LEARNING COMPETENCIES IN TECHNOLOGY AND HOME ECONOMICS AND LIFE STYLE OF STUDENTS

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ANECITA V. ORIGINAL

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APPROVAL SHEET

In partial fulfillment of the requirements for the degree, **MASTER OF ARTS IN EDUCATION (MAEd)**, this thesis entitled **"LEARNING COMPETENCIES IN TECHNOLOGY AND HOME ECONOMICS AND LIFE STYLE OF STUDENTS"** has been prepared and submitted by **Ms. Anecita V. Original**, who having passed the Comprehensive Examination is hereby recommended for oral examination.

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DEDICATION

This humble endeavor, a labor of research study

is heartily and lovingly dedicated to:

my husband,

Mr. Eliodoro D. Original
(Assistant Professor I)

my son,

Eliodoro V. Original, Jr.;

dear brothers

and sisters;

father and mother,

who would have been happy to know

that their daughter has reached this far.

Annie

ABSTRACT

This study focused on the learning competencies in Home Economics and how it may relate to the lifestyle of secondary students in Samar State College of Agriculture and Forestry (SSCAF). A total of 102 respondents were involved in the study - 96 third year and fourth year high school students and six teachers in Home Economics- utilizing total or complete enumeration. The normative-descriptive method of research was used in this study using the questionnaire as the main instrument in gathering data. This study was conducted during the school year 1999-2000. For the finding, the learning competence level of the students in foods and nutrition as perceived by themselves obtained a descriptive rating of "highly competent" while their teachers rated them as "extremely competent". For the conclusion, the majority of the respondents were single female students taking up homemaking courses. Furthermore, they were at the stage of adolescence or period of adjustment where more challenges and opportunities are met. The general perception of the teachers on the competency level of the students obtained an adjectival rating of "extremely competent". For the recommendation, enhancement opportunities be given to the students by conducting homemaking contests and competitions among themselves.

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Chapter 1

THE PROBLEM: ITS BACKGROUND

Introduction

It is the consensus among educators that education is a dynamic process. With this dynamism goes the inevitability of change, so much so that change has become a byword (in the field of education) among contemporary educators. This immutable process of change has brought about an educational challenge that characterized the developments in every stage of our educational life.

That change as a dynamic aspect of education is explained in part by the dictum propounded by Dewey who said that education is life (Pinter, 1970: 70-72). Educational psychologists likewise regard learning and living as basically related, if not identical. Pinter (1970:71) further pointed out that:

> Learning and living are consistent and in a general sense, there is a little need as there is possibility of defining adequately the one or the other. Learning, deliberate or indeliberate, conscious or subconscious goes throughout the life of the organism resulting in a progressive understanding of an adjustment to and control of the environment and the organism itself.

Sutaria (1974:23) stressed that education leaders have compelling reasons for re-examining our educational practices and adopting alternatives that are most relevant to the times. It is therefore, observed that certain innovative strategies were introduced to make education

relevant to the current needs and thus mold citizens who will serve as valuable inputs into national development.

The inability of Philippine education to meet societal demands has been pointed out time and again. Former Secretary of Education Juan Manuel (1974:4) have declared that education in the Philippines, as in many other countries of the world, had been critized for its lack of relevance and effectiveness. He pointed out the inadequacy of the curricular offerings of schools towards terminal education. Education did not equip the students with essential skills for meeting circumstances of daily living. The education given was, in affect, only a preparation for more education.

To meet this need of making education relevant to society, the goals of education was re-aligned to meet the national development goals. One of the objectives of secondary education is (Manuel, 1974:10):

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

This educational objective suggests that education must be related to the life of the learner and that it must be meaningful to him. The real purpose of education in this rapidly changing world, then, is to help students to live

richly, freely and effectively everyday. Emphasis is no longer in terms of learning he can acquire but what he can apply in meeting everyday situations. All teaching shall seek to develop comprehensive understanding of subject matter and their inter-relationship and significance to daily living.

Education must merge with the learner's lifestyle, making its learning continuum extend to the community, instead of confining this in the school. The need for relevance is more emphasized in the vocational course since individuals learn more effectively the concepts and skills when the lesson-content has direct bearing to the learner's experience at home and in the community.

Home economics is one of the important subjects offered in the school today. This school offering is designed to improve the quality of home, family and community life. The family, being the center of democratic life, must be recognized that the kind of homes provided now and in the future will greatly influence the individual.

The new directions in home economics emphasize the need of a program catered after a continuous broadening of knowledge and deepening of values as the students move forward to new learning of life levels.

If the teaching of home economics is to be made more relevant and meaningful, it must consider the needs of the

learner and the problems existing in the community. Home economics instruction is one aspect of education that needs to be explored as to its educative potentials. It should help the students live effectively and happily in their homes and in the community. It should be built on activities in which the students engage. Atienza (1983:173-174) once said "the more experiences that can be related to every living, the more meaningful will a concept become".

It has been observed in Samar State College of Agriculture and Forestry that students in Home Economics seem not to apply the knowledge gained in the classroom as evidenced by their standard of living and socio-economic status. The researcher tried to find out if the learning competencies, specifically in Technology and Home Economics had influenced their life styles.

Statement of the Problem

Technology and Home economics as part of the learner's formal curriculum is an excellent training environment in the present for a richer and fuller life in the future. This study aimed to determine the learning competencies in home economics and the life style of the secondary students in Samar State College of Agriculture and Forestry. Specifically, it sought answers to the following questions:

1. What is the profile of the student-respondents as to:

1.1 age and sex;

1.2 civil status; and

1.3 socio-economic status of parents?

2. As perceived by the students and their teachers, what is the learning competence level of the students along the following home economics areas:

2.1 food and nutrition;

2.2 home management;

2.3 clothing and textile;

2.4 handicrafts/homecrafts; and

2.5 agricultural arts?

3. Is there a significant difference between the perceptions of the two groups of respondents on the learning competence level of the student-respondents along the five considered areas?

4. What are the life styles of the students particularly in the application of skills learned in school as it relates to:

4.1 home activities;

4.2 leisure time activities; and

4.3 socio-economic activities?

5. Is there a significant relationship between the students' learning competencies and their life style?

6. What is the implication of the study to the home economics curricular instructions?

Hypotheses

This study tested the hereunder null hypotheses:

1. There is no significant difference between the perceptions of the two groups of respondents on the competence of the student-respondents along the following areas:

1.1 food and nutrition;

1.2 home management;

1.3 clothing and textile;

1.4 handicrafts/homecrafts; and

1.5 agricultural arts.

2. There is no significant relationship between the learning competence level and the life style practices of the home economics student.

Theoretical Framework

Educators have propounded that the individual is the heart of the teaching-learning process. The primary beneficiary of the educational program is the student. All factors affecting schooling and categorized into three - the teachers, the curriculum and the school with its facilities.

This study was anchored on the thoery of Bloom (1956:133-135) when he propounded that learning is the

outcome of instruction. It is a change in behavior that may lead to the development of the potentials of the individual so that he becomes a self-fulfilled person and asset to society. Learning, according to Lauton (1973:150) is also facilitated by various factors in the learners level (as sex, I. Q., interest and motivation), level of achievement, school factors (curriculum, facilities, teachers) and community factors which can be summed up as the learners' life style.

Life style as a learning factor is very influential particularly to a learner in the rural areas (Ravalo, 1985:10). Only learning which is relevant to the life experiences of the learner are meaningful to him. This is because the learner tends to assimilate and remember materials which he finds meaningful and interesting to him or that which is related to the life and what life stands for.

A complete understanding of the child and the whole gamut of the teaching-learning process as a dynamic interactive system of various educational components can only be realized by educators who are well-steeped in the philosophical, sociological and psychological foundation of learning.

In whatever social system, education aims to develop the full potentials of the human being. The environment has

much to do with the development of an individual learning. Craneback (1963:44) stated that one way to find out what people ought to learn is to study how members of the society acts and lives.

Successful learning requires successful adjustment to life outside the four walls of the school. Teaching shall, therefore, consider educational goals and strategies that are relevant to the life of the learners at home and the demands of living in a community. In other words, the life of the students outside the formal classroom structure should be deeply considered in designing educational programs. Educational psychologist believed that the environment has much to do with the development of an individual's learning.

Conceptual Framework

The conceptual paradigm in page 9 illustrates the totality of how the study was conducted. It shows the locale of the study which is Samar State College of Agriculture and Forestry and the respondents which are the students taking Technology and Home Economics. The variables which were considered are the learning competencies on food and nutrition, home management, clothing and textiles, handicrafts and agricultural arts. These were related to the life style of the students

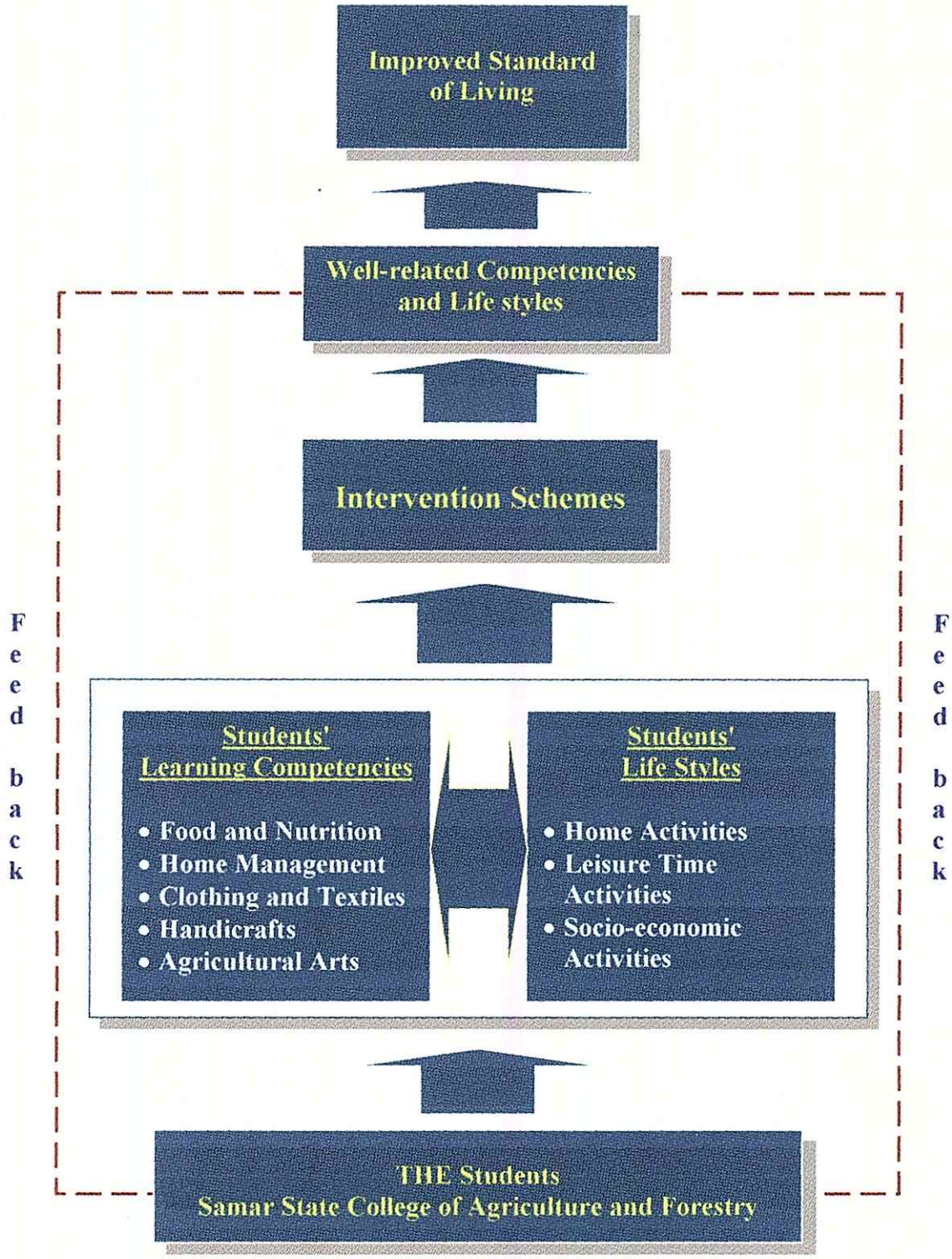

Figure 1. *Conceptual Paradigm of the study showing the population, variables and its ultimate goal.*

specifically on home activities, leisure time activities and socio-economic activities.

After the relationship among variables was established, the researcher tried to elicit possible implications which served as inputs in the formulation of intervention schemes that are envisioned to achieve well-related competencies and life styles.

It is the desire of this study to relate the various learning competencies in Technology and Home Economics to the life style of the students so that in one way or another the skills acquired in school will be utilized fully at home. This study also aims to improve or raise the standard of living of the students, their family and the community as a whole, hence at the apex is reflected the ulimate goal of the study - improved standard of living.

Significance of the Study

The results of this study would serve as an "eye opener" to the students and give them insights of the skills they have developed in Home Economics which ought to be practiced by them through application in their home and community life.

Results of this study would helpe the home economics teachers tackle their teaching by means of the selection of course content and teaching procedures which are congruent

or relevant and meaningful to the students. This brought about possible changes in the students' behavior within their level of attainment without any attempt of keeping them at their present standard of living nor making them frustrated with what they cannot attain now or the near future.

