

**AN ASSESSMENT OF THE REVISED TEACHING GUIDE  
FOR PANANAHI IN THE INTERMEDIATE  
GRADES**

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In Partial Fulfillment  
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**MASTER OF ARTS (H.E.)**

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May, 2001

## APPROVAL SHEET

In partial fulfillment of the requirements for the degree, **Master of Arts (H.E.)**, this thesis entitled, **"AN ASSESSMENT OF THE REVISED TEACHING GUIDE FOR PANANAHI IN THE INTERMEDIATE GRADES"** has been prepared and submitted by **Mrs. Carolina M. Del Rosario**, who having passed the comprehensive examination is hereby recommended for oral examination.

  
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## DEDICATION

*This valuable possession, a fruit  
of love and inspiration is  
proudly dedicated to  
my precious  
family  
especially to my  
understanding, cooperative  
and ever-supportive husband.*

*Do Cesar;*

*my ever-special children:*

*Jun<sup>2</sup>*

*Ann<sup>2</sup>*

*Relyn*

*Arnel*

*Day Carol*

## **ABSTRACT**

This study aimed to assess the revised teaching guide used by the elementary school home economics teachers in teaching Edukasyong Pantahanan at Pangkabuhatan in the specific area of Pananahi for the intermediate grades in the district of Sta. Margarita. The descriptive-comparative analysis of research was used in this study using the questionnaire as the main source in gathering data. The problems encountered by the EPP teachers in the teaching of Pananahi can be grouped into two: as to instruction and as to facilities. As to instruction, “Kakulangan ng tulong pinansyal upang maisagawa ang kanilang gawain/proyekto,” “Gurong pinatuturo ng HE na di medyor,” and “Kakulangan ng maayos napag-aaral ng mga mag-aaral” were considered serious problems. On the other hand, as to facilities, “Kakulangan ng pangingibay ng mga kagamitang H.E.,” “Kakulangan ng mga material at pasilidad para sa pagtuturo,” and “Kakulangan ng mga aklat sa H.E. na nailimbag sa Filipino” were considered the serious problems. The EPP teachers based on their profile possess the qualifications to handle their present position, except for the expertise in the field of EPP and the subject area in Pananahi which was lacking in some teachers. The perceptions of the two categories of respondents as to the relevance of objectives, adequacy of contents/activities, and effectiveness of strategies and appropriateness of the evaluation technique did not vary significantly from each other. This meant that the two categories of respondents both agreed on the effectiveness of the revised or enriched teaching guide.

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## **Chapter 1**

### **THE PROBLEM: IT'S BACKGROUND**

#### **Introduction**

Our educational system is in a process of continuous transformation. The curricula in all levels – elementary, secondary and higher education are continuously modified and enriched to suit to the needs of the community and the society as a whole. It is along this viewpoint that the NESC was implemented in January 29, 1982. The New Elementary School Curriculum (NESC) deliberately orients elementary education to national development and reflects research-based directions for curriculum change. Its scope covers general education and its thrust is intellectual growth through which civic, economic, cultural development is enhanced.

To meet this need of making education relevant to the need of the society, the goals of education at present had been derived from the national development goals. One of the objectives of both elementary and secondary education is embodied in the Education Act of 1982, Sec. 21-22 that states:

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

This educational objective suggests that education must be related to the life of the learner and that it must be meaningful to him. The real purpose of education in this rapidly changing world, then, is to help pupils to live richly, fully and effectively everyday. Emphasis is no longer in terms of learning he can acquire but what he can apply in meeting everyday situations. Courses need to be restructured to allow testing of theories learned in the classroom to actual practice at home and community.

According to Inclosure No. 2 to MECS Order No. 6, s. 1982, the mission of elementary education is to enable every citizen to acquire basis preparation that will make the individual an enlightened, disciplined, self-reliant, versatile, creative, productive, nationalistic and God-loving citizen of the country. The subject in the elementary grades which is *Edukasyong Pantahanan at Pangkabuhayan* (EPP) offers these opportunities to carry out this mission.

EPP is a learning area that could contribute to the normal, physical, social and economic upliftment of the individual. It is a common learning area for boys and girls. The activities emphasize the development of desirable work attitudes relevant to every chores of home, school and community as a whole. It also centers on phases of arts, retail trades and other livelihood activities.

In the teaching of EPP, it has been strongly recommended by the Department of Education, Culture and Sports, specifically, by the supervisors of

Home Economics and Livelihood Education that pupils be given ample exposure to different manipulative activities suited to his/her activities. It was further recommended that all components or areas of EPP be given equal attention, treatment and time allotment.

It is to the full knowledge of teachers and school administrators that in Grade V, the concentration of EPP instruction is in the exploration and in the appreciation of simple basic skills. In Grade VI, instruction of EPP must be in the development of at least one specialized occupational skill that will enable the pupil to be self-reliant and productive after leaving school.

One of the specialized learning area in EPP is clothing construction or *pananahi*. Clothing is a persistent interest in every one's life, and this interest is at its peak during adolescent when the need for social acceptance is great. Most families spend more money for clothing than for anything else except housing and food. Clothing education should help young people develop the ability to select clothing and enhances the personality of the bearer. It should also help lead the pupils to be economical in as a way as to know how to construct, alter or care for the clothing. This is one way in which the pupil can make a contribution at home as well as develop a sense of responsibility.

*Pananahi* or sewing one's garment then is a very important skill to develop in the pupils in order for them to learn, practice and apply such skill especially in

the construction of their own clothing. The inclusion of *pananahi* in EPP as an area of Home Economics Education plays an important part in the lives of adolescents and of the future homemakers. Effectiveness of instruction depends to a large extent upon the teachers' qualification, persistence and devotion to their jobs. Resourcefulness is also one factor to consider and develop in both teachers and pupils especially to obtain proper facilities and materials.

One among the aims of DECS Order No. 6, s. 1973 states that "... the curriculum should be viewed not in terms of facts or subject matter to be mastered but in terms of learnings to be acquired and applied in meeting everyday situations." This focus to provide pupils' standards of instruction such as enriched teaching guide in *pananahi* as intended for proper implementation of the aims in Edukasyong Pantahanan at Pangkabuhayan in the intermediate grades.

The detailed steps of the revised teaching guide is of considerable value to teachers in preparing levels of instruction to expect desired outcomes from the learners through the simple basic skills in garment construction to add style and design.

It has also been observed that teachers in EPP, do not have enough knowledge and skills in the subject, particularly in the area of *pananahi* or garments construction as most of the teachers have not specialized in Home

Economics. Instructional materials and facilities in this particular subject area are also very much wanting.

As per records in the division of Samar, the Regional Achievement Test (REAT) conducted last school year 1999-2000 in the District of Sta. Margarita, the mean performance scores (MPS) of EPP were 77.51 and 87.44 for grades V and VI, respectively. For the same school year, the REAT results showed that an MPS of 48.74 for Sta. Margarita Central Elementary School while for the non-central schools the MPS was 47.27. Consequently, the over-all result turned an MPS of 48.01 for the whole district.

Moreover, the test-all-post-test results for EPP VI in the school year 1999-2000 gave an MPS of 77.63 for central schools while the non-central schools garnered an MPS of 75.91. Furthermore, the division post-test results in the school year 1997-1998 for Sta. Margarita Central Elementary School and selected non-central schools resulted an MPS of 79.54 and 78.38 for EPP V and EPP VI, respectively. The data showed that the achievement of the intermediate pupils in the central school was higher than the non-central schools. This signified that the teaching strategies adopted in the former were far better than the latter.

Although the average MPS results of the district-post-test for the last three consecutive years posted an MPS of 44.00 and 60.93 for EPP V and EPP VI, respectively, the results were not favorable yet. Instead, it posed a challenge to



EPP teachers to exert more efforts in updating their methods and strategies of teaching the subject to increase the pupils' performance.

Every EPP teacher aims to have outstanding results of evaluation may it be in the daily evaluation of lessons, REAT, test-all, division, or district but sometimes it is not achieved. The revision of the teaching guide specifically through simplifying and updating it to cope up with the daily activities to ensure well done output of skills at the end of every daily teaching-learning session is very much needed.

In one of the district meetings of teachers in Sta. Margarita, the EPP teachers disclosed that there was an urgent need for a more organized and appropriate teaching guide to ensure the success of the program, accomplishment of its objectives and positive transfer of learning.

It was along this viewpoint that the researcher deemed it very essential to improve the existing teaching guide for EPP and more particularly on *pananahi* for the intermediate grades.

### **Statement of the Problem**

This study revised and assessed the existing teaching guide in Edukasyong Pantahanan at Pangkabuhayan on the specific area of Pananahi used by Home Economics teachers for the intermediate grades in the district of Sta. Margarita, Division of Samar.

Specifically, the study aimed to answer the following questions:

1. What is the profile of the *Edukasyong Pantahanan at Pangkabuhayan* teachers in relation to:
  - 1.1 age and sex;
  - 1.2 civil status;
  - 1.3 educational attainment;
  - 1.4 in-service trainings in *pananahi*;
  - 1.5 civil service eligibility;
  - 1.6 teaching experience in EPP; and
  - 1.7 performance rating for the last three years?
2. What is the performance of the intermediate pupils in *Pananahi* using the existing teaching guide and the revised teaching guide?
3. Is there a significant difference between the performance of the intermediate pupils in *Pananahi* using the existing teaching guide and the revised teaching guide?
4. How do the EPP teachers and pupils perceived the revised teaching guide of the EPP subject area on *Pananahi* as to:
  - 4.1 Relevance of objectives;
  - 4.2 Adequacy of content/activities;
  - 4.3 Effectiveness of strategies

#### **4.4 Appropriateness of evaluation technique?**

5. Is there a significant difference between the perceptions of the two groups of respondents on the foregoing components of the revised teaching guide in specific question no. 3?

6. What problems do the teachers meet in the teaching of Pananahi?

7. What solutions the teachers may suggest to the problems they meet in teaching Pananahi?

8. What are the implications of the study on the performance of teachers and intermediate pupils in EPP particularly on the area Pananahi?

### **Hypotheses**

Based on the specific questions, the hypotheses below were formulated and tested:

1. There is no significant difference between the performance of the intermediate pupils in Pananahi using the existing teaching guide and the revised teaching guide.

2. There is no significant difference between the perceptions of the two groups of respondents on the following components of the revised teaching guide with regards to:

2.1 Relevance of objectives;

2.2 Adequacy of content/activities;

2.3 Effectiveness of strategies; and

2.4 Appropriateness of evaluation technique.

### **Theoretical Framework of the Study**

This study was anchored on the statement of Tammadge (1977: 68) when he claimed that learning can best take place most readily when the classroom is generally provided with practical materials, carefully selected and matched to the interest and activities, allowing a child to discover results and to plan his own work.

This idea was reinforced by Craftman (1979: 40) when he emphasized that learning resources should be drawn from the child's environment to meet his needs, interest and concern. His immediate environment is made up of school, home and community. Within these, are varied learning resources, physical, material, home and technological. But to effectively assimilate the learning experiences, instructional materials must be provided, properly scrutinized and effectively utilized.

Sutaria (1984: 40-41) likewise emphasized that the struggles of every human being are directed towards the attainment of a good life. To assure and assume his success in the pursuit of a good life, the individual must be equipped for it. It is therefore, of prime importance that the child be provided with various learning to be effective, proper facilities and teaching aid should be provided.

### **Conceptual Framework of the Study**

The conceptual framework of this study is illustrated through a schematic diagram found in page 11. It illustrates the totality of how the study was conducted. At the base of the schema is the research environment, which are the complete elementary schools in the EPP teachers for the intermediate grades and grades V and VI pupils.

The criterion-variable that was evaluated was the revised teaching guide for *Pananahi* in terms of relevance of objectives, adequacy of content or activities, effectiveness of strategies and appropriateness of evaluation.

The study also looked into the profile of the teachers as age and sex, civil status, educational attainment, in-service trainings in *Pananahi*, civil service eligibility, teaching experience and the performance rating of the teachers for the last three years. The perceptions of the respondents gave inputs for the enrichment and improvement of the existing teaching guide for *Pananahi*.

These two groups of respondents were also requested to give the implication of the revised teaching guide on teaching EPP with focus on *pananhi* as compared with the existing one. These formed a basis for reaching the ultimate goal of the study which was the improvement of the EPP teachers' performance in teaching *pananahi* as well as performance of the intermediate pupils in this subject.

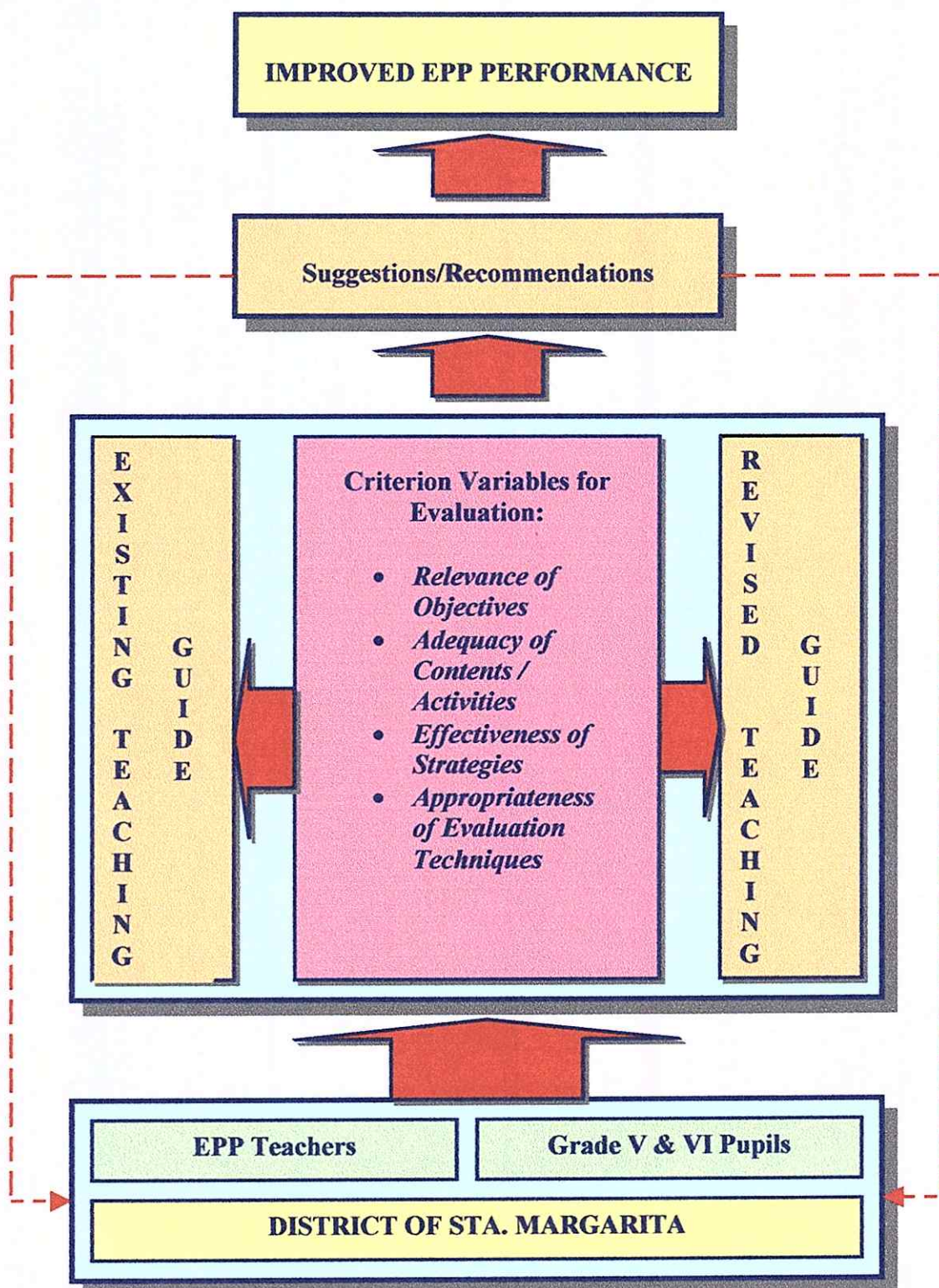


Figure 1. *The conceptual framework of the study.*



### **Importance of the Study**

*Edukasyong Pantahanan at Pangkabuhayan* contributes to the moral, physical, social and economic upliftment of the individual by providing activities that emphasize the development of desirable work attitude relevant to every chore at home, school and community, as a whole that could expose his skills/potentials and appreciate the value of work. Hence, this study proved to be more significant to the following:

**The EPP Teachers.** Results of this study may open new horizons for the teachers as they would be unburdened in the preparation of their lessons. The enriched teaching guide would enable them to give a more effective teaching-learning process which would produce an individual with new horizons and a brighter outlook in life. The enriched teaching guide would also give the teacher an opportunity to come-up with more varied activities for their pupils.

**School Administrators.** Results of this study would give them better idea on the various activities of the EPP area of pananahi that would give them the basic knowledge in laying out the EPP program to bring about more purposeful, meaningful and functional instructions.

**The Pupils.** The varied activities would provide the pupils a learning that would give them better understanding into the development of their skills in EPP that may lead them to a better future.

**The Community.** This study would benefit the parents and the community for as a well-developed child, the pupil would be an asset not only to the family but to the community as well.

**Future Researchers.** Finally, the results of this study would serve as a rich material for future researchers who would be inspired to undertake similar studies in the field of Home Economics or other areas of discipline.

### **Scope and Delimitation of the Study**

This study assessed the developed revised teaching guide for *pananahi* one of the subject area of Edukasyong Pantahanan at Pangkabuhayan, as to its relevance of objectives, adequacy of content/activities, effectiveness of strategies, and appropriateness of evaluation technique, in the intermediate grades in the district of Sta. Margarita, division of Samar.

It involved twenty-one EPP teachers and two hundred pupils taken from grades five and six of the district of Sta. Margarita, Sta. Margarita, Samar.

This study was conducted during the school year 2000-2001.

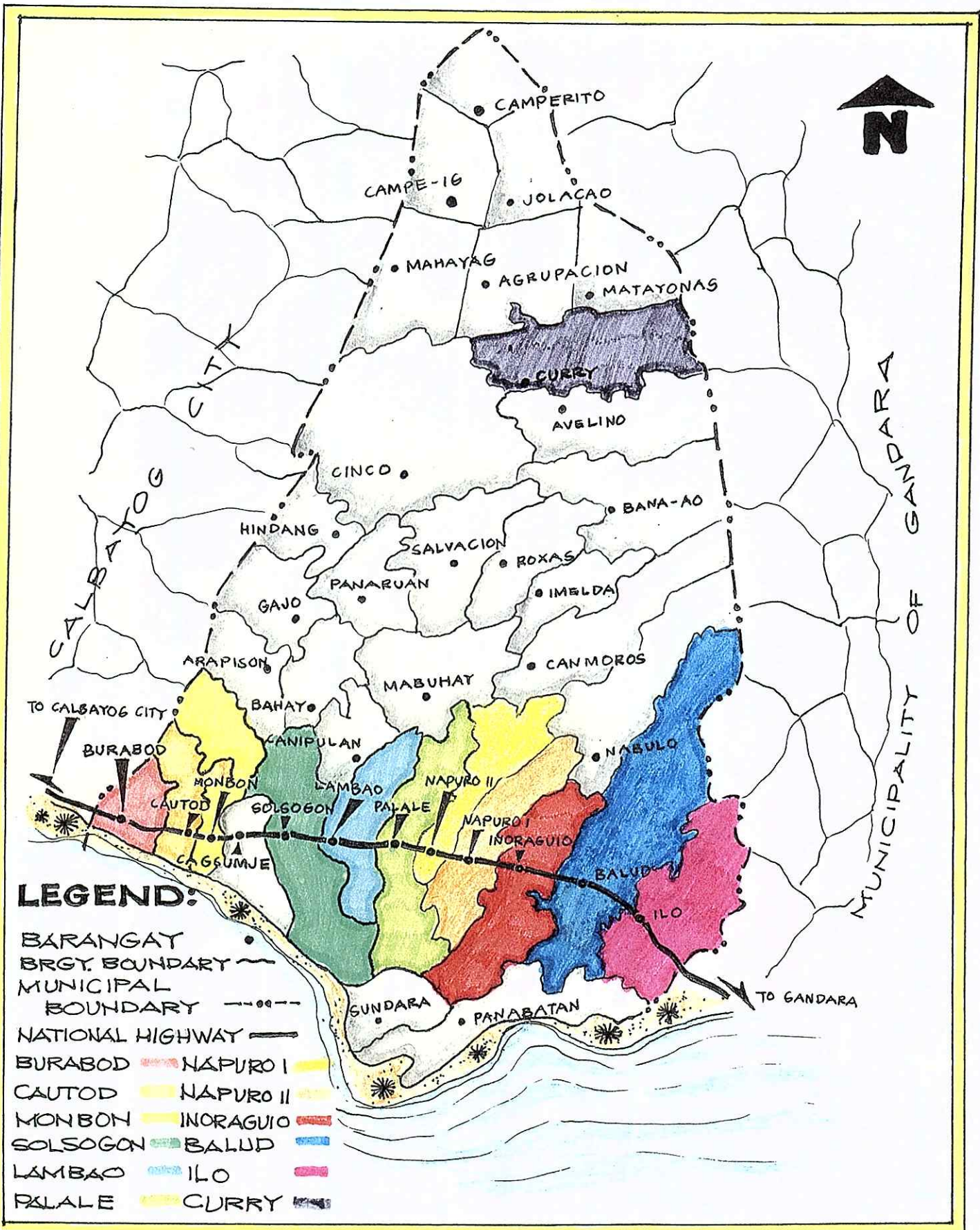


FIGURE 2  
BARANGAY INDEX MAP OF STA. MARGARITA.

### **Definition of Terms**

To obtain a clear understanding of the study, the researcher found it necessary to include definition of some terms.

**Adequacy of contents.** This term refers to the sufficient and competent subject matter taught in the teaching of pananahi.

**Appropriateness of evaluation technique.** It refers to the actual performance of the home economics teacher in the various step or procedure applied that suits to the process in determining results through measurements or tests such as objective type tests, practical tests with the use of score cards and rating scale, and the like.

**Assessment.** In this study, it refers to the evaluation of the revised teaching guide in Pananahi in terms of its relevance of objectives, adequacy of content or activities, effectiveness of strategies and appropriateness of evaluation.

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

**Curriculum.** The term curriculum refers to a systematic group of courses or sequences of subjects required for certification of a study (Good, 1993: 153). In this particular study, it refers to the subjects offered in the Philippine Elementary Learning Competencies.

**Edukasyong Pantahanan at Pangkabuhayan.** This term is the Filipino equivalent for Home Economics and Technology. This is one of the courses offered in the Philippine Elementary Learning Competencies for the intermediate or grade V and VI pupils.

**Effectiveness of strategies.** This term refers to the skillful planning and management of teaching *pananahi* as used in this study through mastery learning technique, using proper motivation, selecting, preparing and using instructional materials, maximizing involvement of pupils in learning activities, using suited evaluation instruments and using experience to enrich pupils activities.

**Elementary Learning Competencies.** The PELC is a list of expected outcome in the curriculum areas from grade I to VI arranged hierarchically from the easiest to the most difficult, from the simplest to the most complex. The outcomes are stated in terms of cognitive, psychomotor and affective behavior that the child is expected to acquire.

**EPP.** EPP is an acronym for the subject *Edukasyong Pantahanan at Pangkabuhayan*.

**Home Economics.** Home Economics is a field of education which deals with the development of the home, family and community goals. It is concerned with the phases of home living (Atienza, 1975: 16).

**Learning.** The term refers to a psychological activity and in development such as the acquisition of symbolic knowledge and skills. It is both an intellectual and a creative process (Gregorio, 1974: 18).

**Minimum Learning Competencies (MLC).** These are the basic learning skills that must be mastered in each of the learning area in the Philippine Elementary Learning Competencies (MECS Order No. 60, s. 1984).

**MPS.** This term refers to the acronym for the Mean Percentage Score.

**REAT.** This term refers to the acronym for the Regional Elementary Achievement Test.

**Relevance of objectives.** This term refers to the goals set in teaching *pananahi* through proper selection of materials and facilities as used in this study especially in the construction of projects.

**Revised teaching guide.** In this study, it refers to the revised and improved teaching guide in Edukasyong Pantahanan at Pangkabuhayan on the specific area of Pananahi used by Home Economics teachers for the intermediate grades.

**Teaching guide.** As used in this study, it refers to a device used by the teachers in teaching *pananahi* that acts to regulate or direct the operation of well-selected objectives, adequate contents/activities, effective strategies and appropriate evaluation technique.



## **Chapter 2**

### **REVIEW OF RELATED LITERATURE AND STUDIES**

A review of related literature, published and unpublished researches, has given the researcher valuable information, which could be of help in the study. The materials contributed better insights to the researcher to present a study of the status of Edukasyong Pantahanan at Pangkabuhayan in the PELC specifically for *pananahi* in the intermediate grades.

#### **Related Literature**

This portion deals with the review of local and foreign literature that have some bearing on the present study.

Pefianco (1998: 248) noted that education as we practice it in the Philippines is all about enabling our learners to develop their fullest potentials. The goal is to educate every young Filipino boy or girl to become tomorrow's responsible citizen. To progress qualitatively is by giving more attention to improving classroom instruction and enhancing management of schools.

Palma (1992: 85) pointed out that teaching is the process of "helping" the learners learn economically, efficiently, and effectively or it is the process of "facilitating" learning. The success of a learning situation depends to a large extent on the skillful intervention of a professional person, the teacher.

He further stated that in preparing for teaching, the teacher should take all the following elements or the 8M's into consideration: Milieu, Matter, Method, Material, Media, Motivation, Mastery, and Measurement.

According to Garcia (1995: 15) the varied activities inherent in teaching are identified in these definitions: 1) The process of teaching includes selection and development of instructional units, planning individual lessons, organizing materials for instructional purposes, designing the methods to be used, classroom management, evaluation of pupils achievements, and reporting of pupils' grades.

He further stated that teaching is an activity with four phases: a curriculum planning phase, an instructing phase, a measuring phase, and an evaluating phase. Such phases are spelled out more specifically as: (A) Helping to formulate the goals of education: selecting content and stating objectives; (B) Creating intentions regarding instructional strategies and tactics: interacting, interpreting, and acting on situational feedback about instruction; (C) Selecting or creating measurement devices: measuring learning, organizing and analyzing measurement data; and (D) Evaluating the appropriateness of objectives of instruction, and the validity and reliability of the devices used to measure learning.

Calderon (1993: 17-40) specifically emphasized that evaluation appraises instructional materials. It pays attention especially to their adequacy, appropriateness, and their proper and maximum utilization for the betterment of

instruction. Text-books and references, laboratory equipment and other audio-visual aids and the use of the modern technological gadgets should be looked into closely through evaluation.

The content of any course should be constantly under review according to Creg (1987: 24). A school program must be constantly in touch with the needs of the society and teaching must take place in the context of life. If the school aims to develop the potentials of the learner, the teaching-learning process must be based on an enriched and revised curriculum. Learning activities must be aligned and must jibe with the needs of society. Trainings, therefore must be in-tuned with the needs of the industry and the capability of the individual to provide a better living for herself.

Approaches to examining instructional materials are properly considered for modification if goals are to be achieved and students' differences are to be considered. These include proper selection and arrangement of the subject matter, specifying the textbooks, library references, apparatuses, visual aids, and equipment needed that will help attain the objectives.

Barsaga (1998: 152) emphasized that the learning materials and guides to be developed shall be textbook based. The reason for the decision to use the current textbooks was that they contain all the learning competencies set by the Department of Education, Culture and Sports. The elements of indigenous

learning systems such as contents, methods and techniques, materials, assessment, practices, and the like whichever appropriate should be considered.

According to Anderson (1990: 39), the primary purpose of instruction is to design a bridge so that when students cross that bridge they will achieve the goals of schooling. But before such a bridge can be built, a blueprint must be made. A blueprint is a plan, and the process by which the blue print is prepared is "planning." As the planner prepares the plan, he or she must be aware of the tools that can be used to construct the bridge. Two of the most important tools are the time and materials. Time is necessary for any learning to occur especially school learning, which requires contemplation, practice or both. Much teaching comes down to trial, error and revision, the reason being that while teaching is generally a group activity, learning is an individual matter. No matter how well planned or well executed, a single act of teaching is unlikely to reach all pupils in a classroom in the same way.

According to Rivera (1992: 102) great expectations for very productive learning and a teacher's difficulty in aimless floundering around explain the need and wisdom for a careful planning of educational activities. Planning begins with the goals of the teaching-learning situation, moves through carefully selected strategies to achieve these goals and winds up with effective plans for evaluating the achievements of the learners. Skilled teachers should not limit to only one

method in a teaching-learning situation. What proves effective to one teacher may not be so to another.

The core of classroom setting to consider is instructional task. To make decisions about what is to be taught, what materials and methods are to be used, and the number of pupils allowed to interact. Ornstein (1992: 231) emphasized the need of specific instructional objectives that state: (1) Expected behaviors in terms of specific skills, tasks, or attitudes; (2) Content; (3) Outcomes, sometimes called standards, in terms of level of achievement, proficiency, or competency; and (4) Conditions of mastery.

The growing trend towards quality education prompted educators and researchers to conduct studies and assessment of all educational input to improve instructions. These include updating of curricular guides and materials. The Philippine Elementary Learning Competencies provided by the DECS program are of considerable value to EPP teachers specifically in *pananahi* for the intermediate grades. It enables the teachers and pupils to look into the performance standards through selecting relevant objectives, content, systematic instruction, and effective teaching sequence. To enhance better comprehension and teaching-learning process, there is a need of enriching and revising the existing teaching guide.

According to Pablo (1984: 12) Home Economics and Livelihood Education is a particular learning area that could contribute to the moral, social and economic

up-liftment of the individual. The activities shall emphasize the development of the desirable work attitudes, basic skills and habits through learning situations relevant to everyday chores of home, school and community and the production of goods and useful articles.

### **Related Studies**

The researcher has reviewed previous studies related to the problem under study and these were taken as bases in the procedure and conduct of the present study.

Bande's (1995) study on the Home Economics and Livelihood Education as implemented in Merida found out that in dressmaking, all the objectives were not attained, due to the theoretical approach which predominated the learning atmosphere. He cited some problems encountered listed below according to rank:

1. Difficulty in teaching the skills for those without specialization;
2. Lack of reference textbooks and guides;
3. Periods utilized for other works;
4. Absence of shop and home economics building (some had but dilapidated);
5. Lack of tools and equipments;
6. No facilities for laboratory work;
7. Problem on materials;
- and 8. Other agencies not tapped to get assistance.

Here are the recommendations offered for immediate implementation:

1. Perform honest and fair evaluation of projects;
2. Make available local materials into useful projects;
- and 3. Implement



functional and relevant seminars, trainings and demonstration lessons to upgrade teacher competencies of different skills.

Bande's study gave inspiration to the present study as both looked into the status of the implementation of Home Economics and Livelihood Education. However, Bande's study was more on the general status of HELE, while the present study was more focused on the specific area of *Pananahi*.

The study made by Delon (1990) on the "Status of the Home Economics and Livelihood Education Program in the Intermediate Grades of Abuyog Districts: Inputs for a Training Program," stated that one should always have well prepared, adequate and workable lesson plan daily with teaching materials suited to the day's activity.

He also recommended that there should be a training program for teachers in order to develop and provide opportunities in the development of innovative skills on acquisition of materials needed in the implementation of the program. Mostly the training instruction program was to enhance the methods and teaching strategies in each subject area of HELE. Taking into consideration that all educational efforts were focused towards the improvement of our school curriculum in order to attain quality education, educators should play an important role to implement properly the educational program in this case, the HELE program. He cited that improving the curriculum organization did not in itself

improve the elementary school program. The essential features should be emphasized. These are: competent teachers; good building; good instructional materials; good leadership; good curriculum organization; and good community relation.

This study is related to Delon's study as both were into the status of Home Economics Livelihood Program known at present as EPP. This study also stated about adequate and workable lesson plans with teaching materials suited to the day's activity which included the teaching guide to follow, however, the previous study was broader than the present study as it included curriculum development. The present study was concentrated on the enrichment of teaching guide which focus on *pananahi* for the intermediate grades.

Lagunzad (1990) came-up with a study on the "Status of Home Economics Program in the Public National Vocational High School in the Division of Biliran, Sub-Province of Leyte: Implication to Curriculum Improvement." She observed and concluded that more careful study of the present offerings in our Home Economics Curriculum offerings be undertaken. A re-evaluation of the standing of home economics instruction in the field must be looked into, to see if there is a need for change. She emphasized that actual status or conditions should be known to plan out an improvement.

Lagunzad's study greatly influenced the present study as both looked into the actual status or condition of home economics instruction if there was a need for change. However, her study was for curriculum change which was broader while the present study was on revision of teaching guide only in *pananahi* as one area in EPP. The previous study was for the high school while the present study was for the intermediate grades.

Doronio (1994) in her study on the "Status of Implementation of Technology and Home Economics in Area III of Leyte Division: A Proposed Action-Oriented Plan" found out some determinants of status for the implementation of this particular subject area. These aspects were taken into account, namely: (1) Teaching strategies; (2) Projects and activities; (3) Benefits; (4) Faculty assignments; (5) Performance evaluation; and (6) Attainment of objectives.

This study was related to Doronio's study as both looked into the status for the implementation of home economics. However, the previous study was focused on action-oriented plan while the present study was on the enrichment of teaching guide. The studies differed in the research environment and the respondents.

