

ASSESSMENT OF WRIGHT VOCATIONAL SCHOOL GRADUATES  
FROM 1982-1987: ITS IMPLICATIONS FOR  
CURRICULUM REDIRECTION

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Master of Arts in Education

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MRS. CRESCENCIA UY GAYAMAT

March 4, 1994

APPROVAL SHEET

This thesis entitled "ASSESSMENT OF WRIGHT VOCATIONAL SCHOOL GRADUATES FROM 1982-1987: ITS IMPLICATIONS FOR CURRICULUM REDIRECTION" has been prepared and submitted by CRESCENCIA U. GAYAMAT, who having passed the comprehensive examination, is hereby recommended for oral examinations.

*R. M. Urbiztondo*  
RIZALINA M. URBIZTONDO, Ed. D.  
Adviser

December 1993

Date

Approved by the Committee on Oral Examination on  
March 4, 1994 with a rating PASSED.

*[Signature]*  
SIMON P. BABALCON, JR., Ph. D.  
Chairman

*C. Mabini*  
CRESENCIA A. MABINI, Ed. D.  
Member

JOSEFA D. ABAWAG, Ph. D.  
Member

*Lydia P. Babalcon*  
LYDIA P. BABALCON  
Member

Accepted and approved in partial fulfillment of the requirements for the degree of MASTER OF ARTS IN EDUCATION, major in Administration and Supervision.

*R. M. Urbiztondo*  
RIZALINA M. URBIZTONDO, Ed. D.  
Dean of Graduate Studies

March 4, 1994  
Date of Oral Examination



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## DEDICATION

To my ever supportive and  
loving husband

ROSS

and

To my Precious Treasures

ROSELLE and CHARLESTON

I affectionately dedicate this humble work

Cres

## **ABSTRACT**

This study attempted to evaluate the secondary graduates of Wright Vocational School for five school years from 1982-1983 to 1986-1987 in order to draw implications for curriculum redirections. The study employed the normative-descriptive research method using a questionnaire as the principal instrument in gathering data. Among the problems in school enumerated were: need for better approaches or teaching strategies, how to cope with requirements in subject classes, need for improvement and qualification of shop tools and equipment for use in laboratory activities, difficulty in improving study habits, no time for library work as classes were for the whole day, too many school requirements, difficulty on comprehension skills, and apathy of staff to the plight of students. The education training had brought with “uncertain success” to the social and of “moderate success” to economic lives of secondary graduates. Overall assessment on the degree of achievement, these graduates perceived that they are at halfway threading the hierarchical path to self-actualization, an ultimate goal which is characterized by one’s life fulfillment. Most problems felt by the graduates suggested that realigning and improvement in curriculum is necessary. It includes the following: Master of effective teaching strategies, objective and systematic evaluation, qualification of learning tools and equipment, and improvement of teaching and learning conditions. Thus, bringing to application all these, the school will likely achieve better outputs and the potential of the students will develop further.

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## Chapter I

### THE PROBLEM: ITS BACKGROUND

#### Introduction

Many progressive and advanced countries which have been reaping the fruits of development have demonstrated that the essential ingredient for success is not natural resources but people power or human resources.

People are the greatest and most important resources of a country. The material and physical wealth of a nation will lay dormant and idle unless man is taught and knew how to utilize these resources. One of the accepted means by which man may be able to make use of the earth's resources is by training him. Education is recognized by society as one of the best means towards the development and progress of a nation.

Through the process of education, the citizenry is imbued with proper ideals, attitudes, values, and aspirations; provided with opportunity to acquired essential knowledge and understanding, habits and skills; given the training and instructions vital to his development so that he can achieve maximum self-realization and contribute to the well-being of the group. As propounded by Aquino (1967:33) "as the citizens of a country become better



educated, they come to enjoy a richer life, characterized by economic and social prosperity."

Democratizing access, quality, relevance, and efficiency is the present thrust of our education. As an agent of change, education must be of quality so that it can produce quality outputs which are fully armed to face the increasing demands of the fast changing society. Minda Sutaria (1989:32) defined quality education as a criteria of educational standard developed in order to achieve certain outcomes.

According to Andres (1989:2) quality education is equated with the student's possession of certain minimum competencies and aptitudes as provided in the education program. It is expected therefore, that graduating secondary students acquired these competencies at the end of the course.

What provisions are there to ensure that there is quality education in the Philippines? A review of the following will give us an insight into how our present state of education fares:

1. Article 14, Section 1 of the New Constitution states that the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all.
2. One of the objectives of the Medium Term Plan of the country is to improve the quality of education.

3. The improvement of the quality of elementary school graduates continue to be the principal concern of a major loan project called the Program for Decentralized Educational Development or PRODED.
4. In secondary education schools improvement in terms of quality, efficiency and effectiveness are the major goals of a program called the Secondary Education Development Program (SEDP).
5. The ultimate goal of the National College Entrance Examination (NCEE) is to maintain the highest quality of education by regulating and redirecting the flow of students from the secondary institution of learning.

While the aforementioned provisions are statements of aspirations, the reality presents a stark contrast to the ideal situation.

For one, quality education varies across regions and typology of schools in all educational level (Arcelo, 1990:102). Data from the project PREEM (Preparation of Elementary Education Measures) revealed that the average learner in all types of schools has not reached the mastery level set at 75 percent. Shown by studies of Bro. Andrew Gonzales, Comparative Mean Scores of Grade V and Grades IV pupils conducted in 1975 and 1988 despite significant improvement is still below the mastery level set at 75 percent. He made an emphatic assertion that there is hardly any learning beyond Grade IV.

The quality of education is quite uneven across regions. Regions 2, 3, 5, 6, 7, 8, 9 and 10 have a mean



score below the national mean (Arcelo, 1990:102). One can infer from these findings that on the average we have not yet attained the constitutional aspiration of having quality education.

The above mentioned commentary on elementary education is likewise applicable to secondary education. As to the achievement level, Dr. Adriano A. Arcelo, Vice President of FAPE (on Philippine high school) revealed that the sectarian high schools and the provincial high schools performed better than all other types of high schools, with the barangay schools showing the poorest performance.

As gleaned on the achievements of high school students in Region VIII, performance indicator showed the following: (Assessment of CY 1992 Annual Plan)

<u>Performance Indicator</u>	<u>Performance in 1991</u>	<u>Performance in 1992</u>	<u>Increase/Decrease</u>
1. Achievement Rate	31.49	34.07	2.58
2. Participation Rate	57.33	65.19	8.6
3. Cohort Survival Rate	57.33	65.19	8.6
4. Drop-out Rate	8.34	5.55	(-2.79)
5. Retention Rate	86.60	90.48	3.88
6. Graduation Rate	94.55	91.38	(-3.39)

The performance of high school students in Region VIII

as revealed by the above data indicates a slight increase or in participation and survival rate of 8.6 respectively. There's also a little increase of performance in the retention rate which was 3.88. One can infer that this good performance of our students can be attributed to the implementation of free secondary education in high school. However, problems still exist in our region as reflected by the data such as low achievement rate, low drop-out rate despite the reform in education. This conforms to the result of the findings of the study of Dr. Adriano A. Arcelo that there is a deterioration of the quality of education as observed from the NCEE scores of Fishery, Vocational, Trade, and Barangay High Schools which fall below the 45 percentile cut-off score.

It is mentioned in Dr. Milagros Ibe's study, (1989) Director of the Office of Continuing Education and Extension Services at the University of the Philippines that children coming from well-to-do families consistently get high scores in the NCEE. Such opportunity gives them also the greater chance to conduct the affairs of the nation and for this reason, they are the "elitest".

The problems and issues on Philippine education pointed out a need to improve the quality of our education today. Underscoring the role of the school to undertake the task, former President Corazon C. Aquino said that it was

imperative that we upgrade the quality of education at all stages especially the elementary and secondary level.

In Herr and Cramer's book, Wellman (1970:49) clearly pointed that the ultimate goals of evaluation is to provide the kinds of information needed to predict the probability that a specified outcome will result when a defined program is used in a particular situation with a given type of student.

Nineteen ninety-four (1994) is the 24th year of operation of Wright Vocational School. Through these years, the teaching force felt a growing concern on gaps that are not met nor identified. Feelings were not enough, consequently, this study was initiated to trace where lies the inadequacies, problems on specific trade gaps by the graduates as it relates to job preparedness and community living. Only then, can the school ascertain the cause of its "crop failures" and "unmarketable crops" through examination of its products by evaluating its curricular offerings in the light of the findings obtained from school leavers and from this, make necessary changes and modifications may be evolved.

The curriculum recognizes that it is not concerned only with having every child to learn a body of knowledge, but rather is also willing to know when the child is out of school how he experienced a method of facing life. Thus,



the information gathered and obtained by this study can be objective and factual that hopefully it can come up with a curriculum that must be practical and effective.

As a consistent adviser of graduating students for the past fourteen years, the researcher was challenged to investigate the present socio-economic conditions and appraise the life-styles of the 1982-1987 Wright Vocational School Graduates in an answer to the question that echoed in the past, "after graduation, what"?

#### **Wright Vocational School: Its Background**

Republic Act 3477 created and established Wright Vocational School through a sponsored bill authored by former Congressman Fernando Veloso. The said Act was approved earlier but the formal opening and operation of the school started on January 6, 1969 by offering home industries courses under Non-Formal Education Program to out-of-school youths and adults. On June, 1972, the Secondary Home Industries Curriculum was implemented to the first year, but second and third year students from other schools were admitted. On March 1974, WVS turned out 14 students that marked its first batch of graduates.

Wright Vocational School occupies a panoramic view at Barangay Lipata, a kilometer from the heart of Paranas or 20 kilometer distance to Catbalogan. The school is serving the



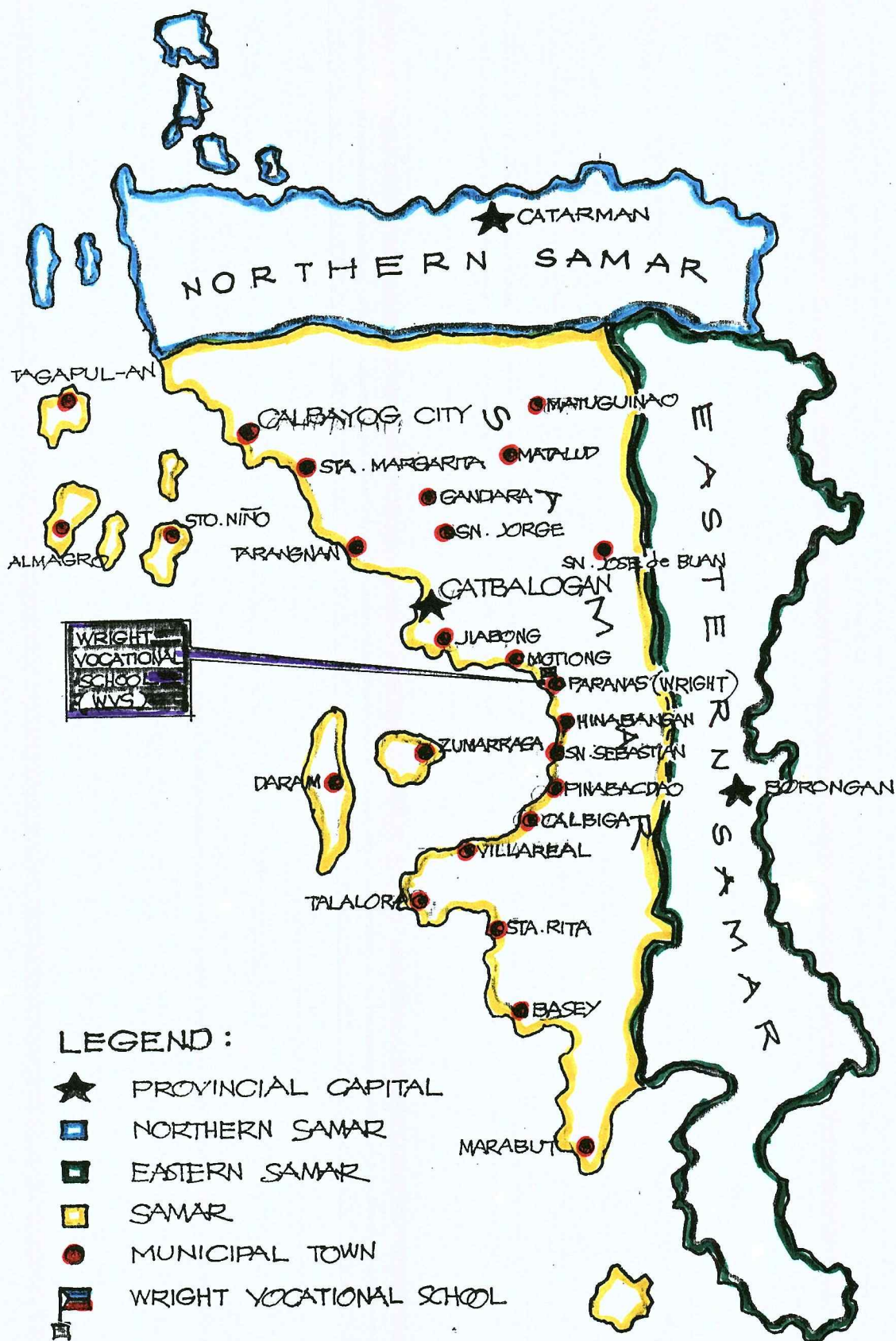


FIGURE 1. MAP OF SAMAR PROVINCE SHOWING THE DISTRICT WHERE WRIGHT VOCATIONAL SCHOOL IS SITUATED.