Knowing the relevance of the teaching competencies and life style of the students, the guidance counselor would gain insights into the probable causes of students' behavior. The research also identified the type of the economics teaching which are geared towards catalyzing the effects of the schools for community change. The guidance counselor would use the results of this study to motivate teachers to consider the students' learning and life styles.

Implementing change in the field is one of the challenging role of the administrators and supervisors. Results of this study will be used as evidence for causing changes among teachers, not only in content of course but in teaching strategies, evaluative techniques and course requirements as well.

Educators say that the curriculum is not merely written on paper. It is lived. Based on the foregoing philosophy of curriculum development, curriculum writers in home economics would benefit from the results of this study by looking into the realities of life and gearing home

economics subjects towards making the curriculum more pertinent to the learner's life situations. Results of this study also helped curriculum planners to focus along areas of content which are relevant to a specific life style of the learner.

Results of this study would provid teachers training instructions and some useful guides on how they could make the pre-service education of would-be-teachers attuned to the needs of the students in the locality. It would underscore the increasing importance of teachers' awareness of the socio-economic life of the community they serve.

Just as this researcher derived some useful ideas on how to go about the study, the present study would also serve as reference for other researchers in other subject areas particularly on issues of relevance in techniques and approaches. This study would also provide future researchers with research problems which the present study may have failed to answer.

Scope and Delimitation of the Study

This study focused on the learning competencies in home economics and how it may relate to the life style of the secondary students.

A total of 102 respondents were involved in the study - 96 third year and fourth year high school students and six

teachers in Home Economics from Samar State College of Agriculture and Forestry (SSCAF) (See Figure 1).

The study was conducted on school year 1999-2000.

Definition of Terms

For clearer understanding of the research, the following terms are hereby defined conceptually as well as operationally:

Competency. The term refers to the sufficient ability or authority; possessing the requisite natural or legal qualification; ability or that which a person can actually do on the basis of present development and training (Funk and Magnalis, 1973:267). In this study, it refers to the ability to carry out a specific task.

Curriculum. The term refers to a systematic grouping and sequencing of subjects required for graduation or certification in a major field of study (Ibanes, 1981:7).

Course content. This term refers to the objectives, scope and sequence of the subject areas or concepts and the specified learning activities in the subject specified (Gone, 1986: 402). In this study, it refers to the course content of foods and nutrition, home management, clothing and textiles, handicrafts and agricultural arts.

Instructional materials. This term refers to pieces of equipment or a mechanism designed for a specific purpose or

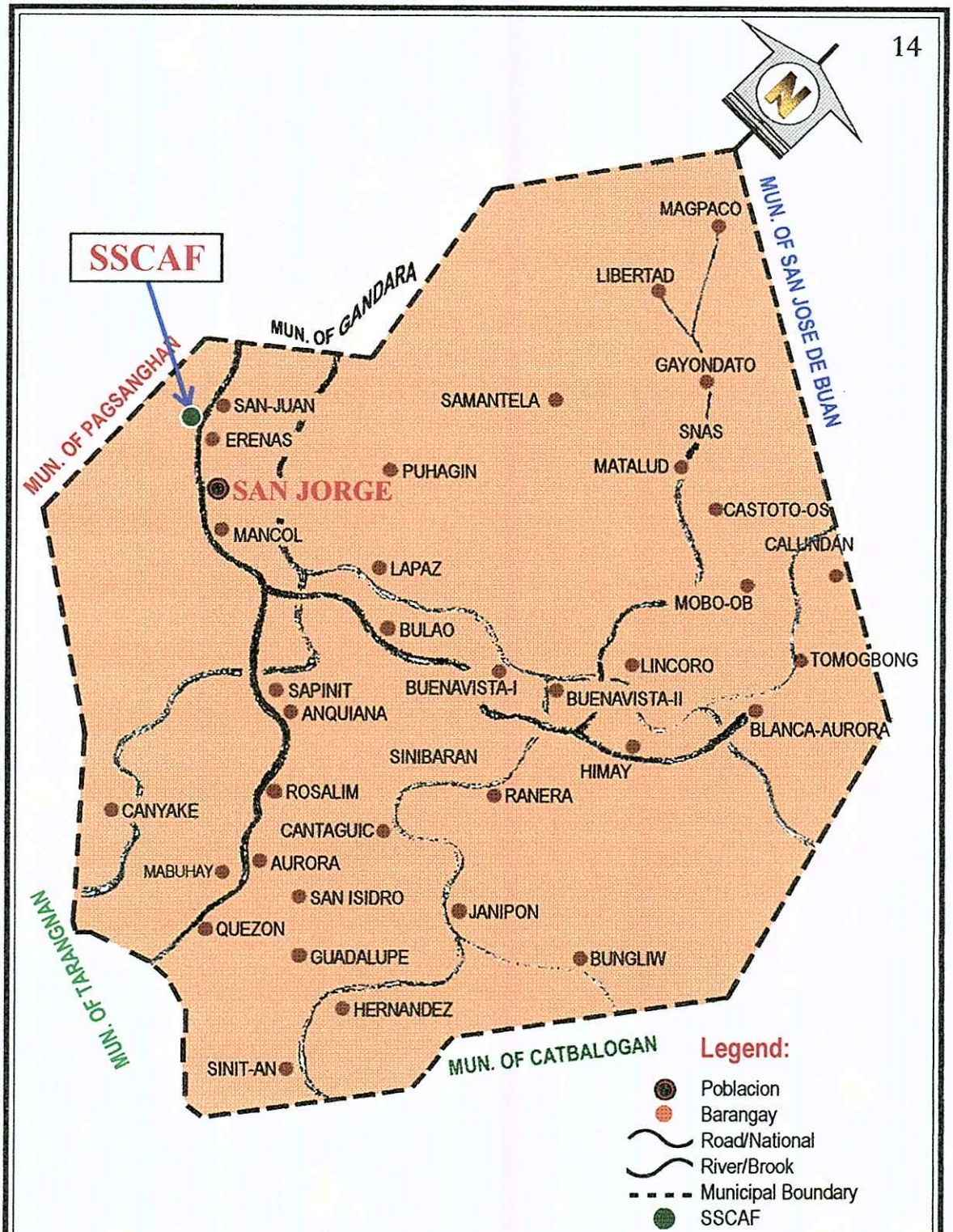

Figure 2. Map of the Municipality of San Jorge, Samar, Showing the Location of SSCAF.

a special function. These are used in teaching lessons to evolve a desired effect or arouse a desired reaction in the learner (Goad, 1975:317).

Clothing and textiles. This is one of the areas in Home Economics which deals with the study of the different fabrics and how these fabrics may be contructed to clothes.

Food and nutrition. This is another area of study in Home economics which includes the concepts of food selection, food preparation and food service.

Handicrafts. The term handicrafts refers to the making of decorative and useful articles by hand which may lead to gainful occupation. These may include embroidery, crochet, tatting, weaving, basketry, wood carving and others (Del Rosario, 1992:18).

Home activities. As used in this study, the term refers to play activities, chores and school related activities which a high school student normally do at home.

Home Economics. Home Economics is a field of education which is concerned with the development of home and family life in the Philippines and the realization of satisfying personal, family and community goals (Atienza, 1983:38). As used in this study, the term refers to a discipline integrated in Home Economics and Livelihood Education with concentration on factors affecting life like food and nutrition, home management, health and sanitation, child

care and guidance, clothing and textiles, handicrafts and others.

Home management. Home management is the dynamic force in homemaking, the mental work and power that put the machinery of homemaking into action and keep it going (Nickell and Darsey, 1982:28).

Leisure activities. The term leisure activities refers to any form of activities, passive or active that may be indulged in by individual during their free time. This is a verb difference between recreation and just spending free time as to recreate is to live anew (Branche, 1978:128).

Leisure time activities. As used in this study, this term refers to group activities that children engage in during their free time after work or class overs.

Life style. Life style is a word coined by Max Weber which generally means the individuals behavior pattern. It is associated with class stratification. The social order with its concomitant economic order distinguishes people into status groups or life styles by the way they consume goods rather than by how they acquire properly (Smith, 1989: 322). In this study, the term refers to how students live their life with indicators as social class, social leisure activities, love activities and socio-economic status.

Relevance. The term refers to the state or quality of being fit or suited to given requirements (March Wardt, 1974:1064). In this study, the term refers to the fitness or quality of the learning competencies taught in school to the lives of the students.

Socio-economic status. The term means the position that an individual family occupies with reference to the prevailing average possession, effective income, material possession and particular position in the community (Good, 1979:525).

Teaching strategies. The term refers to the specific way of presenting instructional materials or conducting instructional activities. It is also the regular way or procedure to accomplish the aims of learning situation (Atienza, 1983:267).

Technology and Home Economics. It is a program component of the secondary education curriculum intended to develop knowledge and skills, values and attitudes that will prepare the learner for entry into the university or the world of work (DECS-SEDP, 1989:3).

THE. The term is an acronym for Technology and Home Economics.

Chapter 2

RELATED LITERATURE AND STUDIES

This chapter presents a review of related literature and studies undertaken by the researcher which are significant and related to the problem at hand. These literature and studies are herein cited to add insights to the present investigation.

Related Literature

The following excerpts from books, publications and articles written by foreign and local authors have bearing to the present study.

According to UNESCO (1974:13-150) the concept of secondary education particularly among developing countries is that education should embody a certain amount of vocational education and training in the belief that this will enable the students and school leavers to contribute to the economic development of the country.

Former President Ferdinand E. Marcos (1978:55) during the new society said that relevance in education is not merely an expression of nationalistic sentiment but "it must be more truly a lament for education to become a central part of peoples' living".

This statement of President Marcos was re-defined by

the former secretary of education Onofre Corpus (1977:28) when he stated that:

> The survival of the society and the welfare of the members of that society have a direct bearing on what that society is, what that society can be, is determined by the quality of the educational system.

Rising expectations for better social and economic conditions have brought about significant challenges to the educational system. The popular demand for reform and innovation strengthened by a growing need for better and higher standard of living and greater productivity requires a re-orientation of priorities in the system. The strength of the nation according to Gonzales (1989:10) starts from the technical skills and scientific knowledge of its people. Economic take-off cannot be achieved without a suitable level of education and desirable attitude of its people.

Home economics education aims to make the home a better place to live in and the family a better place to live with. Its focus is the strength and scientific knowledge and the development of values which leads to the ability of the indvidual make his place of living better and his relationship to his family more pleasant. As aptly stated by Atienza (1983:1), "Home economics emphasizes the well-being of the indivdual and families, the improvement of homes, and the preservation of values significant in human life."

Pablo (1984:8) reiterated that home economics and livelihood education is a particular learning area that could contribute to the moral, social and economic upliftment of the individual. The activities shall emphasize the developments of desirable work attitudes, basic work skills and habits through learning situations relevant to everyday chores at home, school and community and the production of goods and useful articles.

Hall (1978:10) likewise stated that home economics education at all levels has been dedicated to the tasks of helping individuals learn better those behavioral patterns and skills that will enable them to fulfill effectively their roles as family members. A large means of the success of teaching home economics is dependent upon recognizing those basic differences among families. When such factors as actual home situations, existing family practices and values, knowledge and abilities deemed important, have been considered in developing a home education program, that program become unique for the people themselves.

Hatcher (1983:73) on the other hand, stated that the teaching of home economics begins and ends with human relationships. Whether we are dealing with human development and the family, home management and family economics, food and nutrition, textiles and clothing, or housing, our focal point is the individual and the family.

People in the home economics profession are always concerned with improving such aspects of living, life styles and socio-economic upliftment.

Thus, if the teaching of home economics is to be meaningful, Vergara (1982:12) declared that it must be made relevant to the needs of the learners and problems existing in the community. It must contribute to the attainment of socio-economic goals designed to uplift the general welfare of the people.

In this regard, Clara (1953:250) propounded that home economics should not be taught in an autocratic style. Instead, it should be regarded as instructional materials and experiences designed to make possible increased satisfaction in personal, family and group living.

Related Studies

A review of research studies pertaining to home economics education both in the local setting and foreign countries are hereby given with the hope that these can give some views into the present study.

Ravalo (1985) conducted a study on "Curriculum Modification for the Individual Life Style of Learners". The study explored the life style of the people with the hope of identifying the schooling type of the elementary

school children and proposed modifications on the schooling style geared to the individual life of the learner.

Ravalo's study is closely related to the present study in the sense that the life style of the individual is given major improtance. However, the previous study was conducted in all subjects in the elementary level while the present stydy is limited in the field of home economics in the secondary level and in an agricultural school.

Bandong (1987) investigated the extent and effectiveness of application of home economics instruction to the homes of first year high school girls. The study covered various homemaking activities taught in school which most supposedly applied in the homes of the girls involved in this study. The homemaking activities were grouped into five major areas: Food and Nutrition, Clothing and Textiles, Home and Family Living, Handicrafts and Practical Applied Arts. The study concluded that besides classroom instruction, there were factors that conditioned the application of knowledge learned in school to the homes among which are the ages of the students, socio-economic status of the family, size of the family and other home conditions.

Like Bandong's study, the present study considered the socio-economic status of the respondents. However, the present study included not only the reasons why home

economics instruction could or could not be applied by the students in their homes. It further looked into the post classroom activities which were on the economic, social and leisure activities and their relation to the life styles of the students.

Martino (1986) attempted at relating classroom instruction and learner's life style by way of defining the relevance of home economics education in the secondary level in the division of Albay, Legaspi City. The study concluded that the socio-economic status of the students was a function of education, occupation, income of parents, family size and type of homes. The socio-economic factor was a determinant in the choice of school of the masses. Sectarian schools catered to the higher income-level stratum of the social structure.

