TEACHERS' COMPETENCE AND STUDENTS' PERFORMANCE IN TECHONOLOGY AND HOME ECONOMICS: A CORRELATION STUDY

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APPROVAL SHEET

In partial fulfillment of the requirements for the degree of Master of Arts, major in Home Economics, this thesis entitled **"TEACHERS' COMPETENCE AND STUDENTS' PERFORMANCE IN TECHNOLOGY AND HOME ECONOMICS: A CORRELATION STUDY"**, has been prepared and submitted by **REBECCA P. PASCUAL** who having passed the comprehensive examination, is hereby recommended for oral examination.

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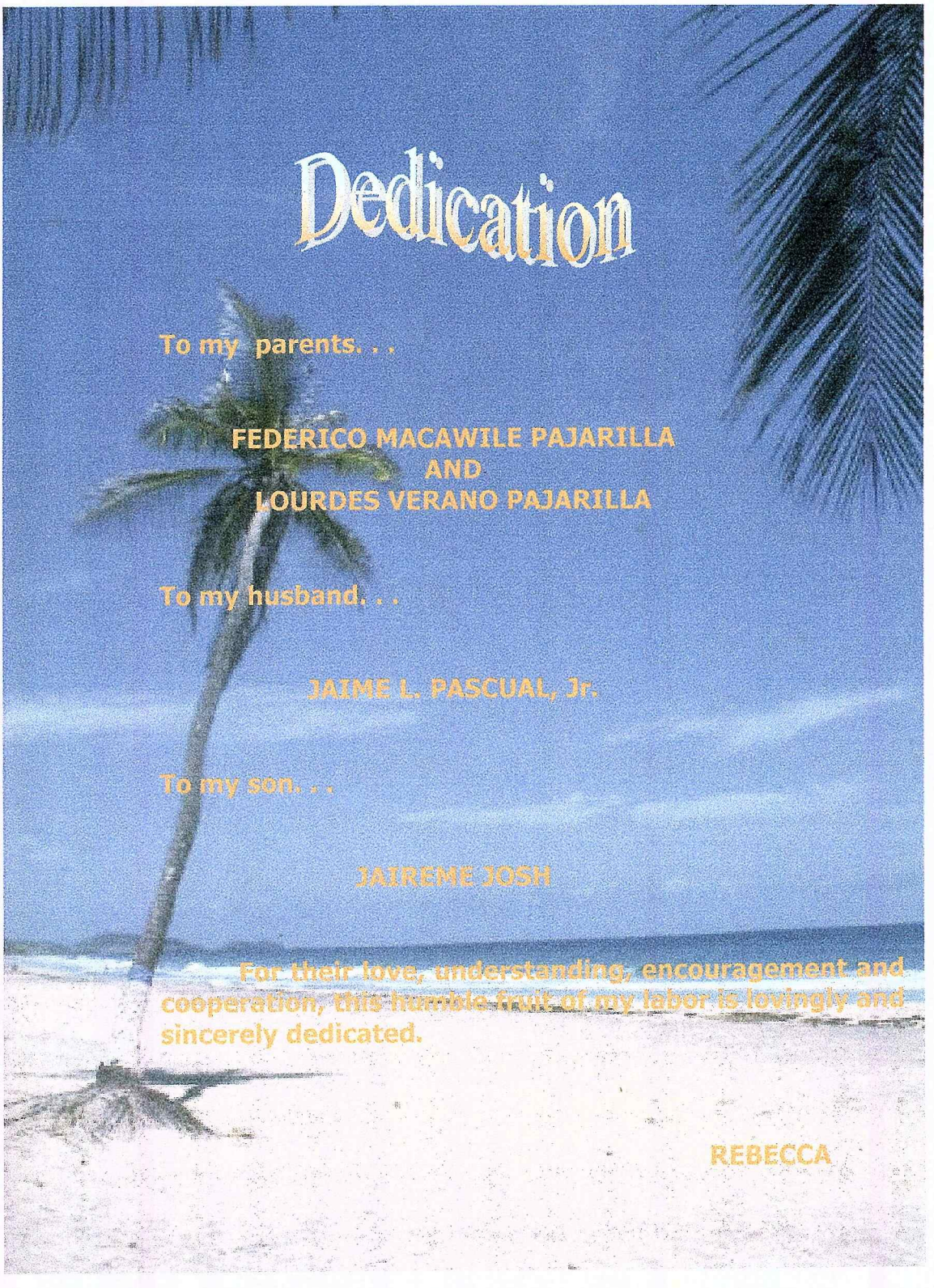

Dedication

To my parents. . .

FEDERICO MACAWILE PAJARILLA
AND
LOURDES VERANO PAJARILLA

To my husband. . .

JAIME L. PASCUAL, Jr.

To my son. . .

JAIREME JOSH

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

REBECCA

ABSTRACT

This study assessed the competencies of the Technology and Home Economics (T.H.E.) teachers in selected schools in Samar. This also tried to correlate the competencies of the same teachers with senior college students' performance in Technology and Home Economics (T.H.E.). The present study employed the descriptive-correlational design to establish relationships between the Technology and Home Economics teachers' level of competence and the Technology and Home Economics senior college students' level of performance in selected schools in Samar. For the remaining seven teachers' variates the computed correlation coefficient obtained were: -0.15 for age, -0.26 for civil status, -0.03 for educational qualification, -0.15 for teaching experience, 0.29 for teaching preparation/load, -0.12 for performance rating and -0.31 for relevant training attended with the Fisher's t-value corresponding to these values posted at -1.62, -0.97, -0.11, -.0.55, 1.09, -0.44 and -1.18 respectively. All the computed Fishers' t-value were found to be lesser than the tabular-critical t-value of 1.77 at 0.05 level of significance and 13 degrees of freedom, which led to the acceptance of null hypothesis the "there is no significant relationship between the teachers' level of competence and these teachers' variates. On the basis of the forgoing findings, the following conclusions were drawn: There is a need of strengthening the staff development along this direction. There is a need for the Technology and Home Economics teachers to improve their communicative competence, through attending training in communication development or enrolling in short term courses specially for these purpose in order that their communication pedagogy will be improved since this

is found to contribute to students' values and skills development in Technology and Home Economics. Although content pedagogy, communicative pedagogy and instructional pedagogy are very important in the students' learning of content in Technology and Home Economics, they are nevertheless important.

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

The quest for academic excellence and quality education is a major concern of the educational system today, especially amid a common observation by many educators that there is deterioration in the quality of the graduates. The quest has become very imperative as the need for global competition becomes keener. The situation has become a matter of survival not to mention the uplifting effect of education in the lives of the people and the society as a whole.

Many would comment that the elementary graduates ought to be compared with college graduates in terms of communication skills, skills development and even development of critical thinking. This is deemed true to the teaching profession. However, Gregorio (1985:280) mentioned several causes regarding poor quality of instruction in the country's public school system such as language of instruction, unfavorable classroom situation and lack of teaching visual aids and substandard teaching competence. According to him, substandard teaching

competence is due to failure to attract good materials for the teaching profession, absence of selective admission in teacher, poor quality of training and preparation and poor command of the language.

At the forefront of the educational system are the teachers who create a difference in the learning process of the students. They are one of the most important factors in the pursuit of academic excellence. Teachers guide and direct learning. Their role as molder of human minds comes into play in their day-to-day contact with their students. Teachers cannot learn for their students, instead, they leave a tremendous influence in learning. Hence, in discharging their functions they should be competent because if they are incompetent they cannot direct learning effectively.

The teaching of Technology and Home Economics (T.H.E.) begins and ends with human relationships. Whether dealing with human development and the family, home management and family economics, foods and nutrition, textiles and clothing, or housing, the focal point is the individual and the family. People in the home economics profession are always concerned with improving some aspect of living, such as the nutritional level, the surroundings, physical

appearance, decision-making, and child rearing. The central mission in home economics education is the improvement of the quality of life of people. Most individuals and families need and desire changes that will bring the reward of a better life. Home economics education aims to help them achieve those changes.

Technology and Home Economics (T.H.E.) lies first of all in its concern for family living. Its second claim to uniqueness lies in its unification of knowledge from many fields in the process of solving the personal and home-life problems. The third unique contribution of the same subject is its personalization of instruction. Fourth, its unique quality lies in its emphasis on acquiring techniques and skills of living. Home economists have always been concerned that students learn the skills necessary for meeting situations of everyday living, seeing these skills more broadly as the field itself has been enriched and broadened.

In this light, Spafford (1967:136) stresses that the final responsibility for what formal education means to students rests largely in the hands of the teacher. The teaching job is many-sided and thus, the teacher's role has many facets. Basically, the job is that of providing

learning experiences, which will promote the fullest growth and development of the individual student, the role that of an experienced leader and guide. Home economics is the teacher's medium for achieving the goals of education, which will be realized only as each teacher makes them the foundation of her own teaching. What the students learn in any course depends in part upon the learning experiences he has, the activities carried out, the subject matter studied, the knowledge, skills, and techniques emphasized as of greatest worth. His learning also depends upon the kind of person the teacher is, her adjustment to life, her relationships with pupils, and the learning she herself has.

In like manner, Postman (1983:546) asserts that there is a sense in which the following aphorism is true: the dumber the teacher, the better the student. What this means, is that a teacher's knowledge can often be obstacle to learning. If teachers know a great deal and spend most of the time telling what they know, students are often intimidated, rendered passive, and made entirely dependent on the source of knowledge.

Teacher on the other hand should further develop the research component of technology application. They can

discover new formulae, strategies and teaching techniques that would enable students to learn and think critically, utilize technology to maximize quality output with the least time, energy and money, as cited by Lee (2001:16). Competent teachers are indeed the indispensable components of the school in its pursuits for quality education.

The teaching of Technology and Home Economics requires competence both in subject matter and skills. The teachers are expected not only to be knowledgeable in its content but also they must have adequate dexterity of skills. But in actual situation there seems to be a big gap between theory and practice. The teacher might be good in skills but inadequate in terms of knowledge but fares poorly when it comes to application. Thus, if the teacher is lacking in skills it is also expected that students may find themselves in the same situation like the teacher. The Samar State Polytechnic College (SSPC) percentage rating of the Licensure Examination for Teachers (LET) will validate this claim. As such, while there has as yet been no passer of the said examination among the BSE-T.H.E. (secondary) curriculum as of the year 2001, only 53.57 percent of the BSE-T.H.E. (elementary) graduates passed the LET. Hence,

there should then be a way of strengthening the Technology and Home Economics course.

It is in this premise, therefore, that the researcher has decided to conduct a study that assessed the competence of the Technology and Home Economics teachers in relation to student performance. She wanted to find out the impact of the teacher's competence in terms of the knowledge, values and skills that the teacher imparts to the students. The ultimate aim of the study is to have a better and more effective Technology and Home Economics program that would cater to the needs and demands of modern day living.

Statement of the Problem

This study assessed the competencies of the Technology and Home Economics (T.H.E.) teachers in selected schools in Samar. This also tried to correlate the competencies of the same teachers with senior college students' performance in Technology and Home Economics (T.H.E.).

Specifically, the study sought to answer the following questions:

1. What is the profile of the Technology and Home Economics teachers in Samar as regards to:

    1.1 age;

1.2 sex;

1.3 civil status;

1.4 educational attainment;

1.5 teaching experience;

1.6 teaching preparations/load;

1.7 performance rating; and

1.8 relevant training and seminars attended?

2. What is the profile of senior college Technology and Home Economics students as regards to:

2.1 age;

2.2 sex;

2.3 civil status;

2.4 parents' occupation;

2.5 honors received; and

2.6 average rating in T.H.E?

3. As perceived by the teacher and students, what is the level of competence of the Technology and Home Economics teachers in terms of:

3.1 content pedagogy;

3.2 communicative pedagogy; and

3.3 instructional pedagogy?

4. Is there a significant difference between the perceptions of the two groups of respondents as regards to the teachers' level of competence?

5. As perceived by the two groups of respondents, what is the performance level of the Technology and Home Economics students to the following:

5.1 mastery of content;

5.2 values development; and

5.3 skills development?

6. Is there a significant difference between the perceptions of the two groups of respondents regarding the level of performance of senior college students?

7. Is there a significant relationship between the performance of the students and the level of competence of teachers?

8. Is there a significant relationship between the teachers' instructional competence and their:

8.1 age;

8.2 sex;

8.3 civil status;

8.4 educational attainment;

8.5 teaching experience;

8.6 teaching preparations/load;

8.7 performance rating; and

8.8 relevant training and seminars attended?

9. IS there a significant relationship between the students' performance in Technology and Home Economics and their:

9.1 age;

9.2 sex;

9.3 civil status;

9.4 parents' occupation;

9.5 honors received; and

9.6 average rating in T.H.E.?

10. What implication can be derived from the findings of this study?

Hypotheses

From the specific questions given, the following hypotheses were formulated and tested:

1. There is no significant difference between the perceptions of the two groups of respondents as regards to the teachers' level of competence in terms of the following:

1.1 content pedagogy;

1.2 communicative pedagogy; and

1.3 instructional pedagogy?

2. There is no significant difference between the perceptions of the two groups of respondents regarding the level of performance of senior college students in terms of the following:

2.1 mastery of content;

2.2 values development; and

2.3 skills development?

3. There is no significant relationship between the performance of the students and the level of competence of the teachers.

