# TRAINING NEEDS OF HOME ECONOMICS INSTRUCTORS IN STATE COLLEGES AND UNIVERSITIES IN THE ISLAND OF SAMAR

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A Thesis
Presented to
The Faculty of the College of Graduate Studies
Samar State University
Catbalogan, Samar

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In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Teaching Vocational Education
Major in Home Economics

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**March, 2006**

# APPROVAL SHEET

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# ACKNOWLEDGEMENT

It all started as a dream but opportunity smiled when I noticed everybody has it. It was like a door opening for me, to come closer to explore the infinite possibilities I did and I am truly glad that I have mastered enough courage to do so.

This book is a part of that exploration stage and I would like to dedicate these to those who believe in things that matter most in life – friendship, love, faith, respect, trust and family.

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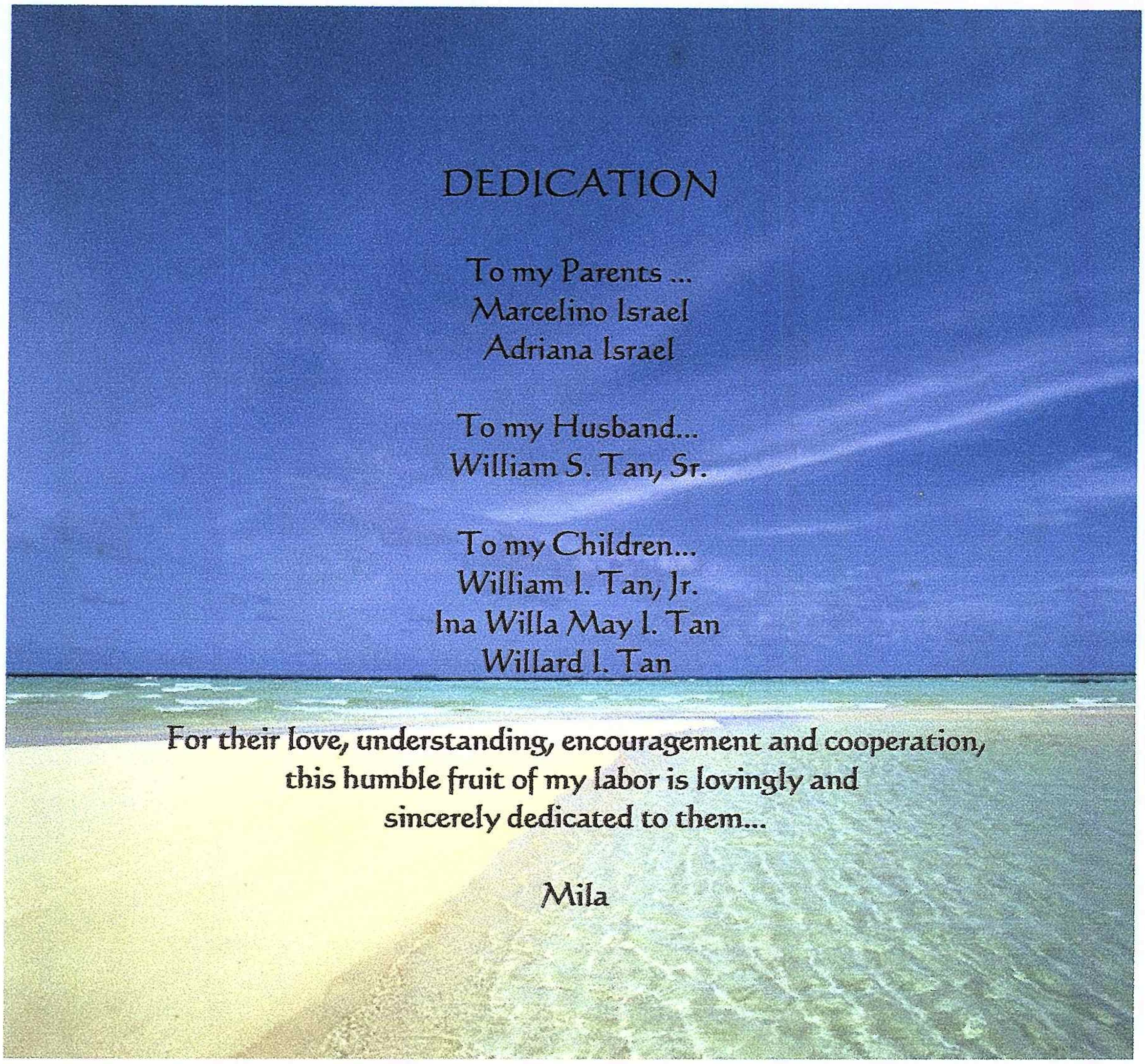
For those who will read my book, I hope you also enjoy reading these and other books and learn something from them. Something that would make you smile and inspire you (If it isn't too much to wish for).

Above all, to my one and only **"BEST FRIEND"** up there, thank you for filling me with your love and for holding my hand when I am drifting away, for inspiring me when the road seems narrow and rough, and when the clouds are bleak and the sun seems to disappear, somewhere. Thank you for inspiring me, sustaining me, and for loving me despite everything. Thank you for this gift.

***Mila***



# DEDICATION

To my Parents ...
Marcelino Israel
Adriana Israel

To my Husband...
William S. Tan, Sr.

To my Children...
William I. Tan, Jr.
Ina Willa May I. Tan
Willard I. Tan

For their love, understanding, encouragement and cooperation,
this humble fruit of my labor is lovingly and
sincerely dedicated to them...

Mila

# ABSTRACT

This study determined the training needs of Home Economics instructors in state colleges and universities in the Island of Samar. This study used the descriptive research design, where a survey on the perceptions of administrators, teachers, students on the training needs of Home Economics instructors of state colleges and universities in the Island of Samar was determined. Moreover, the perceptions of the three groups of respondents were compared and the extent of training needed by HE instructors was correlated to their profile (age, sex, civil status, educational qualification, academic rank, teaching experience and trainings/seminars attended). The correlation coefficient computed between training needs of HE instructors and their academic rank was 0.056 with the corresponding absolute Fisher's t-value of 0.23 which proved to be lesser than the critical t-value of 2.11 at 0.05 level of significance and 17 degrees of freedom. Hence, the hypothesis which stated that "There is no significant relationship between the HE instructors' training needs and their academic rank" was accepted. Among the six listed variates, only civil status proved to have a relationship with the training needs of HE instructors. This could imply that exposure to actual home management lessened the expressed level of training needs among HE instructors. While this does not imply that only married instructors will express a lesser level of training needs this could mean that single instructors in HE could enhance their skills in teaching the subject if they are more exposed to activities pertaining to home management. Age, civil status, educational qualification, academic rank, teaching experience and attendance to relevant seminars/training had nothing to do with the HE instructors' training needs.

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## Chapter 1

# THE PROBLEM AND ITS SETTING

### Introduction

In the July 1992 issue of the Philippine Journal of Education, a startling revelation known as the Education Committee Report was made by the Senate Educational Committee headed by Senator Edgardo Angara. It made known the fact that many elementary teachers have low competencies in teaching and some of them have abilities comparable to that of a Grade IV pupil. Moreover, result of a competency test in Filipino showed that some of them were surpassed by college students (Philippine Journal of Education, Vol. IV: July 1992).

Such findings would in a way give reasons why there is deterioration in the quality of students, knowing for a fact that the teacher is the most important factor in the teaching-learning situation. "Quality teachers means quality students" is always true until today but even the best teachers will find themselves inadequate when they are not exposed to the recent trends. There is an explosion in almost all facts in life, and in education; there is an explosion of knowledge. If the teachers are not kept abreast with the modern trends of teaching they will find themselves inadequate in a classroom the demands for answers to the new and present problems of society. Today the training of academic staff is the trend in the university scene worldwide, if only to keep abreast with the needs of the time. The need for training, however, is greater in many ways in newly emerging countries, than elsewhere, since these countries often wish quite deliberately and rightly to move away from the ultimately European traditions, which created their universities. Inevitably, Western tradition to a certain degree lack relevance to the need to the Eastern countries, which they are serving. What maybe workable in the European countries may not be workable in the European countries in the other side of the world.

Training of any kind always serves two functions: to prepare people to work within the system, in which they are employed, and to help change and improve the system. The former is clearly the most immediate task at the beginning of a career, and such training should develop the basic skills of the member of the staff. In schools, it is usually carried out before teachers take up their appointment, but in universities, where time and resources are generally inadequate for extensive pre-service training, it is usually carried out in the first year of service. The great advantage of this is that it is possible to relate training to on-going practices and thereby give it greater relevance of immediacy.

Training of this first kind is essentially conservative and does not equip academics to respond to change. What is therefore needed in addition for both new academic staff and even for the more experienced ones who have received trainings when they were novices, is a training in not only teaching but also curriculum development which provides appropriate knowledge and skills, and even more important for changes of their attitudes to the point of recognizing that teaching is as problematic an activity as research.

The need to upgrade continuously the quality of teaching should be a high priority even in the vocational phase, if only to keep pace with rapid technological innovations and the greatly increasing need for the industrialization of many third class countries like the Philippines. It is important that the teaching aids used by vocational training centers and institutes are adequate to meet the demands imposed by the latest advanced technology used in industry. There is a need for increase cooperation and coordination between the public and private sectors, to provide short industrial attachment to teachers and instructors. This would give instructors of vocational institutions first hand experience of the real situation in industry. There is also a need for experts in industry to be invited to give lectures in pre-vocational training institutes and schools.

The effort to upgrade the teachers takes a notable significance considering the suggestions made by the EDCOM report; emphasizing these salient points: 1) Strengthen pre-service teacher education, 2) Improve and expand in-service training programs for both private and public school teachers. A periodic assessment of training needs should be done. Speed up the development of training materials and the use of research outputs and local resources in training programs with emphasis in content.

Whatever is found prevalent in other fields of specialization in education today is also true to Home Economics. Most often the teacher cannot fully deliver the goods for reasons that they lack further trainings.

The researcher observed that faculties, trainers, lecturers, etc. in Home Economics departments, need further improvement and training. They need to be upgraded continuously and such should be of high priority if they are to keep pace with rapid technological innovation. Thus, this study was concerned to determine the needs of these teachers to serve as basis for their professional enhancement.

## Statement of the Problem

This study determined the training needs of Home Economics instructors in state colleges and universities in the Island of Samar.

Specifically, it sought to answer the following questions:

1. What is the profile of the Home Economics instructors of state colleges and universities in the island of Samar in terms of the following:

    1.1 age and sex;

    1.2 civil status;

    1.3 educational qualifications;

    1.4 academic rank;

    1.5 teaching experience; and

    1.6 trainings/seminars attended?

2. What are the training needs of Home Economics instructors as perceived by themselves, their students and their supervisors along the following areas:

2.1 housing/family living and economics;

2.2 clothing, handicraft and livelihood education;

2.3 hygiene, good grooming and cosmetology; and

2.4 cookery, food and nutrition and dietetics?

3. Are there significant differences in the perceptions of the teachers, their students and their supervisors in terms of the training needs of Home Economics teachers along the four aforementioned areas?

4. Is there a significant relationship between the training needs of the teacher-respondents and their:

4.1 age;

4.2 civil status;

4.3 educational qualification;

4.4 academic rank;

4.5 teaching experience; and

4.6 trainings/seminars attended?

5. What are the problems of the Home Economics teachers with respect to their students, peers and supervisors?

6. What recommendations maybe proposed based on the results of the study?

## Hypotheses

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

1. There are no significant differences in the perceptions of the teachers, their supervisors and students in terms of the training needs of Home Economics teachers along the following areas:
    1.1 housing/family living and economics;
    1.2 clothing, handicraft and livelihood education;
    1.3 hygiene, good grooming and cosmetology; and
    1.4 cookery, food and nutrition and dietetics.
2. There is no significant relationship between the training needs of the teacher-respondents and their:
    2.1 age;
    2.2 civil status;
    2.3 educational qualification;
    2.4 academic rank;
    2.5 teaching experience; and
    2.6 trainings/seminars attended.

## Theoretical Framework

This study is anchored on the theory cited by Gregorio (1970:512), that learning and teaching process and the rapid changes in educational practices make imperative a continuous growth in service or a re-education of a large number of educational personnel. Growth in service is an educational need of the time and is the most important responsibility of Filipino administrators and teachers today.

There are many reasons why modern teachers cannot afford to stop growing professionally. In the first place, stagnation may lead to grumpiness, unhappiness and irritation. Furthermore, there is a danger that continuous repetition of the same assignments and discussions will make the teaching job boring instead of challenging. Republic Act No. 4670 otherwise known as "Magna Carta" for Public Teachers encourages public school teachers to grow professionally. It firmly upholds the idea that advancement in education depends on the qualifications and abilities of the teaching staff.

Figure 1 is a flow chart where competence in teaching Home Economics is involved. It shows that one need more than a baccalaureate degree to be able to become a competent teacher. As Gregorio has pointed out, professional growth is necessary to be able to meet the rapid changes in the society. What this means is for the upgrading of teachers' competence in order to meet the needs of the time. Teachers should advance in their career by keeping up with new trends in order to be effective in their teachings. The result of competent teachers is a competent graduate.

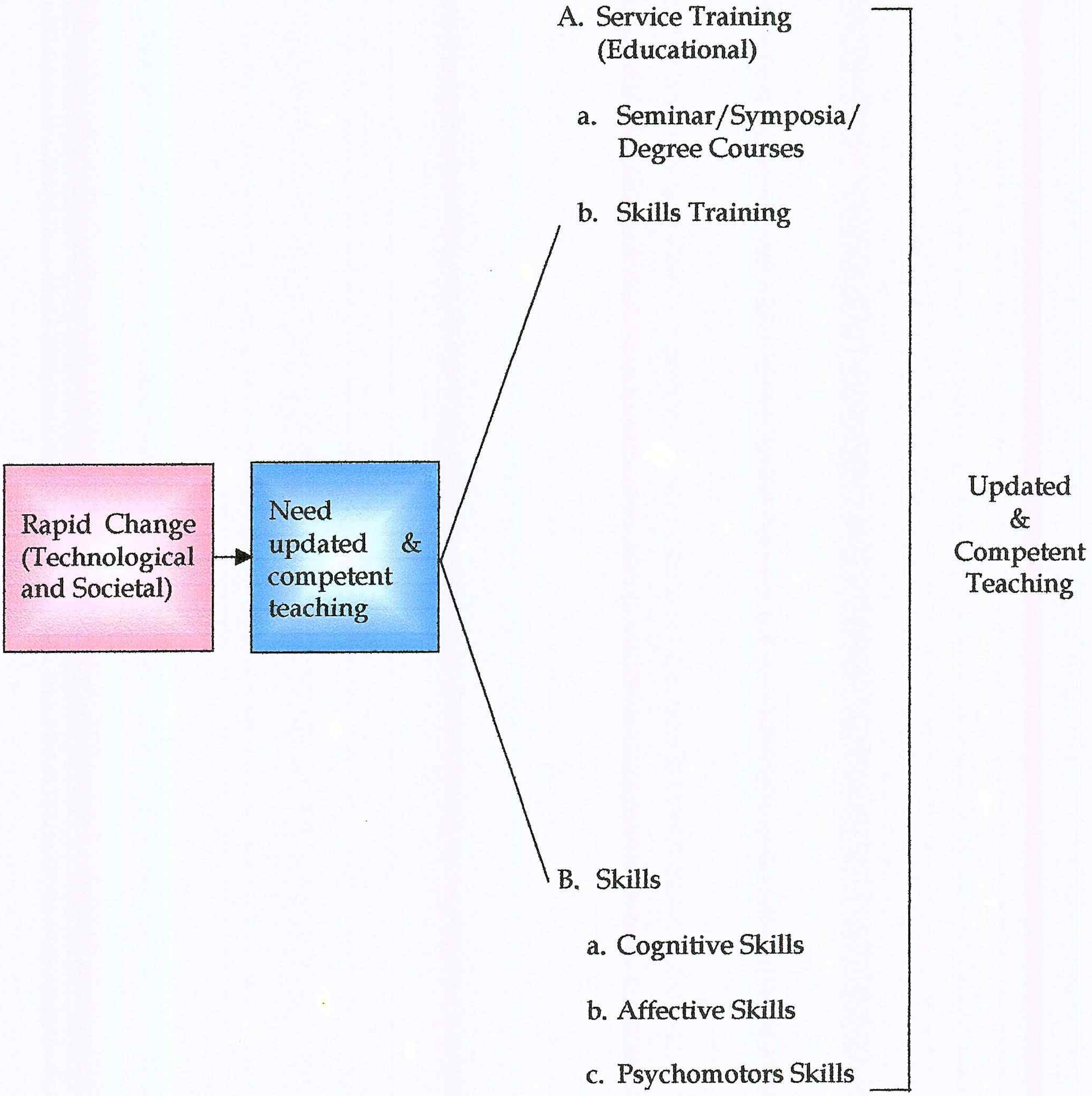

Rapid Change (Technological and Societal)
Need updated & competent teaching
A. Service Training (Educational)
a. Seminar/Symposia/ Degree Courses
b. Skills Training
B. Skills
a. Cognitive Skills
b. Affective Skills
c. Psychomotors Skills
Updated & Competent Teaching

**Figure 1. Schematic Diagram of Competent Teaching in Relation to Rapid Changes in Home Economics**

The figure shows that due to the fast changing technology even in education, competent teachers are those exposed to continuous training in cognitive, affective and psychomotor skills necessary for effective teaching-learning processes. It could be through seminars, symposia or advanced degree courses.