Martino's study also revealed that home economics instructions in foods and nutrition and in home management lacked relevance to the students' life style. That is, teachers' classroom management of home economics instruction at the lower level is not concerned with the type of school and its students clientele. It was also inferred that home economics instruction in the secondary level in the divisions lacked relevance to the needs of the masses though it may be relevant to the more affluent students of the sectarian schools as these seemed to be no variances in the

home economic instruction in the secondary level in the divisions.

The research recommended a review of the course content, a more varied exploratory curricular offering to include more productive traders with apprenticeship training in shops in the city and flexibility in classroom management of teachers.

Martino's study has bearing on the present study as both involved high school students and they focused on the teaching of home economics as it affect their life style. However, the previous study is more on relevance of instruction while the present study delved on learning competencies.

A study on "The Relevance of the Learning Competencies in Industrial Arts to the Life Style of Grade VI Pupils in Legaspi City" was conducted by Lucena (1991). The study came up with the following conclusions: (1) The learning competencies of the Grade VI pupils in Industrial Arts in the Division of Legaspi City indicated average performance level; (2) The skills acquired in the school showed average extent of application on the pupils life style particularly in the home, leisure time and socio-economic activities. The families of the respondents were generally in the very low level socio-economic status; (3) Positive and

significant correlation between learning competencies and life style existed and to some extent, the former were applied by the pupils to their home, leisure time and socio-economic activities.

The research recommended a review of the curricular offering in industrial arts in order to make them truly relevant to the needs of the time and the community.

The study of Lucena gave an idea into the present study specifically to look into the learning competencies and life style of the home economics girls in Samar State College of Agriculture and Forestry. The studies differed only in the subject matter.

Gonzales (1994) looked into the extent of application of knowledge and skills in home economics in the home of the grade six pupils in Lipa City. He found out that the influence of the school, particularly the teacher, in preparing the children for worthy home membership and family life. But he did not discount the influence of the home, for whatever impressions, values, attitudes a mother and a father impress upon the teacher, fertile and perceptive mind and changing attitudes of the child. To the greatest degree will be a part of the life of such child. It is therefore, important that a close coordination between the school and the home, between the teacher and the parents be

established. Whatever is taught by the teachers and learned by the child in school must be practiced in the home with the mother or the father supervising and strengthening the activities.

The study of Gonzales has bearing on the present study as both looked into how knowledge, skills and competencies relate to the home. Gonzales' study however, was on the extent of application of such knowledge while the present investigation is more on the relevance of home economics subject matter into the life style of the students.

Odtojan (1992) tried to look into the job satisfaction of home economics teachers in Agusan del Norte. They found out that majority of the teachers were very satisfied with their profession specifically in the development of home related activities and values. Teachers in general seem to regard teaching as a chellenge for which great satisfaction are gained. They received gratification from helping boys and girls grow into constructive, well-adjusted, democratic citizens. They feel an obligation to each child in helping her realize her minimum capacity to learn and live constructively. However, the teachers were not very satisfied with the policy-making of the schools. They feel that they should be consulted on this matter specially when it realize to children activities in the classrooms.

The previous study is related to the present study as both are on the subject of home economcis. The previous study however, is more on the job satisfaction of the home economics teachers while the present study tried to investigate the learning competence of the students in home economics and have these activities applied in their lives.

A study on Technology and Home Economics instruction in both public and private secondary schools in Misamis Occidental was conducted by Benitez (1996). She found out that THE teacher in public schools were more qualified than teachers in private schools with respect to educational qualifications, length of service and in-service trainings attended. She also concluded that both teachers used most often the textbooks in teaching home economics and that they seldom used field trips, demonstration method, laboratory method and discovery and problem-solving technique in teaching THE. Both teachers agreed that their most pressing problems were lack of visual aids, assignments to teach other subjects and very crowded extra-curricular activities, plus students irregularities in attendance and a negative attitude towards making projects.

Benitez' study has bearing on the present study as it gives an insight into the teaching of the THE which the present study is much concerned. However, the present study

delved more into the learning competence of the students and how THE activities in school are related to their activities at home.

Alvarado (1993) conducted a study on the "Pupils and Teachers Attitude and Pupils' Achievement in Home Economics and Livelihood Education". The major findings of this study were: (1) The pupils showed a high degree of attitude/interest towards the different areas of HELE; (2) The teachers expressed their undecidedness regarding their attitude/interest towards the subject; (3) The teachers' undecided attitude towards the subject do not affect the pupils' academic achievement; and (4) The learning are on "Efficient Management of Resources" indicated high relationship with the pupils achievement in HELE.

Alvarado concluded that the pupils and teachers interest and attitudes towards HELE greatly influenced the achievement of the pupils. He therefore, recommended that teachers must motivate pupils to be more interested in the learning areas of HELE by coming up with more inspiring and interesting activities. He also recommended that teachers be given more incentives as in service trainings, awards and increased to be more effective in their delivery of HELE subject area.

The study of Alvarado has bearing on the present study as both are into home economics instruction and how to

develop competencies and proper attitude towards the subject. The present study however, worked to the extent of relating the learning competencies of the students in home economics towards their life styles.

The study of Idaman (1992) was conducted to initially assess how technology and home economics instruction is carried out in the division of Pasay City as per Secondary Education Development Program (SEDP) goals and expectations. Teachers and students involved in the program assessed through their own perceptions whether teaching competencies, adequacy of facilities, instructional contents, time allotment and level of supervisory assistance affect to realize the five points objectives vis-a-vis students performance. The study revealed the following findings: (1) The Technology and Home Economics teachers in the first and second year level in the division have an above average level of competencies; (2) There is an adequate school facilities in most of the schools; (3) Instructional contents of the THE as reflected in New Learning Continum of the SEDP were relevant and adequate and time allotment for each subject was adequate.

Idaman's study has bearing in to the present study as both were into the investigation of the THE program in secondary schools. The present study however, is more into

the learning competencies of high school students in THE and how these relate to their life styles.

Another study on competencies of secondary school teachers on home economics was conducted by Castil (1995) in the division of Camiguin. The study came up with the following conclusions: (1) The secondary school teachers of home economics in the division of Camiguin are very competent in skills and knowledge of homemaking specifically along areas of home and family living, home management, food, health and nutrition, basic clothing and simple sewing; (2) Facilities, equipment, community activities, and supervision practices influenced the THE teachers' competencies; (3) Age, educational qualification and family income do not affect the THE teachers' competencies; and (4) Instructional status in terms of facilities, equipment are predictive of the THE teachers' competency level.

The study of Castil is related to the present investigation as both are on the study of the THE program as implemented in the secondary level. However, the previous study was on teachers' competencies along the THE subjects while the present study is more on learning competencies of students and how it affect their life styles.

Another study on the home economics program was conducted by Labuapa (1990) on the public secondary schools

of Sto. Domingo and Lecab districts, division of Nueva Ecija. Some significant findings of the investigation were: (1) Majority of the home economics teachers were relatively young in the service and the small minority have had a long teaching experience in home economics; (2) The combination of English and Filipino was utilized as medium of instruction by the majority of teachers; (3) Necessary physical facilities, tools, equipments and instructional materials were not adequate to implement an effective home economics program.

The study came up with significant recommendations as: (1) Since the home economics teachers were relatively young in the service and have not gained experience or utilized variety of methods and techniques, the administration should initiate a staff development program on the school or send these teachers to trainings; (2) The H.E. teachers should initiate a fund drive to be able to come up with funds for the purchase of facilities, tools and equipments.

The study of Labaupa has bearing on the present study as both studies deals with the implementation of the home economics program. The study of Castil, however, is more on the implementation of the Home Economics program while the present study deals more on the learning competencies of students in home economics and have it affect their life styles.

Dollete (1992) conducted a study on problems in teaching THE in the secondary schools in the City of Roxas. The study revealed that majority of the teachers and students in Technology and Home Economics reported that physical facilities in homemaking arts, agricultural arts, industrial arts and entrepreneurship were partially adequate.

The study also revealed that variables such as age, sex, in-service education, teaching experience and attitudes of teachers were not significantly related to the problems on physical and instructional facilities of the THE. The results showed that personal characteristics of public and private secondary school teachers did not affect their problems in THE.

The study recommended that the size of classes be reduced to improve individual instruction, students should be encouraged to use local materials for projects, teachers should adjust lessons to suit the needs and life style of the community.

The study of Dollete have bearing on the present study as both were on the implementation of the home economics lesson. Dollete's study however, was more on the problems met in the delivery of the program while the present study extended into how economics activities affected the life style of the students.

Chapter 3

METHODOLOGY

This chapter discusses the methodology utilized in this study. The foci were on: research design, instrumentation, validation of the instruments, sampling procedure and statistical treatment of data.

Research Design

Since the study is concerned with the learning competencies of secondary school students in home economics of SSCAF, and how it affects their life styles, the normative-descriptive type of research was employed.

The researcher tried to investigate students' competencies along five areas - 1) food and nutrition, 2) home management, 3) clothing and textiles, 4) handicrafts, and 5) agricultural arts. Moreover, students' life styles were also looked into in terms of: home activities, leisure time activities, as well as socio-economic activities.

In collecting pertinent data, the questionnaire was utilized as the principal instrument, augmented by interview, observation as well as documentary analysis.

Instrumentation

Four types of instruments were used in this particular

investigation. These are the questionnaire, interview, observation and documentary analysis.

Questionnaire. The principal instrument that was ustilized in the study is the questionnaire. The questionnaire is composed of four parts. Part I is on the personal data of the students; Part II is composed of the different skills or learning competencies acquired by the students in school, specifically on home economics skills and Part III refers to the Home Economics skills applied by the students at home and Part IV is on home economics skills applied during leisure time.

The questionnaire was constructed by the researcher after a thorough review of related literature and studies and after making a careful analysis of the problem to determine the necessary information that the study may need. The questionnaire was so constructed that the respondents can answer the questions with ease and facility. Instructions were provided so that the respondents would know what to do with each questions. The questionnaire was first submitted to the adviser for comments and suggestions before it was subjected to a validation and dry-run.

Finalization of the questionnaire was done only after the expert validation of the home economics teachers both in

SSCAF and those taking masteral studies in SSPC specializing in Home Economics and also after the dry-run.

Interview. The unstructured type of interview was used in the study to validate information brought in by some questions in the questionnaire that are not very clearly answered by the respondents. This type of interview were resorted to in order to verify data given by the respondents.

Observation. An ocular survey or walk through was also conducted to gain a clearer picture or insights into the socio-economic status of the students and whether the students have applied the skills they have acquired from their schools to their homes. The ocular survey was also very essential to double check the veracity of the students.

Documentary analysis. Documentary analysis was also used. Documents such as Form 1, school register and others, were utilized to get the addresses of the students, educational qualification of parents and other data that were necessary for the study.

Validation of Instrument

The questionnaire was validated in two ways. The questionnaire as prepared was first submitted for expert's validation among Home Economics teachers in Samar

State College of Agriculture and Forestry and from Gandara Rural High School. It was also submitted for expert validation among masteral home economics students from the Samar State Polytechnic College. Comments from the teachers were considered, revisions were done and the questionnaire was submitted to the adviser for comments.

After considering the comments and the recommendations of the adviser, the questionnaire was tried out in a dry-run among selected students from Gandara National High School. Comments and suggestions of the students were looked into and were incorporated to the questionnaire. Final revisions were done after the suggestions and recommendations of the adviser were taken.

Sampling Procedure

No sampling procedure was conducted in this particular study. The total enumeration was used as all third year and fourth year students were taken as respondents. It was deemed wise to get the third and fourth year students as they have already taken and passed the course contents as taught in Home Economics I and II.

Data Gathering Procedure

The questionnaire was personally fielded by the researcher to the respondents to get a high percentage of retrieval. She sought permission from the President of the

College to field the questionnaire to the respondents. The researcher sought also the cooperation of the THE teachers to assist her in administering the questionnaire to the student-respondents. This was very necessary as not all students were in the class of the researcher.

Treatment of Data

After the data were gathered, tabulated and analyzed, the statistical measure that was utilized in this study were the frequency counts with percentages, the weighted mean and the t-test for dependent samples.

Frequency counts. Frequency counts on distribution expressed on percentages of the subject responses was utilized to present the profile of the students. The formula for frequency distribution, percentage and ranking is reflected below (Santos, 1998: 4):

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

where: P = the percentage
f = the frequency
n = the number of cases

Weighted mean. To obtain the preparation of the students in their learning competencies and how these are related and applied to their life styles, the Likert five

point scale was utilized. Five descriptive ratings was appropriately assigned to evaluate both the learning competencies and applications of these skills to the students life styles.

The weighted was computed using the fomula suggested by Santos (1998: 12):

$$\bar{X}_w = \frac{\Sigma f_i X_i}{\Sigma f_i}$$

where: f_i refers to the frequencies

X_i refers to the scales which ranged from 1-5

To obtain the competency level of the students of the THE skills, five descriptive ratings as "extremely competent", "highly competent", "moderately competent", "slightly competent", "not competent" with assigned weight of 5, 4, 3, 2, and 1, respectively.

Weight	Legend	Weighted Range
5	Extremely Competent	4.51 - 5.00
4	Highly Competent	3.51 - 4.50
3	Moderately Competent	2.51 - 3.50
2	Slightly Competent	1.51 - 2.50
1	Not Competent	1.00 - 1.50

To obtain the application of the skills to the life style of the students, the descriptive ratings assigned were

"very highly applied", "highly applied", "moderately applied", "applied", "not applied" with an assigned weight of 5, 4 3, 2, and 1, respectively.