4. There is no significant relationship between the teachers' instructional competence and their:

4.1 age;

4.2 sex;

4.3 civil status;

4.4 educational attainment;

4.5 teaching experience;

4.6 teaching preparations/load;

4.7 performance rating; and

4.8 relevant training and seminars attended.

5. There is no significant relationship between the students' performance in Technology and Home Economics and their:

5.1 age;

5.2 sex;

5.3 civil status;

5.4 parents' occupation;

5.5 honors received; and

5.6 average rating in T.H.E.

Theoretical Framework

This study has its theoretical basis from Thorndike's Law of Learning, which is the stimulus-response theory, or S-R Bond Theory. This theory is based on the concept that bond or connections are formed between situations and responses. Thorndike advocates the idea that leaning results from the strengthening and weakening of bonds or connections between situation and responses. The basis of learning is association between sense impression and impulse to action. In this theory, neurons and neural connection are modified as effect of stimulus upon the organism (Andres, 1989:62).

As Wheeler, cited by Miñozo (2002:12-13), has pointed out, raw data of perception from present stimulus is important. The quality of stimulus presented to the learner is crucial in the learning process because the learners' interpretation is based on the present stimuli. If the stimulus lacks the quality necessary to elicit unified learning then no improvement takes place. Teachers provide the stimulus for learning and to be effective they must be competent to present stimuli or learning experiences.

Complementary to Thorndike's theory is the Theory of Behaviorism, as a response of Watson, as cited by Gregorio (1988:94-96). According to Watson, learning is any change in behavior of an organism. Such change may range from the acquisition of knowledge, simple skill, specific attitude and opinions. Change may also refer to innovation, elimination or modification of response. Conditioning brings about any change. They believed on the pre-conceived end to which the child is made to conform. To him, learning is the process of fixation. Watson, in particular, maintains that the response most frequently or most recently associated with stimulus will be elicited by that stimulus. To him, the unit of stimulus and response become the basic building blocks of behavior.

In this light, the teacher selects before hand the pattern according to which he is going to mold the pupil and then goes to work. In other words, the teacher set up situation in which the child can successfully accomplish the task. Competent teacher should provide a situation, which offers constancy of stimulation sufficient to form bonds and habits and to provide adequate practice of them. Thus, as final statement, the teacher's effectiveness can be seen in the performance of the learner.

Conceptual Framework

This research study focused on the competencies of the Technology and Home Economics teachers as well as the performance of the Technology and Home Economics senior college students in selected schools in Samar.

The schema in Figure 1 shows the relationship of teachers' competence and student performance.

At the bottom of the schema are the teachers and students coming from the 3 selected schools in Samar. These schools were the research environment of this study. The left box of the schema shows the teachers' variates.

They included sex, age, civil status, teaching experience, seminars and trainings attended, educational

qualification, teaching preparation and performance rating. The box also shows the level of competence of teachers, there are three aspects, namely, (1) cognitive pedagogy, which includes content, skills and values, (2) communicative pedagogy, and (3) instructional pedagogy. Relationships were determined between the teachers' variates and the level of competence of teachers.

On the right box of the schema are the students' variates composed of age, sex, civil status, rating in Technology and Home Economics (last Technology and Home Economics subject taken), and parents' occupation. Relationships were assessed together with the students' performance consisting of knowledge, skills, and values.

After all the various relationships have been established, the final aim of the study was undertaken and that involved finding out if there is a relationship between the teachers' level of competence and the students' performance.

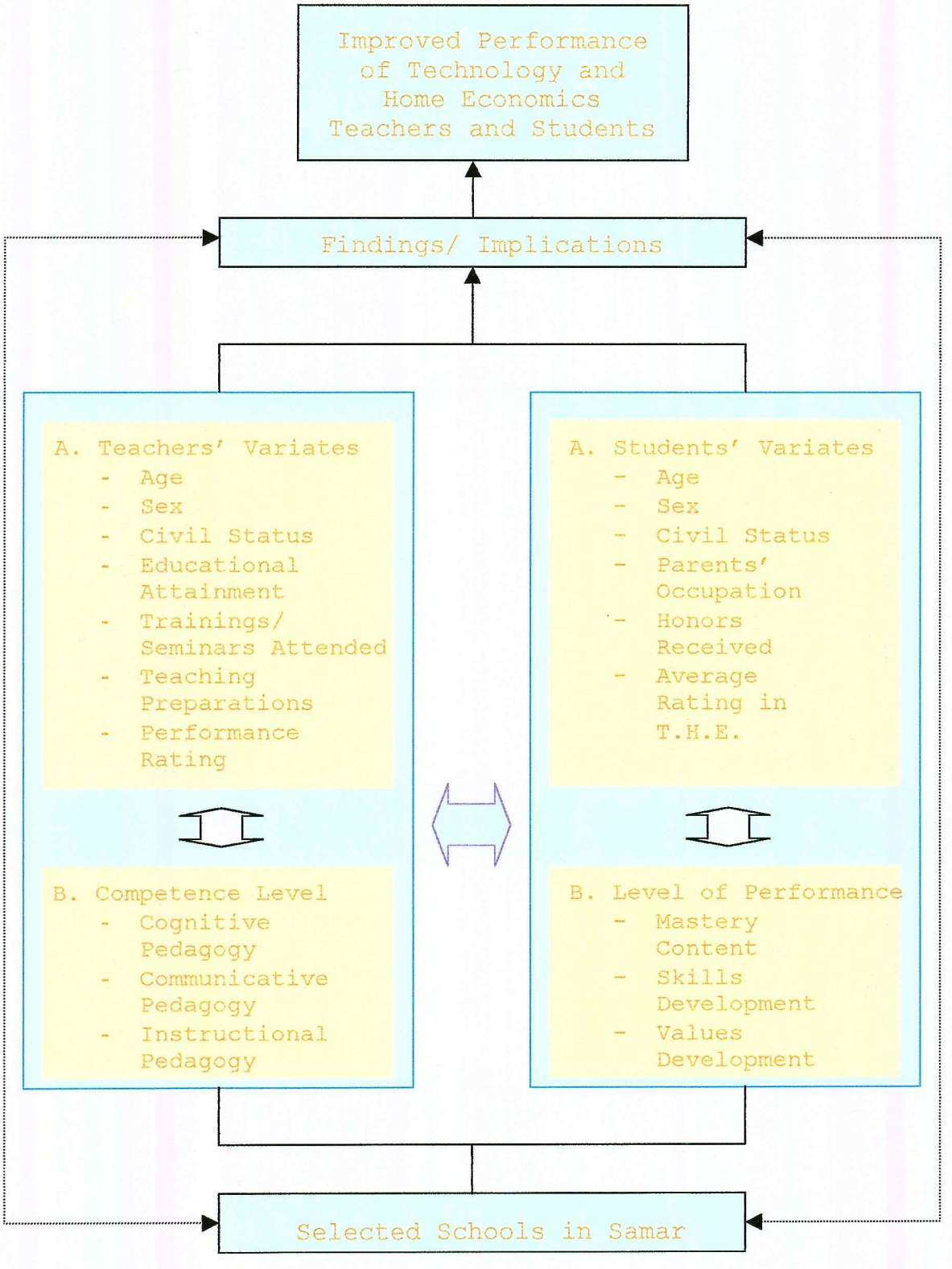

Figure 1. Conceptual Framework of the Study

Whatever relationships may emerge from the study would give rise to implications. Implications would be the bases for recommendations. The apex of the schema shows the ultimate purpose of the study, which is improved, and more effective teachers' competencies and better students' performance in Technology and Home Economics.

Significance of the Study

This study on relationship between the teachers' level of competence and the students' level of performance would be of great value and significance primarily to the teachers in Technology and Home Economics and personally to the heads of schools as the study showed the strengths and weaknesses of teachers. The study would also be beneficial to students and the curriculum planners.

To the Students. The study would give the senior college students baseline information regarding their teachers' level of competence. This information would, in turn, allow them to assess their own performance based on the competency of their teachers.

To the Teachers. This would give insights to the faculty to innovate practical applications of Technology

and Home Economics education curriculum. The result would enable them to inculcate relevant course content. Such awareness would give them the positive attitude to initiate self-improvement.

To the Administrators. The result of the study would also encourage the school administrators to strengthen the knowledge and skills of the teachers to make their job more effective. The study would provide them pertinent information that would initiate courses of action that would strengthen the present practices of the Technology and Home Economics functions in the schools.

To the Curriculum Planners. The findings of this study would give insight to the curriculum planners. From the results of the study, they would be able to revise and re-align the Technology and Home Economics curriculum that would suit the needs of the present. They could provide and plan appropriate seminars and in-service trainings for these teachers who are in the field today.

To the Future Researchers. This study would also help to give ideas to conduct similar research in finding out the competence level of teachers in Technology and Home

Economics and other related subject areas that may be improved by other means.

Scope and Delimitation of the Study

This study was concerned with the relationship of Technology and Home Economics teachers' level of competence and the students' performance in the same subject.

This study involved the senior college students and the Technology and Home Economics teachers of 3 schools in Samar, specifically the Samar State Polytechnic College (SSPC), the Tiburcio Tancinco Memorial Institute of Science and Technology (TTMIST), and the Eastern Samar State College (ESSC). There were only three schools taken as research environments since the panel suggested it during the pre-oral deliberation.

The respondents were all the Technology and Home Economics teachers and senior college students of the aforementioned schools. They assessed the teachers' level of competence along cognitive pedagogy, communicative pedagogy and instructional pedagogy. Respondents also evaluated the students' performance on mastery of content, values development and skills development.

The gathering of the data was done during the last week of February 2003.

Definition of Terms

For easy understanding of the study, some terms were conceptually and operationally defined to serve as common frame of reference for the readers.

Achievement. This term is defined by Good (1959:7) as the actual accomplishment as distinguished from potential ability, capacity or attitude. Likewise, Webster (1979:16) defined this term as the act of successful completion of task. In this study, this referred to accomplishments of the learning output.

Communicative pedagogy. The term refers to the ability of the teacher to effectively communicate using predominant medium of expression with minimal or without error (Finochiarro, 1985:78). It was in this light that the term was used in this study.

Competence. The term refers to the sufficient ability or authority, or possessing the requisite natural or legal qualification, or the ability that which a person can actually do on the basis of present development and training (Funk and Magnals, 1973:267). According to Webster

(1976:463), this refers to the state of being functionally adequate or having sufficient knowledge, judgment, and skill of strength. In this study, it referred to the ability to carry out a specific task, specifically in Technology and Home Economics.

Content pedagogy. This term is defined as the teachers' ability to draw from a well-organized and easily accessible body of factual and conceptual knowledge, content, specific algorithms and heuristics, and metacognitive competencies to be used in the learning process and in decisions concerning curricular goals, optimal sequential organizations of the subject matter, task difficulty and classroom learning (Grossman, et. al., 1989:213). The term was used in this study in the same manner as it is defined above.

Core value. It is the main source of specific values, which are conceived as terminal, and instrumental values that contribute to the change and improvement of the desirable behavior of persons. It was in the same vein that the term was used in this study.

Instructional pedagogy. The term is defined as the teacher's implicit knowledge about teaching strategies and methods for achieving instructional goals. It is composed

primarily of procedural knowledge that is organized within a complex and hierarchical system of instructional schema (Leinhardt and Greene, 1986:107). In this study, the term referred to learning methodologies and strategies that included management and corrective skills, which allow classroom teaching to be adapted to varying situations.

Knowledge. In this study, it referred to the acquisition of as trivial as simple recall to a more complicated thinking process.

Pedagogy. The term refers to the science or profession of teaching. It also refers to the theory or the teaching of how to teach (Webster, 1998:929). In this study, the tem was used in the same context.

Performance. In this study, this term referred to the actual accomplishment as distinguished from potential ability, capacity or attitude.

Performance level. The term refers to the degree of accomplishment a student has achieved (Bartlett, 1990:121). As used in this study, it referred to the result obtained by the student-respondents in the questionnaire-made checklist.

Skills. This refers to anything that the individual has learned to do with care and precision, may either be a

physical or mental performance or a manipulative proficiency in hand, finger, foot and eye coordination (Good, 1973:536). It is in this respect that the term was used here in this study.

Students' performance. The term referred to how the senior college students of selected schools in Samar fared in their Technology and Home Economics subject, as indicated by the documentary analysis of pertinent records from school.

Teacher competence. This refers to the set of knowledge, abilities, and beliefs that teachers possess, and bring to the teaching situation (Medley, 1982). As used in this study, the term referred to how the Technology and Home Economics teachers of selected schools in Samar impart knowledge, abilities and beliefs to senior college students of the same subjects in the same schools, as shown by data on their performance.

T.H.E. This is an acronym for Technology and Home Economics.

Technology and Home Economics. Technology and Home Economics is a field of education that is concerned with the development of home and family life in the Philippines and the realization of satisfying personal, family and

community goals (Atienza, 1983:38). As used in this study, it dealt with all phases of home living including food and nutrition, care and guidance of children. It also referred to the management of family resources, personal development and family relations, health and sanitation, home and community development, clothing and textiles, handicrafts and others.

Value. It is a combination of ideas and attitudes, which give priority, choice or preference to certain goals, action or things. The term was used in this study in the same context as it is defined above.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter consists of the related literature and studies that provided the researcher with better insights into the study. It discusses various factors related to competency of teachers and student performance.