## Conceptual Framework

Figure 2 presents the conceptual framework of the study which shows the need for the collection of the perceptions of Home Economics instructors, students, and administrators relative to the training needs of Technology and Home Economics instructors in terms of the four identified areas, namely: 1) Housing and Family Living and Home Economics, 2) Clothing, Handicraft and Livelihood Education, 3) Hygiene, Good Grooming and Cosmetology, and 4) Cookery, Food and Nutrition and Dietetics.

The design shows the concept of the study, illustrating among others the research environment which is composed of the different state colleges and universities in Samar, and the respondents of the study - students, teachers and administrators. Their responses based on the four identified areas were subjected to scrutiny and analysis. The perceptions of the administrators/ supervisors, Home Economics teachers and Home Economics students shall lay down the needs of this educational area and shall serve as the bases for proposed revisions and redirection of curricula offerings, training, seminars,

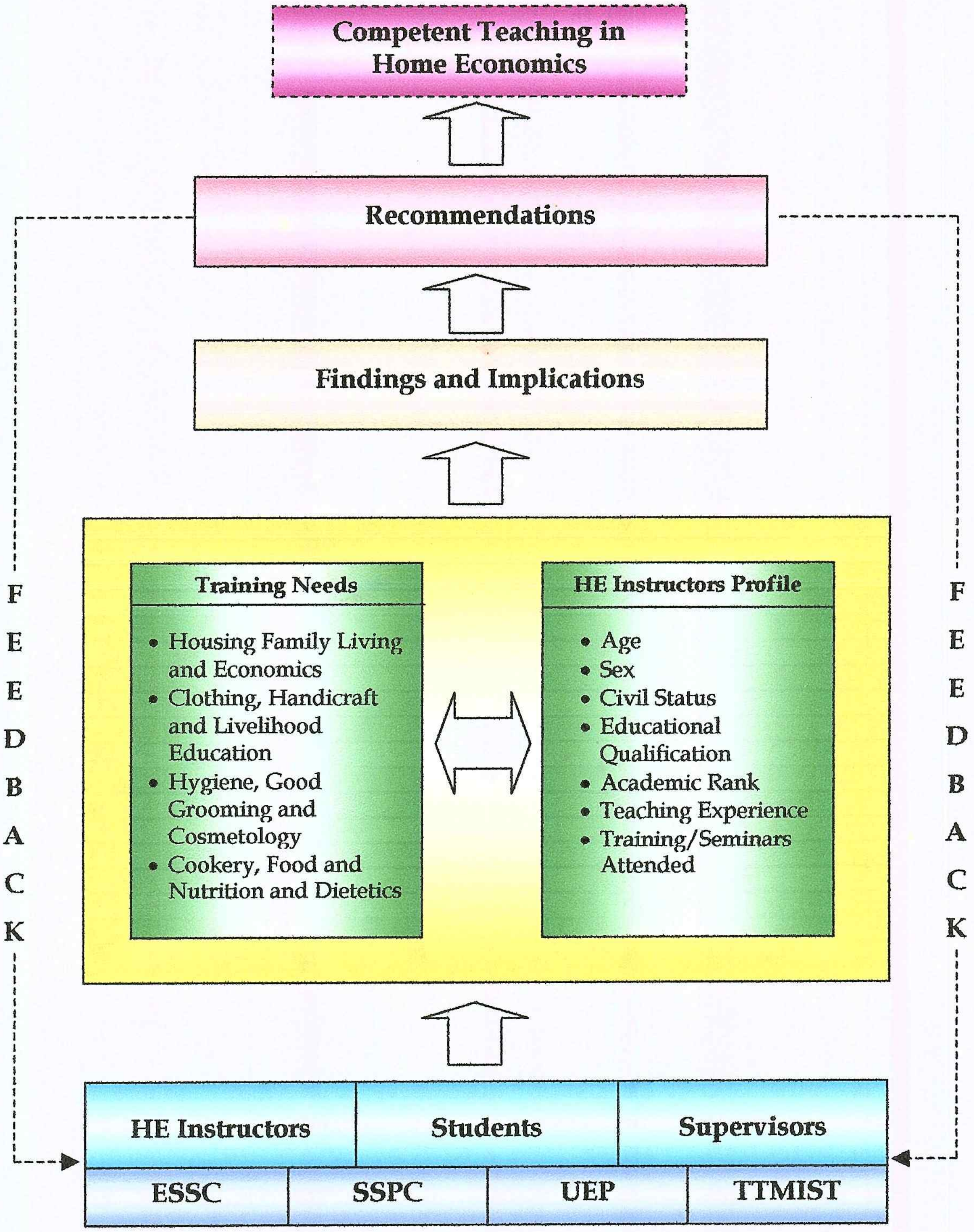

Competent Teaching in Home Economics
Recommendations
Findings and Implications
Training Needs
Housing Family Living and Economics
Clothing, Handicraft and Livelihood Education
Hygiene, Good Grooming and Cosmetology
Cookery, Food and Nutrition and Dietetics
HE Instructors Profile
Age
Sex
Civil Status
Educational Qualification
Academic Rank
Teaching Experience
Training/Seminars Attended
FEEDBACK
FEEDBACK
HE Instructors
Students
Supervisors
ESSC
SSPC
UEP
TTMIST

**Figure 2.** **Conceptual Framework of the Study**

etc., aimed to attain more effective teaching in Home Economics and THE courses.

## Significance of the Study

The findings of the study will be beneficial to the Home Economics Educational Program especially with respect to the following:

The Home Economics teachers. Home Economics teachers shall use the result of this study as a frame of reference for the improvement of instructions and determining the needs of the Girl's Technological Program.

The students. Some means must exist for encouraging and facilitating students' contributions. A number of institutions have developed mechanisms for students involvement in decision making. It is obvious that curriculum is one area, which should be of great concern to the students. The result then shall insure that they shall be given what they need as expressed by the student respondents in this study.

The SUC administrators. The administrator being a manager in the broadest term, and expected to provide dynamic leadership in initiating and bringing about changes for the better must be equipped with special data for important and routine decisions, for smooth operations of the school, while following predetermined policies, procedures and regulations. The result of this study shall supply such needed data for improvement of instructions.

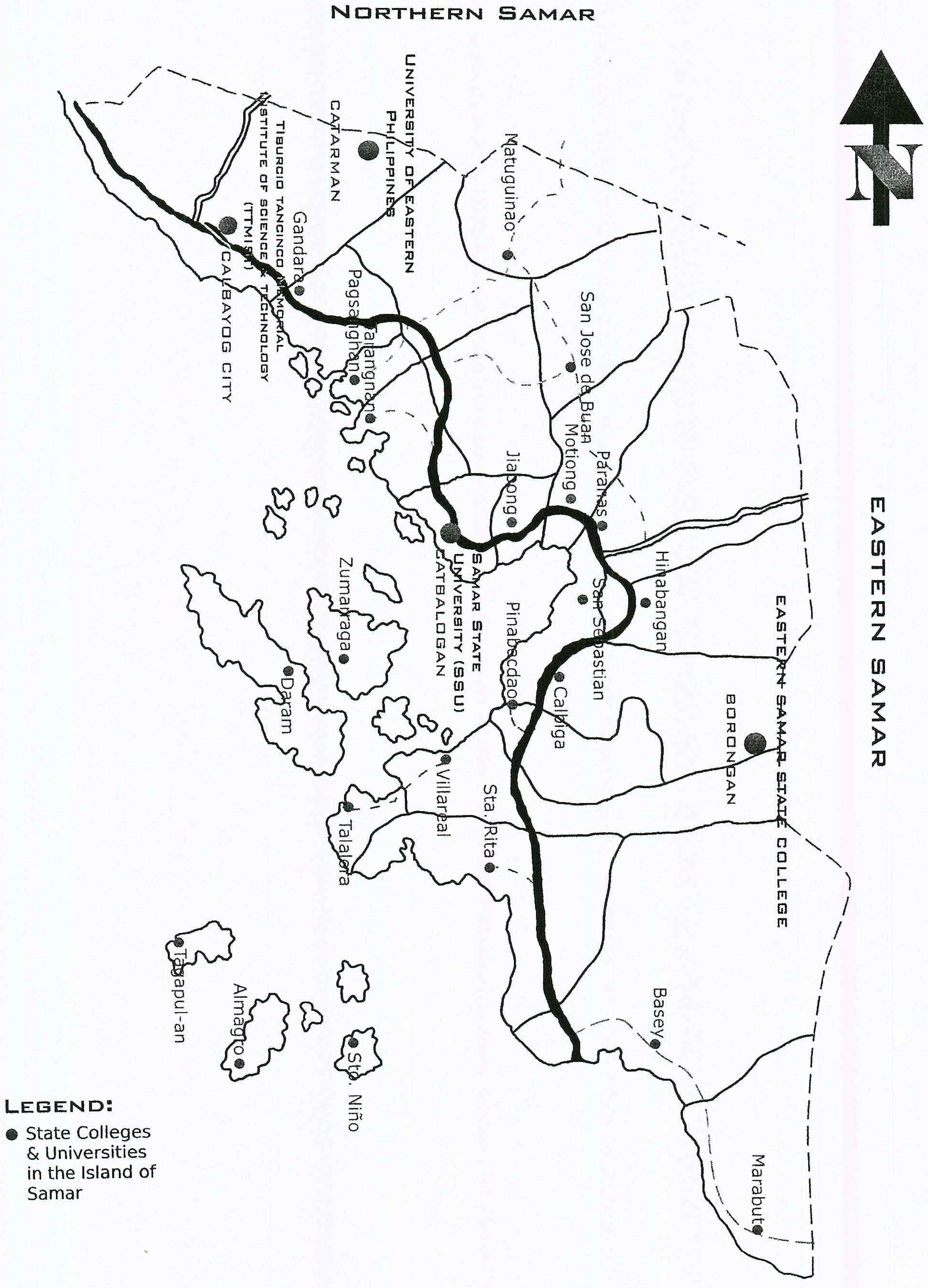
The curriculum planners. The results of this study would provide inputs to curriculum planners in their formulation of strategies, innovations and/or revisions geared towards improving Home Economics instruction in the SUCs.

The future researchers. The results of this study would provide insights to those who are planning to undertake similar researches. Moreover, this research could likewise serve as a reference to future researchers who plan to conduct researches on training needs.

## Scope and Delimitation

The study focused on the training needs of Home Economics instructors in State Colleges and University in the Island of Samar along: 1) Housing and Family Living and Home Economics, 2) Clothing, Handicraft and Livelihood Education, 3) Hygiene, Good Grooming and Cosmetology, and 4) Cookery, Food and Nutrition and Dietetics. The instructors' extent of training needs along these four areas were correlated to their profile such as age, sex, civil status, educational qualification, academic rank, teaching experience and trainings/seminars attended.

The study involved three colleges and one university in Samar Island. These are Samar State Polytechnic College in Catbalogan, Samar, Tiburcio Tancinco Memorial Institute of Science and Technology in Calbayog City, Eastern Samar State College of Borongan Eastern Samar and University of Eastern Philippines, Catarman Northern Samar as shown in Figure 3.


NORTHERN SAMAR
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UNIVERSITY OF EASTERN PHILIPPINES
CATARMAN
TIBURCIO TANCINCO MEMORIAL INSTITUTE OF SCIENCE & TECHNOLOGY (TTMIST)
CALBAYOG CITY
Matuguinao
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San Jose de Buan
Motiong
Paranas
Jiabong
SAMAR STATE UNIVERSITY (SSU) CATBALOGAN
Hinabangan
San Sebastian
Pinabacdao
Calbiga
Zumarraga
Daram
EASTERN SAMAR STATE COLLEGE
BORONGAN
Villareal
Sta. Rita
Talalora
Tagapul-an
Almagro
Sto. Niño
Basey
Marabut
LEGEND:
● State Colleges & Universities in the Island of Samar

Fig. 3 Map of the Island of Samar Showing the Location of the Respondents-SUC's

There were five administrators, 19 instructors 83 students who served as respondents of this study.

The data gathering was done during SY 1996-1997.

## Definition of Terms

The terms and concepts used in this study have been conceptually and operationally defined as follows:

Administrator. This refers to a person responsible for the total management of an educational system, institution or division (Good, 1973:15). In this study, it refers to the Head or Chairman of the Home Economics Department of the state colleges and universities involved.

Faculty. Generally this term refers to the teaching staff and those members of the administrative staff having academic rank in a college, university, or other educational institution or one of its divisions (Gove, 1986:813). In this study, this refers to personnel in the SUCs in the Island of Samar who are assigned to teach allied courses in Home Economics.

Home Economics. It is a field of study that applies knowledge from the physical sciences, and the humanities. It builds its own research on aspects of human development, family, and community life to contribute to the effective education of individuals in becoming well-adjusted people, satisfactory family members, and effective wage earners (Conner and Ellena, 1967:123).

Instructional competencies. Conceptually, this refers to one's abilities in terms of knowledge of subject matter and skills in teaching methodologies (Salandanan, 2001:37).

In-service training. This term refers to special trainings, of personnel in an organization designed to improve and upgrade their knowledge and skills to catch up with the demands of a global society (Salandanan, 2004:24). In this study, this refers to seminars, workshops, trainings attended by the respondents for the past five years.

Needs. This term refers to a lack of something desirable and necessary (Webster). As used in this study, it is a teacher's necessity for professional advancement along their field of concentration.

Students. This refers to a person engaged in a study; one who is devoted to learning (Gove, 1986:2268). In this study it refers to one who is duly enrolled in the four-year curriculum leading to the degree of Bachelor of secondary Education in the respondent-SUCs.

Teacher's development. In this study, it refers to the growth and development of teachers through their attendance in the different in-service trainings provided by the school and other educational institutions (De Lira, 1977:55).

Teacher's qualifications. This refers to specific capacity endorsement or acquirement that must be complied by the teacher (Gove, 1986:1859). In this study, this refers to the professional training or civil service eligibilities, physical and mental characteristics of the teacher.

Training needs. This refers to the trainings necessary among Home Economics Instructors as the major variables of the study namely: 1) content, 2) teaching competencies, 3) evaluation, and 4) counseling (Ubane, 1984:77).

Training opportunities. As used in this study, it refers to the in-service training availed by teacher in terms of the number of hours of attendance in conventions, symposia, seminar workshops, scholarship programs and faculty development program and are perceived as: very much needed, moderately needed, slightly needed, and not needed. These training opportunities allow teachers to pursue masteral or doctoral degree programs through the scholarship programs or the faculty development program of the school (Anendayen, 1986).

