superior;

2.4 That both the students and shop teachers considered the community related values influenced in producing an effective worker.

2.5 That students and shop teachers considered values related to God are important in developing efficient and effective worker. It is a precept that the ultimate standards of all values is GOD.

3. There is significant relationship in the perception of values of students and shop teachers relative to the five considered core areas. This implies that values perceived by the students are the same as those manifested by the shop teachers while at work or when sharing experiences they have encountered in their routinary life activities.

4. Students and shop teachers differed in the perception of the extent of influence of values in their work performance in the following core areas:

4.1 The shop teachers rated the 16 value categories as to individual as highly influential while the students rated three values as moderately influential that of promptness, innovativeness, and prudence. This means that students can perform their work on time as required if materials, tools and needed equipments are available.

4.2 The shop teachers rated the 12 values categories related to others as highly influential, while the students rated one value as moderately influential that of tolerance. This implies that student when working with other seems to stay immobile particularly when the work is complicated which needs the assistance of an expert one.

4.3 The shop teachers rated the 16 values categories related to authority as highly influential while the student rated three values as moderately influential that of firmness, selflessness, and tact. This denotes that students when told to work or when they work with superior seem to finish their assigned jobs satisfactorily. It is because they have to

consider the way the superiors wants the work done or follow strictly the way the job is done.

4.4 The shop teachers rated the 13 values categories related to community as highly influential, while the students rated one value as moderately influential that of selflessness. This indicates that when students work in the community, they tend to employ not much effort in accomplishing their work effectively. They still set some sort of self-preservation.

4.5 The students rated the 14 values categories related to GOD as highly influential, while the shop teachers rated three values as extremely influential that of faith, love and trust. This connotes that both students and shop teachers in whatever they do, set in their heart the presence of the Lord. They firmly believe that the knowledge and skill being acquires all comes from HIS well.

5. There is no significant difference in the relationship between the perception of the two groups of respondents relative to the extent of influence of values in their work performance. This implies that values identified by the students that influence their work performance were substantially similar with those of the shop teachers.

6. The students and shop teachers disagreed in

perceptions in the level of self-possession in the following factors:

6.1 The students rated two personality factors out of the ten factors, that of Autia, and Parmia, while the shop teachers only one factor that of Autia. This denotes that both students and shop teachers meet the same level of self-possession on the personality factors of Autia. This quite affects a little degree in the efficiency of their performance. It is due to inadequacy of latest information and knowledge in handling job operation with highly-developed tools, devices, and equipments used as instructional facilities in their respective shop.

7. There is no significant difference in the perception of the two groups of respondents relative to the level of self-possession of the desirable personality factors. This connotes that both the students and the shop teachers acquired the same level of perception of their inner self.

Recommendations

In the light of the findings and conclusion of the study it is strongly recommended that:

1. Shop teachers as values change agents must have lists of values associated with the trade skills standards

required in the industry. From these lists, students will be able to identify the trade skills where they are weak and match them with the distinctive values that will enhance their work habits.

2. Shop teachers should provide students during the first day of class orientation with sets of values principles, and the process of developing in them the ability to reason, make moral decision and judgment, and to take the appropriate and responsible action.

3. Subject teachers in work ethics must have compilation of information on workable values with appropriate interpretation and analysis of their application to real life situations for students' guides in prioritizing the suitable values with the kind of behavior or action.

4. Teachers in general must translate values into behavior through role modelling for the students to emulate and ensconce as their own.

5. Teachers must be Value Advocates by providing students with the appropriate values in time of the commission of misbehavior or undersirable action through counselling.

6. Teachers must inject in their class instruction biblical passages or tenets of general application either in shops or in academic subjects as insights to students on the

corresponding effects of the misdemeanours done.

Finally, the following areas for further research are hereby recommended:

1. Instructional Modules in Values Education: Their Impact to Personality Formation.

2. Teaching Competencies of Values Education Teachers: Their Implications to Students' Behavioral Uprightness.

3. Modular Form of Biblical Passages for Teaching of Values Education: A Feasibility Study.

Chapter 6

INSTRUCTIONAL DESIGN

This chapter deals on the scope of the instructional design to be developed incorporating the values under consideration in the research study. This instructional design serves to enrich the contents of the present training manual in Work Ethics used by some technical-vocational schools in post-secondary education. Work Ethics as a subject offers to develop: 1) a self-actualized, integrally developed human person imbued with a sense of human dignity, 2.) a social being possessing a sense of responsibility towards his community and environment, and 3) a productive person who contributes to the economic sufficiency and security of his family and the nation, This subject is divided into four parts: moral, social, economic, and industrial values which all focus on work or occupational values.

In any course of study, the ultimate aim is the optimum development of learners. This could be attained to the fullest with the kind and quality of teachers teaching values education. Thus, in teaching ethical values, the following are the concerns of values education teachers: 1) know each students, 2) understand each students, 3) empathize with each students, 4) be warm to each student, 5)

accept each student completely, 6) establish a friendly, permissive classroom climate, 7) give each students the freedom both to be and to become, 8) utilize discipline to help each students grow and develop, 9) make each lesson student-centered, 10) foster the development of positive attitudes, 11) utilize group techniques, and 12) exemplify a high level of personal adjustment and self-image.

All of these insights are also applicable in the teaching of work ethics. Herewith are the major contents of the enriched Work Ethics as a subject. Part I-Moral and Social Values to cover the first half of the semester, and Part II - Economic and Industrial Values for the second half. The content of each major part shall be made into modules such as the following:

Part I Moral and Social Values

Module 1 - Concept of God

This module will aid students in understanding what religious values, it discusses faith and belief in God, and gives direction to our deepest human experiences: of the holy, of our being limited, of friendship, of conscience, and of human solidarity.

The modules covers three lessons:

Lesson 1 - The Meaning of God and Faith in HIS Being

Lesson 2 - Ways of Showing Reverence for GOD.

Lesson 3 - Spiritual Principles and Tenets that Guide
one's Behavior

Module II - The Human Being

This module discusses man's duties towards himself; duties which every individual man owes to his fellowmen; and the matters of rights and obligations, defining and dividing them, indicating their properties, designating their subject, and considering their relation to each other.

The module contains three lessons:

Lesson 1 - The Development of the Self-concept

Lesson 2 - Positive and Negative Moral and Social
Values.

Lesson 3 - Man's Duties and Obligations, His Rights and
Privileges

Module III - The Family

Society rests upon the family. This module treats briefly of society in general, and of domestic society or the family in particular. It will also discuss the subjects of the rights and duties of parents, children, and the social agency.

The module includes three lessons :

Lesson 1 - An Effective Family

Lesson 2 - The Role of Each Family Member

Lesson 3 - Social Agencies Associated with Family Members.

Module IV - Love of Country

This module instills in the students their love and pride of one's country, its products and everything that the country represents. It also deals with the rights and duties of the State, and the citizen rights and responsibility towards others.

The module involves three lessons:

Lesson 1 - Pride of Being a Filipino

Lesson 2 - Filipino Mores, Customs and Tradition that Contributes National Identity.

Lesson 3 - Citizenship Code of Ethics

Part II Economic and Industrial Values

Module I - Relationship in the Company

This module takes up man's professional life, his life as a worker, and consider his right to form workmen's associations or union, his right to work and to a just wage, his right and duties in the matters of strikes, lockouts, and boycotts.

The module covers two lessons:

Lesson 1 - Company Organization and Management

Lesson 2 - Company Rules and Policies

Module II - Occupational Values

This module deals on the ethics of hiring, firing, promotions, wages and working conditions to answer the worker's human needs and the functioning of the economy as a whole.

The modules includes two lessons:

Lesson 1 - Work Standards Requirement in Industry

Lesson 2 - Rules and Regulation in the Internal and
External Work Operations

Module III - Company work values for development

This module deals on production management which includes planning, control, and decision making necessary in carrying out the production process. It involves factory production system consisting of inputs, operation, and outputs.

The modules contains three lessons:

Lesson 1 - Aspects of Product's Quality Control

Lesson 2 - Operating Conditions Affecting Off-Standard
Output.

Lesson 3 - Values of Productivity, Efficiency and
Effectiveness

In conducting lessons in each module, the teacher should always maintain desirable classroom atmosphere. This

is one where there is order based on learners' understanding of their rights as well as responsibilities. Learners are free to do things, or express their beliefs and opinions what they have taken from actual observations, as long as they don't violate other's rights and that there is always a purpose, or objectives to be achieved.

The students should be assisted in the art of self-evaluation. An understanding of the proper norms of conduct which they can use as criteria for self-evaluation should be developed. This will be more effective with the supporting role of the teachers in classroom management. The students are positively assisted in self-actualization by attaining the objective of classroom activities. Students are provided assistance in overcoming his weakness and develop his strength. However, the punitive role should never be applied in making the students to modify his behavior. This will have a lasting negative effect on the learner's personality. It is a violation of the dignity of the human personality. To illustrate the general concept of the flow of values formation in the instructional process as a whole. This instructional process is shown in a schema presented in Figure 4.

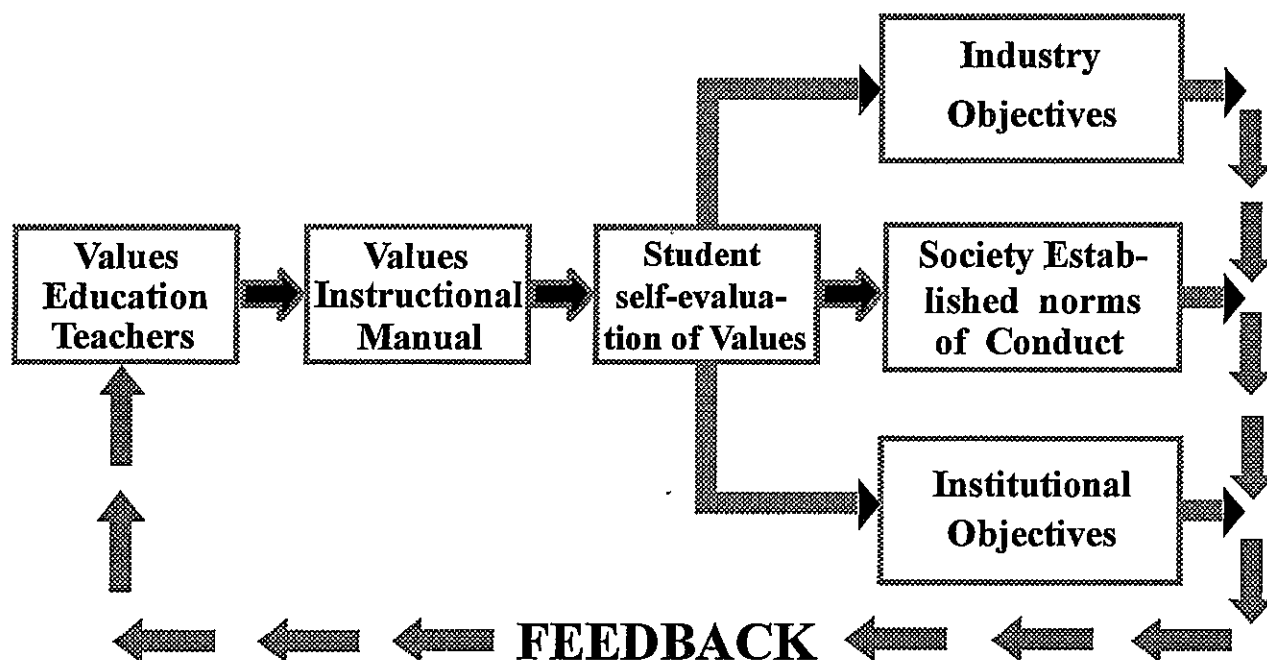


Figure 4. Instructional Process in Values Formation where feedback from the beneficiaries of the values formation training are necessary for inclusion and modification in the manual by the values education teachers.