Noblejas (1992) made "An Assessment of the Elementary Home Economics Program in Relation to Pupils' Achievement in the Division of

Tacloban City.” She concluded that the level achievement of pupils in Home Economics was relatively low but the more frequent the teacher used of variety of methods and techniques in teaching, the higher was the pupils’ achievement in home economics. She recommended that Home Economics teachers should strive to improve the implementation of the program with the aim of increasing the achievement of the students. These could be done by employing effective learning strategies and a periodic revision and enrichment of the curriculum and the teaching guide.

The present study had bearing on Nobleja’s study as both looked into the possibilities of improving home economics instruction through the use of various teaching strategies and the periodic enrichment of the teachers’ teaching guide. The two studies differed not only in its research environment but also in its respondents. Noblejas’ study was also on the assessment of the achievement of pupils while the present study was more focused on coming-up with an enriched teaching guide for a specific area of EPP.

Mendoza (1992) conducted a study entitled “Proposed Instructional Materials for Home Economics and Livelihood Education IV” to supplement the textbooks used in teaching Home Economics. She also wanted to strengthen the basic skills developed by the students. Mendoza found out that the references and instructional materials in Home Economics in the various institutions in Metro

Manila were not sufficient enough to provide effective and efficient instruction of the subject. She recommended among others that the home economics teachers should be resourceful to supplement whatever instructional materials were found in the school. She also came-up with a prepared teaching guide, which could supplement those issued by the Department of Education, Culture and Sports.

The present study had bearing with Mendoza's study as both were into the assessment of the Home Economics program with the purpose of developing a proposed and enriched teaching guide. The previous study differed from the present study as it emphasized more on the development of instructional materials while the present was to come-up with a teaching guide on a specific area of EPP.

Another study on Home Economics was conducted by Herrera (1994). The study was about the teaching of Home Economics in the fourth district of the Division of Bulacan. She looked into the profile of the teachers and the status of Home Economics in Technology and Home Economics (THE). Some of the significant findings of Herrera were: (1) The teachers assigned to teach the various areas of Home Economics were educationally qualified, efficient and competent, had enough experience to enable them to impart teaching in spite of lack of facilities and equipment, poor classroom and laboratory rooms and absence of instructional materials, (2) Pupils showed interest in adolescent activities like budgeting the money wisely, wise-use of leisure time, baking and cooking simple

recipes, (3) Classes were so big that teacher had hard time in the teaching of skills. Mendoza recommended that: (1) Size of classes be reduced to give teacher the opportunity to give an individualized instruction specially on skill training as clothing construction, (2) Classroom and laboratory rooms be equipped with facilities, and (3) Teachers should conduct a home visitation program to look into the home of the students to be able to implement a more natural setting in school.

The present study had bearing with the present study as both were concerned with effective teaching in Home Economics in the elementary grades. The present study was different from the previous study as it aimed to come up with a proposed teaching guide on *Pananahi* for both grade V and VI EPP.

Another study on Home Economics was conducted by Nicasas (1994) with the purpose of developing a teaching guide to be used by elementary school home economics teachers in the Division of Manila for further improvement of teachers' effectiveness and performance. Nicasas' study revealed that: (1) The teachers were educationally trained and qualified to handle the program, (2) The teachers were very resourceful in producing resource materials for more effective teaching of the subject, (3) The implementation of the Home Economics program in the division was somewhat inefficient as teaching guides did not reflect the actual needs of the pupils, (4) The teachers and students was hampered in the teaching-

learning process due to use of Filipino as its medium of instruction. Nicasas recommended that the teachers look in to the possibility of revising the teaching guide to jibe with the needs of the pupils, produce instructional materials and references in Filipino as pupils had difficulty in relating the English written books to the Filipino instruction in Home Economics.

The present study is closely related to that of Nicasas' study as both was into the developing of teaching guide while evaluating the Home Economics program. The studies differed in the selection of respondents and the research environment. The present study proposed a teaching guide for *Pananahi*, an specific area of EPP.

Another study on the "Teaching of *Edukasyong Pantahanan at Pangkabukayan*" was conducted by Retallar (1995) in the Division of Parañaque, Las Piñas. Her study revealed that the structure of the home economics curriculum was adequate to meet the present needs of the children in the community. It was flexible enough to meet further changes. The physical facilities were inadequate to carry out the teaching of Home Economics successfully. Retallar recommended that it was very necessary to procure more equipment and facilities, more books written by Filipino authors, references and teaching aids if a strong home economics program was to be developed. Quality teachers were necessary for quality learning. Teachers who were competent,

creative, adoptive, sympathetic, and emotionally mature and teachers who continued to grow professionally were assets to the teaching profession.

Matera (1996) also conducted a study on the "Assessment of Technology and Home Economics I in Colegio San Agustin." She gave the following conclusions: (1) The THE teachers of Colegio San Agustin were generally female, married, graduated with the BSE course, taken units in masteral studies, had been teaching for an average of seven years and had attained in-service training in THE, (2) As a whole, the general and specific objectives of THE were realized, (3) Generally, projects and activities in THE were worthwhile and valuable. Lithographic project seemed to be unpopular to students, (4) The teachers adhered to the lecture, demonstration and project method in teaching THE, and (5) There were more male students than females.

The present study had bearing with the studies of Retallar and Matera as the studies tried to evaluate the statures of the program. This was also done by the present study. Retallar's study dealt with EPP subjects, which was also the concern of the present study. However, the present study proposed a teaching guide for *Pananahi*, an area in EPP. On the other hand, Matera's study was on THE I and in a private school. The present study was on EPP and in public schools.



It is believed that all these previous research works delved in the changes for improvement of curriculum through proper utilization of teaching aids and guides, using appropriate strategies and techniques, relevance of objectives and the needs of re-evaluation if results is to be satisfied. What is expected of the success of teaching is the quality of instruction as evidenced by the output, and the interest in applying what has learned.

## **Chapter 3**

### **METHODOLOGY**

This chapter presents and describes the methods and procedures on how the study progressed, presents the research design, instrumentation, validation of the instruments, the description of the respondents, the sampling procedure, gathering of data and the statistical measures in the treatment of data gathered.

#### **Research Design**

Since the study revised and assessed the existing teaching guide in Pananahi for the intermediate pupils, the descriptive-comparative analysis of research was used. The performance of the intermediate pupils in the existing and revised teaching guide using their scores in an achievement test. Moreover, the revised teaching guide was evaluated by the EPP teachers and pupils as to its relevance of objectives, adequacy of content/activities, effectiveness of strategies, and appropriateness of evaluation technique using the questionnaire as the main source of data. This method was supplemented by unstructured interview to supplement data gathered, observations to double-check the veracity of answers to questions and documentary analysis.

Descriptive statistical tools like percentage and weighted mean were used in the analysis of data. Moreover, to test the hypothesis of the study, the t-test and Z-test were utilized.

### **Instrumentation**

Among the instruments used include the following:

**Questionnaire.** The principal instrument that was used in this study is the questionnaire. The researcher constructed this after making a thorough review of literature and studies and after making a careful analysis of the problem on hand.

There were three sets of questionnaires prepared: one for the teachers and another of the pupil-respondents. The questionnaire for the teachers was composed of four parts, Part I dealt with the personal profile of the teacher-respondents such as age and sex, civil status, educational attainment, in-service trainings in pananahi, civil service eligibility, teaching experience in EPP, and performance for the last three years. Part II solicited the teachers' perceptions regarding the revised teaching guide as to its relevance of objectives, adequacy of content/activities, effectiveness of strategies and appropriateness of evaluation technique. Part III asked the teachers' problems the encountered in teaching Home Economics categorized into instruction and facilities. Part IV sought the teachers' suggestions to the given problems.

The questionnaire for the pupil-respondent consisted of only one part, i.e. their perceptions on the revised teaching guide using the same aspects to be evaluated as contained in Part II of the teachers' questionnaire.

**Achievement test.** This is a 50-item test on Pananahi, which was prepared by the district of Sta. Margarita. There was a separate test for grades V and VI. The researcher adopted this since these tests had undergone item analysis before its use in the district (see Appendix D and E).

**Revised teaching guide.** Another source of data was the revised teaching guide. Based on the existing teaching guide on the topic Pananahi, the researcher enriched it by adding more content, strategies and evaluation techniques (see Appendix H).

**Observation.** Ocular survey or walk through was done during the gathering of data through the questionnaire. This was deemed necessary to supplement data gathered through the questionnaire and to double check the veracity of answers to questions. Observation was conducted to get a better idea of the teaching-learning situation in the classroom.

**Documentary analysis.** Documentary analysis was also used in this study. Records from the Division Office of the different types of test results were utilized

as basis for the revision of the teaching guide in EPP V and VI, books, memoranda, circulars, the Philippine Elementary Learning Competencies was analyzed and considered. The Performance Appraisal System of the teachers was analyzed and recorded.

### **Validation of the Instrument**

The questionnaire was prepared based on the specification anchored on this study. It was first submitted to the masteral students specializing in Home Economics in Samar State Polytechnic College for expert validation. After taking into consideration the comments and suggestions of the masteral students, the questionnaire was submitted to the adviser for approval.

The questionnaire for the teacher-respondents was tried out in a dry-run among Home Economics teachers involved in the EPP program in Gandara I district. This was done to ascertain cross errors in the questionnaire and to make sure that there were no vague items in the questionnaire. Results of the dry-run were tabulated, organized and analyzed if the data gathered were able to answer the specific questions. Comments and suggestions in the dry run were considered after which the final revision of the questionnaire was done.

The achievement test for the pupil-respondents was a 50-item test on Pananahi, which was prepared by the district of Sta. Margarita. There was a

separate test for grades V and VI. The researcher adopted this since these tests had undergone item analysis before its use in the district.

### **Sampling Procedure**

There were two groups of respondents in this study that were made to answer the principal instrument used in gathering data – the EPP teachers and the intermediate pupils. No sampling procedure was conducted among teacher-respondents considering that total enumeration was deemed imperative to arrive at a reliable result. All teachers assigned to teach Home Economics in EPP V and VI were taken as respondents and made to answer the questionnaire with regards to their perception on the revised teaching guide in Pananahi. On the other hand, a purposive sampling was applied to the pupils of Sta. Margarita district. One hundred pupils from Grade V and another one hundred pupils from Grade VI were chosen by the researcher based on their scholastic performance in EPP as appearing from their report cards with reference to the latest grading period. The scholastic ratings of the Grade V pupils were matched with that of the Grade VI pupils to more or less of the same grade. All students from Grades V and VI who belong to the top twenty of the class with reference to their grades in EPP were purposively chosen as respondents. These pupils were made to give their perceptions to the revised teaching guide in Pananahi as to its relevance of

objectives, adequacy of contents/activities, effectiveness of strategies, and appropriateness of evaluation techniques.

### **Data Gathering**

The researcher sought permission from the proper authorities to field the questionnaire and to conduct the study in the district of Sta. Margarita. She sought first permission from the Schools Division Superintendent, which she made as the basis to ask permission from the District Supervisor of the district of Sta. Margarita. The foregoing permissions served as the indorsement of the higher authorities to the Principal of Sta. Margarita Central School and head teachers of non-central schools to allow the researcher to conduct the study in their respective schools.

To ensure a high percentage of retrieval, the researcher personally distributed and collected or retrieved the questionnaires. Likewise, the researcher requested the assistance of EPP teachers in the sample schools, to ensure a one-hundred percent retrieval of the questionnaire, to distribute the questionnaire to their pupils in their respective schools and collected the same after two weeks.

As previously stated, this was a comparative study using the district achievement test as basis for measuring results. The researcher used three separate types of questionnaires, one for the EPP teachers, two separate questionnaires for the grade V and VI pupils based from the existing guide. To get

or find out reliable results to compare the difference between the existing and enrich teaching guide, another two separate questionnaires based from the enriched teaching guide were given to grade VI and first year high school. To ensure the appropriateness of the grade V enrich teaching guide, the grade VI pupils were tested and from the grade VI questionnaire based from the enriched teaching guide, the test were given to first year high school.

### **Treatment of Data**

As soon as the data were gathered, these were categorized, collated, tabulated and analyzed. Three statistical methods were used in this study, namely, the frequency count with percentage, the weighted mean and the t-test.

**Percentage.** To present the profile of the teacher-respondents in terms of age, educational qualification, number of years in teaching, in-service trainings, civil service eligibility and performance rating, frequency distribution, ranking and percentage was used.

**Weighted mean.** The Likert five-point scale was utilized to present the perception of the two groups of respondents towards the implementation of the objectives, content / activities, and evaluation.

The following limits and descriptive ratings, were arbitrarily set by the researcher:



<u>Scale</u>	<u>Weights</u>	<u>Descriptive Ratings</u>
5	4.51 – 5.00	Mostly Relevant Mostly Adequate Mostly Effective Mostly Appropriate
4	3.51 – 4.50	Highly Relevant Highly Adequate Highly Effective Highly Appropriate
3	2.51 – 3.50	Moderately Relevant Moderately Adequate Moderately Effective Moderately Appropriate
2	1.51 – 2.50	Slightly Relevant Slightly Adequate Slightly Effective Slightly Appropriate
1	1.00 – 1.50	Not Relevant Not Adequate Not Effective Not Appropriate

**z-test.** The z-test was utilized in determining the difference in the performance of the grade V and grade VI pupils in the achievement test using the existing and the revised teaching guide in Pananahi. The formula used was (Walpole, 1982:311):

$$z = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

where:

$X_1$  = refers to the mean score of the pupils in the achievement test based on the existing teaching guide in Pananahi;

$X_2$  = refers to the mean score of the pupils in the achievement test based on the revised teaching guide in Pananahi;

$s_1$  = refers to the variance of the scores of the pupils in the achievement test based on the existing teaching guide in Pananahi;

$S_2$  = refers to the variance of the scores of the pupils in the achievement test based on the revised teaching guide in Pananahi;

$n_1$  = refers to the number of intermediate pupils who took the achievement test based on the existing teaching guide in Pananahi; and

$N_2$  = refers to the number of intermediate pupils who took the achievement test based on the revised teaching guide in Pananahi.

**t-test.** The t-test was utilized in determining the differences in the perceptions of the two groups of respondents on the implementation of the existing teaching guide on *pananahi* as to objectives, content/activities, strategies and

evaluation. The same was done in comparing test results of the two groups of respondents regarding the enriched teaching guide as to the aforementioned four components. The following formula was used (Walpole, 1982: 311):

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_p \sqrt{1/N_1 + 1/N_2}}$$

where:

$t$  = refers to the computed statistical value;

$\bar{X}_1$  = refers to the mean of  $X_1$  variables;

$\bar{X}_2$  = refers to the mean of  $X_2$  variables;

$N_1$  = refers to the number of cases under  $X_1$ ;

$N_2$  = refers to the number of cases under  $X_2$ ;

$S_p$  = refers to the sample variance where:

$$S_p = \sqrt{\frac{(n_1 - 1) S_1^2 + (n_2 - 1) S_2^2}{n_1 + n_2 - 2}}$$

Finally, in the testing of the hypothesis the researcher used  $\alpha = .05$  level of significance.

## **Chapter 4**

### **PRESENTATION AND INTERPRETATION OF DATA**

This chapter presents, analyzes and interprets the data gathered with the use of the questionnaire, unstructured interview, observations, as well as documentary analysis. Included in this chapter are the profile of the EPP teachers, performance of the intermediate pupils in Pananahi using the existing and the revised teaching guides, perceptions of the two categories of respondents on the revised teaching guide of the EPP subject area in Pananahi, comparison of the perceptions of the two categories of respondents, problems met by the teachers in teaching Pananahi and the corresponding solutions suggested by themselves.

#### **Profile of the EPP Teachers**

In this section, the characteristics of the EPP teachers such as age and sex, civil status, educational attainment, in-service trainings in Pananahi, civil service eligibility, teaching experience in EPP and performance rating for the last three years were looked into. This was to provide the researcher deeper insights into this study.

**Age and sex.** Table 1 presents the age and sex profile of the respondents. As shown in the table, there were six out of 21 respondents or 28.57 percent who

Table 1

## Age and Sex Profile of the EPP V and VI Teachers

Age Bracket	Male		Female		Total	
	f	%	f	%	f	%
61 – 65	2	9.53	0	0.00	2	9.53
56 – 60	2	9.52	4	19.05	6	28.57
51 – 55	0	0.00	1	4.76	1	4.76
46 – 50	0	0.00	1	4.76	1	4.76
41 – 45	2	9.52	0	0.00	2	9.52
36 – 40	5	23.81	0	0.00	5	23.81
31 – 35	0	0.00	3	14.29	3	14.29
26 – 30	0	0.00	1	4.76	1	4.76
<b>Total</b>	<b>11</b>	<b>52.38</b>	<b>10</b>	<b>47.62</b>	<b>21</b>	<b>100.00</b>
<b>Mean</b>	<b>47.09</b>		<b>46</b>		<b>46.57</b>	
<b>S. D.</b>	<b>10.91</b>		<b>12.74</b>		<b>11.53</b>	

fell at the age bracket of 56-60, five or 23.81 percent were of the age bracket of 36-40, three or 14.29 percent were of the age bracket of 31-35, two or 9.53 percent fell at the age bracket of 61-65 and another two or 9.52 percent fell at the age bracket of 41-45. The remaining three, each fell at the age bracket of 51-55, 46-50 and 26-30. The data further showed that the average age of the EPP teacher-respondents was 46.57 years with a standard deviation of 11.53.

Moreover, the data revealed that majority of the EPP teacher-respondents were males comprising 52.38 percent of the total samples or 11 out of 21. The females composed of 47.62 percent or ten out of 21 respondents. The average age

of the male EPP teachers was 47.09 years with a standard deviation of 10.91, while the average age of the female counterparts was 46 years with a standard deviation of 12.74.

Majority of the male EPP teacher-respondents fell at the age bracket of 36-40, with 23.81 percent of the total samples or five out of 21, followed by those who fell at the age bracket of 61-65 with 9.53 percent or two out of 21 and then by age bracket of 56-60 and 41-45 with 9.52 percent each or two out of 21 respondents. On the other hand, majority of the females fell at the age bracket of 56-60, with 19.05 percent of the total samples or four out of 21, seconded by those who fell at the age bracket of 31-35, with 14.29 percent or three out of 21. The remaining three, each or 4.76 percent each fell at the age bracket of 51-55, 46-50 and 26-30.

**Educational attainment.** The profile of the EPP teacher-respondents as to their educational qualifications is shown in Table 2. As presented, 57.14 percent, that is, 12 out of 21 EPP teacher-respondents were with MA units, 14.29 percent or three each who were BSIE and BSEED degree holders, 9.52 percent or two were BEED degree holder and a mere 4.76 percent or only one was BSE-HE degree holder. Of the eleven male EPP teacher-respondents, five were with MA units, three were BSIE degree holders, two were BSEED degree holders and only

Table 2

**Profile of the EPP V and VI Teachers as to  
Educational Qualifications**

Educational Qualification	Male		Female		Total	
	f	%	f	%	f	%
W/ MA Units	5	23.81	7	33.33	12	57.14
BSE-HE	0	0.00	1	4.76	1	4.76
BEED	1	4.76	1	4.76	2	9.52
BSIE	3	14.29	0	0.00	3	14.29
BSEED	2	9.52	1	4.77	3	14.29
<b>Total</b>	<b>11</b>	<b>52.38</b>	<b>10</b>	<b>47.62</b>	<b>21</b>	<b>100.00</b>

one was BEED degree holder. Likewise, of the ten EPP female teacher-respondents, four were with MA units, three were holders of BSE-HE degree and one each was BSIE-HE, BEED and BSEED degree holders.

**In-service training.** The EPP teacher-respondents had not undergone any in-service training relative to the subject matter they were teaching. If ever there were trainings attended, they pertained to specializations other than the subject areas under EPP.

**Civil service eligibility.** In Table 3 the profile of the Grade V and VIEPP teacher-respondents as to civil service eligibility is presented. As shown in the same table, 71.43 percent of the total samples, that is, 15 out of 21 respondents

**Table 3**

**Profile of the EPP V and VI Teachers  
as to Eligibility**

<b>Eligibility</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
P B E T	8	38.10	7	33.33	15	71.43
L E T	2	9.52	0	0.00	2	9.52
RA 4670	1	4.76	3	14.29	4	19.05
<b>Total</b>	<b>11</b>	<b>52.38</b>	<b>10</b>	<b>47.62</b>	<b>21</b>	<b>100.00</b>

were PBET eligibles, 19.05 percent or four were R. A. 4670 grantees and 9.52 percent, that is two out of 21 were LET eligibles. The data showed that all the EPP teacher-respondents in the Grade V and VI possessed the appropriate license or eligibility for the teaching profession.

**Teaching experience in EPP.** Table 4 reveals the profile of the EPP V and VI teachers in the district of Sta. Margarita as to the length of service as EPP teachers. As gleaned from the said table, 38.10 percent of the EPP teacher-respondents, that is, eight out of 21 samples had been in the service as EPP teachers for 1-5 years, 23.81 percent, or five had been EPP teachers for 6-10 years, 19.05 percent, or four for 36-40 years, 9.52 percent, or two for 16-20 years



Table 4

**Profile of the EPP V and VI Teachers as to the Length of  
Service as EPP Teachers**

<b>Length of Service</b>	<b>M a l e</b>		<b>F e m a l e</b>		<b>T o t a l</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
36 – 40	2	9.52	2	9.52	4	19.05
31 – 35						
26 – 30	1	4.76			1	4.76
21 – 25			1	4.76	1	4.76
16 – 20	2	9.52			2	9.52
11 – 15						
6 – 10	2	9.52	3	14.29	5	23.81
1 – 5	4	19.05	4	19.05	8	38.10
<b>Total</b>	<b>11</b>	<b>52.38</b>	<b>10</b>	<b>42.62</b>	<b>21</b>	<b>100.00</b>
<b>Mean</b>	<b>15.27 years</b>		<b>13.50 years</b>		<b>14.43 years</b>	
<b>S. D.</b>	<b>13.85</b>		<b>14.23</b>		<b>13.71</b>	

and the remaining two, each had been an EPP teacher for 26-30 and 21-25, respectively. The average length of service as EPP teachers of the sample respondents was 14.43 years with a standard deviation of 13.71.

The length of service of the male EPP teachers was: 19.05 percent or four, had been in the service for 1-5 years, 9.52 percent each, or two each had been in the service for 36-40 years, 16-20 years and 6-10 years. A mere 4.76 percent or only one had been in the service for 26-30 years. The average number of years as EPP teachers for the males was 15.27 with a standard deviation of 13.85. For the

female counterparts, 19.05 percent or four had been in the service for 1-5 years, 14.29 percent or three for 6-10 years, 9.52 percent or two for 36-40 years and a mere 4.76 percent or only one for 21-25. The average length of service of the females as EPP teachers was 13.5 with a standard deviation of 14.23.

**Performance rating for the last three years.** Based on the performance rating approved by the proper authorities, the EPP V and VI teacher-respondents manifested a "very satisfactory" performance as EPP teachers. This rating was maintained for the last three successive years.

**Performance of the Intermediate Pupils in  
Pananahi Using the Existing Teaching  
Guide and the Revised Teaching Guide**

Based on a 50-item test, the performance of the intermediate pupils were tested on their use of the existing teaching guide and the revised teaching guide to test if the two guides manifested any difference. From the raw scores obtained by the Grade V pupils as shown in Table 5, it can be noted that the mean score of the Grade V pupils with the use of the enriched teaching guide was 27.45, while the mean score of the same pupils with the use of the existing guide was 36.75. Using the z-test to compare any difference that existed between the two means, the computed z-value of -9.91, which turned to be greater than the critical z-value of

Table 5

**Raw Scores of the Grade V Pupils Based on a 50-Item Test  
on the Existing and Revised Teaching Guide**

Scores	Existing Teaching Guide		Revised Teaching Guide	
	f	%	f	%
44 – 46	----	----	25	25.00
41 – 43	----	----	15	15.00
38 – 40	----	----	20	20.00
35 – 37	11	11.00	5	5.00
32 – 34	14	14.00	7	7.00
29 – 31	23	23.00	9	9.00
26 – 28	12	12.00	8	8.00
23 – 25	20	20.00	6	6.00
20 – 22	11	11.00	3	3.00
17 – 19	9	9.00	2	2.00
Total	100	100.00	100	100.00
Mean	27.45		36.75	
S. D.	5.37		7.69	
Computed z-value	- 9.91		$\alpha =$	.05 level of significance
Critical z-value	$\pm 1.96$			
Decision	Reject null hypothesis			

+1.96 at .05 level of significance in a two-tailed test, proved that a significant difference existed between the two.

Likewise, the raw scores of the Grade VI obtained in the 50-item test is presented in Table 6. It can be noted that the mean score obtained by the pupils

with the use of the existing guide was 22.81 while the mean score using the enriched teaching guide was 32.16.

Table 6

**Raw Scores of the Grade VI Pupils Based on a 50-Item Test  
on the Existing and Revised Teaching Guide**

Scores	Existing Teaching Guide		Revised Teaching Guide	
	f	%	f	%
42 – 44	----	----	8	8.00
39 – 41	----	----	21	21.00
36 – 38	----	----	4	4.00
33 – 35	4	4.00	11	11.00
30 – 32	14	14.00	10	10.00
27 – 29	9	9.00	30	30.00
24 – 26	13	13.00	12	12.00
21 – 23	20	20.00	----	----
18 – 20	20	20.00	4	4.00
15 – 17	7	7.00	----	----
12 – 14	7	7.00	----	----
9 – 11	6	6.00	----	----
Total	100	100.00	100	100.00
Mean	22.81		32.16	
S. D.	6.28		6.48	
Computed z-value	- 9.52	$\alpha =$		.05 level of significance
Critical z-value	$\pm 1.96$			
Decision	Reject null hypothesis			

Comparing the two values using the z-test to determine if there was a significant difference existed between the two, the computed z-value was  $-9.52$  that turned to be greater than the critical z-value of  $\pm 1.96$ . This signified that the revised teaching guide was better than the existing teaching guide.

The computed z-values that turned higher than the critical z-values based on the result of the intermediate pupils on a 50-item test led to the rejection of the null hypothesis stating that "There is no significant difference between the performance of the intermediate pupils in Pananahi using the existing teaching guide and the enriched teaching guide."

**Perceptions of the Two Categories  
of Respondents on the Revised  
Teaching Guide of the EPP Subject  
Area on Pananahi**

The perceptions of the EPP teachers and the intermediate pupils with regards to the revised teaching guide were deemed imperative. Four aspects were assessed, which include the following: relevance of objectives, adequacy of contents/activities, effectiveness of strategies and appropriateness of evaluation technique.

**Relevance of objectives.** Table 7 presents the perception of the Grade V EPP teachers on the relevance of objectives of the revised teaching guide. From the said table it can be gleaned that the teachers perceived the objectives of the

Table 7

**Perceptions of EPP Teachers on the Revised Teaching  
Guide in EPP V along Pananahi as to  
Relevance of Objectives**

Objectives	Categories of Responses					Total	Weigh- ted Mean	Inter- preta- tion
	5 MosR	4 HR	3 ModR	2 SR	1 NR			
1. Natatalakay ang kahalagahan ng pagkakaroon ng kaalaman at kasanayan sa pananahi sa makina.	(55) 11	(24) 6	(9) 3			(91) 21	4.33	HR
2. Nasusunod ang mga panuntunang pangkalusugan at pangkaligtasan sa pananahi sa makina.	(50) 10	(32) 8	(9) 3			(91) 21	4.33	HR
3. Nagagamit ang makina sa maayos at wastong paraan.	(45) 9	(44) 11	(3) 1			(92) 21	4.38	HR
4. Naihahanda ang plano ng kagamitang tatahiin.	(45) 9	(32) 8	(9) 3	(2) 1		(88) 21	4.22	HR
5. Naisasagawa ang mga pama- maraang dapat gawin bago tahiin ang tela.	(30) 6	(44) 11	(12) 4			(86) 21	4.10	HR
6. Nakakukuha ng tumpak na sukat.	(30) 6	(44) 11	(12) 4			(86) 21	4.10	HR
7. Nakagagawa ng padron ayon sa tumpak na sukat.	(25) 5	(48) 12	(12) 4			(85) 21	4.05	HR
8. Naisasagawa ang pagbuo ng kasuotang tahi sa makina.	(25) 5	(44) 11	(15) 5			(84) 21	4.00	HR
9. Napahahalagahan ang natapos na tahiin ayon sa pamantayan.	(30) 6	(48) 12	(9) 3			(87) 21	4.14	HR
10. Nakapagtuuos ng gastos at kikitain pagnaipagbili ang proyekto.	(10) 2	(36) 9	(15) 5	(10) 5		(71) 21	3.38	ModR
<b>Total</b>	<b>(345) 64</b>	<b>(396) 99</b>	<b>(108) 36</b>	<b>(12) 6</b>		<b>(861) 210</b>		
<b>Grand Mean</b>							<b>4.10</b>	<b>HR</b>

**Legend:**

<u>Scale</u>	<u>Interpretation</u>	<u>Scale</u>	<u>Interpretation</u>
4.51 – 5.00	Mostly Relevant (MosR)	1.51 – 2.50	Slightly Relevant (SR)
3.51 – 4.50	Highly Relevant (HR)	1.00 – 1.50	Not Relevant (NR)
2.51 – 3.50	Moderately Relevant (ModR)		

revised teaching guide as “highly relevant” being manifested by the grand mean of 4.10. From among the objectives, “nagagamit ang makina sa maaayos at wastong paraan” obtained the highest weighted mean of 4.38 with an adjectival rating of “highly relevant,” and “nakapagtutuos ng gastos at kikitain pagnaipagbili ang proyekto” obtained the least weighted mean of 3.38, which was interpreted as “moderately relevant.” Likewise, Table 8 presents the perception of the Grade VI pupils on the relevance of the objectives of the revised teaching guide. From the same table, it can be noted that the perception of the Grade VI teachers on the relevance of the objectives of the revised teaching guide in EPP subject area on Pananahi was “highly relevant” being manifested by the grand mean of 3.86. All the identified objectives received the same adjectival rating of “highly relevant” with “Nakapipili ng disenyo at materyales na kailangan” having obtained the highest weighted mean of 4.05. The objectives that obtained the least weighted mean of 3.67 were: “Natatalakay ang kabutihang naidudulot ng pagkakaroon ng kasanayan sa pananahi” and “Nakasusunod sa plano ng tatahiing kasuotan o kagamitang pantahanan.”

On the other hand, the perception of the Grade V and Grade VI pupils on the relevance of objectives of the revised teaching guide is shown in Tables 9 and 10, respectively. In Table 9, it can be noted that the Grade V pupils

Table 8

**Perceptions of EPP Teachers on the Revised Teaching  
Guide in EPP VI along Pananahi as to  
Relevance of Objectives**

Objectives	Categories of Responses					Total	Weigh- ted Mean	Inter- preta- tion
	5 MosR	4 HR	3 ModR	2 SR	1 NR			
1.Naipaliliwanag ang kahalagahan ng kasanayan sa pananahi para sa sarili.	(25) 5	(32) 8	(18) 6	(4) 2		(79) 21	3.76	HR
2.Natutukoy ang mga gawaing pangkabuhayan sa pamayanan na may kinalaman sa pananahi.	(25) 5	(44) 11	(15) 5			(84) 21	4.00	HR
3.Natatalakay ang kabutihang naidudulot ng pagkakaroon ng kasanayan sa pananahi.	(15) 3	(40) 10	(18) 6	(4) 2		(77) 21	3.67	HR
4.Nakapagpaplanong ng tatahiing kasuotan o kagamitang pan-tahanan.	(15) 3	(40) 10	(21) 7	(2) 1		(78) 21	3.71	HR
5.Nakasusunod sa plano ng tatahiing kasuotan o kagamitang pan-tahanan.	(15) 3	(40) 10	(18) 6	(4) 2		(77) 21	3.67	HR
6.Naisasagawa ang pagbuo ng kagamitan o kasuotang tahi ng makina.	(15) 3	(40) 10	(24) 8			(79) 21	3.76	HR
7.Nakagagawa ng proyekto sa pamamagitan ng pagbuburda at paggagantsilyo bilang palamuti sa proyekto.	(35) 7	(28) 7	(21) 7			(84) 21	4.00	HR
8.Nakapipili ng disenyo at materyales na kailangan.	(40) 8	(28) 7	(15) 5	(2) 1		(85) 21	4.05	HR
9.Naisasagawa ang mga hakbang sa pagbuo ng proyekto.	(25) 5	(40) 10	(18) 6			(83) 21	3.95	HR
10.Napahalalagahan ang natapos na tahiin ayon sa pamantayan.	(30) 6	(36) 9	(18) 6			(84) 21	4.00	HR
11.Nakapagtutuos ng gastos at kikitain pagnaipagbili ang proyekto.	(20) 4	(40) 10	(21) 7			(81) 21	3.86	HR
<b>Total</b>	<b>(260) 52</b>	<b>(408) 102</b>	<b>(207) 69</b>	<b>(16) 8</b>		<b>(891) 231</b>		
<b>Grand Mean</b>							<b>3.86</b>	<b>HR</b>

**Legend:**

**Scale**  
4.51 – 5.00  
3.51 – 4.50  
2.51 – 3.50

**Interpretation**  
Mostly Relevant (MosR)  
Highly Relevant (HR)  
Moderately Relevant (ModR)

**Scale**  
1.51 – 2.50  
1.00 – 1.50

**Interpretation**  
Slightly Relevant (SR)  
Not Relevant (NR)



Table 9

**Perceptions of Grade V Pupils on the Revised Teaching  
Guide on EPP V along Pananahi as to  
Relevance of Objectives**

Objectives	Categories of Responses					Total	Weigh- ted Mean	Inter- preta- tion
	5 MosR	4 HR	3 ModR	2 SR	1 NR			
1. Natatalakay ang kahalagahan ng pagkakaroon ng kaalaman at kasanayan sa pananahi sa makina.	(255) 51	(124) 31	(48) 16	(4) 2		(431) 100	4.31	HR
2. Nasusunod ang mga panuntunang pangkalusugan at pangkaligtasan sa pananahi sa makina.	(310) 62	(92) 23	(21) 7	(12) 6	(2) 2	(437) 100	4.37	HR
3. Nagagamit ang makina sa maayos at wastong paraan.	(150) 30	(84) 21	(54) 18	(44) 22	(9) 9	(341) 100	3.41	HR
4. Naihahanda ang plano ng kagamitang tatahiin.	(180) 36	(120) 30	(48) 16	(24) 12	(6) 6	(372) 100	3.72	HR
5. Naisasagawa ang mga pama- maraang dapat gawin bago tahiin ang tela.	(245) 49	(200) 50	(3) 1			(448) 100	4.48	HR
6. Nakakukuha ng tumpak na sukat.	(140) 28	(88) 22	(72) 24	(32) 16	(10) 10	(352) 100	3.52	HR
7. Nakagagawa ng padron ayon sa tumpak na sukat.	(145) 29	(160) 40	(63) 21	(10) 5	(5) 5	(383) 100	3.83	HR
8. Naisasagawa ang pagbuo ng kasuotang tahi sa makina.	(200) 40	(152) 38	(48) 16	(6) 3	(3) 3	(409) 100	4.09	HR
9. Napahahalagahan ang natapos na tahiin ayon sa pamantayan.	(160) 32	(104) 26	(72) 24	(24) 12	(6) 6	(366) 100	3.66	HR
10. Nakapagtutuos ng gastos at kikitain pagnaipagbili ang proyekto.	(195) 39	(112) 28	(63) 21	(20) 10	(2) 2	(392) 100	3.92	HR
<b>Total</b>	<b>(1980) 396</b>	<b>(1236) 309</b>	<b>(492) 164</b>	<b>(176) 88</b>	<b>(43) 43</b>	<b>(3931) 1000</b>		
<b>Grand Mean</b>							<b>3.93</b>	<b>HR</b>

**Legend:**

Scale	Interpretation	Scale	Interpretation
4.51 – 5.00	Mostly Relevant (MosR)	1.51 – 2.50	Slightly Relevant (SR)
3.51 – 4.50	Highly Relevant (HR)	1.00 – 1.50	Not Relevant (NR)
2.51 – 3.50	Moderately Relevant (ModR)		

perceived the objectives of the revised teaching guide as “highly relevant” with a grand mean of 3.93. From the listed objectives, “Naisasagawa ang mga pamamaraan dapat gawin bago tahiin ang tela” obtained the highest mean of 4.48 while “Nakakakuha ng tumpak na sukat” obtained the least weighted mean of 3.52. Both values had an adjectival rating of “highly relevant”.