Weight	Legend	Weighted Range
5	Very Highly Applied	4.51 - 5.00
4	Highly Applied	3.51 - 4.50
3	Moderately Applied	2.51 - 3.50
2	Applied	1.51 - 2.50
1	Not Applied	1.00 - 1.50

T-test for uncorrelated samples. To determine the signficant difference between the responses of the two categories of respondents on the competency level of the THE students, the t-test for uncorrelated samples was employed using the following formula (Walpole, 1989:311):

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[\frac{(N_1 - 1)\, S_1^2 + (N2 - 1)\, S_2^2}{N_1 + N_2 - 2}\right]\left[\frac{1}{N_1} + \frac{1}{N_2}\right]}}$$

where:

t = the computed value

$\bar{X}_1$ = the perception of the students

$\bar{X}_2$ = the perception of the teachers

S_1^2 = the variance of the responses of the students

S_2^2 = the variance of the responses of the teachers

Pearson Product Moment Coefficient Correlation. To associate the relationship between the competency level of the THE students and their life-style, the Pearson r was utilized using the following formula (Walpole, 1989:311):

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

where:

r_{xy} = the computed value

X = the competency level of the students

Y = the life-style of the students

The computed r_{xy} value was interpreted according the following scale (Calmorin, 1994: 256):

Scale	Interpretation
± 0.00 to ± 0.20	Negligible correlation
± 0.21 to ± 0.40	Low or slight correlation
± 0.41 to ± 0.70	Marked/moderate correlation
± 0.71 to ± 0.90	High correlation
± 0.91 to ± 0.99	Very high correlation
± 1.00	Perfect correlation

Fisher's t-test. To further test the significance of the correlation, the Fisher's t-test was employed with following formula (Ferguson, 1981: 195):

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

where: t = refers to the computed Fisher's t-value.

r = the computed Pearson r-value.

N = the number of paired observations.

df = N - 2.

Finally, in testing the hypotheses, .05 level of significance was applied by the researcher.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents, analyzes and interprets the data gathered with the use of the questionnaire and other instruments.

Profile of the Student-Respondents

This section, the characteristics of the students such as age and sex, civil status and socio-economic status of parents were given consideration. This is to provide the researcher deeper insights into the study.

Age and sex. Table 1 presents the age and sex profile of the respondents. As shown in the same table, there were 27 students out of 96 or 28.12 percent who fell at the age of 15. While 21 or 21.88 percent were of the age of 16 followed by those who fell at the age of 18 with 18.75 percent or 18 out of 96 students. There were only four or 4.17 percent and two or 2.08 percent who were 19 years and 14 years, respectively and a mere one percent, that is one out of 96 students who fell at the ages of 20 and 21. The data further showed that the average age of the student-respondents were 16.60 years with a standard deviation of 1.34 years.

Table 1

Age and Sex Profile of Students

Age	Female	
	Frequency	Percentage
21	1	1.04
20	1	1.04
19	4	4.17
18	18	18.75
17	27	28.12
16	21	21.88
15	22	22.92
14	2	2.08
Total	96	100
Mean	16.60 years	
Standard Deviation	1.34 years	

This manifested that the respondents were generally young and they possessed the age characteristics of typical high school students.

Moreover, all of the respondents were females. This showed that homemaking was more attractive to the female sex than the males.

Civil status. As gleaned from Table 2, all the 96 respondents were single. This showed that aside from being young, contracting marriage was not practicable yet considering that all of the respondents were earning yet their secondary education. This manifested further that the respondents were at the stage of preparation whose skills and competencies will be acquired from the school.

Socio-economic status. To look into the socio-economic status of the respondents several factors were considered. The factors considered included the following: 1) educational qualification of parents; 2) occupation of parents; 3) number of siblings in the family; 4) number of members in the household; 5) monthly income of the family; 6) type of dwelling owned by the family; and 7) type of transportation owned by the family.

Educational qualification of parents. The socio-economic status of the respondents as to the educational qualification of the parents is shown in Table 2. As presented, highest number of the parents of the respondents finished elementary level, that is, 42.22 percent or 76 out of 180 followed by those who reached the primary level with 17.22 percent or 31. There were 14.44 percent or 26 were able to finish high school while 12.78 percent or 23 were able to reach high school education.

Table 2

Educational Qualification of Parents

Educational Qualification	Father		Mother	
	Frequency	%tage	Frequency	%tage
No Schooling			6	6.59
Primary Level	18	20.22	13	14.28
Elementary Graduate	36	40.46	40	43.96
High School Level	11	12.36	12	13.19
High School Graduate	14	15.73	12	13.19
College Level	3	3.37	2	2.20
College Grad	6	6.74	4	4.39
Masteral Level			2	2.22
Doctoral Level	1	1.12		
Total	89	100	91	100

Moreover, there were 5.56 percent or 10 finished their college education; 3.33 percent or 6 were not able to go to school while 2.78 percent only or five reached college level. And a mere 1.11 percent or two and 0.56 percent or one reached masteral and doctoral levels, respectively.

Occupation of parents. Table 3 showed the socio-economic status of the respondents with respect to the occupation of the parents. From the same table, it can be gleaned that the highest number of the parents were farmers with 44.44 percent, that is, 80 out of 180 parents. There were 30 percent or 54 housekeepers while 8.89 percent or 16 were employees, mostly specifically, teachers.

Table 3

Occupation of Parents

Occupation	Father		Mother	
	Frequency	%tage	Frequency	%tage
Farmer	60	67.42	20	21.98
Housekeeper			54	59.34
Employee/ Teacher	9	10.11	7	7.69
Fish Dealer	7	7.87	4	4.39
Driver	4	4.49		
Carpenter	5	5.62		
Dressmaker	1	1.12	4	4.40
Clerk			2	2.20
Businessman	3	3.37		
Total	89	100	91	100

On the other hand, 2.78 percent or five parents each were carpenters and dressmakers, 2.22 percent or four were drivers., 1.67 percent or three were businessmen and a mere 1.11 percent or two were clerks.

Number of sibling in the family. The socio-economic status of the respondents as to the number of siblings in the family is presented in Table 4. The general average number of siblings was four of which the average number of daughters was four while the average number of sons in the family was three. The data proved that there were more daughters born in the family than sons, hence, majority of

Table 4

Number of Sibling in the Family

Number of Siblings	Sister		Brother	
	Frequency	%tage	Frequency	%tage
7-9	14	14.58	10	10.42
4-6	33	34.38	27	28.12
1-3	49	51.04	59	61.46
Total	96	100	96	100
Mean	4		3	
Standard Deviation	2		2	

the siblings at the early stage of their existence had been exposed to homemaking as it was a established culture in the country that daughters, most often than not, took good care of the household chores.

Number of members in the household. In Table 5, the socio-economic status of the respondents as to the household size is presented. From the same table, it can be gleaned that the average household size was eight members. This signified that the average number of members in the

Table 5

Number of Members in the Household

Number of Family Members	Frequency	Percentage
16 - 18	5	5.21
13 - 15	4	4.16
10 - 12	23	23.96
7 - 9	42	43.75
4 - 6	12	12.50
1 - 3	10	10.42
Total	96	100
Mean	8	
Standard Deviation	4	

household was quite big. This called for homemaking skills and competencies on the part of the female siblings who were given the responsibility by the family to handle the job.

Monthly income of the family. The monthly income of the students' family is reflected in Table 6. The average monthly income is pegged at Php 7,031.25. This illustrates that majority of the family of the student-

Table 6

Monthly Income of the Family

Monthly Family Income	Frequency	Percentage
22,000 - 24,000	5	5.21
19,000 - 21,000	0	0.00
16,000 - 18,000	3	3.13
13,000 - 15,000	3	3.13
10,000 - 12,000	5	5.20
7,000 - 9,000	20	20.83
4,000 - 6,000	44	45.83
1,000 - 3,000	16	16.67
Total	96	100
Average Monthly Income	Php 7,031.25	
Standard Deviation	Php 5,029.29	

respondents' were capable of providing the basic needs of the family members based on NEDA's classification. These needs include food, clothing, shelter and education. Of the 96 families, 44 or 45.82 percent had a monthly income of Php 4,000.00 - 6,000.00 while 20 or 20.85 percent earned Php 7,000.00 - 9,000.00 every month. There were only five or 5.21 percent who signified to have a monthly income of Php 22,000.00 - 24,000.00.

Dwelling owned by the family. As reflected in Table 7, 40 or 43.13 percent of the 96 families dwelt in a permanent dwelling place, 16 or 16.67 percent lived in semi-permanent dwellings. The data presented manifested that the family of the respondents can afford to provide their families a

Table 7

Type of Dwelling Owned by the Family

Type of Dwelling	Frequency	Percentage
Nipa Hut	25	26.04
Temporary	15	15.62
Semi-Permanent	16	16.67
Permanent	40	43.13
Total	96	100

comfortable and safe dwelling. Hence, it can be inferred that good housekeeping is a part of their lifestyle. There were only 25 or 26.04 percent of the 96 families who lived in nipa huts but as observed were well-kept and with beautiful and clean surroundings. These are indicators that the students may have internalized their home economics education acquired from their schools and that they might have applied these skills in their homemaking activities.

Vehicle owned by the family. Tabe 8 shows the type of vehicles owned by the families of the respondents. The

Table 8

Type of Vehicles Owned by the Family

Type of Transportation	Frequency	Percentage
Banca	39	40.63
Motorized Banca	12	19.79
Bicycle	9	9.38
Tricycle	9	9.38
Motor Bike	9	9.38
Jeep	5	5.20
None	3	3.13
Total	96	100

highest number of the families owned bancas. There were 39 or 40.63 percent of the 96 families who signified to this effect. This could be attributed to the fact that most of the barangays in the municipality of San Jorge are along the river bank. there were 19 or 19.79 percent who have bicycles and 12 or 12.50 percent who owned motorized bancas. There were only a very insignificant three or 3.13 percent who claimed that they do not owned any type of vehicle.

The data signified that the most common type of vehicle owned by the families are those that are affordable and incurred minimal maintenance cost.

Learning Competence Level of the Respondents

This study also tried to look into the competence level of the students along the following homemaking areas: food and nutrition; home management; clothing and textile; handicrafts/homecrafts and agricultural arts. The students and their homemaking teachers were requested to give their perception using the Likert five-point scale with the descriptive ratings of extremely competent, highly competent, moderately competent, slightly competent and not competent with a weight of 5, 4, 3, 2 and 1.

Food and nutrition. Table 9 presents the learning competence level of the respondents as to food and

Table 9

Learning Competency Level of the THE Students as Perceived by the Two Categories of Respondents on Food and Nutrition

Skills Learned From School	Respondent	No. of Respondents						Mean	Interpretation
		5	4	3	2	1	Total		
1. Preparing simple menus based on the family budget	Students	27 (135)	27 (108)	27 (81)	9 (18)	6 (6)	96 (348)	3.63	HC
		5		1			6		
	Teacher	(25)		(3)			(28)	4.67	EC
2. Marketing for the family in the most economical way	Students	28 (140)	32 (128)	23 (69)	10 (20)	3 (3)	96 (360)	3.75	HC
		5	1				6		
	Teachers	(25)	(4)				(29)	4.83	EC
3. Selecting food with the essential nutritive contents	Students	31 (155)	30 (120)	21 (63)	9 (18)	5 (5)	96 (361)	3.76	HC
		6					6		
	Teachers	(30)					(30)	5.00	EC
4. Preparing cheap but nutritious food for the family	Students	31 (155)	27 (108)	27 (81)	7 (14)	4 (4)	96 (362)	3.77	HC
		6					6		
	Teachers	(30)					(30)	5.00	EC
5. Setting the table properly	Students	42 (210)	23 (92)	20 (60)	6 (12)	5 (5)	96 (379)	3.95	HC
		6					6		
	Teachers	(30)					(30)	5.00	EC
6. Preparing food budget for special occasion	Students	35 (175)	27 (108)	18 (54)	13 (26)	3 (3)	96 (366)	3.81	HC
		5	1				6		
	Teachers	(25)	(4)				(29)	4.83	EC
TOTAL	Students	970	664	408	108	26	2176		
	Teachers	165	8	3			176		

Table 9 concluded

GRAND MEAN	Students	3.78	HC
	Teachers	4.89	EC

Legend:

Scale	Interpretation
4.51 - 5.00	Extremely Competent (EC)
3.51 - 4.50	Highly Competent (HC)
2.51 - 3.50	Moderately Competent (MC)
1.51 - 2.50	Slightly Competent (SC)
1.00 - 1.50	Not Competent (NC)

nutrition. As presented, the students rated themselves as "highly competent" along the indicators in this area with "setting the table properly" having the highest weighted mean of 3.95 followed by "preparing food budget for special occassion" with a weighted mean of 3.81 then by "preparing cheap but nutritious food for family", "selecting foods with the essential nutritive contents" and "marketing for the family in the most economical way" with weighted means of 3.77, 3.76 and 3.75, respectively. Finally, "preparing simple menus based on the family budget" got the least weighted mean of 3.63.

On the average, the perception of the students with regards to their competence on food and nutrition was "highly competent" as manifested by the grand weighted mean of 3.78.

