TRAINING NEEDS OF TECHNOLOGY AND HOME ECONOMICS INSTRUCTORS AND STUDENTS OF STATE UNIVERSITY AND COLLEGES IN SAMAR

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JANET R. DIAZ

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APPROVAL SHEET

In partial fulfillment of the requirements for the degree, Master of Arts major in Home Economics this thesis entitled, **"TRAINING NEEDS OF TECHNOLOGY AND HOME ECONOMICS INSTRUCTORS AND STUDENTS OF STATE UNIVERSITY AND COLLEGES IN SAMAR"** has been prepared and submitted by **JANET R. DIAZ**, who having passed the comprehensive examination, is hereby recommended for oral examination.

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Dedication
This fruit of my labor is dedicated to...
...my dear parents... for their undying love & care,
guidance and support all the way;
...my dear brothers... my love for them will never end;
...my friends & loveones... for their prayers, love,
understanding and inspiration;
...and to my students & colleagues in the academe...
their faith and trust in this work
will always stay in my heart
JRD

ABSTRACT

This study assessed the training needs of technology and Home Economics instructors and students of state university and colleges in Samar, with the immediate objective of establishing baseline data, which may serve as a springboard to the development of a long-range scenario to intensify the training aspects of the T.H.E. program. This study employed the descriptive research design. First, the researcher assessed the training needs of the T.H.E. instructors and students in terms of their profile as well as the extent of their training along three pedagogical areas, namely: content, instructional, and communicative pedagogy. As to the problems encountered by both respondents, students' financial constraints to meet shop requirements and instructors' lack of supplies, materials and devices for teaching hamper their effectiveness in teaching and learning T.H.E. The instructors group considered the 14 identified problems as "hingly felt" being manifested by the grand mean of 3.68; however, the students "moderately felt" the problems encountered as revealed by the area mean of 3.42. Having known the result of the investigation, that is, the training needs of T.H.E. instructors and students along with content, instructional and communicative pedagogies, a training program may be developed or a model for the ideal learning activities should take place. Necessary revisions of the curriculum program to keep pace with the present needs of the students and with the current time to be favored. This also entails instructors and students to admit their weakness and consider their strengths so they will be motivated to do what is expected of them.

TABLE OF CONTENTS

TABLE OF CONTENTS

(Cont'd)

TABLE OF CONTENTS
(Cont'd)

Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

The development of vocational efficiency, as one of the fundamental aims of education, has been underscored by the Philippine constitution since its promulgation in 1935, even as it underwent a series of amendments up to the New Charters of 1973 and 1987. Article XIV, Section 5 of the 1935 constitution defined the aims of education to emphasize the development of moral character, personal discipline, civic conscience and vocational efficiency. It also crystallized the important role that the curriculum plays in transmitting the traditions, the way of life, and the values of society to succeeding generations. Article XV, section 8 of the 1973 constitution similarly identifies the aims of education with a view of enhancing each citizen's self-realization and promoting Philippine society's common welfare.

The foregoing provisions were modified by Section 3, Subsections 1 and 2 of Article XIV of the 1987 Constitution which mandates, among others, the development of moral character and personal discipline, encourage critical thinking, broaden scientific and technological knowledge, and promote vocational efficiency (Nolledo, 1987:125).

The principle underlying this constitutional provision is the belief that the school, through its curricular offering, is an institution that binds the family and

the world of work. It is therefore, logical that the school develops and promotes a wide range of scientific and technological knowledge and skills to make its clientele educated and productive citizens of the community.

The introduction of the Secondary Education Development Program (SEDP) into the academe, pursuant to (DECS- SEDP, 1989:247), which initially offered T.H.E. in secondary schools, is a timely response of educational leaders to the needs of the school and the community. This noble venture of the higher authorities motivated the Commission on Higher Education (CHED) to allow higher institutions of learning to propose T.H.E. as a major course in teacher-training colleges and universities.

In the Samar State University, particularly, located at the capital town of Catbalogan, Samar, the Board of Trustees approved the offering of T.H.E. as major in teacher education, leading to the degree of Bachelor Secondary Education (BSE), pursuant to Board Resolution No. 24, s. 1990, but the first batch of students just graduated in the year 2001, because of late implementation. Likewise, T.H.E. is offered as major course in teacher education, leading to BSE at Tiburcio Tancinco Memorial Institute of Science and Technology (TTMIST) in Calbayog City, pursuant to Board Resolution No. 17, s. 1997, but its first batch graduated only in 2002. The former Samar National Agricultural School is now an independent state college known as Samar State College of Agriculture and Forestry (SSCAF). It also offers T.H.E. as a major course in college pursuant to

Academic Council Resolution No.2, series of 2003 which is only a revision and enrichment of the on-going collegiate curricular program.

Since T.H.E. was offered by the DECS in secondary only in 1989, as an integral part of SEDP, it appears that it is one of the latest approaches to quality education. As a result, for the first years of implementation, the instructors handling T.H.E. were not really T.H.E. majors but major in any of the four technology areas, namely: home economics, industrial arts, agricultural arts, and it was even doubtful that there was a major in entrepreneurship during that stage of implementation. Obviously, this situation is extended up to the present, because the new graduates who are T.H.E. majors are seldom assigned to teach in college. If ever they are hired to teach T.H.E., they prefer to teach in secondary. This goes without saying that, in the course of their training, the absorption and assimilation of the learning units in each technology area was not sufficient to guarantee their teaching competence in the four technology areas.

As an indicator of students' performance, the result of the Samar Division Achievement Test (DAT), school year 2003-2004 showed that secondary students had low performance in TLE as evidenced by its percentage rating of 57.37 ranking the second to the last among the other subject areas.

Furthermore, the records from the PRC indicated that of the 58,507 teacher education graduates nationwide who took the Licensure Examination for Teachers last August 29,2004 only 15,860 examinees made it to the Roll of Professional Teachers (http://www. Inq7.net). Narrowing this result to the

performance of the secondary education graduates, records shows that at the Samar State University, out of 232 examinees, only 22 passed the Licensure Examination for Teachers (LET). While at TTMIST, there were only 15 passers out of 26.95 national passing percentage in the secondary level. Furthermore, only one passed the examination out of 21 takers at SSCAF having 4.76 passing percentage.

It is in this context that the researcher is motivated to conduct this study on training needs of T.H.E. instructors and students in state colleges and universities in the province of Samar, to include their satellites outside the main campus, if ever there are any. Hopefully, the findings of this study will pave the way towards the development of a comprehensive scenario for a competency based pre-service and in-service training program for T.H.E. majors in college and T.H.E. instructors, respectively. The comprehensive scenario is further expected to guarantee a qualitative and commendable performance of T.H.E. graduates in the ensuing years as they undergo a series of upgrading, coupled with their teaching experience.

Statement of the Problem

This study assessed the training needs of Technology and Home Economics instructors and students of state university and colleges in Samar, with the immediate objective of establishing baseline data, which may serve as a springboard to the development of a long-range scenario to intensify the training

aspects of the T.H.E. program. Specifically, this study sought answers to the following questions:

1. What is the profile of the T.H.E. instructors and students with respect to:

1.1 age and sex;

1.2 civil status;

1.3 position (for teacher-respondents);

1.4 local designation (for teacher-respondents);

1.5 highest educational attainment;

1.6 major course;

1.7 minor course;

1.8 number of years as T.H.E. instructor;

1.9 number of years in teaching; and

1.10 number of T.H.E. seminars attended.

2. What are the training needs of the T.H.E. instructors in home economics, industrial arts, agricultural and fishery arts, and entrepreneurship as perceived by the instructors and students in terms of the following pedagogical areas:

2.1 content;

2.2 instructional; and

2.3 communicative?

3. Is there a significant difference between the perceptions of the two groups of respondents in terms of the training needs of T.H.E. instructors along the three areas?

4. What are the training needs of T.H.E. students in home economics, industrial arts, agricultural and fishery arts and entrepreneurship as perceived by the instructors and students in terms of the following pedagogical areas:

4.1 content;

4.2 instructional; and

4.3 communicative?

5. Is there a significant difference between the perceptions of the two groups of respondents in terms of the training needs of T.H.E. students along the three areas?

6. What are the problems encountered by the T.H.E. instructors and students relative to T.H.E. teaching/learning?

7. What are the solutions suggested by the two groups of respondents relative to the problems they encountered?

8. What implications may be drawn from the findings of this study?

Hypotheses

This study tested the following hypotheses:

1. There is no significant difference between the perceptions of the two groups of respondents in terms of training needs of T.H.E. instructors along the three pedagogical areas, namely:

    1.1 content;

    1.2 instructional; and

    1.3 communicative.

2. There is no significant difference between the perceptions of the two group of respondents in terms of the training needs of T.H.E. students along the three pedagogical areas, namely:

    2.1 content;

    2.2 instructional; and

    2.3 communicative.

Theoretical Framework

This study is anchored on the goal-attainment model (Popham, 1975:22-24), which conceives of evaluation chiefly as the determination of the degree to which an instructional program's goals were achieved.

The general approach includes the careful formulation of educational goals according to an analysis of three goal sources (the student, the society, and the subject matter) and two goal-screens (a psychology of learning and a

philosophy of education). Likewise, it also conceives of evaluation in terms of whether an educational program is "really effective in achieving its expressed objectives". It goes to greater length in attempting to spell out the nature of the institutional and instructional factors that might be relevant in considering the degree to which expressed objectives are achieved. The general steps include: (1) isolating that aspect of the current educational program to be evaluated, (2) defining the relevant institutional and instructional variables, (3) specifying objectives, and (5) analyzing goal-attainment results. The use of multiple criterion measures might be employed to reflect the goal attainment of an educational program.

The system analysis in education by Zwanepoel (1985:71) supports this theory. The system approach of educational evaluation is a dynamic process of analyzing all the interacting elements on subsystems of the entire educational system, namely: social subsystem, the cultural subsystem, and the economic subsystem, and the strategy of diagnosis is to concentrate upon several critical indicators and relationships within the system and between the system and its environment.

The Needs Approach in curriculum development also supports this theory. A needs-centered curriculum will aim to develop the individual in a social setting. Needs are thus conceived to be personal-social in character. The "needs approach" in curriculum improvement implies that the educational program will be concerned with teaching children and youth the essentials of the

"good life" in a free society. Whether one teaches at the elementary, secondary, or post-secondary level, whether he is a teacher, counselor, or administrator, he should know the whole developmental range of students from childhood to adulthood and should be skillful in knowing what he knows. In that way he will understand his pupils better because he knows where they have been, where they are now, and where they will be going in terms of growth and development (Oliver, 1965:134).

Conceptual Framework

Figure 1 shows the conceptual framework of the study. From the diagram, the base depicts the research environment, which is the state university, and colleges in the province of Samar. This study involved two categories of respondents: T.H.E. instructors and T.H.E. students. Data on training needs of both respondents were gathered with the use of a questionnaire.

Diagram shows that this study oriented instructors and students alike to the training needs, which will meet their individual needs relative to the T.H.E. curriculum. The training needs in this study were categorized into three, namely: communicative pedagogy, content pedagogy, and instructional pedagogy. These pedagogies encompassed the fundamental components of T.H.E. curriculum, which are Home Economics, Industrial Arts, Agriculture and Fishery Arts, and Entrepreneurship. This study determined the particular needs of the respondents along the three pedagogical areas. Individual responses of the

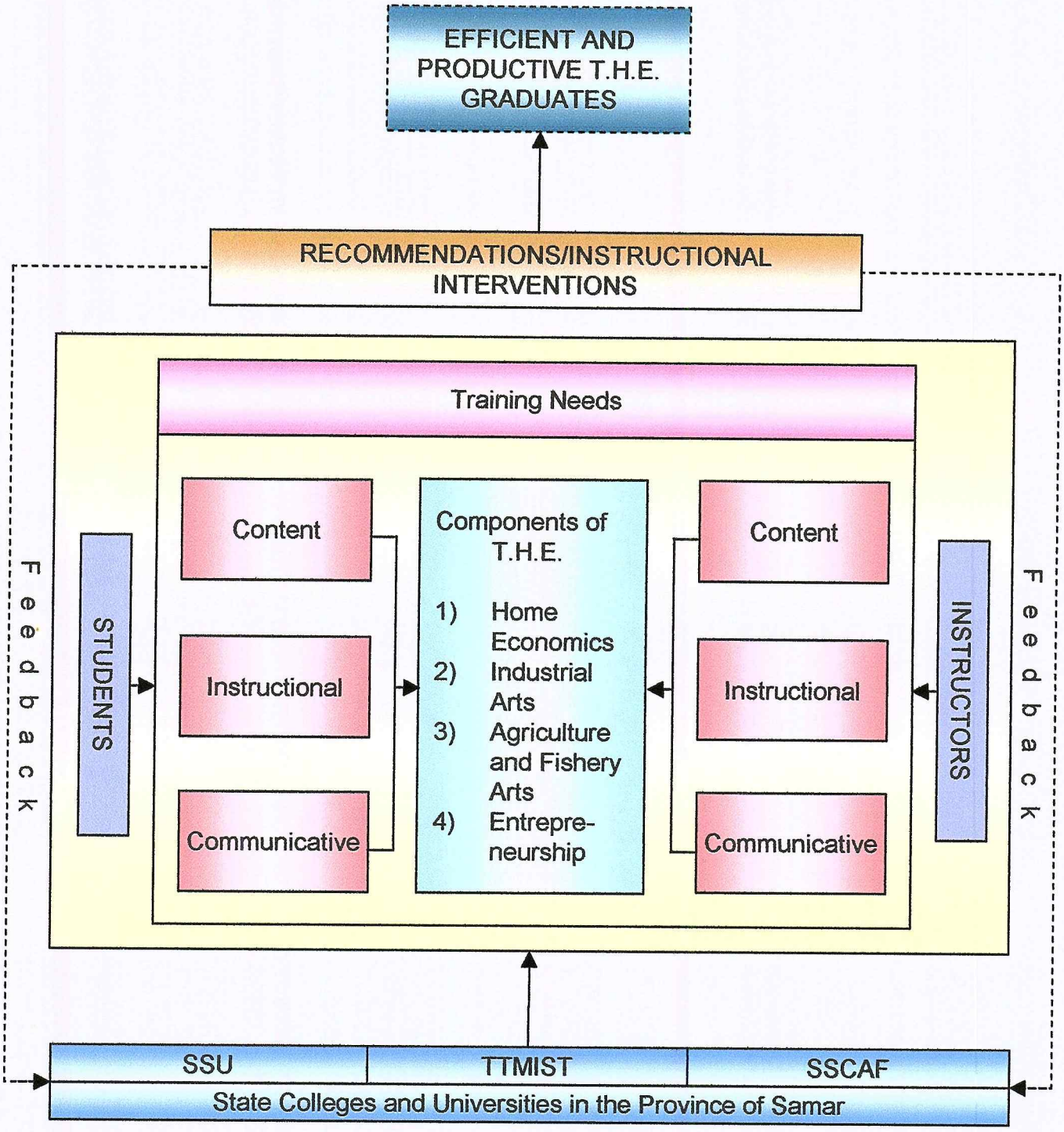

Figure 1. Conceptual Framework of the Study

two respondents were correlated to see if the needs perceived or felt by the instructors are the same needs perceived or felt by the students.

Hence, strengths and weaknesses were identified and replicated as feedback to be used as springboard to further enhancement of the educational system. The findings helped the researcher to formulate instructional interventions or recommendations, which can be used in producing efficient and productive T.H.E. graduates.

Significance of the Study

The researcher believes that the results of this study would be beneficial to a good number of people in the academe and in society in general:

To the T.H.E. instructors. The results of this study could help overcome weaknesses and enhance strengths on their teaching competencies, thus encourage them to upgrade technological training to better contribute to the learning of the students.

To the T.H.E. students. The findings of this study could, likewise, be helpful to T.H.E students in terms of quality instruction that would be delivered by trained instructors, coupled with the updated facilities that could be provided by school authorities in support of the training needs of the instructors and students.

To the administrators. The administrators would benefit from the results of this study by becoming more conscious of their role as providers of the

academic family, thereby making them more understanding and supportive of the plight of the faculty, particularly on their training needs.

To the administrators of state universities and colleges involved in the study. The identification of the training needed by T.H.E. instructors may serve as sources of data in providing a curriculum that is fitted to the needs of the students.

To the curriculum planners. The benefits that could be derived by the curriculum planners cannot be discounted because the findings of this study could provide inputs to their task of curricular redirections, whenever necessary, thus making the curriculum more responsive to the needs of the clientele.

To the DepEd. and CHED officials. The findings could serve as basis for determining as to what learning experiences in secondary and tertiary education achieved the goals and objectives of Technology and Home Economics. They could look into the discrepancies thereby, make corresponding actions to provide for materials, training, and other necessary supplements for the improvement of this curriculum.

To the government. The recommendations that could be drawn from the results of this study could ultimately awaken the awareness and stimulate favorable action on the part of authorities concerned for them to consider the proposed augmentation of budgetary allocations in government institutions so that personal expenses of instructors in attending in-service trainings would be minimized.

Future researchers. The future researchers would be guided in the conduct of similar studies. They would find the study a good source of information for further T.H.E. curriculum improvement.

Scope and Delimitation

This study focused on determining the training needs of T.H.E. instructors and students of state colleges and universities in the province of Samar. The training needs include the three pedagogical areas, which are the content pedagogy, instructional pedagogy, and communicative pedagogy. Technology and Home Economics embraces four major technology components, namely: (1) home economics, (2) industrial arts, (3) agricultural arts, and (4) entrepreneurship, each of which is broken down into major blocks, sub-block, and specific learning units.

The study covered the two state colleges and one university in the province. These three schools involved in the study were: the Samar State College of Agriculture (SSCAF) in San Jorge, Samar, the Tiburcio Tancinco Memorial Institute of Science and Technology (TTMIST) in Calbayog, City, and the Samar State University (SSU) located at Catbalogan, Samar (See Figure 2).

Total enumeration was employed in the selection of the instructors-respondents as well as student- respondents. Thus, a total of 125 respondents were involved in this study, broken down as follows: 19 instructors and 106 students. This study was undertaken during SY 2004-2005.

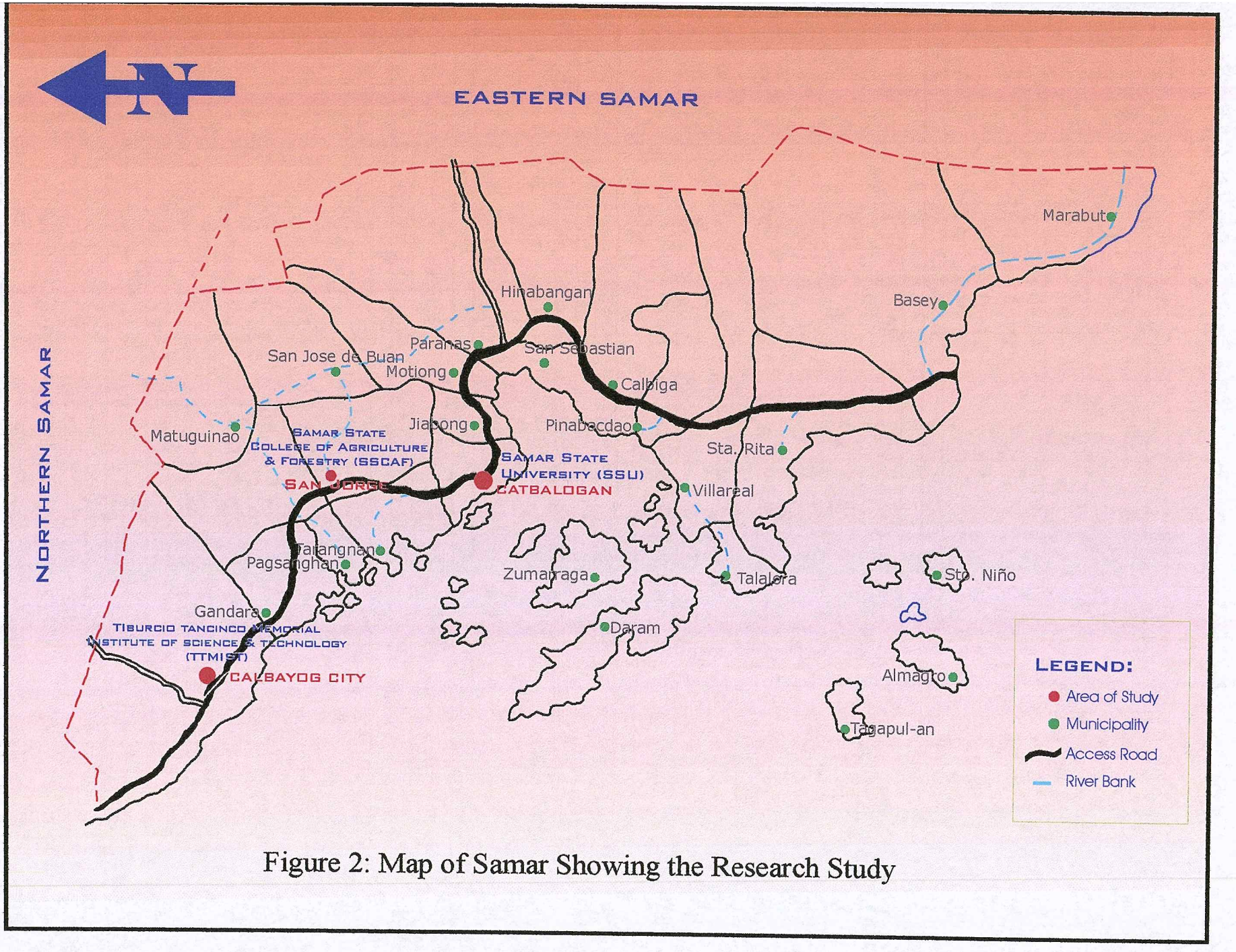

Figure 2: Map of Samar Showing the Research Study

Definition of Terms

To provide a common frame of reference and facilitate understanding on the part of the readers, important terms used under this study were herein defined conceptually and operationally.