Related Literature

The following excerpts of books, publication and articles, both local and foreign, have bearings on the study.

The Commission on Higher Education (CHED) is currently monitoring and assessing higher education institutions in the country as a form of quality assurance. Relative to this, the agency identified four fundamental thrusts as basis for its assessment activities (Puno, 2001). These are: 1) efficiency and effectiveness, 2) quality and excellence, 3) relevance and responsiveness, and 4) access and equity.

Cabudol (1994:182) stressed that teachers must possess desirable patterns essential to the how's of quality teaching. Presumably, the desirable behavioral pattern

observed to produce great impact on quality education include their many roles as a manager, counselor, motivator, leader, model, public relations specialist, parent, surrogate and instructor.

Ingrarson and Chadbourne (1994:37) suggest that evaluation is summative, criterion-based and uses multiple sources of data to demonstrate achievement of the particular standard of professional knowledge and skill. They also suggest that a "college of specialists" make assessment. Within the selection processes for classroom teachers both these suggestions have been addressed.

Along this line, Ruiz (1967:39) believes that to be able to teach effectively, teachers must know their pupils. The basic areas, which the teacher should know her pupils about, are their (a) academic achievement, (b) aptitudes, and (c) personal-social adjustment patterns.

Furthermore, the author stresses that a teacher cannot teach very well what she does not know very well. This underscores the necessity for teachers to be masters of their subject matter.

Gregorio (517:525) cited some of the desirable qualities of teachers among which are: a) a good knowledge of subject matter, b) a good knowledge of the nature of the

child, c) capacity to think and speak clearly and intelligently, d) pleasant personality, e) freedom from any physical impediment that would interfere with the teachers usefulness, and f) classroom skills.

According to Weihert, Helmke and Schrander (1992:82), teacher competence is the ability to apply psychology to stimulate students' interest and sustain their attention and concern. It also refers to the development of critical thinking using non-threatening manner of lesson presentation while providing maximum involvement in class activities is another aspect. Likewise, it covers stimulation of positive interaction among students and the reinforcement of students' active participation in class activities.

Peterson and Comeaux (1987:97) also stress that giving students time to ask questions or give feedback as well as using simple vocabulary in communication, of role play, panel or group discussions, and the use of debates especially in language classes also form part of this variable. These techniques contribute to the teachers' implicit and explicit knowledge about teaching strategies and methodologies to achieve instructional and pedagogical goals.

Greene (1988:479) asserts that a good deal of teaching is not subject to empirical inquiry or correlates of student achievement. Good teaching and learning involve values, experiences, insights, imagination and appreciation - the "stuff" that cannot be easily observed or measured. For her, teaching and learning are existential encounter, a general philosophical process involving ideas and creative inquiries, which cannot be easily quantified.

Villar (1988:2) states that foremost among goals of Technology and Home Economics are the development of fundamental and basic skills in order to become productive and self-reliant individual. This could only be achieved if teachers are concerned with the improvement and progress of every citizen.

Whilhelm (1986:3) asserts that evaluation of teacher competence is done not only to assess the strength and weaknesses of teaching but also to provide information to students about their progress and learning outcomes. Accordingly, an effective teacher should be imbued with the importance of evaluation, not only of the "self", but also of the performance and development of each student under his control.

Most measurements of teacher competence focus on minimal competencies. School district administrators that evaluate competencies of teachers spend little time evaluating teachers who appear to be competent, therefore, competent teachers often are not threatened by the process nor do they consider it useful "rather they criticize evaluations for providing too few observation and evaluators for making (too few) comments… (that) relate specifically to … their particular teaching assignment". This does not mean that teacher competency instruments are invalid or unreliable measures; rather, their present utility is linked to identifying teacher incompetence (Wise, 1985).

Atienza (1983:79) asserts that greater knowledge and insight is required of teachers. Teachers must have the feeling of being an active participant, not only of her community, but also of her nation and her world. The teacher of tomorrow cannot be ignorant of or indifferent to the great issues of her time. Atienza further cites six major characteristics of teaching competence. Good teachers must (1) know what they teach and how to teach it; (2) know the nature of the human organism; (3) know how to appraise an individual or make educational diagnosis, in order to

help persons develop themselves in a desirable fashion; (4) know how to work with small and large groups of people of varying ages; (5) know how to help people to think critically and independently; and (6) know how to help people to be more eager to find out, of their own values, and examine these values that are more satisfying to them and to society.

Reagan and Shepered (1981:127) express the idea that as a facilitator of learning the teacher should help make the students achieve lasting, useful, and meaningful results. He who has no vision of the results of work in terms of richer life for individuals and better citizens of tomorrow is merely engaged in a monotonous round of details.

Eells (1965:16) cites factors associated with performance, which shows that cultural factors enter into performance in intelligence test. It is maintained that existing group test revealed a striking difference in the academic performance of children who came over from poor homes and whose cultural pattern, parental attitudes, and group standards are different from that of the middle class one which are said to dominate and testing situations.

The Quality of Education Opportunity Survey (QEOS), better known as the Coleman Report of 1966, reported that expenditures for books in the library and the facilities, and the curriculum are not significantly related to academic achievement when socio-economic status, attitude of students and their schoolmates are held constant. The study revealed that performance of students in school is greatly affected by socio-economic background of their classmates or no effect on student's achievement.

The history of education in Western Europe and in the United States shows many attempts to stress individual development by increasing freedom of judgment, independence of thinking, and individual responsibility on the part of the student, as stated by Hatcher and Halchin (1973:100).

Similar idea was pointed out by Manuel (1974:3-4) in his study that the basic task of education is to design a learning program so that every basic knowledge and skill gained has its built-in attitudes and values that would later manifest in the pupil's decisions and scientific literacy.

As cited by Hatcher and Halchin (1973:100), Dewey, the first great American educational philosopher of the 20th Century, advocated that instead of having the teacher solve

everyday problem in the classroom, the students themselves should learn the techniques of problem solving. He did not mean, as some have thought, that students should be placed absolutely on their own. Others have said essentially the same thing as Dewey, but in different words and with the same modifications. Educational leaders have talked about child-centered teaching, goal-oriented behavior, developing mature individuals, and dozens of other closely related ideas.

Hence, for the prime reason that the result of this research would be used as basis in planning relevant actions to the needs of the learners or the society as a whole. This would also serve as an assessment in determining the teachers' competence, which contributes better development and progress of the students.

Related Studies

This section summarizes studies on teaching competence as well as student performance.

Reyes' (2000) study entitled "Performance of Science and Technology Students and Teachers of Public High Schools in Calbayog City" found out that the average performance rating of Science and Technology teachers and students

achievement in the division achievement test have significant relationship to the performance of students in Science and Technology and the performance of Science and Technology teachers. She also found out that age, civil status and teaching experience have significant relationship to the academic performance of students in Science and Technology and the teachers' profile in terms of age, civil status and teaching experience. Meanwhile, there is no significant relationship between the academic performance of students in Science and Technology and their teachers' qualification, field of specialization and seminars/trainings/workshops attended.

Based on the above findings, Reyes' study revealed the following conclusions: (1) The students' performances were found to be significantly related to Science and Technology teachers' age, civil status and teaching experience. (2) Sex, educational qualification, field of specialization and seminars/trainings/workshops attended by the Science and Technology teachers turned out to have no effect on the students' performance. Her study came up with the following recommendations: (1) the heads of schools should motivate and encourage teachers to attend training which are relevant to the major field of specialization with

incentives such as traveling expenses, and the like, (2) it is highly recommended that some Science and Technology teachers should upgrade themselves professionally, (3) new entrants to the teaching profession should be given more time and attention during supervision and monitoring of activities by the school administrators.

The study of Reyes has bearing with the present study since both studies were concerned with teachers' competence and students' performance. The only difference is that the study cited here focused on Science and Technology while the present study focused on Technology and Home Economics. Thus, the study of Reyes served as a guide to conduct similar studies, specifically in Technology and Home Economics, and to look into the real factors that affect poor performance of students in the same subject. With this, the people concerned would provide appropriate adjustment to produce quality outcome.

Bernadit's (1999) study on "Competencies of Technology and Home Economics Teachers in the Division of Calbayog City" revealed the following findings: (1) there is no significant difference among the perceptions of the three groups of respondents in terms of the competency level of the T.H.E. teachers. (2) Sex influence greatly affects the

competency level of the T.H.E. teacher-respondents. This means that female T.H.E. teachers have higher competency level than their male counterpart. Other variates do not influence considerably the competency level of the T.H.E. teachers. (3) The computed Pearson r-value of the relationship between the competency level of the T.H.E. teacher-respondents and the instructional status of the H.E. in the secondary schools implies marked or moderate correlation. Further test of the significance of correlation between the two factors proved to be significant. She recommended the following: (1) the T.H.E. teacher-respondents are encouraged to undertake continuing education such as seminars, in-service trainings to include graduate and post-graduate education, specializing in T.H.E., to enhance and update their skills and competence in teaching the subject. (2) Administrators are encouraged to give full financial support to the T.H.E. programs to provide and upgrade school facilities and equipment to reinforce and enhance the competence of the T.H.E. teachers as well as the students. (3) In-service training on T.H.E. initiated by the school is strongly recommended to reinforce the T.H.E. teachers' skills.

Bernadit's study has relation with the present study because both were concerned with the competence of teachers, which will be of value to the students. Her study focused on all the subject areas of Technology and Home Economics while the present was concerned only with the subject areas in Technology and Home Economic that would assess the performance level of the students.

Original (1999) conducted the study entitled "Learning Competencies in T.H.E. and Lifestyle of Students". She offered the following recommendations (a) enhancement opportunities are given to students by conducting homemaking contests and competitions among themselves, (2) advancement opportunities are also given to the students by joining homemaking contests and competitions among schools, local regional, as well as national levels, (3) the conduct of workshops and seminars is strongly recommended initiated by the school for updating and upgrading purposes of the skills learned by T.H.E. students through classroom instruction, (4) there must be a strategy to be adopted wherein graduates may be able to engage in entrepreneurial activities to strengthen the competencies they have acquired from their respective schools. One way is by providing them capital to enable them to start their income

generating projects, (5) procurement of modern facilities be made by the school to reinforce the skills of the students in T.H.E., (6) a similar study should be conducted in another school for comparison purposes, as follows: competency of secondary schools and correlates of students' competency.

Similar to the Original study, the present study was concerned with the performance of students. Her study focused on the students' learning competencies and how they are related to the lifestyle of the secondary students while the present study dealt with the competence of the teachers and tried to relate performance achieved by the senior college students. Henceforth, the study of Original provided additional information on how to conduct further research to discover the factors that affect the performance of the students as well as the competence of teachers.

The study of Dimakiling (1998) entitled "Performance of Science and Technology Students and Teachers of Public High School" recommended that the heads of schools should motivate and encourage teachers to attend trainings which are relevant to Science and Technology, teaching-learning competencies by giving their incentives such as traveling

expenses, and the like. It is also highly recommended that some Science and Technology teachers should upgrade themselves professionally. They can do it by enrolling in graduate education, attending more trainings and workshops to improve their teaching competencies. Their lack of experience in teaching can be supplemented by their attendance in graduate classes and trainings. In this way, they can also maintain, if not, improve their very satisfactory work performance. She also recommended that team teaching should be encouraged in the teaching of Science and Technology where those teachers who have been in the service for quite a number of years should be paired with teachers who are just new in the service.

Dimakiling's study had bearing with the present study in the sense that both looked into the effective teaching-learning process as well as the performance of students. However, the former study focused only on the teaching of Science and Technology while the latter focused on the competencies of teachers in Technology and Home Economics, including students' performance.

Bernales (1996) on his study, "Competency of Secondary Mathematics III Teachers in the Division of Samar: An Input to Training Program" recommended the following: (1) in-

service trainings of mathematics teachers that led to the development of teaching competencies especially on knowledge where teachers have found difficult should be provided, (2) mathematics teachers should be encouraged through incentive to grow professionally by pursuing graduate studies and to subscribe to math journals and affiliate with associations of math teachers locally and nationally, (3) curriculum teacher training institute should include multi-lateral learning areas in mathematics with broader and richer learning experience for prospective math teachers, and (4) researches of assessing competency of teacher should be periodically conducted and probably improved for use as bases in planning future in-service training programs.

Bernales' study had bearing on the present study insofar as both were concerned with competencies of teachers. However, the two studies differed in the subject matter as Bernales' study was on Mathematics while the present study was on Technology and Home Economics. His study gave idea to the researcher to conduct similar study that would further produce quality graduates.

Another study conducted by Castil (1995) entitled "Competencies of Secondary School Teachers on H.E. in the

Division of Camiguin" came up with the following conclusions: (1) the secondary school teachers of Home Economics in the Division of Camiguin are very competent in skills and knowledge of homemaking specifically along areas of home and family living, home management, food, health and nutrition, basic clothing and simple solving, (2) facilities, equipment, community activities, and supervision practices influenced the T.H.E. teachers' competencies, (3) age, educational qualification and family income do not affect the T.H.E teachers' competencies, and (4) instructional status in terms of facilities and equipment are predicted of the T.H.E. teachers' competency level.

The study of Castil is related to the present study because it dealt with the study of the T.H.E. program and the teachers' competence in the said program as well. But, the study of Castil focused only on teachers' competence while the present study tried to relate the teachers' competence and the students' performance in Technology and Home Economics.