Vocational/occupation training course. A training program designed to acquire knowledge and develop basic skills needed to enter an occupation or a vocation (Guevarra, 1984:81).

## Chapter 2

# REVIEW OF RELATED LITERATURE AND STUDIES

A number of studies have been conducted in some school division and/or instructions in the different regions all over the Philippines on similar problems to those presently studies, but those studies dealt on the academic offering rather than on the vocational aspects. However, the researcher believes that those studies regarding the training needs of instructors have significant bearings with the problems investigated, because this study also dealt with the analysis of instructors' training needs. It is the purpose of this chapter to present the review of related literature and studies that influenced the study that was conducted.

## Related Literature

In every community in which there is an interest for better schools, the need for improving staff members, teacher and instructions has been recognized. Many procedures and devices have been used to this end.

Viray (1970:280), in his article on "How can we improve the quality and competency of Teachers," he pointed out that service training plays a vital role in the improvement of the competency of teachers. Even when teachers are already competent, the need for in-service training never ceases. There are always new methods, new approaches, new devices, new learning's that the teacher need to know and it is through in-service training, properly conducted that these things can be learned.

Manuel (1972:33-34), in his speech emphasized the importance of an in-service training when he said:

There would be a demand for teacher education institutions to seek to gain advance knowledge of trends and teaching strategies and to provide courses on such trend and strategies for teachers in the field. We are thinking of an idea of a new department in teacher education colleges called the Department of in-service education. Such department would offer on a year-round basis, the necessary courses so that teachers in the field could keep themselves abreast with the new trends and techniques in education. These maybe offered as weekend courses only.

According to Gregorio (1970:381), in-service education has come to be recognized in our school system by the modern administrators and supervisors as an integral part of educational planning.

Program of in-service education must be centered around recognized needs of teaching staff and the students. To be effective and to assure fundamental progress of educational improvement in the classroom, a democratically planned, administered in-service program must be a part of the overall school program. In-service education will update teachers and schools with the changing patterns of modern education and it will provide a framework of the essential elements of flexibility in meeting the evolving needs of the modern schools.

Harris (1975:65) believes that of all the tasks of supervision, evaluating instruction and arranging in-service education are the most unique and perhaps the most important.

In-service education is perhaps the most important of all the tasks. It is essential to change process in nearly all instances. However, its unique place in the improvement of instruction derives from the uniquely human character of the teaching-learning process. In-service education is the task that specifically seeks to improve instruction by changing the performance of the people.

In-service education truly a responsibility of the administrator and this concern is evident in the speech of the President of Leyte Institute of Technology, resident S. Simpas (1985:4) which says:

> In this respect creativeness and ingenuity can be a good substitute for lack of financial resources, and research activity can be started with a minimum of expenses. But before all of these can be started, there is a need to upgrade faculty research skills. Thus, a faculty development fund has been set up for this purpose...

Thompson (1981:21-23) approach the question of in-service training, as an important part of whole of action that we must take. He says that the creation of the professional teaching force requires three kinds of actions:

Action to improve skills and knowledge so that teachers may understand the situation in which they are working, and actions that will develop for certain kinds of changes in the ways they work and develop their capacities to take these changes;

Action to improve their motivating confidence so that they, who are in practice can make use of the skills and knowledge that they possess in order to improve the quality of their work;

Action to give them reality of doing so.

Most of the current teacher education curricula, whether pre-service or in-service concentrate upon the inculcation of very limited range of operational skills, and upon knowledge of the subject matter to be taught. It tends to assume that the trainees are sufficiently motivated to apply and build upon their trainings and assumes further that the kinds of opportunities which are required by even the most highly skilled and motivated teachers really exist, sad to say however, it is not too often, the case.

Thompson further states that in-service teacher education characteristically involves:

A wide range of target groups, each with its own specific needs, location, readiness for training for each of which deferring provision may have to be made, but all of which need to develop what he has defined as professionalism;

A wide range of immediate purposes to upgrade, to update, to retain for new roles, for example, those which may demand different kinds of activities. It is here argued that the development of professional attitudes and abilities is not distinct from any of these but should be associated with each and everyone of them;

A wide range of technique and methodologies of training from which the most appropriate should be selected for use with a particular purpose. It is argued here that the process should involve selection of techniques, which while effective in other terms will also significantly contribute to the growth of professionalism among participants;

A wide range of providing agencies including the central authorities at one extreme and an individual school at the other, which needs a decisions as to which agency should be employed for a particular program which should take into account the desirability of involving teachers and teacher groups in the design and conduct of the activity.

Thompson states further, that given such opportunities, teachers maybe motivated to take advantage of them while becoming conscious of their needs for further skills and understanding. Skills learned at this stage will be acquired efficiently because they are seen as necessary and because they are learned at a time when they can be applied immediately on the teachers' own work. this is very different from current procedures which tend to take teachers away from their work, teach them things which the lecturer/trainor thinks are relevant, and let them hope that at sometime in the future the skills they learned can be applied.

However, he said that the skills required by professional teachers are much wider in nature than those acquired by mere technicians. If we seriously wish the teacher to be able to contribute actively to the solution of his problems and to seek constantly improvement of his work, he will need the skills on analysis, diagnosis, evaluation and experimental designs associated with problem solving. These are skills with which conventional patterns of initial trainings do not necessarily equip them. Indeed they are skills which are not easy to teach but which may perhaps be best learned by actually experiencing the task during the process of learning by doing for which they must be prepared to work with and be supported by colleagues, superiors and supervisors.

He also mentioned the polices issued on bulletin by the Office of Education which point out that an adequate supply of efficient teachers and supervisors of vocational education can be developed only through competent teacher-trainors. For that, the state board for vocational education are ask to set up specific questions including practical working experiences, technical education, general education, professional education, teaching experiences in approved vocational schools, and supervisory or administrative experiences.

Struck (1950:160) mentioned that a committee of the National Association of Industrial Teacher-Trainors gathered from the judgment of representatives of twenty-three industrial teacher-training institutions, that vocational industrial teacher-trainors should have at least two (2) to five (5) years of teaching experience in their field. More than 60 percent thought the maximum ought to be five years. The same study showed that vocational industrial teacher-trainors have, on the average, more than five (5) years of work experience.

Struck explained that the family is the basic unit of our social structure. In view of the vital relationship that exist between family members training on developing a wholesome family life is of supreme importance, hence, the need of competent and updated teachers in homemaking.

Other factors being equal people likely enjoy doing the things that they can do well. Home economics education may be regarded as instruction which helps individuals to do will what the vast majority will do, that is, if the training received in school will supplement and update what is given in the home, hence, be of value in the making of life into what it should be.

According to Maquizo (1984:147), the motivation for professional growth is most pronounced in the academe and therefore is not a problem. The age of specialization has brought this about, supported by the availability of educational programs just at their doorsteps, not to mention that one's peers can always be found in their own organizations, and schools. Today, to strengthen this motivation for professional growth is to make available in terms of opportunities a series of activities with clear targets within a specific time frame. Example to this is the provision of Sabbatical Leave for the purpose of promoting one's professional growth through research or leadership. Another example is to allow teachers to accept consultanship arrangement elsewhere. Another would be to support program by which one can conduct a search for outstanding alumni and organize them into a group to support scholarship grants and the like. Still another example is to provide them the opportunity to acquire textbook on their field of specialization. Still another would be to allow them to an scholarship for another degree program, that is, if they are still young enough and they have the potential to serve the school for quite a time upon their return to the field.

On Teachers' Length of Service, several authors have cited that promotion of teachers should be based mainly on the length of service. Isidro (1974:154), mentioned that another who has aged in-service demands the priority for promotion, on the claim that they have spent the best portion of their lives in the interest of the public service.

He argues however, that to mainly use length of service in the promotion of teacher will convert the teaching profession into the category of trade or clerical services as the routine habits and mechanical performance of duties are of primary consideration. Teaching is an art, it does not necessarily require repetitive acts from day to day. In fact everyday brings forth fresh problems. Every child is a case or person by himself, different from others. This is precisely the justification of requiring teachers to have a broad cultural background.

Teaching requires a high quality of vision initiative and imagination. It demands the exercise of leadership and efficient public relations. Precisely because of the nature of the teaching profession, there are wide variations in the efficiency and quality of teachers. A teacher may differ from the others in the way she handles the children under her care, different from that of her neighbor in the next room. The teachers have different techniques in developing the curriculum; they have different approaches in implementing the community school program; and they differ in exercising their leadership function in their respective communities. The way they handle disciplinary cases, insight interest and activities among the children depends upon many factors which no rule of thumb or mechanical rules can cover.

Isidro (1974:154), further states that the application of mere length of service as criterion of promotion will cramp teacher's initiative, responsibility and leadership and will retard the progress of education. Basing promotion on the length of service alone gives little chance to promising teachers. They will have no challenge to utilize their initiatives and develop new ideas for the improvement of education. All that they will have to do is to wait until those who are ahead retire and die. It is a sad thought; it is crippling to the spirit of the teachers. If constructive ideas and effective performances are not to be rewarded because of relatively scanty experience, then teaching will remain at a stand still, especially when those whoa re senior in age and experience do not have the qualities of educational leadership.

According to Conner and Ellena (1967:123-125). Technology and Home Economics has a rich heritage. It has bad more than 50 years of experience in teacher educational programs at colleges and universities throughout the country. Techniques of teaching that may seem new and exciting to some educators are standard procedures fro many home economists. Technology and Home Economist in these recent years of rapid changes and growth in education have not been supportive of the status quo. Changes are and have been taking place in many ways. New concepts are emerging and new techniques are developed which have given youth experiences in making wise decisions, as they face this age in which they live, an age filled with the wonders of technology, social and economic changes, new and different occupations, and frustrations in fulfilling many and changing rules.

Shaeffer (1981:12) states that there are two major approaches to research on teacher effectiveness and training for teacher improvement which have gained credits in developing world, quite apart from their current credibility in the developed world. The behavioral perspective equates teacher effectiveness with teacher behavior, and focuses on the classroom as the center of research and the teachers as the object of study and manipulation and too narrow in scope. The effective-participatory perspective, on the other hand, defines effectiveness in terms of teacher attitudes, and behavior beyond the classroom which consider, the influence of home, community and nation in the perspective, the teacher becomes an active, participating subject and animator within the research and training process. As such, it is often not a politically realistic approach to improve teacher effectiveness.

## Related Studies

Over the last several years, educational research in the developing world – at least those seen from the perspective, of a funding agency has become increasingly concerned with the subject of teacher effectiveness.

As improvement in the quality of education has not kept pace with increase in both domestic and foreign investments in educational facilities, many parents, policy-makers and researchers have been asked to find out why. In response, many of them have turned to the classroom itself; what happens within it, how its main characters (teachers and students) feel, behave, and interact, and how it relates to the world outside. Since students are usually given within this context and therefore less responsible to external influence, it is the teacher that is seen as the most researchable and can be manipulated classroom variable; the one those effectiveness is diligently studied and whose skills are then honed through further training. But while teacher effectiveness was often defined by level of certification or years of experience, and therefore easily measured, correlated with other variables, and increased through more years of traditional training, today there are more sophisticated and complex definitions, measurements, and training techniques that are available. These have tended to make the researcher's task – the discovery of what makes a good teacher and how to train such an individual – much more complex and problematic.

Bacula (1993) in her study on "Work Attitudes and Job Performance of Elementary Home Economics and Livelihood Education Teachers in Eastern, Samar, "found out that the attitude levels acquired by the respondents were "very favorable." Based on the mean, HELE teacher-respondents had positive attitudes toward work.

Although qualifications based on HELE teaching experiences and total teaching experiences made no significant influence as work attitudes, it was significantly influenced by in-service trainings attended and with high significant influence by MA units earned and highest degree obtained at .05 level of significance.

The job performance of the HELE teacher- respondents ranged from the "Satisfactory" to "Very Satisfactory." Further Analysis revealed that HELE teacher- respondents got "Very Satisfactory" job performance.

Bacula's study is somewhat similar to the present study as both described on the competencies of teachers in Home Economics. The difference between the two studies is on the focus and level. While Bacula's study dealt with work attitudes of elementary Home Economics and Livelihood Education teachers, the present study is on the competencies of HE instructors in SUCs.

In the study conducted by Tila-on (2000) entitled "Competencies of Technical Instructors and Students Achievements of CHED Supervised Schools in Region VIII", she found out that the achievement level of students in technical courses w as "Good". The instructors' competencies showed significant relationship with students' achievement. She also found out that technical instructors should upgrade professional growth by pursuing graduate technical courses, attending in-service trainings and seminars and recommended the adoption of the Intervention Scheme designed to raise the level of teaching competencies of technical instructors as well as the level of academic achievement of students in technical courses.

A study was done by Naparan (2001) entitled "Learning Enhancement and Activity Program of Public Secondary Schools in the Division of Calbayog City" focused on the status of learning enhancement and activity program (LEAP) of public secondary schools in the Division of Calbayog City. The investigation was anchored on the comparison of the perceptions of the administrators and the teachers on the LEAP implementation and determined the relationship of the profile of the respondents with their perceptions. Based on her findings, in years 1993 – 1995 before the LEAP implementation, the average performance rating of teachers was described as "very satisfactory". During the years 1997 – 1999 after the LEAP implementation, signified a notable increase and that there was a significant difference between the performance rating of teachers before and after the LEAP was implemented.

She concluded that there is a notable increase of performance rating to teachers before and after the LEAP implementation. Such result clearly showed that the LEAP as a locally based in-service that further upgrades teacher competence did not meet its objectives or purposes. Hence, the LEAP leaders must do something to make it productive.

She recommended that LEAP activities must concur with the activities needed in the teaching learning process and be attuned to the experimental learning process.

On the other hand, Tobes (2000), in his study entitled "The Administration of State Universities and Colleges in Region VIII", found out that there is lack of funds to implement the different programs/projects/activities, lack of coordination of incentives to personnel handling the projects, programs and activities, lack of coordination among the personnel implementing the different programs, projects and activities and lack of coordination between the community and the Universities or Colleges.

In the light of his findings, he recommended that there must be adequate funds, adequate incentives to personnel involved, adequate coordination among personnel and adequate coordination between the community and the universities or colleges. The administration should take a look and consider the implementation of the different programs, projects and activities of universities or Colleges and design a mechanism and a system that would monitor the extent of implementation of the different administrative dimension to maximize the utilization of funds.

Ybanez (2000) in a study entitled " Teacher's extra-curricular/co-curricular activities: Their influence on Teachers Competency" attempted to determine the extent of involvement of SST'S in the respective schools and how these activities influenced their competence. In his findings, the perception provided by the secondary school teachers pertaining to their teaching competencies are as follows: planning teaching materials/equipment and evaluation, utilizing instructional strategies, techniques and/or procedures, communicating with learners-reinforcement involvement and exhibiting/manifesting professional standards. The aforementioned teaching competencies of the secondary school teachers turned out that participation in extra-curricular activities had a positive effect on teachers teaching competencies. Thus, more participation in extra-curricular activities would more likely improve teaching competencies of the secondary school teachers.

He recommended for improved, and functional, and realistic staff development program for the secondary school teacher in the island of Samar. Furthermore it should be insured that the secondary school teachers have more access to trainings at the national or even international levels. Also, attendance to trainings should be based on the training needs of the secondary school teachers, specifically on areas where their skills on campus journalism would be developed. Finally, scholarship grants to teachers pursuing advance education should be given to motivate them to finish higher degrees.

Whereas, in the study conducted by Abarquez (2000) entitled "Instructional Leadership Practice of Head Teachers and the Performance of Teachers and Pupils", he pointed out that the outcome of his study could also make the teachers realize of what are expected of them in their classroom instructional performance, and could motivate these teachers to attend summer classes or masteral courses, seminars, conferences and workshops for professional growth and development. By doing so, they could further encourage teachers to be innovative, resourceful and enthusiastic in their daily teaching with the pupils in mind as their priority, and could also motivate better administrators and teachers rapport and teacher-queer relationships.