MAP OF WRIGHT VOC'L.  
SCHOOL  
ITS SERVICE AREA

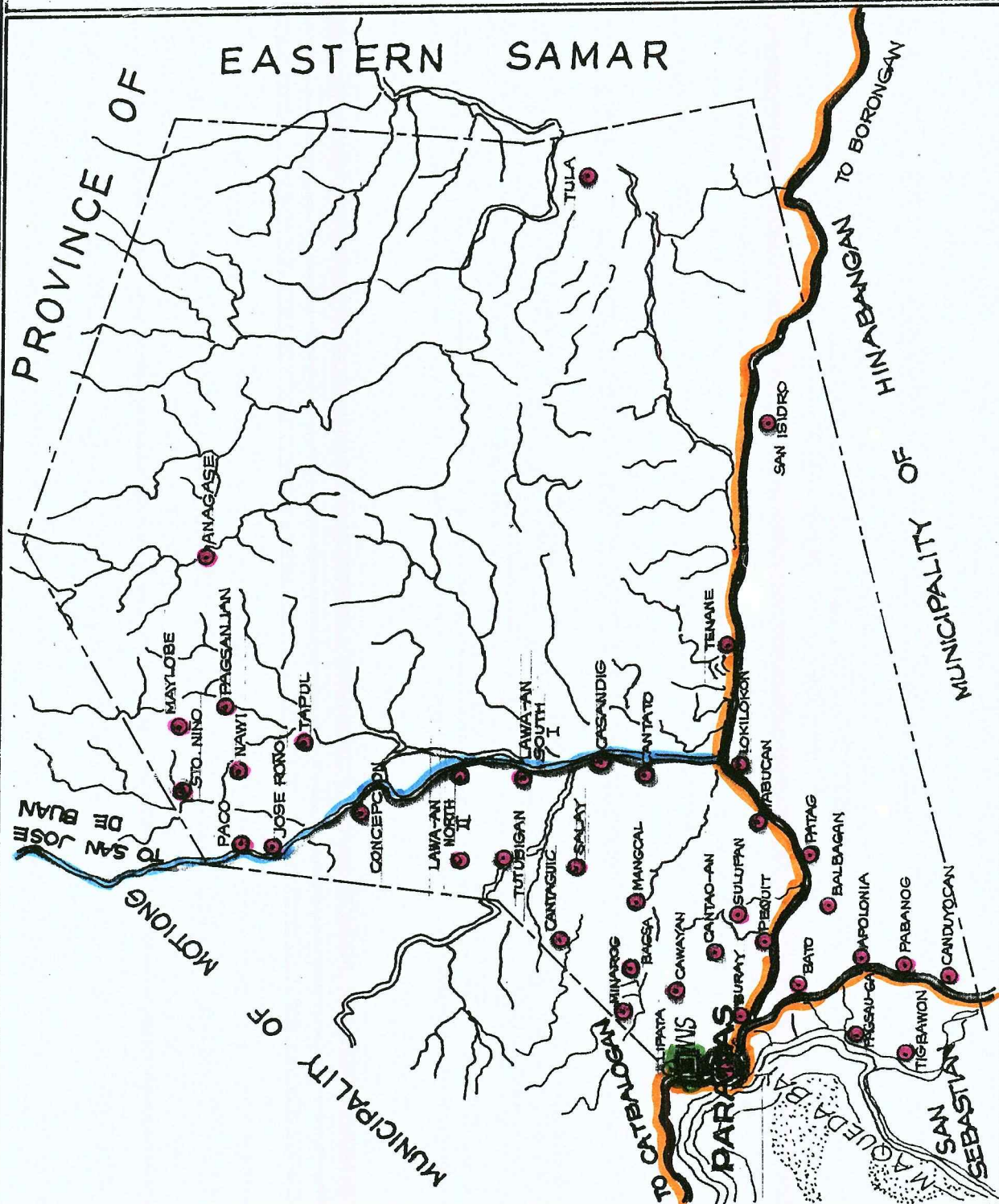
LEGEND:

WRIGHT VOC'L.  
SCHOOL

SERVICE AREA

# NATIONAL ROAD

PROVINCIAL ROAD





Municipalities of Paranas, San Sebastian, San Jose de Buan, Motiong, Jiabong and its nearby barangays and sitios.

Paranas, Samar where Wright Vocational School is located is quite a big municipality. It covers a total of 44 barangays and some sitios where a good number of our students come from. A location map of Wright Vocational School with direct service areas is on the succeeding pages. The school has a panoramic view of agricultural landscape on its northeast and it faces a wide expanse of the rich Maqueda Bay that provides the town's folk with its source of livelihood and subsistence.

Presently, Wright Vocational School has a total population of seven hundred fifty secondary students and forty two junior college students. Three administrators, thirty-five teachers and sixteen facilitative staff members Wright Vocational School offers a four-year new secondary education curriculum and the two-year technical and vocational education courses.

### **Statement of the Problem**

This study is an evaluative survey of secondary graduates of Wright Vocational School, Paranas, Samar for five School Years from 1982-1983 to 1986-1987. Specifically, this study sought answers to the following questions:

1. What is the profile of the respondents as to:
  - 1.1 Sex?
  - 1.2 Age?
  - 1.3 Civil status?
  - 1.4 Year graduated?
  - 1.5 Specialization taken in High School?
  - 1.6 NCEE Rating
  - 1.7 Educational qualification?
2. What is the socio-economic status of the respondents?
3. How do the respondents perceive their rate of success or achievement towards their chosen career?
4. What problems are encountered by the respondents in community living?
5. What alternatives can the respondents suggest to improve the curricular offerings along shop specialization?
6. What is the implication of this study toward the secondary curricular offerings of Wright Vocational School?

### Theoretical/Conceptual Framework

The theoretical framework of this study is anchored on the two programs of reform in the secondary education, namely: the Trade-Technical-Vocational Education Program, and the New Secondary Education Program (NSEC). The goals and objectives of the trade-technical vocational education

runs parallel with some features of 1973 Revised Secondary Education Curriculum whose objectives distinctly reveal education's concern for the individual, for developing commitments in him, equipping him with the needed skills for acquiring knowledge, for understanding himself and others, for getting into gainful occupations, for meeting exigencies of living in his society and enjoying this life by applying concepts gained through education. This is the main thrust of the old program not just education for the society, but education for both individual and society (Asistin, 1982).

The legal basis of said educational reform was DEC Order No. 6, s. 1973 setting the following objectives:

- (1) Reexamine and redirect the curriculum to make it more supportive of the Republic goals, specially, social reform and economic development.

- (2) Upgrade and revise teaching methodology to make it more productive of results particularly in achieving changes in attitudes and values which must be reflected in a marked changed in conduct and behavior of the products of our schools.

The graduate respondents for SY 1982 to 1987 of Wright Vocational School who are the object of this study are said to be the products of the 1973 secondary program.

The New Secondary Education Curriculum (NSEC) is the current program of implementation for secondary schools in

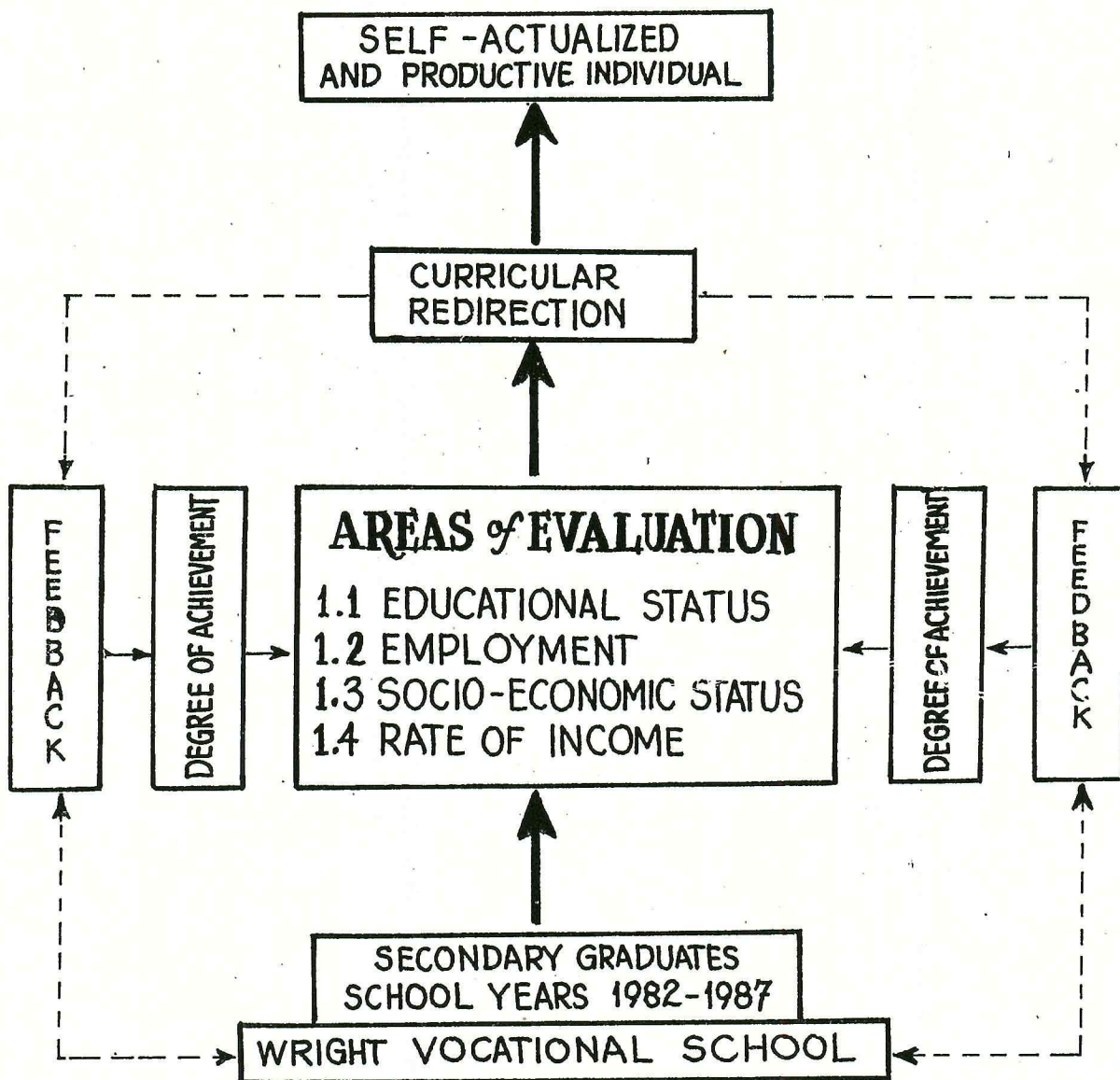


the country. It is a sequel to the educational reforms started in the elementary grades through PRODED. This new program has been conceived and launched in 1989-1990 to 1992-1993 the later year the first batch of graduates under the NSEC, with the goal of preparing the secondary youths with needed conceptual knowledge, productivity skills and strong moral fiber to be rational, productive and self-reliant citizens of the 21st century.

The goals lined up for the SEDP are (1) to continue the pupil development started by PRODED, (2) strengthen the students preparation for life, work and college, and (3) provide quality education to all the high school school-age population.

Both programs of reform in education have been put up one after the other in the secondary level to provide quality and relevant education to Filipino youths developing member of society and to national development.

This study is based on the concept that the needs of the graduates are the needs of society and that better schools builds better communities. The conceptual model in Figure 3 illustrates the total picture of the study. It illustrates an assessment of the graduates socio-economic status, NCEE ratings and career choices, shop specialization with gaps that may serve as basis for curriculum redirection. These graduates were assessed and evaluated



**LEGEND:**

- Line of administration
- Line of consultation

**FIGURE 3.** Schematic Diagram Showing Four Variables which will be evaluated as basis for curricular redirection of WVS .

using the four areas of indicator or indexes, namely: level of education obtained, employability, social status, and salary or wage earnings. The effectiveness of the school curricular offerings shall be measured by the result of data obtained as feedbacks depicting the rate of achievement or success as perceived by the respondents. The findings of the study are factual data from the graduates themselves which hopefully shall be used as basis towards improving and modifying the curricular program of Wright Vocational School. The translations of these findings into action by the school administrators concerned will lead to develop a productive and self-actualized individual.

#### Significance of the Study

The alleviation of the Filipinos from misery and want is a national concern. This is so because most families belong to the poverty threshold. If graduates are properly developed, the result of self-reliance, and socio-economic growth is enhanced; the multiplier effects of this growth encompass national advancement.

Since 1974, Wright Vocational School has been turning out graduates but no data on the whereabouts of these graduates are available in school. It is therefore, proper to find out whether the graduates achieved economic advancement or not.



The researcher believed that this particular study would provide insights to the policy makers of the Department of Education, Culture and Sports on how the curriculum of Wright Vocational School was implemented as it is also their concern to improve the socio-economic conditions of graduates.

The results of this study could be utilized by school administrators in the revision of the curricular offerings, to strengthen the different aspects of the school activities in order to make them more relevant to the needs of the graduates.

To the school Guidance Counselor, the information that could be obtained from this study could be made useful in guidance conferences, alumni meetings, and career day programs.

Similarly, the results of this study could be utilized by teachers in enriching classroom experiences making them more relevant to the needs of the graduates and to the graduating students in high schools, the comments, problems, and suggestions given by former secondary graduates could prove useful to deepen their commitments to strive more in their studies and enhance educational achievements.

Finally, results of this study would benefit the community constituents as this may inform them of the curricular offerings of the school. It will also affect

them in problems of the school and data may contribute as inputs strengthening the curriculum.

### Scope and Delimitation of the Study

This study was conducted to evaluate the status of the graduates of the secondary curriculum of Wright Vocational School. It involved 146 secondary graduates of WVS specifically of School Years 1982-1983 to 1986-1987. The respondents were randomly selected and distributed as to following: 29 in 1983, 29 in 1984, 30 in 1985, 31 in 1986, and 27 in 1987. This represented 25 percent of the total graduates per school year and of the total population of 585 graduates for the five school years in the study.

### Definition of Terms

For a common frame of reference, the following terms used in this study are hereby operationally defined:

Assessment. In this study, it refers to a process for determining the extent to which graduates have achieved knowledge as measured by NCEE ratings and skills gained in the specialized shop courses as it relates to their socio-economic conditions.

Curriculum. It refers to a systematic group of courses or sequences of subjects or planned experiences required for graduation or certification of a major field of study; a general overall plan of the content or specific material of

instruction that the school offers the students by way of qualifying them for graduation or certification of for entrance into professional or vocational field. (Good, 1959:113).

**Employed.** As signified in this study, it refers to a respondent who has met the standard of employability when he has attained the minimum achievement in a business occupational skills equivalent to the degree of proficiency required for initial employment.

**Formal Education.** This term connotes specific age, full time classroom attendance in a linear graded system geared to certificates, diplomas, degrees of other formal credentials.

**Implication.** As used in this study, it is finding the significant relationship in the implementation of WVS curricular program to what the graduates have achieved five years after leaving school.

**Informal Education.** This term refers to the experience gained by the individual outside of the four walls of classroom instruction that have in one way or another contributed or enhanced his capability or skills acquired in school.

**NCEE.** Acronym for the term National College Entrance Examination.

**Non-formal Education.** This refers to any systematic-



ally organized activity aimed outside the framework of the formal school system to provide selected type of learning to particular sub-groups in the population especially to the out-of-school children, youth and adult. (NFE Primer)

Productive Individual. As applied in this study, it refers to respondent who through education and training becomes self-sufficient and contributing to the income of the social group and to national development.