Calumpiano's (1992) study entitled "Teaching Effectiveness at the Samar Regional School of Fisheries: Perception of Teachers and Students" concluded that the

perceptions of teachers on teachers' personal competencies differ from those of the students. The teachers thought highly of their role whereas the students did not. The perception of the teachers on instructional competencies and managerial skills also differed from those of the students. The perception of the teachers on student development and achievement differed from those of students. She further concluded that there is a need to equip themselves with knowledge, competencies, and skills that the constraints that beset the school in the achievement of its goals as commonly agreed by the respondents are as follows: good qualified teachers are in short supply, there are curricular deficiencies including the use of unsuitable textbooks and other instructional materials, there is ineffective provision for research and development, and the lack of definite official channels of responsibilities in school.

Calumpiano's study has bearing with the present study, as both studies looked into the investigation of teachers' capability and students' achievements. Her study centered on the comparison of the perceptions of the respondents on the knowledge and skills while the present study was on the assessment of the teachers' competence as it relates to

students' performance, particularly in Technology and Home Economics.

Osias (1991), in the study entitled "Correlates of Efficient Performance in Mechanical Drawing", recommended the following: (1) all drawing teachers and shop teachers should closely supervise their students while working on their plates or projects and if possible, should not allow students to take their unfinished projects home, (2) classes should be provided with adequate instrument and facilities by the school to insure efficient performance, (3) teachers should evaluate projects of students as objectively as possible using the standard rating system, (4) teachers should devotedly guide and assist the students in performing their projects especially on the factors where they are weak, and (5) teachers and administrators should join hands in inculcating and developing the value of efficiency as key to the world of work and possible growth and advancement thereafter.

Osias' study has relation with the present study as both were correlation studies on teachers' effectiveness and students' performance. They differed only regarding the subject investigated as the present study was concerned with Technology and Home Economics while the former was on

Mechanical Drawing. Hence, this study served as guide in the pursuit of related researches to be conducted.

Javier's (1990) study on "Teacher Competence and Performance of Graduating High School Students in English, Science, and Social Studies" found out that teacher competence based on educational qualifications and attitude inventory has no significant relation to teachers' effectiveness in terms of students' performance. The subjects of the study were 48 teachers and 4,335 high school students of the Roosevelt College System, which included seven high school units in Montalban, San Mateo, Cainta, Rizal, Marikina, and San Juan, Rizal and Homesite and Cubao, Quezon City. She used the Skinnerian approach, which, as explained, is a behavior pattern of instruction that measures teachers' effectiveness in terms of students' performance. She used the present posttest scores to evaluate the teachers' ability to accomplish the said task.

Javier's study is related with the present study as both dealt on the teachers' competence and students' performance. The only difference is that the present study was concerned with Technology and Home Economics while the study of Javier was on three subject areas, namely, English, Science and Social Studies.

Another related study was conducted by Soriano (1989) entitled "Competencies of Teachers: Its Relations to Pupil Achievement". She tried to look into the teachers' competencies and problems in teaching intermediate Home Economics in relation to teaching competencies and students' achievements. Students' achievement, high or low, may be caused by some other student-teacher attributes. It can be averred that teaching competencies may not be a guarantee for a student's high achievement. The study also revealed that problems on supervision have significant relations to academic achievements of students. Although problems in instruction and facilities were considered very serious, however, they did not have an adverse or significant relation to student's achievement.

Soriano's study has bearing with the present study inasmuch as they both looked into the competencies of Home Economics teachers. Both studies tried to relate teachers' competencies with students' achievements. Thus, Soriano's study also gave insights into the aspects or factors that affect teachers' competence and students' performance. They only differed in terms of the respondents involved and the research environment used.

The studies cited above found significant bearing with

the present study. As such, they are cited here. Although they differ in some respects from the present study, they are nevertheless congruent in some respects.

Chapter 3

METHODOLOGY

This chapter presents and describes the research methodology, which was applied in this study. It includes the research design, instrumentation, validation of the instrument, sampling procedure, data gathering procedure, and the statistical treatment that was employed in processing the data gathered.

Research Design

This study employed the descriptive-correlational design to establish relationships between the Technology and Home Economics teachers' level of competence and the Technology and Home Economics senior college students' level of performance in selected schools in Samar.

Respondents to this study were all the Technology and Home Economics teachers and all Technology and Home Economics/Home Economics senior college students enrolled in the three (3) state colleges in Samar during the school year 2002-2003.

The study focused on the following teachers' variates, namely, age, sex, civil status, educational attainment,

teaching experience, trainings and seminars attended, teaching preparations and performance rating. Students' variates included age, sex, civil status, parents' occupation, honors received, and average rating in Technology and Home Economics.

The main instrument used to gather the data from the respondents of the study was the teacher-made questionnaire checklist on teachers' rating scale for their profile and their pedagogical expertise, intended to measure the competence of the Technology and Home Economics teachers. The same is true with the students. Informal interview was used or conducted to obtain additional information to supplement the data that was obtained from the respondents. The researcher also conducted documentary analysis and observation techniques in order to come up with a more reliable and valid findings of the study. The data gathered was treated with Fisher's t-test, z-test, and Pearson r coefficient of correlation.

Instrumentation

The chief instrument that was used is the questionnaire. Documentary analysis and interview were also employed.

Questionnaire. The questionnaire was the main instrument in gathering data and information regarding the research at hand. Two sets of questionnaire were drafted - one for the teachers and one for the students.

The teachers' questionnaire had three parts. Part I was for the teachers' profile used to determine the relationship between the variates indicated and the profile and between the competence level of teachers and students' performance. The profile included age, sex, civil status, educational background, training and seminars, teaching experience, teaching load/preparation and performance rating. Part II included the different components of teaching competence namely: 1) content pedagogy, 2) communicative pedagogy and 3) instructional pedagogy. The responses of the respondents were quantified in terms of the given five-point scale Likert-type with the 5 as the highest point and 1 as the lowest. For content pedagogy, the ranges were as follows: 5 - very much knowledgeable, 4 - very knowledgeable, 3 - knowledgeable, 2 - less knowledgeable, and 1 - very less knowledgeable.

For communicative pedagogy and instructional pedagogy, ranges were as follows: 5 - very highly competent, 4 -

highly competent, 3 - average competent, 2 - low competent, and 1 - very low competent.

The students' questionnaire had three parts. Part I was the profile of the students, composed of the following: age, sex, civil status, parents' occupation, honors received, and average rating in Technology and Home Economics. Part II were questions about knowledge, values and skills learned by the students. Responses of the students were measured in terms of their degree using the five-point scale Likert-type. The following were the ranges: 5 - very much knowledgeable, 4 - very knowledgeable, 3 - knowledgeable, 2 - less knowledgeable, and 1 - very less knowledgeable. For skills, the ranges are as follows: 5 - highly skilled, 4 - skilled, 3 - moderately skilled, 2 - fairly skilled, and 1 - poorly skilled. For values, ranges are as follows: 5 - very highly influential, 4 - highly influential, 3 - influential, 2 - less influential, and 1 - not influential.

Documentary Analysis. School documents were used as bases for analysis of the rating of the students, which support the prevailing performance of the students.

Validation of Instruments

The researcher framed the questionnaire checklist based on the identified learning competencies as framed by the Department of Education (DEPEd). After framing the questionnaire, dry run was conducted at the Leyte Institute of Technology (LIT) involving senior college students taking up Technology and Home Economics/Home Economics and the teachers of the same subject for comments and suggestions.

After the suggestions had been incorporated, framing of another questionnaire was made. The researcher submitted to the adviser the same questionnaire for improvement and the questionnaire was fielded after undergoing the process.

Sampling Procedure

Total enumeration or take all were employed in choosing samples for teacher-respondents. All teachers handling Technology and Home Economics IV were chosen as respondents since there were only fifteen (15) teachers of the same subject in the three schools used as research environment. The same was true with the student-respondents since there were only 57 of them from Samar State Polytechnic College (SSPC), Tiburcio Tancinco Memorial

Institute of Science and Technology (TTMIST), and Eastern Samar State College (ESSC). Thus, all the Technology and Home Economics senior college students were chosen as the respondents of this study. This sampling procedure was used to get a more generalized finding of the study.

Data Gathering Procedure

After the dry run of the questionnaire, the final copy was reproduced. The researcher asked permission from the school heads to field in the questionnaire. The researcher personally gave the questionnaire to the teachers and students concerned to ensure as high percentage of retrieval as possible. Interviews were conducted to obtain data that were not included in the questionnaire. The data were gathered in February 2003.

When all copies of the questionnaire were answered, the researcher sorted out, tabulated and analyzed the data. Statistical tools were used to arrive at findings and conclusion. Furthermore, the students' rating was analyzed and studied for the job of correlating the variates. The researcher ensured 100% retrieval.

Statistical Treatment of Data

To be able to assess the level of competencies of teacher-respondents and their relationships to the performance of the college students in Technology and Home Economics, the following statistical tools were used:

Z - test. This was used for the comparison between the Technology and Home Economics teachers and college student perceptions' relative to the performance level of the college students in Technology and Home Economics along mastery of content, values development, and skills development. The formula below was used.

$$Z = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

t -test for Independent Samples. In using the t-test for independent samples, the following formula was employed:

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

Where:

t = refers to the computed t-value

$\bar{X}_1$ = refers to the mean of the perceptions of the college students

$\bar{X}_2$ = refers to the mean of the perceptions of the Technology and Home Economics teachers

S_1^2 = refers to the sample variance of the college students

S_2^2 = refers to the sample variance of the Technology and Home Economics teachers

n_1 = refers to the number of student-respondents

N_2 = refers to the number of teacher-respondents.

Pearson r. To determine the relationships of the performance of the students and the level of competence of the Technology and Home Economics teachers, the Pearson Product Moment Correlation Coefficient was used.

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

Where:

r_{xy} = the correlation coefficient between X and Y

ΣX = sum of the values in the first set of independent variables

ΣY = sum of the values in the first set of independent variables the predicted variable

ΣXY = sum of the product of x and y

N = number of cases

ΣX^2 = sum of the squared x values

ΣY^2 = sum of the squared y values

Fisher's t-test. This was used to ascertain the significance of the computed correlation coefficient. The formula below was used (Walpole, 1982: 233).

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

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the data collected, the corresponding analysis undertaken as well as interpretation of the results. Included in this chapter are: 1) profile of the teacher and student-respondents, 2) level of competence of the Technology and Home Economics teachers, 3) performance level of the students, and 4) tests of hypotheses relative to the comparison of the perception of the two groups of respondents and correlation of the variables considered in this study.

Profile of the Teacher-Respondents

Table 1 shows data on the profile of the Technology and Home Economics teachers who were involved in the study pertaining to age, sex, civil status, educational qualification, teaching experience, number of preparation, performance rating as well as training they have attended.

Age. As gleaned from the said table, the oldest Technology and Home Economic teacher was pegged at 62 years of age while the youngest was 28 years old and the highest

number of them, that is, five teacher-respondents or 33.33 percent were in their 50's.

In general, the teacher-respondents were in their early 50's, as evidenced by their average age of 51.22 years. This indicates that the teachers who were involved in this study were quite old.

Sex. Relative to the sex of the teacher-respondents, data shows that all of them, that is, 100 percent were females, indicating that in general, Technology and Home Economics (T.H.E.) teachers are of this sex.

Civil Status. Relative to the civil status, it can be seen from Table 1 that majority, which is, 12 teacher-respondents or 80.00 percent was married, 6.67 percent was single and 13.34 percent was widow. This should be attributed to the fact that most of them are already in their 50's, hence, they have already established their own families.

Educational Qualification. The data in the teachers' educational qualification showed that they pursue professional growth. This is evidenced by the fact that the highest number of teacher-respondents or 33.33 percent was already a master's degree holder, followed by four or 26.67 percent who have earned their Ph.D./Ed.D. degree. Most of the faculty respondents are master's degree holder. This implies that the Technology and Home Economics teachers who were involved in this study were academically prepared to handle the subjects they are teaching.

Teaching Experience. As regards their teaching experience, the most experienced teacher-respondent had been teaching for 39 years, followed by one who has taught for 34 years. Meanwhile, three teachers have served for the shortest time of three years only. The average teaching experience of the teachers was posted at 17.60 years, which means that they have already earned enough experience in teaching Technology and Home Economics.

Number of Preparation. In terms of number of preparations, data in Table 1 shows that the highest number of preparations was pegged at 7 preparations and the lowest was 3 preparations. In general, the teacher-respondents had

4 preparations inasmuch as the average resulted to 4.27 preparations. This implies that the load assigned to the Technology and Home Economics teachers were reasonable and hence, they were given opportunities to plan and prepare their lessons.

Performance Rating. Majority of the Technology and Home Economics teachers, that is, 14 or 93.33 percent obtained a performance rating of "Very Satisfactory" and one teacher or 6.67 percent got a rating of "Outstanding". This indicates that on the whole, the Technology and Home Economics teachers involved in this study were performing very well relative to their teaching job.

Training Attended. It is of importance to note that 93.33 percent of the teacher-respondents have not attended trainings related to the subjects they are teaching and only one or 6.67 percent attended two trainings. This indicates the need for the strengthening of staff development among the Technology and Home Economic teachers in the different respondent-schools.

Profile of the Student-Respondents

This section discusses the data pertaining to the profile of the students who were involved in this study. The profile of the student-respondents included their age, sex, civil status, parent's occupation, and grades obtained in Technology and Home Economics.