In the study conducted by Abella (1997) entitled "Faculty Performance Appraisal of Selected Campuses of CSCST System," the main trust of her study is to look into the performance appraisal system of the three-selected college of the CSCST. Her findings revealed that the majority of faculty members of CSCST have attended seminars and workshops on the perception of faculty Performance Appraisal. It also revealed that the faculty had fully understood the purpose of being evaluated yearly in their performance and that the performance appraisal had been used in determining productivity incentives, for record purposes and for determining faculty strengths and weaknesses.

She concluded that the faculty of CSCST satisfied the required degree qualification of a state college with good evidence of professional growth; their performances are beyond ordinary standards as perceived by themselves, students and superiors. They further believed that evaluation could be a very good basis for incentives, promotion and personnel action.

She recommended that faculty evaluation results must be properly utilized to identify teachers' strengths and weaknesses. They should be considered and be a part of the system in upgrading professional competencies and teaching performance. All those who will implement the evaluation of the whole system should agree upon a common criterion in the evaluation of the faculty. The instrument to be used for evaluation should be subjected to constant revision to come up with the standardized measures that would serve as indicators of teacher performance and it should be updated to suit the present need of the system.

According to Ogario (1992) on his study entitled "The Management of Faculty Development Program of DECS RO-8", the main problem of his study is to determine the status of management of the faculty development programs of DECS RO8 tertiary schools, which focused on its antecedents and consequences.

Based on his findings, he concluded that there were more administrators who had high educational qualification as compared to the other administrators involved in the study. This carries the implication that as of this time, no one can become a full-fledged administrator without at least having earned a master's degree, thus, the vital needs for the strengthening and implementation of the faculty development program of the particular institute of higher learning.

He recommended the need for school administrators to encourage their teachers to grow professionally for their movement to higher academic rank. Based on said recommendation, he concluded that the status of management of the faculty development program is excellent.

Javier (1990) have found out that teacher competence based on educational qualifications and attitude inventory has no significant relation to teacher effectiveness in terms of students' performance. The subject of her study were 48 teachers and 4,335 high school students of the Rossevelt College System which include seven high school located in Montalban, San Mateo, Cainta, Rizal, Marikina and San Juan, Rizal; and homesite and Cubao, Quezon City. He used the Skinnerian Approach which, as explained is a behavior pattern of instruction that measure teacher's effectiveness in terms of students' achievements. She used the pretest post-test scores to judge the teacher's ability to accomplish the stated task.

As far as teachers' performance is concerned, Sibal (1990) conducted a study on content knowledge competency of teachers in the province of Palawan. She arrived at the following conclusions: 1) Most of the high school mathematics teachers in Palawan have inadequate content knowledge on the subject they are assigned to teach. In general, they have a fairly low level of mathematics content knowledge competency. This is particularly true of teachers whose schools are located in the barrios; 2) The content knowledge competency possessed by secondary mathematics are related to the location of the school where they teach but not to school classification nor faculty size; and 3) Content knowledge competency possessed by secondary school teachers are positively correlated to length of teaching experience, attitude towards teaching mathematics and mathematics graduate units.

All the aforecited studies assessed teacher's performance and competencies which the present study likewise did. However, the present study limited its assessment on teachers' performance and competencies in the Home Economics department while the previous studies cited focused on other areas.

Legaspi (1992) undertook a study on competencies of elementary teachers of the Division of Leyte, using some variables like age, sex and length of services. She concluded that male and female teachers had a high level of job satisfaction in advancement and personal growth. She further concluded that the younger the teachers the higher were their expectations from their administrators in terms of their professional advancement. In relation to the study of Legaspi, Juan (1992) conducted an investigation and found out that personality, in-service training educational qualification and experiences were positively related to their teaching performance. These studies mentioned were in the Elementary Grade Teachers while the present study involved teachers in the tertiary level.

## Chapter 3

# METHODOLOGY

This chapter presents the methods and procedures on how the study was conducted. This includes the research design, instrumentation, validation of the instrument, sampling procedure, data gathering procedure as well as statistical treatment of data.

## Research Design

This study used the descriptive-correlational research design, where a survey on the perceptions of administrators, teachers, students on the training needs of Home Economics instructors of state colleges and universities in the Island of Samar was determined. Moreover, the perceptions of the three groups of respondents were compared and the extent of trainings needed by HE instructors was correlated to their profile (age, sex, civil status, educational qualification, academic rank, teaching experience and trainings/seminars attended).

It utilized the questionnaire as the main instrument in gathering data. The method was supplemented by documentary analysis, interview and observations, to verify or crosscheck some initial information's or responses that were doubtful.

In analyzing the collected data descriptive and inferential statistical tools were used, namely: weighted mean, mean, standard deviation, frequency and percentage, one-way analysis of variance (ANOVA), Scheffe's test, Pearson-Product Moment Correlation Coefficient and Fisher's t-test .

## Instrumentation

The questionnaire and documentary analysis were employed by the researcher to delve deep into the training needs of Home Economics Instructors in state colleges and university in the Island of Samar.

Questionnaire. The questionnaire was the principal instrument used in this study. The researcher prepared three sets of questionnaires. One set for the head of state colleges and universities in the island of Samar who were directly concerned with the Department of Technology and Home Economics. The second set was given to the faculty members and their peers who were actually teaching Technology and Home Economics and the third set was given to the fourth year college students taking Technology and Home Economics Education Program.

The questionnaires were prepared by the researcher to gather the needed data and information based on the objectives of the study. The questionnaire consists of four parts. Part I – was intended to gather information on the personal background of the respondents such as: Name of School Assigned to, Designation and Teaching Experience, In-Service Training. Part II – elicited information's on the skills/training needs as perceived by the administrators, teachers and students. Each item in every aspect were assessed by the respondents according to has perception as "Very Much Needed", "Much Needed", "Moderately Needed", "Less Needed", and "Not Needed". Part III – focused on the problems met by teachers and students in the conduct of skills/training formation of students. Part IV – focused on the suggestions of administrators, instructors, and students for the improvement of the course.

Documentary analysis. To enrich the data gathered through the questionnaire, documentary analysis was resorted to. Records as who were the students to be included were looked into in the registrar's office, and data of the faculty in the office of the Educational Management Information System were gathered, studied and analyzed.

## Validation of the Instrument

The researcher prepared three sets of questionnaire: one set for each group of Technology and Home Economics Instructor, administrator, and the students. She made use of the syllabi and course outline in Technology and Home Economics, in formulating the questions on the training needs of the instructors and the students.

The questionnaires were shown to Technology and Home Economics Instructors of Leyte Institute of Technology for comment and suggestions. After which the suggestions were incorporated and the improved questionnaire were shown to the study adviser for final approval. A dry run was conducted at the Leyte Institute of Technology on March 5, 1992 in Tacloban City to further scrutinize the questionnaire for some necessary revisions and improvement. Final revision of the questionnaire made and it was reproduced in readiness for data gathering.

## Sampling Procedure

The researcher employed no sampling procedure inasmuch as the total number HE instructors, administrators and students are manageable. Thus, all HE instructors, administrators and fourth year students from the respondent-SUCs were considered as respondents in this study.

## Data Gathering Procedure

The researcher personally conducted the data gathering by going to selected state colleges and universities included in this study. A letter of permission was sought from the administrator of each school to field the questionnaire.

The researcher spent a day in each school to administer the questionnaire to all respondents mentioned. This ensured 100 percent retrieval of the fielded questionnaires.

In order to clarify information's brought out by some questions in the questionnaire, the respondents were interviewed. Items, which were vaguely answered in the instrument, were asked in the interview. Opinions of the interviewees regarding the problems were solicited and their suggestions were considered.

Observations were made to gain an overview picture of the condition of the facilities; tools and equipments and the training needs of Technology and Home Economics Instructors in state colleges and universities involved in the study.

## Statistical Treatment of Data

The data thus gathered through the use of the questionnaire were tabulated, analyzed and interpreted qualitatively and quantitatively using the appropriate statistical measures and procedures.

**Pearson Product-Moment Correlation Coefficient**. This statistical tool was applied to determine the reliability of the instrument through the test-retest technique as well as to test whether there is a significant relationship between the trainings needs of HE instructors and their profile, using the formula of Graham (1993:190), to wit:

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

where: X refers to the 1st independent variable

Y refers to the 2nd independent

$S_{XY}$ 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

**Weighted means**. The weighted means were computed for determining the: 1) trainings needs of HE instructors and 2) the problems encountered by HE instructors.

In interpreting the weighted means computed, the following guide was used.

| Scale | Interval | Interpretation |
|---|---|---|
| 5 | 4.51-5.00 | Very Much Needed (VMN)<br>Extremely Felt (EF) |
| 4 | 3.51-4.50 | Much Needed (MN)<br>Highly Felt (HF) |
| 3 | 2.51-3.50 | Moderately Needed (ModN)<br>Moderately Felt (MF) |
| 2 | 1.51-2.50 | slightly Needed (SN)<br>Slightly Felt (SF) |
| 1 | 1.00-1.50 | Not Needed (NN)<br>Not Felt At All (NF) |

**Analysis of Variance (ANOVA)**. For purposes of determining significant differences among the perceptions of the three groups of respondents, the Analysis of Variance (ANOVA) for One-Way Classification was applied. The formulas used in the analysis are reflected on the succeeding page as suggested by Popham and Sirotnik (1973: 231).

**Computational Formula for One-Way ANOVA**

| Source of Variation (S.V.) | Degrees of Freedom | Sum of Squares (SS) | Mean Squares (MS) | Computed F |
|---|---|---|---|---|
| Between Groups | k – 1 | $\sum \frac{T_i^2}{R} - CF$ | $\frac{SSBet}{k - 1}$ | $\frac{MSBet}{MSWithin}$ |
| Within Group | N - k | SStotal – SSBet | $\frac{SSWithin}{N - k}$ | - |
| **SSTotal** | **N - 1** | $\sum X^2 - CF$ | - | - |

| | | |
|---|---|---|
| where : | k | refers to the number of groups compared |
| | r | refers to the number of cases/subjects in the group |
| | N | refers to the total number of cases |
| | X | is a random variable which refers to the responses of the Respondents |
| | CF | refers to the correction factor of the values |

Scheffe's test (F'). This statistical tool was used by the researcher as a posteriori test of Analysis of Variance due to the rejection of the Ho, as follows (Popham and Sirotnik, 1973: 231):

$$F' = \frac{(\bar{X}_1 - \bar{X}_2)^2}{Sw^2\,(1/n_1 + 1/n_2)}$$

| | | |
|---|---|---|
| where: | $n_1$ and $n_2$ | refer to the number of cases for the two groups |
| | $Sw^2$ | refers to the MS within in the ANOVA Table |
| | $\bar{X}_1$ and $\bar{X}_2$ | refer to the means of the two groups |

Fisher's t-test. This was used in testing the significance of the computed correlation coefficient as follows (Freund and Simon, 1992: 468):

$$\text{Fisher's } t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

| | | |
|---|---|---|
| where: | $n$ | refers to the number of pairs |
| | $r$ | refers to the computed correlation coefficient |

The hypotheses of the study were tested at .05 level of significance.

## Chapter 4

# PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the pertinent data gathered, the analysis done as well as its corresponding interpretation. Specifically, the following are herein presented: 1) profile of Home Economics instructors, 2) their trainings needs as perceived by themselves, their students and supervisors, 3) problems encountered by HE instructors, and 4) tests of hypotheses, particularly on the comparison of the perceptions of the three groups of respondents as well as on determining a significant relationship between the training needs of the instructors and their profile.

### Profile of the HE Instructors

This section discusses the profile of the HE instructors in terms of age and sex, civil status, educational qualification, academic rank, teaching experience, and trainings/seminars attended.

Age and sex. As shown in Table 1, the age distribution of the 19 HE instructors involved in the study ranged from 37 years to 63 years. The highest number, that is, six instructors or 31.58 percent were 40 years of age. Thus, the average age was pegged at 44.75 years old with a standard deviation of 7.08 years which indicated that the HE instructors coming from the respondent-SUCs were in their mid 40's. Moreover, it can be gleaned from the same table that all the 19 respondents, that is, 100.00 percent were females which implied that in general, teaching this subject is the domain of the females.

Table 1

Age and Sex Distribution of Home Economics Instructors

| Age | Sex | | | | Total | Percent |
|---|---|---|---|---|---|---|
| | Female | | Male | | | |
| | f | Percent | f | Percent | | |
| 63 | 1 | 5.26 | 0 | 0.00 | 1 | 5.26 |
| 54 | 1 | 5.26 | 0 | 0.00 | 1 | 5.26 |
| 51 | 2 | 10.53 | 0 | 0.00 | 2 | 10.53 |
| 47 | 2 | 10.53 | 0 | 0.00 | 2 | 10.53 |
| 46 | 1 | 5.26 | 0 | 0.00 | 1 | 5.26 |
| 41 | 1 | 5.26 | 0 | 0.00 | 1 | 5.26 |
| 40 | 6 | 31.58 | 0 | 0.00 | 6 | 31.58 |
| 39 | 1 | 5.26 | 0 | 0.00 | 1 | 5.26 |
| 37 | 1 | 5.26 | 0 | 0.00 | 1 | 5.26 |
| Not Specified | 3 | 15.79 | 0 | 0.00 | 3 | 15.79 |
| Total | 19 | 100.00 | 0 | 0.00 | 19 | 100.00 |
| Percent | 100.00 | | 0.00 | | 100.00 | |
| Mean | 44.75 years | | - | | 44.75 years | |
| SD | 7.08 years | | - | | 7.08 years | |

Civil status. As regards civil status of the HE instructors involved in the study, Table 2 shows that majority of them, that is, 15 or 78.95 percent were married, two or 10.53 percent were widow and the remaining two or 10.53 percent were single.

Table 2

Profile of Home Economics Instructors in Terms of Civil Status

| Civil Status | Number of Teachers | Percent |
|---|---|---|
| Single | 2 | 10.53 |
| Widow/er | 2 | 10.53 |
| Married | 15 | 78.95 |
| Total | 19 | 100.00 |

Educational qualification. The data on educational qualification of the respondents are reflected in Table 3. As shown in the table, the highest number of the respondents, that is, six out of 19 or 31.58 percent were full-fledged holders of Master of Arts (MA), Master of Science (MS) or Master of Arts in Teaching (MAT). This was followed by those who have completed the academic requirements for the master's degree, with 5 instructors or 26.32 percent. Moreover, three or 15.79 percent have earned units leading towards Doctor of Philosophy (Ph.D.) or doctor of Education (Ed.D.) or Doctor of Management (DM); another three were full-fledged doctorate degree holders and two or 10.53 percent have earned units in MA/MS or MAT. This data indicated that the instructor-respondents were growing professionally.

Table 3

Profile of Home Economics Instructors in Terms of Educational Background

| Educational Background | Number of Teachers | Percent |
|---|---|---|
| Ph.D./DM/Ed.D. | 3 | 15.79 |
| with Ph.D./DM/Ed.D. units | 3 | 15.79 |
| MA/MS/MAT | 6 | 31.58 |
| MA/MA/MAT (CAR) | 5 | 26.32 |
| with MA/MS/MAT units | 2 | 10.53 |
| Total | 19 | 100.00 |

Academic rank. The data on academic rank of the HE instructors are shown in Table 4. As shown in the table, the highest number of the respondents, that is, eight out of 19 or 42.11 percent were Instructors, followed by six or 31.58 percent Who were Asst. professors and the least, that is five or 26.32 percent were Associate Professors. It can be noted that as of the time of the conduct of this study, none among the respondents were full-fledged Professors and this could be attributed to the fact that the requirements for the obtaining such rank is quite stringent.