Academe. The term means a sector having to do with education (Webster, 1995:6). As used in this study, it refers to state colleges and other institutions of learning.

Administrator. This term refers to all persons occupying policy-implementing positions having to do with the functions of the school on all levels (Aquino, 1985:3) As used in this study, it refers to the college presidents, vice-presidents, college deans, etc.

Agricultural arts. This term refers to a branch of science dealing with the cultivation of soil to raise food crops and livestock (Webster, 1995:21). As used in this study, it is one of the major areas of T.H.E.

Baseline data. This term refers to the collated and replicated factual information used as basis for developmental accounts in response to existing problems (Webster, 1995:86). Applied to this study, it serves as springboard to the development of a long range training program for T.H.E. instructors and students.

Communicative. This term refers to all behaviors that conveys messages to evoke a response from a receiver including language teaching following a

syllabus based on an analysis of students' language needs (Ornstein, 199:100). As used in this study, it is one of the training needs in T.H.E.

Competence. Conceptually, this term applies to the state of being capable of delivering favorable goods and services to students and training clients (Good, 1973:41). Operationally, it denotes the ability of T.H.E. instructors to employ with the requirements prescribed by the higher office in connection with T.H.E. instruction.

Content. This term pertains to an aspect of training, which includes the knowledge, skills, and values (Ornstein, 1990:475). As used in this study, it is one of the pedagogical areas of the training needs in T.H.E.

Entrepreneurship. This term means the capacity for innovation, investment and expansion in new markets, products and techniques. (Fajardo, 1994:14). As used in this study, it is one of the technology areas of T.H.E.

Fishery arts. This term deals with the study of fish production and cover application of technology in culture of fish in ponds, fish capture, fish preservation and other related studies (PSSLC DECS). As used in this study it is one of the major components of T.H.E. which is interrelated with agriculture.

Home economics. The term means integrated application of relevant disciplines to problems of life and living for the betterment of the individual, family and society (Bachelor of H.E National University of Ireland (n.d.) http://www. Googles.com). As used in this study, it is also one of the major technology areas of T.H.E.

Industrial arts. This means the study of industry, the materials, tools and equipment, industrial processes, organization and types of industry, products of manufacture and their distribution, industrial worker and its relation to the social and economic life of the people (Belen, 1978:52). As used in this study, it is also one of the major technology areas of T.H.E.

Instructional. This term refers to all specific methods and activities by which the teacher influences learning (Ornstein, 1990:265). As used in this study, it is one of the areas in the training needs of T.H.E.

Pedagogy. This term pertains to teaching or instruction (Webster, 1995:715). As used in this study it refers to all the instructional aspects of training.

Scenario. This term means a long-ranged plan of development usually from more than 10 years to 100 years or beyond (Webster, 1995: 862). As used in this study it refers to the comprehensive training program that may be developed as a result of this study.

T.H.E. This is an acronym for Technology and Home Economics (PSSLC DECS).

Technology and home economics. This term includes various economic activities which relate to the four major component areas, namely: Home Economics, Agricultural Arts, Industrial Arts and Entrepreneurship (PSSLC DECS). As used in this study, it is an integrated course of academic studies which is the focus of this investigation.

Training needs. This refers to a variety of methods of the needed skills, knowledge, values and orientation as well as experiences perceived by subordinates as prerequisite to efficient performance (Franco, 1991:84). As used in this study, it is the content, instructional and communicative training needs of T.H.E. instructors and students.

Vocational efficiency. A quality developed or acquired by an individual as a result of training whereby he becomes more productive even with the least expense of time, money and effort (Good, 1973:92). As used in this study, it is one of the objectives in implementing the T.H.E. curriculum.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter contains the relevant information in the form of conceptual literature obtained from books, periodicals, and documents, research literature obtained from unpublished works like theses and other research papers. It also includes a brief explanation on how these information and literature relate to or differ from the present study.

Related Literature

To enrich the content of this study, relevant literatures are cited in the form of excerpts from the various reading materials both foreign and local. As cited earlier, particularly under the introduction, the development of vocational efficiency is a mandate of the Philippine Constitution. It is for this reason that the researcher drew greater motivation and inspiration in conducting this study, because vocational efficiency, after all is a primordial consideration in the Philippine educational system.

The concept of education as a basic tool to inculcate work values was the focus of Darryll's (1991:69). From this concept, education is a process or a product and as a process, education is a system whereby an individual acquires knowledge, skills, and attitudes that are essential in attaining an objective or set of objectives in life. It is a conscious effort of developing

one's capabilities through formal schooling, non-formal education and training. It is a dynamic process of growth and development.

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

T.H.E. education has always been a vital component of education in the Philippines, along with the other learning areas of the curriculum. It had undergone a series of changes in its content, methods and strategies to make it relevant and responsive to the needs of a changing society. For instance, the recent change in T.H.E., now termed Technology and Livelihood Education (TLE), in the present Secondary Education Curriculum is that it now forms part of the MAKABAYAN subject. It was integrated along with the competencies of MSEP, Araling Panlipunan at Edukasyon sa Pagpapahalaga forming the fifth core learning area in the secondary curriculum. As a school subject, it underwent changes in goals towards the use of integrative modes of teaching (thematic, core subject, content based instruction), use of collaborative teaching strategies (team teaching, use of

resource persons, etc.), use of active learning strategies, application of life skills, application of valuing process, and provision of varied activities that address multiple intelligences (SEC Primer, 2002: 3).

School reform is not linked to stimulating teachers and students to work harder. People become more productive when what is being asked of them is psychologically satisfying. Teachers must exert effort to make every lesson gratifying to learners and more consistent with their interests, so they can acquire a sense of fulfillment and accomplishment, power and importance in the classroom. Thus, solutions to the problems of discipline and achievement can be gleaned from and based primarily on making students feel that someone listens to them, thinks about them, and makes them feel important (Glasser, 1956:111).

A teacher must be a good individual radiating joyfully to his young students his capability of doing right things normally, emotionally, spiritually, and physically (Flores, 1987:51). This means that the teacher must possess good qualities and right attitudes to his duties and functions and always concerned for the welfare of his students. Nobody can produce good results if he is not good and cannot guide himself.

The key factor in any teaching-learning situations is the teacher himself (Lardizabal, 1976:146). He should therefore possess the essential traits and abilities generally related to quality teaching. These traits may be categorized into professional and personal qualities. Professional qualities

refer to the mastery of subject matter, understanding of principles, and skills in the use of techniques for implementation, general understanding and appreciation of other branches of knowledge. Personal qualities include personality, attitudes and beliefs, interests, working relationship with students and other individuals.

A definitive teacher is a picture of one who possesses outstanding mental, personal, and social traits, has a strong aptitude and interest in teaching the young, steep in worthwhile values and attitudes and competent in both content and teaching methodologies (Salandanan, 2001:38).

Although knowledge is always necessary for the accomplishment of any undertaking, it alone will not bring forth the greatest accomplishment. The student's ample knowledge of theory and its application should be kept together through efficient practice, so that both may be mastered until they reveal themselves unconsciously in the students' thinking and conduct (Gregorio, 1976:9).

For John Dewey (as cited by Salandanan, 2001:54), a good teacher should posses six basic characteristics: (1) Being well informed about his subject matter, (2) Being sensitive about the feelings of his students and colleagues, (3) Believing that students can learn, (4) Having positive self-concept, (5) Believing in helping students to do their best, and (6) Using many different methods (Salandanan, 2001:54).

Method forms the bridge between the child and the subject matter. This bridge enables the child to get to the other end. Method makes learning easier. There are factors which determine the method to be used, these are: 1) aims of education 2) nature of the learner 3) nature of the subject matter 4) the school equipment and facilities, and 5) training of the teacher (Lardizabal, et al., 1991:23)

Teaching has but one prime objective- to effect the proper development of the individual pupil. To accomplish this fundamental aim, the teacher must utilize specialized teaching procedure and apply properly the accepted principles of teaching. Different method calls for different techniques (Gregorio, 1976:247).

A research in education suggested that there is not necessarily a one-to-one relationship between learning outcomes and instructional strategies, nor is this organization intended to prescribe a linear means of course delivery. It is expected that teachers will adapt, modify, combine, and organize instructional strategies to meet the needs of students and to respond to local requirements .

Based from this Internet source, instructional strategies in Technology and Home Economics are given emphasis. These are: Strategies that develop home economics. Students must apply their learning to a variety of real-life situations at home and in the workplace, in order to see home economics as relevant and useful. Next is, strategies that foster the

development of individual and group skills. Students need to experience the dynamics of group work which focuses on skills such as collaboration, communication, leadership, and cooperation to enhance their understanding of the problem-solving process. Another strategy is the use of technology. Students use technology in home economics to access information, to calculate, to produce textile and food items, and to enhance the presentation of ideas. Moreover, strategies that foster management of resources in the classroom, home and community must be taken into account. In home economics, students learn to manage time, money, energy, and skills to provide for their own and their families' needs. Lastly, strategies that require problem-solving. Technology and Home Economics provide opportunities for students to identify needs, pose real or simulated problems of their own, and respond to problems presented by others.

On the other hand, the methods, strategies, and techniques employed, although important, each does not prove to be superior to the other in any given situation. In other words, there is no best method of teaching for all situations. It should be obvious that different forms of learning require appropriate teaching methods. Teaching method is good when it is based on the psychology of learning and on sound educational philosophies. Teaching method in order to be effective, must not be over-emphasized, otherwise, it would result in much teaching but less learning scenario (Gregorio, 1976:246).

Communicative pedagogy adversely affects the teaching-learning situation. This is essential to a teacher-training program which envisions the development of teacher characteristics. Personal attributes are categorized into: (1) intellectual and academic characteristics, (2) ethical and social characteristics, (3) communication characteristics, and (4) instructional and pedagogical characteristics (Salandanan, 2001:15).

Classroom activities are carried out largely by verbal interaction between students and teachers. However, few classroom activities can be carried out without the use of language. Smith and Meux focused on the linguistic behavior of the teacher and concluded that the most effective linguistic behavior is not teacher to student or student to teacher, but teacher to several students (Ornstein, 1992:537-538).

Although the learning process is ordinarily associated with verbal interaction, non-verbal communication operates as a silent language that influences the process. Some researchers contend that it comprises about 65 percent of the social meaning of the classroom communication system. As the old saying goes, "Actions speak louder than words".

In order to nurture learners and mold them as desired, a teacher must constantly seek sustained growth in knowledge competence as well as pedagogical skills, and must have a healthy look to the future. A kind of teacher who evolves out of this imperative is one who has a clear purpose for teaching and has attained professional knowledge and pedagogical skills.

Related Studies

There were several studies conducted in the Philippines related to the present study, which provided the needed background on the various aspects of the problem under investigation.

Mattias (1999) recommended in her study the competencies of secondary public school teachers of T.H.E. relative to the learning milieu. She recommended that (1) continuous evaluation and monitoring of teachers competencies should be undertaken by the head of the T.H.E. department as there are evidences of some digressions in the appraisals of the students across the four curriculum level, (2) frequent meetings with teacher be undertaken to monitor whatever hindrances there are relative to the effective delivery of instruction, to wit: strategies to employ when students become uninterested in the subject matter, the practicability of projects, assignments, and other related activities, the indifference of some students towards the subject and the students' sense of satisfaction

Mattias' study is related to the present one in that both studies attempted to evaluate the T.H.E. teachers' performance. However, they differ because training needs and not only competencies were the focus of the present study.

Another study by Lavega (2000) on teaching methods concluded that the lecture and discussion were the teaching methods that were most often used by most of the college teachers, even by those handling technical

subjects. Furthermore, he concluded that generally, students find it difficult to adjust to the problem-solving method of teaching. Lastly, most of the teachers were ill-prepared for college teaching since 57 percent of them did not have experience in teaching prior to their teaching in college.

Both studies are related since teaching method is one of the areas in training needs being studied. However, they differ because the present study has bordered on two other pedagogical areas, the content and communicative pedagogy.

Santiago's study (1994) on the problems of Technology and Home Economics teachers revealed the following findings: (1) teachers are not prepared to teach T.H.E. as this is not their area of specialization during their pre-service education, (2) the low-socio economic status of pupils does not allow them to come up with worthy projects, (3) to some extent, the teachers admitted that their class in T.H.E. is spent in cleaning the school compound as a consequence of the inadequacy of facilities and equipment to carry out activities, and (4) parents are apathetic to the needs of their children. He likewise observed that the T.H.E. teachers find difficulty in formulating objectives that are related to the cognitive and affective domain of learning. The teachers were found to be at ease in making objectives relative to the psychomotor domain.

Santiago's study is related to the present study since both investigate on the problems of T.H.E. teachers while they differ because the present

study also attempted to find out the training needs of T.H.E. instructors and students, being the main focus of the study.

The study of Sicam (2001) revealed that the problems encountered by BSIE graduates were multifarious. Foremost of these was inadequate and substandard school facilities, especially in shops, laboratories, classroom, libraries, etc. Another problem is the obsolete and outmoded instructional materials, tools and equipment which cannot match with those found in the world of work, not to mention the absence of coordinated on-the-job training in the industry. Other problems were more on the insensitivity of administrators to the needs of instructors and students, thereby inducing the instructors to deal on theories rather than application. In other words, the schools were not capable of producing the so called "trainables" who can become efficient and productive workers in the industry even with just little orientation on their job.

Sicam's study is related to the present study since both discuss problems on students' experience in their course. The present study however differs from the previous study since the former focuses on the whole aspects of students' training and not only on apprenticeship or OJT.

Pascual (2003) made a correlation study on the teachers' competence and students' performance and concluded that the students' performance along mastery of content is affected by their teachers' competence in content, communicative and instructional pedagogies. Furthermore, the students'

performance along skills development is affected by the teachers' ability to communicate and her teaching strategy, while it is not affected by the teachers' content pedagogy.

Pascual's study is similar to the present study, as both studies investigate teachers' and students' capability in the teaching learning process. Both consider the pedagogical areas of instruction in evaluating the teachers. The previous study differs from the present study as the present study delves deeper on the training needs of the T.H.E. instructors in all technology areas.

Torremoro (2001) conducted a study on the teaching competencies of T.H.E. teachers among private schools as inputs to an in-service training program. Her study revealed that T.H.E. teachers had relatively little training and had moderate competence in mastery of content. With this conclusion she recommended that a training program be planned and conducted to address this deficiency.

The study of Torremoro is related to the present study as both look into the appraisal of T.H.E. teachers. The present study, however, differs from the previous study since the students training needs were also considered and the locale is among the public institutions in higher learning.

Along with teaching competencies, Original's study (2001) is an assessment for improvement. He recommended the following: 1) a refresher seminar/workshop/demonstrations on teaching methods/strategies, 2) a

practical training be conducted on various ways of using and comparing audio-visual aids, new technologies in agriculture for teaching improvement, 3) a refresher course for the use of oral and written English, to facilitate better classroom communications, and 4) another training on various ways of applying theories learned to practical situations.

Original's study has bearing on the present study as both are into the evaluation of the teachers in tertiary level. The studies differ from each other as the present study is on the T.H.E. instructors in Samar while the previous study is specifically on SSCAF agriculture instructors.

Another study on the teaching competencies was conducted by Bernadit (1999) which found out that when the facilities and equipment are excellent, supervision adequate and community-school activities often, the competency level of the T.H.E. teachers is enhanced which results in an excellent and a very satisfactory performance.

Bernadit's study has bearing on the present study as both look into the competencies of Technology and Home Economics. The present study however tries to cover all aspects of training and not only competencies. Likewise, the students' and their perception on instructors' training were among the focus of the study.

Miñozo (2002) in his study on teachers' competencies and students' performance as basis for a training program recommended that an organized body or pool of specialists who will each focus on instructional competencies

should undergo the fatigue in the selection process of the teacher applicant. Another, there is a need to identify the least learned skills by the students, relay to teachers how they both have performed and find out solutions to remedy such problems. Lastly, there is a need for close supervision and monitoring of the teachers to trace the areas for which they should be commended, as well as the areas on which they need to improve. Miñozo's study is related to the present study as both make an appraisal of teachers and students as basis for a training program. However, the previous study focused on the teaching and learning the English subject while the present study on the various areas of Technology and Home Economics.

Dimakiling (1998) conducted a study on "Performance of Science and Technology Students and Teachers of Public High Schools". Her study revealed the following recommendations: 1) the training of Science and Technology teachers on content, teaching strategies, and assessment techniques is imperative to improve their teaching skills and competencies; 2) new entrants to the teaching profession should be given more time and attention during supervision and monitoring activities by the school administrators; and, 3) team teaching should be encouraged where those teachers who have been in the service for quite a number of years should be paired with teachers who are just new in the service.

Dimakiling's study is similar to the present study as both are into the investigation of the level of performance of students and teachers. The studies differ in subject area, environmental aspects and population.

In the study of Matera (1996) when she conducted an assessment of the teaching of Technology and Home Economics I in Colegio San Agustin, it was found out that 1) projects and activities were worthwhile and valuable, 2) there were plenty and sufficient instructional materials coupled with well equipped laboratories for food preparation, garment construction, ceramics and home crafts, 3) teachers were encouraged to attend seminars and other trainings both in the country and abroad.

The study of Matera is similar to the present study as both studies are into the teaching of Technology and Home Economics. However, the previous study focused on T.H.E. in private schools while the present study on public college institutions. The previous study also is limited on the aspect of teaching T.H.E. while the present study looks into the training needs of T.H.E. instructors and students.

Macapañas (1997) in her thesis entitled "Cosmetology Program of SSPC: A curricular redirection" revealed that the college tie-up with industries was weak and there were only two lady instructors involved in the program. This implied that the college should have effective and functional placement program and the instructors must be exposed to more extensive trainings.

The present study is similar to the Macapañas study in the sense that both are concerned on curriculum appraisal. They differ however since the previous study focused on Cosmetology while the present study focuses on T.H.E curriculum.

The studies presented attempted to find out ways by which the teaching of T.H.E. could be improved. Alongside this, the studied cited were concerned with how learning may be optimized by looking into the factors that interplay between the teachers and students in teaching and learning the curriculum. This present study, in turn, appraises the whole curriculum in order to look into the underpinnings that account or the enrichment of T.H.E. program as an academic discipline.

Chapter 3

METHODOLOGY

This chapter presents a detailed discussion of the methods and procedures with particular focus on research design, instrumentation, validation of the research instrument, sampling procedure, data gathering, and statistical treatment of data.

Research Design

This study employed the descriptive research design. First, the researcher assessed the training needs of the T.H.E. instructors and students in terms of their profile as well as the extent of their training along three pedagogical areas, namely: content, instructional, and communicative pedagogy. Second, this study delved into comparing and analyzing both the respondents' training needs along the three pedagogical areas. Third, the researcher attempted to elicit the extent of the problems encountered by the instructor and students in teaching/learning and finally, the respondents were made to suggest solutions to solve or minimize these problems. The principal instrument used in gathering of data was the questionnaire-checklist.

The statistical measures that were used in the analysis of data were the mean and standard deviation. Moreover, the t-test for independent samples (uncorrelated data) was used for purposes of making inferences and to evaluate

the significance of the observed differences among groups of data, utilizing .05 level of significance.

Instrumentation

The principal instrument used in the data collection was the survey questionnaire which was given to the two groups of respondents - the T.H.E. instructors and students in the province of Samar. The survey questionnaire was supplemented by documentary analysis, personal interviews, and actual observation.