Likewise, the same table presents the perception of the teachers with regards to the level of competence of the

students on food and nutrition. As presented, the teachers perceived the students to be "extremely competent" in all skills learned in schools as evidenced by the grand mean of 4.89. "Selecting food with the essential nutritive contents", "preparing cheap but nutritious food and the family", and "setting the table properly", obtained the same mean of 5.00 being the highest, followed by "marketing for the family in the most economical way" and "preparing food budget for special occassion" with the same weighted mean of 3.83. While "preparing simple menus based on the family budget" obtained the least weighted mean of 4.67.

Home management. Table 10 shows the perception of the two groups of respondents on the level of competence of the students in home management. As presented, on part of the students all skills obtained an adjectival rating of "highly competent" with a grand mean of 3.85. "Devising plans for maintaining cleanliness and orderliness in the home" obtained the highest weighted mean of 4.02 while "observing the principles of a place for everything and everything in its place" obtained the least weighted mean of 3.77.

On the other hand, the perception of the teachers to the level of competence of the students in home management, obtained an adjectival rating of "extremely competent" in all skills. "Considering the family budget in the expenses

Table 10

Learning Competence Level of the THE Students as Perceived by the Two Categories of Respondents Along Home Management

Skills Learned From School	Respondent	No. of Respondents						Mean	Interpretation
		5	4	3	2	1	Total		
1. Utilizing available family resources in achieving the family goals	Students	27 (135)	36 (144)	23 (69)	5 (10)	5 (5)	96 (363)	3.78	HC
	Teachers	5 (25)	1 (4)				6 (29)	4.83	EC
2. Considering the family budget in the expenses of the family	Students	33 (165)	34 (136)	16 (48)	9 (18)	4 (4)	96 (371)	3.86	HC
	Teachers	6 (30)					6 (30)	5.00	EC
3. Devising Plans for maintaining cleanliness and orderliness in the home	Students	45 (225)	26 (104)	12 (36)	8 (16)	5 (5)	96 (386)	4.02	HC
	Teachers	5 (25)	1 (4)				6 (29)	4.83	EC
4. Practicing the principle of work simplification system	Students	32 (160)	32 (128)	18 (54)	10 (20)	4 (4)	96 (366)	3.81	HC
	Teachers	6 (30)					6 (30)	5.00	EC
5. Observing the principle of a place for everything and everything in its place	Students	34 (170)	30 (120)	17 (51)	6 (12)	9 (9)	96 (362)	3.77	HC
	Teachers	6 (30)					6 (30)	5.00	EC
6. Planning wise use of time and effort in the home	Students	37 (185)	33 (132)	11 (33)	11 (22)	4 (4)	96 (376)	3.92	HC
	Teachers	6 (30)					6 (30)	5.00	EC
7. Applying the principle of art to make the home livable and attractive	Students	30 (150)	31 (124)	23 (69)	9 (18)	3 (3)	96 (364)	3.79	HC
	Teachers	5 (25)	1 (4)				6 (29)	4.83	EC

Table 10 concluded

Skills Learned From School	Respondent	No. of Respondents						Mean	Interpretation
		5	4	3	2	1	Total		
TOTAL	Students	1190	888	360	116	34	2588		
	Teachers	195	12				207		
GRAND MEAN	Students							3.85	HC
	Teachers							4.93	EC

Legend:

Scale	Interpretation
4.51 - 5.00	Extremely Competent (EC)
3.51 - 4.50	Highly Competent (HC)
2.51 - 3.50	Moderately Competent (MC)
1.51 - 3.50	Slightly Competent (SC)
1.00 - 1.50	Not Competent (NC)

of the family", "Practicing the principle of work simplification system", "observing the principle of a place for everything and everything in its place" and "planning wise use of time and effort in the home" equally obtained the highest weighted mean of 5.00 while the other three skills learned in school: "utilizing available family resources in achieving the family goals", "devising plans for maintaining cleanliness and orderliness in the home" and "applying the principle of art to make the home livable and attractive" equally obtained the least weighted mean of 4.83 also.

On the average, the teachers considered the students "extremely competent" also in home management being

manifested by the grand weighted mean of 4.93.

Clothing and textile. As presented in Table 11, the students perceived themselves to be "highly competent" in all the skills learned in clothing and textiles. This is manifested by the grand mean of 3.63. "Choosing the proper fabrics for clothes for special occassion" obtained the highest weighted mean of 3.83 followed by "taking the body measurements correctly with a weighted mean of 3.71. "Operating the sewing machine properly obtained the least weighted mean of 3.51.

Likewise, the same table shows the perception of the teachers to the competence of the students in the skills under clothing and textiles. "Drafting patterns correctly for garments to be sewed", "operating the sewing machine properly", "identifying sewing machine troubles" and "choosing the proper fabrics for clothes for special occasion" obtained the same weighted mean of 5.00. These skills obtained the highest weighted mean. On the other hand, "making simple garments and clothing accessories for oneself and the family" obtained the least weighted mean of 4.67.

On the average, the grand mean obtained a value of 4.90. This is interpreted as "extremely competent".

Table 11

Learning Competence Level of the THE Students as Perceive by the Two Categories of Respondents Along Clothing and Textile

Skills Learned From School	Respondent	No. of Respondents						Mean	Interpretation
		5	4	3	2	1	Total		
1. Taking the body measurements correctly	Students	32 (160)	26 (104)	21 (63)	12 (24)	5 (5)	96 (356)	3.71	HC
	Teachers	6 (25)	1 (4)				6 (29)	4.83	EC
2. Drafting patterns correctly for garments to be sewed	Students	27 (153)	30 (120)	22 (66)	7 (14)	10 (10)	96 (345)	3.59	HC
	Teachers	6 (30)					6 (30)	5.00	EC
3. Making simple garments and clothing for oneself and the family	Students	27 (135)	26 (104)	25 (75)	11 (22)	7 (7)	96 (343)	3.57	HC
	Teachers	5 (25)	1 (4)				6 (29)	4.83	EC
4. Operating the sewing machine properly	Students	32 (160)	19 (76)	23 (69)	10 (20)	12 (12)	96 (337)	3.51	HC
	Teachers	6 (30)					6 (30)	5.00	EC
5. Identifying sewing machine troubles	Students	26 (130)	34 (136)	16 (48)	11 (22)	9 (9)	96 (345)	3.59	HC
	Teachers	6 (30)					6 (30)	5.00	EC
6. Making simple garments and clothing accessories for oneself and the family	Students	29 (145)	25 (100)	22 (66)	14 (28)	6 (6)	96 (345)	3.59	HC
	Teachers	4 (20)	2 (8)				6 (28)	4.67	EC
7. Choosing the proper fabrics for clothes for special occasion	Students	39 (195)	23 (92)	18 (54)	11 (22)	5 (5)	96 (368)	3.83	HC
	Teachers	6 (30)					6 (30)	5.00	EC

Table 11 concluded

Skills Learned From School	Respondent	No. of Respondents						Mean	Interpretation
		5	4	3	2	1	Total		
TOTAL	Students	1060	732	441	152	54	2439		
	Teachers	190	16				206		
GRAND MEAN	Students							3.63	HC
	Teachers							4.90	EC

Legend:

Scale	Interpretation
4.51 - 5.00	Extremely Competent (EC)
3.51 - 4.50	Highly Competent (HC)
2.51 - 3.50	Moderately Competent (MC)
1.51 - 2.50	Slightly Competent (SC)
1.00 - 1.50	Not Competent (NC)

Handicrafts/homecrafts. As gleaned from Table 12, perception of the students as to their competence in handicrafts/homecrafts obtained a grand mean of 3.80 being interpreted as "highly competent". "Observing safety practices in keeping tools" obtained the highest weighted mean of 4.04 followed by "making a project plan for a specific project taking the correct format" and "processing and preparing materials following the steps accordingly" with a weighted means of 3.85 and 3.82, respectively. "Constructing specified projects like bamboo fans, artificial flowers, stuff toys, etc." obtained the least weighted mean of 3.67.

Table 12

Learning Competence Level of the THE Students as Perceived by the Two Categories of Respondents Along Handicrafts/Homecrafts

Skills Learned From School	Respondent	No. of Respondents						Mean	Interpretation
		5	4	3	2	1	Total		
1. Making a project plan of a specific project following the correct format	Students	35 (175)	28 (112)	23 (69)	4 (8)	6 (6)	96 (370)	3.85	HC
	Teachers	4 (20)	2 (8)				6 (28)	4.67	EC
2. Using common handtools in handicrafts properly	Students	34 (170)	26 (104)	19 (57)	9 (18)	8 (8)	96 (357)	3.72	HC
	Teachers	6 (30)					6 (30)	5.00	EC
3. Processing and preparing materials following the steps accordingly	Students	34 (170)	27 (108)	22 (66)	10 (20)	3 (3)	96 (367)	3.82	HC
	Teachers	6 (30)					6 (30)	5.00	EC
4. Constructing specified projects like bamboo fans, artificial flowers, etc.	Students	32 (160)	27 (108)	17 (51)	13 (26)	7 (7)	96 (352)	3.67	HC
	Teachers	4 (20)	1 (4)	1 (3)			6 (27)	4.50	HC
5. Applying the appropriate finishing touches to projects	Students	34 (170)	24 (96)	21 (63)	10 (20)	7 (7)	96 (356)	3.71	HC
	Teachers	5 (25)	1 (4)				6 (29)	4.83	EC
6. Observing safety practices in keeping the tools	Students	45 (225)	26 (104)	13 (39)	8 (16)	4 (4)	96 (388)	4.04	HC
	Teachers	6 (30)					6 (30)	5.00	EC
7. Making projects	Students	30 (150)	31 (124)	23 (69)	6 (12)	6 (6)	96 (361)	3.76	HC
	Teachers	5 (25)	1 (4)				6 (29)	4.83	EC

Table 12 concluded

Skills Learned From School	Respondent	No. of Respondents						Mean	Interpretation
		5	4	3	2	1	Total		
TOTAL	Students	1220	756	414	120	41	2551		
	Teachers	180	20	3			203		
GRAND MEAN	Students							3.80	HC
	Teachers							4.83	EC

Legend:

Scale	Interpretation
4.51 - 5.00	Extremely Competent (EC)
3.51 - 4.50	Highly Competent (HC)
2.51 - 3.50	Moderately Competent (MC)
1.51 - 2.50	Slightly Competent (SC)
1.00 - 1.50	Not Competent

On the other hand, the perception of the teachers on the competence of the students in the skills under handicrafts/homecrafts, obtained an adjectival interpretation of "extremely competent" being manifested by the grand mean of 4.83. Of the skills learned from school, on the point of view of the teachers, "using common handtools in handicrafts properly", "processing and preparing materials following the steps accordingly" and "observing safety practices in keeping the tools" equally obtained the weighted mean of 5.00 which were the highest obtained mean. "Applying the appropriate finishing touches to project" and "making projects" with the same weighted mean of 4.83 followed, then by "making a project plan of a

specific project following a correct format" with a weighted mean of 4.67 and "constructing specified projects like bamboo fans, artificial flowers, etc." obtained the least weighted mean of 4.50.

Agricultural arts. Table 13 presents the perception of the students as to their competence on agricultural arts which shows that the obtained grand mean equalled to 3.73 with an adjectival rating of "highly competent". "Choosing the right kinds of seedling for planting" obtained the highest weighted mean of 3.88, seconded by "planning a garden layout showing flower garden" with a weighted mean of 3.82, followed by "preparing plants for vegetables", "planning a garden layout showing trees", "raising and caring for pigs, chicken and other animals", "planning garden layout showing vegetable garden" and "identifying the different kinds of home plants" with obtained weighted means of 3.79, 3.76, 3.73, 3.71 and 3.70, respectively.

From the perception of the teachers, all skills learned by the students in school specifically on agricultural arts obtained an adjectival rating of "highly competent". Eventually their over-all perception obtained the same adjectival rating also with a grand mean of 4.40.