Table 4

Profile of the Teacher-Respondents in Terms of Academic Rank

| *Academic Rank* | *Number of Teachers* | *Percent* |
|---|---|---|
| Instructor | 8 | 42.11 |
| Asst. Professor | 6 | 31.58 |
| Associate Professor | 5 | 26.32 |
| Total | 19 | 100.00 |

Teaching experience. Table 5 presents data on the teaching experience of the teacher-respondents. As shown by the said table, the teaching experience of the respondents varied from 4 years to 40 years, with three teachers or 15.79 percent who had been teaching for 15 years, two teachers or 10.53 percent had been teaching for 20 years, 18 years, 17 years, and 10 years. On the whole, the teaching experience of the Home Economics teachers involved in the study clustered around the mean value of 16.35 years with a standard deviation of 7.82 years. This data indicated that they have been in the teaching profession for a long time, thus, they are exposed to varied experiences in teaching the subject.

Table 5

Profile of the Teacher-Respondents in Terms of
Teaching Experience

| Teaching Experience (years) | Number of Teachers | Percent |
|---|---|---|
| 40 | 1 | 5.26 |
| 21 | 1 | 5.26 |
| 20 | 2 | 10.53 |
| 19 | 1 | 5.26 |
| 18 | 2 | 10.53 |
| 17 | 2 | 10.53 |
| 15 | 3 | 15.79 |
| 13 | 1 | 5.26 |
| 10 | 2 | 10.53 |
| 6 | 1 | 5.26 |
| 4 | 1 | 5.26 |
| Not Specified | 2 | 10.53 |
| Total | 19 | 100.00 |
| Mean | 16.35 years | |
| SD | 7.82 years | |

Trainings/seminars attended. Shown in Table 6 are data pertaining to seminars/trainings attended by the teacher-respondents in terms of number of days. As gleaned from the table, the highest number of the HE teachers, that is, nine or 47.37 percent attended 5 days of training, followed by three teachers or 15.79 percent who have attended 3 days. Furthermore, one teacher or 5.26 percent have attended 7 days. Thus, the average number of days of seminar/trainings attended by this group was posted at 4 days with a standard deviation of 2 days. This indicated that attendance in seminars or trainings was fond to be wanting among the respondents.

Table 6

Profile of the Teacher-Respondents in Terms of Trainings/Seminars Attended

| Trainings/Seminars Attended (days) | Number of Teachers | Percent |
|---|---|---|
| 7 | 1 | 5.26 |
| 5 | 9 | 47.37 |
| 3 | 3 | 15.79 |
| 2 | 2 | 10.53 |
| 1 | 2 | 10.53 |
| None | 2 | 10.53 |
| Total | 19 | 100.00 |
| Mean | 4 days | |
| SD | 2 days | |

## Training Needs of HE Instructors

This section presents the training needs of the HE instructors as perceived by themselves, their students and supervisors along four areas, namely: 1) Housing/Family Living and Economics, 2) Clothing, Handicraft and Livelihood Education, 3) Hygiene, Good Grooming and Cosmetology, and 4) Cookery, Food and Nutrition and Dietetics.

Housing/Family Living and Economics. Table 7 shows the perceptions of the instructors themselves, their students and their supervisors on the training needs of the HE instructors along Housing/Family Living and Economics. As gleaned from the table. The instructors assessed their training in eight listed indicators for this area as "much needed" and "very much needed" in "home

Table 7

Training Needs of the Instructor-Respondents Along Housing/Family Living and Economics as Perceived by Themselves, Their Students and Superiors

| Indicators | Respondents' Classification | | | | | | Overall Mean | Interpre-tation |
|---|---|---|---|---|---|---|---|---|
| | Teachers | | Students | | Supervisors | | | |
| 1. Home Management. | 4.58 | VMN | 4.55 | VMN | 4.57 | VMN | 4.57 | VMN |
| 2. Preparation of Budget (Finance Management) | 4.44 | MN | 4.41 | MN | 4.43 | MN | 4.43 | MN |
| 3. Preparation of Time Budget (time Management) | 4.26 | MN | 4.06 | MN | 4.16 | MN | 4.16 | MN |
| 4. Evaluation of work habits, time and energy program (energy Management) | 4.16 | MN | 3.89 | MN | 4.03 | MN | 4.03 | MN |
| 5. Mounting pictures, flower arrangement, making doilies and recycling (Housekeeping Management). | 4.39 | MN | 3.67 | MN | 4.03 | MN | 4.03 | MN |
| 6. Interior Designing. | 4.21 | MN | 3.84 | MN | 4.03 | MN | 4.03 | MN |
| 7. Health and Education. | 4.47 | MN | 4.46 | MN | 4.47 | MN | 4.47 | MN |
| 8. Population Education and Child Care Guidance. | 4.26 | MN | 4.41 | MN | 4.34 | MN | 4.34 | MN |
| 9. Family planning. | 4.05 | MN | 4.35 | MN | 4.20 | MN | 4.20 | MN |
| Total | 38.82 | - | 37.64 | - | 38.23 | - | 38.23 | - |
| Area Mean | 4.31 | MN | 4.18 | MN | 4.25 | MN | 4.25 | MN |

LEGEND:

| | |
|---|---|
| 4.51 - 5.00 Very Much Needed (VMN) | 1.51 - 2.50 Slightly Needed (SN) |
| 3.51 - 4.50 Much Needed (MN) | 1.00 - 1.50 Not Needed (NN) |
| 2.50 - 3.50 Moderately Needed (ModN) | |

management" with a weighted mean of 4.58. Among those deemed by them as "much needed," the highest was posted at 4.44 for "preparation of budget (finance management)" and the lowest was pegged at 4.05 for "family planning". On the whole, the instructors considered training along this area as "much needed" as evidenced by the area mean of 4.31.

Among the students, they likewise assessed training of their instructors along Housing/Family Living and Economics as "much needed" in eight indicators and "very much needed" in "home management" with a weighted mean of 4.55. Among those considered "much needed", the highest weighted mean was 4.46 and the lowest weighted mean was 3.67 for "health and education" and "mounting pictures, flower arrangement, making doilies and recycling (housekeeping management)", respectively. Thus, the area mean for this group resulted to 4.18 which indicated that the students considered training for their instructors along Housing/Family Living and Economics as "much needed."

As regards the perceptions of supervisors, the same trend was observed. There were eight indicators with weighted means equivalent to "much needed" and one indicator, that is, "home management" with a weighted mean equivalent to "very much needed." Among those assessed by the supervisors as "much needed", the highest was 4.47 for "health education" and the lowest was 4.03, which corresponded to three indicators, as follows: "Evaluation of work habits, time and energy program (energy management)," "Mounting pictures, flower arrangement, making doilies and recycling (housekeeping management)," and "Interior designing." Therefore, the area mean for the supervisors' group was pegged at 4.25 which meant that they considered training along Housing/Family Living and Economics to be "much needed" by HE instructors.

In summary, training of instructors along this area of Home Economics was assessed by all the three groups of respondents to be "much needed." The top three subtopics arranged according to the overall mean are: 1) home management with 4.57 or "very much needed", 2) health and education with

4.47 or "much needed", and 3) preparation of budget with 4.43 or "much needed".

Clothing, Handicraft and Livelihood Education. The perceptions of the three groups of respondents relative to training needs of HE instructors along this area are shown in Table 8. Among the teachers' group, two indicators were considered as "very much needed" by them with weighted means of 4.56 for "using and maintaining Hi-speed equipment in garment production" and 4.53 for "Planning and constructing a casual dress". Meanwhile, the remaining fourteen indicators were deemed "much needed". Two indicators posted weighted means of 4.50, namely: 1) Recycling of waste products into useful items, and 2) Taking body measurements correctly; while "designing of cloth" pegged the lowest mean of 3.84. Thus, the teachers/instructors themselves considered training along this area to be "much needed" by them as evidenced by the area mean of 4.31.

As regard the students' perceptions, 14 areas were assessed by them as "much needed" and one area was considered "moderately needed." The highest weighted mean was posted at 4.20 followed by 4.12 which corresponded to "much needed" for the following indicators "use and maintenance of sewing tools and equipment," and "recycling of waste products in to useful items," respectively. Meanwhile, the lowest weighted mean was 3.38 or "moderately needed" for "using dye on fabrics". Like the teachers' group, the students considered training of their instructors along clothing, handicraft and livelihood education as "much needed" inasmuch as the area mean resulted to 3.86.

### Table 8

### Training Needs of the Teacher-Respondents Along Clothing, Handicraft and Livelihood Education as Perceived by Themselves, Their Students and Supervisors

| Indicators | Respondents' Classification | | | | | | Overall Mean | Interpre-tation |
|---|---|---|---|---|---|---|---|---|
| | Teachers | | Students | | Supervisors | | | |
| 1. Production of household items such as pillows, curtains, etc. | 4.26 | MN | 3.69 | MN | 3.98 | MN | 3.98 | MN |
| 2. Handicraft making using indigenous materials. | 4.32 | MN | 3.83 | MN | 4.08 | MN | 4.08 | MN |
| 3. Recycling of waste products into useful items. | 4.50 | MN | 4.12 | MN | 4.31 | MN | 4.31 | MN |
| 4. Designing of cloth. | 3.84 | MN | 3.83 | MN | 3.84 | MN | 3.84 | MN |
| 5. Care and maintenance of clothing. | 4.32 | MN | 3.96 | MN | 4.14 | MN | 4.14 | MN |
| 6. Remodeling and altering old clothes. | 4.22 | MN | 3.99 | MN | 4.11 | MN | 4.11 | MN |
| 7. Making child dresses. | 4.00 | MN | 3.65 | MN | 3.83 | MN | 3.83 | MN |
| 8. Use and maintenance of sewing tools and equipment. | 4.41 | MN | 4.20 | MN | 4.31 | MN | 4.31 | MN |
| 9. Making embroidery stitches. | 4.35 | MN | 3.99 | MN | 4.17 | MN | 4.17 | MN |
| 10. Taking body measurement correctly. | 4.50 | MN | 4.00 | MN | 4.25 | MN | 4.25 | MN |
| 11. Making foundation pattern. | 4.19 | MN | 3.76 | MN | 3.98 | MN | 3.98 | MN |
| 12. Planning and constructing a | 4.53 | VMN | 3.74 | MN | 4.14 | MN | 4.14 | MN |
| 13. Using dye on fabrics. | 4.17 | MN | 3.38 | ModN | 3.78 | MN | 3.78 | MN |
| 14. Removing stain. | 4.47 | MN | 3.70 | MN | 4.09 | MN | 4.09 | MN |
| 15. Using and maintaining Hi-speed equipment in garment production. | 4.56 | VMN | 4.08 | MN | 4.32 | MN | 4.32 | MN |
| **Total** | 64.64 | - | 57.92 | - | 61.28 | - | 61.28 | - |
| **Area Mean** | 4.31 | MN | 3.86 | MN | 4.09 | MN | 4.09 | MN |

LEGEND:

| | |
|---|---|
| 4.51 - 5.00 Very Much Needed (VMN) | 1.51 - 2.50 Slightly Needed (SN) |
| 3.51 - 4.50 Much Needed (MN) | 1.00 - 1.50 Not Needed (NN) |
| 2.50 - 3.50 Moderately Needed (ModN) | |

Among the supervisors, all the listed indicators were assessed by them as "much needed" by the instructors, where the highest was found to be 4.32 for "using and maintaining Hi-speed equipment in garment production" and the lowest was pegged at 3.83 for "making children's dresses." On the whole, this group likewise considered HE instructors' training along this area as "much needed" as evidenced by the obtained area mean of 4.09.

In summary, training of instructors along clothing, handicraft, and livelihood education was assessed by all the three groups of respondents to be "much needed." The top three subtopics arranged according to the overall mean are: 1) using and maintaining Hi-speed equipment in garment production with 4.32 or "much needed", 2) use and maintenance of sewing tools and equipment" with 4.31 or "much needed", and 3) recycling of waste products into useful items" with 4.31 or "much needed".

Hygiene, Good Grooming and Cosmetology. Table 9 shows the perceptions of the teachers/instructors, students as well as supervisors on the training needs of HE instructors along hygiene, good grooming and cosmetology.

Among the teachers' group, one of the eight listed areas was considered as "very much needed" with a weighted mean of 4.53. This referred to "knowledge on good grooming and personality development." The seven remaining areas were deemed "much needed" where "hairdo and haircut" got a weighted mean of 4.42 while "make-up" pegged the lowest weighted mean of 3.84. Hence, the teachers themselves considered training along the area on Hygiene, Good Grooming and Cosmetology to be "much needed" by then inasmuch as the area mean was posted at 4.21.

### Table 9

### Training Needs of the Teacher-Respondents Along Hygiene, Good Grooming and Cosmetology as Perceived by Themselves, Their Students and Supervisors

| Indicators | Respondents' Classification | | | | | | Overall Mean | Interpretation |
|---|---|---|---|---|---|---|---|---|
| | Teachers | | Students | | Supervisors | | | |
| 1. Knowledge on good grooming and personality development. | 4.53 | VMN | 4.47 | MN | 4.50 | MN | 4.50 | MN |
| 2. Grooming aids and care. | 4.21 | MN | 4.36 | MN | 4.29 | MN | 4.29 | MN |
| 3. Shampooing and scalp treatment. | 4.32 | MN | 3.61 | MN | 3.97 | MN | 3.97 | MN |
| 4. Manicuring/Pedicuring. | 4.42 | MN | 3.53 | MN | 3.98 | MN | 3.98 | MN |
| 5. Haircut and Hairdo. | 4.42 | MN | 3.72 | MN | 4.07 | MN | 4.07 | MN |
| 6. Make-up. | 3.84 | MN | 3.49 | ModN | 3.67 | MN | 3.67 | MN |
| 7. Oil Treatment. | 4.00 | MN | 3.27 | ModN | 3.64 | MN | 3.64 | MN |
| 8. Use of modern technology in pedicure and face treatment. | 3.95 | MN | 3.65 | MN | 3.80 | MN | 3.80 | MN |
| **Total** | 33.69 | - | 30.10 | - | 31.90 | - | 31.90 | - |
| **Area Mean** | 4.21 | MN | 3.76 | MN | 3.99 | MN | 3.99 | MN |

LEGEND:

| | |
|---|---|
| 4.51 - 5.00 Very Much Needed (VMN) | 1.51 - 2.50 Slightly Needed (SN) |
| 3.51 - 4.50 Much Needed (MN) | 1.00 - 1.50 Not Needed (NN) |
| 2.50 - 3.50 Moderately Needed (ModN) | |

On the part of the students, six indicators were considered by them as "much needed". The highest weighted mean was 4.47 for "knowledge on good grooming and personality development" followed by 4.36 for "grooming aids and care". Meanwhile two areas were assessed by the students as "moderately needed" by HE instructors, namely: 1) makeup (3.49), and oil treatment (3.27). This group likewise considered training of HE instructors along this area as "much needed" as evidenced by the area mean of 3.76.

The supervisors considered all the listed areas to be "much needed" where the highest weighted mean was posted at 4.50 followed by 4.29 for "knowledge on good grooming and personality development" and "grooming aids and care," respectively. The lowest mean was found to be 3.64 for "oil treatment". Thus, training needs of instructors along Hygiene, Good Grooming and Cosmetology was deemed by the supervisors as "much needed" with the area mean which resulted to 3.99.

In summary, training of instructors along Hygiene, Good Grooming and Cosmetology was assessed by all the three groups of respondents to be "much needed." The top three subtopics arranged according to the overall mean are: 1) knowledge on good grooming and personality development with 4.50 or "much needed", 2) grooming aids and care with 4.29 or "much needed", and 3) haircut and hairdo with 4.07 or "much needed".

Cookery, Food and Nutrition and Dietetics. For this area, the perceptions of the three groups of respondents as regards the training needs of HE instructors are shown in Table 10. For the teachers'/instructors' perceptions, it can be gleaned from the said table that out of the eight listed indicators, three were assessed as "very much needed". These are: 1) knowledge on food and nutrition, 2) knowledge on basic cookery techniques, and 3) knowledge on the principle of food preparation (cereal, main dishes, vegetable, salad, dessert, etc.), all with weighted means of 4.61. The five remaining indicators were considered by the teachers as "much needed." "Knowledge on food merchandizing" posted a mean of 4.39 while "food packaging and canning" pegged the lowest mean of 4.21. Thus, the instructors considered their training along this areas to be "much needed" as evidenced by the area mean of 4.44.