Figure 4 presents the instructional process of values formation in the student's behavioral system. The teacher has the bigger responsibility, because he is the one who employs several approaches and strategies in the interpretation and analysis of values, and their application to appropriate real life situation. When the objectives of activities designed in the Values Instructional Manual are successfully attained by both the teacher and student, they

give a triple rewards to beneficiaries in which industry objective, society established norms of conduct, and institutional training objectives are met. The greatest beneficiary of the triple reward system is the industry itself, because it has better product and services, refined, skilled and efficient workers.

Sample Content of a Training Manual

Before a training manual is made for use in a course subject, a course syllabus and course content of said course are first developed by the concerned teacher to serve as guide in the conduct of the teaching process or as a reference for the substitute teacher in the absence of the regular one.

The Course Syllabus

Subject Code: Work Ethics 201

Credit: 3

Subject Title: Moral & Social Values

Time Allotment: 3 hrs.

Description: This course deal with the role of ethics in industry. It is designed to develop, improve, and reinforce, the student's knowledge, abilities, skills and attitudes to help him become a desirable citizen worker able to cope with and adjust to worker-management problems.

General Objectives:

The development of student's awareness of himself as a person, his relation to God, to his family, to fellow workers and fellowmen, to superiors and peers in the company where he works and to his country.

Course Requirements:

1. Attendance
2. Recitation
3. Midterm and Final Examination
4. Term paper

Submitted:

MANUEL F. LLEGO Ph. D.

Instructor/Professor

Sample Module for Lesson 1

LESSON 1

Subject: Concept of God

Time: 30 Mins

Lesson : Meaning of God and Faith

Instructor: Dr. LLego

Visual Aid: Overhead, books, hand-
out, pamphletsClientile: COT, DOT
BSITGeneral Objectives: Students awareness in his relation to
GodSpecific Objective: Recognize proof of the existence of
God.

Time :	Content	: Cues
1 min:	I - Introduction:	:
:	:	:
:	The idea of Gods came before the	: Pictures or
:idea of GOD. The earliest people known	:	: posters, and
:did not think of there being only one	:	: publication
:god but rather believed in numerous	:	: showing gods
:gods; gods of trees, rivers, winds, the	:	: of early
:sky, the earth , and hundreds of others.	:	: history.
:In some cases one god was more powerful	:	:
:than the others, but he was one or many.	:	:
:	:	:
:	As mankind become civilized, and	:
:developed knowledge and understanding,	:	:
:belief centered on a few powerful gods	:	:
:who were looked upon as ruling the more	:	:
:important areas of life. The other gods	:	:
:were reduced to the state of lesser	:	:
:spirits, elves, or being very much like	:	:
:men but with more power than men.	:	:
:	:	:
:	The early Hebrews were among the	:
:first to conceive of there being one	:	:
:God and to eliminate all others gods.	:	:
:But this conception was not won easily.	:	:
:We are told in the Bible that Moses	:	:
:introduced the Hebrews to this one	:	:

cont.

Time :	Content	: Cues
	:God, whom they called Jehovah, and to :ascribe to Him all the power to the :many gods of their early history.	: : :
5 mins	:II Early Greek Philosopher's View of : the Nature of God.	: : :
	:1. God is unlike human being in every : way. God is one who governs the : universe without any effort. He : lives in one place and never moves. : He is a whole, without beginning : or ending, an eternal unity. As a : whole, God does not move; but his : parts do move. (Xenophanes, a : rhopodist and philosophical poet of : the sixth century B.C.)	: Overhead : projector, : pictures or : illustration : showing the : nature and : image of : God.
	:2. God is the creator of everything in : the universe and the god of all : human life as well as the life of : all nature. Holding that the spirit : of man is like God and that the body : is a prison of the soul. (Plato).	: : : : :
	:3. God is the father of all things, is : one and is not divided; he loves : man and knows all that is going to : happen, he punishes the evil and : rewards the good. God is very : interested in the world of men. : God lives at the farthest circle : of the universe, and from there, : pervades the whole universe. The : soul is situated in a particular : place in the body pervades the whole : of the body. (Stoics).	: : : : : : : : : : :
	:4. God is the idealization of every- : thing that man considered good and : worthy. He is absolute power, : perfect goodness, the source and : creator of everything. He knows	: : : : :

cont.

Time :	Content	Cues
:	everything and has so controlled the universe that everything is determined by him forever. (Saint Augustine).	:
:5.	God is perfect goodness, power, wisdom, and is never wholly known by men. Man may know something about God from looking at his universe, but this is only a small, insignificant part of God. God is in reality unknowable and undefinable. Man cannot expect, with his little brain, to understand God, or to comprehend his ways. (John Scotus Erigena).	:
5	:III Proofs of the Existence of God	:
:1.	All the universe, every object and being in it, desires to realize itself because of God. His existence is the ultimate cause of their striving. Thus, God is the center towards which all things strive, and therefore he is the unifying principle of the universe. Every possibility, form is realized in him. (Aristotle).	Overhead projector, pictures or illustrations showing the existence of God
:2.	God is so far above man in greatness, power and perfection that we cannot know that he is. But we can be certain that he exists. God is the source of everything, is absolutely good, perfect, blessed. Being so exalted, God, cannot come in contact with matter. But he gives off, as light from a candle, being or powers which combine in one power which he called the <u>Logos</u> or divine wisdom. This logos	:

cont.

Time :	Content	Cues
:	created the universe, and is the intermediary between God and the world. Here God is separated from the world, a sharp distinction being made between the all-pure God and the impure world of matter the world in which we live. (Philo, a Jewish-Greek National)	:
:3.	God is thought of as one, a unity, a whole. But he is also three: God, the Logos, or Christ, and the Holy Spirit. Both the Logos and the Holy Spirit were emanations from God and that Jesus Christ was the Logos in the form of a man. Although God is one, he is also three persons. The Godhead is a unity, but express itself in the world as the creative Logos or Christ and as Divine Reason which permeates everything. (Apologists).	:
:4.	God is pure form. We infer His existence from the facts of His creation. Everything that moves must have a mover. We find movement in the universe. Therefore, the ultimate source of this movement must be an unmoved principle, the unmoved mover is God. (Thomas Aquinas).	:
:5.	At the creation, God gave motion to all things. God is body, a corporeal being, but of this he cannot be certain since he doubts that we can know what God is. We must limit ourselves to the assurance that God exists.	:

cont.

=====		
Time :	Content	: Cues

5	:IV Meaning of Faith in God	:
Min	:	:
	:1. Belief in God, does not come from	:
	: man's reasoning but from human	:
	: desire for happiness, fear of	:
	: death and future misery, and the	: Overhead
	: thirst on the part of many for	: projector,
	: refuge. Because we have these	: pictures or
	: emotional and impulsive characteris-	: illustration
	: tics as human beings, we construct	: showing faith
	: a belief in God and then seek to	: in God.
	: prove that such belief is justified	:
	: by reason, (David Hume).	:
	:	:
	:2. Although it is impossible for one to:	:
	: prove the existence of God by reason,:	:
	: belief in His existence is neces-	:
	: sary for the moral life. We need	:
	: this idea of the whole, this trans-	:
	: cendent theology, as a foundation	:
	: for our ethnical principle, neces-	:
	: sary for the living of the good	:
	: life for morality. (Immanuel Kant).	:
	:	:
	:3. A belief in a God is necessary for	:
	: the satisfaction of man's nature.	:
	: We cannot prove that God exists,	:
	: nor can we prove anything about Him	:
	: but we have a will to believe in	:
	: God. And we must satisfy this will.:	:
	: Man must believe in part of	:
	: the universe, not divorced from it.	:
	: He is working with man in the	:
	: realization of man's ideals. He is	:
	: man's ideals. He is man's great	:
	: companion, his helper. God as a	:
	: being is very much, like man, -	:
	: conscious, personal, and good but	:
	: somewhat more powerful than man.	:
	: (William James).	:
	:	:
	:4. Man is his thinking has found him-	:
	: self within a universe which he	:

cont.

Time :	Content	: Cues
	<p>does not understand and ideals not to him much that is evil in his sight. Man has attempted to account in this world, and at the same time to save himself from the evil of the world. The result is many theories of God, the source of the universe and the salvation of man. (John Dewey).</p>	
	V Group Discussion	
7 mins.	<p>Divide the class or participants into 4-5 groups, and discuss the following:</p> <ol style="list-style-type: none"> 1. Why do we call God, creator of heaven and earth? 2. How did God created man? 3. What happen when a man does not acknowledge his dependence on God? 4. How should man show his depen- dence on God? 5. What do the words "made to the image and likeness of God" simplify? 	<p>Group discussion</p> <p>* Brain storming</p> <p>* Group dynamic</p>
7 mins.	<p>VI Class Discussion</p> <p>Correlate the answers of the guide question discussed by the group with those theories described by the differ- ent philosophers.</p>	<p>Question and answer</p>

cont.

=====		
Time :	Content	: Cues

	: VII Summary:	:
	:	:
	: During this session, we have dis-	:
	:cussed the meaning of God and faith of	:
	:His Being. Different concepts had been	:
	:discussed but all redowned to one	:
	:meaning, the nature of God and faith	:
	:of His existence. It is therefore,	:
	:expected that you were able to compre-	:
	:hend the meaning of God, recognize	:
	:proofs of His existence, and the infi-	:
	:nite faith in Him. God love us very	:
	:much, that is why He created us in His	:
	:own image.	:
	:	:
	: In the next lesson, you will learn	:
	:various ways of showing reverence for	:
	:God, and the most powerful means of	:
	:giving Him reverence.	:
=====		

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2. Ethnics: A Class Manual in Moral Philosophy - Rev. Msgr. Paul J. Glenn.
3. The Great Philosophers: A Survey of Their Basic Teaching - S.E. Frost Jr.

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APPENDICES

Appendix A

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
GRADUATE SCHOOL
Catbalogan, Samar

July 16, 1996

The Dean
Graduate School
Samar State Polytechnic College
Catbalogan, City

Madam:

I have the honor to apply for pre-oral defense of my dissertation entitled, Values and Personality of College Freshmen Students and Shop Teachers in Relation to Work Performance in Technical-Vocational Schools in Samar Island: Implication to Manpower Development, on the date convenient for your office.

Very truly yours,

(Sgd) MANUEL F. LLEGO
Graduate Student

Recommending Approval:

(Sgd.) TERESITO A. ALIPOSA Ed. D./Ph. D.
Adviser

Approved:

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

Date: July 27, 1996
Time: 3:00 P.M.

Appendix B

August 5, 1996

Dr. Dominador Q. Cabanganan, Ed. D.
College President
Samar State Polytechnic College
Catbalogan, Samar

S I R:

The undersigned is requesting permission that he be allowed to conduct a dry-run of the questionnaire on his study entitled: "VALUES-PERSONALITY AND PERFORMANCE OF COLLEGE STUDENTS AND SHOP TEACHERS IN TECHNICAL-VOCATIONAL SCHOOLS AS BASIS FOR CURRICULAR REDIRECTION", among our third year BSTE and third year BSIT to represent for the students respondents. To area Chairman and selected shop teachers handling said degree courses to represent for the shop teacher respondents in this college.

The purpose of said dry-run is to validate the reliability of the questionnaire before fielding it to prospective respective respondents of this college.

Anticipating for your favorable approval of said request. I remain.

Very truly yours,

(Sgd) MANUEL F. LLEGO
Graduate Student

Noted:

Sgd. TERESITO A. ALIPOSA Ed. D./Ph. D.
Adviser

Recommending Approval

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

Approved:

Sgd. DOMINADOR Q. CABANGANAN, Ed. D.
College President

Appendix C

August 5, 1996

Dr. Dominador Q. Cabanganan, Ed. D.
College President
Samar State Polytechnic College
Catbalogan, Samar

S I R:

In the desired of the undersigned to field the survey questionnaires this month of August, 1996, he request permission from your good office the production of the questionnaires in the memeographing office.