Secondary Graduate. As cited in this study, it particularly refers to an adolescent boy or girl who has completed four year secondary course at WVS has been conferred and received a diploma attesting to this fact.

Self-actualized Individual. The term is derived from Maslow's hierarchy of development and growth needs in which in the process an individual is described to have become integrated to the point of developing capacities and accepting one's motives and goals in life.

Socio-economic Status. In this study, it refers to the social and economic positions held by the respondent after graduation in high school.

Status. In this study, it refers to the condition that exists after carrying out the implementation of the school curricular program in relation to producing desired outputs of its products. It further refers to profile of respondents, educational profile, present socio-economic

status, employability, monthly income, and the rate of success or achievement as perceived by the respondents toward chosen career.

Vocational Education. It is a program of general education below college level organized to prepare the learner for entrance into a particular chosen vocation or to upgrade employed workers, which include the division of trade and industrial education, technical education, agricultural education, distributive education and home economics education (Dagoon, 1986:4).

## Chapter 2

### REVIEW OF RELATED LITERATURE AND STUDIES

This chapter deals with the review of related literature and studies with which the study is based. It includes the discussion of the conceptual literature taken from documents, books, journal of education and related studies that are related in objectives, method of findings to the study being undertaken.

#### Related Literature

To get a firm anchorage to the particular study, the researcher need several books, brochures and another related literature. One of these related literature is the Law of the Land - the Philippine Constitution.

Article XIV, Section 1 of the 1987 Constitution provides:

That State shall protect and promote the rights of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all".

Article XIV, Section 2 of the same Constitution entitled Education and Technology, Arts, Culture, and Sports provides the following:

(1) Establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society;

Section 2. The State shall:

(2) Establish, maintain, a system of free public



education in the elementary and high school levels. Without limiting the natural right of parents to rear their children school age;

(3) Establish and maintain a system of scholarship grants, student loan programs, subsidies, and other incentives which shall be available to deserving students in both public and private schools, especially to the underprivileged.

These are admittedly broad aims and so, are narrowed down into institutional objectives of the different school subjects, hence, the schools, individually and collectively, have the important responsibility of seeing to it that, through the curricular offerings, our students and pupils acquire the kind of quality of education as mandated by the Constitution and other laws of the land.

The educational provisions mandated in the 1987 Constitution have been articulated in the Education Act of 1982, Batas Pambansa Blg. 232, which provides that:

The State shall promote the right of every individual to relevant quality education regardless of sex, age, creed, socio-economic status, physical and mental condition, racial as well as ethnic origin, political or other affiliation. The State shall promote equality of access to education as well as the enjoyment of the benefits by all its citizens.

In recognition that education is the most important instrument for national development, the following objectives were formulated and incorporated in the Medium Term Development Plan (1987-1992) of the country.

1. Democratizing access to education and training;
2. Improving the quality of education and training;

3. Meeting the manpower needs of the economy;
4. Promoting Science and Technology, Culture and Sports;
5. Upgrading personnel welfare;
6. Strengthening the system of planning and management.

The ultimate aim of education and manpower development is to enable each Filipino to develop his/her potentials for self-actualization and productivity. This will enable each citizen to effectively contribute to the improvement of family, the community, and the bigger society. Central to this goal is the inculcation of desirable social, moral, and cultural values from which shall spring a strong sense of national pride, discipline and commitment to meaningful and productive participation in society. In pursuit to the educational goals, the schools work hand in hand with other sectors of society, particularly the home, to maximize the benefits that should rightfully accrue to the individual and the community.

The New Secondary Education Curriculum (NSEC) is in keeping with the objectives of Secondary Education as stated in Batas Pambansa Blg. 232: To continue general education started in the Elementary Education, prepare learners for college, prepare learners for the world of work. Also, the new curriculum is supportive of the Medium Term Development

targets.

The New Secondary Education Curriculum aims to improve the quality of secondary graduates and to expand access to quality of education.

The centerpiece of the new secondary program is a curriculum reform program which focuses on richer and more relevant content, desirable cultural and moral values development, of critical thinking, greater productivity and effective employment of technology. The curricular reform requires system capability building which focuses on teacher training and upgrading and standardization of facilities and equipment.

The body which undertook a comprehensive study on Philippine Educational System was the Congressional Commission on Education (EDCOM) chaired by Senator Edgardo Angara (Vicencio: 400). Senator Angara sponsoring Senate Bill No. 1228 which called for the lengthening of basic education from 10 to 11 years, with 6 years elementary and five years high school. The first three years of high school would have a common curriculum. The last two years are envisioned to streamline students inclinations into either vocational or academic courses, the latter to prepare them for college. This is echoing the recommendations of the Presidential Commission to Survey Philippine Education (PCSPE). This recommendation is stressed that emphasis



should be given to basic education, both in elementary and high school. Students should have a strong basic education since it is the foundation for further education. If the foundation is weak, tertiary education will likewise suffer.

Study made by Denison in a book compiled and edited by Sutaria (1989:371) showed that education contributes twenty-three percent to economic growth. Using Denison's method, Williamson, in his study of economic growth of the Philippines arrived at the conclusion that "25% of the growth in output per employed member of the labor force is explained by investment in education".

Furthermore, still on this study that rates of return have shown that the contribution of education to economic and social development varies widely across levels of education and from one country to another. The private rate of return to primary education is highest in Thailand with 56% followed by 25.5 in Indonesia. In the Philippines, it is only 9% and 6.6% in Singapore. In all developing countries, the rate of return to primary education ranges from 9% to 56%. Among the intermediate developed countries, it is from 7.6 to 31.5%.

On the secondary level of education, the rates of return ranges from (the lowest, the Philippines) 6.5% to as high of 32.6% in Malaysia. In the intermediate developed countries the rates of return on secondary education is

from 6% to 38.6%.

In an article authored by Vasquez and Dayrit (1993:402) are the reactions to the nine factors affecting the inadequacy and incompetences of the elementary and secondary graduates today. On the curriculum factor, they cited that the continuous revision and modification of the curriculum by the DECS with the intention of better educational products, has led to the following: (1) Increase in number of subjects in all levels; (2) New subjects in place of the existing ones; (3) Change of schedules and length of class periods; (4) Constant change of textbooks; (5) New approaches and methods/strategies in place of the tested ones; and (6) Modified school calendar. Our Secretary of Education, Culture and Sports has thought of lengthening basic education either in the elementary or in the secondary level. A number of pupils blame the defect only on the present educational system; others point to teachers or parents as the cause. However, we cannot blame any of them in particular because many factors have contributed to the poor quality of students and graduates today.

A status report of the National Educational Testing and Research Center (NETRC) tasked to review the NCEE in 1986 brought official findings. The technical committee stated that the NCEE has substantially accomplished its objectives. . . i.e., "that of contributing to the

maintenance of the highest quality of education for purposes of national development."

On the part of the NETRC, it was humbly claimed that the NCEE has accomplished the following: (1) it has reached out to the poor but deserving students, (2) it has adequately measured and discriminated individual's abilities for successful performance in college; (3) it does not curtail nor restrict the citizens' constitutional right to select a profession; (4) it is an inexpensive identification of general academic aptitude for college work; (5) it established a common performance yardstick; and (6) it generated important relevant information needed for effective educational planning, designing of curriculum and improvement of the teaching-learning process.

Another basic problem discussed by Claveria (1991: 392) in her write-up about basic education is that out of 100 children who entered grade one, only 66.62 percent graduates from elementary grades. In the secondary level, only 87.72 complete high school. The appealing problem is the school-leaving rate of 33 percent in the elementary. The implications of these situations are (1) wastage, (2) illiteracy, (3) unemployment, and (4) ineffectiveness of the educational system. These implications may be sweeping or exaggerations, according to her, because the educational establishments had produced a mass of Filipinos who have



become leaders in various fields and made great strides abroad where the environment provide abundant resources.

Drop-outs continue to be a vital measure of the wastage or effectivity of the educational system. We have been less successful in reducing the number of drop-outs that in reducing the number of unenrolled students. (Ordonez, 1990:6)

Congressional Commission on Education (1992) reported that although there is an improvement in survival through high school, only very few get to college, and those in the group are mostly from middle and upper-income families.

In our school as noted by Salvador (1990:47), teachers involved in the guidance services have in effect practiced and are practicing their own ways and means of approach to guide and listen to student problems, evaluate student needs and help see and solve even their personal and family problems affecting their performance in school such as misconduct, cheating, irregular attendance and other student problems. Furthermore, she pointed out a greater task and effort for guidance personnel and classroom teachers as they are always in contact with their students to exert effort and expertise to help students develop their human potentials by discovering their talents, encouraging creativity through motivation thereby turning them to become useful and productive citizens and graduates in the next 10

to 15 years.

As strongly suggested by Dougherty (1990:22-27) developing trainability is greater part of the task of schools because it encompasses some or all of the following traits: development of cognitive ability, reasoning skills and numeracy, mastery of the national language, development of communication skills, development of self-discipline and responsibility. These traits are required in most occupations and are at least as important as any purely occupational skill.

Mursell (1954:1) defines teaching as that which brings about effective learning. He states the decisive question is not what methods or procedures are employed, or whether they are old fashioned or modern, time tested or experimental, conventional or progressive. All such considerations may be important, but none of them is ultimate, for they have to do with means not ends. The ultimate criterion in teaching is results. He further explained that teaching should be judged by results that last, a result that a learner can and actually use in his life. Ultimate teaching should be judged by the development of pupils as learners.

This was strengthened by Dagoon and Dagoon (1954:1) that teachers are producers. Any producer must know what changes he expects to bring about in the materials he works

on. He must know what his product is to be, what it is to be like. For example, the producers of seashell lanterns must have a clear notion of what he is going to produce before he begins to plan the production. He is going to produce seashell lanterns not coconut shell bowls or bamboo baskets. The business of the teacher is to bring about the desirable changes in the behavior of the learners. These changes are his products.

Confessor (1992:15) cited that time and again we have been faced with the dilemma of having a labor force whose skills composition seem not to properly address to the specific requirements of the economy. While we have surpluses in various occupations, shortages are also being claimed by other industry groups that they cannot find workers with appropriate qualifications to fill in available jobs.

A report supported by statistics by Prudente (1992:40) stated that about 56% of the total population of the Philippines are poor families earning not more than P30,000 per year. These families spend P355 or less per year in education, which is less than the tuition charged by most private high schools and definitely way below that in a college. Children of poor families cannot afford college education and, if ever have no option but to enroll in courses which charge low tuition.



Based on data from the National Statistics Office, there is supposedly a 55% record of mismatch between courses and held or available jobs. Only graduates of education have a comparative match of 81%.

In defense by Fangilinan (1990:29) he said that if the educational institutions are to respond to the needs of communities they serve, a need assessment becomes imperative. Likewise, curriculum should be evaluated to determine if they are still relevant; find out what courses are badly needed by the communities the school serves; and what courses should be scrapped. In fact, evaluation should be done not only once but periodically; it should be a continuous process.

Leocadio (1972) have significantly indicated that there should be a continuing comprehensive evaluation of the degree to which the objective have been achieved. Like other efforts, education and training program need to be evaluated to prove their worth. These can be done through the use of criteria that are objective-based. A comprehensive evaluation of education involve two major areas: (a) Educational outcomes or the instructional system in terms of performance; and (2) the relationship between effectiveness and cost or between benefits and cost.

The curriculum should be geared more closely to

national development goals. A common error is to expect that one who has had formal schooling can perform well on the job. Ideally, job training should be conducted within or in close cooperation with the prospective employing organization.

Leocadio further recommended that an analysis of the curriculum content should be carried out if necessary,, revisions must be made to provide orientation toward the world of work, combined with general education in which the emphasis is an inquiry and problem-solving instead of mere acquisition of knowledge. This should produce highly trainable people, those who can learn and relearn on the job and who will be able to adopt to the changes that are inevitable in the dynamics of modern working careers.

Temporosa (1993:343) may be right when he asserted that every nation gets the education and the educational institutions that it deserves. A nation will deserve an excellent replica of education if it appreciates excellence and makes effective its appreciation of it by demanding that educational institutions give superior training to the youth. On the other hand, he said, it deserves an inferior kind of education, that is not much better if not worse than no education at all, when it is satisfied with the award of more degrees, certificates and diplomas to the youth questioning whether such degrees and diplomas represent

possession of learning and adequate cultivation of mental competence and technical skills.

It is clear that the ability of the next generation of Filipinos to manage their affairs demands to a great extent on the ability of the educational system specifically and effective and relevant curriculum to train students in the proper attitudes, values and skills that will make them successful and happy individuals, good citizens and productive members of society.

### Related Studies

There had been a number of studies conducted to evaluate the products of the school, specifically the status of the graduates. Findings of such studies revealed several problems that included among other things, the improvement and realignment of the schools curricular program.

In this particular study, the researcher was able to avail of several studies which in one way or another have bearing with the present study.

In the dissertation authored by Abawag (1990) on technical vocational graduates of Samar, it was found out that those who hold bachelor's degree found immediate employment in government agencies than those non-degree technical vocational graduates. Most of the technical vocational undergraduates failed to find immediate



employment and a significant number migrate to other provinces and cities for occupational opportunities. Results of the study also showed that some technical vocational graduates have found white collar jobs which did not fit and match their professional abilities. While there were those who did not find work Samar province is left underdeveloped despite its rich and bountiful resources and good manpower supply. She therefore emphasized the need for schools to instill in the graduates desirable values for manual work and the important role these graduates play for economic development of Samar.

This study come close to the present investigation in matters of getting into the present status of its respective graduates and their socio-economic contributions to the welfare of our society and development of our country. The two studies are different in terms of school studied subject respondents and scope of the study.

The dissertation of Quitilig (1991) is also related to the study at hand. Quitilig proposed the need for trade technical schools and colleges in Eastern Visayas to offer courses relevant and congruent to occupational opportunities needed in the labor market so that unemployment and over supply of techno-vocational graduates in Eastern Visayas can be avoided. In his study, he devised a conceptual model that could be utilized to serve as guide for trade technical

and vocational schools and colleges in relevantizing their curriculum. It is related to the present investigation because Wright Vocational School belongs to this type of school and it works for curriculum improvement to suit the needs and demands of society. This paper is an evaluative survey to determine the extent achieved by the graduates of this school. The present study is exclusive to WVS while the former was conducted to all techno-vocational school in the region.