Table 10

Training Needs of the Teacher-Respondents Along Cookery, Food & Nutrition and Dietetics as Perceived by Themselves, Their Students and Supervisors

| Indicators | Respondents' Classification | | | | | | Overall Mean | Interpretation |
|---|---|---|---|---|---|---|---|---|
| | Teachers | | Students | | Supervisors | | | |
| 1. Knowledge on food and nutrition. | 4.61 | VMN | 4.69 | VMN | 4.65 | VMN | 4.65 | VMN |
| 2. Recipe construction and standardization. | 4.33 | MN | 4.24 | MN | 4.29 | MN | 4.29 | MN |
| 3. Knowledge on basic cookery techniques. | 4.61 | VMN | 4.44 | MN | 4.53 | VMN | 4.53 | VMN |
| 4. Knowledge of the principle of food preparation (cereal, main dishes, vegetable, salad, dessert, etc.) | 4.61 | VMN | 4.44 | MN | 4.53 | VMN | 4.53 | VMN |
| 5. Knowledge on food merchandizing. | 4.39 | MN | 4.24 | MN | 4.32 | MN | 4.32 | MN |
| 6. Food preservation. | 4.28 | MN | 4.31 | MN | 4.30 | MN | 4.30 | MN |
| 7. Food packaging and canning. | 4.21 | MN | 3.95 | MN | 4.08 | MN | 4.08 | MN |
| 8. Prevention of food spoilage. | 4.47 | MN | 4.26 | MN | 4.37 | MN | 4.37 | MN |
| Total | 35.51 | - | 34.57 | - | 35.04 | - | 35.04 | - |
| Area Mean | 4.44 | MN | 4.32 | MN | 4.38 | MN | 4.38 | MN |

LEGEND:
4.51 - 5.00 Very Much Needed (VMN)
3.51 - 4.50 Much Needed (MN)
2.50 - 3.50 Moderately Needed (ModN)
1.51 - 2.50 Slightly Needed (SN)
1.00 - 1.50 Not Needed (NN)

For the students' perceptions, "knowledge on food and nutrition" posted the highest mean of 4.69 or "very much needed" followed by "knowledge on basic cookery techniques" and "knowledge on the principle of food preparation (cereal, main dishes, vegetable, salad, dessert, etc.)" with weighted mean of 4.44 or "much needed." On the other hand, the lowest mean was found to be 3.95 for "food packaging and canning." Consequently, the students considered training of their instructors along Cookery, Food & Nutrition and Dietetics to be "much needed" with the resulting area mean of 4.32.

Among the supervisors, three indicators were deemed as "very much needed." These are: 1) knowledge on food and nutrition, 2) knowledge on basic cookery techniques, and 3) knowledge on the principle of food preparation (cereal, main dishes, vegetable, salad, dessert, etc.) with means of 4.65, 4.53, and 4.53, respectively. Meanwhile, the lowest weighted mean of 4.08 referred to "food packaging and canning." Hence, the supervisors assessed instructors' training along Cookery, Food & Nutrition and Dietetics to be "much needed" inasmuch as the area mean resulted to 4.38.

In summary, training of instructors along Cookery, Food & Nutrition and Dietetics was assessed by all the three groups of respondents to be "much needed." The top three subtopics arranged according to the overall mean are: 1) knowledge on food and nutrition with 4.65 or " very much needed", 2) knowledge on basic cookery techniques with 4.53 or "very much needed", and 3) knowledge on the principle of food preparation (cereal, main dishes, vegetable, salad, dessert, etc.) with 4.53 or "very much needed".

## Comparison of the Perceptions of the Three Groups of Respondents on the Training Needs of HE Instructors

This section discusses the results of the comparative analysis on the perceptions of the instructors themselves, their students as well as supervisors vis-à-vis the training needs of instructors using the one-way analysis of variance along the four identified areas in Home Economics, namely: 1) Housing, Family Living and Economics, 2) Clothing, Handicraft and Livelihood Education, 3) Hygiene, Good Grooming and Cosmetology, and 4) Cookery, Food & Nutrition and Dietetics.

Housing, Family Living and Economics. The comparative results for this area are reflected in Table 11. As gleaned from the table, the teachers gave themselves the highest weighted mean of 4.31 for their level of training needs for the aforementioned area, followed by their supervisors and students with mean values of 4.25, and 4.18, respectively which were interpreted as "much needed." The mean square values were 0.039 for between groups and 0.058 for within groups which resulted to a computed F-value of 0.666 which proved to be lesser

Table 11

Summary and Comparison of Responses of the Three Groups of Respondents on the Training Needs of the Home Economics Teachers Along Housing, Family Living and Economics

SUMMARY

| Groups | N | Total | Average | | Variance |
|---|---|---|---|---|---|
| Teachers | 9 | 38.82 | 4.31 | MN | 0.028 |
| Students | 9 | 37.64 | 4.18 | MN | 0.103 |
| Supervisors | 9 | 38.23 | 4.25 | MN | 0.043 |

ANOVA

| Source of Variation | SS | df | MS | F | F crit | Evaluation |
|---|---|---|---|---|---|---|
| Between Groups | 0.077 | 2 | 0.039 | 0.666 | 3.403 | Accept Ho |
| Within Groups | 1.394 | 24 | 0.058 | | | |
| Total | 1.472 | 26 | | | | |

LEGEND:

4.51 - 5.00 Very Much Needed (VMN)
3.51 - 4.50 Much Needed (MN)
2.50 - 3.50 Moderately Needed (ModN)
1.51 - 2.50 Slightly Needed (SN)
1.00 - 1.50 Not Needed (NN)

than the critical F-value of 3.403 at 0.05 level of significance with 2 and 24 degrees of freedom. This led to the acceptance of the hypothesis that "There are no significant differences among the perceptions of the Instructors, students and supervisors relative to the training needs of HE instructors along Housing, Family Living and Economics." This indicated that the three groups of respondents' assessment of the HE instructors' training needs along this area were more or less of the same level. This further implies that their assessment were objective and/or valid, that is, free from biases and subjectivities.

Clothing, Handicraft and Livelihood Education. Table 12 presents the results of the comparative analysis of the perceptions of the instructors themselves, their students and supervisors in terms of the training needs of HE instructors along this area. As shown by the table, the teachers gave themselves the highest weighted mean of 4.31 for their level of training needs for the aforementioned area, followed by their supervisors and students with mean values of 4.09, and 3.86, respectively which were interpreted as "much needed." The mean square values were 0.753 for between groups and 0.040 for within groups which resulted to a computed F-value of 18.845 which proved to be greater than the critical F-value of 3.220 at 0.05 level of significance with 2 and 42 degrees of freedom. This led to the rejection of the hypothesis that "There are no significant differences among the perceptions of the instructors, students and supervisors relative to the training needs of HE instructors along "Clothing, Handicraft and Livelihood Education." This indicated that the three groups of respondents' assessment of the HE instructors' training needs along this area *were not of the same level.*

Table 12

Summary and Comparison of Responses of the Three Groups of Respondents on the Training Needs of the Home Economics Teachers Along Clothing, Handicraft and Livelihood Education

SUMMARY

| Groups | N | Total | Average | | Variance |
|---|---|---|---|---|---|
| Teachers | 15 | 64.64 | 4.31 | MN | 0.042 |
| Students | 15 | 57.92 | 3.86 | MN | 0.046 |
| Supervisors | 15 | 61.28 | 4.09 | MN | 0.032 |

ANOVA

| Source of Variation | SS | df | MS | F | F crit | Evaluation |
|---|---|---|---|---|---|---|
| Between Groups | 1.505 | 2 | 0.753 | 18.845 | 3.220 | Reject Ho |
| Within Groups | 1.677 | 42 | 0.040 | | | |
| Total | 3.183 | 44 | | | | |

LEGEND:

4.51 - 5.00 Very Much Needed (VMN)
3.51 - 4.50 Much Needed (MN)
2.50 - 3.50 Moderately Needed (ModN)
1.51 - 2.50 Slightly Needed (SN)
1.00 - 1.50 Not Needed (NN)

To test which pairs differed, a posteriori test using Scheffe's test was undertaken and the results are shown in Table 13. The following were the numerical mean differences of the pairs: 0.45 for teachers and students, 0.22 for teachers and supervisors, and 0.23 for students and supervisors which resulted to computed F' values of 37.97, 9.07, and 9.92, respectively. These values proved to be greater than the critical F' value of 6.44, thus, all the differences were found to be significant, indicating that the three groups' perceived level of training needs

Table 13

Posteriori Test Using Scheffe's Test to Determine Significance of the Differences Between Means

| Pairs | Difference in Means | Computed F value | Critical F value at df =2, α = .05 | Evaluation |
|---|---|---|---|---|
| Teachers & Students | 0.45 | 37.97 | 6.44 | S/Reject Ho |
| Teachers & Supervisors | 0.22 | 9.07 | 6.44 | S/Reject Ho |
| Students & Supervisors | 0.23 | 9.92 | 6.44 | S/Reject Ho |

Legend: NS (Not Significant)/Accept Ho
S (Significant)/Reject Ho

of HE instructors along "Clothing, Handicraft and Livelihood Education" differed from each other in the following order from the highest: 1) teachers/instructors, 2) students, and 3) supervisors.

Hygiene, Good Grooming and Cosmetology. For this area, the results of the comparison are reflected in Table 14. As shown by the table, the teachers gave themselves the highest weighted mean of 4.21 for their level of training needs for the aforementioned area, followed by their supervisors and students with mean values of 3.99, and 3.76, respectively which were interpreted as "much needed." The mean square values were 0.403 for between groups and 0.111 for within groups which resulted to a computed F-value of 3.615 which proved to be greater than the critical F-value of 3.467 at 0.05 level of significance with 2 and 21 degrees of freedom. This led to the rejection of the hypothesis that "There are no significant differences among the perceptions of the instructors, students

Table 14

Summary and Comparison of Responses of the Three Groups of Respondents on the Training Needs of the Home Economics Teachers Along Hygiene, Good Grooming and Cosmetology

SUMMARY

| Groups | N | Total | Average | | Variance |
|---|---|---|---|---|---|
| Teachers | 8 | 33.69 | 4.21 | MN | 0.064 |
| Students | 8 | 30.10 | 3.76 | MN | 0.181 |
| Supervisors | 8 | 31.90 | 3.99 | MN | 0.089 |

ANOVA

| Source of Variation | SS | df | MS | F | F crit | Evaluation |
|---|---|---|---|---|---|---|
| Between Groups | 0.806 | 2 | 0.403 | 3.615 | 3.467 | Reject Ho |
| Within Groups | 2.339 | 21 | 0.111 | | | |
| Total | 3.145 | 23 | | | | |

LEGEND:

4.51 - 5.00 Very Much Needed (VMN)
3.51 - 4.50 Much Needed (MN)
2.50 - 3.50 Moderately Needed (ModN)
1.51 - 2.50 Slightly Needed (SN)
1.00 - 1.50 Not Needed (NN)

and supervisors relative to the training needs of HE instructors along "Hygiene, Good Grooming and Cosmetology." This indicated that the three groups of respondents' assessment of the HE instructors' training needs along this area were not of the same level.

To test which pairs differed, a posteriori test using Scheffe's test was undertaken and the results are shown in Table 15. The following were the numerical mean differences of the pairs: 0.45 for teachers and students, 0.22 for teachers and supervisors, and 0.23 for students and supervisors which resulted to computed F' values of 20.25, 4.84, and 5.92, respectively. The computed F value for the teachers and students proved to be greater than the critical F' value

Table 15

Posteriori Test Using Scheffe's Test to Determine Significance of the Differences Between Means

| Pairs | Difference in Means | Computed F value | Critical F value at df =2, α = .05 | Evaluation |
|---|---|---|---|---|
| Teachers & Students | 0.45 | 20.25 | 6.93 | S/Reject Ho |
| Teachers & Supervisors | 0.22 | 4.84 | 6.93 | NS/Accept Ho |
| Students & Supervisors | 0.23 | 5.29 | 6.93 | NS/Accept Ho |

Legend: NS (Not Significant)/Accept Ho
S (Significant)/Reject Ho

of 6.93 while for the two other pairs, the computed F values were lesser than the aforesaid critical F-value. Thus only the teachers and students differed in their perceived level of training needs of HE instructors along Hygiene, Good Grooming and Cosmetology with the instructors themselves expressing higher level of training needs than the students.

Cookery, Food & Nutrition and Dietetics. The comparative results for this area are reflected in Table 16. As gleaned from the table, the teachers gave themselves the highest weighted mean of 4.44 for their level of training needs for the aforementioned area, followed by their supervisors and students with mean values of 4.38, and 4.32, respectively which were interpreted as "much needed." The mean square values were 0.028 for between groups and 0.035 for within groups which resulted to a computed F-value of 0.799 which proved to be lesser than the critical F-value of 3.467 at 0.05 level of significance with 2 and 21 degrees

Table 16

Summary and Comparison of Responses of the Three Groups of Respondents on the Training Needs of the Home Economics Teachers Along Cookery, Food and Nutrition & Dietetics

SUMMARY

| Groups | N | Total | Average | | Variance |
|---|---|---|---|---|---|
| Teachers | 8 | 35.51 | 4.44 | MN | 0.026 |
| Students | 8 | 34.57 | 4.32 | MN | 0.046 |
| Supervisors | 8 | 35.04 | 4.38 | MN | 0.032 |

ANOVA

| Source of Variation | SS | df | MS | F | F crit | Evaluation |
|---|---|---|---|---|---|---|
| Between Groups | 0.055 | 2 | 0.028 | 0.799 | 3.467 | Accept Ho |
| Within Groups | 0.725 | 21 | 0.035 | | | |
| Total | 0.781 | 23 | | | | |

LEGEND:

4.51 - 5.00 Very Much Needed (VMN)
3.51 - 4.50 Much Needed (MN)
2.50 - 3.50 Moderately Needed (ModN)
1.51 - 2.50 Slightly Needed (SN)
1.00 - 1.50 Not Needed (NN)

of freedom. This led to the acceptance of the hypothesis that "There are no significant differences among the perceptions of the instructors, students and supervisors relative to the training needs of HE instructors along "Cookery, Food & Nutrition and Dietetics." This indicated that the three groups of respondents' assessment of the HE instructors' training needs along this area were more or less of the same level. This further implies that their assessment were objective and/or valid, that is, free from biases and subjectivities.

### Relationship Between HE Instructors' Training Needs and Their Profile

This part discusses the results of the correlational analysis undertaken between the training needs of He instructors and their age, civil status, educational qualification, academic rank, teaching experience and trainings/seminars attended. The results are reflected in Table 17.

Age. The correlation coefficient computed between training needs of HE instructors and their age was pegged at 0.197 with the corresponding absolute Fisher's t-value of 0.83 which proved to be lesser than the critical t-value of 2.11 at 0.05 level of significance and 17 degrees of freedom. Hence, the hypothesis which stated that "There is no significant relationship between the HE instructors' training needs and their age" was accepted. It implied that age had nothing to do with the training needs of HE instructors.