Age. Shown in Table 2 is information about the age, and sex of the student-respondents. The oldest student was 42 years old while the youngest was 19 years old. The highest number of respondents, that is, 26 or 45.61 percent was 20 years of age. The average age of the student-respondents was posted at 21.80 years old, which indicates that in general, the students were neither too old nor too young to be in college.

Sex. All of the respondents were female. This implies that in general, courses related to Technology and Home Economics are attractive to females and their male counterparts showed no interest in these courses.

Table 2

Age and Sex Distribution of the Student-Respondents

Age in Years	Sex		Total	Percentage
	Male	Female		
19	0	3	3	5.26
20	0	26	26	45.61
21	0	8	8	14.04
22	0	5	5	8.77
23	0	3	3	5.26
24	0	3	3	5.26
26	0	3	3	5.26
28	0	1	1	1.75
33	0	1	1	1.75
42	0	1	1	1.75
Not specified	0	3	3	5.28
Total	0	57	57	100.00
Mean	-	21.80 yrs	21.80 yrs.	-
SD	-	3.78 yrs	3.78 yrs.	-

Civil Status. Out of the 57 students who were involved in this study, 56 or 98.25 percent were single and only one student or 1.75 percent was married. This indicates that the students who were involved in the study had no concern yet relative to raising children and the like inasmuch as majority was unmarried yet.

Parents' Occupation. Relative to their parents' occupation, it can be gleaned from Table 3 that most of the

students' fathers were farmer as evidenced by the fact that 26 or 45.61 percent signified as farmers.

Table 3

Occupation of the Student-Respondents' Parents

Occupation	Father		Mother	
	No.	%	No.	%
Teaching	4	7.02	8	14.04
Laborer	6	10.53	0	0.00
Brgy. Official	1	1.75	3	5.26
Driver	6	10.53	0	0.00
Farmer	26	45.61	15	26.32
Housekeeper	0	0.00	28	49.12
Vendor (Fish)	3	5.26	0	0.00
Director/Manager	1	1.75	0	0.00
Sales Consultant	0	0.00	1	1.75
Chief Operator (Communication)	1	1.75	0	0.00
Baker	1	1.75	0	0.00
None	8	14.04	0	0.00
Dressmaker	0	0.00	1	1.75
Social Worker	0	0.00	1	1.75
Total	57	100.00	57	100.00

The rest were distributed among different occupations like teaching, laborer, driver, and the like. On the other hand, most of their mothers were housekeepers with 28 or 49.12 percent of them. This implies that the student-respondents, in general, belonged to families whose income was meager and who cannot afford luxuries in life.

Honors Received. It was found out that none among the 57 student-respondents received honors and awards, indicating that generally, students who enrolled in these courses were "average" students.

Average Rating in Technology and Home Economics. As gleaned from Table 4, the average ratings of the student-respondents in Technology and Home Economics were high, ranging from 1.20 to 2.00.

Table 4

Student-Respondents' Average Rating in Technology and Home Economics

Rating	Number	Percentage
1.20	1	1.75
1.30	4	7.02
1.40	10	17.54
1.50	15	26.32
1.60	6	10.53
1.70	9	15.79
1.80	6	10.53
1.90	3	5.26
2.00	3	5.26
Total	57	100.00
Mean	1.58	-
SD	1.20	-

Among these, the highest number of 15 students or 26.32 percent had average rating of 1.50 and the lowest number of one student or 1.75 percent obtained 1.20 for her average. Thus, the student-respondents showed "satisfactory" to "very satisfactory" performance in their major subjects.

Level of Competency of the Technology and Home Economics Teachers

This section discusses the level of competence of the Technology and Home Economics teachers as perceived by themselves and their students along these areas, viz: content pedagogy, communicative pedagogy, and instructional pedagogy.

Content Pedagogy. Table 5 presents data relative to the level of competence of the Technology and Home Economics teachers along content pedagogy as perceived by themselves. As gleaned from the said table, the teachers rated themselves "very much knowledgeable" along nine indicators. Among these, the highest weighted mean was found to be 4.73 included under home management. Meanwhile, the teachers considered themselves "very knowledgeable" in all other indicators, where the lowest was pegged at 3.57 for "the

kinds, characteristics and uses of aluminum, brass, bronze, copper, gold, iron, platinum and silver" under handicraft.

Table 5

Level of Competence of Technology and Home Economics Teachers as Perceived by Themselves along Content Pedagogy

Indicators	Responses 5 (VMK)	4 (VK)	3 (K)	2 (LK)	1 (VLK)	Total	Weighted Mean	Interpret
A. Home & Family Living								
1. Personal values that should be developed by the teenagers.	10	4	1	0	0	15	4.60	VMK
2. Meaning of responsible parenthood.	9	4	2	0	0	15	4.47	VK
3. Wholesome, worthwhile and productive family recreational activities.	10	4	1	0	0	15	4.60	VMK
4. Responsibilities in coping with unexpected problems.	9	5	1	0	0	15	4.53	VMK
5. Sound outlook in life.	9	5	1	0	0	15	4.53	VMK
B. Home Management								
1. Valuable family resources in achieving family goals.	10	4	1	0	0	15	4.60	VMK
2. Family budget in home expenses.	12	2	1	0	0	15	4.73	VMK
3. Cleanliness and orderliness in the home.	11	3	1	0	0	15	4.67	VMK
4. The principle "A place for everything in its place" in the home and the school.	9	4	1	0	0	14	4.57	VMK
5. The principle of arts to make the home livable and attractive.	8	5	1	0	0	14	4.50	VK
6. Wise use of time and effort.	10	2	3	0	0	15	4.60	VMK

Table 5 (Cont'd.)

Indicators	Responses 5 (VMK)	4 (VK)	3 (K)	2 (LK)	1 (VLK)	Total	Weighted Mean	Interpret
C. Foods and Applied Nutrition								
1. The sources and functions of essential nutrients.	10	2	3	0	0	15	4.47	VK
2. The effects of optimum nutrition and malnutrition.	9	2	3	0	0	14	4.43	VK
3. The functions of the various food nutrients to the body.	9	2	3	0	0	15	4.50	VK
4. The importance of adequate nutrition to healthy and happy living.	10	1	3	0	0	14	4.50	VK
5. The importance of food selection and purchasing in relation to meal planning.	10	1	3	0	0	14	4.50	VK
6. The function of good management in meal preparation.	10	1	3	2	0	14	4.50	VK
D. Clothing and Textile								
1. Sewing tools and equipment used in sewing.	9	3	2	1	0	15	4.33	VK
2. Classification of sewing tools.	10	3	1	1	0	15	4.47	VK
3. Parts and functions of sewing machines.	8	5	1	1	0	15	4.33	VK
4. Sewing machine troubles and remedies.	6	5	3	1	0	15	4.07	VK
5. The elements and principles in garment designs.	6	4	3	1	0	14	4.07	VK
6. Body measurement.	8	4	2	1	0	15	4.27	VK
7. Techniques in fabric thread perfect, grain perfect.	5	4	5	1	0	15	3.87	VK
8. The various ways of styling the foundation pattern.	5	3	6	1	0	15	3.80	VK
9. The relevance of knowing how to sew at the present time.	5	4	4	2	0	15	3.80	VK
E. Home Nursing								
1. The nursing procedure in treating simple ailment.	4	4	7	0	0	15	3.80	VK
2. Sickroom routine which could be shared by various members of the family.	4	6	5	0	0	15	3.93	VK

Table 5 (Cont'd.)

Indicators	Responses 5 (VMK)	4 (VK)	3 (K)	2 (LK)	1 (VLK)	Total	Weighted Mean	Interpret
3. The various home nursing such as taking the body temperature, pulse rate, respiration, giving sponge bath, relieving pressure, etc.	3	7	5	0	0	15	3.87	VK
4. The role of women-nurse in administering sponge bath, first aid, and feeding patients.	5	5	5	0	0	15	4.00	VK
5. The importance of disposing medicine properly.	7	3	5	0	0	15	4.13	VK
7. The importance of acquiring home nursing care.	4	6	5	0	0	15	3.93	VK
E. Handicraft								
1. The importance of handicraft in the economic development of the country.	7	6	2	0	0	15	4.33	VK
2. The common hand tools of handicraft.	6	4	4	1	0	15	4.00	VK
3. Branches of handicraft.	3	7	5	0	0	15	3.93	VK
4. Imagination and creativity in working out craft project in many different materials.	4	7	4	0	0	15	4.00	VK
5. Art works accomplish for aesthetic values.	5	6	4	0	0	15	4.07	VK
6. The kinds, characteristics and uses of aluminum, brass, bronze, copper, gold, iron, platinum and silver.	2	5	6	1	0	14	3.57	VK
G. Art Appreciation & Interior Decoration								
1. Factors to consider in designing.	7	6	2	0	0	15	4.20	VK
2. The effects of colors in achieving desires attractiveness of the room.	6	7	2	0	0	15	4.27	VK
3. The basic qualities of colors.	7	4	4	0	0	15	4.20	VK
4. The power of colors and how it affects the overall effect of the room.	5	7	3	0	0	15	4.13	VK

Table 5 (Cont'd.)

Indicators	Responses					Total	Weighted Mean	Interpret
	5 VMK	4 VK	3 K	2 LK	1 VLK			
5. Color harmonies and contrasting color harmonies.	4	7	4	0	0	15	4.47	VK
6. The living room, and plan to change its color combination.	5	6	4	0	0	15	4.07	VK
Grand Total							187.01	
Grand Mean							4.25	VK

Legend:

4.51-5.00 Very Much Knowledgeable (VMK)
3.51-4.50 Very Knowledgeable (VK)
2.51-3.50 Knowledgeable (K)
1.51-2.50 Less Knowledgeable (LS)
1.00-1.50 Very Less Knowledgeable (VLK)

In general, the teachers assessed themselves "very knowledgeable" along content pedagogy, as evidenced by the grand mean of 4.25.

The students' assessment of their teachers' level of competence along this area is shown in Table 6. The students rated their teachers "very knowledgeable" in all the listed indicators. The highest weighted mean turned out to be 4.19 which referred to three indicators, as follows: 1) personal values that would be developed by the teenager under home and family living, 2) the principle of art to make the home livable and attractive under home management, and 3) the importance of adequate nutrition to healthy and happy living

under food and applied nutrition. On the other hand, the lowest weighted mean of 3.81 corresponded to sickroom routine, which could be shared by various members of the family under home nursing. Consequently, the grand mean of the perception of the students resulted to 4.01, indicating that they deemed their teachers "very knowledgeable" along content pedagogy.

Table 6

Level of Competence of Technology and Home Economics Teachers as Perceived by the Students Along Content Pedagogy

Indicators	Responses					Total	Weighted Mean	Interpret
	5	4	3	2	1			
	VMK	VK	K	LK	VLK			
A. Home & Family Living								
1. Personal values that should be developed by the teenagers.	26	17	13	1	0	57	4.19	VK
2. Meaning of responsible parenthood.	21	22	8	4	2	57	3.98	VK
3. Wholesome, worthwhile & productive family recreational activities.	23	17	13	3	1	57	4.02	VK
4. Responsibilities in coping with unexpected problems.	21	19	13	4	0	57	4.00	VK
5. Sound outlook in life.	21	16	19	1	0	57	4.00	VK
B. Home Management								
1. Valuable family resources in achieving family goals.	21	21	13	2	0	57	4.07	VK
2. Family budget in home expenses.	21	20	14	2	0	57	4.05	VK
3. Cleanliness and orderliness in the home.	30	13	12	2	0	57	4.25	VK

Table 6 (Cont'd.)

Indicators	Responses 5 (VMK)	4 (VK)	3 (K)	2 (LK)	1 (VLK)	Total	Weighted Mean	Interpret
4. The principle "A place for everything in each place in the home and the school.	28	13	13	3	0	57	4.16	VK
5. The principle of arts to make the home livable and attractive.	8	5	1	0	0	57	4.19	VK
6. Wise use of time and effort	10	2	3	0	0	57	4.16	VK
C. Foods and Applied Nutrition								
1. The sources and functions of essential nutrients.	10	2	3	0	0	57	4.07	VK
2. The effect of optimum nutrition and mal-nutrition.	9	2	3	0	0	57	4.00	VK
3. The functions of the various food nutrients to the body.	9	2	3	0	0	57	4.02	VK
4. The importance of adequate nutrition to healthy and happy living.	10	1	3	0	0	57	4.19	VK
5. The importance of food selection and purchasing in relation to meal planning.	10	1	3	0	0	57	4.02	VK
6. The function of good management in meal preparation.	10	1	3	2	0	57	4.07	VK
D. Clothing and Textile								
1. Sewing tools and equipment used in sewing.	9	3	2	1	0	57	4.07	VK
2. Classification of sewing tools.	10	3	1	1	0	57	4.07	VK
3. Parts and functions of sewing machines.	27	11	15	4	0	57	4.07	VK
4. Sewing machine troubles and remedies.	24	12	15	1	0	57	3.93	VK
5. The elements and principles in garments design.	20	14	18	5	0	57	3.86	VK
6. Body measurement.	27	13	14	3	0	57	4.12	VK
7. Techniques in fabric thread perfect, grain perfect.	20	17	15	5	0	57	3.91	VK
8. The various ways of styling the foundation pattern.	19	15	18	5	0	57	3.84	VK
9. The relevance of knowing how to sew at the present time.	23	14	18	2	0	57	4.02	VK

Table 6 (Cont'd.)