The questionnaire-checklist. The researcher prepared two sets of questionnaire, one each for the instructors and the students. The questionnaire consisted of four main parts. Part I of this instrument was designed to gather pertinent information relative to the profile of the respondents like age, sex, civil status, and the like. Part II focussed on the extent of the needed training of T.H.E. instructors and students, broken down into three sub parts, namely; 1) Content Pedagogy 2) Instructional Pedagogy 3) Communicative Pedagogy. Part III looked into the extent to which the problems were felt by T.H.E. instructors and T.H.E. students in teaching/learning and in meeting their training needs, and finally PART IV considered the extent to which the T.H.E. instructors and T.H.E. students agree with the suggested solutions to their problems.

The researcher used the 5-point Likert scale in assessing the training needs, the problems, and the suggested solutions to quantify the qualitative information and responses.

Documentary analysis. This technique was used in scrutinizing office records on the legal bases in the offering of T.H.E. as a curricular requirement, the course content, the number of instructors and students involved in the program and the facilities needed for instructional purposes.

Validation of the Instrument

Since there is no standardized instrument in assessing the training needs of an existing program in schools, the questionnaire-checklist developed by the researcher herself was subjected to two types of validation, viz: 1) expert-validation, and 2) trial run. This ensured the ease for administration and functionality of the instrument and to check flaws on the items and directions therein. The researcher presented the initial draft to her adviser, professors in the graduate school, as well as members of pre-oral defense panel for their comments, suggestions and corrections.

Refinements and improvements were incorporated in the questionnaire and were administered to 16 T.H.E. students and to 10 T.H.E. instructors of Eastern Visayas State University (EVSU, formerly Leyte Institute of Technology) on November 18 and 19, 2004. The results of the dry run were used as inputs in the finalization of the questionnaire.

In order to ascertain the consistency of responses elicited from the prospective respondents, the reliability of the questionnaires was established through the test-retest method. The questionnaire was re- administered to the 10 instructors and 16 students with time intervention of one day. Responses that of interval/ratio levels of measurement like those that were collected through the five-point Likert scale were recorded, tallied and processed for the two try-outs. After which, the Fearson-Product Moment Correlation Coefficient was computed to determine the relationship between the responses indicated by the respondents during the first and second try-outs. The computed correlation coefficient for the instructors' group was pegged at .78 interpreted as "adequate for group measurements" (Ebel, 1965:242). While for the students' group the computed correlation coefficient resulted in .98 which was interpreted as "very high".

Sampling Procedure

This section discusses the sampling procedure used by the researcher in determining the respondent-schools, instructor-respondents as well as the student respondents who were involved in this study.

In the selection of the respondent schools, total enumeration was utilized, which means that all colleges in the province of Samar were used as respondents of the study. The researcher likewise applied total enumeration in the selection

of instructor and student respondents inasmuch as their number for each group did not warrant sampling.

Table 1 below shows the percentage distribution of respondents by category and by school:

Table 1

Percentage Distribution of Respondents

	School	Respondent's Category	Population	Sample Size	Percent
1	TTMIST	Instructors	6	6	100%
		Students	22	22	100%
2	SSCAF	Instructors	3	3	100%
		Students	19	19	100%
3	SSU	Instructors	10	10	100%
		Students	72	65	90%
	Total	**Instructors**	**19**	**19**	**100%**
		Students	**113**	**106**	**94%**

Thus, a total of 19 respondents from the T.H.E. instructors' group and 106 out of 113 or 94 percent respondents from the T.H.E. students' group were involved in the study.

Data Gathering Procedure

The researcher, upon recommendation of the dean of the Graduate School, sought permission from the college presidents of the identified respondent-schools to administer her questionnaires to the respondents. The questionnaires were personally distributed by the researcher to ensure a high percentage of retrieval. In cases where the researcher doubted some initial responses and information obtained from the questionnaires and record analysis, she resorted to personal interviews with key personnel, instructors, and students. The researcher also took actual observations to find out whether the information that was obtained matched with the actual atmosphere of the college, especially those having to do with the T.H.E. program. The researcher did all the means and ways to ensure a good turn out of respondents by follow-up and asking help from personal friends in these three different schools. The data collection was done from December 10, 2004 until the end of that same year.

The questionnaires were distributed to the 19 instructor-respondents and 118 student-respondents. The retrieval rate for the instructors' group was 100 percent. However, only 106 or 94 percent of the students' group were taken as respondents. Those who were not counted or included in the list of student-respondents were absent in their respective classes during the data gathering of the researcher. There were cases that the students have dropped out from their course and consequently did not match with the given number from the official

list of students. In addition, the place of coverage of the different institutions contributed also for the turn out of student respondents.

Statistical Treatment of Data

The data that were gathered through the use of the questionnaire-checklist were tallied in a master sheet and properly presented in tabular form. Appropriate statistical measures were applied in analyzing and interpreting data, namely: 1) Pearson Product-Moment Correlation Coefficient, 2) weighted means, 3) t-test for independent samples, and 4) Scheffe's test.

Pearson-Product Moment Correlation Coefficient. This statistical tool was applied in determining the reliability of the instrument through the test-retest technique, using the formula of Graham (1993:190), to wit:

$$R_{xy} = \frac{S_{XY}}{S_X S_Y}$$

where:

- X refers to the variable representing the responses during the first try-out
- Y refers to the variable representing the responses during the second try -out
- S_{XY} refers to the covariance of X and Y variables
- S_X refers to the standard deviation of X
- S_Y refers to the standard deviation of Y

In evaluating the computed r, the Table of Reliability Coefficient suggested by Ebel (1965: 242) was used as shown below.

Interpretation Guide of the Computed Reliability Coefficient

Reliability Coefficient	Degree of Reliability
0.95-0.99	Very High
0.90-0.94	High
0.80-0.89	Fairly High, adequate for individual measurements
0.70-0.79	Rather low, adequate for group measurements
Below 0.70	Low, entirely inadequate for individual measurements although useful for group average & school surveys

Weighted means. This statistical tool was used to analyze data gathered relative to the: 1) training needs of the two groups of respondents along content, instructional and communicative pedagogy, 2) extent to which respondents feel the problems the respondents feel the problems encountered relative to teaching and learning, and 3) extent to which they agree or disagree with the listed solutions in Part IV of the questionnaire.

The following is the formula given by Walpole (1982:47):

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

where:

$\bar{X}_w$ refers to the weighted mean

f_I refers to the corresponding frequency for the ith scale

X_i refers to the corresponding scale used which ranged from 1-5.

The following guide was used in interpreting the derived values.

Scale	**Range**	**Interpretation**
5	4.51-5.00	Extremely Needed (EN) Extremely Felt (EF) Strongly Agree (SA)
4	3.51-4.50	Highly Needed (HN) Highly Felt (HF) Agree (A)
3	2.51-3.50	Moderately Needed (MN) Moderately Felt (MF) Undecided (U)
2	1.51-2.50	Slightly Needed (SN) Slightly Felt (SF) Disagree (D)
1	1.00-1.50	Not Needed (NN) Not Felt (NF) Strongly Disagree (SD)

t-test for independent samples. To test the first and second hypotheses of this study, t-test for independent samples was used (Freund J.E. and Simon, 1992 : 324).

The following is the formula used:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}\left[\frac{1}{n_1} + \frac{1}{n_2}\right]}}$$

where:

X_1 - refers to the mean of the first group

X_2 - refers to the mean of the second group

S_1^2 - refers to the sample variance of the first group

S_2^2 - refers to the sample variance of second group

n_1 - refers to the number of cases for the first group

n_2 - refers to the number of cases for second group

The computed t- values were compared with the critical t- values and the alpha level of significance was set at .05 level and the corresponding degrees of freedom. For hypotheses that were rejected, a posteriori test, like Scheffe's test was used to find out where the significant difference lies.

In the application of the formulas specified, the researcher used the Windows-based MICROSOFT EXCEL software to ensure accuracy and efficiency in the computation.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents, analyzes and interprets the gathered data in this study. It includes among others: profile of the T.H.E. instructors and student-respondents; training needs of T.H.E. instructors and students in terms of the content, instructional, and communicative pedagogy; the extent of the problems encountered by the instructors and students ; the suggestions of the respondents on problems encountered; and the implications of the findings of the study.

Profile of the Respondents

This section presents the profile of the T.H.E. instructors and students in terms of age and sex, civil status, number of T.H.E. seminars attended, position, local designation, highest educational attainment, major, minor, number of years as T.H.E. instructor, and number of years in teaching.

Age and sex. Table 2 contains the age and sex profile of the T.H.E. instructor-respondents. As reflected by the same table, majority of this group were females, that is, 13 out of 19 or 68.42 percent, and the remaining six or 31.58 percent were males. Moreover, the youngest among the instructor-respondents was 30 years old while the oldest was 62 years old. Their average age was pegged at 46.53 years with a standard deviation of 8.98 years. Thus, the instructor-respondents were in their mid 40's.

Table 2

Age and Sex Distribution of the T.H.E. Instructors

Age	Sex				Total	Percent
	Male		Female			
	f	Percentage	f	Percentage		
62	-	-	1	7.69	1	5.26
61	-	-	1	7.69	1	5.26
56	1	16.67	-	-	1	5.26
54	1	16.67	-	-	1	5.26
53	1	16.67	-	-	1	5.26
51	-	-	1	7.69	1	5.26
48	-	-	2	15.38	2	10.53
47	-	-	2	15.38	2	10.53
46	1	16.67	2	15.38	3	15.79
45	-	-	1	7.69	1	5.26
40	1	16.67	1	7.69	2	10.53
34	1	16.67	-	-	1	5.26
30	-	-	2	15.38	2	10.53
Total	**6**	**100.00**	**13**	**100.00**	**19**	**100.00**
Percentage	**31.58**	**-**	**68.42**	**-**	**-**	**100.00**
Mean	**47.17 years**	**-**	**42.37 years**	**-**	**46.53 years**	**-**
SD	**8.77 years**	**-**	**15.47 years**	**-**	**8.98 years**	**-**

Table 3 shows the age and sex profile of the T.H.E students. Of the 106 students, the ages 17-21 dominated the group. The others were spread in other age levels. The oldest student was 25 years old while the youngest was 16 years old. The mean age of the group clustered around 19.23 years with a standard deviation of 1.84 years.

Table 3

Age and Sex Distribution of the T.H.E. Students

Age	Sex				Total	Percent
	Male		Female			
	f	Percentage	f	Percentage		
25	-	-	2	2.04	2	1.89
24	1	12.50	1	1.02	2	1.89
23	-	-	1	1.02	1	.94
22	-	-	3	3.06	3	2.83
21	3	37.50	11	11.22	14	13.21
20	2	25.00	16	16.33	18	16.98
19	1	12.50	38	38.77	39	36.79
18	1	12.50	15	15.31	16	15.09
17	-	-	9	9.18	9	8.49
16	-	-	2	2.04	2	1.89
Total	**8**	**100.00**	**98**	**100.00**	**106**	**100.00**
Percentage	**11.54**	**-**	**92.45**	**-**	**-**	**100.00**
Mean	**20.50 years**	**-**	**19.18 years**	**-**	**19.23 years**	**-**
SD	**1.77 years**	**-**	**6.12 years**	**-**	**1.84 years**	**-**

The male students had a mean age of 20.50 years and the female students had a mean age of 19.18 years with the males a little older than their female counterpart. It can be gleaned from the table that out of 106 students, 98 or 92.45 percent were females and eight or 7.54 percent were males. This indicates that majority of the students enrolled in T.H.E. were females.

Civil status. Relative to the instructor - respondents' civil status, Table 4 reveals that 16 instructors or 84.21 percent were married; two or 10.53 percent were widows and only one or 5.26 percent was single.

On the other hand, most of the student students were single, that is 100 or 94.34 percent of the group out of 106 student-respondents. Only six or 5.66 percent of the group were married.

Table 4

Civil Status of the T.H.E. Instructors

Civil Status	f	Percent
Single	1	5.26
Married	16	84.21
Widow	2	10.53
Total	**19**	**100.00**

Number of T.H.E. seminars attended. Table 5 has the data on the in-service trainings attended by the instructor-respondents. The duration of seminars varied, three or 15.79 percent of the group had 3 days training and one or 5.26 percent each of the group had 365 days, 3 days, 2 days and 1 day training. Majority or 13 of the group which is 68.42 percent did not have any training at all. This indicates the need to send T.H.E. instructors to relevant trainings.

Table 6 presents the students' profile in terms of the number of seminars attended. Thirty-three respondents attended a 3-day training constituting 31.13 percent of the group. The other six, three, and two respondents had 9, 2 and 1 day training, respectively. Majority, that is, 62 or 58.49 percent of the student-respondents have not attended seminars in T.H.E.

Table 5

Instructors' Profile in Terms of the Number of T.H.E. Seminars Attended

Time Duration of Seminar	f	Percent
365 Days	1	5.26
3 Days	3	15.79
2 Days	1	5.26
1 Day	1	5.26
None	13	68.42
Total	**19**	**100.00**

Table 6

Students' Profile in Terms of the Number of Seminars Attended

Time Duration of Seminar	f	Percent
9 Days	6	5.66
3 Days	33	31.13
2 Days	2	1.87
1 Day	3	2.83
None	62	58.49
Total	**106**	**100.00**

Position. As shown in Table 7, the instructor-respondents ranked from Instructor to Associate Professor V. There was only one Part-time lecturer. Two or 10.53 percent of the group had a position of Instructor I, II, III, Assistant Professor II and Associate Professor II, respectively. The highest positions were Associate Professor III and V which comprised 15.79 percent each of the group. This finding indicated that instructors went through competent professional evaluation on their performance and qualifications.

Table 7

Instructor-Respondents' Profile in Terms of Position

Position	f	Percent
Associate Professor V	3	15.79
Associate Professor III	3	15.79
Associate Professor II	2	10.53
Assistant Professor III	1	5.26
Assistant Professor II	2	10.53
Assistant Professor I	1	5.26
Instructor III	2	10.53
Instructor II	2	10.53
Instructor I	2	10.53
Part-time Lecturer	1	5.26
Total	**19**	**100**

Local designation. The data in Table 8 reflects the local designation of the instructor-respondents. There was one or 5.26 percent each as schools plant director, assistant dean, and hall in-charge. The rest of the respondents that is, 15 out of 19 or 78.95 percent did not have any local designation.

Table 8

Instructor-Respondents' Profile in Terms of Local Designation

Local Designation	f	Percent
School Plant Director	1	5.26
Assistant Dean	1	5.26
Guidance Counselor	1	5.26
Hall In-charge	1	5.26
None	15	78.95
Total	**19**	**100**

Highest educational attainment. Data on the highest educational attainment of the instructor-respondents are shown in Table 9. As seen in the table, three or 15.79 percent of the group were Bachelor's Degree holders, six or 31.58 percent had MA units, four or 21 percent were MA degree holders and have earned Ph. D. units, while two or 10.53 percent obtained a Ph. D. degree. This indicated that most of the instructors involved in the study took advanced studies to upgrade themselves with respect to the positions they held.

Table 9

Instructor-Respondents' Profile in Terms of Highest Educational Attainment

Highest Educational Attainment	f	Percent
Ph.D.	2	10.53
With Units in Ph.D.	4	21.05
M.A.	4	21.05
With Units in M.A.	6	31.58
Baccalaureate Graduate	3	15.79
Total	**19**	**100.00**

Major. The instructor-respondents' profile in terms of their major fields can be found in Table 10. As shown, the instructors majored in one of the areas in T.H.E. But none of them solely majored in TH.E. Four or 21.05 percent majored in Garments, three or 15.79 percent each majored in Food Technology and Home Economics while two or 10.53 percent each majored in Industrial Arts and Electronics. The rest of the respondents majored in Automotive, Machine Shop, Drafting, Drawing and Cosmetology.

Table 10

Instructor-Respondents' Profile in Terms of Major Field of Specialization

Major	f	Percent
Foods Technology	3	15.79
Home Economics	3	15.79
Industrial Arts	2	10.53
Electronics	2	10.53
Automotive	1	5.26
Machine Shop	1	5.26
Garments	4	21.05
Drafting	1	5.26
Drawing	1	5.26
Cosmetology	1	5.26
Total	**19**	**100.00**

Minor. Table 11 provides the data of Instructor-respondents' profile in terms of minor. There were two instructor-respondents who each minored in Home Economics and Garments, while three minored in Furniture, Drawing and Chemistry, respectively. The remaining instructors did not have minors.

Table 11

Instructor-Respondents' Profile in Terms of Minor Field of Specialization

Major	F	Percent
Home Economics	2	10.53
Furniture	1	5.26
Garments	2	10.53
Drawing	1	5.26
Chemistry	1	5.26
None	12	63.16
Total	**19**	**100.00**

Number of years as T.H.E. instructors. As to the number of years as T.H.E. instructors, Table 12 indicates that five or 26.32 percent of the group had 5 years in teaching, followed by four instructors who had 4 years teaching experience while the rest had from 1-36 years experience in teaching T.H.E. On the average, the instructors' group had_11.11 years of service with a standard deviation of 10.39 years. This shows the respondents' wide exposure on their field of specialization.

Table 12

Instructors' Profile in Terms of the Number of Years in Teaching T.H.E.

Years in Teaching T.H.E.	f	Percent
36	1	5.26
28	1	5.26
25	1	5.26
24	1	5.26
20	1	5.26
16	1	5.26
10	1	5.26
7	1	5.26
5	5	26.32
4	4	21.05
3	1	5.26
1	1	5.26
Total	**19**	**100.00**
Mean	**11.11 years**	-
SD	**10.39 years**	-

Number of years in teaching. Relative to the teaching experience of the instructor-respondents, Table 13 shows that they varied in years of teaching experience.

Table 13

Instructors' Profile in Terms of the Number of Years in Teaching

Number of Years in Teaching	f	Percent
36	1	5.26
35	1	5.26
30	1	5.26
29	1	5.26
27	2	5.26
25	3	5.26
24	2	5.26
22	1	5.26
18	2	26.32
16	1	21.05
10	1	5.26
8	1	5.26
5	1	5.26
4	1	5.26
Total	**19**	**100.00**
Mean	**21.47 years**	**-**
SD	**5.44 years**	**-**

Table 13 shows that one respondent had the longest teaching experience of 36 years while another one had barely 4 years of teaching experience. On the average, the length of service of T.H.E. instructors was pegged at 21.47 years

with a standard deviation of 5.44 years. This result implied that not all of them started as T.H.E. teachers.

Training Needs of the T.H.E. Instructors As Perceived by the Two Groups of Respondents

This study looked into the extent to which instructor-respondents needed training in the three pedagogical areas, namely: content, instructional, and communicative domains. Tables 14-19 provide the data on the perceptions of the two groups of respondents, the T.H.E. Instructors and the T.H.E. Students.

Content. The indicators along content pedagogy were the four components of T.H.E. These were: Home Economics, agriculture and Fishery Arts, Industrial arts and Entrepreneurship. Under each component were a number of topics which the two groups of respondents assessed.

As shown in Table 14, all the four components of Technology and Home Economics were assessed as "highly needed" by the instructors. Among these, Entrepreneurship obtained the highest mean of 4.19, followed by Agriculture and Fishery Arts, Industrial Arts and Home Economics with area means of 3.94, 3.92, and 3.89, respectively.