All the needed supplies and matetials shall be provided by the undersigned, except the services of Mr. Emelio Montejo.

Your appropriate approval of said request is highly appreciated.

Very truly yours,

(Sgd) MANUEL F. LLEGO
Graduate Student

Noted:

Sgd. TERESITO A. ALIPOSA Ed. D./Ph. D.
Adviser

Recommending Approval

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

Approved:

Sgd. DOMINADOR Q. CABANGANAN, Ed. D.
College President

Appendix D

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

Respectfully forwarded to the Regional Director of DECS
RO 8 HERO 8, SUC Presidents and Administrators of Tech-Voc
School and Colleges, the herein basic communication which is
self-explanatory and strongly recommending such request for
permit and authority to conduct the study.

Sgd. DOMINADOR Q. CABANGANAN, Ed. D.
College President

A P P R O V E D:

Sgd. BONIFACIO N. ACAPULCO ED.D.
Regional Director

Date: August 20, 1996

Appendix E

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

August 5, 1996

Dr. Dominador Q. Cabanganan, Ed. D.
College President
Samar State Polytechnic College
Catbalogan, Samar

Sir:

This has reference to the fielding of questionnaire of the undersigned for his study entitled "VALUES-PERSONALITY AND PERFORMANCE OF COLLEGE STUDENTS AND SHOP TEACHERS IN TECHNICAL-VOCATIONAL SCHOOLS AS BASIS FOR CURRICULAR REDIRECTION", which is a regionwide survey that needs permit or authority to conduct the said study.

It is therefore, requested that your good office favorably indorse the undersigned to the Regional Director of the Department of Education, Culture and Sports for Technical-Vocational Schools and Colleges under TESDA, and to college Presidents or Administrators of technical-vocational schools and colleges under SUC.

The results of this study shall be useful in the teaching of Work Ethics in technical-vocational schools and colleges, for the undersigned will be designing a training manual in Work Ethics, incorporating the values and personality under study.

This plan can only be realized with the support and assistance of higher authorities in facilitating the conduct of said study.

With anticipating of thanks for your favorable indorsement of said request.

Very truly yours,

(Sgd) MANUEL F. LLEGO
Researcher

Appendix F

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

August 12, 1996

Dear Respondents:

The undersigned, a doctoral students of Samar State Polytechnic College, Catbalogan, Samar, is conducting a reseacher entitled: "VALUES-PERSONALITY AND PERFORMANCE OF COLLEGE STUDENTS AND SHOP TEACHERS IN TECHNICAL-VOCATIONAL SCHOOLS AS BASIS FOR CURRICULAR REDIRECTION". This study is conducted to identify the values and personality of college sophomores and shop teachers as they influence shop performance. The results of this study will serve as a baseline data in designing a training manual in Work Ethics to be used in Trade-Technical courses.

In this connection, your sincere and honest responses to this questionnaire checklist are earnestly solicited. Rest assured that your information will be kept confidential.

Thank you very much for your cooperation.

Very truly yours,

(Sgd) MANUEL F. LLEGO
Researcher

Appendix G

SURVEY QUESTIONNAIRE FOR THE STUDENTS
(SQ-1)

Part I

Direction: . Please fill in the blank with the data called for.

Name: (Optional)_____

Age:_____ Sex:_____ Year:_____

Course/Curriculum:_____

Field of Specialization:_____

Name of School:_____

School Address:_____

Home Address:_____

Shop Work Rating:_____ Church Affiliation:_____

Part II

Direction: The following are values of industrial worker. These are grouped into five (5) core areas: 1.) Individual values; 2.) values in relation to other; 3.) values in relation to authority; 4.) values in relation to community; and 5.) values in relation to GOD.

Please rank your preferred values which you believe are appropriate in the question called for.

1. Which of the following values induces you to finish the work effectively? Please rank.

_____ self-reliance
_____ self-discipline
_____ Good personal judgment
_____ Open-mindedness
_____ Perseverance

_____ Honesty
 _____ Sense of responsibility
 _____ Courage
 _____ Industry
 _____ Prudence
 _____ Promptness
 _____ Creativeness
 _____ Patience
 _____ Good work habits
 _____ Retrospectiveness
 _____ Innovativeness

(Please write additional values if necessary)

2. Among the listed values, which of these causes you to accomplish efficiently the job on time when working with others? Please rank.

_____ Cooperation
 _____ Social-mindedness
 _____ Trust
 _____ Politeness
 _____ Tolerance
 _____ Dependability
 _____ Service above self
 _____ Dignity and honor
 _____ Goodwill
 _____ Respect for the individual understanding
 _____ Recognition of the merits of others
 _____ Compassion

(Please write additional values if necessary)

3. When assigned by your superior to perform certain job, which of the values lead you to achieve the target? Please rank.

_____ Trust
 _____ Confidence
 _____ Respect
 _____ Cooperation
 _____ Obedience

_____ Thoughtfulness
 _____ Selflessness
 _____ Frankness
 _____ Firmness
 _____ Tact
 _____ Sense of responsibility
 _____ Compassion
 _____ Fairness
 _____ Promptness
 _____ Dependability
 _____ Sense of commitment

(Please write additional values if necessary)

4. Your community have several projects for development that need your expertise, which of the values brings you to answer the service call? Please rank.

_____ Sense of patriotism
 _____ Friendliness
 _____ People-oriented
 _____ Associative
 _____ Goal-directed
 _____ Cooperative
 _____ Work-oriented
 _____ Consumer efficiency
 _____ Self-sacrifice
 _____ Self-denial
 _____ Selflessness
 _____ Development consciousness
 _____ Foresight

(Please write additional values if necessary)

5. A good christian is one who do the best for others. Which of the values direct you to answer such call? Please rank.

_____ Love
 _____ Trust
 _____ Faith
 _____ Hope

_____ Charity
 _____ Reverence
 _____ Piety
 _____ Sincerity
 _____ Tolerance
 _____ Self-reliance
 _____ Self-denial
 _____ Humility
 _____ Sense of propriety
 _____ Compassion

(Please write additional values if necessary)

Part III

Direction: To determine the extent of influence of the core values, they are represented with the corresponding numerical scale, such as:

- (5) Extremely Influential
- (4) Highly Influential
- (3) Moderately Influential
- (2) Slightly Influential
- (1) Not Influential.

Please encircle the number under the appropriate column that corresponds to the descriptive scale.

=====

Core Values	:	Extent of Influence				
	:	EI	HI	MI	SI	NI

1. What is the extent of influence of each of the following values on your shop performance?

2. Individual Values					
1. Self-reliance	5	4	3	2	1
2. Self-discipline	5	4	3	2	1
3. Good personal judgment	5	4	3	2	1
4. Open-mindedness	5	4	3	2	1
5. Perseverance	5	4	3	2	1
6. Honesty	5	4	3	2	1
7. Sense of responsibility	5	4	3	2	1
8. Courage	5	4	3	2	1

Cont.

Core Values	Extent of Influence				
	EI	HI	MI	SI	NI
9. Industry	5	4	3	2	1
10. Prudence	5	4	3	2	1
11. Promptness	5	4	3	2	1
12. Creativeness	5	4	3	2	1
13. Patience	5	4	3	2	1
14. Good work habits	5	4	3	2	1
15. Retrospectiveness	5	4	3	2	1
16. Innovativeness	5	4	3	2	1

2. What is the extent of influence of each of the following values on your fellow students working with you?

B. Values in relation to others.

1. Cooperation	5	4	3	2	1
2. Social-mindedness	5	4	3	2	1
3. Trust	5	4	3	2	1
4. Politeness	5	4	3	2	1
5. Tolerance	5	4	3	2	1
6. Dependability	5	4	3	2	1
7. Service above self	5	4	3	2	1
8. Dignity and honor	5	4	3	2	1
9. Goodwill	5	4	3	2	1
10. Respect for the individual understanding	5	4	3	2	1
11. Recognition of the merits of others	5	4	3	2	1
12. Compassion	5	4	3	2	1

3. What is the extent of influence of each of the following values on your teachers and superiors?

C. Values in relation to authority

1. Trust	5	4	3	2	1
2. Confidence	5	4	3	2	1
3. Respect	5	4	3	2	1
4. Cooperation	5	4	3	2	1
5. Obedience	5	4	3	2	1
6. Thoughtfulness	5	4	3	2	1
7. Selflessness	5	4	3	2	1
8. Frankness	5	4	3	2	1
9. Firmness	5	4	3	2	1

Cont.

Core Values	Extent of Influence				
	EI	HI	MI	SI	NI
10. Self-reliance	5	4	3	2	1
11. Self-denial	5	4	3	2	1
12. Humility	5	4	3	2	1
13. Sense of propriety	5	4	3	2	1
14. Compassion	5	4	3	2	1

Part IV

Direction: The following are selected personality factors that an industrial worker should possess in order to lead others to work efficiently.

To determine the level degree of one's self-possession of the personality factors, they are represented with the corresponding descriptive scale, such as:

- | | |
|------------------------------|------------------------------|
| (5) Superior Possession | (2) Below Average Possession |
| (4) Above Average Possession | (1) None Possession |
| (3) Average Possession | |

1. What is the degree of one's possession of the following personality factors in order to lead other to work efficiently? Please encircle the number under the appropriate column that corresponds to the descriptive scale.

Personality Factors	Degree of Possession				
	SP	AA	AP	BA	NP
1. Humble, mild, obedient, conforming (Submissive)	5	4	3	2	1
2. Tough-mindedness, self-reliant, realistic, no-nonsense (Harria).	5	4	3	2	1

Personality Factors		: Degree of Possession				
		: SP	: AA	: AP	: BA	: NP
3.	Trusting, adoptable, free of jealousy, easy to get on with (Alaxia)	5	4	3	2	1
4.	Practical, careful, conventional, regulated by external realities proper (Praxermia)	5	4	3	2	1
5.	Placid, self-assured, confident, serene (Untroubled Adequacy).	5	4	3	2	1
6.	Group-dependent, a "joiner", and sound follower (Group Adherence).	5	4	3	2	1
7.	Venturesome, socially bold, uninhibited, spontaneous, (Parmia)	5	4	3	2	1
8.	Imaginative, wrapped up in inner urgencies, careless of practical matters, bohemian (Autia).	5	4	3	2	1
9.	Self-sufficient, prefers own decisions, resourceful (self-sufficiency).	5	4	3	2	1
10.	Controlled, socially-precise self-discipline, compulsive (High self-concept control)	5	4	3	2	1

Please write your comments and suggestions relative to the further improvement of one's values and personality.

Appendix H

SURVEY QUESTIONNAIRE FOR THE TEACHERS
(SQ-2)

Part I

Direction: Please fill in the blank with the data called for.

Name: (Optional)_____

Age:_____Sex:_____Year:_____

Under Graduate Degree:_____

Graduate Degree:_____

Post Graduate Degree:_____

Field of Specialization:_____

Shop Course(s) Teaching:_____

No. of Years Teaching in said Course(s):_____

Performance Rating:_____

Name of School:_____

School Address:_____

Home Address:_____

Shop Work Rating:_____ Church Affiliation:_____

Part II

Direction: The following are values of industrial worker. These are group into five (5) core areas: 1.) Individual values; 2.) values in relation to other; 3.) values in relation to authority; 4.) values in relation to community; and 5.) values in relation to GOD.

To determine the extent of influence of the core value, they are represented with the corresponding numerical scale, such as:

- (5) for extremely influential
- (4) for highly influential
- (3) for moderately influential
- (2) for slightly influential
- (1) for not influential

Please encircle the number under the appropriate column that corresponds to the descriptive scale.