Furthermore, from the different skills, "identifying the different kinds of home plants", "potting and re-potting

Table 13

Learning Competence Level of the THE Students as Perceived by the Two Categories of Respondents Along Agricultural Arts

Skills Learned From School	Respondent	No. of Respondents						Mean	Interpretation
		5	4	3	2	1	Total		
1. Planning a garden layout showing the differenct kinds of gardents:									
1.1 Flower garden	Students	41 (205)	25 (100)	11 (33)	10 (20)	9 (9)	96 (367)	3.82	HC
	Teachers	4 (20)	1 (4)		1 (2)		6 (26)	4.33	HC
1.2 Vegetable garden	Students	34 (170)	22 (88)	24 (72)	10 (20)	6 (6)	96 (356)	3.71	HC
	Teachers	4 (20)	1 (4)		1 (2)		6 (26)	4.33	HC
1.3 Trees	Students	35 (175)	27 (108)	17 (51)	10 (20)	7 (7)	96 (361)	3.76	HC
	Teachers	4 (20)	1 (4)			1 (1)	6 (25)	4.16	HC
2. Identifying the different kinds of home plants	Students	25 (125)	36 (144)	20 (60)	11 (22)	4 (4)	96 (355)	3.70	HC
	Teachers	5 (25)			1 (2)		6 (27)	4.50	HC
3. Potting and re-potting of plants	Students	22 (110)	31 (124)	24 (72)	15 (30)	4 (4)	96 (340)	3.54	HC
	Teachers	5 (25)			1 (2)		6 (27)	4.50	HC
4. Preparing plants for vegetables	Students	34 (170)	26 (104)	22 (66)	10 (20)	4 (4)	96 (364)	3.79	HC
	Teachers	5 (25)			1 (2)		(27)	4.50	HC
5. Choosing the right kinds of seedlings for planting	Students	36 (180)	31 (124)	16 (48)	7 (14)	6 (6)	96 (372)	3.88	HC
	Teachers	5 (25)			1 (2)		6 (27)	4.50	HC

Table 13 concluded

Skills Learned From School	Respondent	No. of Respondents						Mean	Interpretation
		5	4	3	2	1	Total		
6. Raising vegetables properly	Students	29 (145)	32 (128)	17 (51)	11 (22)	7 (7)	96 (353)	3.68	HC
	Teachers	4 (20)	1 (4)		1 (2)		6 (26)	4.33	HC
7. Harvesting the vegetables properly	Students	31 (155)	24 (96)	25 (75)	9 (18)	7 (7)	96 (351)	3.66	HC
	Teachers	4 (20)	1 (4)		1 (2)		6 (26)	4.33	HC
8. Raising and caring for pigs, chicken and other animals	Students	34 (170)	27 (108)	17 (51)	10 (20)	8 (8)	96 (357)	3.72	HC
	Teachers	4 (20)	1 (4)	1 (3)			6 (27)	4.50	HC
TOTAL	Students	1605	1124	579	206	62	3576		
	Teachers	220	24	3	17		264		
GRAND MEAN	Students							3.73	HC
	Teachers							4.40	HC

Legend:

Scale	Interpretation
4.51 - 5.00	Extremely Competent (EC)
3.51 - 4.50	Highly Competent (HC)
2.51 - 3.50	Moderately Competent (MC)
1.51 - 2.50	Slightly Competent (SC)
1.00 - 1.50	Not Competent (NC)

of plants, "preparing plants for vegetables", choosing the right kinds of seedlings for planting" and "raising and caring for pigs, chicken and other animals" equally obtained the same weighted mean of 4.50 while three of the skills obtained a weighted eman of 4.33 and "planning a garden layout showing trees" obtained a weighted mean of 4.16.

Comparison of the Perceptions of the Two Groups of Respondents on the Learning Competence Level of the Student-Respondents

To answer the third question, the responses between the two groups of respondents were compared. The following are the result.

Food and nutrition. The general assessment of the students with regards to their competencies on food and nutrition was rated as "highly competent" while the teachers perceived that the students were "extremely competent". As shown in Table 14, the combined assessment of the two respondents obtained a grand mean of 4.34 which means "highly competent".

To test whether a significant difference existed between the two perceptions, the t-test for uncorrelated samples was used. The computed t-value was 15.93 while the tabular t-value is 2.228 at df 10 and at .025 level of signficance. Inasmuch as the computed t-value is greater than the tabular t-value, the null hypothesis stating that "there is no significant difference between the perceptions of the two groups of respondents on the competence of the student-respondents along food and nutrition area" is rejected. This means that the teachers and students did not have the same assessments on students' learning

Table 14

Comparison of Responses of the Two Categories of Respondents Relative to the Competency Level of the THE Students Along Food and Nutrition

Skills Learned From School	Students		Teachers		Over-all	
	Weighted Mean	Interpre-tation	Weighted Mean	Interpre-tation	Weighted Mean	Interpre-tation
1. Preparing simple menus based on the family budget	3.63	HC	4.67	EC	4.15	HC
2. Marketing for the family in the most economical way	3.75	HC	4.83	EC	4.29	HC
3. Selecting food with the essential nutritive contents	3.76	HC	5.00	EC	4.38	HC
4. Preparing cheap but nutritious food for the family	3.77	HC	5.00	EC	4.39	HC
5. Setting the table properly	3.95	HC	5.00	EC	4.48	HC
6. Preparing food budget for special occassion	3.81	HC	4.83	EC	4.32	HC
T O T A L	22.67		29.33		26.01	
GRAND MEAN	3.78	HC	4.89	EC	4.34	HC
Variance	0.01074		0.01838		0.01251	
Computed t-value	15.93					
Tabular/critical t-value	2.228					
α = .05/2 = .025	df = 10					
Decision : Reject null hypothesis						

competencies. The data just discussed showed that teachers gave higher ratings than their students.

Home management. As presented in Table 15, the perception of the students on their competence in home

Table 15

Comparison of Responses of the Two Categories of Respondents Relative to the Competency Level of the THE Students Along Home Management

Skills Learned From School	Students		Teachers		Over-all	
	Weighted Mean	Interpre-tation	Weighted Mean	Interpre-tation	Weighted Mean	Interpre-tation
1. Utilizing available resources in achieving the family goals	3.78	HC	4.83	EC	4.31	HC
2. Considering the family budget in the expenses of the family	3.86	HC	5.00	EC	4.83	HC
3. Devising plans for maintaining cleanliness & orderliness	4.02	HC	4.83	EC	4.43	HC
4. Practicing the principle of work simplification system	3.81	HC	5.00	EC	4.41	HC
5. Observing the principle of a place for everything & everything in place	3.77	HC	5.00	EC	4.39	HC
6. Planning wise use of time and effort in the home	3.92	HC	5.00	EC	4.46	HC
7. Applying the principle of art to make home livable and attractive	3.79	HC	4.83	EC	4.31	HC
T O T A L	26.95		34.49		30.74	
GRAND MEAN	3.85	HC	4.93	EC	4.39	HC
Variance	0.0084		0.00826		0.03155	
Computed t-value	22.138					
Tabular/critical t-value	2.179					
$\alpha = .05/2 = .025$	df = 12					
Decision : Reject null hypothesis						

management was rated "highly competent" while the teachers perceived them to be "extremely competent". It is worthwhile to note that the teachers gave higher rating in

the sense that the students were evaluated by them objectively based on their output while the students assumed "false humility". The combined assessment of the two respondents were rated "highly competent" being manifested by the grand mean of 4.39.

To test whether significant differences existed between the two, the t-test for uncorrelated samples was employed. The computed t-value of 22.138 proved to be greater than the critical t-value of 2.179 at .025 level of significance and at df 12, therefore, the null hypothesis is rejected. This showed varying opinions of the teachers as well as students.

Clothing and textile. Table 16 presents the comparison of the perceptions between the two groups of respondents. As presented, the students gave a grand mean of 3.63 which can be interpreted as "highly competent" while the teachers gave a grand mean of 4.90 with an adjectival rating of "extremely competent". Moreover, the combined assessment of the two perceptions obtained a grand mean of 4.27 with an adjectival rating of "highly competent".

To test the significant difference between the two, t-test for uncorrelated samples was employed, which resulted to the rejection of the null hypothesis being manifested by the computed t-value of 19.864 which is greater than the

Table 16

Comparison of Responses of the Two Categories of Respondents Relative to the Competency Level of the THE Students Along Clothing and Textile

Skills Learned From School	Students		Teachers		Over-all	
	Weighted Mean	Interpre-tation	Weighted Mean	Interpre-tation	Weighted Mean	Interpre-tation
1. Taking the body measurements correctly	3.71	HC	4.83	EC	4.27	HC
2. Drafting patterns correctly for garments to be sewed	3.59	HC	5.00	EC	4.30	HC
3. Making simple garments and clothing for oneself and the family	3.57	HC	4.83	EC	4.20	HC
4. Operating the sewing machine properly	3.51	HC	5.00	EC	4.26	HC
5. Identifying sewing machine troubles	3.59	HC	5.00	EC	4.30	HC
6. Making simple garments and clothing accessories for oneself and family	3.59	HC	4.67	EC	4.13	HC
7. Choosing the proper fabrics for clothes for special occassion	3.83	HC	5.00	EC	4.41	HC
T O T A L	29.39		34.33		29.88	
GRAND MEAN	3.63	HC	4.90	EC	4.27	HC
Variance	0.01152		0.17095		0.00766	
Computed t-value	19.864					
Tabular/critical t-value	2.179					
α = .05/2 = .025	df = 12					
Decision : Reject null hypothesis						

critical t-value of 2.179 at .025 level of significance and at df 12. This indicated that teachers gave higher rating to their students.

Handicrafts/homecrafts. Table 17 presents the comparison of the perceptions between the two groups of respondents. As presented, the students gave a grand mean of 3.80 which can be interpreted as "highly competent" while the teachers gave a grand mean of 4.83 with an adjectival rating of "extremely competent". Moreover, the combined assessment of the two perceptions obtained a grand mean of 4.32 with an adjectival rating of "highly competent".

To test the significant difference between the two, t-test for uncorrelated samples was employed, which resulted to the rejection of the null hypothesis being manifested by the computed t-value of 11.902 which is greater than the critical t-value of 2.179 at .025 level of significance and at df 12. Hence, the teachers perceived their students to have higher learning competency in this area.

Agricultural arts. Table 18 presents the comparison of the perceptions between the two groups of respondents. As presented, the students gave a grand mean of 3.73 which can be interpreted as "highly competent" while the teachers gave a grand mean of 4.42 with an adjectival rating of "highly competent". Moreover, the combined assessment of the two perceptions obtained a grand mean of 4.07 with an adjectival rating of "highly competent".

Table 17

Comparison of Responses of the Two Categories of Respondents Relative to the Competency Level of the THE Students Along Handicrafts/Homecrafts

Skills Learned From School	Students		Teachers		Over-all	
	Weighted Mean	Interpre-tation	Weighted Mean	Interpre-tation	Weighted Mean	Interpre-tation
1. Making a project plan of a specific project ff the correct format	3.85	HC	4.67	EC	4.26	HC
2. Using common handtools in handi-crafts properly	3.72	HC	5.00	EC	4.36	HC
3. Processing and preparing materials following the steps accordingly	3.82	HC	5.00	EC	4.41	HC
4. Constructing specified projects like bamboo fans, artificial flowers, etc.	3.67	HC	4.50	HC	4.09	HC
5. Applying the appropriate finishing touches to project	3.71	HC	4.83	EC	4.27	HC
6. Observing safety practices in keeping the tools	4.04	HC	5.00	EC	4.52	HC
7. Making projects	3.76	HC	4.83	EC	4.30	HC
T O T A L	26.57		33.83		30.21	
GRAND MEAN	3.80	HC	4.83	EC	4.32	HC
Variance	0.01556		0.03686		0.01816	
Computed t-value	11.902					
Tabular/critical t-value	2.179					
α = .05/2 = .025	df = 12					
Decision : Reject null hypothesis						

To test the significant difference between the two, t-test for uncorrelated samples was employed, which resulted to the rejection of the null hypothesis being manifested by the computed t-value of 17.803 which is greater than the

Table 18

Comparison of Responses of the Two Categories of Respondents Relative to the Competency Level of the THE Students Along Agricultural Arts

Skills Learned From School	Students		Teachers		Over-all	
	Weighted Mean	Interpre-tation	Weighted Mean	Interpre-tation	Weighted Mean	Interpre-tation
1. Planning a Garden layout showing:						
1.1 Flower garden	3.82	HC	4.33	EC	4.08	HC
1.2 Vegetable garden	3.71	HC	4.33	HC	4.02	HC
1.3 Trees	3.76	HC	4.33	HC	4.05	HC
2. Identifying the different kinds of home plants	3.70	HC	4.50	HC	4.10	HC
3. Potting and re-potting of plants	3.54	HC	4.50	HC	4.02	HC
4. Preparing plants for vegetables	3.79	HC	4.50	HC	4.15	HC
5. Choosing the right kinds of seedlings for planting	3.88	HC	4.50	HC	4.19	HC
6. Raising vegetables properly	3.68	HC	4.33	HC	4.01	HC
7. Harvesting the vegetables properly	3.66	HC	4.33	HC	4.00	HC
8. Raising and caring for pigs, chicken and other animals	3.72	HC	4.50	HC	4.11	HC
T O T A L	37.26		44.15		40.73	
GRAND MEAN	3.73	HC	4.42	HC	4.07	HC
Variance	0.00887		0.00803		0.00413	
Computed t-value	17.803					
Tabular/critical t-value	2.101					
α = .05/2 = .025	df = 18					
Decision : Reject null hypothesis						

critical t-value of 2.101 at .025 level of significance and at df 18. This implied that the two groups of respondents showed differing opinions about students' learning competencies.

Lifestyle of the Students

The lifestyles of the student-respondents were determined along three areas - home activities, leisure activities, and economic activities. The five point Likert scales of 1-5 were used where 5, 4, 3, 2 and 1 mean very highly applied, highly applied, moderately applied, applied and not applied, respectively. Results are presented in this section.

Home activities. All the skills in home activities were "highly applied" by the student-respondents at home as shown in Table 19. "Keeping utensils in its proper place" obtained the highest weighted mean of 4.17 while "caring for household plants" obtained the least weighted mean of 3.71.

The over-all perception of the student-respondents as to home activities skills obtained an adjectival rating of "highly applied" with a grand mean of 3.90. This means that every skills they learned in school were put into practice at home thus, enhance their competencies.