Along Entrepreneurship, the instructors perceived training on "Computer Education as "extremely needed" which posted the highest weighted mean of 4.56. Moreover, along Agriculture and Fishery Arts, "Fish Preservation" pegged the highest weighted mean of 4.12 or "highly needed" while in Industrial Arts,

Table 14

Training Needs of the T.H.E. Instructors along Content Pedagogy As Perceived by Themselves

Topics/Areas	Responses					Total	$\bar{X}_w$	Interpret-ation
	5 EN	4 HN	3 MN	2 SN	1 NN			
1. Home Economics								
1.1 Home and Family Living	6	8	-	3	-	17	4.00	HN
1.2 Housing and Family Economics	4	10	-	2	1	17	3.82	HN
1.3 Foods and Applied Nutrition	4	10	3	-	-	17	4.06	HN
1.4 Basic Clothing	6	4	4	2	-	16	3.88	HN
1.5 Home Management and Child Care	6	7	2	1	1	17	3.94	HN
1.6 Food Service Management	6	5	5	1	1	18	3.78	HN
1.7 Garment Construction, Related Crafts and Recycling	4	6	6	-	-	16	3.88	HN
1.8 Cosmetology	7	3	5	1	1	17	3.82	HN
1.9 Culinary Arts	7	4	5	1	-	17	4.00	HN
1.10Nursing Arts	5	5	5	2	-	17	3.76	HN
Area Mean							**3.89**	**HN**
2. AGRICULTURE AND FISHERY ARTS								
2.1 Plant Production	7	5	3	2	-	17	4.00	HN
2.2 Animal Production	7	5	3	2	-	17	4.00	HN
2.3 Fish Production								
2.3.1 Fish Capture	5	5	4	2	-	16	3.81	HN
2.3.2 Fish Culture	5	4	5	2	-	16	3.75	HN
2.3.3 Fish Preservation	8	5	2	2	-	17	4.12	HN
Area Mean							**3.94**	**HN**
3.INDUSTRIAL ARTS								
3.1 Drafting	7	5	3	2	-	17	4.00	HN
3.2 Handicraft	9	5	3	1	-	18	4.22	HN
3.3 Woodworking	5	6	4	2	-	17	3.82	HN
3.4 Metal Works	6	3	6	2	-	17	3.76	HN
3.5 Electricity	6	5	5	2	-	18	3.83	HN
3.6 Electronics	7	4	3	3	-	17	3.88	HN
3.7 Automotive	6	6	2	3	-	17	3.88	HN
3.8 Civil Technology	6	6	3	4	-	17	3.94	HN
Area Mean							**3.92**	**HN**
4. ENTREPRENEURSHIP								
4.1 Entrepreneurial Activities	6	9	3	1	-	19	4.05	HN
4.2 Entrepreneurial Management	8	8	1	1	-	18	4.27	HN
4.3 Business Management	6	8	2	3	-	19	3.89	HN
4.4 Computer Education	12	4	2	-	-	18	4.56	EN
Area Mean	-	-	-	-	-	-	**4.19**	**HN**
Grand Mean	-	-	-	-	-	-	**3.99**	**HN**

LEGEND:

4.51 - 5.00 Extremely Needed (EN)
3.51 - 4.50 Highly Needed (HN)
2.51 - 3.50 Moderately Needed (MN)
1.51 - 2.50 Slightly Needed (SN)
1.00 - 1.50 Not Needed (NN)

Handicraft obtained the highest weighted mean of 4.22 or "highly needed" and finally, along Home Economics, "Foods and Applied Nutrition" got the highest weighted mean of 4.06 or "highly needed".

On the whole, the T.H.E. instructors deemed trainings along content pedagogy as "highly needed" by them as evidenced by the grand mean of 3.99.

As can be gleaned in Table 15, the students assessed instructors' training in all four components of T.H.E. as "moderately needed." Of these components, entrepreneurship obtained the highest weighted mean of 3.14, followed by Home Economics, Agriculture and Fishery Arts, and Industrial Arts having area means of 3.35, 3.28 and 3.15, respectively.

Under Entrepreneurship, the students regard the instructors' training in Computer Education as "highly needed" which posted the highest weighted mean of 4.02. Moreover, under Home Economics, "Foods and Applied Nutrition" got the highest weighted mean of 3.64 or "highly needed" while in Agriculture and Fishery Arts, "Plant Production" pegged the highest weighted mean of 3.47 or "moderately needed" and lastly, under Industrial Arts, "Handicraft" obtained the highest weighted mean of 3.37 or "moderately needed".

In general, the students evaluated their instructors' training along Content Pedagogy as "moderately needed" as evidenced by the grand mean of 3.33.

Table 15

Training Needs of the T.H.E. Instructors along Content Pedagogy As Perceived by the Students

Topics/Areas	Responses					Total	$\bar{X}_w$	Interpret -ation
	5 EN	4 HN	3 MN	2 SN	1 NN			
1. Home Economics								
1.1 Home and Family Living	27	31	18	10	14	100	3.47	MN
1.2 Housing and Family Economics	22	29	27	12	10	105	3.49	MN
1.3 Foods and Applied Nutrition	33	26	20	11	9	99	3.64	HN
1.4 Basic Clothing	18	30	24	17	9	98	3.32	MN
1.5 Home Management and Child Care	23	28	19	20	9	99	3.36	MN
1.6 Food Service Management	30	22	20	16	11	99	3.44	MN
1.7 Garment Construction, Related Crafts and Recycling	20	24	33	17	4	98	3.40	MN
1.8 Cosmetology	11	20	30	24	13	98	2.92	MN
1.9 Culinary Arts	21	18	29	18	13	99	3.16	MN
1.10Nursing Arts	18	29	24	16	10	97	3.30	MN
Area Mean							3.35	MN
2. AGRICULTURE AND FISHERY ARTS								
2.1 Plant Production	24	24	25	14	11	98	3.37	MN
2.2 Animal Production	21	23	14	18	10	88	3.35	MN
2.3 Fish Production								
2.3.1 Fish Capture	15	27	29	19	9	99	3.20	MN
2.3.2 Fish Culture	13	31	25	20	8	97	3.22	MN
2.3.3 Fish Preservation	17	20	28	13	12	99	3.26	MN
Area Mean							3.28	MN
3.INDUSTRIAL ARTS								
3.1 Drafting	15	30	31	15	9	100	3.27	MN
3.2 Handicraft	20	36	23	13	8	100	3.47	MN
3.3 Woodworking	10	26	26	30	8	100	3.00	MN
3.4 Metal Works	12	18	32	26	11	99	2.94	MN
3.5 Electricity	19	28	22	22	8	99	3.28	MN
3.6 Electronics	17	22	30	16	14	99	3.12	MN
3.7 Automotive	14	23	26	22	15	100	2.99	MN
3.8 Civil Technology	17	18	30	25	8	98	3.11	MN
Area Mean							3.15	MN
4. ENTREPRENEURSHIP								
4.1 Entrepreneurial Activities	39	29	19	11	6	98	2.71	MN
4.2 Entrepreneurial Management	31	36	15	12	6	100	3.74	HN
4.3 Business Management	29	32	20	10	7	98	3.67	HN
4.4 Computer Education	46	26	15	7	5	99	4.02	HN
Area Mean	-	-	-	-	-	-	3.54	HN
Grand Mean	-	-	-	-	-	-	3.33	MN

LEGEND:

4.51 - 5.00 Extremely Needed (EN)
3.51 - 4.50 Highly Needed (HN)
2.51 - 3.50 Moderately Needed (MN)
1.51 - 2.50 Slightly Needed (SN)
1.00 - 1.50 Not Needed (NN)

Instructional. The indicators considered under instructional pedagogy were a number of teaching strategies, techniques and methods of teaching. The respondents' perceptions can be found in Tables 16 and 17.

From the point of view of the instructors, they "moderately needed" 11 topics out of 33 topics which were the following: Dictation/ Note taking, Chalk talk, Recitation, Debate, Symposium, Small Group Discussion, Buzz Session, Committee Works, Individualized Instruction, Independent Study and Tutorial. The remaining 22 topics were interpreted "Highly Needed" and Demonstration Method got the highest weighted mean of 4.42. The grand mean which was posted at 3.67 indicated that the instructors perceived that training along instructional pedagogy were "highly needed" by them.

As gleaned in Table 17, the student-respondents perceived training in eight out of 33 listed topics as "highly needed" by their instructors. Among these, the highest weighted mean resulted to 3.91 (highly needed), followed by 3.74 (highly needed) for "demonstration", and "computer assisted instruction" respectively. Meanwhile, the lowest weighted mean of 2.78 or "moderately needed" referred to "chalk talk". In general, the student-respondents considered training along instructional pedagogy to be "moderately needed" by their instructors in T.H.E. inasmuch as the grand mean was posted at 3.29.

Table 16

Training Needs of the T.H.E. Instructors along Instructional Pedagogy As Perceived by Themselves

Topics/ Areas	Respondents					Total	$\bar{X}_w$	Interpre -tation
	5 EN	4 HN	3 MN	2 SN	1 NN			
1. Demonstration	11	5	3	-	-	19	4.42	HN
2. Panel Discussion	6	9	4	-	-	19	4.10	HN
3. Laboratory	8	9	1	1	-	19	4.26	HN
4. Projects/Exhibit	9	6	2	1	-	18	4.28	HN
5. Lecture	8	4	4	3	-	19	3.89	HN
6. Problem Solving	7	8	3	1	-	19	4.10	HN
7. Role Playing/Socio-Drama	5	7	5	2	-	19	3.79	HN
8. Case Study	5	5	6	3	-	19	3.63	HN
9. Field Trip/ Study Tour	6	7	3	-	3	19	3.68	HN
10. Dictation/ Note taking	4	3	8	2	2	19	3.26	MN
11. Chalk Talk	3	4	5	4	3	19	3.00	MN
12. A.V. Assisted Instruction	6	6	2	3	-	17	3.88	HN
13. Recitation	5	5	5	2	2	19	3.47	MN
14. Drill	6	6	2	2	3	19	3.53	HN
15. Educational Games	3	9	4	3	-	19	3.63	HN
16. Film- viewing	7	7	3	-	2	19	3.89	HN
17. Simulation	5	8	3	2	1	19	3.74	HN
18. Skit	5	5	5	3	1	19	3.53	HN
19. Resource Person	5	8	3	3	-	19	3.79	HN
20. Debate	5	4	4	3	2	18	3.39	MN
21. Symposium	5	5	3	3	2	18	3.44	MN
22. Small-Group Discussion	4	5	3	4	2	18	3.28	MN
23. Buzz Session	3	4	3	3	3	16	3.06	MN
24. Brainstorming	5	5	5	3	1	19	3.53	HN
25. Committee Works	4	4	6	5	-	19	3.37	MN
26. Individualized Instruction	3	7	4	4	1	19	3.37	MN
27. Programmed Text	6	5	4	4	-	19	3.68	HN
28. Self-learning Kits	6	5	2	3	2	18	3.56	HN
29. Independent Study	4	5	5	3	1	18	3.44	MN
30. Book Research	6	4	4	4	-	18	3.67	HN
31. Field Research	6	6	4	1	1	18	3.83	HN
32. Computer Assisted Instruction	9	4	2	1	-	16	4.31	HN
33. Tutorial	3	6	2	5	1	17	3.29	MN
Area Mean	-	-	-	-	-	-	**3.67**	**HN**

LEGEND:

4.51 - 5.00 Extremely Needed (EN)
3.51 - 4.50 Highly Needed (HN)
2.51 - 3.50 Moderately Needed (MN)
1.51 - 2.50 Slightly Needed (SN)
1.00 - 1.50 Not Needed (NN)

Table 17

Training Needs of the T.H.E. Instructors along Instructional Pedagogy As Perceived by the Students

Topics/ Areas	Responses					Total	$\bar{X}_w$	Interpret -ation
	5 EN	4 HN	3 MN	2 SN	1 NN			
1. Demonstration	45	23	10	10	8	96	3.91	HN
2. Panel Discussion	25	30	18	27	5	96	3.54	HN
3. Laboratory	29	28	19	11	7	94	3.65	HN
4. Projects/Exhibit	16	34	21	17	8	96	3.34	MN
5. Lecture	26	25	26	10	9	96	3.51	HN
6. Problem Solving	14	29	29	16	8	96	3.26	MN
7. Role Playing/Socio-Drama	9	19	42	16	9	95	3.03	MN
8. Case Study	13	27	25	21	7	93	3.19	MN
9. Field Trip/ Study Tour	21	27	21	18	8	95	3.37	MN
10. Dictation/ Note taking	9	26	29	21	10	95	3.03	MN
11. Chalk Talk	6	16	35	27	11	95	2.78	MN
12. A.V. Assisted Instruction	12	22	33	18	8	93	3.13	MN
13. Recitation	24	29	18	13	10	94	3.47	MN
14. Drill	12	27	26	19	10	94	3.13	MN
15. Educational Games	18	19	28	16	14	95	3.12	MN
16. Film- viewing	16	27	25	16	11	95	3.22	MN
17. Simulation	8	30	17	31	8	94	2.99	MN
18. Skit	7	26	23	27	11	94	2.90	MN
19. Resource Person	15	25	27	14	13	94	3.16	MN
20. Debate	17	29	27	16	8	97	3.32	MN
21. Symposium	13	32	27	19	6	97	3.28	MN
22. Small-Group Discussion	7	30	34	16	10	97	3.68	HN
23. Buzz Session	6	23	34	24	9	96	2.93	MN
24. Brainstorming	13	37	24	15	8	97	3.33	MN
25. Committee Works	16	29	21	19	11	96	3.21	MN
26. Individualized Instruction	19	27	25	19	6	96	3.35	MN
27. Programmed Text	9	25	34	21	9	98	3.04	MN
28. Self-learning Kits	16	31	24	17	7	95	3.34	MN
29. Independent Study	24	20	24	22	5	95	3.38	MN
30. Book Research	30	24	22	14	7	97	3.58	HN
31. Field Research	26	30	20	16	5	97	3.58	HN
32. Computer Assisted Instruction	37	21	22	8	8	96	3.74	HN
33. Tutorial	10	26	24	16	17	93	2.96	MN
Area Mean	-	-	-	-	-	-	**3.29**	**MN**

LEGEND:

4.51 - 5.00 Extremely Needed (EN)
3.51 - 4.50 Highly Needed (HN)
2.51 - 3.50 Moderately Needed (MN)
1.51 - 2.50 Slightly Needed (SN)
1.00 - 1.50 Not Needed (NN)

Communicative. The topics that were considered in communicative pedagogy were the teacher and learners competencies in communication. The responses of the two groups of respondents are reflected in Tables 18 and 19.

As to instructors' group, the highest weighted mean of 4.27 refers to "accepts varied students viewpoints and/ or ask students to elaborate answers and ideas". Followed by the three topics, "gives clear direction and explanations", "motivates students to ask questions", and "uses questions that lead to analyze, synthesize and think critically" which posted the same weighted mean of 4.26. Other skills obtained the same adjectival rating of "highly needed" however "uses variety of functional verbal and non-verbal communication" obtained the least weighted mean of 4.00. Taken as a whole, the instructors perceived communication pedagogy as "highly needed" by them as evidenced by the area mean of 4.18.

Meanwhile, the students group gave their instructors a highest weighted mean of 3.75 interpreted as "highly needed" which refers to "gives clear directions and explanations. The three topics that followed were "expresses a positive personal attitude toward the teaching position", uses questions that lead to analyze, synthesize and think critically", and motivates students to ask questions" with weighted means 3.74, 3.73 and 3.70 respectively. The least weighted mean of 3.55 or "highly needed" pointed to the item "uses a variety of functional verbal and non-verbal communication skills. In general, the student-

Table 18

Training Needs of T.H.E. Instructors along Communicative Pedagogy As Perceived by Themselves

Topics/ Areas	Respondents					Total	$\bar{X}_w$	Interpret -ation
	5 EN	4 HN	3 MN	2 SN	1 NN			
1. Provides group communication (cooperation, interactions, learning from others).	7	9	2	1	-	19	4.16	HN
2. Uses a variety of functional verbal and non-verbal communication skills.	6	9	2	2	-	19	4.00	HN
3. Gives clear directions and explanations.	10	5	3	1	-	19	4.26	HN
4. Motivates students to ask questions.	9	7	2	1	-	19	4.26	HN
5. Uses questions that lead to analyze, synthesize and think critically.	8	9	1	1	-	19	4.26	HN
6. Accepts varied students viewpoints and/ or asks students to extend or elaborate answers and ideas.	8	8	1	1	-	18	4.27	HN
7. Demonstrates proper listening skills.	7	8	3	1	-	19	4.10	HN
8. Provides feedback to learners in their cognitive performance.	6	9	3	1	-	19	4.05	HN
9. Expresses a positive personal attitude toward the teaching profession.	8	7	2	1	-	18	4.22	HN
Area Mean	-	-	-	-	-	-	**4.18**	**HN**

LEGEND:

4.51 - 5.00 Extremely Needed (EN)
3.51 - 4.50 Highly Needed (HN)
2.51 - 3.50 Moderately Needed (MN)
1.51 - 2.50 Slightly Needed (SN)
1.00 - 1.50 Not Needed (NN)

respondents considered training along communicative pedagogy to be "highly needed" by their instructors in T.H.E. as evidenced by an area mean of 3.66.

Table 19

Training Needs of T.H.E. Instructors along Communicative Pedagogy As Perceived by the Students

Topics/ Areas	Respondents					Total	$\bar{X}_w$	Interpre -tation
	5 EN	4 HN	3 MN	2 SN	1 NN			
1. Provides group communication (cooperation, interactions, learning from others).	27	33	17	12	8	97	3.61	HN
2. Uses a variety of functional verbal and non-verbal communication skills.	24	34	17	15	7	97	3.55	HN
3. Gives clear directions and explanations.	33	30	17	8	8	96	3.75	HN
4. Motivates students to ask questions.	33	25	23	9	7	97	3.70	HN
5. Uses questions that lead to analyze, synthesize and think critically.	35	26	16	12	7	97	3.71	HN
6. Accepts varied students viewpoints and/ or asks students to extend or elaborate answers and ideas.	29	27	20	13	8	97	3.58	HN
7. Demonstrates proper listening skills.	30	29	16	13	7	95	3.65	HN
8. Provides feedback to learners in their cognitive performance.	27	30	18	17	5	96	3.63	HN
9. Expresses a positive personal attitude toward the teaching profession.	36	25	15	14	6	96	3.74	HN
Area Mean	-	-	-	-	-	-	**3.66**	**HN**

LEGEND:

4.51 - 5.00 Extremely Needed (EN)
3.51 - 4.50 Highly Needed (HN)
2.51 - 3.50 Moderately Needed (MN)
1.51 - 2.50 Slightly Needed (SN)
1.00 - 1.50 Not Needed (NN)

Comparison of the Perceptions of the Two Groups of Respondents on the Training Needs of the T.H.E. Instructors

This section summarizes the responses of the respondents on the training needs of the T.H.E. Instructors along content, instructional and communicative.

Content. In Home Economics, Table 20 shows that the two groups of respondents varied in their assessment. Training along this area was "highly needed" by the instructors themselves with a weighted mean of 3.89 while the students considered it as "moderately needed" by their instructors with a weighted mean of 3.35, which resulted to a combined mean of 3.43 interpreted as "moderately needed". As regards the Agriculture and Fishery Arts, the instructors gave it a weighted mean of 3.28, which indicated "highly needed". The students gave it a weighted mean of 3.28 which was interpreted as "moderately needed". This resulted to a combined mean of 2.69 which meant "moderately needed".

Along Industrial Arts, the instructor-respondents had a weighted mean of 3.92 which was evaluated as "highly needed. The students assessed them to have "moderately needed" as suggested by the weighted means of 3.15. The combined means for the two groups of respondents was 3.64 which indicated "moderately needed".

On the Entrepreneurship, both the instructors and students assessed them to be "highly needed" as evidenced by weighted means of 4.19 and 3.54, respectively. The combined means resulted to 3.64 being interpreted as the only "highly needed" technology area of the instructor- respondents.

Considering the responses by groups of respondents, the instructors gave all the technology areas an over – all mean of 3.99 described as "highly needed"

Table 20

Summary of the Perceptions of the Instructors and Students on the Training Needs of the Instructors along Content Pedagogy

Topics/ Areas	Respondents Category				Combined Mean/ Interpretation	
	Instructors		Students			
	Mean/Inter-Pretation		Mean/Inter-pretation			
1. Home Economics	3.89	HN	3.35	MN	3.43	MN
2. Agriculture and Fishery Arts	3.94	HN	3.28	MN	3.38	MN
3. Industrial Arts	3.92	HN	3.15	MN	3.26	MN
4. Entrepreneurship	4.19	HN	3.54	HN	3.64	HN
Total	**15.94**	**-**	**13.32**	**-**	**13.70**	**-**
Grand Mean	**3.99**	**HN**	**3.33**	**MN**	**3.43**	**MN**
Computed t- value:	6.137					
Critical t-value at ά=0.05 & df=6	2.447					
Evaluation:	Significant/ Reject H_o					

LEGEND:

4.51 - 5.00	Extremely Needed (EN)	1.51 - 2.50	Slightly Needed (SN)
3.51 - 4.50	Highly Needed (HN)	1.00 - 1.50	Not Needed (NN)
2.51 - 3.50	Moderately Needed (MN		

and the students had an over-all mean of 3.33 or "moderately needed". The grand mean for both the instructors and students along content pedagogy yielded to 3.43 considered as "moderately needed.

To test the significant difference between the perceptions of the two groups of respondents the t-test was employed. The t-test resulted to a computed t-value of 6.137 which was numerically greater than the critical t-value of 2.447 at 0.05 level of significance with 6 degrees freedom. The hypothesis, therefore, which stated that there was no significant difference between the perceptions of the two groups of respondents on the training needs

of T.H.E. instructors along content pedagogy was rejected. It implied that their perception varied significantly from each other. Their opinions on the extent of the training needs along content pedagogy showed marked difference; hence the mean differences were significant. This implied that students considered that their instructors have necessary training on their area of specialization that the instructors think of themselves.