Result of the study conducted by Bacho (1991) that the National College Entrance Examination (NCEE) performance of the students in five selected coastal high schools was "highly affected" by seven factors as socio-economic status, student factor, school facilities, geographical condition, weather condition, teacher factor, and peace and order situation.

This study was chosen as a related study to the present investigation because while the former deals with NCEE performance of high school students the latter also includes NCEE performance in higher education and a survey of present status of the graduates work employment. The two studies differ in the problem raised and other important variables involved.

In the study conducted by Tatierra (1988) results showed that the extent of implementation of administrative

and supervisory program of Wright Vocational School along the four areas on student development, staff development, curriculum development, and physical facilities development was perceived by both teachers and students on the qualitative description as satisfactory. It was revealed that the school had not developed the economic life of the students to the fullest extent, but their social life has been developed to a larger extent. Good interpersonal relations of the graduates at home, family, and community was strengthened and achieved. She recommended therefore, toward concerted action of an improved and a modified curriculum to meet the needs of the students, graduates, and the community.

Both studies are very related investigations. While the former study focused on the four areas of school development the present study focuses on the school curricular program its effectiveness to the life of graduates at higher educational level, on the world of work. The two studies differed in some major aspects of the study and other variables involved.

In a doctoral dissertation of Babalcon (1992) he evolved a development plan model for trade technical schools in the Island of Samar. The plan was modeled for the purpose of helping schools relevantize their curriculum offerings to suit the economic activities of Samar people.



He made a comprehensive survey of the Samar Island and found out that there were nine primary resources prevalent in the province of Samar and these could be best utilized for instructional purposes to relevantize trade technical and vocational curricular offerings in these schools. Out of the 20 identified trade technical vocational courses, seven non-degree and five degree courses from among the first ten recommended were prevalent courses in the three provinces of Samar. It therefore recommended the inclusion of trade technical vocational courses not offered in the curricular program of trade technical schools but which is perceived relevant by the respondents. The purpose also of the model plan is to help determine course priorities and effective strategies suited to improve the economic life of the people.

This study is related to the present investigation because while the former study determine the relatedness of the trade technical vocational courses offered to the economic activities of Samaranon, the latter study investigate the present status of secondary graduates of WVS as to determine the rate or degree of achievement in their chosen career. The difference between the two studies are in the problem for investigation, schools involved in the study, its respondents, and scope of study.

Study of Pino (1992) revealed that the performance of

Fourth Year students in Practical Arts conducted to seven types of secondary schools could not be expected to reach 75 percent mastery level. He regarded this unsatisfactory findings to be attributed to poor instruction of Practical Arts teachers because some of them not specialized to teach the subject. He further noted that students who were poor in cognitive ability were likely to be poor in psychomotor and effective ability.

While Pino's study assessed the abilities of Fourth Year students in Practical Arts in terms of the three domains of learning, the present study is an assessment not only in Practical Arts subjects but more on what student achieved after finishing Fourth Year which has something to do with experiences and problems in the college level and in their vocations or chosen career.

Dissertation of Gonzales (1990) showed that quality of teaching are significantly affected by school-related practices, personality traits, commitments and beliefs of the students. Quality of learning is achieved if quality of teaching is effected on the following: preparation of lesson and teaching materials, conceptualization of subject matter, assimilation of subject matter, analysis and evaluation of learning outcomes, classroom management, social mobility in the class and physical appearance.

This study has relatedness because both have similar

purposes of attaining effective teaching and learning in school to improve its clientele and investigating factors affecting teaching-learning process in the classroom.

The former study touched on the determinant factors to quality of teaching and learning problems and utilized student teachers as the teaching respondents conducted at State Colleges and Universities in Region III. The locale of the study is one difference of the study the former conducted in Region III and the latter in Region VIII particularly at WVS to find out if effective teaching and learning was achieved to its graduates in terms of the degree of achievement they obtained in college and in their chosen professions.

Study of Velasco (1987) found out that senior high school students enrolled in private schools have better English proficiency than students studying in public schools. The students proficiency in English has significant relationship with educational qualification and specialization, the teacher's in-service training, experiences and approaches in teaching the subject. She added that proficiency is attained if there are sufficient curriculum and instructional materials employed.

Relatedness of the aforementioned study to the present study lies on the subject of both studies. They were both conducted to the Fourth Year students. However, not only



English subject was subjected to study. The latter covered the end-result to teaching-learning situations of Fourth Year students whether knowledge obtained were carried out and adopted to their present life.

Garcia (1983) concluded that the choice of a career of Senior students in Region VIII is determined by socio-psychological factors such as type of community, where school is located, job opportunities, social status, ability, aptitude, interest and other related variables. She recommended that a well-planned career guidance program be conducted for the benefit of graduating students; for career directions and guidance including psychological test be conducted to determine what course fits them.

Likewise, there's relatedness of this study to the present study in the light of the findings and recommendations to effect career guidance counselling necessary for the senior high school students. Schools handling quite similar students in terms of the needs and problems can device employable approaches to improve guidance services. The former study was on career choices while the latter study is on the assessment of its graduates.

Conise (1991) expressed disbelief over the result of his study that competent teachers given high performance ratings by their principal or head of school did not

necessarily show or produce high achievers or bright pupils in class.

The relatedness of these studies lies in their similarity in getting implications about quality instructional services. Both wanted to find out the result of instructions to students. The difference between the two are in matters of the intellectual level of the students, variables involved and locale of study.

Novilla's (1985) study pointed out that for the school to be effective in its curriculum instructions and implementation, it must take into considerations the traditional beliefs and practices of its students. In curriculum teaching, it must relate experiences of the students in the home and in the community where they live. In this practice, there is relevance of what was taught in school to what actually happened and practiced in their family life. This add meaning to teaching the truth and reality.

Both Norvilla's study and this study attempted to investigate what factors were affecting the performance of students in school. However, the distinction lies in the focus of problem, respondents, scope and other variables involved in the study.

Inclan's (1986) findings over the result of his assessment on the readiness of college freshmen in chemistry

was a proof of underachievement of entering college freshmen students. Statistics showed that the low performance achievement of students in science and mathematics was a national problem. It only indicated that these students were not yet ready to assimilate complex and higher level skills in this subject.

The above study has relatedness to the present investigation because both dealt on the performance of college students. Dissimilarities lie in the stated problem, kind and respondents, locale and concentration of the investigation.



## Chapter 3

### METHODOLOGY

This chapter presents the research design, the sources of data, how the data were gathered, the different instruments that were used and the treatment of data in that order.

#### Research Design

Since this study attempted to look into the status of the graduates in an exploratory investigation, the normative descriptive survey method was utilized. The study made use of the questionnaire, documentary analysis, interview and observation to gather data.

#### Instrumentation

Various instruments were utilized to conduct this investigation in order to generate viable data. The instruments that the researcher felt would give her the data needed in the study were the questionnaire, documentary analysis, interview and observation.

Questionnaire. The principal instrument in this study was the open-ended questionnaire. This was structured by the researcher after undertaking a diligent review of various related literature and studies, and after making a

careful analysis of the problems to determine the vital information desired.

The questionnaire was formulated to enable the respondents to answer the questions with ease and facility. Instructions were adequately provided to avoid ambiguous answers from the respondents.

The questionnaire had six parts, namely: the profile of respondents, socio-economic status, degree of achievement toward chosen career, problems and suggested solutions to the problems of the graduates and the implication of this study for the improvement of curricular offering of WVS. The questionnaire was constructed after the researcher had availed of various literature and studies that were in one way or another related to this study. After constructing the questionnaire, it was submitted first to the adviser for comments and suggestions. After which it was tried in a dry-run among graduating students of Wright vocational School. Final revision of the questionnaire was made only after comments and questions were considered and analyzed.

Documentary Analysis. This study included some documentary analysis on the NCEE performance of its respondents. Records of the names and lists of graduates in Form 1 or School Register and the Report on Promotions or Form 18 were documents included in the analysis of the

study.

**Interview.** Inasmuch as the study included the socio-economic status of the respondents, the researcher used an unstructured interview to verify data reflected in the questionnaire. This was done by asking additional information from parents members of the family, relatives or even friends of the respondents. The interview was also used to clarify and correct erroneous information given by the respondents in the questionnaire.

**Observation.** Observation was also made to study and gain understanding and insight into the present status of the respondents who were the object of study. Aside from the information derived from respondents themselves, an observation was made on the condition that emanated from the subjects to jibe with data reflected in the questionnaire.

### **Validation of Instruments**

Before the questionnaire was finalized it was tried out among 25 fourth year high school students of WVS, 12 students who have graduated from WVS but presently enrolled in a post-secondary courses and to six high school teachers of the same institution to test the questionnaire's reliability. This was done through a written request which was duly approved by the Home Industries Training



Supervisor. Comments and questions were looked into and analyzed before final revisions were made in the instrument. The questionnaire was then submitted to the adviser for further comments, suggestions and recommendations. Final revision was only made after such comments, suggestions, and recommendations were studied and considered. Then, the final approval of the questionnaire by the adviser was sought.

### Sampling Procedure

This study was inclusive to WVS secondary graduates from School Years 1982-1983 to 1986-1987. During this five school years, WVS turned out a total of 585 secondary graduates distributed as follows: one hundred seventeen in 1983; one hundred fifteen in 1984; one hundred twenty in 1985; one hundred twenty five in 1986; and one hundred eight in 1987. A specified number of one hundred forty - or 24.96 percent of the 585 total graduates were taken as sample or subject for this study selected through simple random sampling. To conduct the random sampling, the fishbowl method was, used. Numbers corresponding to the names of the graduates as reflected in the Promotion Report or Form 18 was written in a piece of paper and place in a box. Then researcher picked in random the respondents. In cases where the picked respondents was no longer available as she/he

have passed to the other world, another piece of paper was picked to replace the respondents. This was to ensure that 25.0 percent for each school year was properly represented in the study. The fishbowl method of random sampling was done five times to correspond to the five school years involved in the study. Twenty-five percent of the graduates for each school year were taken.

### Data Gathering

Before the final administration of the questionnaire to the respondents, a written request for permission to conduct the study was sought from the Home Industries Training Supervisor of Wright Vocational School.

The Researcher delivered the questionnaire personally to respondents who could be found within the municipality or poblacion of Paranas, Motiong and Jiabong. The researcher also employed the assistance of friends in delivering questionnaire to respondents who live in far-flung barangay of its service area. However, these individuals who assisted in fielding the questionnaire were given specific instructions on how to administer the questionnaire so as to get the desired data. For respondents who were out of the province or of the country, the questionnaire was sent by mail or through any fastest means of delivery.

### Treatment of Data

After the administration and retrieval of the questionnaire, the data obtained were gathered, tallied and analyzed, and interpreted statistically.

The statistical measures used were frequency count, and the weighted mean to treat the results of data in the assessment of secondary graduates of Wright Vocational School.

Frequency distribution expressed in percentage of the subject responses was used to present the personal profile of the graduate respondents their educational and socio-economic status. The problems met by the respondents both while in WVS and in their employment together with the alternatives suggested to solve these identified problems were also presented through percentage. This was done by dividing the number of respondents in every item by the total number of respondents involved in the study.

The weighted mean was likewise used to determine the perception of the secondary graduates toward their rate of success or achievement. Five descriptive ratings were used, namely: Very Successful (VS), Satisfactorily Successful (SS), Uncertain (U), Moderately Successful (MS), and Not Successful (NS). Each of these descriptive rating was assigned a weight of 5, 4, 3, 2, and 1, respectively.

The frequency of each item was multiplied by the



weights of the respective columns to obtain the weighted frequencies which were all added to get the total weighted frequency. This in turn was divided by the total frequency to arrive at the average weight which was interpreted by using the altitude scale below:

Assigned weight:

5	-	4.5 - 5.00	Very Successful (VS)
4	-	3.5 - 4.49	Satisfactorily Successful (SS)
3	-	2.5 - 3.49	Uncertain (U)
2	-	1.5 - 2.49	Moderately Successful (MS)
1	-	.5 - 1.49	Not Successful (NS)



## Chapter 4

### PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

In this chapter, the data and findings of the investigation of the assessment of graduates of Wright Vocational School for school years 1982-1983 to 1986-1987 are presented and analyzed. The data gathered from the respondents through questionnaire, interviews, and documentary analysis are shown in tables.

#### Respondents of the Study

There were 585 students who graduated from Wright Vocational School from school year 1982 to 1987. One hundred forty six or 24.96 percent of these total graduates were taken as respondents to this study. Table 1 shows the distribution of respondents by school years. Twenty-seven or 18.24 percent of the 148 respondents were taken from SY 1986-1987; 31 or 21.23 percent from SY 1985-1986; 30 or 20.55 percent from SY 1984-1985; 29 or 19.84 percent for SY 1983-1984; and 29 or 19.86 percent from SY 1982-1983.

#### Profile of the Respondents

To be able to get a qualitative and quantitative aspect of evaluation, it is of prime importance that data must come from competent respondents. In this particular study, the characteristics of the respondents as sex, age, civil

status, year they graduated from WVS, course specialization taken during their secondary education is presented. The NCEE Ratings of the respondents and their present educational status is likewise presented.

Table 1

### Respondents by Year Graduated

School Year	Graduates	Respondents	%
1986-1987	108	27	18.49
1985-1986	125	31	21.23
1984-1985	120	30	20.55
1983-1984	115	29	19.86
1982-1983	117	29	19.86
Total	585	146	100%

Sex of Respondents. Generally, there were more female than male respondents in this study. Of the 146 respondents, 87 or 59.59 percent were female and only 59 or 40.41 percent were male. This may attribute to the fact that the female are more conscientious in their studies than their male counterpart.

Ages of the Respondents. The age profile of the respondents is shown in Table 2. As reflected on the table, majority of the respondents belongs to the middle twenties. There were 74 or 50.41 percent who were in the early



twenties. These were probably the respondents who graduated from the later years in the study. Only two or 1.37 percent belong to the 35-40 bracket and 11 or 7.53 percent were of the ages of 30-34 years. Generally, the respondents were matured enough for coming up with a reliable information for this study.

Table 2

## Age Profile of Respondents

Age	Frequency	Percent
35-40	2	1.37
30-34	11	7.53
25-29	74	50.68
20-24	59	40.41
Total	146	100.00

Civil Status. Since the respondents have grown up to be matured individuals, it is likely necessary that we verify their present civil status. It has been noted that majority of the respondents were married. Of the 146 graduates respondents, 86 or 58.90 percent are married and 60 or 41.40 percent were still single. None of the respondents had either been separated or widowed. The single respondent probably came from the early twenties of age.