Leisure activities. Fifty percent of the areas in leisure activities were rated as "highly applied" while the other fifty percent were rated as "moderately applied" as presented in Table 20. "Beaufifying the house and its surroundings" obtained the highest weighted mean of 3.94

Table 19

Lifestyle of the THE Students Along
Home Activities

Skills Learned From School	No. of Respondents						Mean	Interpretation
	5	4	3	2	1	Total		
1. Helping in the marketing and cooking of food	45 (225)	22 (88)	14 (36)	10 (20)	7 (7)	96 (376)	3.92	HA
2. Setting and serving Food to the family	42 (210)	25 (100)	17 (51)	7 (14)	5 (5)	96 (380)	3.96	HA
3. Keeping utensils in its proper place	45 (225)	33 (132)	9 (27)	7 (14)	2 (2)	96 (400)	4.17	HA
4. Cleaning & caring for cooking equipments	46 (230)	27 (108)	14 (42)	5 (10)	4 (4)	96 (394)	4.10	HA
5. Reprocessing left-over food for the family	30 (150)	34 (136)	22 (66)	7 (14)	3 (3)	96 (369)	3.84	HA
6. Keeping house for mother	32 (160)	30 (120)	17 (51)	13 (26)	4 (4)	96 (361)	3.76	HA
7. Helping in making the home spic & span	31 (155)	32 (128)	16 (48)	9 (18)	8 (8)	96 (357)	3.72	HA
8. Practicing the work simplification system	34 (170)	33 (132)	17 (51)	7 (14)	5 (5)	96 (372)	3.88	HA
9. Washing clothes for oneself and family	44 (220)	28 (112)	16 (48)	5 (10)	3 (3)	96 (393)	4.09	HA
10. Taking care of younger brother & sisters	35 (175)	29 (116)	19 (57)	8 (16)	5 (5)	96 (369)	3.84	HA
11. Landscaping the grounds of the house	29 (145)	35 (140)	21 (63)	8 (16)	3 (3)	96 (367)	3.82	HA
12. Caring for household plants	37 (185)	19 (76)	21 (63)	13 (26)	6 (6)	96 (356)	3.71	HA
T O T A L	2250	1388	603	198	55	4494		
GRAND MEAN							3.90	HA

Legend:

Scale	Interpretation
4.51 - 5.00	Very highly applied (VHA)
3.51 - 4.50	Highly applied (HA)
2.51 - 3.50	Moderately applied (MA)
1.51 - 2.50	Applied (A)
1.00 - 1.50	Not applied (NA)

with an adjectival rating of "highly applied", while "strolling with friends" obtained the least weighted mean of 2.96 being interpreted as "moderately applied".

The over mean obtained an adjectival rating of "highly applied" being manifested by the value of 3.85

Socio-economic activities. All the areas under socio-economic activities were rated as "moderately applied" except for "tendering the family sari-sari store" which was rated as "highly applied" with a weighted mean of 3.51. "Cross-stiching for others" obtained the least weighted mean of 3.22 being interpreted as "moderately applied". The data presented was shown in Table 21.

The over-all perception of the students were rated as "moderately applied" being manifested by the grand mean of 3.37.

Relationship Between the Students' Learning Competencies and Their Lifestyle

To answer the fifth question the following are the result.

Table 22 presents the summary of the obtained means of both the life style and competencies of the student-respondents. As gleaned from the same table, the life style of the students obtained a mean of 3.71 while the competencies obtained 3.76.

Table 20

Lifestyle of the THE Students Along
Leisure Time Activities

Skills Learned From School	No. of Respondents						Mean	Interpretation
	5	4	3	2	1	Total		
1. Watching TV shows and Betamax	24 (120)	16 (64)	21 (63)	17 (34)	18 (18)	96 (299)	3.11	MA
2. Strolling with friends	17 (85)	20 (80)	23 (69)	14 (28)	22 (22)	96 (284)	2.96	MA
3. Playing ball games	18 (90)	17 (68)	22 (66)	22 (44)	17 (17)	96 (285)	2.99	MA
4. Playing indoor games	22 (110)	14 (56)	24 (72)	19 (38)	17 (17)	96 (293)	3.05	MA
5. Reading novels	20 (100)	25 (100)	19 (57)	12 (24)	20 (20)	96 (301)	3.14	MA
6. Listening to radio programs	36 (180)	27 (108)	16 (48)	8 (16)	9 (9)	96 (361)	3.76	MA
7. Crocheting articles for household use	33 (165)	21 (84)	23 (69)	10 (20)	9 (9)	96 (347)	3.61	MA
8. Cross stitching	34 (170)	21 (84)	21 (63)	13 (26)	7 (7)	96 (350)	3.65	MA
9. Beautifying the house and its surroundings	41 (205)	23 (92)	21 (63)	7 (14)	4 (4)	96 (378)	3.94	MA
10. Propagating household plants	33 (165)	31 (124)	15 (45)	12 (24)	5 (5)	96 (363)	3.78	MA
T O T A L	1390	860	615	268	128	3261		
GRAND MEAN							3.26	MA

Legend:

Scale	Interpretation
4.51 - 5.00	Very highly applied (VHA)
3.51 - 4.50	Highly applied (HA)
2.51 - 3.50	Moderately applied (MA)
1.51 - 2.50	Applied (A)
1.00 - 1.50	Not applied (NA)

Table 21

Lifestyle of the THE Students Along
Socio-Economic Activities

Skills Learned From School	No. of Respondents						Mean	Interpretation
	5	4	3	2	1	Total		
1. Tendering the family sari-sari store	33 (165)	21 (84)	19 (57)	8 (16)	15 (15)	96 (337)	3.51	HA
2. Raise animals for sale	28 (140)	23 (92)	14 (42)	14 (28)	17 (17)	96 (319)	3.32	HA
3. Raise vegetables for the market	30 (150)	23 (92)	12 (36)	20 (40)	11 (11)	96 (329)	3.43	HA
4. Prepare simple delicacies for sale	29 (145)	25 (100)	13 (39)	17 (34)	12 (12)	96 (330)	3.44	HA
5. Prepare food for social activities/parties	26 (130)	28 (112)	18 (54)	12 (24)	12 (12)	96 (322)	3.46	HA
6. Crocheting for others	24 (120)	27 (108)	15 (45)	16 (32)	14 (14)	96 (319)	3.32	HA
7. Cross stitching for others	20 (100)	25 (100)	23 (69)	12 (24)	16 (16)	96 (309)	3.22	HA
8. Washing clothes for pay	26 (130)	21 (84)	20 (60)	13 (26)	16 (16)	96 (310)	3.29	HA
9. Sewing clothes for pay	30 (150)	20 (80)	15 (45)	12 (24)	19 (19)	96 (318)	3.31	HA
T O T A L	1230	852	447	248	132	2909		
GRAND MEAN							3.37	HA

Legend:

Scale	Interpretation
4.51 - 5.00	Very highly applied (VHA)
3.51 - 4.50	Highly applied (HA)
2.51 - 3.50	Moderately applied (MA)
1.51 - 2.50	Applied (A)
1.00 - 1.50	Not applied (NA)

Table 22

Summary of the Obtained Means of the Student-Respondents on Both their Life-style and Competencies

Areas	Weighted Mean	Skills	Weighted Mean
Home Activities	3.90	Food & Nutrition/ Home Management	3.82
Leisure Time Activities	3.85	Agricultural Arts	3.73
Socio Economic Activities	3.37	Clothing & Textiles/ Handi/homecrafts	3.72
Total	11.12	Total	11.27
Grand Mean	3.71	Grand Mean	3.76

To test if significant relationship existed between the two variables, the Pearson-Product Moment Coeffecient Correlation (Pearson r) was employed. The computed r_{xy} value resulted to 0.64 which means "marked or moderate correlation". This denoted that as the students regularly apply at home, relatively all skills learned from school increased to a higher level giving them more competence.

To test further the significance of the correlation, Fisher's t-test was employed. The computed t-value of 0.833 proved to be lesser than the critical t-value of 0.997 at df 1. This led to the acceptance of the null hypothesis. This signified that there is no significant relationship between

the leisure activities of the student-respondents and their level of competence.

Implications of the Study to Home Economics Curricular Instructions

Education underwent substantial reforms and changes during the past decade. Since in the early 1970's the educational system of the country has undergone changes and measures which were geared towards educational improvement.

In a dynamic society - and the Filipino society is a dynamic one - there are always challenges. These challenges are many and varied, and they covered a number of areas each of which education cannot help but relate to and be concerned with. Aquino (1986:2) had propounded that:

> "The educational process, being a social process has the twofold function of transmitting and modifying the cultural heritage, thereby ensuring the survival, stability, and progress of society. Education, then cannot afford to be static, it must be dynamic. It cannot be otherwise for two important reasons: first, education is concerned with and vital to the individual, whose intellectual and creative capacities it develops; and, second, education is concerned with and vital to the nation for which the resources of skilled and educated manpower are made available."

Home Economics is concerned with increasing the well-being of people. Its focus is primarily upon the individual as a member of a family. The individual influences and is influenced by the family. The family, as a basic unit of society, contributes to the social order and is, in turn,

affected by it. Through the development and betterment of the family life, therefore, the well-being of the individual, family and society is increased.

According to Atienza (1983:126) the field of Home Economics is rich in potential values for developing a functioning program than any other fields of study today. It focuses academic and scientific knowledge on the field of homemaking.

Homemaking education should always be flexible and adaptable. It must continually adjust to changing conditions if it is to be effective. It most emphasize and educates in the attainment of the well-being of individuals and families, the improvement of the homes, and the presevation of values significant in home life.

Education for home and family living must place emphasis upon social values rather than technical values; where the individual takes precedence over the group, where the development of the individual means awareness of his lives and factors. With increasing social and political complications, the tasks of operating family life and making needed adjustments in each pattern are increasing in difficulty. Education must bend anew to this work, for the tasks are vital.

If homemaking and family life and the rearing of children are to be viewed as opportunities for living and

for enjoyment of life, then homemaking education must continue to present the task of home management and housekeeping and child care in terms that man can share, without embarassment and reluctance, enjoying homemaking and the caring and rearing of children.

The family is an institution founded on basic human relations. Family living goes in a place called home. In this place, husband and wife, and children share a social, emotional and economic partnership.

All members of the family must, therefore, be included in any program of education designed to improve living as it takes place in families.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings of the study, its conclusions and recommendations.

Summary of Findings

The findings of this study are presented in accordance with the order of the specific questions.

1. Profile of respondents

   1.1 All the respondents of this study were female. There were 96 of them. These were the students taking homemaking courses in the college.

   1.2 The average age of the respondents was 16.60 years. Majority of the respondents were in the ages of 17, 16 and 15 years as there were 27 or 28.12 percent of the 96 respondent who fell in ages of 17 years. Twenty-one or 21.88 percent belong to age 16 and 22 or 22.92 percent who fell under 15 years.

   1.3 All of the 96 homemaking students were single.

   1.4 Majority of the parents were elementary school graduate. There were 76 or 42.22 percent of the 180 parents were college graduates and six

or 33.33 percent did not have any schooling.

1.5 Majority of the 180 parents were farmers. There were 80 or 44.44 percent of them with 60 or 67.42 percent of the 89 fathers and 20 or 21.99 percent of the 93 mothers. There were 16 or 8.89 percent who signified to be eighter employees or teachers.

1.6 The average number of siblings was four of which the average number of daughters was three and the average number of sons was four.

1.7 The average number of household members was eight which signified a big household.

1.8 The average monthly income of the family was pegged at Php 7,031.25 with 44 or 45.83 percent signifying to earn from Php 4,000.00 - 6,000.00 and 20 or 20.83 percent earning from Php 7,000.00 to Php 9,000.00.

1.9 Of the 96 respondents, 40 or 41.67 percent dwelt on a permanent dwelling while 25 or 26.04 percent lived on nipa hut.

1.10 Majority of the families owned bancas. There were 39 or 40.63 percent of the 96 families while 19 or 19.79 percent claimed they have bicycles.

2. Learning competency level of students

2.1 The learning competence level of the students in foods and nutrition as perceived by themselves was 3.78 with the descriptive rating of "highly competent" while their teachers have rated them with 4.83 or "extremely competent".

2.2 The over-all grand mean of competency level for home management was 4.39 which means "highly competent" getting a grand mean of 3.65 from the students and 4.93 from the teachers.

2.3 The over-all competency level on clothing and textile was 4.27 or "highly competent". The rating from the students was 3.63 while from the teachers was 4.90 or "extremely competent".

2.4 The competency level for handicrafts or homecraft was 4.32 or "highly competent". The grand mean for the student was 3.80 or "highly competent" while the teacher gave a weighted mean of 4.53 or "extremely competent".

2.5 The over-all competency level on agricultural arts was 4.07 or "highly competent". The grand mean for the students was 3.73 or

"highly competent" while the teachers gave a weighted mean of 4.40 or "highly competent" also.

3. Comparison of responses of the two categories of respondents

3.1 The computed t-value on the significant difference between the two perceptions on food and nutrition obtained a value of 15.93 which proved to be greater than the critical t-value of 2.228 with the degrees of freedom of 10 at .025 level of significance. Thus, the null hypothesis is rejected.

3.2 On the perception of the two categories of respondents in home management, the computed t-value equalled to 22.138 at df 12 and at .025 level of significance which was greater than the critical t-value of 2.179. This resulted to the rejection of the null hypothesis.

3.3 The significant difference on the responses in clothing and textile obtained a computed t-value of 19.864 which turned to be greater than the critical t-value of 2.179 with df 12 at .025 level of significance. This led to the rejection of the null hypothesis.

3.4 On the responses in handicrafts/homecrafts, the computed t-value was 11.902 which proved to be greater than the critical t-value of 2.179 at df 12 and at .025 level of significance. This signified that the null hypothesis is rejected.

3.5 In terms of agricultural arts, the computed t-value was 17.803 which turned to be greater than the critical t-value of 2.101 with df 18 and .025 level of significance. this meant that a significant difference existed between the two responses therefore, the null hypothesis is rejected.

4. Life-style of the students

4.1 The over-all perception of the students as to their skills in home activities obtained an adjectival rating of "highly applied" with a grand mean of 3.90. This signified that every skills they learned from school were put into practice at home thus, their competency level is enhanced.