Instructional. As reflected in Table 21, the two groups of respondents assessed instructors' training as "highly needed" on the following items: Panel Discussion, Laboratory, Lecture, Small Group Discussion, Book Research, Field Research, Computer Assisted Instruction and lastly, Demonstration which got the highest weighted mean of 3.98. The remaining items were evaluated as "moderately needed" wherein "chalk talk" got the least weighted mean of 2.81.

In comparing the perceptions of the instructors and students on the training needs of the instructors along instructional pedagogy, the grand means were pegged at 3.67 and 3.29 which were interpreted as "highly needed" for the instructors and "moderately needed" for the students. The combined means resulted to 3.34 which meant "moderately needed." When it was tested for its significance using the t-test, the computed t-value turned out to be 4.963 which proved numerically greater than the critical t-value of 2.00 at α =0.05, with 64 degrees of freedom. The hypothesis therefore that there is no significant difference between the perceptions of two group of respondents on the training needs of the T.H.E. instructors was rejected.

Table 21

Summary of the Perceptions of the Instructors and Students on the Training Needs of the Instructors along Instructional Pedagogy

Topics/ Areas	Respondents Category				Combined Mean/ Interpretation	
	Instructors		Students			
	Mean/Inter-Pretation		Mean/Inter-pretation			
1. Demonstration	4.42	HN	3.91	HN	3.98	HN
2. Panel Discussion	4.10	HN	3.54	HN	3.62	HN
3. Laboratory	4.26	HN	3.65	HN	3.74	HN
4. Projects/Exhibit	4.28	HN	3.34	MN	3.48	MN
5. Lecture	3.89	HN	3.51	HN	3.57	HN
6. Problem Solving	4.10	HN	3.26	MN	3.38	MN
7. Role Playing/Socio-Drama	3.79	HN	3.03	MN	3.14	MN
8. Case Study	3.63	HN	3.19	MN	3.25	MN
9. Field Trip/ Study Tour	3.68	HN	3.37	MN	3.42	MN
10. Dictation/ Note taking	3.26	MN	3.03	MN	3.06	MN
11. Chalk Talk	3.00	MN	2.78	MN	2.81	MN
12. A.V. Assisted Instruction	3.88	HN	3.13	MN	3.24	MN
13. Recitation	3.47	MN	3.47	MN	3.47	MN
14. Drill	3.53	HN	3.13	MN	3.19	MN
15. Educational Games	3.63	HN	3.12	MN	3.19	MN
16. Film- viewing	3.89	HN	3.22	MN	3.32	MN
17. Simulation	3.74	HN	2.99	MN	3.10	MN
18. Skit	3.53	HN	2.90	MN	2.99	MN
19. Resource Person	3.79	HN	3.16	MN	3.25	MN
20. Debate	3.39	MN	3.32	MN	3.33	MN
21. Symposium	3.44	MN	3.28	MN	3.30	MN
22. Small-Group Discussion	3.28	MN	3.68	HN	3.62	HN
23. Buzz Session	3.06	MN	2.93	MN	2.95	MN
24. Brainstorming	3.53	HN	3.33	MN	3.36	MN
25. Committee Works	3.37	MN	3.21	MN	3.23	MN
26. Individualized Instruction	3.37	MN	3.35	MN	3.35	MN
27. Programmed Text	3.68	HN	3.04	MN	3.13	MN
28. Self-learning Kits	3.56	HN	3.34	MN	3.37	MN
29. Independent Study	3.44	MN	3.38	MN	3.39	MN
30. Book Research	3.67	HN	3.58	HN	3.59	HN
31. Field Research	3.83	HN	3.58	HN	3.62	HN
32. Computer Assisted Instruction	4.31	HN	3.74	HN	3.82	HN
33. Tutorial	3.29	MN	2.96	MN	3.01	MN
Total	**121.09**	**-**	**108.45**	**-**	**110.30**	**-**
Grand Mean	**3.67**	**HN**	**3.29**	**MN**	**3.34**	**MN**
Computed t- value:	4.963					
Critical t-value at α= 0.05 & df = 64	2.00					
Evaluation	Significant / Reject H_o					

LEGEND:

4.51 - 5.00 Extremely Needed (EN)
3.51 - 4.50 Highly Needed (HN)
2.51 - 3.50 Moderately Needed (MN)
1.51 - 2.50 Slightly Needed (SN)
1.00 - 1.50 Not Needed (NN)

Communicative. Table 22 reveals that both groups of respondents assessed training of instructors along communicative pedagogy as highly needed as evidenced by a combined means of 3.72. The topics from the highest weighted mean were of these order: 1) Gives clear directions and explanations, 2) Expresses a positive personal attitude toward the teaching profession, 3) Uses questions that lead to analyze, synthesize and think critically, 4) Motivates students to ask questions, 5) Demonstrates proper listening skills, 6) Provides group communication, and Provides feedback to learners in their cognitive performance, 7) Accepts varied students viewpoints and/or asks students to extend or elaborate answers and ideas, and lastly, 8) Uses a variety of functional verbal and non-verbal communication skills. The test of significance using t-test for independent samples showed a computed t- value of 12.408 which was numerically greater than the critical t- value of 2.12 at 0.05 level of significance with 16 degrees of freedom. Hence, the hypothesis which stated that "there is no significant difference between the perceptions of the two groups of respondents on T.H.E. instructors training needs along communicative pedagogy" was rejected. It implied that instructors perceived themselves to have greater need in communicative skills than the students think of them. Thus, the students have high regard on their instructors when it comes to oral and written language skills.

Table 22

Summary of the Perceptions of the Instructors and Students on the Training Needs of the Instructors along Communicative Pedagogy

Topics/ Areas	Respondents Category				Combined Mean/ Interpretation	
	Instructors		Students			
	Mean/Inter-Pretation		Mean/Inter-pretation			
1. Provides group communication (cooperation, interactions, learning from others).	4.16	HN	3.61	HN	3.69	HN
2. Uses a variety of functional verbal and non-verbal communication skills.	4.00	HN	3.55	HN	3.62	HN
3. Gives clear directions and explanations.	4.26	HN	3.75	HN	3.82	HN
4. Motivates students to ask questions.	4.26	HN	3.70	HN	3.78	HN
5. Uses questions that lead to analyze, synthesize and think critically.	4.26	HN	3.71	HN	3.79	HN
6. Accepts varied students viewpoints and/ or asks students to extend or elaborate answers and ideas.	4.27	HN	3.58	HN	3.68	HN
7. Demonstrates proper listening skills.	4.10	HN	3.65	HN	3.72	HN
8. Provides feedback to learners in their cognitive performance.	4.05	HN	3.63	HN	3.69	HN
9. Expresses a positive personal attitude toward the teaching profession.	4.22	HN	3.74	HN	3.81	HN
Total	**37.58**	**-**	**32.92**	**-**	**29.79**	**-**
Grand Mean	**4.18**	**HN**	**3.66**	**HN**	**3.72**	**HN**
Computed t- value:	12.408					
Critical t-value at $\alpha = 0.05$ & df = 64	2.12					
Evaluation	Significant / Reject H_o					

LEGEND:

4.51 - 5.00 Extremely Needed (EN)	1.51 - 2.50 Slightly Needed (SN)
3.51 - 4.50 Highly Needed (HN)	1.00 - 1.50 Not Needed (NN)
2.51 - 3.50 Moderately Needed (MN)	

Training Needs of T.H.E Students as Perceived By the Two Groups of Respondents

The study looked into the extent to which student-respondents need training along the three pedagogical areas as perceived by the instructor and student respondents.

Content. The indicators considered under this pedagogical area were the components of T.H.E. The responses of the instructor- respondents on the training needs of the T.H.E. students along content pedagogy can be found in Table 23. Among the four components/areas in T.H.E., Entrepreneurship acquired the highest weighted mean of 4.53 that corresponds to "extremely needed". Followed by Home Economics, Agricultural Arts which pegged an area mean of 4.27 or "highly needed" and then Industrial Arts with an area mean of 4.19, interpreted as highly needed.

Along Entrepreneurship, instructors perceived students' training on "Computer Education" as "extremely needed" which posted the highest weighted mean of 4.70. Moreover, along Home Economics, "Culinary Arts" pegged the highest weighted mean of 4.35 or "highly needed" and finally, along Industrial arts, "Handicraft" got the highest weighted mean of 4.62 or "extremely needed.

Over all, the T.H.E. instructors deemed students training along content pedagogy as "highly needed" as supported by the grand mean of 4.32.

Table 23

Training Needs of the T.H.E. Students along Content Pedagogy As Perceived by Instructors

Topics/Areas	Responses					Total	$\bar{X}_w$	Interpret -ation
	5 EN	4 HN	3 MN	2 SN	1 NN			
1. Home Economics								
1.1 Home and Family Living	8	9	1	-	-	18	4.39	HN
1.2 Housing and Family Economics	6	10	1	-	-	17	4.29	HN
1.3 Foods and Applied Nutrition	8	9	1	-	-	18	4.39	HN
1.4 Basic Clothing	5	8	4	-	-	17	4.06	HN
1.5 Home Management and Child	7	8	2	-	-	17	4.29	HN
1.6 Food Service Management	7	6	3	-	-	16	4.25	HN
1.7 Garment Construction, Related Crafts and Recycling	7	6	3	-	-	16	4.25	HN
1.8 Cosmetology	6	5	3	-	-	14	4.21	HN
1.9 Culinary Arts	8	5	2	-	-	15	4.40	HN
1.10Nursing Arts	6	6	3	-	-	15	4.20	HN
Area Mean							**4.27**	**HN**
2. AGRICULTURE AND FISHERY ARTS								
2.1 Plant Production	8	7	2	-	-	17	4.35	HN
2.2 Animal Production	7	7	3	-	-	17	4.23	HN
2.3 Fish Production								
2.3.1 Fish Capture	7	4	6	-	-	17	4.06	HN
2.3.2 Fish Culture	6	4	6	-	-	16	4.00	HN
2.3.3 Fish Preservation	7	7	2	-	-	16	4.31	HN
Area Mean							**4.19**	**HN**
3.INDUSTRIAL ARTS								
3.1 Drafting	11	5	1	-	-	17	4.59	EN
3.2 Handicraft	11	4	1	-	-	16	4.62	EN
3.3 Woodworking	6	7	3	-	-	16	4.19	HN
3.4 Metal Works	7	4	4	1	-	16	4.06	HN
3.5 Electricity	8	6	3	-	-	17	4.29	HN
3.6 Electronics	7	7	2	1	-	17	4.18	HN
3.7 Automotive	7	5	3	1	-	16	4.12	HN
3.8 Civil Technology	6	6	4	-	-	16	4.12	HN
Area Mean							**4.27**	**HN**
4. ENTREPRENEURSHIP								
4.1 Entrepreneurial Activities	9	6	2	-	-	17	4.41	HN
4.2 Entrepreneurial Management	11	4	2	-	-	17	4.53	EN
4.3 Business Management	9	7	1	-	-	17	4.47	HN
4.4 Computer Education	12	5	-	-	-	17	4.70	EN
Area Mean	-	-	-	-	-	-	**4.53**	**EN**
Grand mean	-	-	-	-	-	-	**4.32**	**HN**

LEGEND:

4.51 - 5.00 Extremely Needed (EN)	1.51 - 2.50 Slightly Needed (SN)
3.51 - 4.50 Highly Needed (HN)	1.00 - 1.50 Not Needed (NN)
2.51 - 3.50 Moderately Needed (M	

As shown in Table 24, students perceived training on entrepreneurship the highest among the four components in T.H.E., having obtained an area mean of 3.87 or highly needed, followed by Home Economics, Agriculture and Fishery arts, and Industrial arts with area means of 3.58, 3.38 and 3.01, respectively.

Under Entrepreneurship, the students perceived training in "Computer Education" as "highly needed" which posted the highest weighted mean of 3.92.

Moreover, under Home Economics, "Foods and Applied Nutrition" pegged the highest weighted mean of 3.90 or highly needed". There were only two items under this area that were observed "moderately needed", "Nursing arts and Cosmetology" with least weighted means 3.10 and 3.47. Under Agriculture and Fishery Arts, "Fish Culture" obtained the highest weighted mean of 3.49 or "moderately needed" and finally, under Industrial Arts, "Handicraft" got the highest weighted mean of 3.44 or "moderately needed.

Over all, the T.H.E. students deemed training along content pedagogy as "highly needed" by them as evidenced by the grand mean of 3.46

Instructional. As shown in Table 25 instructors perceived that of the 33 topics only one topic referring to Chalk Talk was "moderately needed" by the students as revealed by its weighted mean of 3.50, the rest they rated as "highly needed". Demonstration and Audio - Visual Assisted Instruction obtained the highest weighted means of 4.47. Generally, the instructors' perception on the students training needs along instructional pedagogy was "highly needed" by them as evidenced by the area mean of 4.13.

Table 24

Training Needs of the T.H.E. Students along Content Pedagogy As Perceived by Themselves

Topics/Areas	Responses					Total	$\bar{X}_w$	Interpret -ation
	5 EN	4 HN	3 MN	2 SN	1 NN			
1. Home Economics								
1.1 Home and Family Living	21	35	24	11	6	97	3.56	HN
1.2 Housing and Family Economics	20	33	37	11	3	104	3.54	HN
1.3 Foods and Applied Nutrition	35	42	14	11	3	105	3.90	HN
1.4 Basic Clothing	20	36	33	11	5	96	3.85	HN
1.5 Home Management and Child Care	32	28	30	13	1	104	3.74	HN
1.6 Food Service Management	27	35	26	11	2	104	3.63	HN
1.7 Garment Construction, Related Crafts and Recycling	21	31	38	11	4	105	3.51	HN
1.8 Cosmetology	14	25	29	27	8	103	3.10	MN
1.9 Culinary Arts	23	32	33	14	4	106	3.53	HN
1.10Nursing Arts	19	36	30	8	9	102	3.47	MN
Area Mean							3.58	HN
2. AGRICULTURE AND FISHERY ARTS								
2.1 Plant Production	19	36	30	13	8	106	3.42	MN
2.2 Animal Production	11	30	35	19	6	101	3.21	MN
2.3 Fish Production								
2.3.1 Fish Capture	12	34	37	16	6	106	3.30	MN
2.3.2 Fish Culture	13	38	36	15	3	104	3.49	MN
2.3.3 Fish Preservation	16	37	39	9	5	106	3.47	MN
Area Mean							**3.38**	**MN**
3.INDUSTRIAL ARTS								
3.1 Drafting	11	38	32	19	6	106	3.27	MN
3.2 Handicraft	18	34	39	13	4	106	3.44	MN
3.3 Woodworking	10	17	38	33	8	106	2.89	MN
3.4 Metal Works	13	12	34	35	12	106	2.80	MN
3.5 Electricity	14	25	32	22	12	105	3.07	MN
3.6 Electronics	13	16	35	29	13	106	2.88	MN
3.7 Automotive	14	14	26	37	15	106	2.76	MN
3.8 Civil Technology	13	24	29	28	12	106	2.98	MN
Area Mean							**3.01**	**MN**
4. ENTREPRENEURSHIP								
4.1 Entrepreneurial Activities	34	36	21	11	2	104	3.86	HN
4.2 Entrepreneurial Management	33	37	26	6	4	106	3.84	HN
4.3 Business Management	32	40	23	6	4	105	3.86	HN
4.4 Computer Education	34	45	16	8	3	88	3.92	HN
Area Mean	-	-	-	-	-	-	**3.87**	**HN**
Grand mean	-	-	-	-	-	-	**3.46**	**MN**

LEGEND:

4.51 - 5.00	Extremely Needed (EN)	1.51 - 2.50	Slightly Needed (SN)
3.51 - 4.50	Highly Needed (HN)	1.00 - 1.50	Not Needed (NN)
2.51 - 3.50	Moderately Needed (MN)		

Table 25

Training Needs of the T.H.E. Students along Instructional Pedagogy As Perceived by Instructors

Topics/ Areas	Respondents					Total	$\bar{X}_w$	Interpret -ation
	5 EN	4 HN	3 MN	2 SN	1 NN			
1. Demonstration	10	5	2	-	-	17	4.47	HN
2. Panel Discussion	8	5	3	1	-	17	4.18	HN
3. Laboratory	8	7	2	-	-	17	4.35	HN
4. Projects/Exhibit	8	6	2	-	-	16	4.38	HN
5. Lecture	5	9	2	-	-	16	4.19	HN
6. Problem Solving	9	8	1	-	-	18	4.44	HN
7. Role Playing/Socio-Drama	8	6	3	-	-	17	4.29	HN
8. Case Study	4	10	3	-	-	17	4.06	HN
9. Field Trip/ Study Tour	7	8	3	1	-	19	4.10	HN
10. Dictation/ Note taking	2	8	5	1	-	16	3.69	HN
11. Chalk Talk	2	8	6	1	1	18	3.50	MN
12. A.V. Assisted Instruction	9	6	2	1	-	18	4.28	EN
13. Recitation	8	9	-	-	-	17	4.47	HN
14. Drill	7	8	2	-	-	17	4.29	HN
15. Educational Games	5	9	3	-	-	17	4.12	HN
16. Film- viewing	8	7	2	-	-	17	4.35	HN
17. Simulation	6	8	3	-	-	17	4.18	HN
18. Skit	5	7	3	-	-	15	4.13	HN
19. Resource Person	7	5	4	1	-	17	4.06	HN
20. Debate	3	8	5	-	1	17	3.70	HN
21. Symposium	7	5	4	-	-	16	4.19	HN
22. Small-Group Discussion	5	11	2	-	-	18	4.17	HN
23. Buzz Session	3	7	6	1	-	17	3.71	HN
24. Brainstorming	7	8	3	-	-	18	4.22	HN
25. Committee Works	6	5	5	1	-	17	4.29	HN
26. Individualized Instruction	5	7	4	1	-	17	4.06	HN
27. Programmed Text	5	5	6	1	-	17	3.82	HN
28. Self-learning Kits	8	5	2	2	-	17	4.12	HN
29. Independent Study	5	5	5	1	-	16	3.88	HN
30. Book Research	7	8	1	1	-	17	4.24	HN
31. Field Research	7	7	1	1	-	16	4.25	HN
32. Computer Assisted Instruction	9	3	4	1	-	17	4.18	HN
33. Tutorial	6	4	4	2	-	16	3.88	HN
Area Mean	-	-	-	-	-	-	**4.13**	**HN**

LEGEND:

4.51 - 5.00 Extremely Needed (EN)
3.51 - 4.50 Highly Needed (HN)
2.51 - 3.50 Moderately Needed (MN)
1.51 - 2.50 Slightly Needed (SN)
1.00 - 1.50 Not Needed (NN)

As regards students' perception on their training needs along this area, Table 26 reveals that they perceived 13 out of 33 listed topics as "highly needed". Among these, the highest weighted mean resulted to 3.91 (highly needed) followed by 3.92 (highly needed) for "demonstration," and "computer assisted instruction," respectively.

On the other hand, the lowest weighted mean of 2.59 or "moderately needed" referred to "Chalk Talk". Generally, the respondents considered their training on instructional pedagogy to be "moderately needed" as evidenced by the grand mean pegged at 3.36.

Communicative. Nine abilities/skills were included on this pedagogical area and as can be seen in Table 27, the instructors opined that the students "extremely needed" the topic "provides group communication" giving it a weighted mean of 4.56. The remaining topics were "highly needed" by the student but the topic "demonstrates proper listening skills" obtained the lowest weighted mean of 4.25. On the whole, instructors perceived training along communicative pedagogy to be "highly needed" by the students as revealed by an over-all mean of 4.39.