Core Values		Extent of Influence				
		EI	HI	MI	SI	NI
1. What is the extent of influence of each of the following values on your shop performance?						
A. Individual Values						
1.	Self-reliance	5	4	3	2	1
2.	Self-discipline	5	4	3	2	1
3.	Good personal judgment	5	4	3	2	1
4.	Open-mindedness	5	4	3	2	1
5.	Perseverance	5	4	3	2	1
6.	Honesty	5	4	3	2	1
7.	Sense of responsibility	5	4	3	2	1
8.	Courage	5	4	3	2	1
9.	Industry	5	4	3	2	1
10.	Prudence	5	4	3	2	1
11.	Promptness	5	4	3	2	1
12.	Creativeness	5	4	3	2	1
13.	Patience	5	4	3	2	1
14.	Good work habits	5	4	3	2	1
15.	Retrospectiveness	5	4	3	2	1
16.	Innovativeness	5	4	3	2	1
2. What is the extent of influence of each of the following values on your fellow teachers working with you?						
B. Values in relation to others.						
1.	Cooperation	5	4	3	2	1
2.	Social-mindedness	5	4	3	2	1
3.	Trust	5	4	3	2	1
4.	Politeness	5	4	3	2	1
5.	Tolerance	5	4	3	2	1
6.	Dependability	5	4	3	2	1

=====					
Core Values	: Extent of Influence				
	: EI	: HI	: MI	: SI	: NI

7. Service above self	5	4	3	2	1
8. Dignity and honor	5	4	3	2	1
9. Goodwill	5	4	3	2	1
10. Respect for the individual understanding	5	4	3	2	1
11. Recognition of the merits of others	5	4	3	2	1
12. Compassion	5	4	3	2	1

3. What is the extent of influence of each of the following values on your superiors?

C. Value in relation to authority

1. Trust	5	4	3	2	1
2. Confidence	5	4	3	2	1
3. Respect	5	4	3	2	1
4. Cooperation	5	4	3	2	1
5. Obedience	5	4	3	2	1
6. Thoughtfulness	5	4	3	2	1
7. Selflessness	5	4	3	2	1
8. Frankness	5	4	3	2	1
9. Firmness	5	4	3	2	1
10. Tact	5	4	3	2	1
11. Sense of responsibility	5	4	3	2	1
12. Compassion	5	4	3	2	1
13. Fairness	5	4	3	2	1
14. Promptness	5	4	3	2	1
15. Dependability	5	4	3	2	1
16. Sense of commitment	5	4	3	2	1

4. What is the extent of influence of each of the following values on your community.

D. Values in relation to community

1. Sense of patriotism	5	4	3	2	1
2. Friendliness	5	4	3	2	1
3. People-oriented	5	4	3	2	1
4. Associative	5	4	3	2	1
5. Goal-oriented	5	4	3	2	1
6. Cooperative	5	4	3	2	1
7. Work-oriented	5	4	3	2	1
8. Consumer efficiency	5	4	3	2	1
9. Self-sacrifice	5	4	3	2	1
10. Self-denial	5	4	3	2	1

Core Values		: Extent of Influence				
		: EI	: HI	: MI	: SI	: NI
11. Selflessness		5	4	3	2	1
12. Development consciousness		5	4	3	2	1
13. Foresight		5	4	3	2	1
5. What is the extent of influence of each of the following spiritual values as you share them with GOD through your fellowmen?						
E. Values in relation to GOD						
1. Love		5	4	3	2	1
2. Trust		5	4	3	2	1
3. Faith		5	4	3	2	1
4. Hope		5	4	3	2	1
5. Charity		5	4	3	2	1
6. Reverence		5	4	3	2	1
7. Piety		5	4	3	2	1
8. Sincerity		5	4	3	2	1
9. Tolerance		5	4	3	2	1
10. Self-reliance		5	4	3	2	1
11. Self-denial		5	4	3	2	1
12. Humility		5	4	3	2	1
13. Sense of propriety		5	4	3	2	1
14. Compassion		5	4	3	2	1

Part IV

Direction: The following are selected personality factors that an industrial worker should possess in order to lead others to work efficiently.

To determine the level degree of one's self-possession of the personality factors, they are represented with the corresponding descriptive scale, such as:

- | | |
|------------------------------|------------------------------|
| (5) Superior Possession | (2) Below Average Possession |
| (4) Above Average Possession | (1) None Possession |
| (3) Average Possession | |

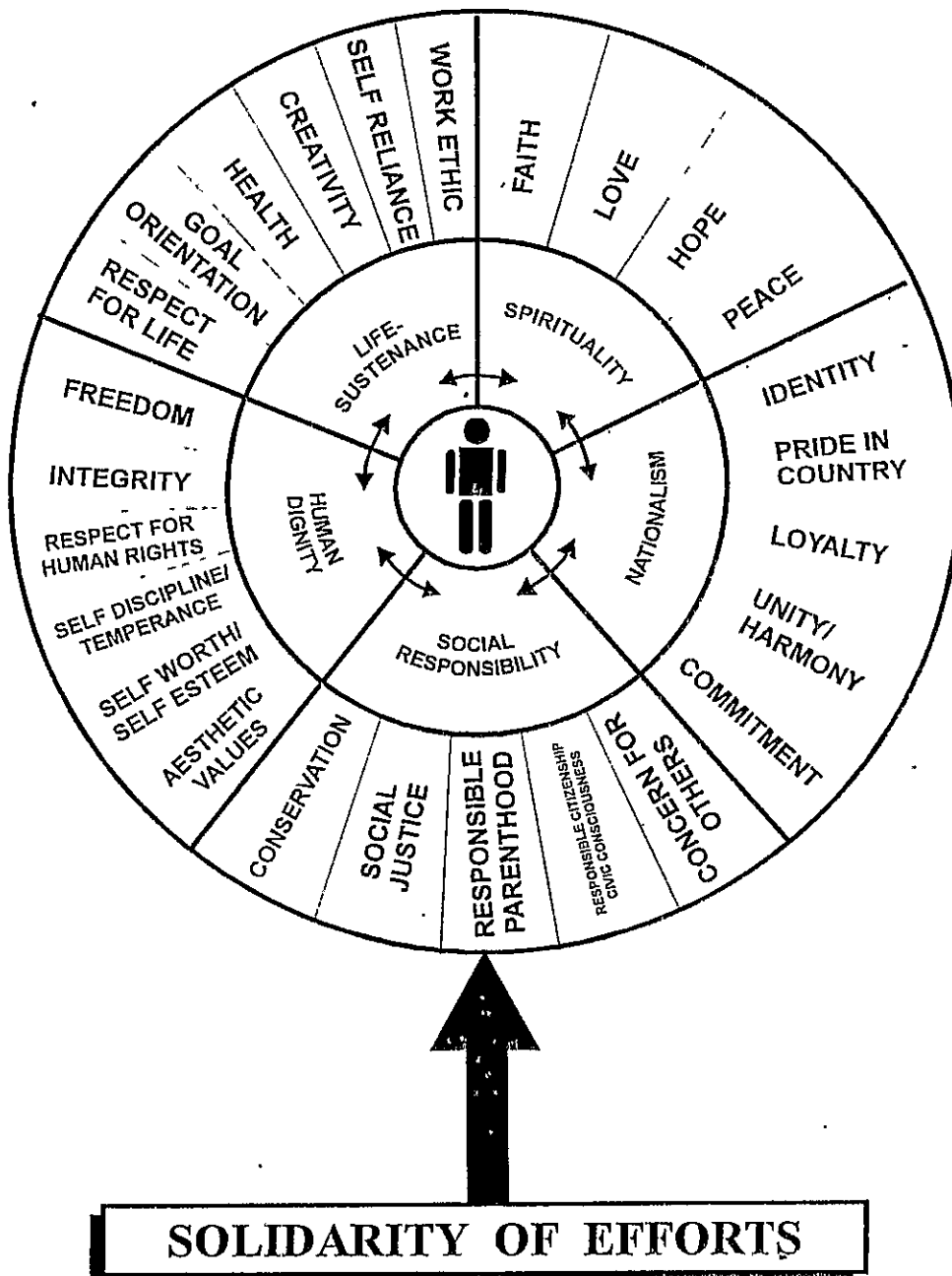
1. What is the degree of one's possession of the following personality factors in order to lead other to work efficiently? Please encircle the number under the appropriate column that corresponds to the descriptive scale.

=====		=====				
Personality Factors		: Degree of Possession				
		: SP : AA : AP : BA : NP				
-----		-----				
1.	Humble, mild, obedient, conforming (Submissive)	5	4	3	2	1
2.	Tough-mindedness, self-reliant, realistic, no-nonsense (Harria).	5	4	3	2	1
3.	Trusting, adoptable, free of jealousy, easy to get on with (Alaxia)	5	4	3	2	1
4.	Practical, careful, conventional, regulated by external realities proper (Praxermia)	5	4	3	2	1
5.	Placid, self-assured, confident, serene (Untroubled Adequacy).	5	4	3	2	1
6.	Group-dependent, a "joiner", and sound follower (Group Adherence).	5	4	3	2	1
7.	Venturesome, socially bold, uninhibited, spontaneous, (Parmia)	5	4	3	2	1
8.	Imaginative, wrapped up in inner urgencies, careless of practical matters, bohemian (Autia).	5	4	3	2	1
9.	Self-sufficient, prefers own decisions, resourceful (self-sufficiency).	5	4	3	2	1
10.	Controlled, socially-precise self-discipline, compulsive (High self-concept control)	5	4	3	2	1
=====		=====				

Please write your comments and suggestions relative to the further improvement of one's values and personality.

Appendix I

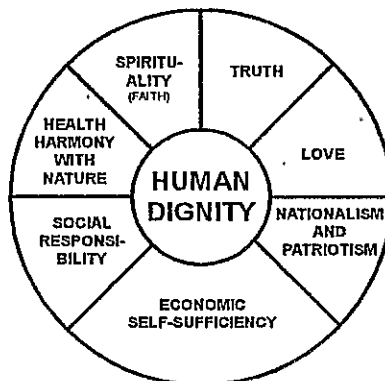
SUGGESTED CORE VALUES AND RELATED VALUES



Appendix J

4/ SOURCEBOOK OF STRATEGIES FOR VALUES EDUCATION

THE CORE VALUES



CORE AND RELATED VALUES

DIMENSIONS		VALUES	
HUMAN	AS SELF	<p>(Integral Self-Development)</p> <p>PHYSICAL</p> <p>HEALTH/HARMONY WITH NATURE Physical Fitness Cleanliness Beauty Art</p> <p>INTELLECTUAL</p> <p>KNOWLEDGE/TRUTH Creative and Critical Thinking</p> <p>MORAL</p> <p>LOVE Integrity/Honesty Self-worth/Self-esteem Personal Discipline</p> <p>SPIRITUAL (Religious)</p> <p>SPIRITUALITY (Faith)</p>	
	PERSON IN COMMUNITY	<p>SOCIAL Family</p> <p>SOCIAL RESPONSIBILITY Mutual Love/Respect Fidelity Responsible Parenthood Concern for others/ Common Good Freedom/Equality Social Justice Peace/Active Nonviolence Popular Participation</p> <p>Economic</p> <p>ECONOMIC SELF-SUFFICIENCY Work Ethic Self-reliance Productivity Scientific and Technological Environmental Sustainability International Cooperation</p>	HUMAN DIGNITY

Appendix k

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

January 27, 1997

The Dean
Graduate School
Samar State Polytechnic College
Catbalogan, Samar

MADAM:

I have the honor to apply for Final Oral Defense of my dissertation entitled VALUE-PERSONALITY AND PERFORMANCE OF COLLEGE STUDENTS AND SHOP TEACHERS IN TECHNICAL VOCATIONAL SCHOOLS AS BASIS FOR CURRICULAR REDIRECTION on the date convenient for your office.