Indicators	Responses 5 (VMK)	4 (VK)	3 (K)	2 (LK)	1 (VLK)	Total	Weighted Mean	Interpret
E. Home Nursing								
1. The nursing procedure in treating simple ailment.	22	15	18	2	0	57	4.00	VK
2. Sickroom routine which could be shared by various members of the family.	13	22	20	2	0	57	3.81	VK
3. The various home nursing such as taking the body temperature, pulse rate, respiration, giving sponge bath, relieving pressure, etc.	17	20	19	1	0	57	3.93	VK
4. The role of women-nurse in administering sponge bath, first aid, and feeding patients.	14	21	21	1	0	57	3.84	VK
5. The importance of disposing medicine properly.	18	19	19	1	0	57	3.95	VK
6. The importance of acquiring home nursing care.	19	17	19	2	0	57	3.93	VK
F. Handicraft								
1. The importance of handicraft in the economic development of the country.	24	17	14	0	0	57	4.11	VK
2. The common hand tools in handicraft.	22	14	19	2	0	57	3.98	VK
3. Branches of handicraft.	19	15	20	3	0	57	3.88	VK
4. Imagination and creativity in working out craft project in many different materials.	23	13	21	0	0	57	4.04	VK
5. Art works accomplish for aesthetic values.	20	17	20	0	0	57	4.00	VK
6. The kinds, characteristics and uses of aluminum, brass, bronze, copper, gold, iron, platinum and silver.	16	19	6	1	0	57	3.84	VK

Table 6 (Cont'd.)

Indicators	Responses 5 (VMK)	4 (VK)	3 (K)	2 (LK)	1 (VLK)	Total	Weighted Mean	Interpret
G. Art Appreciation & Interior Decoration								
1. Factors to consider in designing.	22	15	18	2	0	57	4.00	VK
2. The effects of colors in achieving desired attractiveness of the room.	19	19	17	2	0	57	3.96	VK
3. The basic qualities of colors.	18	16	22	1	0	57	3.89	VK
4. The power of colors and how it affects the over all effect of the room.	20	18	18	1	0	57	4.00	VK
5. Color harmonies and contrasting color harmonies.	19	22	15	1	0	57	4.04	VK
6. The living room, and plan to change its color combination.	21	20	16	0	0	57	4.09	VK
Grand Total							176.61	
Grand Mean							4.01	VK

Legend:

4.51-5.00 Very Much Knowledgeable (VMK)
3.51-4.50 Very Knowledgeable (VK)
2.51-3.50 Knowledgeable (K)
1.51-2.50 Less Knowledgeable (LS)
1.00-1.50 Very Less Knowledgeable (VLK)

Communicative Pedagogy. Table 7 contains data relative to the self-assessment of the teachers in Technology and Home Economics in terms of their level of competence in communication. Out of the 20 listed indicators, two indicators posted the highest weighted mean of 4.53, which means "highly competent". These are: 1) gives clear direction and explanations, and 2) motivate students to ask

questions. The remaining 18 indicators pegged weighted means ranging from 4.00 from "shares views with in-depth knowledge concerning current events taking place" to 4.47 for "demonstrate proper listening skills". On the whole, the teacher-respondents deemed themselves "competent" along communicative pedagogy, as evidenced by the grand mean of 4.29.

Table 7

Level of Competence of Technology and Home Economics Teachers as Perceived by Themselves along Communicative Pedagogy

Indicators	Responses					Total	Weighted Mean	Interpret
	5 VHC	4 HC	3 AC	2 LC	1 VLC			
1. Fluent in the use of English as a medium of communication	4	11	0	0	0	15	4.27	C
2. Uses the language correctly	4	11	0	0	0	15	4.27	C
3. Analyzes the language for teaching	6	6	3	0	0	15	4.20	C
4. Selects appropriate language/diction	5	8	1	0	0	14	4.29	C
5. Asks question with logic and organization	7	6	1	0	0	14	4.43	C
6. Articulates in sharing sound and sensible ideas	5	8	1	0	0	14	4.29	C
7. Shares views with in-depth knowledge concerning current events taking place	4	7	4	0	0	15	4.00	C
8. Speaks in excellent modulated and clear voice	6	7	2	0	0	15	4.27	C
9. Enunciates words correctly and clearly	5	8	2	0	0	15	4.20	C
10. Provides appropriate reinforcement to students responses	4	8	3	0	0	15	4.07	C
11. Uses correct pronunciation, intonation and stress patterns	6	5	4	0	0	15	4.13	C

Table 7 (Cont'd.)

Indicators	Responses 5 VHC	4 HC	3 AC	2 LC	1 VLC	Total	Weighted Mean	Interpret
12. Expresses attitudinal through one's choice of words and examples	5	8	2	0	0	15	4.20	C
13. Provides group communicative (cooperation, interaction, learning from others)	6	6	3	0	0	15	4.20	C
14. Uses variety of functional verbal and non-verbal communication skills with students	7	7	1	0	0	15	4.40	C
15. Gives clear direction and explanation	9	5	1	0	0	15	4.53	HC
16. Motivates students to ask question	9	5	1	0	0	15	4.53	HC
17. Uses questions that lead students to analyze, synthesize and think critically	8	5	2	0	0	15	4.40	C
18. Accepts varied students view-points and/or asks students to extend or elaborate answers or ideas	7	7	1	0	0	15	4.40	C
19. Demonstrate proper listening skills	8	6	1	0	0	15	4.47	C
20. Express a positive personal attitude toward the teaching profession	7	6	2	0	0	15	4.47	C
Grand Total							85.87	-
Grand Mean							4.29	C

Legend:

4.51-5.00 Very Highly Competent (VHC)
3.51-4.50 Highly Competent (HC)
2.51-3.50 Average Competent (AC)
1.51-2.50 Low Competent (LC)
1.00-1.50 Very Low Competent (VLC)

As regards the student's perceptions, which are contained in Table 8, they assessed their Technology and Home Economics teachers "competent" in all the listed indicators. The indicator which states that "motivates

students to ask questions" got the highest weighted mean of 4.07 while the lowest weighted mean of 3.84, corresponded to "fluent in the use of English as medium of communication".

Hence, the grand mean of the responses of the students involved in the study resulted to 3.98 which meant that they considered their teachers "competent" along communicative pedagogy.

Table 8

Level of Competence of Technology and Home Economics Teachers as Perceived by the Students along Communicative Pedagogy

Indicators	Responses					Total	Weighted Mean	Interpret
	5 VHC	4 HC	3 AC	2 LC	1 VLC			
1. Fluent in the use of English as a medium of communication	13	22	22	0	0	57	3.84	C
2. Uses the language correctly	16	20	21	0	0	57	3.91	C
3. Analyzes the language for teaching	16	23	18	0	0	57	3.96	C
4. Select appropriate language/diction	13	26	18	0	0	57	3.91	C
5. Asks questions with logic and organization	16	22	19	0	0	57	3.95	C
6. Articulates in sharing sound and sensible ideas	18	18	21	0	0	57	3.95	C
7. Shares views with in-depth knowledge concerning current events taking place	17	22	17	1	0	57	3.96	C
8. Speaks in excellent modulated and clear voice	18	20	18	1	0	57	3.96	C
9. Enunciates words correctly and clearly	18	23	15	1	0	57	3.02	C
10. Provides appropriate rein forcement to students responses	14	27	16	0	0	57	3.96	C

Table 8 (Cont'd.)

Indicators	Responses					Total	Weighted Mean	Interpret
	5 VHC	4 HC	3 AC	2 LC	1 VLC			
11. Uses correct pronunciation, intonation and stress pattern.	15	25	16	1	0	57	3.95	C
12. Expresses attitudes through one's choice of words and examples	17	25	15	1	0	57	4.00	C
13. Provides group communicative (cooperation, interaction, learning from others)	19	22	15	1	0	57	4.04	C
14. Uses variety of functional verbal and non-verbal communication skills with students	22	17	17	1	0	57	4.05	C
15. Gives clear direction and explanation	20	18	18	1	0	57	4.00	C
16. Motivates students to ask question	24	14	18	1	0	57	4.07	C
17. Uses questions that lead students to analyze, synthesize and think critically	21	18	16	2	0	57	4.02	C
18. Accepts varied students viewpoints and/or ask students to extent or elaborate answers or ideas	22	18	15	2	0	57	4.05	C
19. Demonstrate proper listening skills	18	21	16	2	0	57	3.96	C
20. Express a positive personal attitude toward the teaching profession.	18	21	15	3	0	57	3.95	C
Grand Total							79.53	-
Grand Mean							3.98	C

Legend:

4.51-5.00 Very Highly Competent (VHC)
3.51-4.50 Highly Competent (HC)
2.51-3.50 Average Competent (AC)
1.51-2.50 Low Competent (LC)
1.00-1.50 Very Low Competent (VLC)

Instructional Pedagogy. Shown in Table 9 are the responses of the teachers in terms of their level of

competence along instructional pedagogy. The teachers rated themselves "competent" in 14 out of 15 listed indicators, and "highly competent" in one of the indicators - "structures the use of time to facilitate student learning" with a weighted mean of 4.53. Meanwhile, the lowest weighted mean of 4.20 or "competent" corresponded to two indicators, as follows: "modifies instructional activities to accommodate identified learner needs" and "establishes translations and sequences in instructions which are varied". The responses of this group clustered around the grand mean of 4.39 which is indicative of the fact that the teachers deemed themselves "competent" relative to instructional pedagogy.

Table 9

Level of Competence of Technology and Home Economics Teachers as Perceived by Themselves along Instructional Pedagogy

Indicators	Responses					Total	Weighted Mean	Interpret
	5 VHC	4 HC	3 AC	2 LC	1 VLC			
1. Uses variety of instructional strategies	6	9	0	0	0	15	4.40	C
2. Uses the convergent and divergent inquiry strategies	5	10	0	0	0	15	4.33	C
3. Develops and demonstrate problem solving skills	5	10	0	0	0	15	4.33	C
4. Establishes transitions and sequences in instructions which are varied.	3	12	0	0	0	15	4.20	C

Table 9 (Cont'd.)

Indicators	Responses 5 (HC)	4 (C)	3 (MC)	2 (LC)	1 (IC)	Total	Weighted Mean	Interpret
4. Modifies instructional activities to accommodate identified learner needs.	4	10	1	0	0	15	4.20	C
6. Demonstrate to work with individuals, small group and large groups	7	8	0	0	0	15	4.47	C
7. Structures the use of time to facilitate student learning	8	7	0	0	0	15	4.53	HC
8. Uses a variety of resources and materials	6	9	0	0	0	15	4.40	C
9. Provides learning experiences which enable student to transfer principles and generalization to situations outside of school	6	9	0	0	0	15	4.40	C
10. Provides assignment/ learning opportunities interesting and appropriate to different ability level	5	10	0	0	0	15	4.33	C
11. Demonstrate knowledge in subjects areas	7	8	0	0	0	15	4.47	C
12. Demonstrate self-direction and conveys the impression of knowing what to do and how to do it	7	8	0	0	0	15	4.47	C
13. Works effectively as a member of instructional team	7	8	0	0	0	15	4.47	C
14. Uses acceptable written and oral expression with learners	7	8	0	0	0	15	4.47	C
15. Adjust component of the Physical/learning environment over which the teacher has control to facilitate learning	9	5	1	0	0	15	4.33	C
Grand Total							65.80	-
Grand Mean							4.39	C

Legend:

4.51-5.00 Very Highly Competent (VHC)
3.51-4.50 Highly Competent (HC)
2.51-3.50 Average Competent (AC)
1.51-2.50 Low Competent (LC)
1.00-1.50 Very Low Competent (VLC)

In terms of the students' perceptions, they assessed their teachers in Technology and Home Economics to be "competent" in all the listed eight indicators. Shown on Table 10, the highest weighed mean was 4.14 for "demonstrate the ability to work with individuals, small groups and large groups," while the lowest weighted mean was posted at 3.89 for "establishes transition and sequences in instructions which are varied". In general, the students' group considered their teachers "competent" along the instructional pedagogy as evidenced by the grand mean of 4.03.

Table 10

Level of Competence of Technology and Home Economics Teachers as Perceived by the Students along Instructional Pedagogy

Indicators	Responses					Total	Weighted Mean	Interpret
	5 VHC	4 HC	3 AC	2 LC	1 VLC			
1. Uses variety of instructional strategies	20	19	17	1	0	57	4.02	C
2. Uses the convergent and divergent inquiry strategies	16	22	18	1	0	57	3.93	C
3. Develops and demonstrate problem solving skills	21	18	17	1	0	57	4.04	C
4. Establishes transitions and sequences in instructions which are varied	17	18	21	1	0	57	3.89	C
5. Modifies instructional activities to accommodate learner needs	18	21	17	1	0	57	3.98	C
6. Demonstrate to work with individuals, small group and large groups	25	16	15	1	0	57	4.14	C

Table 10 (Cont'd.)