As reflected in Table 28, all topics on communicative pedagogy were deemed "highly needed" by the students themselves. The highest weighted mean referred to "uses questions that lead to analyze, synthesize and think critically" while the lowest weighted mean referred to "accepts varied students viewpoints and /or ask students to extend or elaborate answers and ideas with a

Table 26

Training Needs of the T.H.E. Students along Instructional Pedagogy As Perceived by Themselves

Topics/ Areas	Respondents					Total	$\bar{X}_w$	Interpre -tation
	5 EN	4 HN	3 MN	2 SN	1 NN			
1. Demonstration	39	24	16	10	-	91	3.97	HN
2. Panel Discussion	25	31	26	16	1	99	3.64	HN
3. Laboratory	23	33	21	13	2	92	3.67	HN
4. Projects/Exhibit	15	37	28	14	5	99	3.43	MN
5. Lecture	21	27	29	12	10	99	3.37	MN
6. Problem Solving	11	28	32	23	5	99	3.17	MN
7. Role Playing/Socio-Drama	8	19	33	32	6	98	2.91	MN
8. Case Study	12	25	35	19	8	99	3.14	MN
9. Field Trip/ Study Tour	25	32	23	17	2	99	3.62	HN
10. Dictation/ Note taking	9	22	28	30	8	97	2.94	MN
11. Chalk Talk	3	14	34	29	15	95	2.59	MN
12. A.V. Assisted Instruction	12	23	33	25	5	98	3.12	MN
13. Recitation	24	33	23	9	3	91	3.75	HN
14. Drill	11	26	30	23	7	97	3.11	MN
15. Educational Games	18	18	33	18	10	97	3.16	MN
16. Film- viewing	17	26	29	20	5	97	3.31	MN
17. Simulation	6	22	27	37	5	97	2.87	MN
18. Skit	5	23	32	33	5	97	2.90	MN
19. Resource Person	19	26	31	18	4	98	3.39	MN
20. Debate	21	37	36	9	3	106	3.60	HN
21. Symposium	16	43	31	9	6	105	3.51	HN
22. Small-Group Discussion	11	38	37	17	3	106	3.35	MN
23. Buzz Session	4	33	37	26	3	103	3.09	MN
24. Brainstorming	26	37	21	15	4	103	3.64	HN
25. Committee Works	15	40	27	17	6	105	3.39	MN
26. Individualized Instruction	13	37	32	19	5	106	3.32	MN
27. Programmed Text	13	27	33	27	5	105	3.15	MN
28. Self-learning Kits	25	37	26	13	3	104	3.65	HN
29. Independent Study	34	25	24	18	3	104	3.66	HN
30. Book Research	35	31	22	13	4	105	3.76	HN
31. Field Research	25	39	26	9	7	106	3.62	HN
32. Computer Assisted Instruction	45	23	20	9	5	102	3.92	HN
33. Tutorial	15	27	30	17	10	99	3.20	MN
Area Mean	-	-	-	-	-	-	**3.36**	**MN**

LEGEND:

4.51 - 5.00 Extremely Needed (EN)
3.51 - 4.50 Highly Needed (HN)
2.51 - 3.50 Moderately Needed (MN)
1.51 - 2.50 Slightly Needed (SN)
1.00 - 1.50 Not Needed (NN)

Table 27

Training Needs of T.H.E. Students along Communicative Pedagogy As Perceived by the Instructors

Topics/ Areas	Respondents					Total	$\bar{X}_w$	Interpre-tation
	5 EN	4 HN	3 MN	2 SN	1 NN			
1. Provides group communication (cooperation, interactions, learning from others).	10	5	1	-	-	16	4.56	EN
2. Uses a variety of functional verbal and non-verbal communication skills.	8	6	1	1	-	16	4.31	HN
3. Gives clear directions and explanations.	10	4	1	1	-	16	4.44	HN
4. Motivates students to ask questions.	8	6	1	1	-	16	4.31	HN
5. Uses questions that lead to analyze, synthesize and think critically.	9	6	-	1	-	16	4.44	HN
6. Accepts varied students viewpoints and/ or asks students to extend or elaborate answers and ideas.	9	6	-	1	-	16	4.44	HN
7. Demonstrates proper listening skills.	6	9	-	1	-	16	4.25	HN
8. Provides feedback to learners in their cognitive performance.	7	8	-	1	-	16	4.31	HN
9. Expresses a positive personal attitude toward the teaching profession.	9	6	-	1	-	16	4.44	HN
Area Mean	-	-	-	-	-	-	**4.39**	**HN**

LEGEND:

4.51 - 5.00 Extremely Needed (EN)
3.51 - 4.50 Highly Needed (HN)
2.51 - 3.50 Moderately Needed (MN)
1.51 - 2.50 Slightly Needed (SN)
1.00 - 1.50 Not Needed (NN)

weighted mean of 3.56. As a whole, the students evaluated communicative pedagogy as "highly needed" by themselves with a total mean of 3.72.

Table 28

Training Needs of T.H.E. Students along Communicative Pedagogy As Perceived by Themselves

Topics/ Areas	Respondents					Total	$\bar{X}_w$	Interpretation
	5 EN	4 HN	3 MN	2 SN	1 NN			
1. Provides group communication (cooperation, interactions, learning from others).	34	31	25	12	2	104	3.80	HN
2. Uses a variety of functional verbal and non-verbal communication skills.	24	46	21	12	1	104	3.77	HN
3. Gives clear directions and explanations.	27	41	19	12	4	103	3.73	HN
4. Motivates students to ask questions.	30	32	28	10	2	102	3.76	HN
5. Uses questions that lead to analyze, synthesize and think critically.	32	38	18	14	2	104	3.81	HN
6. Accepts varied students viewpoints and/ or asks students to extend or elaborate answers and ideas.	22	34	33	8	6	103	3.56	HN
7. Demonstrates proper listening skills.	24	39	24	10	4	101	3.68	HN
8. Provides feedback to learners in their cognitive performance.	22	39	29	11	2	103	3.66	HN
9. Expresses a positive personal attitude toward the teaching profession.	27	36	26	9	3	101	3.74	HN
Area Mean	-	-	-	-	-	-	**3.72**	**HN**

LEGEND:

4.51 - 5.00 Extremely Needed (EN)
3.51 - 4.50 Highly Needed (HN)
2.51 - 3.50 Moderately Needed (MN)
1.51 - 2.50 Slightly Needed (SN)
1.00 - 1.50 Not Needed (NN)

Comparison of Perceptions of the Two Groups of Respondents on the Training Needs of T.H.E Students

The study looked into the significant difference between the perceptions of the two groups of respondents in terms of the training needs of T.H.E. students along three pedagogies: content, instructional and communicative. Tables 29-31 provide the data on the significant difference between them.

Content. This contains the four components of T.H.E. which are Home Economics, Agriculture and Fishery arts, Industrial Arts and Entrepreneurship.

Under Home Economics, Table 29 shows that both the instructors and students evaluated this component as "highly needed" and obtained a combined mean of 3.68. Agriculture and Fishery arts were viewed differently by respondents. Instructors gave it a weighted mean of 4.19 or "highly needed" while the student gave it a weighted mean of 3.38 or "moderately needed." Along the area of Industrial arts, the group of respondents varied in their assessment. The instructors had an average rating of 4.27 described as highly needed however the students gave it an average of 3.01 or moderately needed. It revealed a combined mean of 3.19 which meant moderately needed. As regards entrepreneurship, the instructors gave it the weighted mean of 4.53 or extremely needed while the students considered this component as "highly needed" as suggested by the weighted mean of 3.97. This resulted to a combined mean of 3.97 or "highly needed".

Table 29

Summary of the Perceptions of the Instructors and Students on the Training Needs of the Students along Content Pedagogy

Topics/ Areas	Respondents Category				Combined Mean/ Interpretation	
	Instructors		Students			
	Mean/Inter-pretation		Mean/Inter-pretation			
1. Home Economics	4.27	HN	3.58	HN	3.68	HN
2. Agriculture and Fishery Arts	4.19	HN	3.38	MN	3.50	MN
3. Industrial Arts	4.27	HN	3.01	MN	3.19	MN
4. Entrepreneurship	4.53	EN	3.87	HN	3.97	HN
Total	**17.26**	**-**	**13.84**	**-**	**14.34**	**-**
Grand Mean	**4.32**	**HN**	**3.46**	**MN**	**3.59**	**HN**
Computed t- value:	4.38					
Critical t-value at α=0.05 & df=6	2.447					
Evaluation:	Significant/ Reject H_o					

LEGEND:

4.51 - 5.00	Extremely Needed (EN)	1.51 - 2.50	Slightly Needed (SN)
3.51 - 4.50	Highly Needed (HN)	1.00 - 1.50	Not Needed (NN)
2.51 - 3.50	Moderately Needed (MN)		

Comparing the responses of the two groups of respondents, the instructors gave all technology areas a grand mean of 4.32 or "highly needed" and the students a grand mean of 3.46 or moderately needed. Over all, the combined grand mean for both the students and instructors perception along content pedagogy resulted to 3.59 which indicates that the students "highly needed" training along content pedagogy. Testing its significance using t-test for independent sample, the computed t- value resulted to 4.38. It proved greater than the critical t-value of 2.447 at 0.05 level of significance with 6 degrees

freedom. Thus, the hypothesis which stated that there is no significant difference between the perceptions of the two groups of respondents in terms of the training needs of T.H.E. students along content pedagogy was rejected.

Instructional. Table 30 contains the summary of the perceptions of respondents on the training needs of students along instructional pedagogy. The topics included the different strategies, methods and techniques in teaching.

Among the 33 topics, both respondents assessed as "highly needed" the following: Demonstration, Panel Discussion, Laboratory/ Experiment, Drill, Dictation/Note taking, Debate, Symposium, Brainstorming, Computer Assisted Instruction, Field Research, Book Research and Self-learning kits. They differed on their assessments on the remaining topics. Comparing the responses of both respondents, instructors deemed students' training as "highly needed", having obtained an area mean of 4.13 while students perceived their training as "moderately needed" with grand mean of 3.36. The combined result was 3.47 or "moderately needed". The test of significance resulted to a computed t- value of 10.844 which was numerically greater than the critical t-value of 2.00 at .05 level of significance with 64 degrees of freedom. It meant that the perceptions of the two groups were significantly different.

Communicative. Table 31 presents the perceptions of the two groups of respondents on the training needs of the students along communicative pedagogy. Both groups of respondents perceived students' training to be "highly

Table 30

Summary of the Perceptions of the Instructors and Students on the Training Needs of the Students along Instructional Pedagogy

Topics/ Areas	Respondents Category				Combined Mean/ Interpretation	
	Instructors		Students			
	Mean/Inter-pretation		Mean/Inter-pretation			
1. Demonstration	4.47	HN	3.97	HN	4.04	HN
2. Panel Discussion	4.18	HN	3.64	HN	3.72	HN
3. Laboratory	4.35	HN	3.67	HN	3.77	HN
4. Projects/Exhibit	4.38	HN	3.43	MN	3.57	MN
5. Lecture	4.19	HN	3.37	MN	3.49	HN
6. Problem Solving	4.44	HN	3.17	MN	3.36	MN
7. Role Playing/Socio-Drama	4.29	HN	2.91	MN	3.11	MN
8. Case Study	4.06	HN	3.14	MN	3.27	MN
9. Field Trip/ Study Tour	4.10	HN	3.62	HN	3.69	MN
10. Dictation/ Note taking	3.69	HN	2.94	MN	3.05	MN
11. Chalk Talk	3.50	MN	2.59	MN	2.72	MN
12. A.V. Assisted Instruction	4.28	HN	3.12	MN	3.29	MN
13. Recitation	4.47	MN	3.75	HN	3.86	MN
14. Drill	4.29	HN	3.11	MN	3.28	MN
15. Educational Games	4.12	HN	3.16	MN	3.30	MN
16. Film- viewing	4.35	HN	3.31	MN	3.46	MN
17. Simulation	4.18	HN	2.87	MN	3.06	MN
18. Skit	4.13	HN	2.90	MN	3.08	MN
19. Resource Person	4.06	HN	3.39	MN	3.49	MN
20. Debate	3.70	HN	3.60	HN	3.61	MN
21. Symposium	4.19	HN	3.51	HN	3.61	MN
22. Small-Group Discussion	4.17	HN	3.35	MN	3.47	HN
23. Buzz Session	3.71	HN	3.09	MN	3.18	MN
24. Brainstorming	4.22	HN	3.64	HN	3.72	MN
25. Committee Works	4.29	HN	3.39	MN	3.52	MN
26. Individualized Instruction	4.06	HN	3.32	MN	3.43	MN
27. Programmed Text	3.82	HN	3.15	MN	3.25	MN
28. Self-learning Kits	4.12	HN	3.65	HN	3.72	MN
29. Independent Study	3.88	HN	3.66	HN	3.69	MN
30. Book Research	4.24	HN	3.76	HN	3.83	HN
31. Field Research	4.25	HN	3.62	HN	3.71	HN
32. Computer Assisted Instruction	4.18	HN	3.92	HN	3.96	HN
33. Tutorial	3.88	HN	3.20	MN	3.30	MN
Total	**136.24**	**-**	**110.92**	**-**	**114.63**	**-**
Grand Mean	**4.13**	**HN**	**3.36**	**MN**	**3.47**	**MN**
Computed t- value:	10.844					
Critical t-value at α= 0.05 & df = 64	2.00					
Evaluation	Significant / Reject H_o					

LEGEND:

4.51 - 5.00	Extremely Needed (EN)	1.51 - 2.50	Slightly Needed (SN)
3.51 - 4.50	Highly Needed (HN)	1.00 - 1.50	Not Needed (NN)
2.51 - 3.50	Moderately Needed (MN)		

Table 31

Summary of the Perceptions of the Instructors and Students on the Training Needs of the Students along Communicative Pedagogy

Topics/ Areas	Respondents Category				Combined Mean/ Interpretation	
	Instructors		Students			
	Mean/Inter-pretation		Mean/Inter-pretation			
1. Provides group communication (cooperation, interactions, learning from others).	4.56	HN	3.80	HN	3.91	HN
2. Uses a variety of functional verbal and non-verbal communication skills.	4.31	HN	3.77	HN	3.62	HN
3. Gives clear directions and explanations.	4.44	HN	3.73	HN	3.82	HN
4. Motivates students to ask questions.	4.31	HN	3.76	HN	3.78	HN
5. Uses questions that lead to analyze, synthesize and think critically.	4.44	HN	3.81	HN	3.79	HN
6. Accepts varied students viewpoints and/ or asks students to extend or elaborate answers and ideas.	4.44	HN	3.56	HN	3.68	HN
7. Demonstrates proper listening skills.	4.25	HN	3.68	HN	3.72	HN
8. Provides feedback to learners in their cognitive performance.	4.31	HN	3.66	HN	3.69	HN
9. Expresses a positive personal attitude toward the teaching profession.	4.44	HN	3.74	HN	3.81	HN
Total	**39.50**	**-**	**33.51**	**-**	**30.54**	**-**
Grand Mean	**4.39**	**HN**	**3.72**	**HN**	**3.82**	**HN**
Computed t- value:	15.817					
Critical t-value at $\alpha = 0.05$ & df = 64	2.12					
Evaluation	Significant / Reject H_o					

LEGEND:

4.51 - 5.00	Extremely Needed (EN)	1.51 - 2.50	Slightly Needed (SN)
3.51 - 4.50	Highly Needed (HN)	1.00 - 1.50	Not Needed (NN)
2.51 - 3.50	Moderately Needed (MN)		

needed" as evidenced by grand means 4.39 and 3.77 (highly needed) giving a combined mean of 3.82 or "highly needed". It can be observed from the table that although the two groups of respondents had the same assessment, the instructors weighted mean is higher than that of the students. The test of significance resulted to a computed t- value of 15.817 which was numerically greater than the critical t- value of 2.12 at .05 level of significance with 16 degrees of freedom. The hypothesis which states that "there is no significant difference on the perceptions of the two respondents on the training needs of the students along communicative pedagogy" was rejected. It meant that the perceptions of the two groups of respondents were significantly different.

Problems Encountered By The Respondents

This study attempted to elicit problems encountered by the two groups of respondents relative to T.H.E. teaching and learning. The responses are summarized and presented in Tables 32-33.

As reflected in Table 32, instructors considered the thirteen identified problems encountered relative to T.H.E. teaching as "highly felt" while the other four was considered 'moderately felt". Among the identified problems, the highest weighted mean was pegged at 4.24, which corresponded to "lack of supplies, materials and devices for teaching". The least weighted mean was pegged at 2.89 with an adjectival interpretation of "moderately felt", which

Table 32

Problems Encountered By T.H.E. Instructors

Topics/ Areas	Respondents					Total	$\bar{X}_w$	Interpre -tation
	5 EF	4 HF	3 MF	2 SF	1 NF			
1. Lack of Supplies, materials and devices for teaching.	8	6	2	1	-	17	4.24	HF
2. Financial constraints of students to make their shop requirements	4	10	1	-	-	15	4.20	HF
3. Inadequate professional training during apprenticeship training in the industry.	4	8	4	2	-	18	3.78	HF
4. Lack of necessary T.H.E. training facilities to meet the required course objectives.	8	6	2	2	-	18	4.11	HF
5. Poor shop structure and lay-out.	4	7	3	4	-	18	3.61	HF
6. Overcrowded rooms due to oversized classes.	5	4	5	2	2	18	3.44	MF
7. Essential repairs of buildings and equipment could not be made	6	7	4	-	-	17	4.12	HF
8. Lack of qualified T.H.E. teachers.	1	5	8	2	1	17	3.18	MF
9. Unequal distribution of Teaching loads	3	4	4	2	2	15	3.27	MF
10. Lack of supervising personnel.	2	6	4	2	5	19	2.89	MF
11. Inadequate tools and equipment.	5	6	5	2	1	19	3.63	HF
12. Poor attitude and values of students.	2	6	8	2	-	18	3.44	HF
13. Unavailability of funds.	5	7	5	2	-	19	3.79	HF
14. Lack of books and other reference materials.	4	8	3	2	-	17	3.82	HF
Area Mean	-	-	-	-	-	-	**3.68**	**HF**

LEGEND:

4.51 - 5.00	Extremely Felt	(EF)	1.51 - 2.50	Slightly Felt	(SF)
3.51 - 4.50	Highly Felt	(HF)	1.00 - 1.50	Not Felt	(NF)
2.51 - 3.50	Moderately Felt	(MF)			

corresponded to "lack of supervising personnel". Generally, the instructors considered the problems encountered relative to T.H.E.

As regards to the students' perception, Table 33 summarizes their responses. From the same table, it can be noted that ten of the identified problems were considered "moderately felt," while the remaining four were considered "highly felt". The highest weighted mean was found to be 3.99, which referred to "financial constraints of the students to make their shop requirements." On the other hand, the lowest weighted mean was pegged at 3.07, which corresponds to "lack of qualified T.H.E. teachers" with an adjectival rating of "moderately felt". As a whole, problems encountered by the students relative to T.H.E. learning were considered by them "moderately felt". This was manifested by the grand mean of 3.95.

Solutions Suggested by the Respondents

The two groups of respondents suggested several solutions to the problems they encountered relative to T.H.E. teaching/learning. These solutions are presented in tables 34 and 35.