In Table 10, the grand mean obtained was 4.21, which represented the perception of the Grade VI pupils on the relevance of the objectives of the revised teaching guide, which was interpreted as “highly relevant.” It could be noted that the highest weighted mean turned out to be 4.63, “natatalakay ang kabutihang naidudulot ng pagkakaroon ng kasanayan sa pananahi.”

The perceptions of the respondents on the revised teaching guide along pananahi as to adequacy of content are presented Tables 11, 12, 13 and 14. Tables 11 and 12 present the perceptions of the EPP teachers while Tables 13 and 14 reveal the perceptions of the intermediate pupils.

As presented in Table 11, the grade V EPP teachers perceived the revised teaching guide as “highly appropriate” being manifested by the grand mean of 4.08. Of the identified contents included in the revised teaching guide for Grade V, all of them were rated by the EPP teachers as “most adequate”. “Kahalagahan ng kaalaman at kasanayan sa pananahi sa makina” obtained the highest weighted mean of 4.43 while “pag-aalaga ng makina,” “Mga kagamitan

Table 10

**Perceptions of Grade VI Pupils on the Revised Teaching  
Guide in EPP VI along Pananahi as to  
Relevance of Objectives**

Objectives	Categories of Responses					Total	Weigh- ted Mean	Inter- preta- tion
	5 MosR	4 HR	3 ModR	2 SR	1 NR			
1.Naipaliliwanag ang kahalagahan ng kasanayan sa pananahi para sa sarili.	(290) 58	(100) 25	(33) 11	(12) 6		(435) 100	4.35	HR
2.Nabutukoy ang mga gawaing pangkabuhayan sa pamayanan na may kinalaman sa pananahi.	65	22	13			100	4.52	MosR
3.Natatalakay ang kabutihang naidudulot ng pagkakaroon ng kasanayan sa pananahi.	(382) 76	(44) 11	(39) 13			(463) 100	4.63	MosR
4.Nakapagpaplanong ng tatahiing kasuotan o kagamitang pantahanan.	(355) 71	(72) 18	(27) 9	(4) 2		(458) 100	4.58	MosR
5.Nakasusunod sa plano ng tatahiing kasuotan o damit pantulog.	(255) 51	(104) 26	(57) 19	(4) 2	(2) 2	(422) 100	4.22	HR
6.Naisasagawa ang pagbuo ng kagamitan o kasuotang tahi ng makina.	(215) 43	(148) 37	(30) 10	(10) 5	(5) 5	(463) 100	4.08	HR
7.Nakagagawa ng proyekto sa pamamagitan ng pagbuburda at paggagantsilyo bilang palamuti sa proyekto.	(235) 47	(112) 28	(60) 20	(6) 3	(2) 2	(415) 100	4.15	HR
8.Nakapipili ng disenyo at materyales na kailangan.	(190) 38	(132) 33	(66) 22	(14) 7		(402) 100	4.02	HR
9.Naisasagawa ang mga hakbang sa pagbuo ng proyekto.	(195) 39	(92) 23	(45) 15	(18) 9	(14) 14	(364) 100	3.64	HR
10.Napahalagahan ang natapos na tahiin ayon sa pamantayan.	(265) 53	(140) 35	(6) 2	(14) 7	(3) 3	(428) 100	4.28	HR
11.Nakapagtutuos ng gastos at kikitain pagnaipagbili ang proyekto.	(190) 38	(128) 32	(42) 14	(32) 16		(392) 100	3.92	HR
<b>Total</b>	<b>(2895) 579</b>	<b>(1160) 290</b>	<b>(444) 148</b>	<b>114 57</b>	<b>(26) 26</b>	<b>(4639) 1100</b>		
<b>Grand Mean</b>							<b>4.21</b>	<b>HR</b>

**Legend:**

**Scale**  
4.51 – 5.00  
3.51 – 4.50  
2.51 – 3.50

**Interpretation**  
Mostly Relevant (MosR)  
Highly Relevant (HR)  
Moderately Relevant (ModR)

**Scale**  
1.51 – 2.50  
1.00 – 1.50

**Interpretation**  
Slightly Relevant (SR)  
Not Relevant (NR)

Table 11

**Perceptions of EPP Teachers on the Revised Teaching  
Guide in EPP V along Pananahi as to  
Adequacy of Content**

Contents	Categories of Responses					Total	Weigh- ted Mean	Inter- preta- tion
	5 MosA	4 HA	3 ModA	2 SA	1 NA			
1.Kahalagahan ng kaalaman at kasanayan sa pananahi sa makina.	(35) 11	(32) 8	(6) 2			(93) 21	4.43	HA
2.Panuntunang pangkalusugan at pangkaligtasan sa pananahi.	(50) 10	(24) 6	(15) 5			(89) 21	4.24	HA
3. Mga bahagi ng makina at gamit ng bawat isa.	(30) 6	(44) 11	(12) 4			(86) 21	4.10	HA
4. Pag-aalaga ng makina.	(25) 5	(40) 10	(18) 6			(83) 21	3.95	HA
5.Paghahanda ng makina bago manahi.	(30) 6	(40) 10	(15) 5			(85) 21	4.05	HA
6. Pagpapatakbo ng makina.	(30) 6	(44) 11	(12) 4			(86) 21	4.10	HA
7. Plano ng tatahiing daster.	(30) 6	(44) 11	(12) 4			(86) 21	4.10	HA
8. Uri ng telang angkop sa tatahiing kasuotan.	(25) 5	(48) 12	(12) 4			(85) 21	4.05	HA
9. Mga kagamitan sa pananahi.	(25) 5	(40) 10	(18) 6			(83) 21	3.95	HA
10. Paghahanda ng tela.	(30) 6	(40) 10	(15) 5			(85) 21	4.05	HA
11. Pagkuha ng sukat ng katawan.	(25) 5	(40) 10	(18) 6			(71) 21	3.95	HA
12.Paggawa ng padron sa proyektong tatahiin.	(30) 6	(40) 10	(15) 5			(85) 21	4.05	HA
13.Pagsusunod-sunod ng wastong hakbangin sa pagtatabas ng daster.	(35) 7	(36) 9	(15) 5			(86) 21	4.10	HA
14. Paghihiilbana ng mga bahagi ng proyekto bago tahiin sa makina.	(35) 7	(40) 10	(12) 4			(87) 21	4.14	HA
15. Pananahi sa makina.	(30) 6	(40) 10	(15) 5			(85) 21	4.05	HA
16. Mga paraan ng pagtatapos ng proyekto.	(30) 6	(36) 9	(18) 6			(84) 21	4.00	HA
17. Pagtutuos ng gastos at kikitain kapag naipagbili ang proyekto.	(30) 6	(40) 10	(15) 5			(85) 21	4.05	HA
<b>Total</b>	<b>(545) 109</b>	<b>(668) 167</b>	<b>(243) 81</b>			<b>(1456) 357</b>		

**Table 11 continued**

Contents	Categories of Responses					Total	Weigh- ted Mean	Inter- preta- tion
	5 MosA	4 HA	3 ModA	2 SA	1 NA			
Grand Mean							4.08	HA

**Legend:**

<u>Scale</u>	<u>Interpretation</u>	<u>Scale</u>	<u>Interpretation</u>
4.51 – 5.00	Mostly Adequate (MosA)	1.51 – 2.50	Slightly Adequate (SA)
3.51 – 4.50	Highly Adequate (HA)	1.00 – 1.50	Not Adequate (NA)
2.51 – 3.50	Moderately Adequate (ModA)		

sa pananahi” and “pagkuha ng sukat ng katawan” equally obtained the least weighted mean of 3.95. While in Table 12, where the perceptions of the Grade VIEPP teachers are revealed on the adequacy of contents of the revised teaching guide for Grade VI, the obtained grand mean was 4.13 with an adjectival rating of “highly adequate”. The data further revealed that all the identified content included in the revised teaching guide were “highly adequate” for the Grade VI pupils. “Kabutihang dulot ng pagkakaroon ng kasanayan sa pananahi” obtained the highest weighted mean of 4.29. Six of the identified contents equally obtained the least weighted mean of 4.05. These were: “mga gawaing pangkabuhayan sa pamayanan na may kinalaman sa pananahi”, “telang angkop sa tatahiing kasuotan,” “iba’t ibang kagamitan sa pananahi,” “mga salik sa matalinong pamimili,” “paghahanda ng tela at kagamitan,” and “pagtutuos ng gastos at kikitain kapag naipagbili ang proyekto.”

Table 12

**Perceptions of EPP Teachers on the Revised Teaching  
Guide in EPP VI along Pananahi as to  
Adequacy of Content**

Contents	Categories of Responses					Total	Weighted Mean	Interpretation
	5 MosA	4 HA	3 ModA	2 SA	1 NA			
1. Mga gawaing pangkabuhayan sa pamayanan na may kinalaman sa pananahi.	(25) 5	(48) 12	(12) 4			(85) 21	4.05	HA
2. Kabutihang dulot ng pagkakaroon ng kasanayan sa pananahi.	(40) 8	(28) 6	(9) 4			(90) 21	4.29	HA
3. Plano sa gawaing pananahi.	(50) 10	(28) 7	(15) 5			(89) 21	4.24	HA
4. Telang angkop sa tatahiing kasuotan.	(30) 6	(40) 10	(15) 5			(85) 21	4.05	HA
5. Iba't ibang kagamitan sa pananahi.	(30) 6	(40) 10	(15) 5			(85) 21	4.05	HA
6. Mga salik sa matalinong pamimili.	(30) 6	(40) 10	(15) 5			(85) 21	4.05	HA
7. Panuntunang pangkalusugan at pangkaligtasan sa pananahi.	(50) 10	(28) 7	(12) 4			(90) 21	4.29	HA
8. Pagkuha ng sukat sa katawan.	(30) 6	(32) 8	(12) 4			(86) 21	4.10	HA
9. Hakbang sa paggawa ng padron para sa kasulatang pantulog.	(35) 7	(40) 10	(12) 4			(87) 21	4.14	HA
10. Paghahanda ng tela at kagamitan.	(25) 5	(48) 12	(12) 4			(85) 21	4.05	HA
11. Wastong paraan ng pagtatabas ng tela.	(25) 5	(52) 13	(9) 3			(86) 21	4.10	HA
12. Wastong hakbang sa pagbuo ng kasuotang pantulog.	(45) 9	(32) 8	(12) 4			(89) 21	4.24	HA
13. Pagbuburda at paggagantsilyo bilang palamuti sa proyekto.	(35) 7	(40) 10	(12) 4			(87) 21	4.14	HA
14. Paggawa ng pagbabago sa proyekto kung kailangan.	(25) 5	(52) 13	(9) 3			(85) 21	4.10	HA
15. Pagtutuos ng gastos at kikitain kapag naipagbili ang proyekto.	(25) 5	(48) 12	(12) 4			(85) 21	4.05	HA
<b>Total</b>	<b>(510) 102</b>	<b>(604) 151</b>	<b>(186) 62</b>			<b>(1300) 315</b>		

Table 12 continued

Contents	Categories of Responses					Total	Weighted Mean	Interpretation
	5 MosA	4 HA	3 ModA	2 SA	1 NA			
Grand Mean							4.13	HA

## Legend:

Scale	Interpretation	Scale	Interpretation
4.51 – 5.00	Mostly Adequate (MosA)	1.51 – 2.50	Slightly Adequate (SA)
3.51 – 4.50	Highly Adequate (HA)	1.00 – 1.50	Not Adequate (NA)
2.51 – 3.50	Moderately Adequate (ModA)		

On the point of view of the Grade V pupils, as presented in Table 13, they perceived the contents of the revised teaching guide as “highly adequate” for them also. This was manifested by the grand mean of 3.93. Of the identified contents, “pagkuha ng sukat ng katawan” was rated with the highest weighted mean of 4.58 with an adjectival rating of “mostly adequate,” while “uri ng telang angkop sa tatahiing kasuotan” was rated with the least weighted mean of 3.05 which is interpreted as “highly adequate.” Likewise, the Grade VI pupils perceived the content of the revised teaching guides for Grade VI as “most adequate” too with a grand mean of 4.14. “Mga gawaing pangkabuhayan sa pamayanan na may kinalaman sa pananahi” obtained the highest weighted mean of 4.52 with an adjectival rating of “mostly adequate,” while “iba’t ibang kagamitan sa pananahi” obtained the least weighted mean of 3.53 with an adjectival rating of “highly adequate.”

Table 13

**Perceptions of Grade V Pupils on the Revised Teaching  
Guide in EPP V along Pananahi as to  
Adequacy of Content**

Contents	Categories of Responses					Total	Weigh- ted Mean	Inter- preta- tion
	5 MosA	4 HA	3 ModA	2 SA	1 NA			
1. Kahalagahan ng kaalaman at kasanayan sa pananahi sa makina.	(335) 67	(88) 22	(18) 6	(4) 2	(3) 3	(448) 100	4.48	HA
2. Panuntunang pangkalusugan at pangkaligtasan sa pananahi.	(260) 52	(64) 16	(69) 23	(14) 7	(2) 2	(409) 100	4.09	HA
3. Mga bahagi ng makina at gamit ng bawat isa.	(220) 44	(76) 19	(90) 30	(6) 3	(4) 4	(396) 100	3.96	HA
4. Pag-aalaga ng makina.	(145) 29	(124) 31	(39) 13	(40) 20	(7) 7	(355) 100	3.55	HA
5. Paghahanda ng makina bago manahi.	(205) 41	(88) 22	(90) 30	(6) 3	(4) 4	(393) 100	3.93	HA
6. Pagpapatakbo ng makina.	(145) 29	(116) 29	(75) 25	(34) 17		(370) 100	3.70	HA
7. Plano ng tatahiing daster.	(160) 32	(124) 31	(60) 20	(30) 15	(2) 2	(376) 100	3.76	HA
8. Uri ng telang angkop sa tatahiing kasuotan.	(195) 19	(84) 21	(63) 21	(48) 24	(15) 15	(305) 100	3.05	ModA
9. Mga kagamitan sa pananahi.	(105) 21	(156) 39	(93) 31	(4) 2	(7) 7	(365) 100	3.65	HA
10. Paghahanda ng tela.	(240) 48	(120) 30	(60) 20	(4) 2		(424) 100	4.24	HA
11. Pagkuha ng sukat ng katawan.	(295) 59	(160) 40	(3) 1			(458) 100	4.58	MosA
12. Paggawa ng padron sa proyektong tatahin.	(200) 40	(128) 32	(54) 18	(10) 5	(5) 5	(397) 100	3.97	HA
13. Pagsusunod-sunod ng wastong hakbangin sa pagtatapas ng daster.	(160) 32	(112) 28	(90) 30	(14) 7	(3) 3	(379) 100	3.79	HA
14. Paghihahanda ng mga bahagi ng proyekto bago tahiin sa makina.	(305) 61	(112) 28	(33) 11			(450) 100	4.50	HA
15. Pananahi sa makina.	(150) 30	(80) 22	(54) 18	(36) 18	(14) 4	(334) 100	3.34	ModA
16. Mga paraan ng pagtatapos ng proyekto.	(275) 55	(140) 35	(30) 10			(445) 100	4.45	HA
17. Paghuhuos ng gastos at kikitaing kapag naipagbili ang proyekto.	(180) 36	(108) 27	(84) 28	(16) 8	(1) 1	(389) 100	3.89	HA
<b>Total</b>	<b>(3475) 695</b>	<b>(1880) 470</b>	<b>(1005) 335</b>	<b>266 133</b>	<b>(67) 67</b>	<b>(6693) 1700</b>		
<b>Grand Mean</b>							<b>3.93</b>	<b>HA</b>

**Legend:**

Scale  
4.51 – 5.00  
3.51 – 4.50  
2.51 – 3.50

Interpretation  
Mostly Adequate (MosA)  
Highly Adequate (HA)  
Moderately Adequate (ModA)

Scale  
1.51 – 2.50  
1.00 – 1.50

Interpretation  
Slightly Adequate (SA)  
Not Adequate (NA)



Table 14

**Perceptions of Grade VI Pupils on the Revised Teaching  
Guide in EPP VI along Pananahi as to  
Adequacy of Content**

Contents	Categories of Responses					Total	Weighted Mean	Interpretation
	5 MosA	4 HA	3 ModA	2 SA	1 NA			
1. Mga gawaing pangkabuhasan sa pamayanan na may kinalaman sa pananahi.	(335) 67	(92) 23	(15) 5	(10) 5		(452) 100	4.52	MosA
2. Kabutihang dulot ng pagkakaroon ng kasanayan sa pananahi.	(305) 61	(128) 32	(15) 5	(2) 1	(1) 1	(451) 100	4.51	MosA
3. Plano sa gawaing pananahi.	(290) 58	(124) 31	(33) 11			(447) 100	4.47	HA
4. Telang angkop sa tatahiing kasuotan.	(190) 38	(80) 20	(53) 19	(26) 13	(10) 10	(363) 100	3.63	HA
5. Iba't ibang kagamitan sa pananahi.	(160) 32	(80) 20	(75) 25	(30) 15	(8) 8	(353) 100	3.53	HA
6. Mga salik sa matatag na pananahi.	(225) 45	(124) 31	(60) 20	(6) 3	(1) 1	(416) 100	4.16	HA
7. Panuntunang pangkalusugan at pangkagipitan sa pananahi.	(235) 47	(92) 23	(60) 20	(18) 9	(1) 1	(406) 100	4.06	HA
8. Pagkuha ng sukat sa katawan.	(265) 53	(156) 39	(24) 8			(445) 100	4.45	HA
9. Hakbang sa paggawa ng padron para sa kasulatang pantulog.	(300) 60	(132) 33	(6) 2	(4) 2	(3) 3	(445) 100	4.45	HA
10. Paghahanda ng Tela at kagami-tan.	(190) 38	(120) 30	(60) 20	(20) 10	(2) 2	(392) 100	3.92	HA
11. Wastong paraan ng pagtatapas ng tela.	(205) 41	(128) 32	(45) 15	(24) 12		(402) 100	4.02	HA
12. Wastong hakbang sa pagbuo ng kasulatang pantulog.	(250) 50	(120) 30	(45) 15	(10) 5		(425) 100	4.25	HA
13. Pagbuburda at paggagantsilyo bilang palamuti sa proyekto.	(235) 47	(152) 38	(36) 12	(6) 3		(429) 100	4.29	HA
14. Paggawa ng pagbabago sa proyekto kung kailangan.	(200) 40	(80) 20	(60) 20	(20) 10	(10) 10	(370) 100	3.70	HA
15. Pagtutuos ng gastos at likitain kapag naipagbili ang proyekto.	(290) 58	(84) 21	(39) 13	(8) 4	(4) 4	(425) 100	4.25	HA
<b>Total</b>	<b>(3675) 735</b>	<b>(1692) 423</b>	<b>(630) 210</b>	<b>184 92</b>	<b>(40) 40</b>	<b>(6221) 1500</b>		
<b>Grand Mean</b>							<b>4.14</b>	<b>HA</b>

**Legend:**

Scale	Interpretation	Scale	Interpretation
4.51 – 5.00	Mostly Adequate (MosA)	1.51 – 2.50	Slightly Adequate (SA)
3.51 – 4.50	Highly Adequate (HA)	1.00 – 1.50	Not Adequate (NA)
2.51 – 3.50	Moderately Adequate (ModA)		

**Effectiveness of strategies.** Table 15 presents the perception of the EPP teachers on the effectiveness of strategies of the revised teaching guide. As presented, the over-all perception of the EPP teachers to the effectiveness of the strategies included in the revised teaching guide for the subject area in Pananahi was rated as “highly effective” being manifested by the grand mean of 4.08. There were ten strategies included. Of the ten strategies, “Pamamaraang demonstrasyon” or the demonstration method got the highest weighted mean of 4.76 with an adjectival rating of “mostly effective,” seconded by “Pamproyeklong pamamaraan” or the project method followed by “Talakayan” or the discussion method with a weighted mean of 4.67 and 4.57, respectively, both had an adjectival rating of “mostly effective.” “Pagsasataong pamamaraan” or the role playing was the strategy which was rated with the least weighted mean of 3.00 with an adjectival rating of “moderately effective.”

Likewise, Table 16 presents the perception of the EPP pupils on the effectiveness of the strategies in the revised teaching guide in Pananahi. As presented the students considered the strategies included revised teaching guide as “highly effective” also with a grand mean of 4.14. Of the ten identified strategies, “Lektyur/Pananayam” or lecture method was rated by them with the highest weighted mean of 4.70 with an adjectival rating of “mostly effective.” It was followed by “Pamamaraang demonstrasyon” or demonstration method and

Table 15

**Perceptions of EPP Teachers on the Revised Teaching  
Guide in EPP along Pananahl as to  
Effectiveness of Strategies**

Strategies	Categories of Responses					Total	Weigh- ted Mean	Inter- preta- tion
	5 MosE	4 HE	3 ModE	2 SE	1 NE			
1. Pamproyeklong Pamamaraan (Project Method) ay nakatuon sa makukuhang layunin na inaasahang bunga ng isang maayos na gawain/proyekto na may pagbabalak at isinasagawa ng guro at mga mag-aaral.	(75) 15	(20) 5	(3) 1			(98) 21	4.67	MosE
2. Panlaboratoryong Pamamaraan (Laboratory Method) ay itinuturing na ang gawain ay natutuhan sa pamamagitan ng pagsasagawa.	(25) 5	(56) 14	(6) 2			(87) 21	4.14	HE
3. Pamamaraang Demonstrasyon (Demonstration Method) ay itinuturing na pagmomodelo sa pamamagitan ng paggamit ng maayos/organisadong paraan.	(85) 17	(12) 3	(3) 1			(100) 21	4.76	MosE
4. Pagtuklas (Discovery) ay pinapatnubayan ng guro ang mga mag-aaral sa pagtalakay ng organisadong mga ideya at pamamaraan.	(40) 8	(32) 8	(15) 5			(87) 21	4.14	HE
5. Field Trip – ang pagbibisita sa ibang klase/paaralan upang makalikom ng mga pangunahing datos.		(20) 5	(36) 12	(8) 4		(64) 21	3.05	ModE
6. Pagsasadulang Pamamaraan (Dramatization Method) – ang pagpapakilala sa pamamagitan ng mga kilos ng katawan ng mga tauhan at gawain sa kuwento.	(15) 3	(60) 15	(9) 3			(84) 21	4.00	HE
7. Tanong at Sagot na Pamamaraan (Question and Answer Method) – humihikayat sa pagbubuo ng kritikal na pag-iisip, ang mga bata ay tinatanong at ang sagot ay maginging kasagutan ng ipinakikilalang datos.	(30) 6	(44) 11	(12) 4			(86) 21	4.10	HE

Table 15 continued

Strategies	Categories of Responses					Total	Weigh- ted Mean	Inter- preta- tion
	5 MosE	4 HE	3 ModE	2 SE	1 NE			
8.Pagsasataong Pamamaraan (Role Playing) – ang pagkakasunud-sunod ng kilos galing sa sitwasyon nang iniaangkop pagkagrupo.		(20) 5	(33) 11	(10) 5		(63) 21	3.00	ModE
9.Talakayan (Discussion) – ang guro at mag-aaral ay nagtutulongan sa pagsusuri, paghahambing ng mga ideya upang maging malinaw ang isyu at matulungan ang mag-aaral na maunawaan at matutunan ang paksa.	(65) 13	(28) 7	(3) 1			(96) 21	4.57	MosE
10.Lektyur/Panayam (Lecture Method) – ay itinuturing na paraan ng pagtuturo ng pakukwento. Ang guro ay nagpapaliwanag sa paksa.	(55) 11	(28) 7	(9) 3			(92) 21	4.38	HE
<b>Total</b>	(390) 78	(320) 80	(129) 43	(18) 9		(857) 210		
<b>Grand Mean</b>							4.08	HE

## Legend:

Scale	Interpretation	Scale	Interpretation
4.51 – 5.00	Mostly Effective (MosE)	1.51 – 2.50	Slightly Effective (SE)
3.51 – 4.50	Highly Effective (HE)	1.00 – 1.50	Not Effective (NE)
2.51 – 3.50	Moderately Effective (ModE)		

“Pamproyeklong pamamaraan” or the project method with a weighted mean of 4.55 and 4.51, respectively, both had an adjectival rating of “most effective” also. “Field trip” was the strategy rated with the least weighted mean of 3.26 with an adjectival rating of “moderately effective.”

Table 16

**Perceptions of EPP Teachers on the Revised Teaching  
Guide in EPP VI along Pananahi as to  
Effectiveness of Strategies**

Strategies	Categories of Responses					Total	Weigh- ted Mean	Inter- preta- tion
	5 MosE	4 HE	3 ModE	2 SE	1 NE			
1. Pamproyektong Pamamaraan (Project Method) ay nakatuon sa makukuhang layunin na inaasahang bunga ng isang maayos na gawain/proyekto na may pagbabalak at isinasagawa ng guro at mga mag-aaral.	(360) 72	(56) 14	(30) 10	(2) 1	(3) 3	(451) 100	4.51	MosE
2. Panilaboratoryong Pamamaraan (Laboratory Method) ay itinuturing na ang gawain ay natutuhan sa pamamagitan ng pagsasagawa.	(290) 58	(128) 32	(27) 9	(2) 1		(447) 100	4.47	HE
3. Pamamaraanang Demonstrasyon (Demonstration Method) ay itinuturing na pagmomodelo sa pamamagitan ng paggamit ng maayos/organisadong paraan.	(400) 80	(20) 5	(18) 6	(14) 7	(2) 1	(455) 100	4.55	MosE
4. Pagtuklas (Discovery) ay pinapatnubayan ng guro ang mga mag-aaral sa pagtalakay ng organisadong mga ideya at pamamaraan.	(200) 40	(80) 20	(66) 22	(20) 10	(8) 8	(374) 100	3.74	HE
5. Field Trip – ang pagbibisita sa ibang klase/paaralan upang malalikom ng mga pangunahing datos.	(140) 28	(80) 20	(60) 20	(28) 14	(8) 18	(326) 100	3.26	ModE
6. Pagsasadulang Pamamaraan (Dramatization Method) – ang pagpapakilala sa pamamagitan ng mga kilos ng katawan ng mga tauhan at gawain sa kuwento.	(145) 29	(164) 41	(30) 10	(20) 10	(10) 10	(369) 100	3.69	HE
7. Tanong at Sagot na Pamamaraan (Question and Answer Method) – humihikayat sa pagbubuo ng kritikal na pag-iisip, ang mga bata ay tinatanong at ang sagot ay magiging kasagutan ng ipinakilalang datos.	(325) 65	(80) 20	(45) 15			(450) 100	4.50	HE

Table 16 continued

Strategies	Categories of Responses					Total	Weighted Mean	Interpretation
	5 MosE	4 HE	3 ModE	2 SE	1 NE			
8. Pagsasataong Pamamaraan (Role Playing) – ang pagkakasunod-sunod ng kilos galing sa sitwasyon nang iniaangkop pagkagrupo.	(160) 32	(112) 28	(60) 20	(20) 10	(10) 10	(362) 100	3.62	HE
9. Talakayan (Discussion) – ang guro at mag-aaral ay nagtutulungan sa pagsusuri, paghahambing ng mga ideya upang maging malinaw ang isyu at matulungan ang mag-aaral na maunawaan at matutunan ang paksa.	(295) 59	(124) 31	(18) 6	(6) 3	(1) 1	(444) 100	4.44	HE
10. Lektyur/Panayam (Lecture Method) – ay itinuturing na paraan ng pagtuturo ng pakukwento. Ang guro ayu nagpapaliwanag sa paksa.	(395) 79	(48) 12	(27) 9			(470) 100	4.70	MosE
<b>Total</b>	(2710) 542	(892) 223	(381) 123	(114) 57	(51) 51	(4148) 100		
<b>Grand Mean</b>							4.08	HE

## Legend:

Scale	Interpretation	Scale	Interpretation
4.51 – 5.00	Mostly Effective (MosE)	1.51 – 2.50	Slightly Effective (SE)
3.51 – 4.50	Highly Effective (HE)	1.00 – 1.50	Not Effective (NA)
2.51 – 3.50	Moderately Effective (ModE)		

**Appropriateness of evaluation technique.** The perception of the EPP teachers on the appropriateness of the evaluation technique for the revised teaching guide in the subject area in Pananahi is presented in Table 17. As shown in the same table, the teachers perceived the evaluation technique as “highly appropriate” being manifested by the grand mean of 4.14. Of the ten evaluation techniques, “Identification test” o “Pagkilala” was rated with the highest weighted

items – true or false” o “Tama o Mali,” which was rated with the least weighted mean of 3.43 equivalent to “moderately appropriate.

From the point of view of the intermediate pupils, their perception on the appropriateness of the evaluation technique for the revised teaching guide in the subject area in Pananahi is revealed in Table 18. As shown, the intermediate pupils considered the evaluation technique as “highly appropriate” with a grand mean of 3.98. Of the ten evaluation techniques, the intermediate pupils considered “Fixed response items – true or false” or “Tama o Mali” as “mostly appropriate” by giving the said technique with the highest weighted mean of 4.70. Seven of the

**Table 18**

**Perceptions of EPP Teachers on the Revised Teaching Guide  
in EPP VI along Pananahi as to Appropriateness  
of Evaluation Technique**

Evaluation Technique	Categories of Responses					Total	Weighted Mean	Interpretation
	5 MosA	4 HA	3 ModA	2 SA	1 NA			
1. Checklist (Tseklist)	(245) 49	(124) 31	(30) 10	(10) 5	(5) 5	(414) 100	4.14	HA
2. Score Card (Iskor Kard)	(260) 52	(116) 29	(36) 12	(14) 7		(426) 100	4.26	HA
3. Multiple Choice (Pagpipili)	(320) 64	(76) 19	(30) 10	(14) 7		(440) 100	4.40	HA
4. Fixed Response items – true or false (Tama o Mali)	(355) 71	(112) 28	(3) 1			(470) 100	4.70	MosA
5. Completion item test (Pagpupuno)	(225) 45	(88) 22	(69) 23	(10) 5	(5) 5	(397) 100	3.97	HA
6. Matching Exercise (Pagtatambal)	(200) 40	(80) 20	(60) 20	(20) 10	(10) 10	(370) 100	3.70	HA

*Table 18 continued*

Evaluation Technique	Categories of Responses					Total	Weighted Mean	Interpretation
	5 MosA	4 HA	3 ModA	2 SA	1 NA			
7. Essay Test (Pagpapaliwanag)	(140) 28	(80) 20	(66) 22	(42) 21	(9) 9	(337) 100	3.37	ModA
8. Free response items (Malayang pagsasagot)	(140) 28	(84) 21	(60) 20	(46) 23	(8) 8	(338) 100		
9. Sequencing (Masusing Pag-aayos)	(190) 38	(120) 30	(60) 20	(16) 8	(4) 4	(390) 100	3.90	HA
10. Identification Test (Pagkilala)	(195) 39	(152) 38	(39) 13	(10) 5	(5) 5	(401) 100		
<b>Total</b>	<b>(2270) 454</b>	<b>(1032) 258</b>	<b>(453) 151</b>	<b>(182) 91</b>	<b>(46) 46</b>	<b>(3983) 1000</b>		
<b>Grand Mean</b>							<b>3.98</b>	<b>HA</b>

**Legend:**

<u>Scale</u>	<u>Interpretation</u>	<u>Scale</u>	<u>Interpretation</u>
4.51 – 5.00	Mostly Appropriate (MosA)	1.51 – 2.50	Slightly Appropriate (SA)
3.51 – 4.50	Highly Appropriate (HA)	1.00 – 1.50	Not Appropriate (NA)
2.51 – 3.50	Moderately Appropriate (ModA)		

identified techniques were rated by the intermediate pupils as “highly appropriate” and only two were rated as “moderately appropriate.”