4.2 The perception of the students in their leisure activities obtained a grand mean of 3.85 which is interpreted as "highly applied".

4.3 The over-all perception of the students in socio-economic activities obtained a grand mean of 3.37 being interpreted as "moderately applied".

5. The association of the life-style of the students with their competency level obtained a computed r_{xy} value of 0.64 which is being interpreted as "marked or moderate correlation". This denoted that as the students regularly apply at home all skills learned in school, relatively their competency level increased also in a moderate level.

Further test of significance of correlation resulted to a computed Fisher's t-value of 0.833 which turned to be lesser than the critical t-value of 0.997 at df 1. This led to the acceptance of the null hypothesis. Moreover, this signified that regular application of the skills learned in school as a way of life do not greatly influence the competency level of the students.

Conclusions

Based on the findings of this study, the following conclusions were drawn:

1. Majority of the respondents were single female students taking up homemaking courses. Furthermore, they were at the stage of adolescence or a period of adjustment where more challenges and opportunities are met.

2. Majority of the respondents' family belonged slightly higher than the poverty threshold level, hence they are expected to provide the basic needs. Moreover, the average number of household in most of the respondents' family was quite big with more female siblings born that compelled the daughters to took charge with the household chores in addition to the Filipino culture of enthrusting home management to the females.

3. The general perception of the competency level of the students as perceived by themselves obtained an adjectival rating of "highly competent". On the other hand, the general perception of the teachers on the competency level of the students obtained an adjectival rating of "extremely competent".

4. There is a significant difference between the perception of the two categories of respondents in relation to the competency level of the students in Technology and Home Economics (THE). Based on the means, the THE teachers are more objective in giving the rating anchored on the observed performance of the students, while the latter are subjective.

5. The general perception of the students on their application of the skills as their life-style obtained an adjectival rating of "highly applied". This meant that the

skills they learned in school were applied in their respective homes.

6. The computed r_{xy} value denoted "marked or moderate correlation". However, the test of significance led to the acceptance of the null hypothesis stating that "there is no significant relationship between the learning competence level and the life style practices of the home economics students".

Recommendations

In the light of the foregoing conclusions drawn, the researcher strongly recommend the following:

1. Enhancement opportunities be given to the students by conducting homemaking contests and competitions among themselves.

2. Advancement opportunities also be given to the students by joining homemaking contests and competitions among schools both local and regional, as well as national levels.

3. The conduct of workshops and seminars is strongly recommended intiated by the school for updating and upgrading purposes of the skills learned by the THE students through classroom instructions.

4. There must be a strategy to be adopted wherein graduates may be able to engage in entrepreneurial

activities to strengthen the competencies they have acquired from their respective schools. One way is by providing them capital to enable them to start their income-generating projects.

5. Procurement of modern facilities be considered by the school to reinforce the skills of the students in THE.

6. A similar study be conducted in another school for comparison and similarity, as follows:

6.1 Competency level of secondary schools; and

6.2 Correlates of students' competency.

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UNESCO

APPENDICES

APPENDIX A

SAMAR STATE POLYTECHNIC COLLEGE
College of Graduate/Post Graduate Studies
Catbalogan, Samar

August 14, 1999

The Dean
College of Graduate/Post Graduate Education
Samar State Polytechnic College
Catbalogan, Samar

M a d a m :

In my desire to finish my masteral studies, I have the honor to submit for approval any of the herein proposed theses problems:

1. PROBLEMS IN TEACHING TECHNOLOGY AND HOME ECONOMICS OF THE TEACHERS IN SECONDARY SCHOOLS.

2. LEARNING COMPETENCIES IN TECHNOLOGY AND HOME ECONOMICS AND LIFE STYLES OF STUDENTS.

3. THE FUTURE AGRICULTURAL HOMEMAKERS OF THE PHILIPPINES: AN ANALYSIS.

Hoping for the favorable approval of any of these problems.

Very truly yours,

(SGD.) ANECITA V. ORIGINAL
Researcher

A P P R O V E D :

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

APPENDIX B

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

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME: ORIGINAL (Surname) ANECITA (First Name) V. (Middle Name)

CANDIDATE FOR DEGREE: Master of Arts in Education

AREA OF SPECIALIZATION: Home Economics

TITLE OF PROPOSED THESIS/DISSERTATION: LEARNING COMPETENCIES IN TECHNOLOGY AND HOME ECONOMICS AND LIFE STYLES OF STUDENTS

(SGD.) ANECITA V. ORIGINAL
Applicant

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

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed. D.
Dean, Graduate/Post Graduate Education

CONFORME:

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

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

APPENDIX C

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

QUESTIONNAIRE

Dear Respondents:

You have been selected as one of the respondents for a study on "Learning Competencies in Technology and Home Economics and Life Style of Students". Please answer the questionals as honestly as you can to make the study reliable. Be assured that all answers will be held confidential.

Thank you very much.

Very truly yours,

(SGD.) ANECITA V. ORIGINAL
Researcher

Direction:

Please supply the data called for on the space as provided or put a check (/) mark or encircle items as called for.

A. PERSONAL DATA

Name: (optional) _____ Sex _____ Age _____

Year Level: ___ 3rd Year ___ 4th Year ___ CS

B. SOCIO-ECONOMIC STATUS OF PARENTS:

1. Educatio Qualification:	Father	Mother
Primary	_____	_____
Elementary Graduate	_____	_____
High School (undergraduate)	_____	_____
High School (graduate)	_____	_____
College Level	_____	_____
College Graduate	_____	_____
Masteral/Doctoral	_____	_____

2. Occupation: Father _____ Mother _____

3. Number of Siblings: Sister _____ Brother _____

4. Number of Member in the Household _____

5. Estimated Family Income (monthly) Php _____

6. Kind of Dwelling the Family Lives (please check)

_____ nipa hut	____ semi-permanent
_____ temporary	____ permanent

7. Do you own any transportation? ___ Yes ___ No

8. If yes, what kind? (please check)

_____ banca	____ motor bike
_____ motorized banca	____ jeep/car
_____ bicycle	____ others (specify)
_____ tricycle	_____

II. SKILLS LEARNED IN SCHOOL

Direction: What is the competency level in performing the following skills in school?

A. Foods and Nutrition

1. Preparing simple menus based on the family budget	5	4	3	2	1
2. Marketing for the family in the most economical way	5	4	3	2	1
3. Selecting foods with the essential nutritive contents	5	4	3	2	1
4. Preparing cheap but nutritious food for the family	5	4	3	2	1
5. Setting the table properly	5	4	3	2	1
6. Preparing food budget for special occasion	5	4	3	2	1

B. Home Management

1. Utilizing available family resources in achieving family goals	5	4	3	2	1
2. Considering the family budget in the expenses of the family	5	4	3	2	1
3. Devising plans for maintaining cleanliness and orderliness in the home	5	4	3	2	1
4. Practicing the principle of work simplification system	5	4	3	2	1
5. Observing the principle of a place for everything and everything in its place	5	4	3	2	1
6. Planning wise use of time and effort in the home	5	4	3	2	1
7. Applying the principle of art to make the home livable and attractive	5	4	3	2	1

5 4 3 2 1

C. Clothing and Textile

1. Taking the body measurements correctly	5	4	3	2	1
2. Drafting patterns correctly for garments to be sewed	5	4	3	2	1
3. Making simple garments and clothing for oneself and the family	5	4	3	2	1
4. Operating the sewing machine properly	5	4	3	2	1
5. Identifying sewing machines troubles	5	4	3	2	1
6. Making simple garments and clothing accessories for oneself and the family	5	4	3	2	1

7. Choosing the proper fabrics for clothes for special occasion	5	4	3	2	1
D. Handicrafts/Homecrafts					
1. Making a project plan of a specific project following the correct format	5	4	3	2	1
2. Using common handtools in handicrafts properly	5	4	3	2	1
3. Processing and preparing materials following the steps accordingly	5	4	3	2	1
4. Constructing specified projects like bamboo fans, artificial flowers, stuff toys and etc.	5	4	3	2	1
5. Applying the appropriate finishing touches to projects	5	4	3	2	1
6. Observing safety practices in keeping tools	5	4	3	2	1
7. Marketing projects	5	4	3	2	1
E. Agricultural Arts					
1. Planning a garden layout showing the different kinds of gardens:					
1.1 Flower garden	5	4	3	2	1
1.2 Vegetable garden	5	4	3	2	1
1.3 Trees	5	4	3	2	1
2. Identifying the different kinds of home plants	5	4	3	2	1
3. Potting and re-potting of plants	5	4	3	2	1
4. Preparing plants for vegetables	5	4	3	2	1

5. Choosing the right kinds of seedling for planting	5	4	3	2	1
6. Raising the vegetables properly	5	4	3	2	1
7. Having the vegetables properly	5	4	3	2	1
8. Raising and caring for pigs, chicken and other animals	5	4	3	2	1

III. LIFE STYLE OF THE FAMILY

Direction: How often do you apply the skills acquired in schools at your home?

A. Home Activities

1. Helping in the marketing and cooking of food	5	4	3	2	1
2. Setting and serving food to the family	5	4	3	2	1
3. Keeping utensils in the proper place	5	4	3	2	1
4. Cleaning and caring for cooking equipments	5	4	3	2	1
5. Reprocessing left-over food for the family	5	4	3	2	1
6. Keeping house for mother	5	4	3	2	1
7. Helping in making the home spic and span	5	4	3	2	1
8. Practicing the work simplification system	5	4	3	2	1
9. Washing clothes for oneself and the family	5	4	3	2	1
10. Taking care of younger brothers and sisters	5	4	3	2	1
11. Landscaping the ground of the house	5	4	3	2	1

12. Caring for household plants	5	4	3	2	1
B. Leisure Time Activities					
1. Watching TV shows and Betamax	5	4	3	2	1
2. Strolling with friends	5	4	3	2	1
3. Playing ball games	5	4	3	2	1
4. Playing indoor games	5	4	3	2	1
5. Reading novels	5	4	3	2	1
6. Listening to radio program	5	4	3	2	1
7. Crocheting articles for household use	5	4	3	2	1
8. Cross stitching	5	4	3	2	1
9. Beautifying the house and its surroundings	5	4	3	2	1
10. Propagating household plants	5	4	3	2	1
C. Socio-Economic Activities					
1. Tendering the family sari-sari store	5	4	3	2	1
2. Raise animals for sale	5	4	3	2	1
3. Raise vegetables for the market	5	4	3	2	1
4. Prepare simple delicacies for sale	5	4	3	2	1
5. Prepare food for social activities and parties	5	4	3	2	1
6. Crocheting for others	5	4	3	2	1
7. Cross-stitching for others	5	4	3	2	1
8. Washing clothes for pay	5	4	3	2	1
9. Sewing clothes for pay	5	4	3	2	1

CURRICULUM VITAE

CURRICULUM VITAE

NAME	:	**ANECITA V. ORIGINAL**
ADDRESS	:	Erenas, San Jorge, Samar
DATE OF BIRTH	:	September 16, 1951
PLACE OF BIRTH	:	Himay, San Jorge, Samar
PRESENT POSITION	:	Instructor III
STATION	:	Samar State College of Agriculture and Forestry (SSCAF)
CIVIL STATUS	:	Married
RELIGION	:	Roman Catholic

EDUCATIONAL BACKGROUND

Primary Education	Himay Primary School Brgy. Himay, San Jorge, Samar 1962 - 1966
Elementary Education . . .	Blanca Aurora Elem. School Blanca Aurora, San Jorge, Samar 1966 - 1968
Secondary Education	Samar Nat'l Agricultural School San Jorge, Samar 1968 - 1972
College Education	Bachelor of Science in Agricultural Education University of Eastern Phils. Catarman, Norther Samar 1972 - 1977
	Bachelor of Science in Industrial Education Samar School of Arts & Trades 1978 - 1982

Graduate	Samar State Polytech. College Catbalogan, Samar 1989 - 1993
Curriculum Pursued	Master of Arts in Education
Major	Home Economics

CIVIL SERVICE ELIGIBILITY

Professional Board Examination for Teachers (PBET)	November 28, 1982

HONORS AND AWARDS RECEIVED

Validectorian	Himay Primary School 1962 - 1966
Validectorian	Blanca Aurora Elem. School 1966 - 1968
Third Honors	Samar Nat'l Agr'l School (SNAS) 1968 - 1972
Outstanding	Samar School of Arts & Trades (SSAT) 1982

POSITIONS HELD

Secondary School Teacher	September 30, 1982 to June 30, 1989
Teacher I	July 1, 1988 to December 31, 1993
Teacher II	January 1, 1994 to December 31, 1998
Teacher III	January, 1999 to date

TRAININGS, SEMINARS AND WORKSHOPS ATTENDED

SEDP Mass Training for THE II Teachers, TSCHI, Tanauan, Leyte, May 16, 1990 to June 5, 1990.

SNAS-DECS Re-Echo Training Course on Clinical Supervision for Greater Learning Effectiveness in Technical Vocational Education, SNAS, San Jorge, Samar, September 4, 1992.

Second Regional Technology and Home Economics (THE) Convention for Secondary School Teachers and Supervisor, DECS-SRSF, Catbalogan, Samar, July 12-13, 1996.

Re-Echo Test Construction, PAFTE-Region VIII, January 24, 1997.

Training Course on Ornamental Plant Production, Post Harvest Handling and Utilization, VISCA, Baybay, Leyte, September 15 to October 2, 1997.

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