Very truly yours,

(SGD) MANUEL F. LLEGO
Graduate Students

Recommending Approval:

(SGD) TERSITO A. ALIPOSA, Ph.D./Ed. D.
Adviser

APPROVED:

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

Appendix L

Computation of Sample using
Sloven's Formula

Formula:

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

Computation:

$$\begin{aligned}
 n &= \frac{565}{1 + (565) (0.05)^2} \\
 &= \frac{565}{1 + (565) (0.0025)} \\
 &= \frac{565}{1 + 1.4125} \\
 &= \frac{565}{2.4125} = 234.19
 \end{aligned}$$

Appendix M

Computation of Sample Using
Coefficient Correlation

Formula:

$$r = 1 - \frac{6 \sum ED^2}{N(N^2-1)}$$

Computation:

$$\begin{aligned}
 r &= 1 - \frac{6 \sum ED^2}{N(N^2-1)} \\
 &= 1 - \frac{6(66)}{16(265-1)} \\
 &= 1 - \frac{396}{16(255)} \\
 &= 1 - \frac{396}{4080} \\
 &= 1 - .0971 \\
 &= .9029 \text{ or } 90.3\%
 \end{aligned}$$

Appendix N

Transforming r to t-values

Formula:

$$t = \frac{r}{\sqrt{\frac{1 - r^2}{N - 2}}}$$

$$t = \frac{.903}{\sqrt{\frac{1 - (.903)^2}{16 - 2}}}$$

$$t = \frac{.903}{\sqrt{1.81541}} \quad (3.742)$$

$$t = \frac{.903}{(.42964)} \quad (3.742)$$

$$= (2.102)(3.742)$$

$$= 7.865 \quad \text{Significant. This is greater than 2.145 at 0.05 of df 14.}$$

Computation Using Weighted Mean

Formula:

$$\bar{X}_w = \frac{\sum EFX}{N}$$

$$= \frac{178}{234}$$

$$= .7606 \text{ or } 76.07 \text{ percent}$$

Appendix O

Computation of Data in the Contingency
Table for Tables 34 and 39

Formula

Total frequencies of each core values for the stud- ents and shop teachers	x	Total frequencies of the five core values for the students
The grand total of the frequencies of the five core values		

Computation

1. $\frac{20205 \times 63366}{90118} = 14207.04$	2. $\frac{20205 \times 26752}{90118} = 55997.96$
3. $\frac{15183 \times 63366}{90118} = 10675.85$	4. $\frac{15183 \times 26752}{90118} = 4507.15$
5. $\frac{20124 \times 63366}{90118} = 14150.09$	6. $\frac{20124 \times 26752}{90118} = 5973.91$
7. $\frac{16080 \times 63366}{90118} = 11306.57$	8. $\frac{16080 \times 26752}{90118} = 4773.43$
9. $\frac{18526 \times 63366}{90118} = 13026.46$	10. $\frac{18526 \times 26752}{90118} = 5499.54$

Chi-square Computation

$$\begin{aligned}
 \chi^2 &= \sum \frac{(O - E)^2}{E} = \frac{(14151 - 14207.04)^2}{14207.04} \\
 &= \frac{(5605)^2}{14207.04} \\
 &= .221
 \end{aligned}$$

Appendix P 1.1

Sample Data of Respondents

Individual Values of State Colleges and Universities in Region 8

BCAT								SSPC							
: EI : HI : MI : SI : NI : To :								EI : HI : MI : SI : NI : To :							
A. Individual Values : 5 : 4 : 3 : 2 : 1 : tal: WA :								5 : 4 : 3 : 2 : 1 : tal: WA :							
1. Self-reliance	11 55	10 40	1 3	- 0	- 0	22 98	4 4.45	5 25	13 52	9 27	1 2	- 0	28 106	4 3.79	
2. Self-discipline	15 75	4 16	2 6	1 2	0 0	22 99	5 4.50	8 40	15 60	3 9	1 2	1 1	28 112	4 4.00	
3. Good Personal judgment	7 35	9 36	5 15	1 2	- 0	22 98	4 4.45	5 25	7 28	13 39	1 2	2 2	28 96	3 3.43	
4. Open-mindedness	9 45	3 12	9 27	- 0	1 1	22 85	4 3.86	8 40	9 36	10 30	1 2	- 0	28 108	4 3.86	
5. Perseverance	7 35	10 40	4 12	1 2	- 0	22 89	4 4.05	- 0	12 48	11 33	4 8	1 1	28 90	3 3.21	
6. Honesty	13 65	3 12	5 15	1 2	- 0	22 94	4 4.27	8 40	11 44	5 15	3 6	1 1	28 106	4 3.79	
7. Sense of Responsibility	14 70	4 16	3 9	1 2	- 0	22 97	4 4.41	8 40	10 40	8 24	1 2	1 1	28 107	4 3.82	
8. Courage	6 30	7 28	7 21	2 4	- 0	22 83	4 3.77	3 15	12 48	9 27	4 8	- 0	28 98	4 3.50	
9. Industry	7 35	8 32	5 15	2 4	- 0	22 86	4 3.91	5 25	10 40	10 30	2 4	1 1	28 100	4 3.57	
10. Prudence	4 20	7 28	10 30	1 2	- 0	22 80	4 3.64	3 15	6 24	11 33	5 10	3 3	28 85	3 3.04	
11. Promptness	2 10	8 32	11 33	1 2	- 0	22 77	4 3.50	4 20	9 36	11 33	2 4	2 2	28 95	3 3.39	
12. Creativeness	7 35	9 36	5 15	1 2	- 0	22 88	4 4.00	4 20	9 36	9 27	5 10	1 1	28 94	3 3.36	
13. Patience	10 50	9 36	1 3	2 4	- 0	22 93	4 4.23	5 25	10 40	9 27	2 4	2 2	28 98	4 3.50	
14. Good Work Habits	15 75	2 8	5 15	- 0	- 0	22 98	4 4.45	9 45	12 48	3 9	3 6	1 1	28 109	4 3.89	
15. Retrospectiveness	5 25	9 36	6 18	2 4	- 0	22 83	4 3.77	4 20	10 40	11 33	3 6	0 0	28 99	4 3.54	
16. Innovativeness	6 30	7 28	7 21	2 4	- 0	22 83	4 3.77	3 15	8 32	10 30	6 12	1 1	28 90	3 3.21	
Total	138 690	109 436	86 258	18 36	1 1	352 1421	4 4.04	82 410	163 652	142 426	44 88	17 17	448 1593	4 3.56	

Cont. Appendix P 1.1

LNTS								TTMIST							
A. Individual Values	5	4	3	2	1	tal	WA	5	4	3	2	1	tal	WA	
1. Self-reliance	15	14	12	0	0	21	3.50	315	1144	618	0	0	2077	3.85	
2. Self-discipline	15	312	26	0	0	23	3.83	945	624	412	12	0	2083	4.15	
3. Good Personal judgment	15	28	6	0	1	20	3.33	420	936	618	12	0	2076	3.80	
4. Open-mindedness	15	312	13	12	0	22	3.67	15	1040	618	36	0	2069	3.45	
5. Perseverance	15	14	26	12	10	18	3.00	15	936	721	36	0	2068	3.40	
6. Honesty	15	520	0	0	0	25	4.17	630	1352	13	0	0	2085	4.25	
7. Sense of Responsibility	15	312	13	0	1	21	3.50	525	728	824	0	0	2077	3.85	
8. Courage	315	28	13	0	0	26	4.33	420	624	1030	0	0	2074	3.70	
9. Industry	15	28	26	12	0	21	3.50	525	728	515	36	0	2074	3.70	
10. Prudence	0	28	13	24	11	16	2.67	210	520	824	510	0	2064	3.20	
11. Promptness	0	28	26	24	0	18	3.00	210	520	1133	12	11	2066	3.30	
12. Creativeness	15	312	26	0	0	23	3.83	420	312	927	36	11	2066	3.30	
13. Patience	210	14	26	12	0	22	3.67	525	936	515	12	0	2078	3.90	
14. Good Work Habits	315	28	13	0	0	26	4.33	525	1144	39	12	0	2080	4.00	
15. Retrospectiveness	0	28	26	24	0	18	3.00	15	832	1030	12	0	2069	3.45	
16. Innovativeness	0	312	26	12	0	20	3.33	210	416	1339	12	0	2067	3.35	
Total	1785	37148	2781	1122	44	96340	43.54	59295	123492	112336	2448	22	3201173	43.67	

cont.

A. Individual	FANMCAT							LIT							
	: EI	: HI	: MI	: SI	: NI	: To	: WA		: EI	: HI	: MI	: SI	: NI	: To	: WA
	: 5	: 4	: 3	: 2	: 1	: tal			: 5	: 4	: 3	: 2	: 1	: tal	
1. Self-reliance	16 80	13 52	8 24	2 4	- 0	39 160	4 4.10	:	2 10	13 52	8 24	- 0	- 0	23 86	4 3.74
2. Self-discipline	15 75	14 56	7 21	3 6	- 0	39 158	4 4.05	:	3 15	17 68	3 9	- 0	- 0	23 92	4 4.00
3. Good Personal judgment	4 20	21 84	11 33	2 4	1 1	39 142	4 3.64	:	2 10	7 28	14 42	- 0	- 0	23 80	3 3.48
4. Open-mindedness	7 35	20 80	8 24	3 6	1 1	39 146	4 3.74	:	2 10	6 24	14 42	- 0	1 1	23 77	3 3.35
5. Perseverance	7 35	14 56	16 48	2 4	- 0	39 143	4 3.67	:	2 10	6 24	11 33	4 8	- 0	23 75	3 3.26
6. Honesty	15 75	15 60	5 15	2 4	2 2	39 156	4 4.00	:	7 35	9 36	5 15	2 4	- 0	23 90	4 3.91
7. Sense of Responsibility	10 50	20 80	8 24	- 0	1 1	39 155	4 3.97	:	5 25	10 40	8 24	- 0	- 0	23 89	4 3.87
8. Courage	7 35	23 92	6 18	2 4	1 1	39 150	4 3.85	:	1 5	9 36	12 36	1 2	- 0	23 79	3 3.43
9. Industry	8 40	19 76	7 21	4 8	1 1	39 146	4 3.74	:	2 10	6 24	15 45	- 0	- 0	23 79	3 3.43
10. Prudence	3 15	19 76	13 39	3 6	1 1	39 137	4 3.51	:	- 0	7 28	12 36	4 8	- 0	23 72	3 3.13
11. Promptness	3 15	20 80	10 30	3 6	3 3	39 134	3 3.44	:	1 5	6 24	15 45	1 2	- 0	23 76	3 3.30
12. Creativeness	10 50	13 52	14 42	2 4	- 0	39 148	4 3.79	:	2 10	10 40	10 30	1 2	- 0	23 82	4 3.57
13. Patience	13 65	15 60	10 30	1 2	- 0	39 157	4 4.03	:	2 10	11 44	9 27	- 0	1 1	23 82	4 3.57
14. Good Work Habits	13 65	14 56	9 27	2 4	1 1	39 153	4 3.92	:	4 20	11 44	8 24	- 0	- 0	23 88	4 3.83
15. Retrospectiveness	9 45	11 44	16 48	1 2	2 2	39 141	4 3.62	:	1 5	6 24	13 39	3 6	- 0	23 74	3 3.22
16. Innovativeness	7 35	13 52	14 42	3 6	2 2	39 137	4 3.51	:	1 5	3 12	14 42	2 4	3 3	23 66	3 2.87
Total	147 735	264 1056	162 486	35 70	16 16	624 2364	4 3.79	:	37 185	137 548	171 513	18 36	5 5	368 1287	4 3.49