Specialization in High School. Table 3 presents the various specialized courses taken by the respondents during their secondary education. As gleaned from the table, there are five course specialization offered by Wright Vocational School. These are Electricity, Furniture & Cabinet Making (FCM) and Automotive for the boys and Dressmaking, Foods, and Cosmetology for the girls. A big portion of the total respondents had taken Dressmaking as their specialization in their secondary vocational education. There were 42 or 28.77 percent of them, while 29 or 19.86 percent had taken Foods and only 17 or 11.64 percent have opted to specialize in Cosmetology.

Among the male respondents, 28, or 19.18 percent had specialized in Electricity; 17 or 11.64 percent had taken

Table 3

### Course Specialization in High School

Specialization in High School	Frequency	Percentage
Dressmaking	42	28.77
Foods	29	19.86
Electricity	28	19.18
Furniture & Cabinet Making (FCM)	17	11.64
Cosmetology	17	11.64
Automotive	13	8.91
Total	146	100.00

Furniture and Cabinet Making and only 13 or 8.91 percent had specialized in Automotive. The data above reflects the proximity of Samelco II to the school had motivated the respondents to take Electricity as their specialization.

The offering of course specialization in vocational schools is based on the concept that these basic skills would be of great help to the students after their graduation for the high schools. It is a fact that most of the secondary school graduates do not or could not pursue higher education. Someway, trainings in the basic skills would be of great help in creating jobs for these graduates; for them to become productive members of the society.

NCEE Status of Respondents. To determine why some of the graduates could not pursue higher education, it was deemed necessary to look into their status with regards to the National College Entrance Examination. Per documentary analysis, it was established that majority of the respondents did not qualify in the NCEE. Of the 146 respondents, 91 or 62.33 percent failed the examination. Only 55 or 37.67 percent qualified to pursue degree courses in college or higher education.

These data on the National College Entrance Examination reveals that Wright Vocational School has to re-examine not only its curricular offerings but also the quality of



instructions given by mentors to the students. The school has to look also into its facilities and other instructional devices for these greatly influence learning of the students.

Educational Profile of Respondent. Another important criterion which was evaluated in the study was the present educational status of the respondents.

A glance into Table 4 would show that 57 or 39.04 percent of the 146 respondents did not continue their studies. Some of them were those who did not pass the NCEE and those who could not afford because of poverty.

There were 39 or 26.71 percent who continued and graduated from college: 2 or 15.08 percent took up post-secondary education, 19 or 13.01 percent graduated from the college and nine or 6.16 percent are still in college.

Table 4

#### Educational Status of Respondents

=====		
Educational Status	Frequency	Percentage
-----		
High School graduates only	57	39.04
College graduate	39	26.71
Post-secondary graduate	22	15.08
College drop-out	19	13.01
Still in college	9	6.16
-----		
Total	146	100%
=====		

The respondents were all aware of the importance of college education but due to various factors most of them were not able to gain the professional development they were aiming for.

**Degree Pursued in College.** This particular study also delved into the specific degree or college studies undertaken by the respondents. This was deemed necessary by the researcher, as in the Philippines, educational attainment and preparation in college is one of the great factors that determine the socio-economic status of a person. The professional training of the respondents is shown in Table 5. Of the 39 respondents who finished their college education, 22 or 56.42 graduated with Bachelor of

Table 5

**Degrees Taken by Respondents in College**

=====		
Courses/Specializations	Frequency	Percentage
-----		
A. College Graduate		
Education	22	56.42
BSIT	10	25.64
Commerce	2	5.13
Electrical Engineering	1	2.56
Bachelor of Arts (AB)	1	2.56
Agriculture	1	2.56
Social Works	1	2.56
Criminology	1	2.56
-----		
Total	39	100.00%
=====		

Science in Education. Ten or 25.64 percent had taken Bachelor of Science in Technology. Two or 5.15 percent have opted to take up Commerce. The other courses listed in Table 5 had one graduate each. The data had illustrated that the respondents took courses in college that were available or offered in the Colleges in Catbalogan, Samar.

Courses Taken by Post-Secondary Respondents. The courses taken by the respondents who had pursued post-secondary courses are shown in Table 6. There were twenty-two or 15.07 percent of the 146 respondents who had taken post-secondary courses. As reflected in the table, seven or 31.82 percent of the 22 respondents who pursued post-secondary education had finished secretarial, 24 or 27.27 percent had taken Technical Courses and three or 13.64

Table 6

### Post-Secondary Courses of Respondents

=====		
Courses/Specialization	Frequency	Percentage
-----		
B. Post-Secondary Graduates		
Secretarial	7	31.82
Technical	6	27.27
Marine Engineering	3	13.64
Midwifery	3	13.64
Nautical	2	9.09
Radio Operation	1	4.54
=====		



percent had graduated in Marine Engineering and Midwifery. Only one or 4.54 percent had taken Radio Operation.

Specialization Taken by Respondents in the College Degree. To get a better and a more in depth idea into the course preparation of the respondents, it become imperative to find out the specialization taken by the respondents in their college and post-secondary education. A glance into Table 7 would show the different specialization taken by the respondents in the Bachelor of Science in Technology, Bachelor of Science in Education, Bachelor of Science in Commerce, Bachelor of Science in Engineering and other Bachelor Degrees as Bachelor of Arts, Agriculture, Social Works, Criminology and post-secondary Trade-Technical courses. Among those who had taken BSIT, three or five percent specialized in Automotive, two or 3.25 percent in Electricity and Machine shop, one or 1.63 percent in Garments, Drafting and Electronics. One of the 22 Bachelor of Science in Education, 18 or 29.50 percent had taken Bachelor of Science in Elementary Education and four or 6.6 percent had finished Bachelor of Science in Secondary Education. Of the two who took Bachelor of Science in Commerce, one or 1.63 percent majored Accounting and Management. Other Bachelor Degree Courses that were taken each had 1 or 1.63 percent such as Bachelor of Arts,

Agriculture, Social Works and Criminology. Of the 22 Technical graduates, 7 or 11.47 percent took Secretarial, three or five percent preferred Automotive, Electricity, Marine Engineering, and Midwifery, two or 3.27 percent chose Nautical and one or 1.63 percent in Radio Operation.

The data revealed that most of the specialization taken

Table 7

**Specialization Taken by Respondents in College  
and Post-Secondary Courses**

Specialization	Frequency	Percentage
BSIT - Garments	1	2.5
Drafting	1	2.5
Automotive	3	7.5
Electricity	2	5.0
Machine Shop	1	2.5
Electronics	1	2.5
Education - Elementary	18	45
Secondary	4	10.0
Commerce-Accounting	1	2.5
Management	1	2.5
Engineering - Electrical	1	1.63
Bachelor of Arts	1	1.63
Agriculture	1	1.63
Social Works	1	1.63
Criminology	1	1.63
Junior Technical - Automotive	3	5
Electricity	3	5
Secretarial	7	11.47
Nautical	2	3.27
Marine Engineering	3	5
Midwifery	3	5
Radio Operation	1	1.63
Total	61	100.00

by the graduates in college were aligned with specialization they had taken in their high school studies. These were clearly chosen or followed by graduates who had either taken their post-secondary courses in Wright Vocational School and those who had finished their BSIT degree in Samar State Polytechnic College. The data further signifies that the graduates of WVS was very eager to strengthen the skills that they had acquired in their secondary education.

#### Reasons for not Pursuing College Studies

There were 76 respondents who were not able to finish or unable to undertake college studies. Nineteen or 25.0 percent of the 76 respondents were college dropout and 57 or 75.0 percent did not pursue college education. These group of respondents were requested to give their reasons for not pursuing college studies. They gave six reasons. Foremost of the reasons given was of poverty. Twenty-five or 32.89 percent of the 76 respondents gave this reason. Fifteen or 19.74 percent claimed that they did not pursue college studies because they did not qualify in the National College Entrance Examination. Ten or 13.16 percent were not interested at all to continue in their college studies; nine or 11.84 percent could not continue studying as they have to assist their parents at home while 6 or 7.89 percent either employed or become self-employed.



Table 8

## Reasons for Not Continuing College Studies

Reasons	Frequency	Percentage
Poverty	25	32.89
Non-NCEE qualifier	15	19.74
Got Married	11	14.47
Not interested to continue studies	10	13.16
Helped Parents at home	9	11.84
Got Employed	6	7.89
Total	76	100.00

The data reflected in Table 8 signifies that the respondents did not only belong to families with income below the poverty line but also because they were not able to grasp the essence of quality education having failed in National College Entrance Examination.

Socio-Economic Status of Respondents

Inasmuch as this study endeavored to find out how the graduates fared after their studies in Wright Vocational School, and also to evaluate whether their high school training have helped them succeed in life, its but imperative to assess their socio-economic status.

Employment Status of Respondents. One of the indicators of an effective school curricular program is the

employability of its graduates. The employment status of the graduates, 106 or 72.60 percent have found gainful employment and only 40 or 27.40 percent were unemployed. Those that have found employment, 44 or 30, 14 percent declared that they were working on activities or jobs that were related to their specialization: 39 or 26.71 percent were self-employed and 23 or 15.75 percent were working on jobs that were in line with their specialization.

The data revealed by the Table suggest that there is an urgent need to realign the curricular offering, specifically the specialization offered by WVS to fit the needs of the locality or service area of the school.

Table 9

### Employment Status of Respondents

Status of Employment	Frequency	Percentage
Employed in line with specialization	23	15.75
Employed in Related Activities	44	30.14
Self-employed	39	26.71
Unemployed	40	27.40
Total	146	100.00

How Respondents Obtained Jobs. Oftentimes, jobs are not always ready and available. Job seekers need to have

educational background and technical competencies to get them. In the country, there are various means wherein an individual can find employment. The various strategies used by the 67 employed graduates is reflected in Table 10. Forty-nine or 73.13 percent of the 67 employed graduates declared that they got their jobs through the traditional way -- that is by applying for the job. Fifteen or 22.39 percent reiterated that they sought recommendations from politician and other influential persons for their jobs while only three or 4.48 percent said that they were recruited.

The data above signifies that jobs can easily be obtained if the person has the right educational qualification, skills and the technical competence for the job.

Table 10

#### How Respondents Obtained Jobs

=====		
How Jobs We Obtain	Frequency	Percentage
-----		
Application	49	73.13
Recommendation	15	22.39
Recruitment	3	4.48
-----		
Total	67	100%
=====		



**Causes of Unemployment.** Unemployment in the country is high. This is also visible among the graduates of Wright Vocational School. The 40 or 27.14 percent of the 146 graduates respondents were asked why they were not able to find jobs. The reason for their being unemployed is reflected in Table 11.

As gleaned from Table 11, 20 or 50.00 percent of the 40 unemployed graduate respondents declared that they were not able to find jobs or unemployment because they were not educationally qualified. These group of respondents probably were those who specialized in courses that could not be absorbed by the service area. Ten or 25.00 percent could not find employment as they did not have any civil service eligibilities. Four or 10.00 percent claimed that

Table 11

**Causes of Unemployment**

=====		
Causes for Unemployment	Frequency	Percentage
-----		
Not educationally qualified	20	50.0
No eligibility	10	25.0
Poor health	4	10.0
No political backing	3	7.5
No job opening	2	5.5
Lack of experience	1	2.5
-----		
Total	40	100%
=====		

they could not be employed due to poor health. Three or 7.5 percent declared that they did not have political backers while two or 5.0 percent said that there was no job opening for them.

The data clearly signifies that there is a need to realign the specialized courses offered by the school to fit the need of the service area or of the province in general.

#### Business/Activity of Self-Employed

Resourcefulness is a trait that must be cultivated in an individual. This trait was illustrated among the 39 graduate respondents who could not find employment. They created their own jobs. The various activities that were engaged in by the self-employed respondents is reflected in Table 12.

A cursory inspection of the data revealed that eight or 20.51 percent of the 39 self-employed graduate respondents were engaged in retail merchandising or sari-sari store. Six or 15.38 percent went to farming. Five or 12.82 percent were engaged in carpentry; another five or 12.82 percent decided to prepare and sell home-made delicacies and another five or 12.82 percent went to fishing.

Of the 39 self-employed graduate respondents, one or 2.56 percent was able to operate a fishpond and another one

or 2.56 percent is managing a restaurant. These were the graduates who were able to obtain an operating capital, backed up by their parents and had the guts to venture into an entrepreneurial activities.

The data above suggest that a person can be employed if he is resourceful and possesses the initiative and the willingness to venture into activities that can make him economically self-sufficient. They also suggest that the training in schools, like specialized courses all of great contribution to the respondent's economic life.

Table 12

#### Respondents Who Were Self-employed

Business/Activity	Frequency	Percentage
Retail Store	8	20.51
Farming	6	15.38
Buy and Sell	2	5.13
Fishing	5	12.82
Carpentry	5	12.82
Production of Home-made delicacies	5	12.82
Dressmaking	2	5.13
Beauty Culture	2	5.13
Hog Raising	2	5.13
Managing a Restaurant	1	2.56
Operating a Fish Pond	1	2.56
Total	39	100%

Income of Respondents. One indication of success in



any training program is whether the individual who had undergone the training was able to earn a livelihood and gain an income that would make his socio-economic life satisfying. It is a fact that income determines one's happiness, people's way of life, standard of living, and prosperity in the family and the family of the respondents. Of the 106 respondents, 44 or 41.51 percent earned a monthly income under the P2,000.00-2,999.00 bracket; 30 or 28.30 percent belong to the P1,000.00-1,999.00; and 23 or 21.70 percent under the P3,000.00-3,999.00. Only one or .94 percent claimed that he earned more than P8,000.00 monthly; that they earned an estimated income along the P7,000.00-7,999.00 bracket.

Table 13

### Estimated Income of Respondents

Income	Frequency	Percentage
P8,000.00 - 8,999.00	1	.94
7,000.00 - 7,999.00	3	2.83
6,000.00 - 6,999.00	2	1.89
5,000.00 - 5,999.00	2	1.89
4,000.00 - 4,999.00	1	.94
3,000.00 - 3,999.00	23	21.70
2,000.00 - 2,999.00	44	41.51
1,000.00 - 1,999.00	30	28.30
Total	106	100%

The data above signified that most of the graduates have income below the poverty line, or threshold. They further illustrate that there is a great need to assist the graduate that so they can fully utilize the trainings they got from the school.