Of the “highly appropriate” techniques, “Multiple choice” or “Pagpipili” was rated with a weighted mean of 4.40, the highest in this level and “Matching Exercise” or “Pagtatambal” was rated with a weighted mean of 3.70, the least in this level. Of the “moderately appropriate techniques”, “Essay test” or “pagpapaliwanag” obtained the least weighted mean of 3.37.



**Comparison of the Perceptions of the  
Two Categories of Respondents on  
The Revised Teaching Guide of the  
EPP Subject Area on Pananahi**

Considering that two categories of respondents were asked to give their opinion regarding the revised teaching guide, it was deemed proper to compare their perceptions if there existed a significant difference. The following were the results of the analysis of the four variables, namely: relevance of objectives, adequacy of contents, effectiveness of strategies and appropriateness of evaluation technique.

**Relevance of objectives.** The comparison of the perceptions of the two categories of respondents in for the revised teaching guide for EPP V is presented in Table 19. It can be noted that the combined perception of the two categories of respondents – the EPP V teachers and the Grade V pupils, obtained a combined mean of 3.96 with an adjectival rating of “highly relevant.” Comparing their perceptions using the t-test for independent samples, the computed value was 0.552, which turned to be lesser than the tabular t-value of 2.101. From the data it can be inferred that between the two categories of respondents, there was no significant difference that existed between their independent perceptions. This led to the acceptance of the null hypothesis.

On the other hand, Table 20 presents the comparison of the perceptions of the two categories of respondents regarding the revised teaching guide for EPP VI.

Table 19

**Comparison of Perceptions of the Two Categories of Respondents  
on the Relevance of Objectives of the Revised Teaching  
Guide in EPP V along Pananahi**

Objectives	EPP TEACHERS		GRADE V PUPILS		COMBINED	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. Natatalakay ang kahalagahan ng pagkakaroon ng kaalaman at kasanayan sa pananahi sa makina.	4.33	HR	4.31	HR	4.31	HR
2. Nasusunod ang mga panuntunang pangkalusugan at pangkaligtasan sa pananahi sa makina.	4.33	HR	4.37	HR	4.36	HR
3. Nagagamit ang makina sa maayos at wastong paraan.	4.38	HR	3.41	HR	3.58	HR
4. Naihahanda ang plano ng kagamitang tatahiin.	4.22	HR	3.72	HR	3.81	HR
5. Naisasagawa ang mga pamamaraang dapat gawin bago tahiin ang tela.	4.10	HR	4.48	HR	4.41	HR
6. Nakakukuha ng tumpak na sukat.	4.10	HR	3.52	HR	3.62	HR
7. Nakagagawa ng padron ayon sa tumpak na sukat.	4.05	HR	3.83	HR	3.87	HR
8. Naisasagawa ang pagbuo ng kasuotang tahi sa makina.	4.00	HR	4.09	HR	4.07	HR
9. Napahahalagahan ang natapos na tahiin ayon sa pamantayan.	4.14	HR	3.66	HR	3.74	HR
10. Nakapagtutuos ng gastos at kikitain pagnaipagbili ang proyekto.	3.38	HR	3.92	HR	3.83	HR
<b>Grand Mean</b>	<b>4.10</b>	<b>HR</b>	<b>3.93</b>	<b>HR</b>	<b>3.96</b>	<b>HR</b>
<b>Computed t-value</b>	<b>0.552</b>					
<b>Tabular t-value</b>	<b>2.101</b>					
<b>Decision</b>	<b>Accept the null hypothesis</b>					

Table 20

**Comparison of Perceptions of the Two Categories of Respondents  
on the Relevance of Objectives of the Revised Teaching  
Guide in EPP VI along Pananahi**

Objectives	EPP TEACHERS		GRADE VI PUPILS		COMBINED	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1.Naipaliliwanag ang kahala- gahan ng kasanayan sa pana- nahi para sa sarili.	3.78	HR	4.35	HR	4.25	HR
2.Natutukoy ang mga gawaing pangkabuhayan sa pamayanan na may kinalaman sa pananahi.	4.00	HR	4.52	MosR	4.43	HR
3.Natatalakay ang kabutihang naidudulot ng pagkakaroon ng kasanayan sa pananahi.	3.67	HR	4.63	MosR	4.46	HR
4.Nakapagpapalano ng tatahiing kasuotan o kagamitang pan- tahanan.	3.71	HR	4.58	MosR	4.43	HR
5.Nakasusunod sa plano ng tatahiing kasuotan o kagamitang pan-tahanan.	3.67	HR	4.22	HR	4.12	HR
6.Naisasagawa ang pagbuo ng kagamitan o kasuotang tahi ng makina.	3.76	HR	4.08	HR	4.02	HR
7.Nakagagawa ng proyekto sa pamamagitan ng pagbuburda at paggagantsilyo bilang palamuti sa proyekto.	4.00	HR	4.15	HR	4.12	HR
8.Nakapipili ng disenyo at materyales na kailangan.	4.05	HR	4.02	HR	4.03	HR
9.Naisasagawa ang mga hakbang sa pagbuo ng proyekto.	3.95	HR	3.64	HR	3.69	HR
10.Napahalagahan ang natapos na tahiin ayon sa pamantayan.	4.00	HR	4.28	HR	4.23	HR
11.Nakapagtutuos ng gastos at kikitain pagnaipagbili ang proyekto.	3.86	HR	3.92	HR	3.91	HR
<b>Grand Mean</b>	3.86	HR	4.21	HR	4.18	HR

*Table 20 continued*

Objectives	EPP TEACHERS		GRADE VI PUPILS		COMBINED	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation	Weighted Mean	Interpretation
Computed t-value	3.471					
Tabular t-value	2.086					
Decision	Reject null hypothesis					

From the said table, it can be noted that the combined perception of the two respondents obtained a combined mean of 4.18 with an adjectival rating of "highly relevant." Using the t-test for independent samples to compare the perceptions of the two categories of respondents, the computed t-value was 3.471, which turned to be greater than the tabular t-value of 2.086. The data proved that there was a significant difference that existed between the two independent perceptions. Therefore, the null hypothesis was rejected. Based on the means it can be further noted that the Grade VI pupils gave higher rating. One possible reason for this was that the pupils were in the best position to determine the effectiveness of the revised teaching guide based on the learning they gained from the said teaching guide.

**Adequacy of contents/activities.** Table 21 reveals the comparison of the perception of the two categories of respondents regarding the adequacy of contents of the revised teaching guide for EPP V. From the table, it can be gleaned that the

Table 21

**Comparison of Perceptions of the Two Categories of Respondents  
on the Adequacy of Content of the Revised Teaching  
Guide in EPP V along Pananahi**

Contents	EPP TEACHERS		GRADE V PUPILS		COMBINED	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1.Kahalagahan ng kaalaman at kasanayan sa pananahi sa makina.	4.42	HA	4.48	HA	4.47	HA
2.Paruntunang pangkalusugan at pangkaligtasan sa pananahi.	4.24	HA	4.09	HA	4.12	HA
3. Mga bahagi ng makina at gamit ng bawat isa.	4.10	HA	3.96	HA	3.98	HA
4. Pag-aalaga ng makina.	3.95	HA	3.55	HA	3.62	HA
5.Paghahanda ng makina bago manahi.	4.05	HA	3.93	HA	3.95	HA
6. Pagpapatakbo ng makina.	4.10	HA	3.70	HA	3.77	HA
7. Plano ng tatahiing daster.	4.10	HA	3.76	HA	3.82	HA
8. Uri ng telang angkop sa tatahiing kasuotan.	4.05	HA	3.05	HA	3.22	HA
9. Mga kagamitan sa pananahi.	3.95	HA	3.65	HA	3.70	HA
10. Paghahanda ng tela.	4.05	HA	4.24	HA	4.21	HA
11. Pagkuha ng sukat ng katawan.	3.95	HA	4.58	MosA	4.47	HA
12.Paggawa ng padron sa proyektong tatahiin.	4.05	HA	3.97	HA	3.98	HA
13.Pagsusunod-sunod ng wastong hakbangin sa pagtatabas ng daster.	4.10	HA	3.79	HA	3.84	HA
14. Paghihilbana ng mga bahagi ng proyekto bago tahiin sa makina.	4.14	HA	4.50	HA	4.44	HA
15. Pananahi sa makina.	4.05	HA	3.34	ModA	3.46	HA
16. Mga paraan ng pagtatapos ng proyekto.	4.00	HA	4.45	HA	4.37	HA
17. Pagtutuos ng gastos at kikitain kapag naipagbili ang proyekto.	4.05	HA	3.89	HA	3.92	HA
<b>Grand Mean</b>	<b>4.08</b>	<b>HA</b>	<b>3.93</b>	<b>HA</b>	<b>3.96</b>	<b>HA</b>

*Table 21 continued*

Contents	EPP TEACHERS		GRADE V PUPILS		COMBINED	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation	Weighted Mean	Interpretation
Computed t-value	1.403					
Tabular t-value	1.960					
Decision	Accept null hypothesis					

combined perception of the two independent respondents obtained a combined mean of 3.96, which was interpreted as “highly adequate.” Comparing the two perceptions with the use of the t-test for independent samples, it can be noted that the computed t-value of 1.403 turned to be less than the tabular t-value of 1.960. The data further revealed that there was no significant difference that existed between the two perceptions, leading to the acceptance of the null hypothesis.

Table 22 likewise presents the comparison of the perceptions of the two categories of respondents on the adequacy of content or activities of the revised teaching guide for EPP VI. Based on the combined perception of the two independent respondents, they perceived the revised teaching guide for EPP subject area in Pananahi as “highly adequate.” This was manifested by the combined mean of 4.16. Comparing the two perceptions using the t-test for independent samples, it could be gleaned from the same table that the computed t-value of 0.117 turned to be less than the tabular value of 2.048. Therefore, the null

Table 22

**Comparison of Perceptions of the Two Categories of Respondents  
on the Adequacy of Content of the Revised Teaching  
Guide in EPP VI along Pananahi**

Contents	EPP TEACHERS		GRADE VI PUPILS		COMBINED	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. Mga gawaing pangkabuhasan sa pamayanan na may kinalaman sa pananahi.	4.05	HA	4.52	MosA	4.44	HA
2. Kabutihang dulot ng pagkakaroon ng kasanayan sa pananahi.	4.29	HA	4.51	MosA	4.47	HA
3. Plano sa gawaing pananahi.	4.24	HA	4.47	HA	4.43	HA
4. Telang angkop sa tatahiing kasuotan.	4.05	HA	3.63	HA	3.70	HA
5. Iba't ibang kagamitan sa pananahi.	4.05	HA	3.53	HA	3.62	HA
6. Mga salik sa matalinong pamimili.	4.05	HA	4.16	HA	4.14	HA
7. Panuntunang pangkalusugan at pangkaligtasan sa pananahi.	4.29	HA	4.06	HA	4.10	HA
8. Pagkuha ng sukat sa katawan.	4.10	HA	4.45	HA	4.39	HA
9. Hakbang sa paggawa ng padron para sa kasulatang pantulog.	4.14	HA	4.45	HA	4.40	HA
10. Paghahanda ng Tela at kagamitan.	4.05	HA	3.92	HA	3.94	HA
11. Wastong paraan ng pagtatapas ng tela.	4.10	HA	4.02	HA	4.03	HA
12. Wastong hakbang sa pagbuo ng kasuotang pantulog.	4.24	HA	4.25	HA	4.25	HA
13. Pagbuburda at paggagantsilyo bilang palamuti sa proyekto.	4.14	HA	4.29	HA	4.26	HA
14. Paggawa ng pagbabago sa proyekto kung kailangan.	4.10	HA	3.70	HA	3.77	HA
15. Pagtutuos ng gastos at kikitain kapag naipagbili ang proyekto.	4.05	HA	4.25	HA	4.22	HA
<b>Grand Mean</b>	<b>4.13</b>	<b>HA</b>	<b>4.14</b>	<b>HA</b>	<b>4.16</b>	<b>HA</b>

*Table 22 continued*

Contents	EPP TEACHERS		GRADE VI PUPILS		COMBINED	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation	Weighted Mean	Interpretation
Computed t-value	0.117					
Tabular t-value	2.048					
Decision	Accept null hypothesis					

hypothesis stating that there is no significant difference existed between the two perceptions, was accepted.

**Effectiveness of strategies.** Table 23 presents the comparison of the perceptions of the two categories of respondents on the effectiveness of strategies of the revised teaching guide in Pananahi. As gleaned from the same table, the combined perception of the two categories of respondents obtained a combined mean of 4.14 with an adjectival interpretation of "highly effective."

In comparing the two means using the t-test for independent samples, the computed t-value was 0.347, which turned out to be less than the critical t-value of 2.101 at df 18 and at .05 level of significance. This means that the two categories of respondents had the same perception on the effectiveness of the strategies adopted by the revised teaching guide in Pananahi; that the strategies were "most effective." This led to the acceptance of the null hypothesis which stated that "there is no significant difference in the perceptions between the two



categories of respondents as to the effectiveness of strategies of the revised teaching guide in Pananahi.”

**Table 23**

**Comparison of Perceptions of the Two Categories of Respondents  
on the Effectiveness of Strategies of the Revised Teaching  
Guide in EPP along Pananahi**

STRATEGIES	EPP TEACHERS		INTERMEDIATE PUPILS		COMBINED	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1.Pamproyeklong Pamamaraan (Project Method) ay nakatuon sa makukuhang layunin na inaasahang bunga ng isang maayos na gawain/proyekto na may pagbabalak at isinasagawa ng guro at mga mag-aaral.	4.67	MosE	4.51	MosE	4.54	MosE
2.Panlaboratoryong Pamamaraan (Laboratory Method) ay itinuturing na ang gawain ay natutuhan sa pamamagitan ng pagsasagawa.	4.14	HE	4.47	HE	4.41	HE
3.Pamamaraang Demonstrasyon (Demonstration Method) ay itinuturing na pagmomodelo sa pamamagitan ng paggamit ng maayos/organisadong paraan.	4.76	MosE	4.55	MosE	4.59	MosE
4.Pagtuklas (Discovery) ay pinapatnubayan ng guro ang mga mag-aaral sa pagtalakay ng organisadong mga ideya at pamamaraan.	4.14	HE	3.74	HE	3.81	HE
5. Field Trip – ang pagbibisita sa ibang klase/paaralan upang malalikom ng mga pangunahing datos.	3.05	ModE	3.26	ModE	3.22	ModE
6.Pagsasadulang Pamamaraan (Dramatization Method) – ang pagpapakilala sa pamamagitan ng mga kilos ng katawan ng mga tauhan at gawain sa kuwento.	4.00	HE	3.69	HE	3.74	HE

Table 23 continued

STRATEGIES	EPP TEACHERS		GRADE V PUPILS		COMBINED	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation	Weighted Mean	Interpretation
7.Tanong at Sagot na Pamamaraan (Question and Answer Method) – humihikayat sa pagbubuo ng kritikal na pag-iisip, ang mga bata ay tinatanong at ang sagot ay magiging kasagutan ng ipinakikilalang datos.	4.10	HE	4.50	HE	4.43	HE
8.Pagsasataong Pamamaraan (Role Playing) – ang pagkakasunud-sunod ng kilos galing sa sitwasyon nang iniaangkop pagkagrupo.	3.00	ModE	3.62	HE	3.51	HE
9.Talakayan (Discussion) – ang guro at mag-aaral ay nagtutulongan sa pagsusuri, paghahambing ng mga ideya upang maging malinaw ang isyu at matulungan ang mag-aaral na maunawaan at matutunan ang paksa.	4.57	MosE	4.44	HE	4.46	HE
10.Lektyur/Panayam (Lecture Method) – ay itinuturing na paraan ng pagtuturo ng pakukwento. Ang guro ay nagpapaliwanag sa paksa.	4.38	HE	4.70	MosE	4.64	MosE
<b>Grand Mean</b>	<b>4.08</b>	<b>HE</b>	<b>4.14</b>	<b>HE</b>	<b>4.14</b>	<b>HE</b>
<b>Computed t-value</b>	<b>0.347</b>					
<b>Tabular t-value</b>	<b>2.101</b>					
<b>Decision</b>	<b>Accept null hypothesis</b>					

**Appropriateness of evaluation technique.** The comparison of the perceptions between the two categories of respondents on the appropriateness of evaluation technique used in the revised teaching guide in Pananahi is presented in Table 24. As shown in Table 24, the combined perceptions of the two categories

Table 24

**Comparison of Perceptions of the Two Categories of Respondents  
on the Appropriateness of Evaluation Techniques of the  
Revised Teaching Guide in EPP along Pananahi**

EVALUATION TECHNIQUE	EPP TEACHERS		INTERMEDIATE PUPILS		COMBINED	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. Checklist (Tseklist)	4.29	HA	4.14	HA	4.17	HA
2. Score Card (Iskor Kard)	4.29	HA	4.26	HA	4.26	HA
3. Multiple Choice (Pagpipili)	4.29	HA	4.40	HA	4.38	HA
4. Fixed Response items – true or false (Tama o Mali)	3.43	ModA	4.70	MosA	4.48	HA
5. Completion item test (Pagpupuno)	4.10	HA	3.97	HA	3.99	HA
6. Matching Exercise (Pagtatambal)	4.00	HA	3.70	HA	3.75	HA
7. Essay Test (Pagpapaliwanag)	4.43	HA	3.37	ModA	3.55	HA
8. Free response items (Malayang pagsasagot)	3.95	HA	3.38	ModA	3.48	ModA
9. Sequencing (Masusing Pag-aayos)	4.00	HA	3.90	HA	3.92	HA
10. Identification Test (Pagkilala)	4.57	MosA	4.01	HA	4.11	HA
<b>Grand Mean</b>	<b>4.14</b>	<b>HA</b>	<b>3.98</b>	<b>HA</b>	<b>4.01</b>	<b>HA</b>
<b>Computed t-value</b>	<b>0.954</b>					
<b>Tabular t-value</b>	<b>2.101</b>					
<b>Decision</b>	<b>Accept null hypothesis</b>					

of respondents obtained a combined mean of 4.01 with an adjectival rating of “highly appropriate.”

In comparing the two means using the t-test for independent samples, the computed t-value was 0.954 which proved to be lesser than the tabular t-value of 2.101 at  $df = 18$  and at .05 level of significance. The data led to the acceptance of the null hypothesis stating no significant difference between the two means. This signified that the two categories of respondents agreed to the appropriateness of the evaluation technique used in the revised teaching guide in Pananahi.

#### **Problems Met by the Teachers in the Teaching of Pananahi**

The EPP teacher-respondents were asked to give problems they encountered in the teaching of Pananahi. There were two categories of problems presented to the teacher-respondent to rate, viz: 1) Mga suliranin sa pagtuturo; and 2) Mga suliranin sa pasilidad. Table 25 presents the summarized responses of the EPP teachers.

**Mga suliranin sa pagtuturo.** As presented in Table 25, three out of nine problems encountered by the EPP teachers in the teaching of Pananahi were considered "serious problems" while the rest were considered "moderately serious ones." The three serious problems were: 1) Kakulangan ng tulong pinansyal upang maisagawa ang kanilang gawain/proyekto; 2) Gurong pinagtuturo ng H.E. na di medyor; and 3) Kakulangan ng maayos na pag-aaral ng mga mag-aaral. Of the "moderately serious problems," "Kawalan ng kooperasyon ng mga magulang

Table 25

## Problems Met in the Teaching Pananahi

Problems Encountered	Categories of Responses					Total	Weigh- ted Mean	Inter- preta- tion
	5 VSP	4 SP	3 MSP	2 LSP	1 NP			
<b>A. Mga Suliranin sa Pagtuturo</b>								
1.Malaking bilang ng mag-aaral sa H.E.	(15) 3	(20) 5	(27) 9	(4) 2	(2) 2	(68) 21	3.24	MSP
2.Gurong pinagtuturo ng H.E. ng di medyor.	(35) 7	(28) 7	(9) 3	(4) 2	(2) 2	(78) 21	3.71	SP
3.Kakulangan ng maayos na pag-aaral ng mga mag-aaral.	(25) 5	(32) 8	(12) 4	(8) 4		(77) 21	3.67	SP
4.Kawalan ng kooperasyon ng mga magulang ng mga mag-aaral.	(25) 5	(28) 7	(12) 4	(8) 4	(2) 2	(74) 21	3.52	MSP
5.Malimit na paggamit ng oras ng H.E. sa pagpapalinis sa kampus ng paaralan.	(30) 6	(20) 5	(15) 5	(6) 3	(2) 2	(73) 21	3.48	MSP
6.Kakulangan ng tulong pinansyal upang maisagawa ang kanilang mga gawain/proyekto.	(25) 5	(48) 12	(6) 2	(4) 2		(83) 21	3.95	SP
7.Kakulangan ng kaalaman sa iba't ibang pamamaraan, metodo at pagdulog sa pagtuturo ng H.E.		(32) 8	(24) 8	(10) 5		(66) 21	3.14	MSP
8.Napakaraming mga kakulangan sa superbisyon sa mga gurong H.E.		(24) 6	(21) 7	(14) 7	(1) 1	(60) 21	2.86	MSP
9.Mga gurong walang kasanayan sa pagtuturo sa EPP.	(10) 2	(20) 5	(27) 9	(8) 4	(1) 1	(66) 21	3.14	MSP
<b>Total</b>	(165) 33	(252) 63	(153) 51	(66) 33	(9) 9	(645) 189		
<b>Grand Mean</b>							3.41	MSP
<b>B. Mga Suliranin sa Pasilidad:</b>								
1.Kakulangan ng pondong pambili ng mga kagamitang H.E.	(60) 12	(20) 5	(12) 4			(92) 21	4.38	SP
2.Kakulangan ng gusali, laboratoryo at kantina.	(40) 8	(32) 8	(15) 5			(87) 21	4.14	SP
3.Kakulangan ng mapagkukunan ng tubig.	(30) 6	(24) 6	(18) 6	(2) 1	(2) 2	(76) 21	3.62	SP
4.Kakulangan ng mga material at pasilidad para sa pagtuturo.	(60) 12	(20) 5	(12) 4			(92) 21	4.38	SP
5.Kakulangan ng mga aklat sa H.E. na nilimbag sa Filipino	(50) 10	(36) 9	(6) 2			(92) 21	4.38	SP
<b>Total</b>	(240) 48	(132) 33	(63) 21	0 1	(2) 2	105		

*Table 25 continued*

Problems Encountered	Categories of Responses					Total	Weighted Mean	Interpretation
	5 VSP	4 SP	3 MSP	2 LSP	1 NP			
Grand Mean							4.18	SP

**Legend:**

<u>Scale</u>	<u>Interpretation</u>	<u>Scale</u>	<u>Interpretation</u>
4.51 – 5.00	Very Serious Problem (VSP)	1.51 – 2.50	Less Serious Problem (LSP)
3.51 – 4.50	Serious Problem (SP)	1.00 – 1.50	Not a Problem (NP)
2.51 – 3.50	Moderately Serious Problem (MSP)		

ng mga mag-aaral” was considered the most serious, while “Napakaraming mga kakulangan sa superbisyon sa mga gurong H.E.” was considered the least serious.

**Mga suliranin sa pasilidad.** As gleaned from Table 25, all the identified problems encountered by the EPP teachers in teaching Pananahi with respect to the facilities were considered by them “serious problems.” “Kakulangan ng pondong pambili ng mga kagamitang H.E.,” “Kakulangan ng mga material at pasilidad para sa pagtuturo,” and “Kakulangan ng mga aklat sa HE na nailimbag sa Filipino” were equally considered the most, followed by “Kakulangan ng gusali, laboratoryo at kantina.” “Kakulangan ng mapagkukunan ng tubig” was considered the least.

**Suggested Solutions**

Based on the identified problems on instruction and facilities given by the EPP teachers, the same respondents were also asked to suggest solutions. Table

26 presents the suggested solutions given by the EPP teachers to solve the problems encountered in the teaching of Pananahi.

It can be noted from Table 26 that as to instruction, the EPP teachers strongly suggested "Papagturuin sa asignaturang H. E. ang mga gurong nagtatapos ng H.E." This was manifested by the number of EPP teachers who signified to this solution and making the same as rank one. The least of the suggested

**Table 26**

**Suggested Solutions to the Problems Met in  
Teaching Pananahi**

<b>Suggested Solutions</b>	<b>Frequency</b>	<b>R a n k</b>
<b>A. Suliranin sa Pagtuturo:</b>		
1.Papagturuin ng asignaturang H.E. ang mga gurong nagtatapos ng H.E.	18	1
2.Hikayatin ang mga mag-aaral na mag-aral ng maayos ng mga takdang aralin sa H.E.	16	2.5
3.Magsagawa ng seminar sa iba't ibang estratehiya sa mga gurong nagtuturo ng araling pantahanan.	16	2.5
4.Bigyan ng insentibo ang mga mabubuting mag-aaral.	15	5
5.Gumamit ng mga material pamproyekto na nasa komunidad.	15	5
6.Himukin ang mga mag-aaral na gumamit ng pinag-lumaang damit para sa proyekto.	15	5
7.Limitahan ang bilang ng mag-aaral ng 35 bawat klase.	14	7
8.Imbitahan ang mga magulang ng mga mag-aaral na tingnan ang mga nagawa.	12	8
9.Magbigay ng pagsubok araw-araw pagkapasok ng mga bata.	9	9
10.Magkaroon ng lingguhang pagbisita sa mga tahanan ng mga mag-aaral	4	10

*Table 26 continued*

<b>Suggested Solutions</b>	<b>Frequency</b>	<b>R a n k</b>
<b>B. Suliranin sa Pasilidad:</b>		
1. Gumawa ng binagong mga kagamitang panturo sa Filipino.	18	1
2. Maghanap ng donasyon mula sa PTCA upang maipambili ng mga kagamitan sa Edukasyong Pantahanan.	15	2
3. Himingi ng tulong mula sa mga taong mapagkawangawa sa lokalidad.	12	3.5
4. Humingi ng tulong sa pamunuan ng mapagkukunan ng tubig.	12	3.5
5. Magkaroon ng mga proyektong mapagkukunan ng pera.	10	5

solutions given by the EPP teachers with respect to instruction was “Magkaroon ng lingguhang pagbisita sa mga tahanan ng mga mag-aaral.”

As to facilities, the EPP teachers strongly suggested “Gumawa ng binagong mga kagamitang panturo sa Filipino.” This solution was considered rank 1 where 18 of the EPP teachers chose this as the best solution.

#### **Implications of the Study on the Performance of EPP Teachers and Pupils along Pananahi**

No one can negate the fact that there are some factors to be considered in order to attain quality education. It rests solely on the hands of the teacher who is in the direct contact of the pupils. But teaching-learning process is not only affected by the teacher-factor alone, but by so many factors such as the nature of the curriculum, the quality of instruction that can vary in so many ways because of the instructional status, that involve the facilities and equipment, supervision, and



school-related activities. In other words, teaching-learning process takes place efficiently and effectively in an environment that is stimulating and conducive to learning.

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

With the revised teaching guide, more knowledge and skills will be acquired and developed by the teachers, as well as the pupils particularly those that will lead them to become self-reliant and productive individuals.

## **Chapter 5**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the summary of findings of the study, its conclusions and recommendations as the result of this particular investigation.

#### **Summary of Findings**

On the bases of the data collected, organized and analyzed, the following are the salient findings:

1. The EPP teachers were typically males with a mean average of 46.57 years, mostly general education graduates with MA units, who had not undergone any in-service training relative to EPP, with eligibility through the PBET and with an average length of service of 14.43 years, had a very satisfactory performance for the last three years.

2. The Grade V pupils with the use of the existing teaching guide in Pananahi posted a mean score of 27.45 while using the revised teaching guide the mean score was pegged at 36.75. Meanwhile, the Grade VI pupils with the use of the existing guide in Pananahi obtained a mean score of 22.81 in a 50-item test while they obtained a mean score of 32.16 with the use of the revised teaching guide in Pananahi.

In comparing the two values using the z-test to determine if there was a significant difference existing between the two mean scores, the computed z-values were pegged at -9.91 and -9.52 for Grades V pupils' performance and the performance of the Grade VI pupils, respectively. Moreover, the computed z-values turned to be higher than the critical z-value of  $\pm 1.96$  which signified that there was a significant difference that existed between the two mean scores denoting that the performance of the intermediate pupils on a 50-item test proved to be higher with the use of the revised teaching guide in Pananahi.

3. As to the relevance of objectives of the enriched or revised teaching guide, the Grade V pupils perceived the identified objectives as "highly relevant" being manifested by the grand mean of 4.10 while the Grade VI pupils perceived them to be "highly relevant" also giving a grand mean of 3.86. Likewise, the Grade V EPP teachers and the Grade VI EPP teachers gave it a grand mean of 3.93 and 4.21, respectively. This means that the two groups of teachers considered the objectives of the revised or enriched teaching guide as "highly relevant."

4. As to the adequacy of contents/activities, the intermediate pupils - Grades V and VI gave a grand mean of 4.08 and 4.13, respectively with an adjectival rating of "highly adequate." While their EPP teachers, for the Grades V and VI gave a grand mean of 3.93 and 4.14 with an adjectival rating of "highly adequate" also.

5. Both the EPP teachers and the intermediate pupils considered the strategies in the revised or enriched teaching guide for EPP subject area in Pananahi as "highly effective." This was manifested by the grand mean of 4.08 and 4.14, respectively.

6. Both the EPP teachers and the intermediate pupils considered the evaluation technique used in the revised or enriched teaching guide as "highly appropriate" being manifested by the grand mean of 4.14 and 3.98, respectively.

7. Using the t-test for independent samples to compare the perceptions of the two categories of respondents, the Grade V pupils and the Grade V EPP teachers, it was found out that there was no significant difference between the two. This was manifested by the computed t-value of 0.552 which was lesser than the tabular or critical t-value of 2.101.

8. Using the same test to compare the perceptions between the Grade V pupils and the Grade VI EPP teachers on the relevance of objectives, it was found out that there was a significant difference that existed between the two categories of respondents. This was proven by the computed t-value of 3.471 which turned to be greater than the critical or tabular t-value of 2.086.

9. In the comparison between the perceptions of the two categories of respondents on the adequacy of content/activities, effectiveness of strategies and the appropriateness of the evaluation techniques, the computed t-values turned to

2. There was a significant difference between the performance of the intermediate pupils using the existing teaching guide in Pananahi and the revised teaching guide in Pananahi. Based on the computed z-values that turned higher than the critical z-value, the revised teaching guide in Pananahi proved to be more effective than the existing teaching guide in Pananahi.

3. The perceptions of the two categories of respondents as to the relevance of objectives, adequacy of contents/activities, effectiveness of strategies and appropriateness of the evaluation technique varied but did not significantly differ from each other. This meant that the two categories of respondents both agreed on the effectiveness of the revised or enriched teaching guide.

### **Recommendations**

Based on the conclusions drawn, the researcher strongly recommends the following:

1. The EPP teachers be encouraged to undertake continuing education such as seminars, in-service training to include graduate and post-graduate education specializing EPP subject area in Pananahi, so as to enhance and update their skills and competence in the teaching of the subject.

2. Administrators be encouraged to give full support to the EPP programs financially to provide and upgrade school facilities and equipment to reinforce and

enhance the effective teaching of the EPP subject area on Pananahi and the competence of the teachers.

3. Teachers with majors in HE be considered preferably in the assignment of the EPP subject including hiring of new teachers who will handle EPP subjects.

4. The revised teaching guide in EPP subject area on Pananahi be implemented district-wide for the whole year for validation and adoption.

5. The revised teaching guide in EPP subject area on Pananahi be tested also division-wide for longer school term for further validation and adoption.

6. A follow-up study be conducted to ascertain the effectiveness of the revised or enriched teaching guide in EPP for the subject area Pananahi.

7. A parallel study be conducted to validate the findings of this study.

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**APPENDIX A**

Republic of the Philippines  
**SAMAR STATE POLYTECHNIC COLLEGE**  
Catbalogan, Samar

June 14, 1999

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

**M a d a m :**

In my desire to start writing my thesis proposal, I have the honor to submit for your approval my thesis problem:

1. An Assessment of the Revised Teaching Guide for *Pananahi* in the Intermediate Grades.
2. The Effectiveness of the EPP Program.
3. A Proposed Teaching Guide for *Pananahi* in EPP for Grade V and VI.

Hoping for your favorable approval on this request.

Very truly yours,

**(SGD.) CAROLINA DEL ROSARIO**  
Researcher

**APPROVED:**

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

**APPENDIX B**

Republic of the Philippines  
**SAMAR STATE POLYTECHNIC COLLEGE**  
*Catbalogan, Samar*

**COLLEGE OF GRADUATE STUDIES****Assignment of Adviser**

October 15, 2000

**Prof. LYDIA P. BABALCON, MATVE**  
Catbalogan, Samar

**Dear Prof. Babalcon:**

Please be informed that you have been designated as adviser of Ms. CAROLINA M. DEL ROSARIO, candidate for the degree in MASTER OF ARTS (H. E.), who proposes to write a thesis on AN ASSESSMENT OF THE REVISED TEACHING GUIDE FOR PANANAHI IN THE INTERMEDIATE GRADES.