Indicators	Responses 5 VHC	4 HC	3 AC	2 LC	1 VLC	Total	Weighted Mean	Interpret
7. Structures the use of time to facilitate students learning	22	17	17	1	0	57	3.05	C
8. Uses a variety of resources and materials	18	20	17	2	0	57	3.95	C
9. Provides learning experiences which enable students to transfer principles and generalization to situations outside of school	19	18	18	2	0	57	3.95	C
10. Provides assignment/ learning opportunities interesting and appropriate to different ability levels	20	22	14	1	0	57	4.07	C
11. Demonstrate knowledge in subjects areas	22	18	17	0	0	57	4.09	C
12. Demonstrate self-direction and conveys the impression of knowing what to do and how to do it	22	20	14	1	0	57	4.11	C
13. Works effectively as a member of instructional team	22	21	13	1	0	57	4.12	C
14. Uses acceptable written and oral expression with learners	21	22	13	1	0	57	4.11	C
15. Adjust component of the physical/learning environment over which the teacher has control to facilitate	17	26	13	1	0	57	4.03	C
Grand Total	-	-	-	-	-	-	60.47	-
Grand Mean							4.03	C

Legend:

4.51-5.00 Very Highly Competent (VHC)
3.51-4.50 Highly Competent (HC)
2.51-3.50 Average (AC)
1.51-2.50 Low Competent (LC)
1.51-2.50 Very Low Competent (VLC)

Comparison of the Perceptions of the Teachers and the Students Relative as to Teacher's Level of Competence

This part of the chapter discusses the comparison of the assessments made by the teaches as well as students in Technology and Home Economics relative to the teachers' level of competence in three areas, viz.: 1) content pedagogy, 2) communicative pedagogy and 3) instructional pedagogy.

Content Pedagogy. Table 11 summarizes the perceptions of the teachers and that of the students about the Technology and Home Economics teachers' level of competence along content pedagogy. It can be noted that in areas like Foods and Applied Nutrition, Clothing and Textile, Home Nursing, Handicraft, as well as Art Appreciation and Interior Decoration, the qualitative assessments of both groups were the same, that is, "knowledgeable". However, in two areas - 1) Home and Family Living and 2) Home Management, the two groups varied in their perceptions, that is, while the teachers considered themselves "very much knowledgeable" in majority of the indicators, the students assessed their teachers "very knowledgeable". Moreover, for the grand mean of the responses of the groups, the teachers

rated themselves higher with value of 4.25 or "very knowledgeable". On the other hand, the students' responses pegged a grand mean value of 4.01 or "very knowledgeable". Qualitatively, the assessments were the same. However, quantitatively a difference of 0.24 was observed. To find out the significance of the difference, z-test was applied where the computed z-value was found to be 5.04. This value proved to be greater than the critical z-value of 1.96 at α=05. This led to the rejection of the hypothesis that "there is no significant difference between the perceptions of the two groups of respondents in terms of the level of competence of the teachers along content pedagogy". This means that the assessment given by the two groups of respondents differed along this area.

Table 11

Comparison of the Perceptions of the Teachers and Students Relative to the Level of Competence of Teachers along Content Pedagogy

Indicators	Groups				Combined Mean	Interpretation
	Teachers Mean		Students Mean			
A. Home & Family Living						
1. Personal values that should be developed by the teenagers	4.60	VMK	4.19	VK	4.28	VK
2. Meaning of responsible parenthood.	4.47	VK	3.98	VK	4.08	VK

Table 11 (Cont'd.)

Indicators	Groups: Teachers Mean		Groups: Students Mean		Combined Mean	Interpretation
3. Wholesome, worthwhile and productive family recreational activities.	4.60	VMK	4.02	VK	4.14	VK
4. Responsibilities in coping with unexpected problems.	4.53	VMK	4.00	VK	4.11	VK
5. Sound outlook in life	4.53	VMK	4.00	VK	4.11	VK
B. Home Management						
1. Valuable family resources in achieving family goals.	4.60	VMK	4.07	VK	4.18	VK
2. Family budget in home expenses.	4.73	VMK	4.05	VK	4.19	VK
3. Cleanliness and orderliness in the home.	4.67	VMK	4.25	VK	4.34	VK
4. The principle "A place for everything in each place" in the home and the school.	4.57	VMK	4.16	VK	4.25	VK
5. The principle of arts to make home livable and attractive.	4.50	VMK	4.19	VK	4.25	VK
6. Wise use of time and effort.	4.60	VMK	4.16	VK	4.25	VK
C. Foods and Applied Nutrition						
1. The sources and functions of essential nutrients.	4.47	VK	4.07	VK	4.15	VK
2. The effects of optimum nutrition and malnutrition	4.43	VK	4.00	VK	4.09	VK
3. The function of the various food nutrients to the body.	4.50	VK	4.02	VK	4.12	VK
4. The importance of inadequate nutrition to healthy and happy living.	4.50	VK	4.19	VK	4.25	VK
5. The importance of food selection and purchasing in relation to meal planning	4.50	VK	4.02	VK	4.12	VK
6. The function of good management in meal preparation.	4.50	VK	4.07	VK	4.16	VK

Table 11 (Cont'd.)

Indicators	Groups: Teachers Mean		Groups: Students Mean		Combined Mean	Interpretation
D. Clothing and Textile						
1. Sewing tools and equipment used in sewing.	4.33	VMK	4.07	VK	4.12	VK
2. Classification of sewing tools.	4.47	VMK	4.07	VK	4.15	VK
3. Parts and functions of sewing machines.	4.33	VK	4.07	VK	4.12	VK
4. Sewing machine troubles and remedies.	4.07	VK	3.93	VK	3.96	K
5. The elements and principles in garments design.	4.07	VK	3.86	VK	3.90	K
6. Body measurement.	4.27	VK	4.12	VK	4.15	VK
7. Techniques in fabric thread perfect, grain perfect.	3.87	VK	3.91	VK	3.90	K
8. The various ways of styling the foundation pattern.	4.80	VK	3.07	VK	4.15	VK
9. The relevance of knowing how to show at the present time.	4.80	VK	4.02	VK	3.97	VK
E. Home Nursing						
1. The nursing procedure in treating simple ailment.	3.80	VK	4.00	VK	3.96	K
2. Sickroom routine which could be shared by various members of the family.	3.93	VK	3.81	VK	3.84	VK
3. The various home nursing such as taking the body temperature, pulse rate, respiration, giving sponge bath, relieving pressure, etceteras.	3.87	VK	3.93	VK	3.92	K
4. The role of women-nurse in administering sponge bath, first aid, and feeding patients.	4.00	VK	3.84	VK	3.87	VK
5. The importance of disposing medicine properly.	4.13	VK	3.95	VK	3.99	VK
6. The importance of acquiring home nursing care.	3.93	VK	3.93	VK	3.93	K
F. Handicraft						
1. The importance of handicraft in the economic development of the country.	4.33	VK	4.11	VK	4.16	VK
2. The common hand tools handicraft.	4.00	VK	3.98	VK	3.98	VK
3. Branches of handicraft	3.93	VK	3.88	VK	3.89	VK

Table 11. (Cont'd.)

Indicators	Groups: Teachers Mean		Groups: Students Mean		Combined Mean	Interpretation
4. Imagination and creativity in working out craft projects in many different materials.	4.00	VK	4.00	VK	4.03	VK
5. Artworks accomplished for aesthetic value.	4.07	VK	4.00	VK	4.01	VK
6. The kinds, characteristics and uses of aluminum, brass, bronze, copper gold, iron, platinum and silver.	3.57	VK	3.84	VK	3.87	K
G. Art Appreciation & Interior Decoration						
1. Factors to consider in designing.	4.20	VK	4.00	VK	4.04	VK
2. The effect of colors in achieving desires attractiveness of the room	4.27	VK	3.96	VK	4.02	VK
3. The basic qualities of colors.	4.20	VK	3.89	VK	3.95	VK
4. The power of colors and how it affects the over all effect of the room.	4.13	VK	4.00	VK	4.03	VK
5. Color harmonies and contrasting color harmonies.	4.27	VK	4.04	VK	4.09	VK
6. The living room, and plan to change its color combination.	4.07	VK	4.09	VK	4.09	VK
Grand Total	187.01	_	176.62	_	178.78	_
Grand Mean	4.25	VK	4.01	VK	4.06	VK
Computed z-value	5.04					
Critical z-value at =.05	1.96					
Evaluation	Reject Ho					

Legend:

4.51-5.00 Very much knowledgeable (VMK)
3.51-4.50 Very knowledgeable (VK)
2.51-3.50 Knowledgeable (K)
1.51-2.50 Less knowledgeable (LS)
1.00-1.50 Very less knowledgeable

Communicative Pedagogy. Shown in Table 12 is the summary of assessments given by the two groups of

respondents about the level of competence of the Technology and Home Economics teachers along "communicative pedagogy". Noticeably, the qualitative evaluation of the two groups of respondents are the same for almost all the indicators except for two indicators, as follows: "give clear direction and explanations", and "motivate students to ask questions" where the teachers assessed themselves as "highly competent" while their students rated them as competent". Consequently, the grand means for both groups are likewise of the same qualitative rating, that is, "competent". However, the grand mean for the teachers group which is 4.29, which is higher than that of the students 3.98 by 0.31. To test the significance of the observed difference, t-test was used. The computed t-value of 9.19 is higher than the tabular/critical t-value of 2.02 at α=.05 and 38 degrees of freedom. This resulted to the rejection of the hypothesis that "there is no significant difference between the perceptions of the teachers and their students relative to the level of competence of the Technology and Home Economics teachers along communicative pedagogy. This implies that the assessments of the two groups valid.

Table 12

Comparison of Perceptions of Teachers and Students on the Competence of the Teachers Along Communicative Pedagogy

Indicators	Groups				Combined Mean	Interpretation
	Teachers Mean		Students Mean			
1. Fluent in the use of English as a medium of communication.	4.27	C	3.84	C	3.93	C
2. Uses the language correctly	4.27	C	3.91	C	3.99	C
3. Analyze the language for teaching	4.20	C	3.96	C	4.01	C
4. Select appropriate language/diction	4.29	C	3.91	C	3.99	C
5. Asks questions with logic and organization	4.43	C	3.95	C	4.05	C
6. Articulates in sharing sound and sensible ideas	4.29	C	3.95	C	4.02	C
7. Shares views with in-dept knowledge concerning current events taking place	4.00	C	3.96	C	3.97	C
8. Speaks in excellent modu-ted and clear voice	4.27	C	3.96	C	4.02	C
9. Enunciates words correctly and clearly.	4.20	C	4.02	C	4.06	C
10. Provides appropriate rein forcement to students responses	4.07	C	3.96	C	3.98	C
11. Uses correct pronunciation Intonation and stress pattern.	4.13	C	3.95	C	3.99	C
12. Expresses attitudes through one's choice of words and examples.	4.20	C	4.00	C	4.04	C
13. Provides group communicative (cooperation, interaction, learning from others)	4.20	C	4.04	C	4.07	C
14. Uses variety of functional verbal and non-verbal communication skills with students	4.40	C	4.05	C	4.12	C
15. Gives clear direction and explanation	4.53	HC	4.00	C	4.11	C
16. Motivates students to ask question	4.53	HC	4.07	C	4.17	C

Table 12 (Cont'd.)

Indicators	Groups				Combined Mean	Interpretation
	Teachers Mean		Students Mean			
17. Uses questions that lead students to analyze, synthesize and think critically	4.40	C	4.02	C	4.10	C
18. Accepts varied students viewpoints and/ask students to extent or elaborate answers or ideas	4.40	C	4.05	C	4.12	C
19. Demonstrate proper listening Skills.	4.47	C	3.96	C	4.07	C
20. Express a positive personal. Attitude toward the teaching Profession.	4.33	C	3.95	C	4.03	C
Grand Total	85.88	-	79.51	-	80.84	-
Grand Mean	4.29	C	3.98	C	4.04	C
Computed t-value	9.19					
Critical t-value at α=.05	2.02					
Evaluation	Reject Ho					

Legend:

4.51-5.00 Very highly competent (VHC)
3.51-4.50 Highly competent (HC)
2.51-3.50 Average competent (AC)
1.51-2.50 Low competent (LC)
1.00-1.50 Very low competent (VLC)

Instructional Pedagogy. Table 13 contains the summary of the responses of the two groups of respondents, namely, the teachers and the students, pertaining to the level of competence of the Technology and Home Economics teachers along this area. In the 14 listed indicators, both the teachers and students gave a qualitative assessment of

"competent". However, in the last indicator - "adjust component of the physical/learning environment over which the teacher has control to facilitate learning", the teachers assessed themselves "highly competent", while the students assessed them as "competent". Moreover, the grand means for both groups indicated the same qualitative rating of "competent". However, the quantitative values differed. The teachers' group had a grand mean of 4.40 while the students' group had a grand mean of 4.03, posting a difference of 0.37. To test the significance of this difference, the computed t-value of 10.94 proved to be higher than the critical t-value of 2.05 at α=.05 and degrees of freedom = 28. Thus, the hypothesis that "there is no significant difference between the perceptions of the two groups of respondents as regards the teachers' level of competence along instructional pedagogy" was rejected. This implies that the teachers' perceptions differed from that of the students.