Real Properties Acquired From Income. The acquisition of real properties is one indicator whether an individual has attained certain economic advancement. Table 14 shows the real properties acquired by the respondents. There were only 64 or 60.38 percent of the employed respondents who had acquired real properties. Of these 64 respondents only 39 or 60.94 percent claimed that they owned the house where they resided. Twelve or 18.78 percent declared that they both owned the house and lot where they resided. These

Table 14

**Real Properties Acquired From  
Income of Respondents**

Properties	Frequency	Percentage
House	39	60.94
Farm lands	10	15.62
House/Lot	12	18.76
Residential lot	3	4.68
Total	64	100%

houses were either permanent, semi-permanent or temporary. Ten or 15.62 percent owned the farm lands which they were cultivating while only three or 4.68 percent had already acquired a residential lot but were still saving for their dream house.

The data above signify that the income earned by the respondents were not sufficient enough for them to acquire real properties. It is a common fact that the bigger the income of an individual the greater is the chance to acquire possessions. Real properties are basic and considered important in one's existence and the acquisition of such, greatly determines the socio-economic status of a person.

**Household Appliances Acquired.** The kinds and number of household appliances in one's home largely depend on the income of the family. Table 15 shows the various appliances acquired by the graduates respondents with income. All of the 106 respondents declared that they had a wall clock in their homes. This item is a must in one's home for it guide the member of the household to tell time. Besides wall clocks are cheap. One hundred two or 96.23 percent have signified that they had transistor radios; 98 or 83.96 percent had wooden beds; 96 or 90.57 percent had gas stove and 89 or 83.96 percent were using electric irons to press their garments and other household linens.



Of the 106 respondents who had income, only six or 5.67 percent were able to purchase a washing machine; five or 4.72 percent had refrigerators; six or 5.67 percent had gas ranges and also six or 5.67 percent had sewing machine.

The data in Table 15 signifies that even if some of the respondents are already earning, their income can barely met their daily needs much so purchase household appliances. The only appliances they could afford were those that were very necessary at home.

Table 15

**Household Appliance Acquired by  
Employed Respondents**

Appliances	Frequency	Percentage
Wall Clock	106	100.00
Transistor Radio	102	96.23
Wooden Bed	98	83.96
Gas Range	6	5.67
Electric Iron	89	83.96
Gas Stove	96	90.57
Refrigerator	5	4.72
Electric Fan	92	86.79
Sala Set	76	71.70
Dining Set	72	67.92
Upholstered Bed	29	27.36
Cassette Recorder	22	20.75
Blender	21	18.96
Television	19	17.92
Karaoke	14	13.21
Electric Stove	12	11.32
Rice Cooker	10	9.43
Washing Machine	6	5.67
Refrigerator	5	4.72

**Other Properties Owned by Respondents.** The respondents were also requested to list other properties which they have acquired out of their incomes. This is shown in Table 16. Of the 106 earning respondents, 32 or 30.19 percent declared that they were also able to purchase bicycles; 21 or 19.81 percent had tricycles, 12 or 11.32 percent had motorcabs utilized by the respondents as passengers vehicles to augment their income. Eight or 7.55 had motorized banca; another 8 or 7.55 percent had their own carabaos for their farm. Only three or 2.83 percent were able to purchase jeeps. The three graduate respondents who were able to purchase jeeps were those graduates who had higher incomes.

Table 16

**Other Properties of Respondents**

Properties	Frequency	Percentage
Bicycle	32	30.19
Jeep	3	2.83
Motorcab	12	11.32
Motorized Banca	8	7.55
Tricycle	21	19.81
Working Animals	8	7.55

### Degree of Achievement of Graduate Respondents Towards Their Chosen Career

Every individual dreams of success. This is one of the goals why a person seeks education and training so he/she can reach his/her visions in life. The degrees of achievement of the respondents toward their chosen career are reflected in Table 17. The ten indicators used to illustrate the extent of achievement as perceived by the respondents were translation of Abraham H. Maslows' hierarchy of needs. There were ten indicators used. Weighted average was employed to determine the degrees of achievements. Five descriptive ratings were used, namely: "Very Successful", "Satisfactorily Successful", "Uncertain", "Moderately Successful" and "Not Successful" - each assigned a weight of 5, 4, 3, 2 and 1, respectively.

The grand weighted mean was 2.53 percent which signified that the graduate respondents were uncertain of their achievements or success towards chosen career or of present endeavors. In their walks of life, they're halfway threading the path to a most successful life. This is depicted in item number 9 in Table 17 which they declared that they're happy, productive, and self-fulfilled persons vis-a-vis their chosen careers.

The following indicators were rated by the respondents  
Uncertain Successful: "ability to utilize one's talents",



Table 17

Degree of Achievement of the Respondents  
Towards Their Chosen Career

Indicator	Very Successful (5)	Satis- factorily (4)	Un- certain (3)	Moderately Successful (2)	Not Successful (1)	TOTAL	Weighted Mean
1. Ability to acquire the basic necessities and material possessions needed for favorable existence.	1 (5)	16 (64)	42 (126)	54 (108)	33 (33)	146 336	2.50 MS
2. Able to utilize one's talents, abilities and capabilities.	2 (10)	35 (132)	62 (186)	42 (84)	7 (7)	146 419	2.87 U
3. Ability to land a job and or engage in profitable business.	2 (10)	17 (68)	37 (111)	42 (84)	48 (48)	146 (321)	2.20 MS
4. Present job offers security for me and my family.	2 (25)	9 (84)	49 (219)	54 (90)	32 (12)	146 (410)	2.81 U
5. Ability to engage in socio-civic and religious activities in community.	5 (25)	21 (84)	73 (219)	39 (90)	12 (12)	146 410	2.81 U
6. Opportunity to enjoy a wholesome leisure activities and/or travel other places	6 (30)	28 (112)	43 (129)	41 (82)	28 (28)	146 381	2.61 U

Table 17 (cont'd.)

7. Your ample time to relate and serve the people in the community where you reside.	2 (10)	16 (64)	82 (246)	41 (82)	5 (5)	146 407	2.79	U
8. Ability to share material resources to those who may be in need.	1 (5)	9 (36)	60 (90)	60 (120)	16 (16)	146 (267)	1.83	MS
9. You're happy, productive and self-fulfilled person toward chosen career.	4 (20)	20 (80)	67 (104)	52 (3)	3 (3)	146 408	2.81	U
10. My education and training has helped me attain my personal goals and aspirations in life.	4 (20)	16 (64)	76 (228)	48 (96)	2 (2)	146 (410)	2.81	U
Total	29 145	185 740	591 1683	469 938	186 186	1460 3692	2.53	U

"abilities and capabilities", "ability to engage in socio-civic and religious activities", "opportunity to enjoy wholesome leisure activities and travel", "ample time to relate and serve the community folks", and "education and training has helped attain personal goals and ambitions".

Moderately successful was rated on the following indicators: "ability to acquire the basic necessities and material possessions", ability to land a job and engage in profitable business", "present job offers security for me and my family", and "ability to share material resources to those in need".

The data signify that the economic aspects of the respondents were achieved on moderate success. This is indicated in items number 1, 3, 4 and 8. On the other hand, the social aspects have shown uncertain success as depicted in items number 2, 5, 6, 7, 9 and 10.

The data gave implications that the respondents experienced economic crisis on how to find and create better jobs that would provide better income to meet the prevailing standard of living. It is therefore imperative that educational institutions and employment organizations strengthen their actions and design effective schemes to help in the placement of graduates. In order to minimize unemployment problems, the school should produce graduates that industries demand. In this way, the mismatch problem



between graduates of the school system and the needs of employment system can be solved.

Problems Encountered by Respondents in  
Their High School Studies

The problems felt by the respondents in their high school studies, that is their stay in Wright Vocational School, is reflected in Table 18. There were thirteen problems identified by the respondents. The respondents were requested to check as many problems which they have encountered.

All of the 146 respondents declared that the most pressing problem in their high school life in Wright Vocational School, was that time for library work was too limited as classes was scheduled for the whole day, and their inability to cope up with the requirement of their requirement of their subjects. One hundred forty-four or 98.63 percent of the 146 respondents had problems on shop tools and equipment. It seemed that the tools and equipment in their shop subjects were very few and of the old models. There were 141 or 96.58 percent who felt that teaching strategies of teachers were not effective. One hundred four or 71.23 percent had problems in coping up with too numerous school requirements in both their academic and vocational subjects.

Another problems met by respondents were the financial

Table 18

**Problems Encountered by Respondents in  
Their Secondary Studies**

Problems	Frequency	Percentage
No time for library work as classes were for the whole day.	146	100.00
How to cope with requirements in subject classes.	146	100.00
Shop tools and equipment need to be improved and quantified.	144	98.63
The need for better approaches or teaching strategies for effective teaching.	141	96.58
Too many school requirements.	104	71.23
Financial limitations to laboratory projects required in classes.	99	67.81
The need to improve evaluation procedures to assess student performance.	98	67.12
Poor grades - teacher factors.	97	66.44
Content of Instruction should be relevant to the needs of the times.	94	64.38
How to improve study habits.	92	63.01
Tardiness and irregularity on attendance of students.	92	63.01
Poor comprehension skills.	89	60.96
Apathy of the teaching staff to the plight of students.	78	53.42

limitations to meet required projects in their laboratory classes. There were 99 or 67.81 percent who declared that they met this problem in their high school studies; 98 or 67.12 percent said that there was a need to improve the evaluation procedures to assess student performance and 97 or 66.44 percent declared that because of teachers factors, they were given low grades.

There were only 78 or 53.42 percent who felt that some members of teaching staff were indifferent to the plight of the students. This problem is probably due to the various activities of the teachers in school and in coping up with socio-economic problems at home and in the locality where they reside. Only 89 or 60.96 percent admitted that their problem was due to poor comprehension skills.

#### Problems Encountered by Respondents in Their Present Occupation

Life is full of problems. In all endeavors there are always problems. If the respondents encountered problems during their high school studies they must also have encountered problems in their present occupations. There were ten problems that were identified by the respondents. Only the 106 respondents who were either employed or self-employed were made to answer these particular questions. This is shown in Table 19.

Of the eleven problems identified, the most pressing to



the respondents was: that the income they received was not enough to meet their primary needs. There were 92 or 86.79 percent of the 106 employed respondents who have felt this problem. Forty-five or 42.45 percent still needed

Table 19

**Problems Encountered by Respondents  
in Present Occupation**

Indicator	Frequency	Percentage
Income not enough to meet primary needs.	92	86.79
Lack of operating capital to engage other business.	45	42.45
No vacancy for course pursued and specialized.	35	33.02
Inadequate experience and education training.	25	23.58
The working place is hazardous.	25	23.58
Peace and order problem.	21	19.81
Services at home prevents me from working.	17	16.04
Lack of incentives.	15	14.15
Poor working condition.	15	14.15
Lack of in-service training for career advancement.	10	9.43
Poor health prevents me from working.	2	1.89

additional capital to enable to engage in business or become an entrepreneur. There were 35 or 33.02 percent who said that there were no vacancies or jobs wherein their specialized trainings could be used; 25 or 23.58 percent claimed that they have inadequate experience and educational training and 21 or 19.81 percent declared that they were hampered to work effectively because of the peace and order problems in their place of work.

Only 2 or 1.89 percent claimed that they were hampered by poor health and as such they could not work well in their present occupation. These particular individuals were engage in retail merchandizing.

The data reflected in Table 19 signifies that in spite of the various problems meet by the respondents, they still endeavor to cope with the problems.

#### Solutions to Problems as Suggested by Respondents

Problems encountered should not be left unsolved. Something must be done either to minimize or eliminate them altogether. Alternative strategies to solve the problems were offered by the respondents. These problems were encountered in their high school studies and in their present employment.

#### Solutions to Problems Met in High School Studies.

Alternatives to solve problems encountered by the

respondents while still in the high school are reflected in Table 20. It is noted that suggestions offered matched with the given problems. Respondents came up with eight solutions or alternatives. Most of the respondents have suggested that the school provide more appropriations for student labor. There were 144 or 98.63 percent of the 146 respondents who suggested this alternative. The respondents felt that its solution may help poor students cope with the financial difficulties for projects which most shop teachers require.

One hundred forty-two or 97.26 percent signified that there was a need for rescheduling classes to give more time for library work. Poor grades and poor study habits maybe corrected through this measure. Respondents also suggested that monthly consultation by the school with the parents is very essential. There were 140 or 95.89 percent who gave this solution.

Another suggested solutions were for the school to procure more updated shop tools and equipment. According to the 138 or 94.52 percent of the respondents, purchase of these tools and equipment would help their brothers/sisters who will be trained in WVS. One hundred twenty-six or 86.30 percent declared that there was a need to strengthen the monitoring and evaluation system; 98 or 67.12 percent declared that teachers must be sent or undergo more training



and 96 or 65.75 percent declared that relationship between teachers and students be improved.

The data on Table 20 signify that a more effective curricular program is not only the need of Wright Vocational

Table 20

**Suggested Solutions to Problems Met by  
Respondents in High School**

Solutions/Alternatives	Frequency	Percentage
Provide student labor to poor but deserving students.	144	98.653
Rescheduling of classes for more provision for library work.	142	97.26
Monthly consultation with the PTA re: school projects requirements.	140	95.89
Procure more updated shop tools/equipment.	138	94.52
Strengthen the remedial teaching program.	126	86.30
Strengthen the school monitoring/evaluation program.	101	69.18
Training/Retraining of teachers.	98	67.12
Improve teacher/student relationship.	96	65.75

School students but there must be more teaching facilities and equipment.

Solutions to Problems Met in Employment. On Table 21, are the suggested solutions by the earning or employed respondents to problem they met in their work or jobs.

Most of the employed respondents suggested that there must be a closer and frequent dialogue between employer and employee to thresh out problems. One hundred four or 98.11 percent suggested this. There were also 102 or 96.23 percent who suggested that the school provide training or

Table 21

**Suggested Solutions to Problems Met by  
Respondents in Employment**

Solutions	Frequency	Percentage
Closer dialogue between employer and employee.	104	98.11
Provide training program in entrepreneurial development.	102	96.23
Provide more livelihood training programs.	98	92.45
Develop and strengthen linkages with industrial sectors.	94	88.68
Strengthen job placement program of the school.	82	77.36

entrepreneurial development while 98 or 92.45 percent suggested that a livelihood training program be afforded to the graduates. Only 82 or 77.36 percent felt that there was a need for the school to come up with a more effective and functional job placement program.

The data on Table 21 signify that the graduate respondents badly needed the school to help them look for better employment.