Thank you for your cooperation.

Very truly yours,

**(Sgd.) EUSEBIO T. PACOLOR, Ph. D.**  
Dean

**CONFORME:**

**(Sgd.) LYDIA P. BABALCON, MATVE**  
Adviser

## APPENDIX C-1

### QUESTIONNAIRE (For EPP V & VI Teachers)

**SAMAR STATE POLYTECHNIC COLLEGE**  
*Cathalogan, Samar*

**Dear co-teachers,**

I am about to finish my master's study with a research paper on "An Assessment of the Revised Teaching guide in Pananahi in the Intermediate Grades". Please help me in this study by answering honestly the herein questionnaire.

Thank you for your cooperation and rest assured that your answers will be kept confidential.

Sincerely yours,

**(SGD.) CAROLINA DEL ROSARIO**  
*Researcher*

**Direction:**

**Please supply the data called for by putting a check (/) mark before each item.**

## PART I - PERSONAL DATA

Name: \_\_\_\_\_ School: \_\_\_\_\_  
(optional)  
Age: \_\_\_\_\_ Sex: \_\_\_\_\_ Civil Status: \_\_\_\_\_

### 1. Educational Qualification

\_\_\_\_\_ Ed. D. or Ph. D. degree  
\_\_\_\_\_ with doctoral units  
\_\_\_\_\_ M. A. – H. E.  
\_\_\_\_\_ with M. A. units  
\_\_\_\_\_ BSEEd – H. E.

☐ BSE – H. E.  
☐ BSIE – H. E.  
☐ others, please specify \_\_\_\_\_

2. No. of years in teaching H. E. or E. P. P. \_\_\_\_\_

3. Civil Service Eligibility:

☐ PBET    ☐ LET    ☐ others, please specify \_\_\_\_\_

4. Average Performance Rating for the last 2 years:

☐ outstanding  
☐ very satisfactory  
☐ satisfactory  
☐ unsatisfactory

## **PART II - PERCEPTION ON THE REVISED TEACHING GUIDE OF THE EPP SUBJECT AREA IN PANANAHÍ**

Direction:

Please put a check (/) mark on the number that you feel is your perception with regards to the revised teaching guide of the EPP subject area in Pananahi for Grade V and VI

### **A. Relevance of Objectives:**

#### **Legend**

5 - Mostly Relevant (MosR)  
 4 - Highly Relevant (HR)  
 3 - Moderately Relevant (ModR)  
 2 - Slightly Relevant (SR)  
 1 - Not Relevant (NR)

Objectives	5 MosR	4 HR	3 ModR	2 SR	1 NR
<b>Grade V</b>					
1. Natatalakay ang kahalagahan ng pagkakaroon ng kaalaman at kasanayan sa pananahi sa makina.					

Objectives	5 MosR	4 HR	3 ModR	2 SR	1 NR
<b>Grade V</b>					
2. Nasusunod ang mga panuntunang pang-kalusugan at pangkaligtasan sa pananahi sa makina.					
3. Nagagamit ang makina sa maayos at wastong paraan.					
4. Naihahanda ang plano ng kagamitang tatahiin.					
5. Naisasagawa ang mga pamamaraang dapat gawin bago tahiin ang tela.					
6. Nakakukuha ng tumpak na sukat.					
7. Nakagagawa ng padron ayon sa tumpak na sukat.					
8. Naisasagawa ang pagbuo ng kasuotang tahi sa makina.					
9. Napahahalagahan ang natapos na tahiin ayon sa pamantayan.					
10. Nakapagtutuos ng gastos at kikitain pagnaipagbili ang proyekto.					
<b>Grade VI</b>					
1. Naipaliliwanag ang kahalagahan ng kasanayan sa pananahi para sa sarili.					
2. Natutukoy ang mga gawaing pangkabu-hayan sa pamayanan na may kinalaman sa pananahi.					
3. Natatalakay ang kabutihang naidudulot ng pagkakaroon ng kasanayan sa pananahi.					



Objectives	5 MosR	4 HR	3 ModR	2 SR	1 NR
<b>Grade VI</b>					
4. Nakapagpapalano ng tatahiing kasuotan o kagamitang pantahanan.					
5. Nakasusunod sa plano ng tatahiing kasuotan o kagamitang pantahanan.					
6. Naisasagawa ang pagbuo ng kagamitan o kasuotang tahi ng makina.					
7. Nakagagawa ng proyekto sa pamamagitan ng pagbuburda at paggagantsilyo bilang palamuti sa proyekto.					
8. Nakapipili ng disenyo at materyales na kailangan.					
9. Naisasagawa ang mga hakbang sa pagbuo ng proyekto.					
10. Napahahalagahan ang natapos na tahiin ayon sa pamantayan.					
11. Nakapagtutuos ng gastos at kikitain pagnaipagbili ang proyekto.					

### B. Adequacy of Content/Activities

#### Legend

5	-	Mostly Adequate	(MosA)
4	-	Highly Adequate	(HA)
3	-	Moderately Adequate	(ModA)
2	-	Slightly Adequate	(SA)
1	-	Not Adequate	(NA)

Content/Activities	5 MosA	4 HA	3 ModA	2 SA	1 NA
<b>Grade V</b>					
1. Kahalagahan ng kaalaman at kasanayan sa pananahi sa makina.					
2. Panuntunang pangkalusugan at pangkaligtasan sa pananahi.					
3. Mga bahagi ng makina at gamit ng bawat isa.					
4. Pag-aalaga ng makina.					
5. Paghahanda ng makina bago manahi.					
6. Pagpapatakbo ng makina.					
7. Plano ng tatahiing daster.					
8. Uri ng telang angkop sa tatahiing kasuotan.					
9. Mga kagamitan sa pananahi.					
10. Paghahanda ng tela.					
11. Pagkuha ng sukat ng katawan.					
12. Paggawa ng padron sa proyektong tatahiin.					
13. Pagsusunod-sunod ng wastong hakbangin sa pagtatabas ng daster.					
14. Paghihilbana ng mga bahagi ng proyekto bago tahiin sa makina.					
15. Pananahi sa makina.					

Content/Activities	5 MosA	4 HA	3 ModA	2 SA	1 NA
<b>Grade V</b>					
16. Mga paraan ng pagtatapos ng proyekto.					
17. Pagtutuos ng gastos at kikitain kapag naipagbili ang proyekto.					
<b>Grade VI</b>					
1. Mga gawaing pangkabuhatan sa pamayanan na may kinalaman sa pananahi.					
2. Kabutihang dulot ng pagkakaroon ng kasanayan sa pananahi.					
3. Plano sa gawaing pananahi.					
4. Telang angkop sa tatahiing kasuotan.					
5. Iba't ibang kagamitan sa pananahi.					
6. Mga salik sa matalinong pamimili.					
7. Panuntunang pangkalusugan at pangkaligtasan sa pananahi.					
8. Pagkuha ng sukat sa katawan.					
9. Hakbang sa paggawa ng padron para sa kasuotang pangtulog.					
10. Paghahanda ng tela at kagamitan.					
11. Wastong paraan ng pagtatapas ng tela.					
12. Wastong hakbang sa pagbuo ng kasuotang pantulog.					

Content/Activities	5 MosA	4 HA	3 ModA	2 SA	1 NA
<b>Grade VI</b>					
13. Pagbuburda at pagagantsilyo bilang palamuti sa proyekto.					
14. Paggawa ng pagbabago sa proyekto kung kailangan.					
15. Pagtutuos ng gastos at kikitain kapag naipagbili ang proyekto.					

### C. Effectiveness of Strategies

#### Legend

5	-	Mostly Effective	(MosE)
4	-	Highly Effective	(HE)
3	-	Moderately Effective	(ModE)
2	-	Slightly Effective	(SE)
1	-	Not Effective	(NE)

Strategies	5 MosE	4 HE	3 ModE	2 SE	1 NE
<b>Grade V &amp; Grade VI</b>					
1. Pamproyektong Pamamaraan (Project Method) ay nakatuon sa makukuhang layunin na inaasahang bunga ng isang maayos na gawain/proyekto na may pagbabalak at isinasagawa ng guro at mga mag-aaral.					
2. Panlaboratoryong Pamamaraan (Laboratory Method) ay itinuturing na ang gawain ay natutuhan sa pamamagitan ng pagsasagawa.					

Strategies	5 MosE	4 HE	3 ModE	2 SE	1 NE
<b>Grade V &amp; Grade VI</b>					
3. Pamamaraang Demonstrasyon (Demonstration Method) ay itinuturing na pagmomodelo sa pamamagitan ng paggamit ng maayos/organisadong paraan.					
4. Pagtuklas (Discovery Method) ay pinapamubayan ng guro ang mga mag-aaral sa pagtalakay ng organisadong mga ideya at pamamaraan.					
5. Field Trip – ang pagbibisita sa ibang klase/paaralan upang makalikong ng mga pangunahing datos.					
6. Pagsasadulang Pamamaraan (Dramatization method) – ang pagpapakilala sa pamamagitan ng mga kilos ng katawan ng mga tauhan at gawain sa kuwento.					
7. Tanong at Sagot na Pamamaraan (Question and Answer Method) – humihikayat sa pagbubuo ng kritikal na pag-iisip, ang mga bata ay tinatanong at ang sagot ay magiging kasagutan ng ipinakikilalang datos.					
8. Pagsasataong Pamamaraan (Role Playing) – ang pagkakasunod-sunod ng kilos galing sa sitwasyon nang iniaangkop pagkagrupo.					

Strategies	5 MosE	4 HE	3 ModE	2 SE	1 NE
<b>Grade V &amp; Grade VI</b>					
9. Talakayan (Discussion) – ang guro at mag-aaral ay nagtutulungan sa pagsusuri, paghahambing ng mga ideya upang maging malinaw ang isyu at matulungan ang mag-aaral na maunawaan at matutunan ang paksa.					
10. Lektyur/Panayam (Lecture Method) – ay itinuturing na paraan ng pagtuturo ng pakukwento. Ang guro ay nagpapaliwanag ng paksa.					

#### D. Appropriateness of Evaluation Techniques

##### Legend

5	-	Mostly Appropriate	(MosA)
4	-	Highly Appropriate	(HA)
3	-	Moderately Appropriate	(ModA)
2	-	Slightly Appropriate	(SA)
1	-	Not Appropriate	(NA)

Evaluate Techniques	5 MosA	4 HA	3 ModA	2 SA	1 NA
<b>Grade V &amp; Grade VI</b>					
1. Checklist (Tseklist)					
2. Score Card (Iskor Kard)					
3. Multiple Choice (Pagpipili)					
4. Fixed Response Items – True or False (Tama o Mali)					

<b>Evaluate Techniques</b>	<b>5 MosA</b>	<b>4 HA</b>	<b>3 ModA</b>	<b>2 SA</b>	<b>1 NA</b>
<b>Grade V &amp; Grade VI</b>					
5. Completion Item Test (Pagpupuno)					
6. Matching Exercise (Pagtatambal)					
7. Essay Test (Pagpapaliwanag)					
8. Free Response Items (Malayang Pagsasagot)					
9. Sequencing (Masusing Pag-aayos)					
10. Identification Test (Pagkilala)					

**Part IV - Problems Encountered by Home Economics Teachers in Teaching Intermediate Home Economics.**

**Direction:**

Please check (/) the following problems you met in teaching Home Economics. Use the scale values as indicated.

- 5 - Very Serious Problem (VSP)  
 4 - Serious Problem (SP)  
 3 - Moderately Serious Problem (MSP)  
 2 - Less Serious Problem (LSP)  
 1 - Not a Problem (NP)

<b>Problems Encountered</b>	<b>5 VSP</b>	<b>4 SP</b>	<b>3 MSP</b>	<b>2 LSP</b>	<b>1 NP</b>
<b>A. Mga Suliranin sa Pagtuturo</b>					
1. Malaking bilang ng mag-aaral sa HE.					
2. Gurong pinatuturo ng H.E. na di medyor.					

<b>Problems Encountered</b>	<b>5 VSP</b>	<b>4 SP</b>	<b>3 MSP</b>	<b>2 LSP</b>	<b>1 NP</b>
<b>A. Mga Suliranin sa Pagtuturo</b>					
3. Kakulangan ng maayos na pag-aaral ng mga mag-aaral.					
4. Kawalan ng kooperasyon ng mga magulang ng mga mag-aaral.					
5. Malimit na paggamit ng oras ng H.E. sa pagpapalinis sa kampus ng paaralan.					
6. Kakulangan ng tulong pinansyal upang maisagawa ang kanilang mga gawain/proyekto.					
7. Kakulangan ng kaalaman sa iba't ibang pamamaraan, metodo at pagdulog sa pagtuturo ng H.E.					
8. Napakaraming mga kakulangan sa superbisyon sa mga gurong H.E.					
9. Mga gurong walang kasanayan sa pagtuturo sa EPP.					
10. Others (specify)					
<b>B. Mga Suliranin sa Pasilidad:</b>					
1. Kakulangan ng pondong pambili ng mga kagamitang H.E.					
2. Kakulangan ng gusali, laboratoryo at kantina.					
3. Kakulangan ng mapagkukunan ng tubig.					
4. Kakulangan ng mga material at pasilidad para sa pagtuturo.					



Problems Encountered	5 VSP	4 SP	3 MSP	2 LSP	1 NP
<b>B. Mga Suliranin sa Pasilidad:</b>					
5. Kakulangan ng mga aklat sa H.E. na nilimbag sa Filipino.					
6. Others (specify)					

### Part V - Suggested Solutions to the Problems.

#### Direction:

Please check (/) the following solutions that may solve the problems you met in teaching Home Economics.

#### A. Para sa Suliranin sa Pagtuturo:

- \_\_\_\_\_ 1. Limitahan ang bilang ng mag-aaral ng 35 bawat klase.
- \_\_\_\_\_ 2. Papagturuin ng asignaturang H.E. ang mga gurong nagtapos ng H.E.
- \_\_\_\_\_ 3. Hikayatin ang mga mag-aaral na mag-aral ng maayos ng mga takdang aralin sa H.E.
- \_\_\_\_\_ 4. Bigyan ng insentibo ang mga mabubuting mag-aaral.
- \_\_\_\_\_ 5. Magkaroon ng lingguhang pagbisita sa mga tahanan ng mga mag-aaral.
- \_\_\_\_\_ 6. Imbitahan ang mga magulang ng mga mag-aaral na tingnan ang mga nagawa.
- \_\_\_\_\_ 7. Gumamit ng mga material pamproyekto na nasa komunidad.
- \_\_\_\_\_ 8. Magbigay ng pagsubok araw-araw pagkapasok ng mga bata.
- \_\_\_\_\_ 9. Himukin ang mga mag-aaral na gumamit ng pinaglumaang damit para sa proyekto.
- \_\_\_\_\_ 10. Magsagawa ng seminar sa iba't ibang estratehiya sa mga gurong nagtuturo ng araling pantahanan.

\_\_\_\_\_ 11. Others, please specify.

**B. Para sa Suliranin sa Pasilidad:**

\_\_\_\_\_ 1. Humingi ng tulong sa mga taong mapagkawangawa sa lokalidad.

\_\_\_\_\_ 2. Maghanap ng donasyon mula sa PTCA upang maipambili ng mga kagamitan sa Edukasyong Pantahanan.

\_\_\_\_\_ 3. Magkaroon ng mga proyektong mapagkukunan ng pera.

\_\_\_\_\_ 4. Humingi ng tulong sa pamunuan ng mapagkukunan ng tubig.

\_\_\_\_\_ 5. Gumawa ng binagong mga kagamitang panturo sa Filipino.

\_\_\_\_\_ 6. Others, please specify.

*Thank you very much!!!*

*The Researcher*

**APPENDIX C-2****QUESTIONNAIRE**  
*(For Grades V Pupils)***SAMAR STATE POLYTECHNIC COLLEGE**  
*Catbalogan, Samar***Dear Pupils,**

I am about to finish my master's study with a research paper on "An Assessment of the Revised Teaching guide in Pananahi in the Intermediate Grades". Please help me in this study by answering honestly the herein questionnaire.

Thank you for your cooperation and rest assured that your answers will be kept confidential.

Sincerely yours,

**(SGD.) CAROLINA DEL ROSARIO**  
*Researcher*

---

Name: \_\_\_\_\_ School: \_\_\_\_\_  
(optional)

**PART I - PERCEPTION ON THE REVISED TEACHING GUIDE OF THE EPP  
SUBJECT AREA IN PANANAHI****Direction:**

Please put a check (/) mark on the number that you feel is your perception with regards to the revised teaching guide of the EPP subject area in Pananahi for Grade V .

**A. Relevance of Objectives:****Legend**

5	-	Mostly Relevant	(MosR)
4	-	Highly Relevant	(HR)
3	-	Moderately Relevant	(ModR)
2	-	Slightly Relevant	(SR)
1	-	Not Relevant	(NR)

Objectives	5 MosR	4 HR	3 ModR	2 SR	1 NR
1. Natatalakay ang kahalagahan ng pagkakaroon ng kaalaman at kasanayan sa pananahi sa makina.					
2. Nasusunod ang mga panuntunang pangkalusugan at pangkaligtasan sa pananahi sa makina.					
3. Nagagamit ang makina sa maayos at wastong paraan.					
4. Naihahanda ang plano ng kagamitang tatahiin.					
5. Naisasagawa ang mga pamamaraang dapat gawin bago tahiin ang tela.					
6. Nakakukuha ng tumpak na sukat.					
7. Nakagagawa ng padron ayon sa tumpak na sukat.					
8. Naisasagawa ang pagbuo ng kasuotang tahi sa makina.					
9. Napahahalagahan ang natapos na tahiin ayon sa pamantayan.					
10. Nakapagtutuos ng gastos at kikitain pagnaipagbili ang proyekto.					

Content/Activities	5 MosA	4 HA	3 ModA	2 SA	1 NA
13. Pagsusunod-sunod ng wastong hakbangin sa pagtatabas ng daster.					
14. Paghihilbana ng mga bahagi ng proyekto bago tahiin sa makina.					
15. Pananahi sa makina.					
16. Mga paraan ng pagtatapos ng proyekto.					
17. Pagtutuos ng gastos at kikitain kapag naipagbili ang proyekto.					

### C. Effectiveness of Strategies

#### Legend

5	-	Mostly Effective	(MosE)
4	-	Highly Effective	(HE)
3	-	Moderately Effective	(ModE)
2	-	Slightly Effective	(SE)
1	-	Not Effective	(NE)

Strategies	5 MosE	4 HE	3 ModE	2 SE	1 NE
1. Pamproyektong Pamamaraan (Project Method) ay nakatuon sa makukuhang layunin na inaasahang bunga ng isang maayos na gawain/proyekto na may pagbabalak at isinasagawa ng guro at mga mag-aaral.					
2. Panlaboratoryong Pamamaraan (Laboratory Method) ay itinuturing na ang gawain ay natutuhan sa pamamagitan ng pagsasagawa.					

Strategies	5 MosE	4 HE	3 ModE	2 SE	1 NE
3. Pamamaraang Demonstrasyon (Demonstration Method) ay itinuturing na pagmomodelo sa pamamagitan ng paggamit ng maayos/organisadong paraan.					
4. Pagtuklas (Discovery Method) ay pinapatnubayan ng guro ang mga mag-aaral sa pagtalakay ng organisadong mga ideya at pamamaraan.					
5. Field Trip – ang pagbibisita sa ibang klase/paaralan upang makalikong ng mga pangunahing datos.					
6. Pagsasadulang Pamamaraan (Dramatization method) – ang pagpapakilala sa pamamagitan ng mga kilos ng katawan ng mga tauhan at gawain sa kuwento.					
7. Tanong at Sagot na Pamamaraan (Question and Answer Method) – humihikayat sa pagbubuo ng kritikal na pag-iisip, ang mga bata ay tinatanong at ang sagot ay magiging kasagutan ng ipinakikilalang datos.					
8. Pagsasataong Pamamaraan (Role Playing) – ang pagkakasunod-sunod ng kilos galing sa sitwasyon nang iniaangkop pagkagrupo.					

<b>Strategies</b>	<b>5 MosE</b>	<b>4 HE</b>	<b>3 ModE</b>	<b>2 SE</b>	<b>1 NE</b>
9. Talakayan (Discussion) – ang guro at mag-aaral ay nagtutulungan sa pagsusuri, paghahambing ng mga ideya upang maging malinaw ang isyu at matulungan ang mag-aaral na mamawalan at matutunan ang paksa.					
10. Lektyur/Panayam (Lecture Method) – ay itinuturing na paraan ng pagtuturo ng pakukwento. Ang guro ay nagpapaliwanag ng paksa.					

#### **D. Appropriateness of Evaluation Techniques**

##### **Legend**

5	-	Mostly Appropriate	(MosA)
4	-	Highly Appropriate	(HA)
3	-	Moderately Appropriate	(ModA)
2	-	Slightly Appropriate	(SA)
1	-	Not Appropriate	(NA)

<b>Evaluate Techniques</b>	<b>5 MosA</b>	<b>4 HA</b>	<b>3 ModA</b>	<b>2 SA</b>	<b>1 NA</b>
1. Checklist (Tseklist)					
2. Score Card (Iskor Kard)					
3. Multiple Choice (Pagpipili)					
4. Fixed Response Items – True or False (Tama o Mali)					
5. Completion Item Test (Pagpupuno)					

<b>Evaluate Techniques</b>	<b>5 MosA</b>	<b>4 HA</b>	<b>3 ModA</b>	<b>2 SA</b>	<b>1 NA</b>
6. Matching Exercise (Pagtatambal)					
7. Essay Test (Pagpapaliwanag)					
8. Free Response Items (Malayang Pagsasagot)					
9. Sequencing (Masusing Pag-aayos)					
10. Identification Test (Pagkilala)					

*Thank you very much!!!*

*The Researcher*



**APPENDIX C-3****QUESTIONNAIRE**  
*(For Grades VI Pupils)***SAMAR STATE POLYTECHNIC COLLEGE**  
*Catbalogan, Samar***Dear Pupils,**

I am about to finish my master's study with a research paper on "An Assessment of the Revised Teaching guide in Pananahi in the Intermediate Grades". Please help me in this study by answering honestly the herein questionnaire.

Thank you for your cooperation and rest assured that your answers will be kept confidential.

Sincerely yours,

**(SGD.) CAROLINA DEL ROSARIO**  
*Researcher*

---

Name: \_\_\_\_\_ School: \_\_\_\_\_  
(optional)

**PART I - PERCEPTION ON THE REVISED TEACHING GUIDE OF THE EPP  
SUBJECT AREA IN PANANAHI**

**Direction:**

Please put a check (/) mark on the number that you feel is your perception with regards to the revised teaching guide of the EPP subject area in Pananahi for Grade VI.

**A. Relevance of Objectives:****Legend**

5	-	Mostly Relevant	(MosR)
4	-	Highly Relevant	(HR)
3	-	Moderately Relevant	(ModR)
2	-	Slightly Relevant	(SR)
1	-	Not Relevant	(NR)

Objectives	5 MosR	4 HR	3 ModR	2 SR	1 NR
1. Naipaliliwanag ang kahalagahan ng kasanayan sa pananahi para sa sarili.					
2. Natutukoy ang mga gawaing pangkabu-hayan sa pamayanan na may kinalaman sa pananahi.					
3. Natatalakay ang kabutihang naidudulot ng pagkakaroon ng kasanayan sa pananahi.					
4. Nakapagpap plano ng tatahiing kasuotan o kagamitang pantahanan.					
5. Nakasusunod sa plano ng tatahiing kasuotan o kagamitang pantahanan.					
6. Naisasagawa ang pagbuo ng kagamitan o kasuotang tahi ng makina.					
7. Nakagagawa ng proyekto sa pamama-gitan ng pagbuburda at paggagantsilyo bilang palamuti sa proyekto.					
8. Nakapipili ng disenyo at materyales na kailangan.					
9. Naisasagawa ang mga hakbang sa pagbuo ng proyekto.					
10. Napahahalagahan ang natapos na tahiin ayon sa pamantayan.					

Objectives	5 MosR	4 HR	3 ModR	2 SR	1 NR
11. Nakapagtutuos ng gastos at kikitain pagnaipagbili ang proyekto.					

### B. Adequacy of Content/Activities

#### Legend

- 5 - Mostly Adequate (MosA)  
 4 - Highly Adequate (HA)  
 3 - Moderately Adequate (ModA)  
 2 - Slightly Adequate (SA)  
 1 - Not Adequate (NA)

Content/Activities	5 MosA	4 HA	3 ModA	2 SA	1 NA
1. Mga gawaing pangkabuhayan sa pamayanan na may kinalaman sa pananahi.					
2. Kabutihang dulot ng pagkakaroon ng kasanayan sa pananahi.					
3. Plano sa gawaing pananahi.					
4. Telang angkop sa tatahiing kasuotan.					
5. Iba't ibang kagamitan sa pananahi.					
6. Mga salik sa matalinong pamimili.					
7. Pamunhuan pangkalusugan at pangkaligtasan sa pananahi.					
8. Pagkuha ng sukat sa katawan.					
9. Hakbang sa paggawa ng padron para sa kasuotang pangtulog.					

Content/Activities	5 MosA	4 HA	3 ModA	2 SA	1 NA
10. Paghahanda ng tela at kagamitan.					
11. Wastong paraan ng pagtatapas ng tela.					
12. Wastong hakbang sa pagbuo ng kasuotang pantulog.					
13. Pagbuburda at pagagantsilyo bilang palamuti sa proyekto.					
14. Paggawa ng pagbabago sa proyekto kung kailangan.					
15. Pagtutuos ng gastos at kikitain kapag naipagbili ang proyekto.					

### C. Effectiveness of Strategies

#### Legend

5	-	Mostly Effective	(MosE)
4	-	Highly Effective	(HE)
3	-	Moderately Effective	(ModE)
2	-	Slightly Effective	(SE)
1	-	Not Effective	(NE)

Strategies	5 MosE	4 HE	3 ModE	2 SE	1 NE
1. Pamproyektong Pamamaraan (Project Method) ay nakatuon sa makukuhang layunin na inaasahang bunga ng isang maayos na gawain/proyekto na may pagbabalak at isinasagawa ng guro at mga mag-aaral.					

Strategies	5 MosE	4 HE	3 ModE	2 SE	1 NE
2. Panlaboratoryong Pamamaraan (Laboratory Method) ay itinuturing na ang gawain ay natutuhan sa pamamagitan ng pagsasagawa.					
3. Pamamaraang Demonstrasyon (Demonstration Method) ay itinuturing na pagmomodelo sa pamamagitan ng paggamit ng maayos/organisadong paraan.					
4. Pagtuklas (Discovery Method) ay pinapatnubayan ng guro ang mga mag-aaral sa pagtalakay ng organisadong mga ideya at pamamaraan.					
5. Field Trip – ang pagbibisita sa ibang klase/paaralan upang makalikong ng mga pangunahing datos.					
6. Pagsasadulang Pamamaraan (Dramatization method) – ang pagpapakilala sa pamamagitan ng mga kilos ng katawan ng mga tauhan at gawain sa kuwento.					
7. Tanong at Sagot na Pamamaraan (Question and Answer Method) – humihikayat sa pagbubuo ng kritikal na pag-iisip, ang mga bata ay tinatanong at ang sagot ay magiging kasagutan ng ipinakikilalang datos.					
8. Pagsasataong Pamamaraan (Role Playing) – ang pagkakasunod-sunod ng kilos galing sa sitwasyon nang iniaangkóp pagkagrupo.					

Strategies	5 MosE	4 HE	3 ModE	2 SE	1 NE
9. Talakayan (Discussion) – ang guro at mag-aaral ay nagtutulongan sa pagsusuri, paghahambing ng mga ideya upang maging malinaw ang isyu at matulungan ang mag-aaral na maunawaan at matutunan ang paksa.					
10. Lektur/Panayam (Lecture Method) – ay itinuturing na paraan ng pagtuturo ng pakukwento. Ang guro ay nagpapaliwanag ng paksa.					

#### D. Appropriateness of Evaluation Techniques

##### Legend

5	-	Mostly Appropriate	(MosA)
4	-	Highly Appropriate	(HA)
3	-	Moderately Appropriate	(ModA)
2	-	Slightly Appropriate	(SA)
1	-	Not Appropriate	(NA)

Evaluate Techniques	5 MosA	4 HA	3 ModA	2 SA	1 NA
1. Checklist (Tseklist)					
2. Score Card (Iskor Kard)					
3. Multiple Choice (Pagpipili)					
4. Fixed Response Items – True or False (Tama o Mali)					
5. Completion Item Test (Pagpupuno)					

<b>Evaluate Techniques</b>	<b>5 MosA</b>	<b>4 HA</b>	<b>3 ModA</b>	<b>2 SA</b>	<b>1 NA</b>
6. Matching Exercise (Pagtatambal)					
7. Essay Test (Pagpapaliwanag)					
8. Free Response Items (Malayang Pagsasagot)					
9. Sequencing (Masusing Pag-aayos)					
10. Identification Test (Pagkilala)					

*Thank you very much!!!*

*The Researcher*

## APPENDIX D

### Distrito ng Sta. Margarita Pampurok na Pagsusulit sa Edukasyong Pantahanan at Pangkabuhayan V (Pananahi)

Pangalan \_\_\_\_\_ Iskor \_\_\_\_\_ Katumbas \_\_\_\_\_  
 Sekso \_\_\_\_\_ Gulang \_\_\_\_\_

I. Basahing mabuti ang bawat aytem at isulat ang titik ng tamang sagot sa patlang bago ang bilang.

- \_\_\_\_\_ 1. Ang nakaimbento ng makinang pananahi ay si \_\_\_\_\_.  
 a) Elias Howard      b) Elias Howe      c) Eliot Hewart
  
- \_\_\_\_\_ 2. Paanong nakatutulong sa pagpapabuti ng gawaing pananahi ang makina?  
 a) Madaling natatapos ang tahiin.  
 b) Nagiging maginhawa ang pananahi.  
 c) a at b
  
- \_\_\_\_\_ 3. Sa pag-iingat ng makinang pananahi, ito ay dapat ilagay sa \_\_\_\_\_.  
 a) Malinis at ligtas na lugar.  
 b) Nasisikatan ng araw.  
 c) Mahalumigmig na lugar.
  
- \_\_\_\_\_ 4. Ang makina ay nararapat linisin at langisan ng \_\_\_\_\_.  
 a) Araw-araw.  
 b) Linggu-linggo.  
 c) Minsan sa isang linggo.
  
- \_\_\_\_\_ 5. Ang gamit na pamukat sa katawan at telang tatahiin ay \_\_\_\_\_.  
 a) medida      b) ruler      c) panyarda
  
- \_\_\_\_\_ 6. Ang simpleng kagamitang pangkusina na nabubuo sa pananahi ng makina ay \_\_\_\_\_.  
 a) daster      b) epron      c) pamunas ng alikabok
  
- \_\_\_\_\_ 7. Ano ang tawag sa gilid ng tela na hindi naghihimulmol?  
 a) raw edge      b) uriya      d) warp



- \_\_\_\_\_ 8. Ang mabisang paraan sa paghahanda ng tela bago tabasin upang maiwasan ang pag-urong nito ay \_\_\_\_\_.  
 a) Ibadat ng magdamag.  
 b) Ibadat at ibilad agad.  
 c) Plantsahin bago ibadat.
- \_\_\_\_\_ 9. Ang telang angkop sa gagawing epron ay dapat na \_\_\_\_\_.  
 a) Mura at madaling labhan.  
 b) Matibay at hindi kumukupas.  
 c) a at b
- \_\_\_\_\_ 10. Upang matiyak na makinis at walang lukot ang telang tatabasin ito ay dapat \_\_\_\_\_.  
 a) Banatin at plantsahin.  
 b) Tupiin ng maayos  
 c) Isampay ng pahalang
- \_\_\_\_\_ 11. Ang hinugis ayon sa disenyo na ginagamit na patnubay bago tabasin ang tela ay tinatawag na \_\_\_\_\_.  
 a) drowing                      b) padron                      c) carbon paper
- \_\_\_\_\_ 12. Ang kagamitan sa paglilipat ng markang pagtatahian sa tela ay \_\_\_\_\_.  
 a) Tracing wheel at carbon paper.  
 b) Lapis at carbon paper.  
 c) a at b
- \_\_\_\_\_ 13. Ang tamang kagamitang pantabas sa tela ay \_\_\_\_\_.  
 a) Malaking gunting.  
 b) Maliit na gunting.  
 c) Gunting pangkusina.
- \_\_\_\_\_ 14. Alin ang unang ilalatag na padron sa ibabaw ng tela?  
 a) Malalaking padron muna.  
 b) Malalaki at maliliit na padron.  
 c) Maliit na padron muna.
- \_\_\_\_\_ 15. Ang ginagamit upang maiwasan ang pag-usog ng padron sa tela upang manatiling lapat ay \_\_\_\_\_.  
 a) aspili                      b) karayom                      c) pabigat
- \_\_\_\_\_ 16. Ang wastong pagtabas sa gagawing bayas ay \_\_\_\_\_.  
 a) Paayon sa hilatsa ng tela.  
 b) Pahalang na ayos ng tela.  
 c) Pahilis na ayos ng tela.