Table 17

Relationship Between Training Needs of the Teacher-Respondents and Their Profile

| Profile/Variate | $r_{xy}$ | Absolute Fisher's t-value | Critical t-value at $\alpha$= .05, df=17 | Evaluation |
|---|---|---|---|---|
| Age | 0.197 | 0.83 | 2.11 | Accept Ho |
| Civil Status | -0.561 | -2.80 | 2.11 | Reject Ho |
| Educational Qualification | 0.033 | 0.14 | 2.11 | Accept Ho |
| Academic Rank | 0.056 | 0.23 | 2.11 | Accept Ho |
| Teaching Experience | 0.141 | 0.59 | 2.11 | Accept Ho |
| Trainings/Seminars Attended | -0.027 | -0.11 | 2.11 | Accept Ho |

Civil status. The correlation coefficient computed between training needs of HE instructors and their civil status was pegged at -0.561 with the corresponding absolute Fisher's t-value of 2.80 which proved to be lesser than the critical t-value of 2.11 at 0.05 level of significance and 17 degrees of freedom. Hence, the hypothesis which stated that "There is no significant relationship between the HE instructors' training needs and their civil status" was rejected. Thus, civil status is negatively and significantly correlated to HE instructors' training needs. It implied that single instructors expressed a higher level of training needs than those who were married. Furthermore, this could be attributed to the fact that Home Economics had something to so with management of the home which married instructors were exposed to. Their experience along this line could have made the difference which made them express lower level of training needs than those who were single.

Educational qualification. For this variate, the correlation coefficient was posted at 0.033 with the corresponding absolute Fisher's t-value of 0.14 which proved to be lesser than the critical t-value of 2.11 at 0.05 level of significance and 17 degrees of freedom. Hence, the hypothesis which stated that "There is no significant relationship between the HE instructors' training needs and their educational qualification" was accepted. It implied that educational qualification had nothing to do with the training needs of HE instructors.

Academic rank. The correlation coefficient computed between training needs of HE instructors and their academic rank was pegged at 0.056 with the corresponding absolute Fisher's t-value of 0.23 which proved to be lesser than the critical t-value of 2.11 at 0.05 level of significance and 17 degrees of freedom. Hence, the hypothesis which stated that "There is no significant relationship between the HE instructors' training needs and their academic rank" was accepted. It implied that academic rank had nothing to do with the training needs of HE instructors.

Teaching experience. For this variate, the correlation coefficient was pegged at 0.141 with the corresponding absolute Fisher's t-value of 0.59 which proved to be lesser than the critical t-value of 2.11 at 0.05 level of significance and 17 degrees of freedom. Hence, the hypothesis which stated that "There is no significant relationship between the HE instructors' training needs and their teaching experience" was accepted. It implied that duration in the service had nothing to do with the training needs of HE instructors.

Trainings/seminars attended. The correlation coefficient computed between training needs of HE instructors and relevant trainings/seminars attended was pegged at -0.027 with the corresponding absolute Fisher's t-value of 0.11 which proved to be lesser than the critical t-value of 2.11 at 0.05 level of significance and 17 degrees of freedom. Hence, the hypothesis which stated that "There is no significant relationship between the HE instructors' training needs and trainings/seminars attended" was accepted. It implied that attendance to trainings/seminars had nothing to do with the training needs of HE instructors.

In summary, among the six listed variates, only civil status proved to have a relationship with the training needs of HE instructors. This could imply that exposure to actual home management lessened the expressed level of training needs among HE instructors. While this does not imply that only married instructors will express lesser level of trainings needs this could mean that single instructors in HE could enhance their skills in teaching the subject if they are more exposed to activities pertaining to home management,

## Problems Encountered by the Three Groups of Respondents Relative to Home Economics Education

This section discusses the problems encountered by HE instructors themselves, their students as well as the supervisors pertaining to Home Economics education. The responses of the these three groups of respondents which are presented in Table 18. Among the teachers/instructors' group, all the 11 listed problems were "highly felt" by them. The problem on "poor supervision in the teaching of HE" posted the highest weighted mean of 4.37. This was followed by "Lack of seminars and trainings on the different theories and principles needed in teaching the different concepts in HE" and "Insufficient tools and equipment in HE (refrigerator, sewing machines, ovens, hair dryers, etc.); with weighted means of 4.32 and 4.26, respectively. Meanwhile, the lowest minor trouble shooting of ordinary and hi-speed machineries, and 2) Mismatch of industry needs and courses offered in Home Economics. Consequently, problems in HE education were considered by the teachers as "highly felt" with an area mean of 4.11.

Among the students' group, 10 out of the listed indicators were "highly felt" by them, and one was deemed "moderately felt." The highest mean was

### Table 18

### Problems Encountered by the Teachers, Students and Supervisors Relative to Home Economics Education

| Rank | Problems | Respondents' Classification | | | | | | Overall Mean | Interpretation |
|---|---|---|---|---|---|---|---|---|---|
| | | Teachers | | Students | | Supervisors | | | |
| 1 | Lack of seminars and trainings on the different theories and principles needed in teaching the different concepts in Home Economics. | 4.32 | HF | 4.01 | HF | 4.17 | HF | 4.17 | HF |
| 2 | Insufficient tools and equipment in HE (refrigerator, sewing machines, ovens, hair dryers, etc.) | 4.26 | HF | 4.00 | HF | 4.13 | HF | 4.13 | HF |
| 3 | Inadequate instructional tools such as kitchen utensils, sewing tools and other working tools needed in teaching the different concepts. | 4.16 | HF | 4.06 | HF | 4.11 | HF | 4.11 | HF |
| 4 | Poor supervision in the teaching of HE. | 4.37 | HF | 3.55 | HF | 3.96 | HF | 3.96 | HF |
| 5 | Short-term management which led to non-mastery of the job. | 4.16 | HF | 3.64 | HF | 3.90 | HF | 3.90 | HF |
| 6 | Insufficient training on minor trouble shooting of ordinary and high speed machineries. | 4.06 | HF | 3.65 | HF | 3.86 | HF | 3.86 | HF |
| 8 | Old course content and syllabi used in teaching the subject. | 4.11 | HF | 3.58 | HF | 3.85 | HF | 3.85 | HF |
| 8 | Lack of interest among students taking the course. | 4.11 | HF | 3.59 | HF | 3.85 | HF | 3.85 | HF |
| 8 | Lack of incentives and rewards to teachers and students. | 4.11 | HF | 3.58 | HF | 3.85 | HF | 3.85 | HF |
| 10 | Mismatch of industry needs and courses offered in Home Economics. | 4.06 | HF | 3.58 | HF | 3.82 | HF | 3.82 | HF |
| 11 | Lack of skills and knowledge of some professors teaching related subjects in the area they are teaching. | 3.53 | HF | 3.46 | MF | 3.50 | MF | 3.50 | MF |
| | Total | 45.25 | - | 40.70 | - | 42.98 | - | 42.98 | - |
| | Area Mean | 4.11 | HF | 3.70 | HF | 3.91 | HF | 3.91 | HF |

LEGEND:
4.51 – 5.00 Extremely Felt (EF)
2.50 – 3.50 Moderately Felt (MF)
3.51 – 4.50 Highly felt (HF)
1.51 – 2.50 Slightly Felt (SF)
1.00 – 1.50 Not Felt (NF)

posted at 4.06 followed by 4.01 which meant "highly felt." These are: "Inadequate instructional tools such as kitchen utensils, sewing tools and other working tools needed in teaching the different concepts," and "Lack of seminars and trainings on the different theories and principles needed in teaching the different concepts in HE". The lowest mean of 3.46 or "moderately felt" referred to "lack of skills and knowledge of some professors teaching related subjects in mean of 4.06 referred to two problems, as follows: 1) Insufficient training on the area they are teaching." As a whole, the students considered problems relative to HE education as "highly felt" as evidenced by the area mean of 3.70.

As regards the supervisors' perceptions, the highest mean was 4.17, followed by 4.13; both meant "highly felt" for "Inadequate instructional tools such as kitchen utensils, sewing tools and other working tools needed in teaching the different concepts," and "Lack of seminars and trainings on the different theories and principles needed in teaching the different concepts in HE," respectively. On the other hand, the lowest mean was pegged at 3.50 for "lack of skills and knowledge of some professors teaching related subjects in the area they are teaching." Generally, problems relative to HE education were deemed "highly felt" by the supervisors with an area mean of 3.91.

In summary, the instructors, students and supervisors assessed problems relative to HE education as "highly felt." The first three problems based on the means were: 1) Lack of seminars and trainings on the different theories and principles needed in teaching the different concepts in Home Economics with an overall mean of 4.17, 2) Insufficient tools and equipment in HE (refrigerator, sewing machines, ovens, hair dryers, etc.) with an overall mean of 4.13, and Inadequate instructional tools such as kitchen utensils, sewing tools, and other working tools needed in teaching the different concepts with an overall mean of 4.11.

## Chapter 5

# SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, the corresponding conclusions drawn as well as the recommendations formulated on the basis of the results of the study.

## Summary of Findings

The following are the salient findings of the study:

1. The average age of the HE instructors involved in the study was 44.75 years old with a standard deviation of 7.08 years.

2. All the 19 instructor-respondents were female.

3. Majority of these instructors that is, 15 or 78.95 percent were married, two or 10.53 percent were widow and the remaining two or 10.53 percent were single.

4. The highest number of them, that is, six out of 19 or 31.58 percent were full-fledged holders of Master of Arts (MA), Master of Science (MS) or Master of Arts in Teaching (MAT). This was followed by those who have completed the academic requirements for the master's degree, with five instructors or 26.32 percent. Moreover, three or 15.79 percent have earned units leading towards Doctor of Philosophy (Ph.D.) or doctor of Education (Ed.D.) or Doctor of Management (DM); another three were full-fledged

doctorate degree holders and two or 10.53 percent have earned units in MA/MS or MAT.

5. In terms of academic rank, the highest number of the teacher-respondents, that is, eight out of 19 or 42.11 percent were Instructors, followed by six or 31.58 percent who were Asst. Professors and the least, that is five or 26.32 percent were Associate Professors.

6. On the whole, the teaching experience of the Home Economics teachers involved in the study clustered around the mean value of 16.35 years with a standard deviation of 7.82 years.

7. The average number of days of seminar/trainings attended by this group was posted at 4 days with a standard deviation of 2 days.

8. Training of HE instructors along Housing/Family Living and Economics was assessed by all the three groups of respondents as "much needed." The top three most needed subtopics arranged according to the overall mean are: 1) home management with 4.57 or "very much needed", 2) health and education with 4.47 or "much needed", and 3) preparation of budget with 4.43 or "much needed".

9. Training of instructors along Clothing, Handicraft, and Livelihood Education was assessed by all the three groups of respondents to be "much needed." The top three most needed subtopics arranged according to the overall mean are: 1) using and maintaining Hi-speed equipment in garment production with 4.32 or "much needed", 2) use and maintenance of sewing tools and

equipment" with 4.31 or "much needed", and 3) recycling of waste products into useful items" with 4.31 or "much needed".

10. Along Hygiene, Good Grooming and Cosmetology, training of HE instructors was assessed by all the three groups of respondents to be "much needed." The top three most needed subtopics arranged according to the overall mean are: 1) knowledge on good grooming and personality development with 4.50 or "much needed", 2) grooming aids and care with 4.29 or "much needed", and 3) haircut and hairdo with 4.07 or "much needed".

11. Training of instructors along Cookery, Food & Nutrition and Dietetics was assessed by all the three groups of respondents to be "much needed." The top three most needed subtopics arranged according to the overall mean are: 1) knowledge on food and nutrition with 4.65 or " very much needed", 2) knowledge on basic cookery techniques with 4.53 or "very much needed", and 3) knowledge on the principle of food preparation (cereal, main dishes, vegetable, salad, dessert, etc.) with 4.53 or "very much needed".

12. The computed F-value of 0.666 proved to be lesser than the critical F-value of 3.403 at 0.05 level of significance with 2 and 24 degrees of freedom. This led to the acceptance of the hypothesis that "There are no significant differences among the perceptions of the instructors, students and supervisors relative to the training needs of HE instructors along Housing, Family Living and Economics."

13. The computed F-value of 18.845 proved to be greater than the critical F-value of 3.220 at 0.05 level of significance with 2 and 42 degrees of freedom. This led to the rejection of the hypothesis that "There are no significant differences among the perceptions of the instructors, students and supervisors relative to the training needs of HE instructors along "Clothing, Handicraft and Livelihood Education."

14. To test which pairs differed, a posteriori test using Scheffe's test was undertaken. The following were the numerical mean differences of the pairs: 0.45 for teachers and students, 0.22 for teachers and supervisors, and 0.23 for students and supervisors which resulted to computed F' values of 37.97, 9.07, and 9.92, respectively. These values proved to be greater than the critical F' value of 6.44, thus, all the differences were found to be significant, indicating that the three groups' perceived level of training needs of HE instructors along "Clothing, Handicraft and Livelihood Education" differed from each other in the following order from the highest: 1) teachers/instructors, 2) supervisors and 3) students.

15. The computed F-value of 3.615 proved to be greater than the critical F-value of 3.467 at 0.05 level of significance with 2 and 21 degrees of freedom. This led to the rejection of the hypothesis that "There are no significant differences among the perceptions of the instructors, students and supervisors relative to the training needs of HE instructors along "Hygiene, Good Grooming and Cosmetology."

16. To test which pairs differed, a posteriori test using Scheffe's test was undertaken and the results are shown in Table 15. The following were the numerical mean differences of the pairs: 0.45 for teachers and students, 0.22 for teachers and supervisors, and 0.23 for students and supervisors which resulted to computed F' values of 20.25, 4.84, and 5.92, respectively. The computed F value for the teachers and students proved to be greater than the critical F' value of 6.93 while for the remaining pair (teachers and students), the computed F values were lesser than the aforesaid critical F-value. Thus only the teachers and students differed in their perceived level of training needs of HE instructors along Hygiene, Good Grooming and Cosmetology with the instructors themselves expressing higher level of training needs than the students.

17. The computed F-value of 0.799 which proved to be lesser than the critical F-value of 3.467 at 0.05 level of significance with 2 and 21 degrees of freedom. This led to the acceptance of the hypothesis that "There are no significant differences among the perceptions of the instructors, students and supervisors relative to the training needs of HE instructors along "Cookery, Food & Nutrition and Dietetics."

18. The correlation coefficient computed between training needs of HE instructors and their age was 0.197 with the corresponding absolute Fisher's t-value of 0.83 which proved to be lesser than the critical t-value of 2.11 at 0.05 level of significance and 17 degrees of freedom. Hence, the hypothesis which

stated that "There is no significant relationship between the HE instructors' training needs and their age" was accepted.

19. The correlation coefficient computed between training needs of HE instructors and their civil status was -0.561 with the corresponding absolute Fisher's t-value of 2.80 which proved to be lesser than the critical t-value of 2.11 at 0.05 level of significance and 17 degrees of freedom. Hence, the hypothesis which stated that "There is no significant relationship between the HE instructors' training needs and their civil status" was rejected. Thus, civil status is negatively and significantly correlated to HE instructors' training needs.

20. For educational qualification, the correlation coefficient was posted at 0.033 with the corresponding absolute Fisher's t-value of 0.14 which proved to be lesser than the critical t-value of 2.11 at 0.05 level of significance and 17 degrees of freedom. Hence, the hypothesis which stated that "There is no significant relationship between the HE instructors' training needs and their educational qualification" was accepted. It implied that educational qualification had nothing to do with the training needs of HE instructors.

21. The correlation coefficient computed between training needs of HE instructors and their academic rank was 0.056 with the corresponding absolute Fisher's t-value of 0.23 which proved to be lesser than the critical t-value of 2.11 at 0.05 level of significance and 17 degrees of freedom. Hence, the hypothesis which stated that "There is no significant relationship between the HE instructors' training needs and their academic rank" was accepted.

22. For teaching experience, the correlation coefficient was 0.141 with the corresponding absolute Fisher's t-value of 0.59 which proved to be lesser than the critical t-value of 2.11 at 0.05 level of significance and 17 degrees of freedom. Hence, the hypothesis which stated that "There is no significant relationship between the HE instructors' training needs and their teaching experience" was accepted. It implied that duration in the service had nothing to do with the training needs of HE instructors.

23. The correlation coefficient computed between training needs of HE instructors and relevant trainings/seminars attended was -0.027 with the corresponding absolute Fisher's t-value of 0.11 which proved to be lesser than the critical t-value of 2.11 at 0.05 level of significance and 17 degrees of freedom. Hence, the hypothesis which stated that "There is no significant relationship between the HE instructors' training needs and trainings/seminars attended" was accepted.