### Implications of the Study

Education is for human development. Be it formal, nonformal or informal, education aims to develop the human potentials in terms of knowledge, skills and values. Quality education is presently the main thrust of the Department of Education, Culture and Sports.

The learners in school are characterized with unique potentials and rate of growth, each having his own background, habits and skills to be formed and developed, interests and curiosities to be satisfied. He has needs and problems, too, to be helped and resolved. Hence, the need for teachers to constantly study his learners for him to achieve maximum development and significantly improve, and redirect a curriculum geared towards the varying needs and demands of individuals.

Only 42 percent of secondary graduates successfully



finished a career. While 28 percent of undergraduate and college drop-outs searched for employment, 57 percent were those that failed entered homemaking, capitalizing from their education and training. To prepare graduates for the next opportunity, be it college and in the world of work, is one objective of secondary schools. Secondary curriculum must be comprehensive as to provide graduates with necessary skills and tools for a decent quality of life no matter what livelihood he engaged in. An effective and relevant curriculum must therefore be provided with emphasis on utilizing whatever available community resources, with economic successes as its goals.

Low turn out of National College Entrance Examination (NCEE) results in alarming. This is a sure sign that quality education is deteriorating. Educational efforts to improve the teaching force as attendance in seminar-workshop, conferences and trainings had not quitely improved the NCEE results. It is high time that Creative minds should conduct an intensive educational research to thresh out all the underlying causes.

Academic achievement of secondary graduates is affected by socio-economic status of family. Those who enjoyed the benefit of college education are students who are of the middle and upper income groups. Unfortunately, tertiary education is beginning to be elitist. The conduct of the

affairs in our country should not be limited only to the privilege few. Hence, the need for the educational system to accentuate democratization effort for all through more scholarship programs, study grants, and low tuition fees.

Unemployment for the present high school graduates and college is most severe. This is a reflection of the inability of the country to generate new jobs at the same rate that the labor force or the working age population in general is growing. Skills training in high school and college should be matched directly and specifically with the jobs and self-employment opportunities in the region. Curricular offerings should be provided to equip the students with general skills which will enable them to be employed in occupations or trade in the same or other regions in the country.

Higher premium is placed in a college diploma that usually results to a longer search time for a job suitable or in line with the respective degree, hence, resulting to an increase in potential unemployment. It implies that there may be mismatch problem - the incongruence between the type of manpower that education produces and what is required by the economy. The education sector and industry group should operate a functional employment placement program not only in the national but in the provincial level as well.

Teaching-learning situations is much facilitated by meaningful teaching aids and devices, functional testing program, and evaluation procedures. Students performed better if these could be better effected in the classroom. Strengths and weaknesses are diagnosed and remedial efforts must be employed. Teachers need to be innovative of teaching strategies and methodologies, conduct research and case studies with the support of the school to provide these instructional materials without delay.

Educators should give their commitments and concerns for the welfare of their students in spite of their low salary, as a sacrifice for their country and people. The government on the other hand, should offer the teachers higher salary in order to encourage the best of the school populace to enter the teaching profession. Only the best teachers can turn out the best quality output.

Teachers are increasingly regarded as agents of constructive change in society. Due to their constant association with students they are in a vantage position to observe attitudes, behavior, and special abilities that are essential to an understanding of the individual. Their observations and report about curriculum weaknesses are invaluable information to serve as basis in the formulation and implementation of better curriculum approaches and strategies, upgrading their program and aligning them to the



present realities, needs and challenges to improve the individual learning and growth.

On the part of the respondents, they offered common suggestions and recommendations which most show a pledge on their part to effect improvement that will initially come from themselves. These included the following: learn how to take good notes, learn how to study effectively, learn how to budget time, learn how to outline, learn how to follow directions, learn how to listen, to obey rules and make use of school resources to facilitate learning. These suggestions and recommendations must be disconcerting to teachers and a challenge to the educators in the field. No matter how good the curriculum design may be, if these maladjustments of our students are not properly attended to, school targets for student development are far from solved.

## Chapter 5

### SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings and conclusions of the investigation on the assessment of secondary graduates of Wright Vocational School for School Years 1982 to 1987. This study offered recommendations for curriculum improvement and redirections towards the curriculum program offerings of Wright Vocational School.

#### Summary of Findings

The findings were summarized based upon the result of the investigations of the study.

Profile of the Secondary Graduates. The 146 graduate respondents were distributed as follows: 27 in 1986-87, 331 in 1985-86, 30 in 1984-85, 29 in 1983-84, and 29 in 1982-83. This represented 25 percent of the total graduates for school year and of the population of 585 secondary graduates for the five school years in the study.

Of the 146 graduates respondents, 74 were aged between 25 to 29, 59 aged between 20 to 24, 11 aged between 30 to 34, and 2 aged between 35 to 40. There are more female graduates respondents consisted of 87 than males that rose to 59 only. Those who were married were 86 and still single were 60. Nobody had become widow/widower and separated in

marriage.

Of the boys and girls trade courses in high school, 28 male graduates specialized Electricity, 17 in Furniture and Cabinet Making (FCM), and 13 in Automotive. The female graduates who chose Dressmaking as their specialization were 42, Foods 29, and 17 preferred Cosmetology.

Based on the latest NCEE results of the secondary graduates, 55 passed the national examination while 91 got failed.

**Educational Profile.** Out of 55 NCEE qualifiers, 39 pursued a four-year course and finished college, 19 enrolled in the college but dropped out, 22 graduated the post-secondary course, the 9 are still continuing college studies while a majority of 57 did not have the chance to taste college education and remain secondary graduates.

Degree courses finished by the 39 secondary graduates were 22 in Bachelor of Arts in Education, 10 in Bachelor of Arts in Industrial Technology, 2 in Bachelor of Commerce, and each had 1 for Bachelor of Engineering, Bachelor of Arts, Bachelor of Agriculture, Social Works and Criminology respectively.

Specialized courses of the 22 post-secondary graduates were 7 specialized in Secretarial, 3 in Midwifery, 3 in Automotive, 3 in Electricity, 3 in Marine Engineering, 2 in Nautical and 1 in Radio Operation.



Seventy-six or 56 percent of the secondary graduates of School Years 1982 to 1987 failed to continue college studies. The major cause was poverty which received 32.89 percent, being a non-NCEE qualifier 19.74 percent, got married 14.47 percent, helped parents at home 10.53 percent, and got employment 9.21 percent.

Socio-Economic Status of the Secondary Graduates. As to the employment status of the secondary graduates, 44 were employed with related works, 39 were self-employed, 23 were employed in line with their specializations while the 40, unemployed.

The 67 employed graduates obtained job through the process of 49 by applications, 15 through recommendations, and 3 by means of recruitment.

The 39 self-employed graduates resorted to various business and economic activities to earn a living. Their main source of income was derived in succession from the following activities such as farming, hog raising, retail store, buy and sell, carpentry, production of home made delicacies, fishing, beauty culture, dress making, managing a restaurant and operating fish pond.

The following properties were acquired from their income such as 51 established a house of its own, 25 with jewelries, 18 with bank deposits, 4 with working animals, 3 with motorcycle, each had acquired 1 residential lot, farm

land and tricycle.

The number of household possessions were shown: 31 with transistor radios, 27 with cassette recorders and electric fans, 18 had sala set, 10 had wall clock, 9 with television, and electric iron, 6 with dining set and karaoke sing-along, 5 with refrigerator, 3 had sewing machine, 2 with rice cooker and gas range and 1 with washing machine.

The main cause of unemployment problem of the 40 secondary graduates was largely due to the following aspects: 20 were not educationally qualified, 12 with no eligibility, 6 due to poor health, and 2 due to no job opening in the living area.

There were 106 earners, 39 from the self-employed and 67 from the group of the employed. Out of 39 self-employed, 21 earned 2,000 pesos or more and 18 earned about 1,500 pesos and below.

Of the 67 employed, there were 63 who received on monthly basis while 4 worked and earned as contractuels. Those who were paid on monthly basis, 23 received 2,500 or more, 28 earned 2,000 pesos or more, while 12 were those that earned 1,500 monthly.

Degree of Achievement of the Graduate Respondents. The degree of achievement towards chosen career as perceived by the secondary graduates had received a grand weighted mean of 2.53 which signified that they're uncertain of their

achievement or success towards chosen career or of present endeavor. In their walk to life, they're halfway treading the path to a most successful life.

The following indicators were rated by the respondents as uncertainly successful: ability to utilize one's talents, ability to engage in socio-civic and religious activities, opportunity to enjoy wholesome leisure activities and travel, ample time to relate and serve the community folks, and education and training had helped attain personal goals and ambitions.

Moderately successful was rated to the following indicators: ability to acquire the basic necessities and material possessions, ability to land a job and engage in profitable business, present job offers security for me and my family, and ability to share material resources to those in need.

The data signify that the economic aspects of the respondents was achieved on moderate success while the social aspects showed uncertain success or achievements.

The graduate and undergraduate respondents offered solutions to problems of Table 18 by suggesting the following: 144 respondents thought of providing student labor to poor but deserving students, 142 by rescheduling classes for more provision of library work, 140 by monthly consultation with PTA, 138 by procurement of updated shop



tools/equipment, 126 to strengthen the remedial teaching program, 101 to strengthen the school monitoring/evaluation program, 98 by training and retraining of teachers, and 96 by an improve teacher/student relationship.

As to employment, the following workable solutions were suggested by the respondents to help solve their employment problems. There were 104 who said that by closer dialogue between employer and employee could help greatly, 94 others chose to develop and strengthen linkages with industrial sectors by the school, 102 taught that by providing training in entrepreneurs development program, 98 that which will provide more livelihood training programs, and 82 repeated by saying that strengthening job placement program of the school will be likely necessary.

#### Problems Encountered by the Secondary Graduates

Problems related to high school life were experienced by the secondary graduates. Of the 13 problems stated, 141 declared the need for better approaches or teaching strategies, 98 declared the need to improve evaluation procedures, 99 met with financial limitations to class projects, 146 on how to cope with requirements in subject classes, 144 reacted on the need for improvement and qualification of shop tools and equipments for use in laboratory activities, 92 find difficulties in improving

study habits, 146 find no time for library work as classes were for the whole day, 146 because of too many school requirements, 89 with difficulty on comprehension skills, 97 experienced poor grades, 78 on the apathy of staff to the plight of students. It was found out that this problems of the secondary graduates were not only caused by teacher factor but included student factor, curriculum factor, school facilities and parent factors.

Problems related to occupational work have greatly affected the secondary graduates. There were 92 who experienced that income was not enough to meet primary needs, 45 felt the problem owing to the lack of operating capital to engage other business, 35 find no vacancy for the course pursued and specialized, 25 had problem due to inadequate experience and education training, 17 could not earn a living because their services at home prevented them from working, 15 for lack of incentives, 8 find problem for lack of in-service training for career advancement, 5 due to poor working conditions and hazardous working place and the 2 stated of poor health.

### Conclusions

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

1. Batch 1982 to 1987 secondary graduates of Wright

Vocational School is one tangible output to the 1973 Revised Secondary Curriculum in which the general aim is not only stressed in general education but include preparation for college and preparation for life and the world of work through development of work skills or vocational efficiency. In the pursuit of this educational goal, WVS offered special preparatory courses of vocational education in the third and fourth year of high school so that upon graduation the student is equipped with essential skills and knowledges for his development into productive person and national development.

2. The deterioration of the quality of education as reflected by the high percentage of flunkers in the National College Entrance Examination (NCEE) for the last five years is alarming in spite of the competent teaching staff. The need therefore, of an in-depth study and honest investigation to find underlying cause if we aspire for better education.

3. The 52 percent did not successfully achieve tertiary education. This low survival rate from high school to college implies wastage in spite of the huge yearly budget that the government set aside for education.

4. Overall assessment of the socio-economic status of the self-employed displayed to a good extent their creative talents and learned skills along with employed graduates in



their economic pursuits, however, they differ much in terms of economic returns and investment of income making it harder for the former and even hardest to the unemployed to cope with life.

5. That education training had brought with "uncertain success" to the social and of "moderate success" to economic lives of secondary graduates. Overall assessment on the degree of achievement, these graduates perceived that they are at halfway threading the hierarchial path to self-actualization, an ultimate goal which is characterized by one's life fulfillment.

6. Most problems felt by the graduates suggested that realigning and improvement in curriculum is necessary. It includes the following: Master of effective teaching strategies, and objective and systematic evaluation, qualification of learning tools and equipments, and improvement of teaching and learning condition. Thus, bringing to application all these, the school will likely achieve better outputs and the potentials of the students will developed further.

### Recommendations

In the light of the conclusions presented, the following recommendations are offered:

1. The school should carry out systematic follow-up to

its graduates five or ten years interval after graduation, because these follow-up data can be useful in reexamination and reviewing the curriculum.

2. A case study must be undertaken in order to determine underlying causes resulting to the low percentage of National College Entrance Examination (NCEE) qualifiers. Teachers make action plan and rewarded with merits and plus factor in their performance appraisal is also feasible. Evaluation findings be utilized as basis for continuing assessment of student achievement and for improving instruction.

3. As observed, students from poor families are more susceptible to dropping out for most to economic and financial reasons thus resulting in illiteracy and potential unemployment of many. Hence, it is highly recommended that more allocation for scholarship fund, student loan program, lower tuition fees be provided by the government especially the poor but deserving students who have the capability to profit from college education in both public and private colleges and universities.

4. The school library be provided with rich reading materials on occupation, on job finding, on college and university, business and trade school catalogues and bulletin of information. Students who leave school without having the encouragement and opportunity to investigate a



wide range of occupations related to their interests greatly increase the number who drift into occupation in which they have little or no interest, and which offer opportunities inconsistent with individual assets and limitations.

5. Linkages between the industry and the education sector should not be limited at the national level but should be continued or even initiated in regional and provincial level to ensure the implementability of the employment placement program.

6. An evaluation committee composed of teachers should be formed and become an integral part of the school to study and do monitoring various programs, identify achievement gaps and discover effective and the ineffective implementation process. A reward system should be devised to attract the most creative minds in discovering and finding workable solutions to the various problems plaguing our education system today.