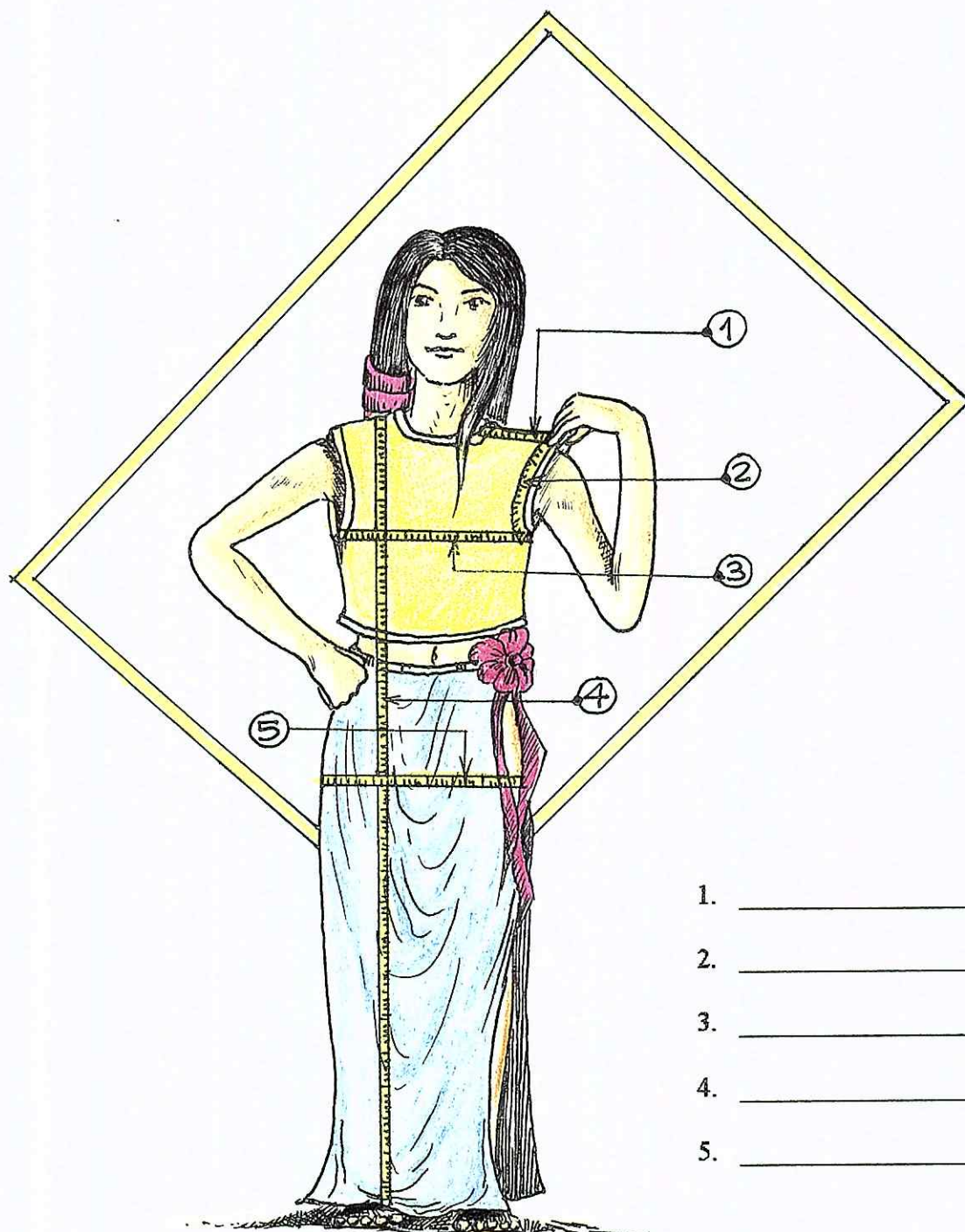
- \_\_\_\_\_ 17. Ang lapad ng bayas sa kilikili ng epron ay \_\_\_\_\_.
- Isang sentimetro.
  - Isang pulgada.
  - Dalawang sentimetro.
- \_\_\_\_\_ 18. Ano ang unang nararapat gawin bago tahiin ang tela?
- Lagyan ng aspili at tahiin sa makina.
  - Tahiin agad ang tela.
  - Ihibana muna bago tahiin sa makina.
- \_\_\_\_\_ 19. Bilang baguhan sa paggamit ng makina sa pananahi, alin ang unang sasanayin sa pagtahi?
- Tuwid na tahi.
  - Paikot na tahi.
  - Pakantong tahi.
- \_\_\_\_\_ 20. Paano masesegurong malinis at maayos ang isusumeting proyekto sa pananahi?
- Tinanggal ang mga sobrang sinulid at himulmol.
  - Pinalantsa at maayos ang tinupi.
  - Maayos ang pagkatahi sa laylayan.

**II. Masusing Pag-aayos:** Basahin at ayusin sa wastong pagkasunud-sunod ng isang maayos na proyekto sa pananahi.

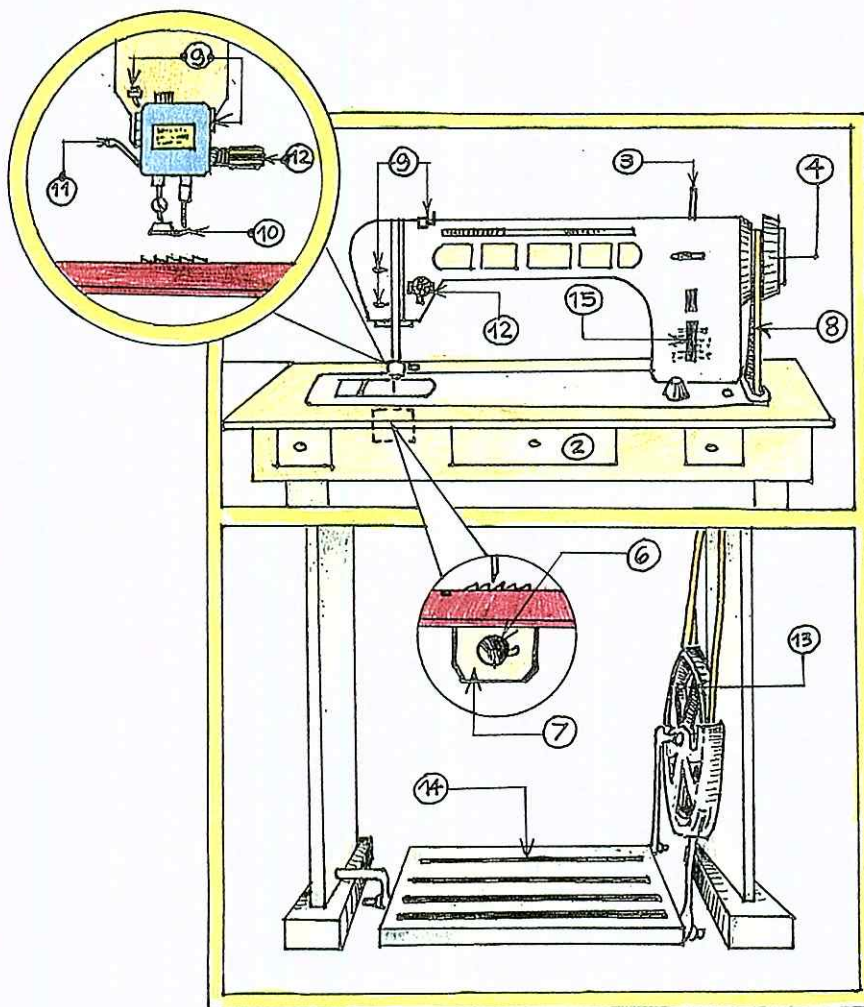
Paggawa ng disenyo  
 Paggawa ng padron  
 Pagtabas ng tela  
 Paggawa ng bill of materials/pagpapalano  
 Pagguhit ng disenyo  
 Pagsukat ng katawan  
 Pagtahi  
 Paghilbana  
 Paglilipat ng mga marka  
 Pagbababad ng tela

III. Pagkilala: Kilatising mabuti ang drowing at isulat ang tamang sagot sa bawat aytem (1-5).

A. Anu-anong bahagi ng mga sukat ng katawan ang mga sumusunod?



B. Anu-anong bahagi ng makina ang mga sumusunod?



- |          |           |           |
|----------|-----------|-----------|
| 1. _____ | 6. _____  | 11. _____ |
| 2. _____ | 7. _____  | 12. _____ |
| 3. _____ | 8. _____  | 13. _____ |
| 4. _____ | 9. _____  | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |

*Inihanda ni:*

(Gng.) Carolina M. del Rosario

## APPENDIX E

Distrito ng Sta. Margarita  
Pampurok na Pagsusulit sa Edukasyong  
Pantahanan at Pankabuhayan VI  
(Pananahi)

Pangalan \_\_\_\_\_ Iskor \_\_\_\_\_ Kahumbas \_\_\_\_\_

Sekso \_\_\_\_\_ Gulang \_\_\_\_\_

I. Pagpili ng wastong sagot. Basahing mabuti ang bawat aytem at isulat ang titik ng tamang sagot bago ang bilang.

- \_\_\_\_\_ 1. Ang kaalaman ng mga Pilipino sa pagbuburda ay isa sa mga itinuro ng mga  
a) Amerikano                      b) Espanyol                      c) Ninuno
- \_\_\_\_\_ 2. Ang pinag-uugnay na mga kulay mula sa iisang kulay ngunit iba-iba ang tingkas ay  
a) analogous                      b) monochromatic                      c) tirad
- \_\_\_\_\_ 3. Ang paggamit ng dalawang magkatapat na kulay sa tsart ng mga kulay ay tinatawag na  
a) analogous                      b) complimentary                      c) monochromatic
- \_\_\_\_\_ 4. Alin sa sumusunod na material ang di nararapat burdahin?  
a) kumot                      b) kulambo                      c) punda
- \_\_\_\_\_ 5. Ang paglabas-masok ng karayom sa tela upang mag-iwan ng mga tahing pantay-pantay ang pagitan nito, ay.  
a) tahing balangkas  
b) tahing paatras  
c) tutos
- \_\_\_\_\_ 6. Ang pinakabatayang tahi sa paggagantsilyo ay  
a) chain stitch / kadena  
b) slip stitch  
c) solong gantsilyo
- \_\_\_\_\_ 7. Ang pangunahing materyales na kinakailangan sa paggagantsilyo ay \_\_\_\_\_.  
a) bastidor at sinulid  
b) karayom at sinulid  
c) panilo at sinulid

- \_\_\_\_\_ 8. Ang tahiing ginagamit sa pagdurugtong ng dalawang gilid ng isang disenyo o motif ay  
 a) chain stitch / kadena  
 b) slip stitch  
 c) solong gantsilyo
- \_\_\_\_\_ 9. Ang tawag sa pagpapasok ng huling tahi sa silo upang hindi maghimulmol at kumalas ay  
 a) fasten                      b) hold back                      c) thread over
- \_\_\_\_\_ 10. Ang katawagang nangangahulugang pagpapatuloy ng tahiing pinasimulan sa disenyo sa paggaagantsilyo ay  
 a) join                      b) thread over                      c) work
- \_\_\_\_\_ 11. Kung ikaw ay bibili ng damit pantulog, anong uri ng material ang nararapat?  
 a) koton                      b) linen                      c) seda
- \_\_\_\_\_ 12. Ang damit-pantulog ay kailangang \_\_\_\_\_.  
 a) manipis, maluwang, maginhawa at maliit na disenyo  
 b) makapal, mahaba, maluwang at di kumukupas  
 c) a at b
- \_\_\_\_\_ 13. Alin sa sumusunod ang hindi damit-pantulog?  
 a) blusa at padyama  
 b) blusa at shorts  
 c) damit pangsimba
- \_\_\_\_\_ 14. Alin ang unang tatahiin sa pagbubuo ng batang pantulog?  
 a) balikat                      b) laylayan                      c) tagiliran
- \_\_\_\_\_ 15. Ang unang kinukunan ng sukat sa katawan para sa batang pantulog ay  
 a) balikat                      b) baywang                      c) dibdib
- \_\_\_\_\_ 16. Mahalagang maghanda ng padron sa tatahiing kasuotan upang  
 a) maging maayos at madali ang pagtahi  
 b) upang lumapat nang maayos sa katawan  
 c) a at b
- \_\_\_\_\_ 17. Ang tawag sa gilid kung saan pintuol ang tela sa pagkabili nito ay  
 a) uriya                      b) raw edge                      c) warp
- \_\_\_\_\_ 18. Ang uri ng hilatsa ng telang paayon sa hanay ay  
 a) uriya                      b) raw edge                      c) warp

- \_\_\_\_\_ 19. Gaano katagal dapat maibabad sa tubig ang tela?  
a) 10 minuto                      b) dalawang oras                      c) magdamag
- \_\_\_\_\_ 20. Saang bahagi ng Pilipinas ang kilala sa pino at masining na paraan ng pag-buburda?  
a) Taal, Batangas                      b) Basey, Samar                      c) Zamboanga City
- \_\_\_\_\_ 21. Alin sa mga sumusunod ang wastong kagamitang pantastas?  
a) pantastas ng dugtong o seam ripper  
b) malaking gunting o dressmaking shears  
c) ngipin
- \_\_\_\_\_ 22. Kapag natatabas ng pinadronang tela ito'y itinatapat sa minarkahang bahagi. Alin dito ang kagamitang pangmarka?  
a) tracing paper at tracing wheel  
b) tisang pangmarka at lapis  
c) a at b
- \_\_\_\_\_ 23. Alin sa sumusunod ang mga kagamitang panahi?  
a) karayom, sinulid at makina  
b) aspili, tusukan ng karayom at aspili  
c) a at b
- \_\_\_\_\_ 24. Ang padron para sa blusa ay hinahati sa anong bahagi ng katawan?  
a) kalahati                      b) ikaapat                      c) buo
- \_\_\_\_\_ 25. Alin sa sumusunod ang padron para sa kuwelyo?

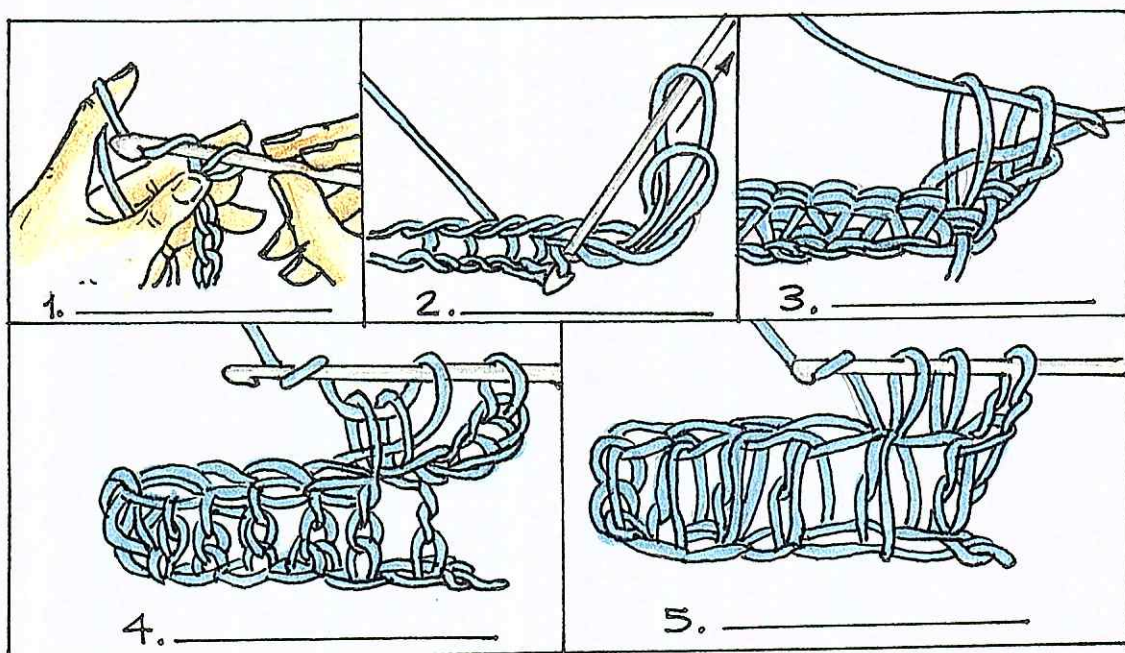
II. Masusing pag-aayos: Basahing mabuti at ibigay ang angkop na pagkasunud-sunod na paraan ng paghahanda (1-5).

- \_\_\_\_\_ Pagtatahi sa makina  
 \_\_\_\_\_ Paghihilbana  
 \_\_\_\_\_ Pagmamarka sa tela  
 \_\_\_\_\_ Pag-aalis ng mga himulmol  
 \_\_\_\_\_ Pag-aaspili

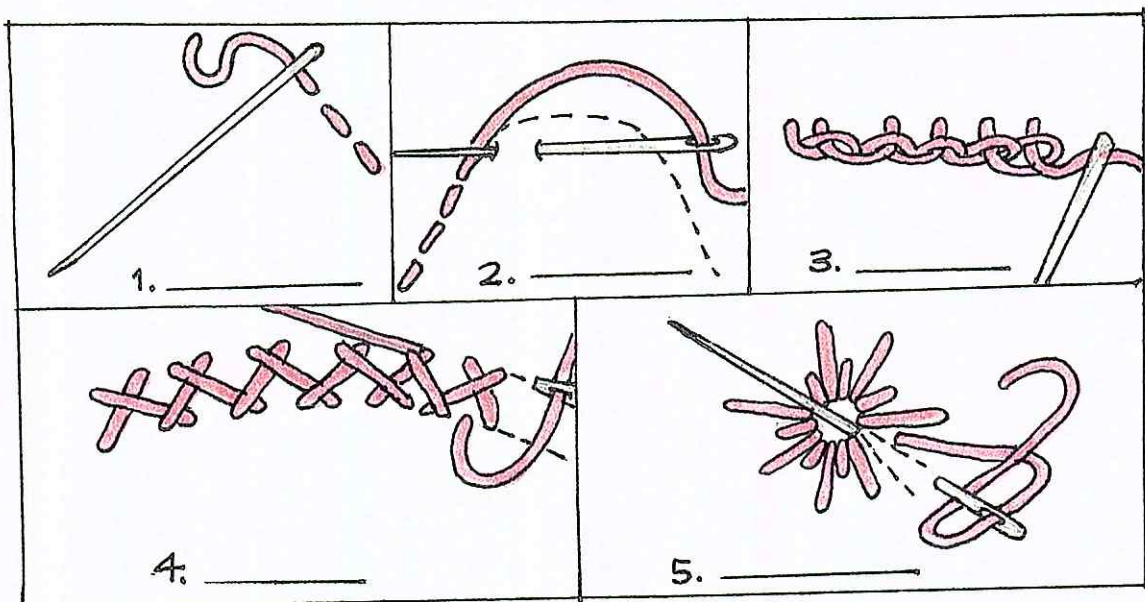


III. Pagkilala: Kilatising mabuti ang bawat drowing at isulat ang tamang sagot sa bawat aytem.

A. Anu-anong uri ng tahing gantsilyo ang sumusunod?

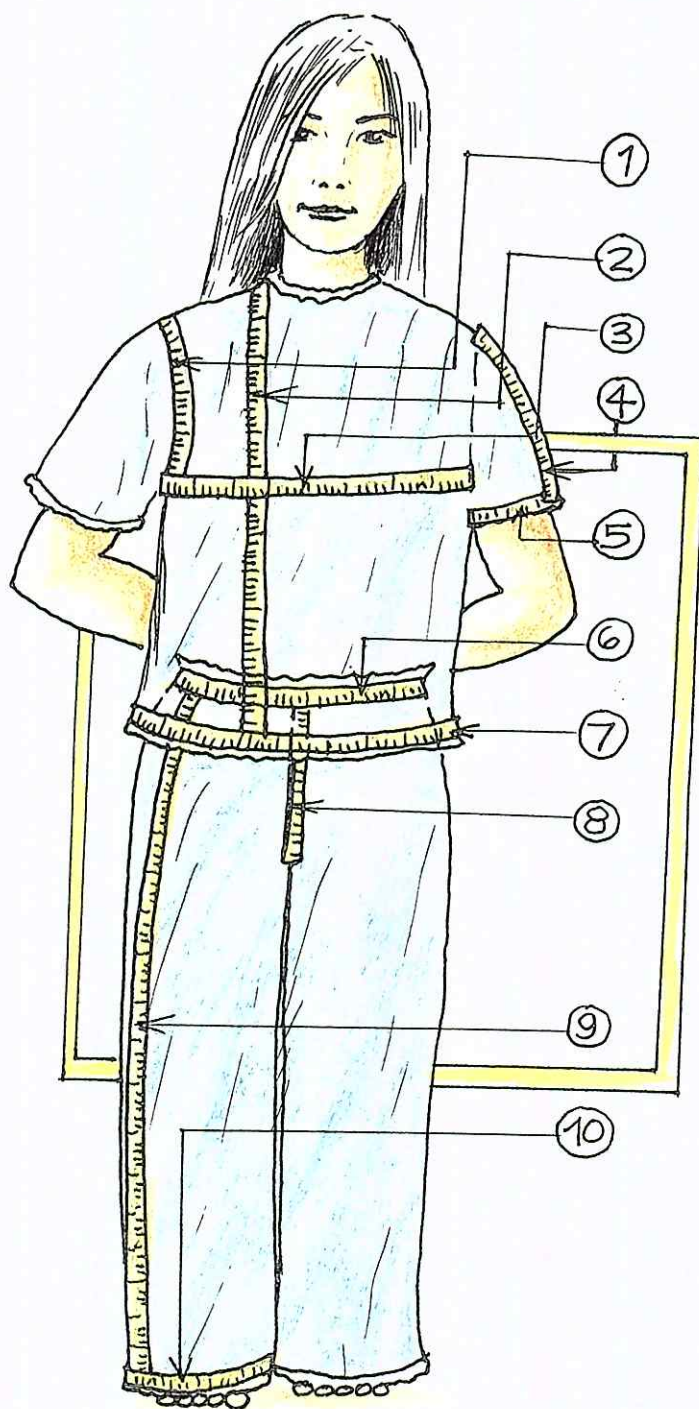


B. Anu-anong uri ng tahing burda ang sumusunod?





C. Anu-anong bahagi ng sukat ng katawang ang mga sumusunod?  
(1-10)



*Inihanda ni:*

(Gng.) Carolina M. del Rosario

## APPENDIX F

### PATNUBAY NG GURO PARA SA IKALIMANG BAITANG PANANAHI SA MAKINA

#### Layunin

##### *Panlahat*

*Nakagagawa ng isang kagamitang pantahanang tahi sa makina.*

##### *Tiyak*

1. *Natatalakay ang kahalagahan ng pagkakaroon ng kaalaman at kasanayan sa pananahi sa makina.*
2. *Nasusunod ang mga panuntunang pangkalusugan at pangkaligtasan sa pananahi sa makina.*
  - 2.1 *Natatalakay ang mga panuntunang pangkalusugan at pangkaligtasan sa pananahi sa makina.*
3. *Nagagamit ang makina sa maayos at wastong paraan.*
  - 3.1 *Natutukoy ang mga bahagi ng makina at gamit ng bawat isa.*
  - 3.2 *Natatalakay ang wastong pangangalaga ng makina.*
  - 3.3 *Naipakikita ang wastong paraan ng pagpapatakbo ng makina.*
4. *Nakabubuo ng isang kagamitang tahi sa makina.*
  - 4.1 *Naihananda ang plano ng kagamitang tatahiin.*
  - 4.2 *Napipili ang telang angkop sa tatahiin.*
  - 4.3 *Nasusunod ang wastong pamamaraan ng pagbuo ng kagamitang tatahiin.*

#### 4.4 Napahahalagahan ang natapos na kagamitan.

##### Kagamitan

**Pangguro:** Mga larawan ng iba't ibang gawaing may kinalaman sa pananahi; makinang panhi; proyektong tinapos; pardon ng epron; pot holder; headband; pamanasan ng kamay; halimbawang tinapos na kagamitang proyekto.

**Pambata:** Batayang aklat, ph. 185 – 205; mga kagamitan sa pananahi; telang tatahiin.

##### Talasalitaan

habi	vercasting	pataan
uriya	upi	hilatsa
wrong side	upi	tutop
tracing wheel	arayagan	hilbana
tracing paper	woof	hugpong
kitchen outfit	pumapatnubay	nag-uusod
kagamitan panluto		

##### Pamamaraan

##### Gawain 1

1 araw

Paksa - Kahalagahan ng Kaalaman at Kasanayan sa Pananahi

Panimulang Gawain. Magpaskil sa bulletin board ng mga larawan ng mga produktong tahi sa makina. Hayaang kilalanin nila ang mga ito.

Talakayin ang kahulugan ng mga bagong salitang kaugnay ng paksang lilinagni. Ipagamit ang mga ito sa pangungusap.

**Panlinang na Gawain.** Tumawag ng ilang bata upang kilalanin ang mga larawan ng mga produktong tahi sa makina. Itanong kung anong halaga ang pagkakaimbento ng makinang panahi at ang pagkakaroon ng kasanayan sa pananahi.

Pabuksan ang batayang aklat sa ph. 185 at ipabasa ang teksto. Alamin ang antas ng kasanayan ng mga bata sa gawaing ito. Itanong kung ano nang kagamitan ang nabuo nila sa pananahi sa makina.

**Pangwakas na Gawain.** Papuntahin ang mga bata sa kanilang kakilalang modista upang alamin ang tulong na nagagawa sa kanila ng makinang panahi at kasanayan sa paggamit nito. Ipaulat sa klase ang resulta ng kanilang pakikipanayam.

**Pagbibigay-halaga.** Ipasagot ang bilang 1 ng "Sagutin Natin" sa Mga Tulong sa Pag-aaral, pahina 206 ng batayang aklat.

## **Gawain 2**

**2-3 araw**

**Paksa.** Mga Bahagi ng Makina  
Paghahanda ng Makina Bago Manahi

**Panimulang Gawain.** Tingnan ang larawan ng makinang panahi. Tanungin kung marunong ba silang manahi dito. Ituro ang iba't ibang bahagi ng makinang panahi na nakpaskil sa chart. Sabihin kung ano ang ginagawa sa makina bago ito gamitin.

Talakayin ang mga bagong salitang kaugnay ng paksang lilinangin.

**Panlinang na Gawain.** Buksan ang batayang aklat sa pahina mula 186-193. Ituro at talakayin ang iba't ibang bahagi ng makina at gamit ng bawat isa. Isalarawan din ang mga gawain sa paghahanda dito bago manahi. Hikayatin ang mga batang pag-aralang maigi ang aralin para maging madali ang kasanayan. Ipakitang-turo ang mga wastong gawain sa paghahanda ng makina upang maiwasan ang suliranin sa pagpapatakbo.

**Pagbibigay-Halaga.** Sagutin ang A sa "Gawin Natin" at bilang 2 sa "Sagutin Natin" sa Mga Tulong sa Pag-aaral, pahina 206 ng batayang aklat.

**Gawain 3****2 araw**

**Paksa.** *Suliranin sa Pagpapatakbo ng Makina  
Pag-aalaga ng Makina*

**Panimulang Gawain.** *Ipaalala sa mga bata ang nakikita nilang suliranin habang nagpapatakbo ng makina ang isang mananahi. Itanong bilang pag-alala sa kanilang karanasan kung paano inaalagaan ang makina at kung bakit dapat ito alagaan.*

**Panlinang na Gawain.** *Talakayin isa-isa ang mga suliranin sa pagpapatakbo ng makina. Ipakitang-turo ang paraan ng pangangalaga nito upang maiwasan ang pagkakaroon ng suliranin. Hikayating mas lalong maintindihan nila ang halaga ng pag-iingat at pag-aalaga sa makinang panahi.*

**Pangwakas na Gawain.** *Patnubayan ang bawat bata sa paghulutas ng mga suliranin sa pagpapatakbo ng makina tulad ng nababaling karayom, napuputol na sinulid, naglalaktaw-laktaw at nangunguhobot na tahi.*

*Ipakitang-turo habang tinatalakay ang mga gawain sa pag-aalaga ng makinang panahi.*

**Pagbibigay-Halaga.** *Sagutin ang bilang 3 at 4 sa "Sagutin Natin" sa Mga Tulong sa Pag-aaral, pahina 206 ng batayang aklat.*

**Gawain 4****2 araw**

**Paksa.** *Paghahanda ng Tela  
Pagpapalano ng Tatahiing Kagamitan*

**Panimulang Gawain.** *Magpakita ng ilang halimbawa ng tinahing proyekto tulad ng epron, pamanasan ng kamay, pot holder, headband. Ipasuri ito sa mga bata at ganyakin silang pumili ng isang uri ng istilo para sa tatahiing kasuotang pangkusina. Ipaalam sa mga bata kung anong uri ng tela ang ginamit sa mga kasuotang ipinakita.*

**Panlinang na Gawain.** Talakayin sa klase ang mga bagay na dapat isaalang-alang sa pagpapalano ng tatahiing kagamitan. Pag-usapan ang sumusunod na mga salik na dapat isaisip sa pagbabalak ng proyektong tatahiin.

1. yari at istilo ng epron
2. angkop na telang gagamitin
3. dami ng tela
4. iba pang gamit sa pananahi
5. mga kasanayang dapat gawin tulad ng pagpapatakbo ng makina

Pabuksan sa mga bata ang batayang aklat sa pahina 196 at 197. Talakayin ang mga hakbang na dapat isagawa sa tela bago ito tahiin.

**Pangwakas na Gawain.** Papaghandain ang mga bata ng plano ng proyekto para sa gagawin nilang kagamitan. Patnubayan ang mga bata na pumili ng kani-kanilang istilo basi sa kanilang kakayahan at dami ng telang gagamitin.

**Pagbibigay-Halaga.** Ibigay na pagsusulit ang sumusunod. Ipasulat ang sagot sa  $\frac{1}{2}$  papel.

Paano inihahanda ang tela bago ito gamitin sa pagbuo ng isang kagamitan? Ipaliwanag ang bawat pamamaraan.

## **Gawain 5**

**3-4 araw**

**Paksa.** Paglalapat ng Padron  
Pagtatabas ng Tela

**Panimulang Gawain.** Ipalabas sa mga bata ang kani-kanilang padron. Tingnan ang istilo at yari ng kagamitang napili ng mga bata. Ipakuha ang plano ng proyekto ng mga mag-aaral. Maghanda ng angkop na padron para sa istilong tinalakay sa batayang aklat.

**Panlinang na Gawain.** Gamitin ang pansariling batayang padron na ginawa sa pamimili ng angkop na padron ng kasuotang pangkusina.

Buksan ang batayang aklat sa pahina 198-199 at ipabasa ang teksto, "Paglalapat ng Padron sa Tela." Ipakitang-turo ang bawat hakbang sa paggawa.

**Pangwakas na Gawain.** Hayaang isagawa ng mga bata ang kani-kanilang gawain. Bigyan ng kaukulang tulong ang mga batang hindi nakasususnod sa tamang hakbang.

**Pagbibigay-Halaga.** Gamitin ang sumusunod na tseklist sa pagmamarka nang natapos na gawain ng mga bata. Ipasipi ito sa papel at ipasagot sa kanila.

<b>Mga Pamantayan</b>	<b>Oo</b>	<b>Bahagya</b>	<b>Hindi</b>
1. Naihahanda ko ba kaagad ang mga materyales at kagamitan bago ako magsimulang gumawa?			
2. Nasunod ko ba nang wasto at maayos ang bawat hakbang ng gawain?			
3. Sinunod ko ba ang mga panuntunang pangkaligtasan habang gumagawa?			
4. Nagpamalas ba ako ng magagandang kaugalian sa paggawa?			
5. Natapos ba sa takdang panahon ang gawain?			

## **Gawain 6**

**7-8 araw**

**Paksa.** Pananahi ng Kasuotang Pangkusina

**Panimulang Gawain.** Ipadala sa mga bata ang tinabas na mga pirasong telang gagawing kasuotang pangkusina at ang kumpletong kagamitan sa pananahi. Ibigay na takdang aralin ang pagbabasa at pag-unawa sa teksto tungkol sa pananahi ng kasuotang pangkusina upang magkaroon ng panimulang kaalaman ang mga bata rito.

**Panlinang na Gawain.** Talakayin isa-isa ang mga hakbang sa pananahi ng kasuotang pangkusina tulad ng epron, pamunasan ng kamay, pot holder at headband. Ituro ang mga kaugnay na kasanayan tulad ng paggawa ng tutop, pag-aayos ng mga retaso, paghilbana, overcasting at iba pa kapag dumating na sila sa hakbang na gagamitin ang mga ito.

**Pangwakas na Gawain.** Ipatahi sa mga mag-aaral ang kanilang proyekto. Patnubayan ang mga bata sa pagpapatakbo ng makina at pagsunod ng mga hakbang na kailangang gawin. Biyan ng kaukulang tulong ang mga bata kung kinakailangan.

Idispley sa isang bahagi ng silid-aralan ang mga tinapos na proyektong kasuotang pangkusina ng mga bata. Ipaskil sa bulletin board ang mga pinakamagagandang proyektong kasuotang pangkusina.

**Pagbibigay-Halaga.** Ipasipi ang sumusunod na iskor board sa mga mag-aaral at gamitin ito sa pamamarka ng tinapos na gawaing proyektong kasuotang pangkusina ng mga bata.