SNSAT		E1	H1	M1	SI	NI	To	PIT	E1	H1	M1	SI	NI	To
A.	Individual Values	5	4	3	2	1	tal	WA	5	4	3	2	1	tal
1.	Self-reliance	2 10	5 20	1 3	- 0	- 0	8 33	4 4.13	4 20	7 28	1 3	- 0	- 0	12 51
2.	Self-discipline	4 20	3 12	1 3	- 0	- 0	8 35	4 4.38	7 35	5 20	- 0	- 0	- 0	12 55
3.	Good Personal judgment	2 10	6 24	- 0	- 0	- 0	8 34	4 4.25	4 20	8 32	- 0	- 0	- 0	12 52
4.	Open-mindedness	- 0	6 24	2 6	- 0	- 0	8 30	4 3.75	7 35	4 16	1 3	- 0	- 0	12 54
5.	Perseverance	- 0	5 20	3 9	- 0	- 0	8 29	4 3.65	3 15	9 36	- 0	- 0	- 0	12 51
6.	Honesty	2 10	5 20	1 3	- 0	- 0	8 33	4 4.13	8 40	4 16	- 0	- 0	- 0	12 56
7.	Sense of Responsibility	4 20	2 8	2 6	- 0	- 0	8 34	4 4.25	8 40	4 16	- 0	- 0	- 0	12 56
8.	Courage	- 0	6 24	2 6	- 0	- 0	8 30	4 3.75	4 20	8 32	- 0	- 0	- 0	12 52
9.	Industry	1 5	6 24	1 3	- 0	- 0	8 32	4 4.00	4 20	8 32	- 0	- 0	- 0	12 52
10.	Prudence	- 0	5 20	3 9	- 0	- 0	8 29	4 3.63	1 5	10 40	1 3	- -	- -	12 48
11.	Promptness	- 0	4 16	4 12	- 0	- 0	8 28	4 3.50	4 20	5 20	3 9	- 0	- 0	12 49
12.	Creativeness	- 0	6 24	2 6	- 0	- 0	8 30	4 3.75	6 30	5 20	1 3	- 0	- 0	12 53
13.	Patience	1 5	5 20	2 6	- 0	- 0	8 31	4 3.88	6 30	5 20	1 3	- 0	- 0	12 53
14.	Good Work Habits	2 10	5 20	- 0	1 2	- 0	8 32	4 4.00	4 20	7 28	1 3	- 0	- 0	12 51
15.	Retrospectiveness	2 10	5 20	1 3	- 0	- 0	8 33	4 4.13	2 10	9 36	1 3	- 0	- 0	12 49
16.	Innovativeness	- 0	4 16	4 12	- 0	- 0	8 28	4 3.50	3 15	7 28	2 6	- 0	- 0	12 49
Total		20	78	29	1	0	128	4	75	105	12	0	0	192
		100	312	87	2	0	501	3.91	375	420	36	0	0	831

Cont. Appendix P 1.1

CNSAT	5	4	3	2	1	To : tal:	WA	NIT	5	4	3	2	1	To : tal:	WA
A. Individual Values	5	4	3	2	1	tal:	WA		5	4	3	2	1	tal:	WA
1. Self-reliance	-	5	3	-	-	8	4		5	5	6	-	-	16	4
	0	20	9	0	0	29	3.63		25	20	18	0	0	63	3.94
2. Self-discipline	3	3	1	1	-	8	4		3	11	2	-	-	16	4
	15	12	3	2	0	32	4.00		15	44	6	0	0	65	4.06
3. Good Personal judgment	2	3	2	1	-	8	4		2	6	6	2	-	16	4
	10	12	6	2	1	30	3.75		10	24	18	4	0	56	3.50
4. Open-mindedness	1	5	2	-	-	8	4		-	8	7	1	-	16	3
	5	20	6	0	0	31	3.88		0	32	21	2	0	55	3.44
5. Perseverance	1	4	3	-	-	8	4		2	4	9	1	-	16	3
	5	16	9	0	0	30	3.75		10	16	27	2	0	55	3.44
6. Honesty	4	2	1	1	-	8	4		4	9	1	2	-	16	4
	20	8	3	2	0	33	4.13		20	36	3	4	0	63	3.94
7. Sense of Responsibility	1	4	3	-	-	8	4		6	7	2	1	-	16	4
	5	16	9	0	0	30	3.75		30	28	6	2	0	66	4.13
8. Courage	-	6	2	-	-	8	4		4	4	8	-	-	16	4
	0	24	6	0	0	30	3.75		20	16	24	0	0	60	3.75
9. Industry	-	4	4	-	-	8	4		4	8	4	-	-	16	4
	0	16	12	0	0	28	3.50		20	32	12	0	0	64	4.00
10. Prudence	2	2	3	1	-	8	4		2	7	5	2	-	16	4
	10	8	9	2	0	29	3.63		10	28	15	4	0	57	3.56
11. Promptness	-	6	2	-	-	8	4		1	8	4	3	-	16	4
	0	24	6	0	0	30	3.75		5	32	12	6	0	55	3.44
12. Creativeness	4	2	2	-	-	8	4		6	2	8	-	-	16	4
	20	8	6	0	0	34	4.25		30	8	24	0	0	62	3.88
13. Patience	3	3	1	1	-	8	4		1	11	4	-	-	16	4
	15	12	3	2	0	32	4.00		5	44	12	0	0	61	3.81
14. Good Work Habits	2	2	3	1	-	8	4		6	7	3	-	-	16	4
	10	8	9	2	0	29	3.63		30	28	9	0	0	67	4.19
15. Retrospectiveness	2	3	3	-	-	8	4		6	5	5	-	-	16	4
	10	12	9	0	0	31	3.88		30	20	15	0	0	65	4.06
16. Innovativeness	3	2	3	-	-	8	4		1	11	4	-	-	16	4
	15	8	9	0	0	32	4.00		5	44	12	0	0	61	3.81
Total	28	56	38	6	0	128	4		53	113	78	12	0	256	4
	140	224	114	12	0	490	3.83		265	452	234	24	0	975	3.81

VJNVS		5	4	3	2	1	Total	WA	SLSCST		5	4	3	2	1	Total	WA
A. Individual																	
1. Self-reliance	-	12	1	-	-	13	4		9	26	4	-	-	39	4		
	0	48	3	0	0	51	3.92		45	104	12	0	0	161	4.13		
2. Self-discipline	1	11	1	-	-	13	4		12	23	3	1	-	39	4		
	5	44	3	0	0	52	4.00		60	92	9	2	0	163	4.18		
3. Good Personal judgment	-	9	4	-	-	13	4		7	17	14	1	-	39	4		
	0	36	12	0	0	48	3.69		35	68	42	2	0	147	3.77		
4. Open-mindedness	-	8	5	-	-	13	4		7	14	16	2	-	39	4		
	0	32	15	0	0	47	3.62		35	56	48	4	0	143	3.67		
5. Perseverance	1	5	6	1	-	13	4		1	22	14	2	-	39	4		
	5	20	18	2	0	45	3.46		5	88	42	4	0	139	3.56		
6. Honesty	2	8	3	-	-	13	4		23	12	4	-	-	39	5		
	10	32	9	0	0	51	3.92		115	48	12	0	0	175	4.49		
7. Sense of Responsibility	2	8	3	-	-	13	4		9	23	6	1	-	39	4		
	10	32	9	0	0	51	3.92		45	92	18	2	0	157	4.03		
8. Courage	-	9	4	-	-	13	4		8	18	13	-	-	39	4		
	0	36	12	0	0	48	3.69		40	72	39	0	0	151	3.87		
9. Industry	0	7	6	0	-	13	4		7	18	12	2	-	39	4		
	0	28	18	0	0	46	3.54		35	72	36	4	0	147	3.77		
10. Prudence	1	5	6	1	-	13	4		5	16	15	2	1	39	3		
	5	20	18	2	0	45	3.46		25	64	45	4	1	139	3.56		
11. Promptness	0	7	5	1	-	13	4		5	17	13	4	-	39	4		
	0	28	15	2	0	45	3.46		25	68	39	8	0	140	3.59		
12. Creativeness	2	7	3	1	-	13	4		6	16	16	1	-	39	4		
	10	28	9	2	0	49	3.77		30	64	48	2	0	144	3.69		
13. Patience	2	8	2	1	-	13	4		16	16	6	1	-	39	4		
	10	32	6	2	0	50	3.85		80	64	18	2	0	164	4.21		
14. Good Work Habits	1	8	4	-	-	13	4		10	19	10	-	-	39	4		
	5	32	12	0	0	49	3.77		50	76	30	0	0	156	4.00		
15. Retrospectiveness	-	6	7	-	-	13	4		2	19	17	-	1	39	4		
	0	24	21	0	0	45	3.46		10	76	30	0	1	138	4.54		
16. Innovativeness	1	6	5	1	-	13	4		3	9	21	5	1	39	3		
	5	24	15	2	0	46	3.54		15	36	63	10	1	125	3.21		
Total		13	124	65	6	0	208	4	130	285	184	22	3	624	4		
		65	496	195	12	0	768	3.69	650	1140	552	44	3	2389	3.83		

Appendix P 1.2

Sample Data of Respondents

Values in Relation to Others of State College and Universities Students and Shop Teachers

BCAT	EI	HI	MI	SI	NI	To	SSPC	EI	HI	MI	SI	NI	To
B. Values in Relation to others	5	4	3	2	1	tal	WA	5	4	3	2	1	tal
	:	:	:	:	:	:	:	:	:	:	:	:	:
1. Cooperation	14	4	3	1	-	22	4	11	12	3	2	-	28
	70	16	9	2	0	97	4.41	55	48	9	4	0	116
2. Social-mindedness	4	11	5	2	-	22	4	2	9	11	4	2	28
	20	44	15	4	0	83	3.77	10	36	33	8	2	89
3. Trust	15	2	4	1	-	22	4	4	17	4	3	-	28
	75	8	12	2	0	97	4.41	20	68	12	6	0	106
4. Politeness	7	8	5	2	-	22	4	6	9	9	3	1	28
	35	32	15	4	0	86	3.91	30	36	27	6	1	100
5. Tolerance	4	11	6	1	-	22	4	4	7	10	6	1	28
	20	44	18	2	0	84	3.82	20	28	30	12	1	91
6. Dependability	5	9	6	2	-	22	4	4	10	6	8	-	28
	25	36	18	4	0	83	3.77	20	40	18	16	0	94
7. Service Above self	10	6	5	1	-	22	4	3	9	13	3	-	28
	50	24	15	2	0	91	4.14	15	36	39	6	0	96
8. Dignity & Labor	6	6	9	1	-	22	4	2	12	9	4	1	28
	30	24	27	2	0	83	3.77	10	47	27	8	1	94
9. Goodwill	10	9	2	1	-	22	4	5	12	8	1	2	28
	50	36	6	2	0	94	4.27	25	48	24	2	2	101
10. Respect for the individual under-standing.	12	6	1	3	-	22	4	10	9	5	3	1	28
	60	24	3	6	0	93	4.23	50	36	15	6	1	108
11. Recognition of the merits of others	6	11	3	2	-	22	4	2	14	9	2	1	28
	30	44	9	4	0	87	3.95	10	56	27	4	1	98
12. Compassion	6	5	10	1	-	22	4	3	11	10	3	1	28
	30	20	30	2	0	82	3.73	15	44	30	6	1	96
Total	99	88	59	18	-	264	4	56	131	97	42	10	336
	495	352	177	36	0	1060	4.02	280	524	291	84	10	1189

Cont. Appendix P 1.2

LNTS	EI	HI	MI	SI	NI	To	WA	TTNIST	EI	HI	MI	SI	NI	To	WA
B. Values in Relation to others	5	4	3	2	1	tal	WA	5	4	3	2	1	tal	WA	
1. Cooperation	3 15	2 8	1 3	- 0	- 0	6 26	4 4.33	5 25	13 52	1 3	1 2	- 0	20 82	4 4.10	
2. Social-mindedness	1 5	2 8	2 6	1 2	- 0	6 21	4 3.50	2 10	7 28	10 30	1 2	- 0	20 70	4 3.50	
3. Trust	2 10	3 12	- 0	- 0	1 1	6 23	4 3.83	5 25	12 48	1 3	2 4	- 0	20 80	4 4.00	
4. Politeness	- 0	3 12	2 6	1 2	- 0	6 20	3 3.33	4 20	6 24	8 24	2 4	- 0	20 72	4 3.60	
5. Tolerance	- 0	2 8	3 9	1 2	- 0	6 19	3 3.17	- 0	10 40	8 24	2 4	- 0	20 68	3 3.40	
6. Dependability	1 5	2 8	2 6	1 2	- 0	6 21	4 3.50	3 15	7 28	8 24	2 4	- 0	20 71	4 3.55	
7. Service Above self	1 5	2 8	1 3	2 4	- 0	6 20	3 3.33	1 5	10 40	6 18	2 4	1 1	20 68	3 3.40	
8. Dignity & Labor	- 0	3 12	1 3	- 0	2 2	6 17	3 2.83	5 25	11 44	4 12	- 0	- 0	20 81	4 4.05	
9. Goodwill	1 5	3 12	1 3	1 2	- 0	6 22	4 3.67	3 15	13 52	3 9	1 2	- 0	20 78	4 3.90	
10. Respect for the individual understanding.	2 10	3 12	1 3	- 0	- 0	6 25	4 4.17	9 45	9 36	1 3	1 2	- 0	20 86	4 4.30	
11. Recognition of the merits of others	3 15	1 4	2 6	- 0	- 0	6 25	4 4.17	3 15	11 44	6 18	- 0	- 0	20 77	4 3.85	
12. Compassion	- 0	4 16	2 6	- 0	- 0	6 22	4 3.67	3 15	10 40	6 18	- 0	1 1	20 74	4 3.70	
Total	14 70	30 120	18 54	7 14	3 3	72 261	4 3.63	43 215	119 476	62 186	14 28	2 2	240 907	4 3.78	

Cont.