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## APPENDICES

## APPENDIX A

SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar

June 18, 1993

The Dean of Graduate Studies  
Samar State Polytechnic College  
Catbalogan, Samar  
(Through Channel)

S i r :

As a requirement prior to writing my thesis proposal, I have the honor to submit for your approval one of the following research problems, preferably No. 1:

1. ASSESSMENT OF SECONDARY SCHOOL GRADUATES OF WRIGHT VOCATIONAL SCHOOL, SCHOOL YEAR 1982-1987: ITS IMPLICATIONS FOR CURRICULUM REDIRECTION
2. FACTORS AFFECTING STUDENT SCHOLASTIC PERFORMANCE OF WVS: BASIS FOR STUDENT DEVELOPMENT PROGRAM
3. RELATIONSHIP BETWEEN PERFORMANCE RATINGS OF TEACHERS AND ACHIEVEMENT OF STUDENTS OF WVS, PARANAS, SAMAR

I hope for your early and favorable approval on this matter.

Very respectfully yours,

(Sgd.) CRESCENCIA U. GAYAMAT  
Researcher

Recommending Approval:

(Sgd.) COSETTE C. OLIVA, MAT  
Head, Research Development and  
Publication

APPROVED:

(Sgd.) DOMINADOR Q. CABANGANAN, Ed. D.  
Dean of Graduate Studies

## APPENDIX B

SAMAR STATE POLYTECHNIC COLLEGE  
GRADUATE/POST GRADUATE STUDIES DEPARTMENT  
Catbalogan, Samar

---

Date

The Home Industries Training Supervisor  
Wright Vocational School  
Paranas, Samar

S i r :

May I have the honor to request permission to conduct a dry-run test to presently enrolled Fourth Year students in your school. This dry-run test is in connection with my research paper which is entitled "ASSESSMENT OF WRIGHT VOCATIONAL SCHOOL GRADUATES FROM 1982-1987: ITS IMPLICATIONS FOR CURRICULUM REDIRECTION".

Your favorable action on this request will be highly appreciated.

Very truly yours,

(Sgd.) CRESCENCIA U. GAYAMAT  
Researcher

Noted:

(Sgd.) RIZALINA M. URBIZTONDO, Ed. D.  
Actg. Dean, Graduate/Post Graduate Stud. Dept.

APPROVED:

(Sgd.) SERAFIN A. BARDELAS, Ph. D.  
Home Industries Training Supervisor



## APPENDIX C

Samar State Polytechnic College  
Graduate/Post Graduate Studies  
Catbalogan, Samar

Dear WVS Graduate,

You have been chosen as one of the respondents of the study "ASSESSMENT OF WRIGHT VOCATIONAL SCHOOL GRADUATES FROM 1982-1987: ITS IMPLICATION FOR CURRICULUM REDIRECTION". Please answer the questions honestly and sincerely for your answers to provide a factual or objective data in order to improve the curricular offerings of Wright Vocational School. Your response will be held with strict confidence.

Thank you very much for your cooperation.

Very truly yours,

(Sgd.) CRESCENCIA U. GAYAMAT  
Researcher

-----

Q U E S T I O N N A I R E

Directions:

Please answer the questions honestly and accurately by indicating a check mark (/) or supplying the information.

A. Personal Information of Respondent

Name \_\_\_\_\_ Age \_\_\_\_\_

Address \_\_\_\_\_ Sex: ☐ Male ☐ Female

Civil Status: ☐ Single ☐ Widow/Widower  
☐ Married ☐ Separated

Year Graduated in WVS \_\_\_\_\_

NCEE Rating ☐ Passed  
☐ Failed

Specialization in High School \_\_\_\_\_

## B. Educational Profile:

1. What is your educational status?

- ☐ College graduate
- ☐ College drop-out
- ☐ Post-secondary graduate
- ☐ Still in college
- ☐ Did not continue schooling
- ☐ Others, (please specify) \_\_\_\_\_

2. If a college graduate, what course have you taken?

- |                                      |  |
|--------------------------------------|--|
| <input type="checkbox"/> BSIT        | <input type="checkbox"/> Nursing           |
| <input type="checkbox"/> BSIE        | <input type="checkbox"/> Architecture      |
| <input type="checkbox"/> BSEED       | <input type="checkbox"/> Medicine          |
| <input type="checkbox"/> BSE         | <input type="checkbox"/> Business Adminis- |
| <input type="checkbox"/> AB          | <input type="checkbox"/> tration           |
| <input type="checkbox"/> Law         | <input type="checkbox"/> Hotel Management  |
| <input type="checkbox"/> Engineering | <input type="checkbox"/> Others (please    |
|                                      | <input type="checkbox"/> specify)          |
- \_\_\_\_\_

3. If post-secondary graduate, what course have you taken?

- ☐ DT
- ☐ COT
- ☐ Technical
- ☐ Secretarial
- ☐ Others (Please specify) \_\_\_\_\_

4. What specialization have you pursued in college/ post secondary graduate course?

- ☐ Home Economics
- ☐ Garments
- ☐ Foods
- ☐ Automotive
- ☐ Machine Shop
- ☐ Electricity
- ☐ Electronics
- ☐ Refrigeration
- ☐ Civil Technology
- ☐ Others (Please specify) \_\_\_\_\_

5. If you have not continued your studies, what are the reasons?

- ☐ A Non-NCEE qualifier
- ☐ Poverty
- ☐ Get married
- ☐ Not interested to continue schooling
- ☐ Help parents at home
- ☐ Get employed
- ☐ Others (please specify) \_\_\_\_\_

C. Socio-Economic Status of Respondents

1. What is your employment status?

- ☐ Employed
- ☐ Self-employed
- ☐ Unemployed

2. How did you obtain your job?

- ☐ Application
- ☐ Recommendation
- ☐ Recruitment
- ☐ Apprenticeship
- ☐ Employment Agency
- ☐ Others (Please specify) \_\_\_\_\_

3. If self-employed, check the business or activity you are engage in.

- ☐ Buy and sell products
- ☐ Manage Sari-sari Store
- ☐ Operating a dress shop
- ☐ Operating a beauty parlor
- ☐ Carpentry
- ☐ Manage a furniture shop
- ☐ Farming
- ☐ Fishing
- ☐ Hog Raising
- ☐ Poultry Raising
- ☐ Automotive Repair
- ☐ Radio Repair
- ☐ Others (Please specify) \_\_\_\_\_

4. If unemployed, what could be the reason for the unemployment?

- ☐ No job opening
- ☐ Poor health
- ☐ Lack of Experience
- ☐ No eligibility



- ☐ No political backing
- ☐ Not educationally qualified
- ☐ Others (Please specify) \_\_\_\_\_

5. If unemployed, what is your monthly income?

- ☐ P 10,00 and above
- ☐ P 8,000 up
- ☐ P 6,000 up
- ☐ P 4,000 up
- ☐ P 2,000 up
- ☐ P 1,500 up

6. What properties have you acquired from your income?

- ☐ Residential lot
- ☐ Farming land
- ☐ House
- ☐ Car/jeepney
- ☐ Motor cab/Motorcycle
- ☐ Tricycle
- ☐ Motorized banca
- ☐ Working animals
- ☐ Jewelries
- ☐ Bank deposit

7. What household appliance have you acquired from your income?

- ☐ Refrigerator
- ☐ Freezer
- ☐ Television
- ☐ Air conditioner
- ☐ Gas/electric range
- ☐ Electric iron
- ☐ Washing machine
- ☐ Sala set
- ☐ Dining set
- ☐ Water Bed
- ☐ Karaoke Sing-Along
- ☐ Rice cooker
- ☐ Transistor Radio
- ☐ Cassette Recorder
- ☐ Furniture Set
- ☐ Others (Please specify) \_\_\_\_\_

# D. Rate of Success of Achievement in One's Career

Below are some indicators that may guide you whether you were successful in your chosen career. Please check each indicated item given for your achievement by following the given scale:

5	-	4.5 - 5.00	Very Successful
4	-	3.5 - 4.49	Satisfactorily Successful
3	-	2.5 - 3.49	Uncertainly Successful
2	-	1.5 - 2.49	Moderately Successful
1	-	.5 - 1.49	Not Successful

Indicators	VS (5)	SS (4)	US (3)	MS (2)	NS (1)
1. Ability to acquire the basic necessities and material possessions needed for favorable existence.	_____	_____	_____	_____	_____
2. Able to utilize one's talents, abilities and capabilities.	_____	_____	_____	_____	_____
3. Ability to land a job and or engage in profitable business.	_____	_____	_____	_____	_____
4. Present job offers security for me and my family.	_____	_____	_____	_____	_____
5. Your ability to actively engage in socio-civic and religious activities in your community.	_____	_____	_____	_____	_____
6. Opportunity to enjoy a wholesome leisure activities and or travel to other places.	_____	_____	_____	_____	_____
7. Your ample time to relate and serve the people in the community where you reside.	_____	_____	_____	_____	_____

8. Ability to share material resources to those who may be in need. \_\_\_\_\_
9. You're happy, productive and self-fulfilled person toward chosen career. \_\_\_\_\_
10. My education and training has help me attain my personal goals and aspirations in life. \_\_\_\_\_

E. Problems Encountered in Community Living

1. The following are some problems which you may have encountered in WVS as in your present occupational work. These are classified into two categories. Please check (/) those which are true to your case.

a. Problems Met in WVS

- ( ) the need for better approaches/teaching
- ( ) strategies for effective teaching
- ( ) the need to improve evaluation procedure to assess student performance
- ( ) no time for library work as classes were for the whole day
- ( ) shop tools and equipment need to be improved and quantified
- ( ) how to cope with requirements in subject classes
- ( ) how to improve study habits
- ( ) poor comprehension skills of students
- ( ) content of instruction should be relevant to the needs of the times
- ( ) apathy of the teaching staff to the plight of students
- ( ) no money to buy for projects assigned
- ( ) too many school requirements
- ( ) tardiness and irregularity of attendance among classmates
- ( ) poor grades

b. Problems met in present occupational work. Please put a check mark (/) those which you met in your present job.



- ☐ Income not enough to meet primary needs
- ☐ Lack of incentives
- ☐ Lack of operating capital to engage other business
- ☐ Poor working condition
- ☐ Lack of in-service training for career advancement
- ☐ No vacancy for course pursued and specialized
- ☐ Inadequate experience and education training
- ☐ Services at home prevents me from working
- ☐ Poor health prevents me from working
- ☐ The working place is hazardous
- ☐ Peace and order problem
- ☐ Others (Please specify) \_\_\_\_\_

F. Alternatives to improve the curricular offerings of WVS.

1. To the graduates and undergraduates college, if you are in a position to make changes, which of these alternative solutions you can suggest to improve the curricular offerings of the school. Please put a check mark of your choice.

- ☐ Strengthen/Retraining of Teachers
- ☐ Strengthen the school monitoring/evaluation program
- ☐ Rescheduling of classes for more provision of library work
- ☐ Procure more updated shop tools/equipment
- ☐ Monthly consultation with the P.T.A. re: School project requirements
- ☐ Improve teacher labor to poor but deserving students
- ☐ Strengthen the remedial teaching program

2. Which of these suggested solutions may be helpful and effective to solve problems in employment. Please check the item or items which will work for you.

- ☐ Strengthen job placement program of the school
- ☐ Develop and strengthen linkages with industrial sectors
- ☐ Provide training program in entrepreneur development
- ☐ Provide more livelihood training program
- ☐ Closer dialogue between employer and employee

CURRICULUM VITAE



## CURRICULUM VITAE

Name	CRESCENCIA U. GAYAMAT
Address	Purok 7, Canlapwas Dist. Catbalogan, Samar
Date of Birth	June 26, 1954
Present Position	Secondary School Teacher
Station	Wright Vocational School Paranas, Samar
Civil Status	Married
Spouse	ROSITO L. GAYAMAT

## EDUCATIONAL BACKGROUND

Primary	Binogho Primary School
Elementary	Wright Central Elementary School, Paranas, Samar SY 1965-1967
Secondary	Samar National School Catbalogan, Samar SY 1967-1969  Wright Community High School, Paranas, Samar SY 1969-1971
College	Sacred Heart College Catbalogan, Samar SY 1971-1976  Bachelor of Science in Education Sacred Heart College Catbalogan, Samar  Major - History Minor - English



Graduate . . . . . Master of Arts in Education  
 Major: Administration &  
 Supervision  
 Samar State Polytechnic  
 College  
 Catbalogan, Samar

### CIVIL SERVICE ELIGIBILITY

Career Service Eligibility, December 6, 1981

Professional Board Examination for Teachers (PBET), April  
 23, 1978.

### POSITION HELD

Secondary School Teacher . . . Wright Community High  
 School, Paranas, Samar  
 SY 1978-1982

Secondary School Teacher . . . Wright Vocational School  
 Paranas, Samar  
 1982 to date

### HONORS/AWARDS

Regional Teacher Demonstrator in Social Studies during SEDP  
 Mass Training for first Year Teachers in Public  
 Secondary School at Leyte National High School,  
 Tacloban City, July 1-30, 1989.

Regional Teacher Demonstrator in Social Studies during SEDP  
 Mass Training for Second Year Public Secondary Teachers  
 held at ESNCHS, Borongan, Eastern Samar, April 16-May  
 6, 1990.

### SCHOLARSHIP GRANTS

Magna Carta for Public School Teachers (R.A. 4670), Samar  
 State Polytechnic College, Catbalogan, Samar, SY 1993-  
 1994.

### SEMINARS AND WORKSHOPS ATTENDED

Level IV Teachers Development Program, January 15 to February 12, 1978.

Regional Seminar-Workshop on Reading Instruction, September 19-21, 1978.

Regional Seminar-Workshop on the Use of Pilipino in Social Studies, YDT, CAT, Nov. 11-13, 1980.

Division Mass Training for Secondary English I, Pilipino II and Science III on the Effective Use of EDPITAF Text, June 8-24, 1981.

District Seminar-Workshop on the Organization and Management of Science Fairs and Quizzes, September 29-30, 1981.

Division Work-Conference in Communication Arts (English) for Grades V, Grades VI, and First Year, December 9-15, 1981.

Regional Seminar-Workshop on the Teaching of Reading, August 1-6, 1983.

Division TBS Training for Secondary School Teachers, December 8-14, 1983.

Division Seminar-Workshop on the Utilization of the MECS Textbooks, Curriculum Frameworks, and other Instructional Materials at Samar National School, Catbalogan, Samar, November 12-17, 1984.

Regional Seminar-Workshop on Values Education, September 15-17, 1987.

SEDP Mass Training for First Year Teachers in Social Studies, Leyte National High School, July 1989.

SEDP Mass Training for Second Year Teachers in Social Studies, ESNCHS, Borongan, E. Samar, April 16-May 6, 1990.

SEDP Mass Training for Fourth Year Teachers in Social Studies, ESNCHS, Borongan, E. Samar, April 20-May 4, 1992.

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