24. The instructors, students and supervisors assessed problems relative to HE education as "highly felt." The first three problems based on the means were: 1) Lack of seminars and trainings on the different theories and principles needed in teaching the different concepts in Home Economics with an overall mean of 4.17, 2) Insufficient tools and equipment in HE (refrigerator, sewing machines, ovens, hair dryers, etc.) with an overall mean of 4.13, and 3) Inadequate instructional tools such as kitchen utensils, sewing tools, and other

working tools needed in teaching the different concepts with an overall mean of 4.11.

## Conclusions

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

1. The typical HE instructor at the time of the conduct of the study is female, in her mid 40's, married, full-fledged Master's degree holder, holding an academic rank of Instructor, had been in the service for approximately 16 years, and had attended relevant trainings and seminars at an average of 4 days.

2. The HE instructor-respondents were growing professionally, However, none of them were full-fledged Professors and this could be attributed to the fact that the requirements for obtaining such rank is quite stringent.

3. Attendance in seminars or trainings was found to be wanting among the respondents.

4. The three groups of respondents' assessment of the HE instructors' training needs along: 1) Housing, Family Living and Economics, and 2) Cookery, Food & Nutrition and Dietetics were more or less of the same level. This further implies that their assessment in these two areas were objective and/or valid, that is, free from biases and subjectivities.

5. The three groups of respondents' assessment of the HE instructors' training needs along: 1) Clothing, Handicraft and Livelihood Education, and 2)

Hygiene, Good Grooming and Cosmetology were not of the same level. The teachers/instructors felt they need more training than perceived by their supervisors and students.

6. Among the six listed variates, only civil status proved to have a relationship with the training needs of HE instructors. This could imply that exposure to actual home management lessened the expressed level of training needs among HE instructors. While this does not imply that only married instructors will express lesser level of trainings needs this could mean that single instructors in HE could enhance their skills in teaching the subject if they are more exposed to activities pertaining to home management.

7. Age, civil status, educational qualification, academic rank, teaching experience and attendance to relevant seminars/trainings had nothing to do with the HE instructors' training needs.

8. The HE instructors, students as well as supervisors encountered problems in HE education specifically along inadequacy of relevant trainings/seminars, insufficiency of tools and equipment, and inadequacy of instructional supplies and materials.

## Recommendations

On the basis of the results of this study, the following recommendations are hereby offered:

1. A realistic and functional staff development program for HE instructors in state universities and colleges in Samar should be implemented based on the identified areas where training is most needed. Furthermore, the program should include provisions for exposing HE instructors to activities that are reflective of the home management setting. This means that administrators should scrutinize and properly select the seminars/trainings to be attended by HE instructors based on those that are needed by them.

2. Curriculum planners need to review Technology and Home Economics curriculum inasmuch as there is a need to suit the content based on what is needed in the field. Moreover, there is a need to ensure that other areas of THE be included, such as: Industrial Education, Agriculture Engineering, Fishery Arts, and Entrepreneurship.

3. Faculty members in the Home Economics department should be encouraged to finish their MS/MA degree.

4. State Universities and Colleges must strengthen their industry linkages in order for the HE instructors and students to be exposed to industry settings and for the SUC to be updated of the skills needed by these industries.

5. Priority should be given in the procurement of the necessary tools, equipment, supplies, and instructional materials to enhance the teaching competency level of HE instructors. If funding is limited, a short-term (three-year) procurement plan be made to ensure that the basic things needed in the effective teaching of Home Economics be provided.

6. A parallel study could be undertaken in other SUCs in the region to validate the findings of the study.

7. A sequel study which will focus on competencies of HE or THE instructors be undertaken by administering a proficiency test among HE/THE instructors. Factors that are related to their level of competencies could be determined, such as: baccalaureate degree obtained, schools graduated from, family background, hobbies, interests, and the like could be considered.

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# APPENDICES

# APPENDIX A

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

## APPROVAL OF THESIS TITLE

________________

The Dean of Graduate Studies
Samar State University
Catbalogan, Samar

Madam:

In my fervent desire to begin writing my thesis proposal, I have the honor to submit for your approval, one of the following research problems, preferably number one.

1. **"TRAINING NEEDS OF HOME ECONOMICS INSTRUCTORS IN STATE COLLEGES AND UNIVERSITIES IN THE ISLAND OF SAMAR."**
2. "FACTORS AFFECTING PERFORMANCE OF STUDENTS IN HOME ECONOMICS."
3. "CORRELATES OF TEACHING COMPETENCIES OF HOME ECONOMICS INSTRUCTORS."

I hope for your favorable action on this request.

Very truly yours,

**(SGD.) MILAGROS I. TAN**
*Researcher*

APPROVED:

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

## APPENDIX B

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

**COLLEGE OF GRADUATE STUDIES**

NAME: TAN , MILAGROS ISRAEL
(Surname) (First Name) (Middle Name)

CANDIDATE FOR DEGREE: Master of Arts in Teaching Vocational Education

AREA OF SPECIALIZATION: Home Economics

TITLE OF PROPOSED THESIS: **"TRAINING NEEDS OF HOME ECONOMICS INSTRUCTORS IN STATE COLLEGES AND UNIVERSITIES IN THE ISLAND OF SAMAR."**

Very truly yours,

**(SGD.) MILAGROS I. TAN**
*Researcher*

APPROVED:

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

CONFORME:

**(SGD.) PROF. RIZALINA F. VISTA**
*Adviser*

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

# APPENDIX C

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

## ASSIGNMENT OF ADVISER

November 8, 2004

Dear Madam,

Please be informed that you have been designated as adviser of **Ms. Milagros I. Tan** candidate for the degree in **Master of Arts in Teaching Vocational Education major in Home Economics** who proposes to write a thesis on **"TRAINING NEEDS OF HOME ECONOMICS INSTRUCTORS IN STATE COLLEGES AND UNIVERSITIES IN THE ISLAND OF SAMAR."**

Thank you for your cooperation.

Very truly yours,

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

CONFORME:

**(SGD.) PROF. RIZALINA F. VISTA**
*Adviser*

In 3 copies:
1st copy – for the Dean
2nd copy – for the Adviser
3rd copy – for the Researcher

## APPENDIX D

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

Dear Respondents:

This questionnaire is designed to elicit information in connection with the study entitled **"TRAINING NEEDS OF HOME ECONOMICS INSTRUCTORS IN STATE COLLEGES AND UNIVERSITIES IN THE ISLAND OF SAMAR."** Please feel free to respond to the questions under its components or supply the needed information as called for. Rest assured that your response would be kept highly confidential.

Thank you very much.

Very sincerely yours,

(SGD.) MILA I. TAN
Researcher

---

**PART I – Personal Information**

Name: ______________________________ Age: __________ Sex: __________

Civil Status: ________________________ Position: ______________________

Designation: ________________________________________________________

No. of yrs. Teaching the Course: ________________________________________

Length of Service: ___________________________________________________

Name of School: _____________________________________________________

Type of School: ______________________________________________________

Place where School Located: ___________________________________________

**PART II** (Note include here the major or minor of each)

**A. Educational Qualification**

_______ Doctoral Degree

_______ Doctoral CAR

_______ MA with Doctoral Units

_______ Masteral Degree

_______ Masteral CAR

_______ BS with MA Units

_______ Bachelors Degree

_______ Two Yrs. Course

**B. In-service Training Attended (workshop/seminars) related to Home Economics.**

| Title of Training | Date/Place/Sponsor |
|---|---|
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## Part III - Training/Skills Needed

To what degree are the following skills, needed in teaching Home Economics? Please encircle the number under the column which most appropriately corresponded to your response, such as:

| | | |
|---|---|---|
| 5 | Very Much Needed | (VMN) |
| 4 | Much Needed | (MN) |
| 3 | Moderately Needed | (N) |
| 2 | Slightly Needed | (SN) |
| 1 | Not Needed | (NN) |

| Training/Skills | Extent of Awareness | | | | |
|---|---|---|---|---|---|
| | 5 (VMN) | 4 (MN) | 3 (N) | 2 (SN) | 1 (NN) |
| A. Housing/Family Living and Economics | | | | | |
| 1. Home Management | 5 | 4 | 3 | 2 | 1 |
| 2. Preparation of Budget (Finance Management) | 5 | 4 | 3 | 2 | 1 |
| 3. Preparation of time budget (Time Management) | 5 | 4 | 3 | 2 | 1 |
| 4. Evaluation of work habits, time and energy program (Energy Management) | 5 | 4 | 3 | 2 | 1 |
| 5. Mounting Picture, Flower arrangement, making doilies and recycling (Housekeeping Management) | 5 | 4 | 3 | 2 | 1 |
| 6. Interior Designing | 5 | 4 | 3 | 2 | 1 |
| 7. Health and Education | 5 | 4 | 3 | 2 | 1 |
| 8. Population education and child care guidance | 5 | 4 | 3 | 2 | 1 |
| 9. Family planning | 5 | 4 | 3 | 2 | 1 |
| Others (Please specify) ______________________ | | | | | |
| B. Clothing, handicraft and Livelihood Education | | | | | |
| 1. Production of household items such as pillows, curtains etc. | 5 | 4 | 3 | 2 | 1 |
| 2. Handicraft making using indigenous materials | 5 | 4 | 3 | 2 | 1 |
| 3. Recycling of waste product into useful one | 5 | 4 | 3 | 2 | 1 |
| 4. Designing of cloth | 5 | 4 | 3 | 2 | 1 |
| 5. Care and maintenance of clothing | 5 | 4 | 3 | 2 | 1 |
| 6. Remodeling and altering old clothes | 5 | 4 | 3 | 2 | 1 |
| 7. Making child dresses | 5 | 4 | 3 | 2 | 1 |
| 8. Use and maintenance of sewing tools and equipments. | 5 | 4 | 3 | 2 | 1 |
| 9. Making embroidery stitches with | 5 | 4 | 3 | 2 | 1 |
| 10. Taking body measurement correctly | 5 | 4 | 3 | 2 | 1 |
| 11. Making foundation pattern | 5 | 4 | 3 | 2 | 1 |
| 12. Planning and constructing a casual dress | 5 | 4 | 3 | 2 | 1 |
| 13. Using dye on fabrics | 5 | 4 | 3 | 2 | 1 |
| 14. Removing stain | 5 | 4 | 3 | 2 | 1 |

| Training/Skills | Extent of Awareness | | | | |
|---|---|---|---|---|---|
| | 5 (VMN) | 4 (MN) | 3 (N) | 2 (SN) | 1 (NN) |
| 15. Using and maintaining of Hi-speed equipment in garments production. | 5 | 4 | 3 | 2 | 1 |
| Others (Please specify) ______________________ | | | | | |
| C. Hygiene/Good Grooming and Cosmetology | | | | | |
| 1. Knowledge on Good Grooming and personality development. | 5 | 4 | 3 | 2 | 1 |
| 2. Grooming aids and care | 5 | 4 | 3 | 2 | 1 |
| 3. Shampooing and scalp treatment | 5 | 4 | 3 | 2 | 1 |
| 4. Manicuring/ Pedicuring | 5 | 4 | 3 | 2 | 1 |
| 5. Haircut and Hairdo | 5 | 4 | 3 | 2 | 1 |
| 6. Make-up | 5 | 4 | 3 | 2 | 1 |
| 7. Oil Treatment | 5 | 4 | 3 | 2 | 1 |
| 8. Use of modern technology in pedicure and face treatment. | 5 | 4 | 3 | 2 | 1 |
| Others (Please specify) ______________________ | | | | | |
| D. Cookery1, Food and Nutrition's and Dietetics | | | | | |
| 1. Knowledge on food and nutrition | 5 | 4 | 3 | 2 | 1 |
| 2. Recipe Construction and Standardization | 5 | 4 | 3 | 2 | 1 |
| 3. Knowledge on basic cookery techniques | 5 | 4 | 3 | 2 | 1 |
| 4. Knowledge of the principle of food preparation (cereal, main dishes, vegetable, salad, desert, etc.). | 5 | 4 | 3 | 2 | 1 |
| 5. Knowledge on food merchandizing | 5 | 4 | 3 | 2 | 1 |
| 6. Food Preservation | 5 | 4 | 3 | 2 | 1 |
| 7. Food packaging and canning | 5 | 4 | 3 | 2 | 1 |
| 8. Prevention of food spoilage | 5 | 4 | 3 | 2 | 1 |
| Others (Please specify) ______________________ | | | | | |

## Part IV - Problems

To what extent do you feel the problems relative to the implementation of training needs of the Home Economics students and teachers. Encircle the number under the appropriate column corresponding to the problem at the left column such as:

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

| Problems | Extent of Awareness | | | | |
|---|---|---|---|---|---|
| | 5 (EF) | 4 (HF) | 3 (MF) | 2 (SF) | 1 (NF) |
| 1. Lack of seminar and training on the different theories and principle needed in teaching the different concepts in home economics. | 5 | 4 | 3 | 2 | 1 |
| 2. Inadequate instructional tools such as kitchen utensils, sewing tools and other working tools needed for in teaching the different concepts. | 5 | 4 | 3 | 2 | 1 |
| 3. Insufficiency of tools and equipment in Home Economics (refrigerator, sewing machines, ovens, hair dryer etc. | 5 | 4 | 3 | 2 | 1 |
| 4. Lack of knowledge and skills of some professor teaching related subjects in the area they are teaching. | 5 | 4 | 3 | 2 | 1 |
| 5. Insufficient trainings on minor trouble shooting of ordinary and hi-speed machineries. | 5 | 4 | 3 | 2 | 1 |
| 6. Old course content and syllable use in teaching the subject. | 5 | 4 | 3 | 2 | 1 |
| 7. Short-term management which cause no mastery if the job. | 5 | 4 | 3 | 2 | 1 |
| 8. Mis-match of industry needs and courses offer in home economics. | 5 | 4 | 3 | 2 | 1 |
| 9. Poor supervision in the teaching of home economics. | 5 | 4 | 3 | 2 | 1 |
| 10. Lack of interest among students taking the course. | 5 | 4 | 3 | 2 | 1 |
| 11. Lack of incentive and reward to teacher and students. | 5 | 4 | 3 | 2 | 1 |
| 12. Others, (Please specify) ______________________ | | | | | |

## Part V - Suggested Solutions

To what extent do you agree with the following suggested solutions to the problems in the implementation of training need of Home Economics. Encircle the number under the appropriate column corresponding to the suggested solutions, such as:

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

| Suggested Solutions | Extent of Awareness | | | | |
|---|---|---|---|---|---|
| | 5 (SA) | 4 (A) | 3 (U) | 2 (D) | 1 (SD) |
| 1. Send Home Economics instructors to attend seminar and training to gain knowledge and technique and skills in teaching the course. | 5 | 4 | 3 | 2 | 1 |
| 2. Purchase tools and equipments necessary for the implementation of the different courses in Home Economics. | 5 | 4 | 3 | 2 | 1 |
| 3. Up-grade course content and syllabus used. | 5 | 4 | 3 | 2 | 1 |
| 4. Course content should be re-aline in all curriculum area in Home Economics. | 5 | 4 | 3 | 2 | 1 |
| 5. Organize a team-up with different industries. | 5 | 4 | 3 | 2 | 1 |
| 6. Conduct some course on manipulative skills upgrading in all curriculum area in Home Economics. | 5 | 4 | 3 | 2 | 1 |
| 7. Improve the supervision of the teaching in all curriculum area in Home Economics. | 5 | 4 | 3 | 2 | 1 |
| 8. Make the classroom a conducive place, and make the teaching of the Home Economics lively. | 5 | 4 | 3 | 2 | 1 |
| 9. Give incentives to deserving students and teachers. | 5 | 4 | 3 | 2 | 1 |
| 10. Others (Please specify)<br>____________________ | | | | | |

# CURRICULUM VITAE

## CURRICULUM VITAE

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