FANMCAT	5	4	3	2	1	To : tal	WA	LIT	5	4	3	2	1	To : tal	WA
B. Values in Relation to others	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
1. Cooperation	16 80	16 64	5 15	1 2	1 1	39 162	4 4.15	:	5 25	12 48	4 12	1 2	1 1	23 88	4 3.83
2. Social-mindedness	4 20	17 68	15 45	1 2	2 2	39 137	4 3.51	:	1 5	8 32	12 36	2 4	- 0	23 77	3 3.35
3. Trust	14 70	14 56	8 24	2 4	1 1	39 155	4 3.97	:	8 40	8 32	7 21	- 0	- 0	23 93	4 4.04
4. Politeness	9 45	19 76	8 24	3 6	1 0	39 151	4 3.87	:	3 15	5 20	14 42	1 2	- 0	23 79	4 3.43
5. Tolerance	2 10	19 76	16 48	- 0	2 2	39 136	4 3.49	:	- 0	9 36	12 36	2 4	- 0	23 76	3 3.30
6. Dependability	6 30	15 60	13 39	3 6	2 2	39 137	4 3.51	:	1 5	8 32	13 39	1 2	- 0	23 78	3 3.39
7. Service Above self	5 25	16 64	13 39	4 8	1 1	39 137	4 3.51	:	- 0	10 40	13 39	- 0	- 0	23 79	3 3.43
8. Dignity & Labor	7 35	20 80	7 21	4 8	1 1	39 145	4 3.72	:	6 30	12 48	2 6	3 6	- 0	23 90	4 3.91
9. Goodwill	10 50	14 56	10 30	5 10	- 0	39 146	4 3.74	:	6 30	10 40	6 18	1 2	- 0	23 90	4 3.91
10. Respect for the individual understanding.	14 70	13 52	8 24	4 8	- 0	39 154	4 3.95	:	4 20	13 52	6 18	- 0	- 0	23 90	4 3.91
11. Recognition of the merits of others	6 30	19 76	10 30	2 4	2 2	39 142	4 3.64	:	1 5	11 44	8 24	3 6	- 0	23 79	3 3.43
12. Compassion	6 30	20 80	12 36	1 2	- 0	39 148	4 3.79	:	1 5	6 24	13 39	3 6	0 0	23 74	3 3.22
Total	99	202	129	30	12	468	4	:	36	112	110	17	1	276	4
	495	808	375	60	12	1750	3.74	:	180	448	330	34	1	993	3.59

SNSAT		5	4	3	2	1	Total	WA	PIT	5	4	3	2	1	Total	WA
B. Values in Relation to others																
1. Cooperation	2	5	1	-	-	8	4		7	4	-	1	-	12	4	
	10	20	3	0	0	33	4.13		35	16	0	2	0	53	4.42	
2. Social-mindedness	-	7	1	-	-	8	4		4	7	-	1	-	12	4	
	0	28	3	0	0	31	3.88		20	28	0	2	0	50	4.17	
3. Trust	3	3	2	-	-	8	4		8	4	-	-	-	12	5	
	15	12	6	0	0	33	4.13		40	16	0	0	0	56	4.67	
4. Politeness	1	5	2	-	-	8	4		5	5	2	-	-	12	4	
	5	20	6	0	0	31	3.88		25	20	6	0	0	51	3.25	
5. Tolerance	-	3	5	-	-	8	3		2	7	2	1	-	12	4	
	0	12	15	0	0	27	3.38		10	28	6	2	0	46	3.83	
6. Dependability	1	4	3	-	-	8	4		3	5	3	1	-	12	4	
	5	16	9	0	0	30	3.75		15	20	9	2	0	46	3.83	
7. Service Above self	-	6	2	-	-	8	4		4	5	2	1	-	12	4	
	0	24	6	0	0	30	3.75		20	20	6	2	0	48	4.00	
8. Dignity & Labor	1	4	3	-	-	8	4		4	6	1	1	-	12	4	
	5	16	9	0	0	30	3.75		20	24	3	2	0	49	4.08	
9. Goodwill	1	6	1	-	-	8	4		8	2	2	-	-	12	4	
	5	24	3	0	0	32	4.00		40	8	6	0	0	54	4.50	
10. Respect for the individual understanding.	4	3	1	-	-	8	4		9	3	-	-	-	12	4	
	20	12	3	0	0	35	4.38		45	12	0	0	0	57	4.75	
11. Recognition of the merits of others	2	5	1	-	-	8	4		3	7	1	1	-	12	4	
	10	20	3	0	0	33	4.13		15	28	3	2	0	48	4.00	
12. Compassion	1	3	4	-	-	8	4		3	6	3	-	-	12	4	
	5	12	12	0	0	29	3.63		15	24	9	0	0	48	4.00	
Total	16	54	26	0	0	96	4		60	61	16	7	0	144	4	
	80	216	78	0	0	374	3.89		300	244	48	14	0	606	4.21	

Cont.

CNSAT	EI	HI	MI	SI	NI	To	NIT	EI	HI	MI	SI	NI	To
B. Values in Relation to others	5	4	3	2	1	tal	WA	5	4	3	2	1	tal
1. Cooperation	4 20	3 12	- 0	1 2	- 0	8 34	4 4.25	8 40	7 28	1 3	- 0	- 0	16 71
2. Social-mindedness	3 15	3 12	1 3	1 2	- 0	8 32	4 4.00	2 10	11 44	2 3	1 2	- 0	16 62
3. Trust	4 20	3 12	1 3	- 0	- 0	8 35	5 4.63	7 35	8 32	1 3	- 0	- 0	16 70
4. Politeness	1 5	5 20	1 3	1 2	- 0	8 30	4 3.75	4 20	8 32	4 12	- 0	- 0	16 64
5. Tolerance	2 10	1 4	4 12	1 2	- 0	8 27	4 3.38	1 5	9 36	6 18	- 0	- 0	16 59
6. Dependability	1 5	4 16	2 6	1 2	- 0	8 29	4 3.63	4 20	4 16	7 21	1 2	1 0	16 59
7. Service Above self	1 5	5 20	1 3	1 2	- 0	8 30	4 3.75	3 15	6 42	6 18	1 2	- 0	16 77
8. Dignity & Labor	4 20	3 12	1 3	- 0	- 0	8 35	4 4.38	4 20	10 40	2 6	- 0	- 0	16 66
9. Goodwill	3 15	3 12	1 3	1 2	- 0	8 32	4 4.00	1 5	9 36	6 18	- 0	- 0	16 59
10. Respect for the individual understanding.	3 15	4 16	- 0	1 2	- 0	8 33	4 4.13	4 20	9 36	3 9	- 0	- 0	16 65
11. Recognition of the merits of others	3 15	3 12	2 6	- 0	- 0	8 33	4 4.13	1 5	11 44	4 12	- 0	- 0	16 61
12. Compassion	1 5	5 20	2 6	- 0	- 0	8 31	4 3.88	3 15	9 36	3 9	1 2	- 0	16 62
Total	30 150	42 168	16 48	8 16	0 0	96 382	4 3.98	42 210	101 404	45 135	4 8	0 0	192 757

VJNVS	5	4	3	2	1	To	tal	WA	SLSCST	5	4	3	2	1	To	tal	WA
B. Values in Relation to others	5	4	3	2	1	tal	WA			5	4	3	2	1	tal	WA	
1. Cooperation	15	1144	13	-0	-0	1352	4.00	:		1890	2080	13	-0	-0	39173	4.44	
2. Social-mindedness	210	624	412	12	-0	1348	3.69	:		630	2184	1030	24	-0	39148	3.79	
3. Trust	210	832	39	-0	-0	1351	3.92	:		1890	1664	39	24	-0	39167	4.28	
4. Politeness	-0	936	412	-0	-0	1348	3.69	:		525	2392	824	24	11	39146	3.74	
5. Tolerance	-0	624	618	12	-0	1344	3.38	:		210	2392	927	36	22	39137	3.51	
6. Dependability	15	728	412	12	-0	1347	3.62	:		525	1352	1648	36	22	39133	3.41	
7. Service Above self	210	520	39	36	-0	1345	3.46	:		1155	1144	1030	36	44	39139	3.56	
8. Dignity & Labor	15	728	412	12	-0	1347	3.62	:		1365	1872	721	12	-0	39160	4.10	
9. Goodwill	-0	936	412	-0	-0	1348	3.69	:		1155	2392	412	12	-0	39161	4.13	
10. Respect for the individual understanding.	315	728	39	-0	-0	1352	4.00	:		21105	1664	26	-0	-0	39175	4.49	
11. Recognition of the merits of others	15	624	515	12	-0	1346	3.54	:		735	2080	1030	24	-0	39149	3.82	
12. Compassion	15	520	618	12	-0	1345	3.46	:		525	1768	1545	24	-0	39142	3.64	
Total	1470	86344	47141	918	00	156573	3.67	:		122610	221884	95285	2142	99	4681830	3.91	

CURRICULUM VITAE

NAME : MANUEL LLEGO Y FACTORANAN
ADDRESS : Purok No. 10, Barangay
Guindapunan, Catbalogan, Samar
DATE OF BIRTH : January 20, 1944
PLACE OF BIRTH : Basey W. Samar
PRESENT POSITION : Associate Professor V
PRESENT DESIGNATION : Assistant Head
Extension Service Office
STATION : Samar State Polytechnic College
Catbalogan, Samar
CIVIL STATUS : Married

EDUCATIONAL BACKGROUND

Elementary Catbalogan I, Elem. School
1954-1960
Secondary Samar School of Arts & Trades
Catbalogan, Samar
1960-1964
Two-Year Technical Samar School of Arts & Trade
Catbalogan, Samar
1964-1966
Undergraduate Course . . . Bachelor of Science in
Industrial Education (BSIE)
Leyte Institute of Technology
1966-1968
45 Units in Mathematics
Leyte Institute of Technology
Tacloban, City
1972-1973

Graduate Course Master of Arts in Industrial
Education (MAIE)
Tacloban, City
1982-1983

Bachelor of Law
Samar College
Catbalogan, Samar
1984-1988

Post Graduate Doctor of Philosophy
Samar State Polytechnic College
Catbalogan, Samar
1987-1996

HONORS AND AWARDS RECEIVED

Graduate with Honor Catbalogan I, Elem. School
Catbalogan, Samar, 1960

First Honorable Mention. Secondary
Samar School of Arts & Trade
Catbalogan, Samar, 1964

Outstanding in Automotive
Technology Two-Year Technical
Samar School of Arts and Trade
Catbalogan, Samar
1966

BSIE
Leyte Institute of Technology
Tacloban, City
1968

MEMBERSHIP IN CIVIC/RELIGIOUS ORGANIZATION/HONOR SOCIETY

President, Teachers' & Office Workers' Labor Union (TOWLU).
Registered No. 090, Feb. 14, 1989. Samar State Polytechnic
College, Catbalogan 1994-1996.