<i>Mga Sukatan</i>	<i>Takdang Marka</i>	<i>Marka ng Guro</i>	<i>Mga Puna</i>
<b>A. Tela (10%)</b>			
1. Angkop ba ang telang pinili?	4		
2. Madali ba itong labhan at plantsahin?	3		
3. Matibay ba ito at hindi kumukupas ang kulay?	3		
<b>B. Istilo at Disenyo (10%)</b>			
1. Payak ba ang napiling disenyo?	3		
2. Kaya ba itong tahiin?	2		
3. Nababagay ba ang istilo na napili?	3		
4. Tama ba ang sukat nito sa susuot?	2		
<b>K. Pagkakagawa (40%)</b>			
1. Tama ba ang luwang ng kasuotang ginawa?	5		
2. Lapat ba ang mga tahi at tutop ng kasuotang tinahi?	10		
3. Tuwid ba ang mga tahi?	10		
4. Pantay-pantay ba ang haba at higpit ng mga tahi?	5		
5. Malinis ba ang pagkakatahi sa nataposs na kasuotan?	10		
<b>D. Pagkakalapat (20%)</b>			
1. Lapat ba sa katawan ang kasuotang ginawa?	10		
2. Tama ba ang sukat ng kasuotang binuo?	10		
<b>E. Oras na Nagugol (10%)</b>			
1. Natapos ba sa takdang oras ang kasuotang tinahi?	10		
<b>G. Pagpapahalaga sa Natapos na Gawain (10%)</b>			
1. Kanais-nais bang gamitin ang tinahing kasuotan?	4		
2. Maayos ba ang pangkakagawa ng kasuotan?	4		
3. Nasiyahan ba ako sa natapos kong proyekto?	2		
<b>Kabuuan</b>	<b>100%</b>		



## APPENDIX G .

### PATNUBAY NG GURO PARA SA IKAANIM NA BAITANG PANANAHI NG KASUOTAN

#### Layunin

##### *Panlahat*

*Natatamo ang kaalaman, kasanayan, wastong saloobin, at kawilihan sa pananahi upang mapabuti at mapaunlad ang uri ng pamumuhay.*

##### *Tiyak*

1. *Naipaliliwanag ang kahalagahan ng kasanayan sa pananahi para sa sarili, sa mag-anak, at sa pamayanan.*
  - 1.1 *Natutukoy ang mga gawaing pangkabuhayan sa pamayanan na may kinalaman sa pananahi.*
  - 1.2 *Natatalakay ang kabutihang naidudulot ng pagkakaroon ng kasanayan sa pananahi.*
2. *Nakapagpaplano ng gawaing may kinalaman sa pananahi.*
3. *Nakasusunod sa plano ng tatahiing kasuotan o kagamitang pantahanan.*
  - 3.1 *Nakapipili ng tela at iba pang kagamitan sa pananahi.*
  - 3.2 *Naisasaalang-alang ang mga salik sa matalinong pamimili.*
  - 3.3 *Nakagagawa ng pardon ayon sa tumpak na sukat.*
  - 3.4 *Naisasagawa ang mga pamamaraang dapat gawin bago tahiin ang tela.*
  - 3.5 *Naisasagawa ang iba't ibang paraan ng pagbuo ng tatahiin.*

## Kagamitan

**Pangguro:** Mga larawan ng iba't ibang gawaing may kinalaman sa pananahi; padron para sa harap at likurang katawan, palda, at manggas; makinang panahi; halimbawang tinapos na proyektong kasuotan.

**Pambata:** Batayang aklat, pahina 208-240; mga kagamitan sa pananahi; telang tatahiin.

## Talasalitaan

<i>pinking shears</i>	<i>warp</i>	<i>woof</i>	<i>lambong</i>
<i>hugpong</i>	<i>bata de banyo</i>	<i>uriya</i>	<i>antso</i>
<i>flax</i>	<i>pileges</i>	<i>padron</i>	<i>pataan</i>
<i>sintetiko</i>	<i>tutuop</i>	<i>French curve</i>	<i>marking gauge</i>
<i>hilatsa</i>	<i>karayagan</i>	<i>trunsal</i>	<i>hilbana</i>

## Pamamaraan

### Gawain 1

### 1 araw

**Paksa.** Mga Gawaing Pangkabuhayan at ang Pananahi.

**Panimulang Gawain.** Magpaskil sa bulletin board ng mga larawan ng iba't ibang hanapbuhay at gawaing may kinalaman sa pananahi. Ituon ang pansin ng mga bata sa mga larawang nakapaskil. Hayaang kilalanin nila ang mga ito.

Talakayin ang kahulugan ng mga bagong salitang kaugnay ng pasang liliinangin. Gamitin ang mga ito sa pangungusap.

**Panlinang na Gawain.** Tumawag ng ilang bata upang kilalanin ang mga gawaing pangkabuhayan na nakapaskil sa bulletin board. Hayaang ipaliwanag ng mga bata kung anu-ano ang ginagawa sa bawat uri ng hanapbuhay. Itanong kung anong pangunahing kasanayan ang napapansin sa lahat ng mga gawaing nakapaskil. Bigyang-diin na ang mga gawaing ito ay nangangailangan ng kasanayan sa pananahi.

Buksan ang batayang aklat sa pahina 208 at basahin ang teksto, "Mga Gawaing Pangkabuhayan at ang Pananahi." Talakayin ang binasa sa klase. Hingin ang mga pakinabang na dulot ng kaalaman sa pananahi. Alamin ang antas ng kasanayan ng mga bata sa pananahi. Tanungin ang karanasan ng mga bata sa gawaing ito at hayaang isalaysay nila ang mga kasuotan at kagamitang natahi na nila.

**Pangwakas na Gawain.** Papuntahin ang mga bata sa kani-kanilang pamayanan upang alamin kung anu-anong mga gawaing pangkabuhayan na may kinalaman sa pananahi ang umiiral dito. Hayaang kapanayamin ng mga bata ang mga nagtatrabaho upang malaman kung anu-anong produkto ang nililikha sa lugar na kanilang pinaggagawaan. Iulat sa klase ang kinalabasan ng kanilang pakikipanayam. Ipapansin ang pagkakaiba-iba ng mga produktong nabubuo sa iba't ibang magkakaugnay na gawain.

**Pagbibigay-Halaga.** Ipasagot ang bilang 1 ng "Sagutin Natin" sa Mga Tulong sa Pag-aaral, pahina 268 ng batayang aklat.

## **Gawain 2**

**1-2 araw**

**Paksa.** Mga Kagamitan sa Pananahi  
Iba't ibang Uri ng Tela

**Panimulang Gawain.** Ipagunita sa mga bata ang kanilang karanasan sa pananahi noong nasa ikaapat at ikalimang baitang. Itanong kung anu-ano ang mga kagamitang kanilang ginamit upang maging madali, mabilis, at matagumpay ang pananahi ng kani-kanilang proyekto. Ilista sa pisara ang mga kagamitang babanggitin ng mga bata. Ipaalala rin sa klase ang uri ng telang ginamit nila noong nanahi sila ng kani-kanilang proyekto.

Talakayin ang mga bagong salitang kaugnay ng paksang lilinganin na nakatala sa "Talasalitaan" ng araling ito.

**Panlinang na Gawain.** Pabuksan ang batayang aklat sa pahina 208 at ipabasa ang mga pangunahing kagamitan sa pananahi. Pag-usapan at ilarawan ang bawat kagamitan. Magpakita sa mga bata ng aktuwal na halimbawa ng bawat kagamitan at ipakitang-turo ang wastong paraan ng paggamit ng mga kagamitan. Ipasulat ang mga tuntunin sa pisara at ipasipi pagkatapos.

*Itakda ang ilang batang mag-ulat tungkol sa iba't ibang uri ng tela. Papagdalhin ang mga batang mag-uulat ng mga retaso ng telang kanilang tatalakayin. Hikayating magsaliksik pa sa ibang aklat ang mga bata upang mapalawak ang pagtatalakayan sa iba't ibang uri ng tela. Pag-usapan ang mga katangian at pinanggalingan ng mga tela. Bigyang-diin na ang iba't ibang tela ay ginagamit sa paggawa ng iba't ibang uri ng kasuotan at kagamitan ayon sa kapal, tibay, habi, at paghahandang isinasagawa rito.*

**Pangwakas na Gawain.** *Ipasipi ang sumusunod na mga talahanayan sa kuwaderno at ipasagot ito sa mga bata. Maaaring pagtulung-tulungan ng mga bata ang pagsagot nito sa pisara bago ilipat ang talahanayan sa kuwaderno.*

#### **MGA KAGAMITAN SA PANANAHI**

<b><i>Pangalan ng Kagamitan</i></b>	<b><i>Katangian at Gamit</i></b>	<b><i>Pangangalaga</i></b>

#### **MGA URI NG TELA**

<b><i>Pangalan ng Tela</i></b>	<b><i>Pinanggalingan</i></b>	<b><i>Katangian at Gamit</i></b>

*Papaghandain ang mga bata ng kahon na paglalagyan ng mga kagamitan sa pananahi na kakailanganin nila sa pagtatahi ng proyektong kasuotan.*

**Pagbibigay-Halaga.** *Ipasagot ang bilang 3 ng "Sagutin Natin" at bilang 1 ng "Gawin Natin" sa Mga Tulong sa Pag-aaral, pahina 268 ng batayang aklat.*

**Gawain 3****1-2 araw****Paksa. Paghahanda ng Tela  
Pagpapalano ng Tatahiing Kasuotan**

**Panimulang Gawain.** Magpakita ng ilang halimbawa ng tinahing proyekto tulad ng padyama, daster, bata de banyo, at iba pa. Ipasuri ito sa mga bata at ganyakin silang pumili ng isang uri ng kasuotang bubuin. Ipaalam sa mga bata kung anong uri ng tela ang ginamit sa mga kasuotang ipinakita.

**Panlinang na Gawain.** Talakayin sa kalse ang mga bagay na dapat isaalang-alang sa pagpapalano ng tatahiing kagamitan. Bigyang-diin ang kahalagahan ng wastong pagpapalano upang hindi maaksaya ang tela, oras, at lakas sa pagbubuo ng kagamitan. Pag-usapan ang sumusunod na mga salik na dapat isaisip sa pagbabalak ng proyektong tatahiin:

1. yari at istilo ng kasuotang tatahiin
2. angkop na telang gagamitin
3. dami ng telang bibilhin
4. iba pang karagdagang gamit na kailangang bilhin tulat ng butones, otomatiko, sinulid, at iba pa
5. mga kasanayang dapat taglayin upang makabuo ng kasuotan tulad ng pagpapatakbo ng makina

Ipaliwanag sa mga bata na ang telang bibilhin para tahiin ay kailangang ihanda muna upang hindi ito umurong kapag nilabhan ang natapos na proyekto. Pabuksan ang batayang aklat sa pahina 215 at ipabasa ang teksto, "Paghahanda ng Tela." Talakayin ang mga hakbang na dapat isagawa sa telang tatahiin. Ipakitang-turo ang mga hakbang tulad ng pagtutuwid ng hilatsa sa pamamagitan ng pagbabanat. Ipaliwanag ang kahalagahan ng pagsasagawa ng mga hakbang na tinalakay upang matiyak ang tagumpay sa proyektong tatahiin.

**Pangwakas na Gawain.** Papaghandain ang mga bata ng plano ng proyekto para sa gagawin nilang kasuotang pansarili. Ipagamit ang pormularyo ng plano sa proyekto na ginamit ng mga bata sa paggawa ng proyekto sa gawaing-kamay. Patnubayan ang mga bata sa pamimili ng uri ng kasuotang tatahiin ayon sa kani-kanilang kakayahan at pagpapasya ng dami ng telang bibilhin sa pagtatahi dito. Tinatalakay sa batayang aklat ang paggawa ng kasuotang pantulog kaya't iminumungkahing hikayatin ang mga batang gawin ito bilang kanilang proyekto.

**Pagbibigay-Halaga.** *Ipasagot ang bilang 2 ng "Sagutin Natin" sa Mga Tulong sa Pag-aaral, pahina 268 ng batayang aklat.*

#### **Gawain 4**

**3-4 araw**

**Paksa.** *Pagkuha ng Sukat ng Katawan  
Paggawa ng Padron*

**Panimulang Gawain.** *Magpakita ng halimbawa ng padron para sa likuran at harapang katawan, palda, at manggas. Itanong sa klase kung alam nila ang gamit nito sa pananahi. Tumawag ng ilang bata upang magpaliwanag ng kahalagahan ng padron sa pagbubuo ng kasuotan. Bigyang-diin na matitiyak ang kaangkupan ng kasuotang gagawin sa susuot nito kung naghanda muna ng padron ayon sa sukat ng kanyang katawan.*

**Panlinang na Gawain.** *Ipabasa ang teksto, "Pagkuha ng Sukat ng Katawan" sa pahina 217 ng batayang aklat. Talakayin ang iba't ibang bahagi ng katawan na dapat sukatin upang makagawa ng angkop na padron. Tumawag ng isang bata at ipakitang-turo sa klase ang wastong pagkuha ng sukat sa iba't ibang bahagi ng katawan. Itala sa pisara ang sukat ng mag-aaral. Gamitin ang porularyong nasa batayang aklat upang maitala nang maayos ang wastong sukat.*

*Pabuksang muli ang batayang aklat at ipabasa ang teksto tungkol sapaggawa ng padron. Isa-isang ipakitang-turo ang paggawa ng padron para sa likuran at harapang katawan, manggas, at palda. Gamitin ang sukat na itinala sa pisara sa paggawa ng mga padron. Maaring tumawag ng ilang bata upang isagawa ang ilang hakbang sa iyong pamamatuubay.*

**Pangwakas na Gawain.** *Pagtambal-tambalin ang mga bata upang kunin ang sukat ng isa't isa. Ipasipi ang porularyo sa batayang aklat upang dito ilagay ang sukat ng iba't ibang bahagi ng katawan. Subaybayan ang gawaing ito upang matiyak na tama ang paggamit ng medida, pagsukat ng katawan, at pagkuwenta ng sukat sa mga bahaging dapat hatiin sa kalahati o isang-kapat ang sukat.*

*Papaghandain ng pansariling padron ang mga bata matapos suriin at iwasto ang ginawang sukat ng katawan. Sabayan ang paghahanda ng kanilang padron sa pamamagitan ng paggawa ng halimbawang padron sa pisara. Sabay-sabay na isagawa ang bawat hakbang upang madaling makasunod ang mga bata. Pagkatapos gupitin ang mga padron, pabuksan ang batayang aklat sa pahina 225 at ipabasa ang mga patnubay*

*Ipagamit ang pansariling batayang padron na ginawa ng mga bata sa pamimili ng angkop na padron ng kasuotang pantulog. Kinakailangang baguhin ang padron ng kasuotang pantulog kung hindi ito lapat sa pansariling batayang padron.*

*Pabuksan ang batayang aklat sa pahina 228-334 at ipabasa ang teksto, "Paggawa ng Pagbabago sa Padron." Tinatalakay sa mga pahinang ito ang mga pamamaraan upang maiangkop ang padron sa sukat ng katawan ng magsusuot ng padyama o batang pantulog. Alamin kung sinu-sino sa mga bata ang kinakailangang baguhin ang padron. Pangkatin ang mga batang magkakatulad ang pamamaraan ng pagbabagong gagawin sa padron. Ipakitang-turo sa bawat pangkat ang mga hakbang sa pagbabago ng kani-kanilang padron.*

**Pangwakas na Gawain.** *Hayaang isagawa ng mga bata ang pagbabago sa kani-kanilang padron ng kasuotang pantulog. Patnubayan ang pangkat ng mga batang nagsasagawa nito. Bigyan ng kaukulang tulong ang mga batang hindi nakasusunod sa tamang hakbang. Ipagamit ang pansariling batayang padron ng mga bata upang matiyak kung tama sa sukat ng kanilang katawan ang binagong padron ng kasuotang pantulog.*

**Pagbibigay-Halaga.** *Gamitin ang sumusunod na tsekli sa pagmamarka na natapos na padron ng mga bata. Ipasipi ito sa kapiirasong papel at ipasagot sa mga bata.*

<b>Mga Pamantayan</b>	<b>Oo</b>	<b>Bahagya</b>	<b>Hindi</b>
1. <i>Naihandá ko ba kaagad ang mga materyales at kagamitan bago ako nagsimulang gumawa?</i>			
2. <i>Nasunod ko ba nang wasto at maayos ang bawat hakbang ng gagawin?</i>			
3. <i>Sinundan ko ba ng magagandang kaugalian sa paggawa?</i>			
4. <i>Nagpamalas ba ako ng kasiyahan at kasiglahan habang gumagawa?</i>			
5. <i>Natapos ko ba ang gawain sa takdang panahon?</i>			

**Gawain 6****1-2 araw****Paksa. Pagtatabas ng Tela**

**Panimulang Gawain.** Ipadala sa mga bata ang telang binili at gagawing kasuotang pantulog. Pagbalik-aralan ang paghahandang isinagawa sa tela bago dinala ito sa klase. Tumawag ng ilang bata upang magpaliwanag at isakilos ang wastong paraan ng pagbababad, pagpapatuyo, pagtutuwid ng nahihimulmol na gilid, at pagbabanat ng tela upang umayos ang hilatsa. Hayaang ipaliwanag din ng mga bata ang kahalagahan ng mga hakbang na ito.

**Panlinang na Gawain.** Basahin ang teksto, "Pagtatabas ng Tela" sa pahina 225 ng batayang aklat. Pag-usapan ang mga hakbang na dapat isagawa sa tela bago ilapat ang padron ng kasuotang pantulog dito. Talakayin at ipakitang-turo ang wastong pagsasagawa sa bawat hakbang. Papagbigayin ang mga bata ng ilang tuntuning pangkaligtasan na dapat isaisip habang ginagawa ang bawat hakbang.

**Pangwakas na Gawain.** Patnubayan ang mga bata sa paghahanda ng telang tatabasin at paglalapat ng padron dito. Bigyan ng kaukulang tulong ang mga batang hindi naksusunod sa wastong paraan ng pagsasagawa. Suriin muna ang pagkakalapat ng padron sa tela bago pahintulatang tabasin ito ng mga bata. Ipakitang-turo ang wastong paraan ng pagtatabas sa tela kung kinakailangan.

**Pagbibigay-Halaga.** Gamitin ang sumusunod na tseklis sa pagmamarka ng natapos na gawain ng mga bata. Ipasipi ito sa kapisang papel at ipasagot sa kanila.

<b>Mga Pamantayan</b>	<b>Oo</b>	<b>Bahagya</b>	<b>Hindi</b>
1. Kumpleto ba ang mga materyales at kagamitang kakailanganin bago ako nagsimulang gumawa?			
2. Nasunod ko ba nang maayos at wasto ang bawat hakbang ng gawain?			
3. Sinunod ko ba ang mga panuntunang pangkaligtasan habang gumagawa?			
4. Nagpamalas ba sko ng magagandang kaugalian sa paggawa?			
5. Natapos ba sa takdang panahon ang gawain?			



**Gawain 7****15-20 araw****Paksa. Pananahi ng Kasuotang Pantulog**

**Panimulang Gawain.** Ipadala sa mga bata ang tinabas na mga pirasong telang gagawing kasuotang pantulog at ang kumpletong kagamitan sa pananahi. Ibigay na takdang-aralin ang pagbabasa at pag-unawa sa teksto tungkol sa pananahi ng kasuotang pantulog upang magkaroon ng panimulang kaalaman ang mga bata rito.

**Panlinang na Gawain.** Talakaying isa-isa ang mga hakbang sa pananahi ng kasuotang pantulog. Ipakitang-turo ang mga hakbang habang ipinaliliwanag ang wastong paraan ng pagsasagawa nito. Hikayating magtanong ang mga bata tungkol sa mga hakbang na tinalakay upang lalong maintindihan nila ang wastong paraan ng pagsasagawa ng mga ito. Ituro ang mga kaugnay na kasanayan tulad ng paggawa ng tutop pananahi ng dugtong na Pranses at dugtong na dapa, at iba pa kapag dumating na sila sa hakbang na gagamitin ang mga ito.

**Pangwakas na Gawain.** Patahiin sa mga mag-aaral ang kanilang pansariling kasuotang pantulog. Patnubayan ang mga bata sa pagpapatakbo ng makina at pasunod ng mga hakbang na kailangang gawin. Bigyan ng kaukulang tulong ang mga bata kung kinakailangan.

Idispley sa isang bahagi ng silid-aralan ang mga tinapos na proyektong kasuotang pantulog ng mga bata. Ipaskil s bulletin board ang mga pinakamagagandang proyektong kasuotang pantulog.

**Pagbibigay-Halaga.** Ipa sipi ang sumusunod na iskor kard sa mga mag-aaral at gamitin ito sa pagmamarka ng tinapos na gawaing proyektong kasuotang pantulog ng mga bata.

<b><i>Mga Sukatan</i></b>	<b><i>Takdang Marka</i></b>	<b><i>Marka ng Guro</i></b>	<b><i>Mga Puna</i></b>
<b><i>A. Tela (10%)</i></b>			
1. Angkop ba ang telang pinili?	4		
2. Madali ba itong labhan at planstahin?	3		
3. Matibay ba ito at hindi kumukupas ang kulay?	3		

<i>Mga Sukatan</i>	<i>Takdang Marka</i>	<i>Marka ng Guro</i>	<i>Mga Puna</i>
<b>B. Istilo at Disenyo (10%)</b>			
1. Payak ba ang napiling disenyo?	3		
2. Kaya ba itong tahiin ng bata?	2		
3. Tama ba ang haba nito sa susuot?	2		
4. Nababagay ba ang istilo na napili para sa paggagamitang okasyon?	3		
<b>K. Pagkakagawa (40%)</b>			
1. Tama ba ang luwang ng kasuotang ginawa?	5		
2. Lapat ba ang mga tahi at tutop ng kasuotang tinahi?	10		
3. Tuwid ba ang mga tahi?	10		
4. Pantay-pantay ba ang haba at higpit ng mga tahi?	5		
5. Malinis ba ang pagkakatahi sa nataposs na kasuotan?	10		
<b>D. Pagkakalapat (20%)</b>			
1. Lapat ba sa katawan ang kasuotang ginawa?	5		
2. Tama ba ang sukat ng kasuotang binuo?	10		
3. Maginhawa ba itong gamitin?	5		
<b>E. Oras na Nagugol (10%)</b>			
1. Natapos ba sa takdang oras ang kasuotang tinahi?	10		
<b>G. Pagpapahalaga sa Natapos na Gawain (10%)</b>			
1. Kanais-nais bang gamitin ang tinahing kasuotan?	4		
2. Maayos ba ang pangkakagawa ng kasuotan?	4		
3. Nasiyahan ba ako sa natapos kong proyekto?	2		
<b>Kabuuan</b>	<b>100%</b>		

**APPENDIX H**

**REVISED TEACHING GUIDE OF EPP**

**SUBJECT AREA ON PANANAHI**

**FOR GRADES V & VI**

**BINAGONG PATNUBAY NG GURO**  
**SA EPP V PANANAHIN**



# **BINAGONG PATNUBAY NG GURO SA EPP V PANANAHÌ**

Layunin	Paksa	Estratehiya/ Panamaraan	Pagpapahalaga	Itinak- dang Oras	Bilang ng Araw	Sanggunian	Proyekto
	<ul style="list-style-type: none"> <li>➤ <i>Umaupo nang na- kalapat ang paa sa sahig at na- kalapat ang li- kod sa sandalan ng silya.</i></li> <li>➤ <i>Isuot ang didat kapag mananahi.</i></li> <li>➤ <i>Iwasang manahi sa lugar na wa- lang sapat na liwanag.</i></li> <li>➤ <i>Gumamit ng si- nulid na abot siko ang haba.</i></li> <li>➤ <i>Gumamit ng gunting sa pag- putol sa sinulid.</i></li> <li>➤ <i>Iwasang kagatin o basain ng laway ang dulo ng sinulid kapat- isusuot sa kara- yom.</i></li> </ul>	<p><i>Demonstrasyon</i></p> <p><i>Pagtuklas na pa- mamaraan</i></p> <p><i>Talakayan</i></p>					
<p>3. Nagagamit ang makina sa maayos at wastong paraan.</p> <p>3.1 Nabuhukoy ang mga bahagi ng makina at gamit ng bawat isa.</p>	<p>3. Ilang bahagi ng makina at gamit ng bawat isa.</p> <ul style="list-style-type: none"> <li>➤ <i>Ulo ng makina - pang-itaas na bahagi ng maki- na na binubuo</i></li> </ul>	<p><i>Demonstrasyon</i></p>	<p><i>Pagtitala</i></p>		<p align="center">2</p>	<p><i>Umaunlad sa Paggawa, 186-187</i></p>	<p><i>Drawing ng makinang pa- nani</i></p>

# **BINAGONG PATNUBAY NG GURO SA EPP V PANANAH**

Layunin	Paksa	Estratehiya/ Panamaraan	Pagpapahalaga	Itnak- dang Oras	Bilang ng Araw	Sanggunian	Proyekto
	<p>ng maliit at tiyak na bahagi upang ito ay umandar.</p> <p>➤ Lalagyan ng sinulid – pinaglalagyan ng kareta ng sinulid sa itaas na bahagi ng ulo ng makina.</p> <p>➤ Gulong sa ibabaw – Nagpapandar sa makina kahulong ang gulong na malaki sa ilalim.</p> <p>➤ Babina – pinaglalagyan ng sinulid sa ilalim ng makina.</p> <p>➤ Kasindang o belt – bahaging nagdurugtong ng maliit na gulong sa ibabaw sa malaking gulong sa ibaba.</p> <p>➤ Presser foot – bahaging pami-pigil at gumagabay sa tela ha-</p>	<p><i>Lektyur/Panayam</i></p> <p><i>Talakayan</i></p>					

# **BINAGONG PATNUBAY NG GURO SA EPP V PANANAHIN**

Layunin	Paksa	Estratehiya/ Pamamaraan	Pagpapahalaga	Itinak- dang Oras	Bilang ng Araw	Sanggunian	Proyekto
	<p><i>bang nana- nahi.</i></p> <p>➤ <i>Tension re- gulator bahaging u- mayos sa luwag at higpit ng mga tahi ng makina.</i></p> <p>➤ <i>Stitch regu- lator bahaging nasa ibaba ng ikitan ng sinulid sa babina na nag-aayos ng hba ng mga tela.</i></p>						
<p>3.2 Natatalakay ang wastong pangangalaga ng makina.</p>	<p>4. Pag-aalaga ng makina</p> <p>➤ <i>Ingatan ang pag- taas at pagbaba ng ulo ng makina kapag ito ay ginagamit.</i></p> <p>➤ <i>Panasan at ali- sin ang alikabok at himamol ng sinulid bago at</i></p>	<p><i>Lektur/Panayam</i></p> <p><i>Demonstrasyon</i></p>			1		



# **BINAGONG PATNUBAY NG GURO SA EPP V PANANAHII**

Layunin	Paksa	Estratehiya/ Pamamaraan	Pagpapahalaga	Itinak- dang Oras	Bilang ng Araw	Sanggunian	Proyekto
	<p>matapos itong gamitin.</p> <p>➤ Lagyan ng ka-pirasong tela ang pagitan ng feed dog at presser foot ka-pag hindi ito ginagamit.</p> <p>➤ Iwasang magla-gay ng matalas na bagay sa ibabaw ng ma-kina.</p> <p>➤ Takpan ito pag-katapos gamitin.</p> <p>➤ Ilagay ang ma-kina sa lugar na malinis at ligtas sa sinag ng araw, ulan at halamigmig.</p> <p>➤ Iwasan ang paggamit nito sa ibang para-an maliban sa pananahi.</p> <p>➤ Linisin ng ma-buti at tangisan minsan sa isang linggo</p>	<p><i>Tanong at sagot</i></p>					

# **BINAGONG PATNUBAY NG GURO SA EPP V PANANAHI**

Layunin	Paksa	Estratehiya/ Pamamaraan	Pagpapahalaga	Itnak- dang Oras	Bilang ng Araw	Sanggunian	Proyekto
3.3 Naipakikita ang wastong paraan ng pagpapatakbo ng makina.	<p>5. Paghahanda ng maki-na bago manahi.</p> <ul style="list-style-type: none"> <li>➤ Paglalagay ng karayom</li> <li>➤ Paglalagay ng bobina</li> <li>➤ Paglalagay ng sinulid sa itaas ng makina</li> <li>➤ Pagkuha ng sinulid</li> <li>➤ Pag-aayos ng haba ng mga tahi.</li> </ul>	Demonstrasyon			2		
	<p>6. Pagpapatakbo ng makina</p> <p>Pagsunod sa panun-tunang isinasaad</p> <ul style="list-style-type: none"> <li>➤ Umupo nang maa-yos sa harap ng makina. Ilagay nang lapat ang dalawang paa sa apakan o treadle.</li> <li>➤ Hawakan ang gu-long sa ilalim at paandarin ito sa pamamagitan ng pag-ikot patungo sa iyo.</li> </ul>	<p>Tanong at sagot</p> <p>Demonstrasyon</p> <p>Pagtuklas</p> <p>Drill method</p>			1		

# **BINAGONG PATNUBAY NG GURO SA EPP V PANANAHII**

Layunin	Paksa	Estratehiya/ Pamamaraan	Pagpapahalaga	Itinak- dang Oras	Bilang ng Araw	Sanggunian	Proyektó
	<p>➤ <i>Ipadyak ang mga paa hanggang umikot ang gulong sa ilalim nang mayos at sa itaas ng di-reksiyon.</i></p> <p>➤ <i>Ayusin ang kulin-dang upang mag-dugtong ang hand-wheel sa balance wheel.</i></p> <p>➤ <i>Paandarin ang makina sa pamamagitan ng pag-ikot ng balance wheel palong sa iyo.</i></p> <p>➤ <i>Magsanay pumadyak sa apakan.</i></p> <p>➤ <i>Ihaas ang presser foot. Igalaw ang balance wheel upang tumas ang talagyan ng karayom.</i></p> <p>➤ <i>Ibaba ang presser foot at simulang paandarin ang makina</i></p> <p>➤ <i>Paandarin ang makina sa katamtamang bilis. Patnubayan ang kali-</i></p>	<p><i>Tanong at sagot</i></p>					

# **BINAGONG PATNUBAY NG GURO SA EPP V PANANAHIL**

<b>Layunin</b>	<b>Paksa</b>	<b>Estratehiya/ Pamamaraan</b>	<b>Pagpapahalaga</b>	<b>Itinak- dang Oras</b>	<b>Bilang ng Araw</b>	<b>Sanggunian</b>	<b>Proyekto</b>
	<p>wang kamay ang telang tinatahi.</p> <p>➤ Bagalan ang pag-padyak sa treadle kapag malapit na sa dulo ng telang tinatahi.</p> <p>➤ Tahiin ng ilang beses ang dulo ng tahi sa makina upang hindi ito matastias.</p>						
	<p>7. Sulirenin sa pagpapatako ng makina</p> <p>➤ Nababaling karayon</p> <p>➤ Napuputol na sinulid</p> <p>➤ Naglalaktaw-laktaw na tahi</p> <p>➤ Mangungubot na tahi</p>	<p>Demonstrasyon</p> <p>Pagtuklas</p> <p>Talakayan</p>	Pagtatambal		1		
<p>4. Nakabubuo ng isang kasuotang tahi sa makina.</p> <p>4.1 Naihabanda ang plano ng kagamitang tatahiin</p>	<p>8. Plano ng tatahiing daster</p> <p>➤ Pumili ng istilo ng daster.</p> <p>➤ Alamin kung ang nong tela ang angkop dito</p> <p>➤ Tsyekin ang haba at dami ng telang</p>	<p>Pagtuklas</p> <p>Panproyektong pamamaraan</p>	Tsektist		1	Umunlad sa Paggawa 5, ph. 196.	Plano ng proyekto

# **BINAGONG PATNUBAY NG GURO SA EPP V PANANAHI**

Layunin	Paksa	Estratehiya/ Pamamaraan	Pagpapahalaga	Itinak- dang Oras	Bilang ng Araw	Sanggunian	Proyekto
	<p><i>kakailanganin</i></p> <p>➤ <i>Alamin ang mga angkop na karagdang gamit tulad ng sinulid, karayom, butones at iba pa.</i></p> <p>➤ <i>Bilhin ang angkop na telang gagamitin at dagdag na gamit sa hangang kayang bilhin.</i></p> <p>➤ <i>Iplano ang pagkakatamtamang suod ng habang sa pananahi ng mga kagamitan.</i></p> <p>➤ <i>Ihanda ang makinang panahi at mga kagamitang kailangan sa pananahi.</i></p>	<p align="center"><i>Ilustrasyon</i></p>					
4.2 Napipili ang tela at kagamitang angkop sa tatatihin.	<p>9. Uri ng telang angkop sa daster</p> <p>➤ <i>Chambray</i></p> <p>➤ <i>Percale</i></p> <p>➤ <i>Poplin</i></p> <p>➤ <i>Indian head</i></p>	<p><i>Talakayan</i></p> <p><i>Tanong at sagot</i></p>	<i>Pagkilala</i>		1	<p>Umunlad sa Paggawa 3, ph. 197.</p>	<p><i>Tela para sa proyekto, mga kagamitang panahi</i></p>

# **BINAGONG PATNUBAY NG GURO SA EPP V PANANAHI**

Layunin	Paksa	Estratehiya/ Pamamaraan	Pagpapahalaga	Itinak- dang Oras	Bilang ng Araw	Sanggunian	Proyekto
4.4 Natakukuha ng tumpak na sukat	<ul style="list-style-type: none"> <li>➤ Ang pinaghugutang bahagi ng tela ang gamiting gabay sa paggugupit.</li> <li>➤ Plansahin ang tela.</li> </ul> <p>12. Pagkuha ng sukat ng katawan</p> <ul style="list-style-type: none"> <li>➤ Balikat</li> <li>➤ Dibdib</li> <li>➤ Lapad ng dibdib</li> <li>➤ Baywang</li> <li>➤ Balakang</li> <li>➤ Lihurang katawan</li> <li>➤ Harapang katawan</li> <li>➤ Kilikiti</li> <li>➤ Braso</li> <li>➤ Haba ng daster</li> </ul>	<p>Lektur/Panayam</p> <p>Demonstrasyon</p> <p>Demonstrasyon</p> <p>Pagtuklas</p> <p>Tanong at sagot</p>	Pagkilala		1	Agap at Sikap 6, ph. 217-219	
4.5 Nakagagawa ng padron ayon sa tumpak na sukat	<p>13. Padron para sa lihurang katawan</p> <ul style="list-style-type: none"> <li>➤ Ito ang unang ginagawa sa pamamagitan ng kinuhang tumpak na sukat sa katawan. Ang iba't ibang sukat ay kinahati-hati sa</li> </ul>	<p>Pagpapakitang-turo</p> <p>Demonstrasyon</p>	Tsektis		2	Agap at Sikap 6, ph. 219, 221, 223.	Padron ng daster

# **BINAGONG PATNUBAY NG GURO SA EPP V PANANAHI**

Layunin	Paksa	Estratehiya/ Pamamaraan	Pagpapahalaga	Itinak- dang Oras	Bilang ng Araw	Sanggunian	Proyekto
	<p>dalawa o itaapat na bahagi.</p> <p>14. Padron para sa harapang katawan.</p> <p>➤ Ito ay ibinabatay sa padron ng likurang katawan. Ang pagkakaiba lamang ay ang haba at lapad ng harapang katawan dahil sa dib-dib.</p> <p>15. Padron ng tutop at bulsa</p> <p>➤ Sa paggawa ng tutop para sa liigan, ito'y kailangan <math>1\frac{1}{4}</math> - 2 pulgada. Ang tutop para sa kilikili ay maititid ng kaunti. Ang hugis, istilo at laki ng bulsa ay batay sa plano ng proyekto.</p>	<p>Pamproyektong pamamaraan</p> <p>Pagpapakitang-turo</p> <p>Tanong at sagot</p> <p>Pagpapakitang-turo</p> <p>Tanong at sagot</p>	<p>Tsektis</p> <p>Tsektis</p>	<p>30</p> <p>30</p>	<p>1</p>	<p>Agap at Sikap 6, ph. 219, 221, 223.</p> <p>-do-</p>	

# **BINAGONG PATNUBAY NG GURO SA EPP V PANANAHI**

Layunin	Paksa	Estratehiya/ Pamamaraan	Pagpapahalaga	Itinak- dang Oras	Bilang ng Araw	Sanggunian	Proyekto
4.6 Naisasagawa ang pagbuo ng kasuotang tahi sa makina.	<p>16. Paglalapat ng padron sa tela</p> <ul style="list-style-type: none"> <li>➤ Tiktupin ang tela sa gitna na nakaharap ang kabalikang panig o wrong side. Ti-yaking tuwid at pantay ang uriya at magkabilang gilid. Ilapat ng maayos ang tela sa mesa.</li> <li>➤ Ilagay ang mga padron sa itabaw ng tela. Tiyakin na walang nasa sayang na tela.</li> <li>➤ Lapatin nang husto ang padron sa tela, laylayan ng aspili at markahan.</li> </ul>	<p>Pagpapakitang-turo</p> <p>Demonstrasyon</p>	Tseklis	10		Agap at Sikap 6, ph. 215-216.	Daster
	<p>17. Pagtatapos ng mga pinadronang malalaking piraso ng daster.</p> <ul style="list-style-type: none"> <li>➤ Tuwid na linya -- malalaki ang hugod ng gunting.</li> </ul>	<p>Pagpapakitang-turo</p> <p>Talakayan</p>	Tseklis	40		Agap at Sikap 6, ph. 225-226.	