Table 34 shows the solutions suggested by the instructors to address the problems they encountered relative to T.H.E. teaching. From the same table, it can be noted that of the fourteen identified solutions, six were "strongly agreed" by the instructors while they "agreed" on the remaining nine solutions. The highest weighted mean was pegged at 4.67, which corresponded to identified

Table 33

Problems Encountered By T.H.E. Students

Topics/ Areas	Respondents					Total	$\bar{X}_w$	Interpre -tation
	5 EN	4 HN	3 MN	2 SN	1 NN			
1. Lack of Supplies, materials and devices for teaching.	24	35	28	9	4	100	3.66	HF
2. Financial constraints of students to make their shop requirements	31	47	22	2	2	104	3.99	HF
3. Inadequate professional training during apprenticeship or OJT in the industry.	14	43	34	12	3	106	3.50	MF
4. Lack of necessary T.H.E. training facilities to meet the required course objectives.	22	39	28	13	4	106	3.58	HF
5. Poor shop structure and lay-out.	14	28	41	21	2	106	3.29	MF
6. Overcrowded rooms due to oversized classes.	19	22	33	22	8	104	3.21	MF
7. Essential repairs of buildings and equipment could not be made	16	21	45	17	5	104	3.25	MF
8. Lack of qualified T.H.E. teachers.	18	24	24	25	14	105	3.07	MF
9. Unequal distribution of teaching loads	18	22	32	29	4	105	3.20	MF
10. Lack of supervising personnel.	16	24	39	20	6	105	3.23	MF
11. Inadequate tools and equipment.	22	31	34	15	4	106	3.49	MF
12. Poor attitude and values of students.	9	33	35	23	5	105	3.17	MF
13. Unavailability of funds.	18	33	36	16	2	105	3.47	MF
14. Lack of books and other reference materials.	29	35	25	8	5	102	3.74	HF
Area Mean	-	-	-	-	-	-	**3.42**	**MN**

LEGEND:

4.51 - 5.00	Extremely Felt	(EF)	1.51 - 2.50	Slightly Felt	(SF)
3.51 - 4.50	Highly Felt	(HF)	1.00 - 1.50	Not Felt	(NF)
2.51 - 3.50	Moderately Felt	(MF)			

Table 34

Suggested Solutions by T.H.E. Instructors Relative to Teaching

Topics/ Areas	Respondents					Total	$\bar{X}_w$	Interpre -tation
	5 EN	4 HN	3 MN	2 SN	1 NN			
1. There should be a realistic plan for supplies and materials acquisition to be implemented in T.H.E. classes.	12	6	-	-	-	18	4.67	SA
2. Develop a profit-sharing and compensation scheme to make proceeds and gains derive from products and services.	11	7	-	-	-	18	4.61	SA
3. The T.H.E curriculum should be made responsive to ensure provision of adequate pre-service training of students majoring T.H.E. to include On- the Job Training during summer.	11	6	-	-	-	17	4.64	SA
4. Procurement of T.H.E. facilities that can meet the required course objectives.	12	6	-	-	-	18	4.67	SA
5. Propose renovation of shop classrooms	8	8	2	-	-	18	4.33	A
6. Break oversize class into manageable group and adjust schedules.	9	6	2	-	-	17	4.41	A
7. Strongly recommend for a review of the budget for the essential repair of the building.	8	6	3	-	-	17	4.29	A
8. Hire teachers and / or maximize the vacant periods of existing teachers provided with service credits or honorarium given.	8	4	4	-	-	16	4.25	A
9. Meet with concerned heads and ensure equal distribution of teaching loads.	7	6	4	-	1	18	4.00	A
10. Conduct demonstration classes to be observed by their peers in teaching.	6	8	2	-	1	17	4.06	A
11. Acquisition of tools and equipment.	12	5	1	-	-	18	4.61	SA
12. Provide motivational techniques and value integration in every lesson.	10	3	4	-	-	17	4.35	A
13. Propose and undertake income generating projects.	8	6	3	-	-	17	4.29	A
14.Purchase of appropriate reference materials for all technology areas of T.H.E.	10	6	2	-	-	18	4.44	A
Area Mean	-	-	-	-	-	-	**4.40**	**A**

LEGEND:

4.51 - 5.00	Strongly Agree	(SA)	1.51 - 2.50	Disagree	(D)
3.51 - 4.50	Agree	(A)	1.00 - 1.50	Strongly Disagree	(SD)
2.51 - 3.50	Undecided	(U)			

solutions, they were" there should be a realistic plan for supplies and materials acquisition to be implemented in T.H.E. classes" and "procurement of T.H.E. facilities that can meet the required course objectives, with an adjectival rating of "strongly agree". On the other hand, the least weighted mean was computed to be 4.40, which denoted for "meet with concerned heads and ensure equal distribution of teaching loads." On the whole, the grand mean was computed to be 4.40, which denoted that the instructors "agreed" that the identified solutions would address the problems encountered by them relative to T.H.E. learning

As gleaned from Table 35, the students "agreed" to all of the fourteen identified solutions to the problems they encountered relative to learning T.H.E. This was being manifested by the grand mean of 4.15. Among the suggested solutions "there should be a realistic plan for supplies for materials acquisition to be implemented in T.H.E. classes" was given the highest weighted mean of 4.50 with an adjectival rating of "agree" while "strongly recommend for a review of the budget for the essential repair of the building" was rated with the least weighted mean of 3.90 with an adjectival rating of "agree".

Table 35

Suggested Solutions by T.H.E. Students Relative to Teaching

Topics/ Areas	Respondents					Total	$\bar{X}_w$	Interpretation
	5 EN	4 HN	3 MN	2 SN	1 NN			
1. There should be a realistic plan for supplies and materials acquisition to be implemented in T.H.E. classes.	64	32	9	1	-	106	4.50	A
2. Develop a profit-sharing and compensation scheme to make proceeds and gains derive from products and services.	40	44	22	-	-	106	4.17	A
3. The T.H.E curriculum should be made responsive to ensure provision of adequate pre-service training of students majoring T.H.E. to include On- the Job Training during summer.	51	42	11	1	1	106	4.33	A
4. Procurement of T.H.E. facilities that can meet the required course objectives.	44	39	21	-	2	106	4.16	A
5. Propose renovation of shop classrooms	29	53	18	4	1	105	4.00	A
6. Break oversize class into manageable group and adjust schedules.	40	49	12	3	2	106	4.15	A
7. Strongly recommend for a review of the budget for the essential repair of the building.	25	50	26	2	2	105	3.90	A
8. Hire teachers and / or maximize the vacant periods of existing teachers provided with service credits or honorarium given.	33	41	29	2	1	106	3.97	A
9. Meet with concerned heads and ensure equal distribution of teaching loads.	33	41	28	2	1	105	3.98	A
10. Conduct demonstration classes to be observed by their peers in teaching.	37	55	10	3	1	106	4.17	A
11. Acquisition of tools and equipment.	38	51	11	3	2	105	4.14	A
12. Provide motivational techniques and value integration in every lesson.	48	46	9	3	-	106	4.31	A
13. Propose and undertake income generating projects.	28	46	28	3	1	106	3.92	A
14.Purchase of appropriate reference materials for all technology areas of T.H.E.	55	41	7	1	2	106	4.38	A
Area Mean	-	-	-	-	-	-	**4.15**	**A**

LEGEND:

4.51 - 5.00	Strongly Agree	(SA)	1.51 - 2.50	Disagree	(D)
3.51 - 4.50	Agree	(A)	1.00 - 1.50	Strongly Disagree	(SD)
2.51 - 3.50	Undecided	(U)			

Implications of the Findings of the Study

Ideal learning activities in T.H.E. should ensure that the students undergo meaningful learning experiences. This study which aims to assess the training needs of the instructors and the students in T.H.E. have found out data from the investigation which gives implications on the T.H.E. curriculum, teaching and learning.

The T.H.E. instructors moderately needed training on the Content and Instructional Pedagogies and highly needed training on Communicative Pedagogy. Their average knowledge, skills and abilities means they still need to equip them-selves on their major field of specialization and discover other teaching methods that will aid in delivering their lessons successfully. This shows also lack of competence especially in communication.

The students training on Content and Communicative Pedagogy were highly needed while moderate on Instructional Pedagogy. Their experiences in T.H.E. curriculum did not meet their needs. On the other hand, they were exposed to different techniques and strategies in teaching.

A significant difference between the training needs of the instructor-respondents and student-respondents implies that the T.H.E. instructors had superior knowledge than that of the students. The teacher was seen as the role model and authority in the classroom. The findings prove that the students' ability on the content, instructional and communicative pedagogies can be ascribed to the instructors' competence. Furthermore, a remarkable finding

indicated that the instructors and students alike highly needed entrepreneurship. A dig on this component to have in-depth knowledge and application is a challenge facing the concerned authorities in the academe.

Computer Education was marked extremely needed which implies that instructors and students should do something to keep abreast with the modern times for they cannot let to just be left behind.

Demonstration and Computer Assisted Instruction were the methods instructors and students needed most. Instructors have to know what and how to apply this method in their lessons for they contribute to effective teaching.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the findings of the study, the conclusions that were generated based on the findings and the corresponding recommendations of the study.

Summary of Findings

The following are the salient findings of the study:

1. The average age of the instructor-respondents was posted at 46.53 years with a standard deviation of 8.98 years. For the students' group, their average age was 19.23 years with a SD of 1.84 years.

2. As to sex, out of 19 instructors, 13 or 68.42 percent were females and six or 31.58 percent were males. For the student-respondents, most were likewise females, that is, 98 out of 106 or 92.45 percent, and eight or 7.54 percent were males.

3. Majority of the instructors was married, that is 16 out of 19 or 84.21 percent. However, there were two or 10.53 percent widows and one or 5.26 percent single. For the students' group, most of them were single comprising 100 out of 109 or 94 percent and only six or 5.66 percent of the group were married.

4. Instructors' highest positions were Associate Professor III and V, which comprised the majority or three out of 19 or 15.79 percent each of the group.

5. Four of the instructor-respondents were designated as plant director, assistant dean, guidance counselor and hall in-charge. The rest which totaled to 15 or 78.95 percent of the group did not have any local designation.

6. The highest educational attainment of instructors shows that most of them took advanced education in masteral and doctoral degrees. Only three or 15.79 percent of the group were bachelor's degree holders.

7. The instructors had their majors across the areas in T.H.E. such as Garments, Food Technology, Home Economics, Industrial Arts, Electronics, Automotive, Machine Shop, Drafting and Cosmetology. None of them had T.H.E. as a major.

8. Of the 19 instructors, 12 or 63.16 of the group were non-minors. There were two or 10.53 percent of the group who were minor in either Home Economics or Garments, and the remaining three were minor each in Furniture, Drawing, and Chemistry.

9. The instructors' number of years in teaching T.H.E. varied. The longest year was 36 years while the shortest was one year. On the average, the instructors' group had 11.11 years teaching experience in T.H.E. with an SD of 10.39 years.

10. The average teaching experience of the instructors was pegged at 21.47 years with an SD of 5.44 years.

11. In terms of number of seminars attended, only six out of 19 or 31.57 percent of the instructor-respondents were able to undergo in-service trainings with time duration of one to three days, and one year. Moreover, 13 or 68.42 percent did not have any training at all. Of the 106 student-respondents, 44 were able to attend a seminar of 1, 2, 3, and 9 days duration and 62 or 58.49 percent have not attended seminars in T.H.E.

12. Relative to the extent to which the instructors need training along content pedagogy, the instructors themselves assessed all the four T.H.E. components as "highly needed" giving it a grand mean of 3.99; the students deemed all four components to be "moderately needed" by the instructors as evidenced by a grand mean of 3.46.

13. The extent of training needed by the instructors along instructional pedagogy was perceived by them as "highly needed" having obtained an area mean of 3.67 while the students perceived instructors' training as "moderately needed" with area mean 3.29.

14. Along communicative pedagogy, the instructors assessed their training as "highly needed" with area mean 4.18. Likewise, the students perceived instructors' training as "highly needed" as evidenced by the total mean of 3.66.

15. The summarized perceptions of the two groups of respondents on the training needs of T.H.E. instructors along content pedagogy yielded an overall mean of 3.43 interpreted as "moderately needed". The computed t- value of 6.137 proved to be numerically greater than the critical t- value of 2.447 at .05 level of significance with 6 degrees of freedom. Thus, hypothesis that "there is no significant difference in the perceptions of the instructors and students on the training needs of the T.H.E. instructors along content pedagogy" was rejected.

16. The combined means for the perceptions of both respondents on the training needs of instructors along instructional pedagogy resulted to 3.34 which meant "moderately needed". When it was tested for its significance using t-test, it turned out to be 4.963 which proved numerically greater than the critical t-value of 2.00 at $\alpha = .05$ with 64 degrees of freedom. The hypothesis therefore that "there is no significant difference between the instructors and students perception on the training needs of the T.H.E. instructors" was rejected.

17. As regards communicative pedagogy, the combined mean of the two groups of respondents came out 3.72 or "highly needed'. The test of significance using t-test showed a computed t- value of 12.408 which was numerically greater than the critical t-value of 2.12 at .05 level of significance with 16 degrees freedom. Hence, the hypothesis which stated that "there is no significant difference between the perceptions of the two groups of respondents on T.H.E. instructors training needs along communicative pedagogy" was rejected.

18. The training needs of the students on the four technology components/areas were perceived by instructors extremely needed on entrepreneurship having acquired the highest weighted mean of 4.53. Followed by Home Economics, and Agricultural Arts and Fishery Arts with area mean of 4.27 and then Industrial Arts with area mean of 4.19, the three components being interpreted as "highly needed". Over all, it yielded a grand mean of 4.32 or "highly needed". Students themselves perceived training in Home Economics and Entrepreneurship as highly needed with area mean 3.58 and 3.87 and moderately needed training in Agriculture and Fishery Arts, and Industrial Arts as evidenced by area mean 3.21 and 3.01,respectively.

19. In terms of students' training on instructional pedagogy, the instructors rated them "highly needed" as evidenced by area mean of 4.13; the students themselves perceived training as "moderately needed" with an area mean of 3.36.

20. As indicated by the instructors, the students' training on communicative pedagogy obtained a mean of 4.39, which meant that training on this area was "highly needed". This indication was concurred with by the students posting a mean of 3.7, which meant "highly needed".

21. The summarized responses of the two groups of respondents on students training along content pedagogy turned out to be "highly needed" having a combined mean of 3.59. The computed t- value of 4.38 proved greater than the critical t- value of 2.447 at α=.05 with 64 degrees of freedom. Thus, the

hypothesis which stated that "there is no significant difference between the perceptions of the two groups of respondents in terms of the training needs of T.H.E. students along content pedagogy" was rejected.

22. With regards to students' training along instructional pedagogy, the respondents combined means was 3.47 interpreted as "highly needed". The hypothesis that "there is no significant difference between the perceptions of the two groups of respondents on the students' training needs along instructional pedagogy" was rejected. It was revealed by the computed t- value of 10.844 which was numerically greater than the critical t-value of 2.00 at α=.05 with 64 degrees freedom.

23. Along communicative pedagogy, students' training was perceived by the two groups of respondents as "highly needed as evidenced by a combined mean pegged at 3.82. Using t- test, the computed t- value was 15.817 which was numerically greater than the critical t- value of 2.12 at α=.05 with 16 degrees of freedom. Hence, the hypothesis which states that "there is no significant difference between instructors and students perception on the training needs of the T.H.E. students" was rejected.

24. As to the problems encountered by both respondents, students' financial constraints to meet shop requirements and instructors' lack of supplies, materials and devices for teaching hamper their effectiveness in teaching and learning T.H.E. The instructors group considered the 14 identified problems as

"highly felt" being manifested by the grand mean of 3.68; however, the students "moderately felt" the problems encountered as revealed by the area mean of 3.42.

25. The instructors "strongly agreed" on two solutions that "there should be a realistic plan for supplies and materials acquisition to be implemented in T.H.E. classes" and "procurement of T.H.E. facilities that can meet the required course objectives" as evidenced by the highest weighted mean of 4.67. Likewise students "agree" on the first mentioned solution by the instructors rating it the highest weighted mean of 4.50 and also "agree" on the solution "purchase of appropriate reference materials for all technology areas in T.H.E." having obtained the weighted mean of 4.38. In general, identified suggested solutions on the problems met in teaching and learning T.H.E. were "agreed" upon by the instructor and student respondents. This was manifested by the area means of 4.40 and 4.15, respectively.

Conclusions

Based on the aforesaid findings, the following conclusions were drawn:

1. The typical instructor-respondent of the study was female; in her mid-40's, married; Associate Professor III or V; no local designation; with MA/MS units; a major of any of the following: Food Technology, Home Economics, Industrial Arts, Electronics, Automotive, Machine Shop, Garments, Drafting, Drawing, and Cosmetology; had taught T.H.E. for more or less 11

years; had a total teaching experience of more or less 21 years; and had no relevant trainings or seminars attended.

2. The typical T.H.E. students' age ranged from 17 to 21 years old; female; single; and given little opportunity to experience or attend T.H.E. seminar and workshops.

3. The training needs of T.H.E. instructors along the four components were high in "Foods and Applied Nutrition" (Home Economics), "Handicraft" (Industrial Arts), "Fish Preservation" (Agriculture and Fishery Arts), and extreme in "Computer Education" (Entrepreneurship). In general, the instructors "moderately needed" training along content pedagogy. They have average knowledge, skills and values about their craft which they could supply or impart in teaching students. But the saying tells us that to be good is not enough; they need not rest until good becomes better and better becomes best.

4. The instructors need more training on the "Demonstration Method" and not so much in "Chalk Talk". They "moderately needed" training along the ability to use the teaching strategies, methods and techniques in teaching. This shows that they have not exercised discovering and finding out different methods to suit many lessons of the different learning units/areas in T.H.E.

5. Both respondents considered communicative pedagogy as instructor's weakest among the pedagogical areas. Instructors have to provide group communication and learn to improve on other communication skills. The

fact that this area greatly contribute to the success in teaching, instructors should face this challenged in order to be competent.

6. The two groups of respondents had different assessments on the instructors' training need along the three pedagogical areas. This shows that the students acknowledged that their mentors were more competent than they were and regarded them as the key authority in the teaching – learning situation.

7. Students' training needs along the four areas of T.H.E. reveals that in Home Economics the highest was "Culinary arts", in Industrial Arts "Handicraft"; then in Agriculture and Fishery Arts, it was "Plant Production", and in Entrepreneurship which is the most needed T.H.E. component the highest was "Computer Education". Students "highly needed" training along content pedagogy reveals that just like their instructors, they have not acquired the necessary skills, knowledge and values on their field of specialization so they can be better on their chosen career.

8. The students' training needs along instructional pedagogy were also highest on "Demonstration Method" and less in "Chalk Talk". This same findings with that of the instructors reveals that there were few methods, maybe old ones, that instructors keep on using or repeating in their lesson presentation without bothering to apply new ones or different strategies that is more appropriate to the subject matter. As a result they got the same findings. They "moderately needed" training along this area.

9. Training along communicative pedagogy was "highly needed by the student respondents. They have to get exposure and be master on this area while experiencing learning in the T.H.E. curriculum since it will serve as their training ground. They cannot be good teachers if they will not improve on their communication abilities.

10. The significant difference between the perceptions of the two groups of respondents reveals that instructors have not yet completely grasped their students' capabilities. On the other hand, the students have been able to explore to show their potentials and that the indication is that there are yet many things students can do to optimize their learning. This could happen when both respondents would work out on this difference.

11. For instructors and students to meet goals and objectives in teaching and learning, problems encountered must be resolved and must be given attention by authorities involved including instructors' and students' cooperation to act on the initial step.

12. The suggested solutions will put things into their places, the process of finding light on the problems encountered will happen only through high quality concern in the academe.

13. Having known the result of the investigation, that is, the training needs of T.H.E. instructors and students along content, instructional and communicative pedagogies, a training program maybe developed or a model for the ideal learning activities should take place. Necessary revisions of the

curriculum program to keep pace with the present needs of the students and with the current time have to be favored. This also entails instructors and students to admit their weakness and consider their strengths so they will be motivated to do what is expected of them.

Recommendations

The following recommendations were formulated based on the abovementioned findings and conclusions:

1. There should be a realistic and functional staff development program for T.H.E. instructors to ensure their professional growth. Provisions for attending seminars, conferences and trainings should be included.

2. The T.H.E. curriculum must be checked if all learning areas are included in its course content. This is to ensure that T.H.E. graduates will be able to handle any of the four areas in T.H.E. when they are in the field of teaching. For teachers, Entrepreneurial Management must be given emphasis for further enrichment of the T.H.E. curriculum

3. Develop comprehensive competency based pre-service and in-service training program for T.H.E. majors in college and T.H.E. instructors particularly along the areas of communicative pedagogy, content pedagogy, and in methods, techniques, and strategies used in teaching the program.

4. There is a need for thorough screening upon students' entrance to their respective course, particularly along technical skills and communicative

ability, as well as the instructors , particularly along instructional pedagogy and language competency, before they get their respective positions.

5. Instructors should have a continuous evaluation or analysis of their performance in teaching T.H.E. so that they could improve their weak points and enhance their strong points.

6. School heads should find ways and means to have sufficient funds to improve physical facilities, tools, and equipments used in the program. They could initiate fund-raising projects.

7. Similar studies be conducted correlating performance in the Licensure Examination for Teachers.

8. Schools offering T.H.E. program must establish sustained and operational linkage with industries in the region that will catch the turn out of graduates of the program, initially for training, and later, for employment.

9. A research on the employability of T.H.E. graduates and their quality of performance could be conducted.

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APPENDICES

APPENDIX A

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

April 29,2004

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

Ma'am:

In my earnest desire to start writing my thesis proposal, I have the honor to submit for approval one of the following research problems, preferably No 1:

1. THE TRAINING NEEDS OF T.H.E. INSTRUCTORS AND STUDENTS OF STATE COLLEGES IN THE PROVINCE OF SAMAR

2. EMPLOYMENT OPPORTUNITIES FOR HOME ECONOMICS GRADUATES IN REGION VIII

3. THE COMPETENCIES OF HOME ECONOMICS TEACHERS IN THE DIVISION OF SAMAR

I hope for your early and favorable action on this request.

Very truly yours,

(Sgd.) JANET R. DIAZ
Researcher

Approved:

(Sgd.) **MARILYN D. CARDOSO, Ph.D.**
Dean, Graduate Studies

APPENDIX B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

COLLEGE OF GRADUATE STUDIES

Assignment of Adviser

April 30, 2004

Dear Dr. Cardoso,

Please be informed that you have been designated as adviser of Janet R. Diaz candidate for the degree in M.A. -Home Economics who proposes to write a thesis on THE TRAINING NEEDS OF T.H.E. INSTRUCTORS AND STUDENTS OF STATE COLLEGES IN THE PROVINCE OF SAMAR.