Chairman, Corruption Prevention Unit (CPU) Office of the
Ombudsman Community Arm. Samar State Polytechnic College,
Catbalogan, Samar, 1994-1996.

Member, Philippine Statistics Association, Region VIII.
National Statistics Office, Tacloban City, 1994-1996.

Member, Association of Residence Ombudsman and Non-Government Organization of Region VIII, (ARONE), National Statistics Office, Tacloban, City, 1994-1996.

Chancellor, knight of Columbus, Catbalogan, Samar, No. 3342.
Saint Bartholomew church, Catbalogan, Samar 1996-1997.

Member, Saint Bartholomew church Lay Ministers. Saint Bartholomew church, Catbalogan, Samar 1996-1997.

POSITION HELD

Secondary Teacher (Math)	Gala Voc. School Gamay Northern Samar August 24, 1968 to December 28, 1968
Gasoline & Diesel Mechanic	GEBARIN Logging Comp., Marabut, Samar Feb. 7, 1969 to August 12, 1970.
Secondary Teacher (Automotive)	Sogod National Trade School, Sogod Southern Leyte, August 13, 1970 to June 30, 1972.
Secondary Teacher (Math).	Wright Vocational School Wright, Samar August 6, 1973 to Dec. 31, 1973.
Senior Mechanic	Provincial Engineering Motorpool, Catbalogan Samar, Jan. 2, 1973 to May 30, 1975.
Secondary Teacher (Math)	Samar School of Arts & Trade, Catbalogan Samar, June 1, 1977 to March 24, 1977.

Secondary Teacher (Automotive) . . . Samar School of Arts &
Trade, Catbalogan Samar,
June 1, 1977 to Sept. 15,
1978.

Junior College Instructor. Samar School of Arts &
Trade, Catbalogan Samar,
April 16, 1978*to June 8,
1980.

Instructor I (Automotive) Samar School of Arts &
Trade, Catbalogan Samar,
June 8, 1980 to Jan. 31,
1983

Instructor II Samar State Polytechnic
College, Catbalogan Samar,
Feb. 1, 1983 to Dec. 31,
1983

Assistant Professor I Samar State Polytechnic
College, Catbalogan Samar,
Jan. 1, 1984 to Dec. 31,
1987

Assistant Professor VI. Samar State Polytechnic
College, Catbalogan Samar,
Jan. 1, 1988 to Dec. 15,
1992

Associate Professor V Samar State Polytechnic
College, Catbalogan Samar,
Dec. 16, 1992 to date

INDUSTRIAL TRAINING

Skills Upgrading in Automotive Electricity, NMYC, Taquig,
Metro manila, April 11, 1978 to June 2, 1978.

Skills Upgrading in Diesel Fuel System and Fuel Pump
Calibration, NMYC, Taquig, Metro Manila, April 13, 1981 to
May 29, 1981.

SEMINARS AND WORKSHOPS ATTENDED

Week-End Warrior Training Course, 111th HDU, Camp Lukban, Catbalogan, Samar, June 5, 1974 to Jan. 11, 1975.

Division Level 3 Mass Orientation of Secondary Official and Teachers for Science and Mathematics on the MEC Textbook Projects, Samar Schools of Arts and Trade, Catbalogan, Samar, March 5-9, 1979.

Seminar Workshop in Curriculum Design and Development Including Achievement Testing (Phase II-A), Samar Schools of Arts and Trade, Catbalogan, Samar, Nov. 11 1979 to Dec. 4, 1979.

Follow-Thru Seminar Workshop on the Upgrading of the Two-Year Technical and Four-Year Teacher Education Curriculum of SSAT, Samar Schools of Arts and Trade, Catbalogan, Samar Nov. 11 1979 to Dec. 4, 1979.

Seminar Workshop on Teachers Wellness Through Attitudes and Values Exploration and Test Construction for Classroom Use, Samar State Polytechnic College, Catbalogan, Samar June. 3-5, 1993. Dec. 4, 1979.

Skills on Puppetry for Non-Formal Education, Divine Word University, Tacloban, City, Nov. 7-9, 1994.

Basic Course on Manpower Development Programming and Coordination Concepts and Practices at the Provincial Level for Region VIII, NMYC, Tacloban, City, Nov. 21-25, 1994.

National Work-Conference on Extension Program Development, PASUC/TUP, Manila, Dec. 5-9, 1994.

7th Annual Convention of the Philippine Statistical Association, NSC, Tacloban, City, Dec. 16, 1994.

Seminar-Workshop on "Strengthening Curriculum Offering Through Action Research, SSPC, Catbalogan, Samar. Feb. 28 - March 1, 199.

Managerial Capability Enhancement Seminar-Workshop for Dept. Heads and Subject Area Chairmen, SSPC Catbalogan, Samar, Jan. 11-13, 1995.

Conference-Dialogue with Residents Ombudsman and Corruption Units of Region VIII, Ombudsman Visayas/ NSO, Tacloban City, Aug. 1, 1995.

National Training Program on School-Industry Linkages, PASUC/TUPV, Bacolod City. Aug. 14-16, 1995.

Repair and Maintenance of Briggs and Stratton Engines, Marsson Industrial Corp./SSPC, Catbalogan, Samar, Sept. 6, 1995.

Seminar-Workshop on Syllabus Writing, SSPC, Catbalogan Samar, March 19- April 3, 1996.

STUDY GRANTS AND AIDS

AVIP Scholarship Program on Master of Arts in Industrial Education (MAIE), Leyte Institute of Technology, Tacloban, City.

SSPC Teaching Staff and Personnel Development Program on Doctor of Philosophy (sabbatical leave), Samar State Polytechnic College, Catbalogan, Samar, 1996-1997.

LISTS OF TABLES

Table	Page
1 Distribution of Respondents Involved in the Participating Technical- Vocational Schools and Colleges in Region VIII	59
2 Distribution of Students and Shop Teachers Respondents in their Res- pective Courses of the Participating Technical- Vocational Schools and Colleges in Region VIII.	60
3 Preferred Values as Individual by Students of SUC's and DECS Technical- Vocational Schools and Colleges in Region VIII.	70
4 Preferred Values as Individual by Shop Teachers of SUC's and DECS Technical-Vocational Schools and Colleges in Region VIII	72
5 Preferred Values Related to Others by Students of SUC's and DECS Technical- Vocational Schools and Colleges in Region VIII	75
6 Preferred Values Related to Others by Shop Teachers of SUC's and DECS Technical-Vocational Schools and Colleges in Region VIII.	76
7 Preferred Values Related to Authority by Students of SUC's and DECS Technical-Vocational Schools and Colleges in Region VIII	78
8 Preferred Values Related to Authority by Shop Teachers of SUC's and DECS Technical-Vocational Schools and Colleges in Region VIII	80
9 Preferred Values Associated to Com- munity by Students of SUC's and DECS Technical-Vocational Schools and Colleges in Region VIII	82

10	Preferred Values Associated to Community by Shop Teachers of SUC's and DECS Technical-Vocational Schools and Colleges in Region VIII. . . .	84
11	Preferred Values Related to God by Students of SUC's & DECS Technical-Vocational Schools & Colleges in Region VIII	86
12	Preferred Values Related to God by Shop Teachers of SUC's and DECS Technical-Vocational Schools and Colleges in Region VIII.	88
13	Relationship Between Preferred Values of Students and Shop Teachers in Relation to Individuals	92
14	Relationship Between Preferred Values of Students and Shop Teachers in Relation to Others	96
15	Relationship Between the Preferred Values of Students and Shop Teachers in Relation to Authority. . . .	99
16	Relationship Between the Preferred Values of Students and Shop Teachers in Relation to Community	102
17	Relationship Between the Preferred Values of Students and Shop Teachers in Relation to God	104
18	Fisher t of Significance of the Preferred Values of Students and Shop Teacher Relative to the Five Core Areas	107
19	Extent of Influence of Individual Values in the Work Performance of Students in SUC's and DECS Technical-Vocational Schools and Colleges in Region VIII	109
20	Extent of Influence of Individual Values in the Work Performance of Shop Teachers in SUC's and DECS Technical-Vocational Schools and Colleges in Region VIII	111

21	Extent of Influence of Individual Values in the Work Performance of Students and Shop Teachers in SUC's and DECS Technical-Vocational Schools and Colleges in Region VIII	113
22	Extent of Influence of Values Related to Others in the Work Performance of Students in SUC's and DECS Technical-Vocational Schools and Colleges in Region VIII	114
23	Extent of Influence of Values Related to Others in the Work Performance of Shop Teachers in SUC's and DECS Technical- Vocational Schools and Colleges in Region VIII	116
24	Extent of Influence of Values Related to Others in the Work Performance of Students and Shop Teachers in SUC's and DECS Technical-Vocational Schools and Colleges in Region VIII	117
25	Extent of Influence of Values Related to Authority in the Work Performance of Students in SUC's and DECS Technical- Vocational Schools and Colleges in Region VIII	119
26	Extent of Influence of Values Related to Authority in the Work Performance of Shop Teachers in SUC's and DECS Technical- Vocational Schools and Colleges in Region VIII.	121
27	Extent of Influence of Values Related to Authority in the Work Performance of Students and Shop Teachers in SUC's and DECS Technical-Vocational Schools and Colleges in Region VIII	122
28	Extent of Influence of Values Related to Community in the Work Performance of Students in SUC's and DECS Technical- Vocational Schools and Colleges in Region VIII	124

29	Extent of Influence of Values Related to Community in the Work Performance of Shop Teachers in SUC's and DECS Technical-Vocational Schools and Colleges in Region VIII	126
30	Extent of Influence of Values Related to Community in the Work Performance of the Students and Shop Teachers in SUC's and DECS Technical-Vocational Schools and Colleges in Region VIII	127
31	Extent of Influence of Values Related to God in the Work Performance of Students in SUC's and DECS Technical-Vocational Schools and Colleges in Region VIII	129
32	Extent of Influence of Values Related to God in the Work Performance of Shop Teachers in SUC's and DECS Technical-Vocational Schools and Colleges in Region VIII	130
33	Extent of Influence of Values Related to God in the Work Performance of the Students and Shop Teachers in SUC's and DECS Technical-Vocational Schools and Colleges in Region VIII.	132
34	Contingency Table Showing the Number of Frequencies of the Perception of Students and Shop Teachers Relative to the Extent of Influence of the Five Core Values in their Work Performance	135
35	Calculation of X^2 for the Data	135
36	Level of Self-Possession on the Personality Factors Among the Students of SUC's & DECS Technical-Vocational Schools & Colleges in Region VIII.	137

37	Level of Self-Possession on the Personality Factors Among the Shop Teachers of SUC's and DECS Technical-Vocational Schools and Colleges in Region VIII	140
38	Level of Self-Possession on the Personality Factors Among the Students & Shop Teachers of SUC's & DECS Technical-Vocational Schools and Colleges in Region VIII	141
39	Significance Difference in the Self-Possession on the Personality Factors Between the Students and Shop Teachers	144

LIST OF FIGURES

Figure		Page
1	Theoretical Framework	6
2	Conceptual Framework	9
3	Map of Region VIII Showing the Location of the Participating Technical-Vocational Schools and Colleges.	13
4	Instructional Design	166