# **BINAGONG PATNUBAY NG GURO SA EPP V PANANAHI**

<b>Layunin</b>	<b>Paksa</b>	<b>Estratehiya/ Pamamaraan</b>	<b>Pagpapahalaga</b>	<b>Itinak- dang Oras</b>	<b>Bilang ng Araw</b>	<b>Sanggunian</b>	<b>Proyekto</b>
	<ul style="list-style-type: none"> <li>➤ Pakurbang linya – maliit na ha-god.</li> <li>➤ Pagdiin ng kamay habang naggugupit ng tela.</li> <li>➤ Paglilipat ng marka.</li> </ul>	<i>Tanong at sagot</i>					
	<p>18. Pagtatabas ng tutop at bulsa</p> <ul style="list-style-type: none"> <li>➤ Bayas – pahilis sa hilatsa</li> <li>➤ Lapat na tutop – inilalapat ang padron sa tela (ritasong tela ang gamit para rito)</li> </ul>	<p><i>Pagpapakitang-turo</i></p> <p><i>Talakayan</i></p>	<i>Tseklis</i>	<i>10</i>	<i>1</i>	<i>Agap at Sikap 6, ph. 225-226.</i>	
	<p>19. Paglalagay ng tahing panigil o stay stitch sa liigan at kikili.</p> <ul style="list-style-type: none"> <li>➤ Gamit na tutos na may layong kahahating senti-metro buhat sa gupit na gilid.</li> </ul>	<i>Demonstrasyon</i>	<i>Iskor Kard</i>	<i>30</i>		<i>Ph. 234-238</i>	
	<p>20. Pag-aaspili, paghihil-bana ng balikat</p> <ul style="list-style-type: none"> <li>➤ Payak na dug-tong.</li> </ul>	<i>Talakayan</i>	<i>-do-</i>	<i>30</i>	<i>1</i>	<i>-do-</i>	

# **BINAGONG PATNUBAY NG GURO SA EPP V PANANAHI**

Layunin	Paksa	Estratehiya/ Panimamaraan	Pagpapahalaga	Itinak- dang Oras	Bilang ng Araw	Sanggunian	Proyekto
	21. Pananahi sa makina ➤ Pagpasada sa makina.	Talakayan	Iskor Kard		1	Agap at Sikap 6, ph. 234-238	
	22. Pag-aaspili at paghi- hلبana sa gilid ng daster ➤ Unang hakbang sa paggagawa ng balinsiyana o French seam.		Tseklis		1	-do-	
	23. Pananahi sa makina. ➤ Pagpasada sa hinibanang gilid.	-do-	Iskor Kard		2	-do-	
	24. Pag-aaspili at paghi- hلبana sa kabali- kang panig or wrong side. ➤ Balinsiyana o French seam	Demonstrasyon	Tseklis	30		-do-	
	25. Pananahi sa makina. ➤ Pagpapasad sa balinsiyang dugtong	-do-	-do-		1	-do-	
	26. Pag-aaspili at paghi- hلبana ng tutop sa liigan at kilikili.	-do-	-do-	30	1	-do-	

# **BINAGONG PATNUBAY NG GURO SA EPP V PANANAH**

Layunin	Paksa	Estratehiya/ Pamamaraan	Pagpapahalaga	Itinak- dang Oras	Bilang ng Araw	Sanggunian	Proyekto
	<p>➤ <i>Pagkabit ng tutop ng aspili at tating hilbana.</i></p> <p>27. <i>Pananahi sa makina</i></p> <p>➤ <i>Pakurbang pa-sada ng makina</i></p> <p>28. <i>Pag-aspili at paghi-hilbana ng bulsa at pananat sa makina.</i></p> <p>➤ <i>Istilo ng tahi</i></p> <p>➤ <i>Lugar na pag-kakabit</i></p> <p>➤ <i>Tibay ng tahi</i></p> <p>29. <i>Paglitip ng tutop at laylayan ng daster</i></p> <p>➤ <i>Uri ng tahi</i></p> <p>➤ <i>Tibay ng tahi</i></p> <p>➤ <i>Kulay ng sinulid</i></p> <p>30. <i>Pag-alis ng mga himulmol.</i></p> <p>➤ <i>Gapitin ang mga himulmol na sinulid.</i></p> <p>31. <i>Pagsukat at paggawa ng pagbabago hang kailangan</i></p>	<p><i>Demonstrasyon</i></p> <p><i>-do -</i></p> <p><i>Pamproyektong estratehiya</i></p> <p><i>-do -</i></p> <p><i>-do -</i></p> <p><i>Paghugas ng suliranin</i></p>	<p><i>Iskor Kard</i></p> <p><i>-do -</i></p> <p><i>-do -</i></p> <p><i>-do -</i></p> <p><i>-do -</i></p>	<p></p> <p>30</p> <p>20</p> <p>10</p> <p></p>	<p>2</p> <p></p> <p>1</p> <p>1</p>	<p><i>Agap at Sikap 6, p. 234-238</i></p> <p><i>-do -</i></p> <p><i>-do -</i></p> <p><i>-do -</i></p> <p><i>Clawing Panahanan Para sa Mababang Paaralan, p. 274-275</i></p>	<p></p> <p></p> <p><i>Daster</i></p> <p></p> <p></p>

**BINAGONG PATNUBAY NG GURO SA EPP V PANANAH**

Layunin	Paksa	Estratehiya/ Pamamaraan	Pagpapahalaga	Itinak- dang Oras	Bilang ng Araw	Sanggunian	Proyekto
6. Nakapagtuuos ng gastos at kikitain pag naipagbili ang proyekto.	<p>➤ Paggawa ng paaralan na mabago kung maluwag o masikip.</p>	Talakayan					
	<p>32. Pagtuuos ng gastos at kikitain kapag na-ipagbili ang proyekto.</p> <p>➤ Listahan ng gastos.</p> <p>➤ Tag ng presyo.</p>	<p>Pagtuklas ng estratehiya</p> <p>Tanong at sagot</p>	Tseklis		1		Tala ng gastos at tag ng presyo kung ipagbili.

**BINAGONG PATNUBAY NG GURO**  
**SA EPP VI PANANAHÌ**

# **BINAGONG PATNUBAY NG GURO SA EPP VI PANANAHÍ**

Layunin	Paksa/Nilalaman	Estratehiya/ Pamanaraan	Pagpapahalaga	Itinak- dang Oras	Bilang ng Araw	Sanggunian	Proyekto
<b>A. Panlalakad</b>  Natatamo ang kaalaman, kasanayan, wastong saloobin, at kawilihan sa pananahi upang mapabuti at mapanatlad ang uri ng panunuhay.							
<b>B. Tipak</b>  1. Naipaliwanag ang kahalagahan ng kasanayan sa pananahi para sa sarili, sa mag-anak at sa pamilyan.							
1.1 Natutukoy ang mga gawaing pangkabuhayan sa panayaman na may kinalaman sa pananahi.	1. Gawaing pangkabuhayan sa panayaman. ➤ Uri ng produktong yari sa pananahi	Talakayan	Pagpipili	30		Agap at Sikap 6, p. 208 / Makabagong Pantahanan 6, p. 269-270.	Album ng mga larawang may kinalaman sa pananahi
1.2 Natatalakay ang kabutihang naidadulot ng pagkakaroon ng kasanayan.	2. Kabutihang naidadulot ng pagkakaroon ng kasanayan. ➤ Nakatitipid ng salapi ➤ Nakatilikha ng istilo	Tanong at sagot	Tanong o Mali	30	1	-do-	
		Lektur/Panayam					

# **BINAGONG PATNUBAY NG GURO SA EPP VI PANANAHÍ**

Layunin	Paksa/Nilalaman	Estratehiya/ Pamamaraan	Pagpapahalaga	Itinak- dang Oras	Bilang ng Araw	Sanggunian	Proyekto
2. Nakapagpapalano ng tatahiing kasuotan o kagamitan pang-pantanan	<ul style="list-style-type: none"> <li>➤ Ganda at katangian</li> <li>3. Pagpalano ng gawing may kinalaman sa pananahi. <ul style="list-style-type: none"> <li>➤ Halaga ng gawain – istilo</li> <li>➤ Kulay</li> <li>➤ Uri ng tela para sa damit pantulog</li> <li>➤ Haba at dami ng tela</li> <li>➤ Kagamitan sa pananahi</li> <li>➤ Hakbang ng gawain</li> </ul> </li> </ul>	<p>Talakayan</p> <p>Pagpapaliwanag / Panararang De-manstrasyon</p>	Pagpipili	15			
3. Nakasusunod sa plano ng tatahiing kasuotan o kagamitan pang-pantanan.	<ul style="list-style-type: none"> <li>4. Telang angkop sa tatahiing kasuotan. <ul style="list-style-type: none"> <li>➤ Koton – kutsa, voile, oxford, calico, crepe, percale</li> <li>➤ Linen</li> </ul> </li> <li>5. Kagamitan sa pananahi <ul style="list-style-type: none"> <li>➤ Medida, ruler, malaking gunting, pinking shears, didal, tisang pang</li> </ul> </li> </ul>	<p>Lektyur/Panayam</p> <p>Talakayan</p>	Pagkilala	20		Agap at Sikap ó, p. 246-247	Scrap-book ng mga uri ng tela
3.1 Nakapipili ng tela at iba pang kagamitan sa pananahi.			- do -	25	1	- do -	Iba't ibang kagamitan sa pananahi

# **BINAGONG PATNUBAY NG GURO SA EPP VI PANANAHÌ**

Layunin	Paksa/Nilalaman	Estratehiya/ Pamamaraan	Pagpapahalaga	Itinak- dang Oras	Bilang ng Araw	Sanggunian	Proyekto
	marba, panusok ng sinulid sa ka- rayom o needle threader, maki- nang panahi, ma- liit na gunting, karayom, aspili, tusukan ng kara- yom at apili, sinulid, tracing wheel	Lekturyur/Panayam					
3.2 Naiisasaalang-alang ang nga salik sa matalinong pamimili.	6. Mga salik sa mata- linong pamimili ➤ Basahin ang eti- kita ng tela ➤ Uri ng telang angkop gamitin sa damit pantulog ➤ Halaga ng bibil- hing tela ➤ Badyet	Pagsasataong pa- mamaraan	Tana o Mali	30		Agap at Sikap 6, p. 215.	
3.3 Nakasisusmod sa mga pa- nuntunang pangkahusu- gan at pangkaligtasan	7. Panuntunang pangka- lusugan at pangkalig- tasan sa pananahi. ➤ Maghugas ng ka- may bago mana- hi ➤ Ayusin ang buhok	Pagsasadulang pamamaraan	Tana o Mali	30	1	Chunawa at U- nunlad 4, p. 192.	



# **BINAGONG PATNUBAY NG GURO SA EPP VI PANANAHAI**

Layunin	Paksa/Nilalaman	Estratehiya/ Panamaraan	Pagpapahalaga	Itinak- dang Oras	Bilang ng Araw	Sanggunian	Proyekto
	<ul style="list-style-type: none"> <li>➤ <i>Unupo nang nakalapat ang paa sa sahig at nakalapat ang likod sa sandalan ng silya</i></li> <li>➤ <i>Isuot ang didal kapag manahi sa kamay</i></li> <li>➤ <i>May sapat na liwanag</i></li> <li>➤ <i>Gumanit ng sinulid na abot siko ang haba</i></li> <li>➤ <i>Gumanit ng gunting sa pagputol ng sinulid</i></li> <li>➤ <i>Iwasang kagatin o basain ng laway ang dulo ng sinulid kapag isusuot sa karayom</i></li> <li>➤ <i>Huwag ilalagay sa bibig ang aspi o karayom</i></li> <li>➤ <i>Panatilihang malinis ang paligid habang gumagawa</i></li> <li>➤ <i>Kapag nagpapahinga, itikupin at pagsama-samahin ang tinatahi</i></li> </ul>	<p><i>Demonstrasyon</i></p> <p><i>Talakayan</i></p>					

# **BINAGONG PATNUBAY NG GURO SA EPP VI PANANAHAI**

Layunin	Paksa/Nilalaman	Estratehiya/ Pamamaraan	Pagpapahalaga	Itinak- dang Oras	Bilang ng Araw	Sanggunian	Proyekto
3.4 Nakakuhaha ng tumpak na sukat sa katawan.	<p>8. Sukat sa katawan</p> <p><u>Blusang Pantulog</u></p> <ul style="list-style-type: none"> <li>➤ Batikat – dibdib</li> <li>➤ Lapad ng dibdib</li> <li>➤ Haba ng dibdib</li> <li>➤ Baywang – bala-kang</li> </ul> <p><u>Likurang Katawan</u></p> <ul style="list-style-type: none"> <li>➤ Harapang katawan</li> <li>➤ Kilikili – braso</li> <li>➤ Haba ng blusa</li> </ul> <p><u>Pantalong Pantulog</u></p> <ul style="list-style-type: none"> <li>➤ Tiro</li> <li>➤ Haba ng pantalon</li> <li>➤ Baywang – Kadera (flat)</li> <li>➤ Tihod – laylayan</li> </ul>	<p>Pagpapakitang-Gawa</p> <p>Pagtuklas</p>	Pagkilala	30	1	Agap at Sikap 6, p. 217-219.	
3.5 Nakagagawa ng padron ayon sa tumpak na sukat	<p>9. Padron para sa likurang katawan.</p> <ul style="list-style-type: none"> <li>➤ Sukat mula sa katawan</li> <li>➤ Paghahati sa dalawa o ikaapat</li> <li>➤ Pagsunod sa hakbang</li> </ul> <p>10. Padron para sa harapang katawan.</p> <ul style="list-style-type: none"> <li>➤ Batay sa likurang katawan</li> </ul>	<p>Ilustrasyon</p> <p>Panlaboratoryong pamamaraan</p>	Tseklis	40	1	Agap at Sikap 6, p. 219, 221, 223.	
			Tseklis			-do-	

# **BINAGONG PATNUBAY NG GURO SA EPP VI PANANAHAI**

Layunin	Paksa/Nilalaman	Estratehiya/ Pamamaraan	Pagpapahalaga	Itinak- dang Oras	Bilang ng Araw	Sanggunian	Proyekto
3.6 Naisasagawa ang mga pamamaraang dapat gawin bago tathin ang tela.	<ul style="list-style-type: none"> <li>➤ Ang pagkakaiba sa likurang katawan</li> </ul>						
	11. Padron para sa manggas, kuwelyo at blusa <ul style="list-style-type: none"> <li>➤ Paraan at hakbang</li> <li>➤ Istilo</li> </ul>	Ilustrasyon	Tsekiist	20	1	Agap at Sikap 6, p. 219, 221, 223.	
	12. Padron para sa pantlong pantulog <ul style="list-style-type: none"> <li>➤ Sikat ng katawan</li> <li>➤ Pamamaraan at hakbang</li> <li>➤ Pagkakaiba ng harapan sa likurang bahagi</li> </ul>	Pamproyektoang pamamaraan  Demonstrasyon	Tsekiist		1	Basic Tailoring Pattern-Making p. 22.	Padron ng kasuotang pantulog
	13. Paghahanda ng tela at kagamitan <ul style="list-style-type: none"> <li>➤ Mga hakbang sa pagpapaurong, pagbabanat, pagtutuwid sa gilid ng tela at panamantisa</li> </ul>	Pagtuklas  Lektyur/Panayam	Tsekiist	15		Agap at Sikap 6, p. 215-216.	
	14. Paglalapat ng padron sa tela						

# **BINAGONG PATNUBAY NG GURO SA EPP VI PANANAHIN**

Layunin	Paksa/Nilalaman	Estratehiya/ Pamamaraan	Pagpapahalaga	Itinakdang Oras	Bilang ng Araw	Sanggunian	Proyekto
	<ul style="list-style-type: none"> <li>➤ Wastong tupi ng tela</li> <li>➤ Paglalapat sa tela ng mayyas</li> <li>➤ Paniniyak na wastong masasayang na tela</li> <li>➤ Pag-aasipili at pagmamarka</li> </ul>	Pagpapaliang-turo / Demonstrasyon	Tsektist	15		Agap at Sikap 6, p. 215-216.	
	<p>15. Pagtatapas ng mga pinadronang malalaking piraso para sa blusa</p> <ul style="list-style-type: none"> <li>➤ Pamamaraan sa pagtatapas tulad ng: <ul style="list-style-type: none"> <li>• Hagod ng gunting</li> <li>• Paggigil ng tela</li> <li>• Paglipat ng marka</li> </ul> </li> </ul>	Pagtutuklas	- do -	30	1	- do -	
	<p>16. Pagtatapas ng pantalong pantuog</p> <ul style="list-style-type: none"> <li>➤ Pamamaraan sa pagtatapas</li> </ul> <p>17. Pagtatapas ng maliit na pirasong padron tulad ng manggas,</p>	Demonstrasyon	- do -	30		Agap at Sikap 6, p. 225-226.	

# **BINAGONG PATNUBAY NG GURO SA EPP VI PANANAHI**

Layunin	Paksa/Nilalaman	Estratehiya/ Pamamaraan	Pagpapahalaga	Itinak- dang Oras	Bilang ng Araw	Sanggunian	Proyekto
4. Naisasagawa ang pagbuo ng kagamitan o kasuotang tahi sa makina.	<p>bulsa at tutop</p> <ul style="list-style-type: none"> <li>➤ Pamamaraan ng pagtatatbas</li> <li>➤ Istilo ng mang-gas, bulsa</li> <li>➤ Uri ng tutop tulad ng:               <ul style="list-style-type: none"> <li>• Bayas</li> <li>• Lapat ng tutop</li> </ul> </li> </ul>	Pamproyektong pamamaraan	Tsetlist	30	1	Agap at Sikap 6, p. 225-226.	
	<p>18. Tahing panagil sa li-igan</p> <ul style="list-style-type: none"> <li>➤ Karaniwang pa-sada ng makina o taling tutos na may layong kala-hating sentimetro mula sa gupit na gilid.</li> </ul>	Demonstrasyon	Iskor Kard	5		Agap at Sikap 6, p. 234-238.	Blusang pan-tulog
	<p>19. Pag-aasapili at paghi-hilbana ng balikat</p> <ul style="list-style-type: none"> <li>➤ Payak na dugtong</li> </ul>	Demonstrasyon	Iskor Kard	5		-do-	
	<p>20. Pananahi sa makina ng balikat</p> <ul style="list-style-type: none"> <li>➤ Pagpasada sa makina ng payak na dugtong</li> </ul>	-do-	-do-	50	1	-do-	

# **BINAGONG PATNUBAY NG GURO SA EPP VI PANANAHÌ**

Layunin	Paksa/Nilalaman	Estratehiya/ Pamamaraan	Pagpapahalaga	Itnak- dang Oras	Bilang ng Araw	Sanggunian	Proyekto
	<p>21. Pag-aaspili at paghi-hilbana sa giliid ng blusa</p> <ul style="list-style-type: none"> <li>➤ Paggawa ng balinsiyana o French seam</li> </ul>	Pamproyektong estratehiya	Tsektist	15		Agap at Sikap 6, p. 234-238.	
	<p>22. Pananahi sa makina</p> <ul style="list-style-type: none"> <li>➤ Pagpasada ng ginawang balinsiyana</li> </ul>	Pamproyektong estratehiya	Tsektist	45	1	-do-	
	<p>23. Pag-aaspili sa liigan ng tutop, paghihilbana at pananahi sa makina</p> <ul style="list-style-type: none"> <li>➤ Paglalapat ng tutop sa tela</li> <li>➤ Tahing hilbana</li> <li>➤ Pasada sa makina</li> </ul>	Demonstrasyon	Tsektist		1	-do-	
	<p>24. Pag-aaspili ng manggas sa blusa, paghihilbana at pananahi sa makina</p> <ul style="list-style-type: none"> <li>➤ Pamamaraan ng pagkabit ng manggas</li> <li>➤ Tahing hilbana</li> <li>➤ Pasada sa makina</li> </ul>	Demonstrasyon	Iskor Kard		1	-do-	
	25. Pagkakabit ng bulsa						

# **BINAGONG PATNUBAY NG GURO SA EPP VI PANANAHI**

Layunin	Paksa/Nilalaman	Estratehiya/ Panamaraan	Pagpapahalaga	Itinak- dang Oras	Bilang ng Araw	Sanggunian	Proyekto
	<ul style="list-style-type: none"> <li>➤ Pag-aaspili</li> <li>➤ Paghihihambana</li> <li>➤ Pagpasada sa makina</li> </ul>	Demonstrasyon	Tsekist	30		Agap at Sikap 6, p. 234-238.	
	26. Paglilip sa gilid ng manggas, laylayan at butop sa liigan <ul style="list-style-type: none"> <li>➤ Tahing lilip</li> <li>➤ Pasada sa makina</li> </ul>	-do-	-do-	30	1	Agap at Sikap 6, p. 250.	
	27. Paggawa ng ohales <ul style="list-style-type: none"> <li>➤ Pagsukat ng dis-tansiya</li> <li>➤ Tahing ohales</li> <li>➤ Paraan ng paggu-pit</li> </ul>	-do-	Iskor Kard	30		-do-	
	28. Pagkabit ng butones <ul style="list-style-type: none"> <li>➤ Wastong paraan</li> </ul>	-do-	-do-	20		-do-	
	29. Pag-alis ng himalmol <ul style="list-style-type: none"> <li>➤ Paggupit ng hi-mol na sinulid</li> </ul>	-do-	-do-	10	1	-do-	
	30. Pag-aaspili at paghi-hambana ng pundiyo hang-gang paanan <ul style="list-style-type: none"> <li>➤ Panamaraan ng pagdugtong</li> </ul>	Pamproyektong estratehiya	Pagpapaliwanag	30		Agap at Sikap 6, p. 238-240.	Pantalang pantulog

# **BINAGONG PATNUBAY NG GURO SA EPP VI PANANAHAI**

Layunin	Paksa/Nilalaman	Estratehiya/ Pamamaraan	Pagpapahalaga	Itinak- dang Oras	Bilang ng Araw	Sanggunian	Proyekto
	31. Pagtahi sa makina ➤ Pagpasada sa makina	Pamproyektong estratehiya	Pagpapaliwanag		1 ½	Agap at Sikap 6, p. 238-240.	
	32. Pagbawas ng isang gilid para sa padapang dugtong ➤ Pagsukat ➤ Paggupit ➤ Pagnarka	-do -	-do -	10		-do -	
	33. Pagtupi ng malapad na pataas at paghilibana ➤ Paggawa ng dugtong na dapa	Demonstrasyon	-do -	50		-do -	
	34. Pagpasada sa pinakagilid ng ginawang tupi ➤ Direksiyon ➤ Tibay ng dugtong	Pamproyektong estratehiya	Iskor Kard	10	1	-do -	
	35. Pagdugtong ng dalawang binti ng pantalon ➤ Pag-aaspi ➤ Paghihiloana	Demonstrasyon	Tama o Mali	40			
	36. Pagtahi sa makina ➤ Direksiyon ng tahi ➤ Tibay ng tahi	Pagpapalitang-turo	-do -	30	1 1/2		



# **BINAGONG PATNUBAY NG GURO SA EPP VI PANANAHI**

Layunin	Paksa/Nilalaman	Estratehiya/ Pamamaraan	Pagpapahalaga	Itinakdang Oras	Bilang ng Araw	Sanggunian	Proyekto
	37. Paggawa ng dugtong na dapa ➤ Paggupit sa isang gilid ng 1/8 pulgada	Pagpapakitang-turo	Tama o Mali	10			
	38. Pagtupi ng malapad na patam sa dugtong na dapa ➤ Pantay na sukat ng tupa ➤ Pag-aasipili ➤ Paghihiibana	Demonstrasyon	Istor Kard	20		Agap at Sikap 6, p. 238-240	
	39. Pagpasada sa ginawang tupa ➤ Pagsunod sa marka ➤ Tibay ng tahi	Pagpapakitang-turo	-do-		1 1/4	-do-	
	40. Paglitip sa ibabaw ng pantalon ➤ Pamamaraan ng taling litip ➤ Pantay na tupa	-do-	-do-	40		-do-	
	41. Paglagay ng garter ➤ Pamamaraan ng pagtatib ➤ Tibay ng dugtong	-do-	-do-	20	1	-do-	

# **BINAGONG PATNUBAY NG GURO SA EPP VI PANANAHAI**

Layunin	Paksa/Nilalaman	Estratehiya/ Pamamaraan	Pagpapahalaga	Itinak- dang Oras	Bilang ng Araw	Sanggunian	Proyekto
<b>Pantalan</b>  Nakagagawa ng proyekto sa pamamagitan ng pagbiburda.  <b>Tyuk</b>  5. Nakapagpapalano ng gawain.	42. Paglilip sa ilalim ng pantalon ➤ Tahing lilip	Pamproyektong estratehiya	Istor Kard	10		Agap at Sikap 6, p. 250.	
	43. Pagpapalano ng buhur-dahang proyekto ➤ Badyet ➤ Oras na gugugulin ➤ Halaga ng proyekto	Pagtuklas na estratehiya		20		Agap at Sikap 6, p. 240-241.	Kasutang na pantulog na pinaganda ng tating burda
6. Nakapipili ng disenyo at materyales na kailangan	44. Mga kagamitan sa pagbiburda ➤ Karayom ➤ sinilid ➤ Bastidor ➤ gunting ➤ Parusok o stiletto ➤ Pin cushion	Talakayan	Pagbibigay	30	1	p. 241-242	
	45. Disenyo sa pagbiburda ➤ Uri ng disenyo	Pagtuklas	Paglalala	30		p. 244-245	

# **BINAGONG PATNUBAY NG GURO SA EPP VI PANANAHAI**

Layunin	Paksa/Nilalaman	Estratehiya/ Pamamaraan	Pagpapahalaga	Itinak- dang Oras	Bilang ng Araw	Sanggunian	Proyekto
	<p><i>na palaging ka-sama sa bawat isa</i></p> <ul style="list-style-type: none"> <li>➤ <i>Complimentary – dalawang magkapat na mga kulay sa tsart</i></li> <li>➤ <i>Split complimentary – kombinasyon ito ng isang kulay at ang dalawang kulay na katabi ng katapat nitong kulay. Binubuo ng titik Y ang harmoniyang ito sa tsart ng kulay</i></li> <li>➤ <i>Triad – pagsama-sama ng tatlong kulay sa tsart na bumubuo ng triyanggulong pantay-pantay ang gilid</i></li> </ul> <p>48. <i>Uri ng tating burda</i></p> <ul style="list-style-type: none"> <li>➤ <i>Tutos</i></li> <li>➤ <i>Sinuksukang tutos</i></li> <li>➤ <i>Tahing paotras</i></li> <li>➤ <i>Tahing herring-bone</i></li> <li>➤ <i>Tahing satin</i></li> </ul>	<p>Demonstrasyon</p> <p>Lektyur/Pamayam</p>	<p>Pagpipili</p>	<p>30</p>	<p>1</p>	<p><i>Agap at Sikap 6, p. 244-245.</i></p>	

# **BINAGONG PATNUBAY NG GURO SA EPP VI PANANAHIN**

Layunin	Paksa/Nilalaman	Estratehiya/ Pamamaraan	Pagpapahalaga	Idinag- dang Oras	Bilang ng Aray	Sanggunian	Proyekto
7. Naasagawa ang mga hakbang sa pagbuo ng proyekto.	<ul style="list-style-type: none"> <li>➤ Slip stitch</li> <li>➤ Tahing mahaba at maikli</li> <li>➤ Tahing bynika</li> <li>➤ Tahing balangkas</li> <li>➤ Tahing kadana</li> <li>➤ Tahing ohales</li> <li>➤ Tahing buto</li> <li>➤ Bukal Prases</li> <li>➤ Tahing tangkay na Pranses</li> <li>➤ Eyelet</li> <li>➤ Tahing Philippine ladder</li> </ul>	Tanong at sagot					
	49. Pagbuburda sa kapi-rasong tela <ul style="list-style-type: none"> <li>➤ Iba't ibang uri ng tahing burda</li> </ul>	Pamproyektong estratehiya	Pagkilala		1	Agap at Sikap 6, p. 253-254.	Album ng mga tahing burda
	50. Pagbuburda ng kasuotang pansarili <ul style="list-style-type: none"> <li>➤ Plano ng bahaging buburdahan sa proyekto</li> <li>➤ Pagpili ng di-senyo at kulay</li> <li>➤ Paglilipat ng di-senyo</li> <li>➤ Pagsunod sa hakbang o paraan ng pagbuo ng bawat</li> </ul>	Pamproyektong pamamaraan  Pagtuklas	Istor Kard		2		Kasulatang pantulog na pinaganda ng tahing burda

# **BINAGONG PATNUBAY NG GURO SA EPP VI PANANAHAI**

Layunin	Paksa/Nilalaman	Estratehiya/ Pamamaraan	Pagpapahalaga	Itinak- dang Oras	Bilang ng Araw	Sanggunian	Proyekto
8. Napahalagahan ang natapos na tahiin ayon sa pamantayan.	<p align="center"><i>disenyo</i></p> <p>51. Pagsukat at pagbabago sa proyekto</p> <ul style="list-style-type: none"> <li>➤ Paraan upang hindi masayang ang pagod, tela o simulid</li> <li>➤ Pagpapaganda ng proyekto</li> <li>➤ Pag-alis ng hindi kancis-nais na istilo o disenyo</li> <li>➤ Pagpapalit ng kulay ng simulid</li> </ul>	Pagtutas ng suli-ranin	Iskor Kard	30		Gawing Pantahanan Para sa Mababang Paaralan, p. 274-275	Kasitang pantulog na pinaganda sa tating burda
9. Nakipagtuos ng gastos at kikitain pagnaipagbili ang proyekto	<p>52. Pagtuos ng gastos</p> <ul style="list-style-type: none"> <li>➤ Listahan ng materyales sa proyekto</li> <li>➤ Tag kung ipagbili</li> </ul>	Pagtutuklas na estratehiya	Tseklis	30	1		Tala ng gastos at tag ng presyo kung ipagbibili

**CURRICULUM VITAE**

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**District Training for Teachers in P.E. at Sta. Margarita Central Elementary School, Sta. Margarita, Samar on January 28-19, 1998.**

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