Thank you for your cooperation.

Very truly yours,

(Sgd.)**MARILYN D. CARDOSO,Ph.D.**
Dean

CONFORME:

(Sgd.) **MARILYN D. CARDOSO, Ph.D.**
Adviser

APPENDIX C

November 10, 2004

BONIFACIO S VILLANUEVA, Ph.D.
University President
Eastern Visayas State University

Sir:

Greetings!

May I have the honor to request permission to validate my research instrument in your prestigious institution on November 18 and 19, 2004. The proposed respondents will be all instructors teaching Technology and Home Economics and T.H.E. students in all year levels.

This request is made in connection with the study I am undertaking entitled, " Training Needs of Technology and Home Economics Instructors and Students of State University and Colleges in Samar" in partial fulfillment of the requirements for the degree Master of Arts in Education, Major in Home Economics at the Samar State University, Catbalogan, Samar.

I am looking forward for your favorable action on this matter.

Thank you very much.

Very truly yours,

(Sgd.) **JANET R. DIAZ**
Researcher

NOTED:

(Sgd.) **MARILYN D. CARDOSO, Ph.D.**
Dean, SSU Graduate Studies

APPROVED:

(Sgd.) **BONIFACIO S. VILLANUEVA, Ph. D.**
University President

APPENDIX D

SAMAR STATE UNIVERSITY
Catbalogan, Samar

December 13, 2004

SOCORRO O. BOHOL, Ph. D.
President
Samar State College of Agriculture and Forestry

Thru The Dean
College of Education
SSCAF

Sir / Madam:

The undersigned is presently undertaking a research entitled: "Training needs of Techonology and Home Economics Instructors and Students of State University and Colleges in Samar" as requirement for the Degree Master of Arts in Education at the Samar State University, Catbalogan, Samar.

It is humbly requested that she be allowed to administer questionnaires to the respondents of the study who are under some jurisdiction. The respondents are Technology and Home Economics Instructors and students.

I am looking forward for your favorable action on this matter. Thank you very much.

Very truly yours,

(Sgd.) **JANET R. DIAZ**
Researcher

Noted by:

(Sgd.) **MARILYN D. CARDOSO, Ph. D.**
Dean, Graduate Studies

APPROVED:

(Sgd.) **SOCORRO O. BOHOL, Ph. D.**
President

SAMAR STATE UNIVERSITY
Catbalogan, Samar

December 13, 2004

EDUARDO CAILO, Ed.D.
President
Tiburcio Tansenco Memorial Institute of Science and Technology

Thru The Dean
College of Education
TTMIST

Sir / Madam:

The undersigned is presently undertaking a research entitled: "Training Needs of Techonology and Home Economics Instructors and Students of State University and Colleges in Samar" as requirement for the Degree Master of Arts in Education at the Samar State University, Catbalogan, Samar.

It is humbly requested that she be allowed to administer questionnaires to the respondents of the study who are under some jurisdiction. The respondents are Technology and Home Economics Instructors and students.

I am looking forward for your favorable action on this matter. Thank you very much.

Very truly yours,

(Sgd.) **JANET R. DIAZ**
Researcher

Noted by:

(Sgd.) **MARILYN D. CARDOSO, Ph. D.**
Dean, Graduate Studies

APPROVED:

(Sgd.) **EDUARDO CAILO, Ed.D.**
President

APPENDIX E

SURVEY QUESTIONNAIRE

(*For Instructors*)

PART I PERSONAL INFORMATION

Direction: Supply the needed information below. Please do not leave any item unanswered.

1. **Name** _____ 2. **Age** _____ 3. **Sex** _____
2. **Civil Status** _____ 5. **Position** _____
6. **Local Designation** *(If any)* _____
7. **Educational Background** *(Please check, if applicable)*

☐ Baccalaureate Degree : _____
Major: _____ Minor: _____

☐ With Units in MA/MS
Degree Pursued: _____
Major : _____ Minor: _____

☐ MA/MS Degree: _____
Major: _____ Minor: _____

☐ With Units in Ph.D./ Ed. D.
Major: _____ Minor: _____

☐ Ph.D./ Ed.D. Degree : _____
Major: _____Minor: _____

8. **Name of School** _____
9. **School Address** _____
10. **Teaching Experience as T.H.E. Instructor**: _____
11. **No. of Years in Teaching Service** _____
12. **Seminars Attended** *(use separate sheet, if necessary)*

Title of Seminar/Training	*Period*	*Sponsoring agency*
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

PART II TRAINING NEEDS OF T.H.E. INSTRUCTORS AND STUDENTS

Direction: To what extent do you and your students need training in each of the listed technology areas of T.H.E. Please identify the extent to which you and your students need training in each of the listed indicators by checking the column using the following scales:

5 - Extremely Needed (EN)
4 - Highly Needed (HN)
3 - Moderately Needed (MN)
2 - Slightly Needed (SN)
1 - Not Needed (NN)

A. CONTENT PEDAGOGY

Your training needs and that of your students in terms of the knowledge, skills and values on the following specific learning competencies:

YOUR TRAINING NEEDS					INDICATORS / TOPICS	YOUR STUDENTS' TRAINING NEEDS				
5 EN	4 HN	3 MN	2 SN	1 NN		5 EN	4 HN	3 MN	2 SN	1 NN
					1. HOME ECONOMICS					
					1.1 Home & Family Living					
					1.2 Housing & Family Economics					
					1.3 Foods & Applied Nutrition					
					1.4 Basic Clothing					
					1.5 Home Mgt. & Child Care					
					1.6 Food Service Management					
					1.7 Garment Construction, Related Crafts and Recycling					
					1.8 Cosmetology					
					1.9 Culinary Arts					

YOUR TRAINING NEEDS					INDICATORS / TOPICS	YOUR STUDENTS' TRAINING NEEDS				
5 EN	4 HN	3 MN	2 SN	1 NN		5 EN	4 HN	3 MN	2 SN	1 NN
					1.10 Nursing Arts					
					2. AGRICULTURE AND FISHERY ARTS 2.1 Plant Production					
					2.2 Animal Production					
					2.3 Fish Production 2.3.1 Fish Capture					
					2.3.2 Fish Culture					
					2.3.3 Fish {Preservation					
					3. INDUSTRIAL ARTS 3.1 Drafting					
					3.2 Handicraft					
					3.3 Wood working					
					3.4 Metal works					
					3.5 Electricity					
					3.6 Electronics					
					3.7 Automotive					
					3.8 Civil Technology					
					4 ENTREPRENEURSHIP 4.1 Entrepreneurial Activities					
					4.2 Entrepreneurial Management					
					4.3 Business Management					
					4.4 Computer Education					

B. INSTRUCTIONAL PEDAGOGY

YOUR TRAINING NEEDS					INDICATORS / TOPICS	YOUR STUDENTS' TRAINING NEEDS				
5 EN	4 HN	3 MN	2 SN	1 NN		5 EN	4 HN	3 MN	2 SN	1 NN
					The Ability to use the following strategies / techniques / methods in teaching:					
					1. Demonstration					
					2. Panel Discussion					
					3. Laboratory / Experiment					
					4. Projects / Exhibit					
					5. Lecture					
					6. Problem Solving					
					7. Role Playing / Socio- drama					
					8. Case Study					
					9. Field trip / Study tour					
					10. Dictation / Note taking					
					11. Chalk talk					
					12. A.V. Assisted Instruction					
					13. Recitation					
					14. Drill					
					15. Educational Games					
					16. Film- Viewing					
					17. Simulation					
					18. Skit					
					19. Resource Person					
					20. Debate					
					21. Symposium					
					22. Small – group discussion					
					23. Buzzy Session					
					24. Brainstorming					
					25. Committee Works					
					26. Individualized Instruction					
					27. Programmed Text					
					28. Self – learning kits					
					29. Independent Study					
					30. Book Research					
					31. Field Research					

YOUR TRAINING NEEDS					INDICATORS / TOPICS	YOUR STUDENTS' TRAINING NEEDS				
5 EN	4 HN	3 MN	2 SN	1 NN		5 EN	4 HN	3 MN	2 SN	1 NN
					32.Computer Assisted Instruction					
					33.Tutorial					

C. COMMUNICATIVE PEDAGOGY

YOUR TRAINING NEEDS					INDICATORS / TOPICS	STUDENTS' TRAINING NEEDS				
5 EN	4 HN	3 MN	2 SN	1 NN		5 EN	4 HN	3 MN	2 SN	1 NN
					Communicative skills relative to the following:					
					1. Provides group communication (cooperation, interactions, learning from others)					
					2. Uses a variety of functional verbal and non- verbal communication skills.					
					3. Gives clear directions and explanations.					
					4. Motivates students to asks questions					
					5. Uses questions that lead to analyze, synthesize and think critically on questions posed by the teacher.					
					6. Accepts varied viewpoints and / or extend or elaborate answers or ideas.					
					7. Demonstrates proper listening skills..					
					8. Provides feedback to learners in their cognitive performance.					
					9. Expresses a positive attitude toward the teaching profession.					

PART III - Problems Encountered Relative to Teaching and Learning

To what extent do you feel the following problems relative to the teaching of T.H.E. Check the number under the column which most appropriately corresponds to your response, such as:

5	-	Extremely felt	(EF)
4	-	Highly felt	(HF)
3	-	Moderately felt	(MF)
2	-	Slightly felt	(SF)
1	-	Not felt	(NF)

Problems Encountered by T.H.E Instructors and Students	5 (EF)	4 (HF)	3 (MF)	2 (SF)	1 (NF)
1. Lack of supplies and materials for teaching devices of instructors and projects of students					
2. Financial constraints of students to make their shop projects.					
3. Inadequate professional training during apprenticeship training in industry.					
4. Lack of necessary T.H.E. training facilities to meet the required course objectives.					
5. Poor shop structure and lay – out.					
6. Overcrowded rooms due to oversized classes.					
7. Essential repairs of buildings and equipment could not be made.					
8. Lack of qualified T.H.E teachers.					
9. Unequal distribution of teaching loads.					
10. Lack of supervising personnel					
11. Inadequate tools and equipment					
12. Poor attitude and values of students					
13. Inavailability of funds					
14. Lack of books and other reference materials					

OTHERS: (Please specify)

_____

_____

_____

_____

_____

PART IV – Suggestions on the Problems Encountered by T.H.E Instructors and Students

To what extent do you agree with the following suggested solutions to the problems encountered by the T.H.E. instructors and students relative to teaching and learning.

5-	Strongly Agree	(SA)
4-	Agree	(A)
3-	Undecided	(U)
2-	Disagree	(D)
1-	Strongly Disagree	(SD)

Suggested Solutions to Problems Encountered by T.H.E. Instructors and Students	**5 (SA)**	**4 (A)**	**3 (U)**	**2 (D)**	**1 (SD)**
1. There should be a realistic plan for supplies and materials acquisition to be implemented in T.H.E. classes.					
2. Develop a profit – sharing and compensation scheme to make proceeds and gains derive from products and services.					
3. The T.H.E. curriculum should be made responsive to ensure provision of adequate pre – service training of students majoring T.H.E. to include On – the Job training during summer.					
4. Procurement of T.H.E. facilities that can meet the required course objectives.					
5. Propose renovation of shop classrooms.					
6. Break oversize class into manageable group and adjust schedules.					
7. Strongly recommend for a review of the budget for the essential repair of the building.					
8. Hire teachers and/or maximize the vacant periods of existing teachers provided with service records or honorarium given.					
9. Meet with concerned heads and ensure equal distribution of teaching loads					
10. Conduct demonstration classes to be observed by their peers in teaching.					
11. Acquisition of tools and equipment.					

Suggested Solutions to Problems Encountered by T.H.E. Instructors and Students	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
12. Provide motivational techniques and value integration in every lesson.					
13. Propose and undertake income generating projects.					
14. Purchase of appropriate reference materials for all technology areas of T.H.E.					

OTHERS (Please Specify):

Thank You Very Much!
GOD BLESS YOU!!!

SURVEY QUESTIONNAIRE
(*For Students*)

PART I PERSONAL INFORMATION
Direction: Supply the needed information and please do not leave any item unanswered.

1. **Name**_____

2. **Age**_____ 3. **Sex**_____ 4. **Civil status**_____

5. **Name of School** _____

6. **Address of School**: _____

7. **Course and Major**: _____ 8. **Year Level** _____

9. **Minor Course** *(If any)*_____

10. **Seminars Attended**

Title of Seminar/Training	Period	Sponsoring Agency

PART II TRAINING NEEDS OF T.H.E. INSTRUCTORS AND STUDENTS

Direction: To what extent do you and your instructors need training in each of the technology areas of T.H.E. Please identify the extent to which you and your instructors need training in each of the listed indicators by checking the column using the following scales:

5 - Extremely Needed (EN)
4 - Highly Needed (HN)
3 - Moderately Needed (MN)
2 - Slightly Needed (SN)
1 - Not Needed (NN)

A. CONTENT PEDAGOGY

Your training needs and that of your students in terms of the knowledge, skills and values on the following specific learning competencies:

YOUR TRAINING NEEDS					INDICATORS / TOPICS	YOUR INSTRUCTORS' TRAINING NEEDS				
5 EN	4 HN	3 MN	2 SN	1 NN		5 EN	4 HN	3 MN	2 SN	1 NN
					1. HOME ECONOMICS					
					1.1 Home & Family Living					
					1.2 Housing & Family Economics					
					1.4 Foods & Applied Nutrition					
					1.4 Basic Clothing					
					1.10 Home Mgt. & Child Care					
					1.11 Food Service Management					
					1.12 Garment Construction, Related Crafts and Recycling					
					1.13 Cosmetology					
					1.14 Culinary Arts					

YOUR TRAINING NEEDS					INDICATORS / TOPICS	YOUR INSTRUCTORS' TRAINING NEEDS				
5 EN	4 HN	3 MN	2 SN	1 NN		5 EN	4 HN	3 MN	2 SN	1 NN
					1.10 Nursing Arts					
					2. AGRICULTURE AND FISHERY ARTS 2.1 Plant Production					
					2.2 Animal Production					
					2.4 Fish Production 2.3.1 Fish Capture					
					2.3.2 Fish Culture					
					2.3.3 Fish {Preservation					
					3. INDUSTRIAL ARTS 3.1 Drafting					
					3.2 Handicraft					
					3.3 Wood working					
					3.4 Metal works					
					3.5 Electricity					
					3.6 Electronics					
					3.7 Automotive					
					3.8 Civil Technology					
					4. ENTREPRENEURSHIP 4.1 Entrepreneurial Activities					
					4.2 Entrepreneurial Management					
					4.3 Business Management					
					4.4 Computer Education					

C. INSTRUCTIONAL PEDAGOGY

YOUR TRAINING NEEDS					INDICATORS / TOPICS	YOUR INSTRUCTORS' TRAINING NEEDS				
5 EN	4 HN	3 MN	2 SN	1 NN		5 EN	4 HN	3 MN	2 SN	1 NN
					The Ability to use the following strategies / techniques / methods in teaching:					
					1. Demonstration					
					2. Panel Discussion					
					3. Laboratory / Experiment					
					4. Projects / Exhibit					
					5. Lecture					
					6. Problem Solving					
					7. Role Playing / Socio- drama					
					8. Case Study					
					9. Field trip / Study tour					
					10. Dictation / Note taking					
					11. Chalk talk					
					12. A.V. Assisted Instruction					
					13. Recitation					
					14. Drill					
					15. Educational Games					
					16. Film- Viewing					
					17. Simulation					
					18. Skit					
					19. Resource Person					
					20. Debate					
					21. Symposium					
					22. Small – group discussion					
					23. Buzzy Session					
					24. Brainstorming					
					25. Committee Works					
					26. Individualized Instruction					
					27. Programmed Text					
					28. Self – learning kits					
					29. Independent Study					
					30. Book Research					

YOUR TRAINING NEEDS					INDICATORS / TOPICS	STUDENTS' TRAINING NEEDS				
5 EN	4 HN	3 MN	2 SN	1 NN		5 EN	4 HN	3 MN	2 SN	1 NN
					31.Field Research					
					32.Computer Assisted Instruction					
					33.Tutorial					

C. COMMUNICATIVE PEDAGOGY

YOUR TRAINING NEEDS					INDICATORS / TOPICS	STUDENTS' TRAINING NEEDS				
5 EN	4 HN	3 MN	2 SN	1 NN		5 EN	4 HN	3 MN	2 SN	1 NN
					Communicative skills relative to the following:					
					1. Provides group communication (cooperation, interactions, learning from others)					
					2. Uses a variety of functional verbal and non- verbal communication skills.					
					3. Gives clear directions and explanations.					
					4. Motivates students to asks questions					
					5. Uses questions that lead to analyze, synthesize and think critically on questions posed by the teacher.					
					6. Accepts varied viewpoints and / or extend or elaborate answers or ideas.					
					7. Demonstrates proper listening skills..					
					8. Provides feedback to learners in their cognitive performance.					
					9. Expresses a positive attitude toward the teaching profession.					

PART III - Problems Encountered Relative to Teaching and Learning

To what extent do you feel the following problems relative to the teaching of T.H.E. Check the number under the column which most appropriately corresponds to your response, such as:

5	-	Extremely felt	(EF)
4	-	Highly felt	(HF)
3	-	Moderately felt	(MF)
2	-	Slightly felt	(SF)
1	-	Not felt	(NF)

Problems Encountered by T.H.E Instructors and Students	5 (EF)	4 (HF)	3 (MF)	2 (SF)	1 (NF)
1. Lack of supplies and materials for teaching devices of instructors and projects of students					
2. Financial constraints of students to make their shop projects.					
3. Inadequate professional training during apprenticeship training in industry.					
4. Lack of necessary T.H.E. training facilities to meet the required course objectives.					
5. Poor shop structure and lay – out.					
6. Overcrowded rooms due to oversized classes.					
7. Essential repairs of buildings and equipment could not be made.					
8. Lack of qualified T.H.E teachers.					
9. Unequal distribution of teaching loads.					
10. Lack of supervising personnel					
11. Inadequate tools and equipment					
12. Poor attitude and values of students					
13. Inavailability of funds					
14. Lack of books and other reference materials					

OTHERS: (Please specify)

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PART IV – Suggestions on the Problems Encountered by T.H.E Instructors and Students

To what extent do you agree with the following suggested solutions to the problems encountered by the T.H.E. instructors and students relative to teaching and learning.

5-	Strongly Agree	(SA)
4-	Agree	(A)
3-	Undecided	(U)
2-	Disagree	(D)
2-	Strongly Disagree	(SD)

Suggested Solutions to Problems Encountered by T.H.E. Instructors and Students	**5 (SA)**	**4 (A)**	**3 (U)**	**2 (D)**	**1 (SD)**
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2. Develop a profit – sharing and compensation scheme to make proceeds and gains derive from products and services.					
3. The T.H.E. curriculum should be made responsive to ensure provision of adequate pre – service training of students majoring T.H.E. to include On – the Job training during summer.					
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13. Propose and undertake income generating projects.					
14. Purchase of appropriate reference materials for all technology areas of T.H.E.					

OTHERS (Please Specify):

_____

_____

_____

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_____

Thank You Very Much!
GOD BLESS YOU!!!

CURRICULUM VITAE

NAME	:	**JANET RIVERA DIAZ**
AGE	:	25 years old
DATE OF BIRTH	:	January 27, 1980
ADDRESS	:	Purok 4 Brgy. Maulong
		Catbalogan, Samar
CIVIL STATUS	:	Single
FATHER	:	Eufracio Truelda
MOTHER	:	Maria Diaz
BROTHERS	:	Jonathan D. Truelda
		Jonil D. Truelda
		Joven D. Truelda (deceased)

EDUCATIONAL BACKGROUND

ELEMENTARY	:	Catbalogan I Central Elementary School
		1986 - 1992
SECONDARY	:	Samar National School
		1992-1996
COLLEGE	:	Samar State Polytechnic College
		Catbalogan, Samar
		1996-2000
		BSIE - Home Economics
GRADUATE	:	Samar State University
		Catbalogan, Samar
		MA - Home Economics
		2001-2005

CIVIL SERVICE ELIGIBILITY

P.D. 907 - Cum Laude

Licensure Examination for Teachers (LET), 83.405

PROFESSIONAL EXPERIENCE

Present Position	:	Instructor I
Present Station	:	Basey Campus
		Samar State University
		Basey, Samar
No. of Years in Teaching:		Five Years

MEMBERSHIP IN ORGANIZATION

Member - Phil. Association for Graduate Education

Member - SSU Personnel Association

LIST OF TABLES

LIST OF TABLES

(Cont'd)

LIST OF TABLES

(Cont'd)

LIST OF FIGURES