Table 13

Comparison of the Perceptions of the Teachers and Students on Competence of the Teachers along Instructional Pedagogy

Indicators	Groups				Combined Mean	Interpretation
	Teachers Mean		Students Mean			
1. Uses a variety of instructional strategies	4.40	C	4.02	C	4.10	C
2. Uses convergent and divergent inquiry strategies.	4.33	C	3.93	C	4.01	C
3. Develops and demonstrate problem solving skills	4.33	C	4.04	C	4.10	C
4. Establishes transitions and sequences in instructions which are varied.	4.20	C	3.89	C	3.95	C
5. Modifies instructional activities to accommodate learner needs.	4.20	C	3.98	C	4.03	C
6. Demonstrate to work with individuals, small group and large groups	4.47	C	4.14	C	4.21	C
7. Structures the use of time to facilitate student learning	4.53	C	4.05	C	4.15	C
8. Uses a variety of resources and materials	4.40	C	3.95	C	4.04	C
9. Provides learning experiences which enable student to transfer principles and generalization to situations outside of school	4.40	C	3.95	C	4.04	C
10. Provides assignment/ learning opportunities interesting and appropriate to different ability level	4.33	C	4.07	C	4.12	C
11. Demonstrate knowledge in subjects areas.	4.47	C	4.09	C	4.17	C
12. Demonstrate self-direction and conveys the impression of knowing what to do and how to do it.	4.47	C	4.11	C	4.19	C
13. Works effectively as a member of instructional team.	4.47	C	4.12	C	4.19	C
14. Uses acceptable written and oral expression with learners.	4.47	C	4.11	C	4.19	C

Table 13 (Cont'd.)

Indicators	Groups: Teachers Mean		Groups: Students Mean		Combined Mean	Interpretation
15. Adjust component of the Physical/learning environment over which the teacher has control to facilitate learning.	4.53	HC	4.02	C	4.14	C
Grand Total	66.00		60.49		61.84	
Grand Mean	4.40	C	4.03	C	4.11	C
Computed z-value	10.94					
Critical z-value at =.05	2.06					
Evaluation	Reject Ho					

Legend:

4.51-5.00 Very Highly Competent (VHC)
3.51-4.50 Highly Competent (HC)
2.51-3.50 Average Competent (AC)
1.51-2.50 Low Competent (LC)
1.51-2.50 Very Low Competent (VLC)

Performance Level of Students

This section present and discusses the data collected as regards the performance level of the students in three specific areas, namely: 1) mastery of content, 2) values development, and 3) skills development.

Mastery of Content. Found in Table 14 are data pertaining to the teachers' perceptions on the performance level of the students along mastery of content.

Table 14

Performance Level of Students as Perceived by the Teachers along Mastery of Content

Indicators	Responses 5 VMK	4 VK	3 K	2 LK	1 VLK	Total	Weighted Mean	Interpret
A. Home & Family Living								
1. Personal values that should be developed by teenagers.	5	5	5	0	0	15	4.00	VK
2. Meaning of responsible parenthood.	4	6	5	0	0	15	3.93	VK
3. Wholesome, worthwhile & productive family recreational activities	4	7	4	0	0	15	4.00	VK
4. Responsibilities in coping with unexpected problems	4	5	5	1	0	15	3.80	VK
5. Sound outlook in life	5	4	6	0	0	15	3.93	VK
B. Home Management								
1. Valuable family resources in achieving family goals.	2	7	5	1	0	15	3.67	VK
2. Family budget in home expenses.	4	6	5	0	0	15	3.93	VK
3. Cleanliness and orderliness in the home.	4	5	6	0	0	15	3.87	VK
4. The principle "A place for everything in each place in the home and the school.	5	4	5	1	0	15	3.87	VK
5. The principle of arts to make the home livable and attractive.	3	6	6	1	0	15	3.80	VK
6. Wise use of time and effort.	2	6	6	1	0	15	3.60	VK
C. Foods and Applied Nutrition								
1. The sources and functions of essential nutrients.	6	2	7	0	0	15	3.93	VK
2. The effect of optimum. nutrition and malnutrition	4	4	7	0	0	15	3.80	VK
3. The functions of the various food nutrients to the body.	6	3	6	0	0	15	4.00	VK
4. The importance of inadequate nutrition to healthy and happy living.	5	4	6	0	0	15	3.93	VK
5. The importance of food selection and purchasing in relation to meal planning.	3	6	6	0	0	15	3.80	VK
6. The function of good management in meal preparation.	3	5	7	0	0	15	3.73	VK

Table 14 (Cont'd.)

Indicators	Responses					Total	Weighted Mean	Interpret
	5 VMK	4 VK	3 K	2 LK	1 VLK			
D. Clothing and Textile								
1. Sewing tools and equipment used in sewing	2	6	5	1	0	14	3.64	VK
2. Classification of sewing tools.	2	6	5	1	0	14	3.64	VK
3. Parts and functions of sewing machines.	2	5	6	1	0	14	3.57	VK
4. Sewing machine troubles and remedies	1	6	6	1	0	14	3.50	VK
5. The elements and principles in garments design.	2	5	6	1	0	14	3.57	VK
6. Body Measurement.	2	7	4	1	0	14	3.71	VK
7. Techniques in fabric thread perfect, grain perfect.	1	4	8	1	0	14	3.36	VK
8. The various ways of styling the foundation pattern.	1	5	7	1	0	14	3.43	VK
9. The relevance of knowing How to show at the present time.	2	5	7	1	0	15	3.53	VK
E. Home Nursing								
1. The nursing procedure in treating simple ailment.	2	4	8	0	0	14	3.57	VK
2. Sickroom routine which could shared by various members of the family.	2	5	6	1	0	14	3.57	VK
3. The various home nursing such as taking the body temperature, pulse rate, respiration, giving sponge bath, relieving pressure, etceteras.	1	6	6	1	0	14	3.50	VK
4. The role of women-nurse in administering sponge bath, first aid, and feeding patients.	3	4	6	1	0	14	3.64	VK
5. The importance disposing medicine properly.	3	5	5	1	0	14	3.71	VK
6. The importance of acquiring home nursing care.	3	3	7	1	0	14	3.57	VK
F. Handicraft								
1. The importance of handicraft in the economic development of the country.	4	3	4	2	0	13	3.69	VK
2. The common hand tools of handicraft	3	5	4	1	0	13	3.77	VK
3. Branches of handicraft	3	4	5	1	0	13	3.69	VK
4. Imagination and creativity in working out craft projects in many different materials.	2	4	6	1	0	13	3.54	VK

Table 14 (Cont'd.)

Indicators	Responses					Total	Weighted Mean	Interpret
	5 VMK	4 VK	3 K	2 LK	1 VLK			
5. Artworks accomplished for aesthetic values.	2	4	6	1	0	13	3.54	VK
6. The kinds, characteristics and uses of aluminum, brass, bronze, copper gold, iron, platinum and silver.	1	2	5	5	0	13	2.92	K
G. Art Appreciation & Interior Decoration								
1. Factors to consider in designing.	2	4	7	0	0	13	3.62	VK
2. The effects of colors in Achieving desired attractiveness of the room	3	3	7	0	0	13	3.69	VK
3. The basic qualities of colors.	3	4	6	0	0	13	3.77	VK
4. The power of colors and how it affects the over all effect of the room.	3	2	8	0	0	13	3.62	VK
5. Color harmonies and contrasting color harmonies	3	4	6	0	0	13	3.77	VK
6. The living room, and plan to change its color combination.	3	1	8	0	0	12	3.58	VK
Grand Total							162.33	
Grand Mean							3.69	VK

Legends:

4.51-5.00 Very Much Knowledgeable (VMK)
3.51-4.50 Very Knowledgeable (VK)
2.51-3.50 Knowledgeable (K)
1.51-2.50 Less Knowledgeable (LS)
1.00-1.50 Very Less Knowledgeable (VLK)

As gleaned from this table, the teachers assessed their students as "very knowledgeable" in most of the indicators, where the highest weighted mean was pegged at 4.00 for the following: "personal values that should be develop by teenagers", "wholesome, worthwhile and productive family

recreational activities" under Home and Family Living; and "functions of the various food nutrients to the body" under Foods and Applied Nutrition. Meanwhile, three indicators obtained weighted means, which were equivalent to "knowledgeable". These were: (1) techniques in fabric thread perfect, grain perfect - 3.36, (2) the various ways of styling the foundation pattern - 3.43, both under Clothing and Textile, and (3) the kinds, characteristics and uses of aluminum, brass, bronze, copper, gold, iron, platinum, and silver - 2.92. On the whole, the teachers assessed their students in Technology and Home Economics as "very knowledgeable", as evidenced by the grand mean of 3.69.

Regarding the students' self-assessment, it can be gleaned from Table 15 that they also deemed themselves "very knowledgeable" in majority of the indicators. However, they considered themselves "knowledgeable" in nine of these indicators. The highest weighted mean was pegged at 4.33 or "very knowledgeable" for "cleanliness and orderliness in the home" under Home Management.

Table 15

Performance Level of Students as Perceived by Themselves along Mastery of Content

Indicators	Responses					Total	Weighted Mean	Interpret
	5 :VMK:	4 VK	3 K	2 LK	1 VLK			
A. Home & Family Living								
1. Personal values that should be developed by teenagers.	24	19	14	0	0	57	4.18	VK
2. Meaning of responsible parenthood.	18	22	16	1	0	57	4.00	VK
2. Wholesome, worthwhile & productive family recreational activities.	17	21	16	3	0	57	3.91	VK
4. Responsibilities in coping with unexpected problems.	14	24	17	2	0	57	3.88	VK
5. Sound outlook in life.	18	20	18	1	0	57	3.96	VK
B. Home Management								
1. Valuable family resources in achieving family goals.	15	23	17	2	0	57	3.39	VK
2. Family budget in home expenses.	19	22	15	1	0	57	4.04	VK
3. Cleanliness and orderliness in the home.	29	18	10	0	0	57	4.33	VK
4. The principle "A place for everything in each place in the home and the school.	24	21	11	1	0	57	4.19	VK
5. The principle of arts to make the home livable and attractive.	22	17	17	1	0	57	4.05	VK
6. Wise use of time and effort.	21	23	12	1	0	57	4.12	VK
C. Foods and Applied Nutrition								
1. The sources and functions of essential nutrients.	19	21	16	1	0	57	4.02	VK
2. The effect of optimum nutrition and malnutrition.	17	22	17	1	0	57	3.45	VK
3. The functions of the various food nutrients to the body.	21	19	17	0	0	57	4.07	VK
4. The importance of inadequate nutrition to healthy and happy living.	20	24	13	1	0	57	4.12	VK
5. The importance of food selection and purchasing in relation to meal planning.	17	21	19	0	0	57	3.96	VK

Table 15 (Cont'd.)

Indicators	Responses					Total	Weighted Mean	Interpret
	5 :VMK	4 :VK	3 : K	2 :LK	1 :VLK			
6. The function of good management in meal preparation	15	27	15	1	0	57	4.00	VK
D. Clothing and Textile								
1. Sewing tools and equipment used in sewing.	19	15	18	5	0	57	3.84	VK
2. Classification of sewing tools.	19	16	18	4	0	57	3.88	VK
3. Parts and functions of sewing machines.	16	17	18	6	0	57	3.75	VK
4. Sewing machine troubles and remedies	11	16	18	11	1	57	3.44	VK
5. The elements and principles in garments design.	10	14	22	10	1	57	3.39	VK
6. Body Measurement.	20	15	14	7	1	57	3.81	VK
7. Techniques in fabric thread perfect, grain perfect.	11	16	18	10	2	57	3.42	VK
8. The various ways of styling the foundation pattern.	8	16	22	9	2	57	3.33	VK
9. The relevance of knowing How to show at the present time.	9	20	19	8	1	57	3.49	VK
E. Home Nursing								
1. The nursing procedure in treating simple ailment.	10	16	22	9	0	57	3.47	VK
2. Sickroom routine which could shared by various members of the family.	10	17	24	6	0	57	3.54	VK
3. The various home nursing such as taking the body temperature, pulse rate, respiration, giving sponge bath, relieving pressure, etceteras.	9	18	19	11	0	57	3.44	VK
4. The role of women-nurse in administering sponge bath, first aid, and feeding patients.	10	16	18	13	0	57	3.40	VK
5. The importance disposing medicine properly.	12	19	18	8	0	57	3.61	VK
6. The importance of acquiring home nursing care.	15	15	18	9	0	57	3.63	VK

Table 15 (Cont'd.)

Indicators	Responses 5 VMK	4 VK	3 K	2 LK	1 VLK	Total	Weighted Mean	Interpret
F. Handicraft								
1. The importance of handicraft in the economic development of the country.	20	18	15	4	0	57	3.95	VK
2. The common hand tools of handicraft	16	18	19	3	0	56	3.84	VK
3. Branches of handicraft	10	16	22	8	0	56	3.50	VK
4. Imagination and creativity in working out craft projects in many different materials.	14	20	19	3	0	56	3.80	VK
5. Artworks accomplished for aesthetic values.	9	15	21	10	1	56	3.38	K
6. The kinds, characteristics and uses of aluminum, brass, bronze, copper gold, iron, platinum and silver.	26	17	13	1	0	57	3.64	VK
G. Art Appreciation & Interior Decoration								
1. Factors to consider in designing.	12	15	25	5	0	57	3.60	VK
2. The effects of colors in Achieving desires attractiveness of the room	13	17	26	13	0	57	3.74	VK
3. The basic qualities of colors.	11	19	23	4	0	57	3.65	VK
4. The power of colors and how it affects the over all effect of the room.	10	24	18	5	0	57	3.68	VK
5. Color harmonies and constracting color harmonies	13	22	17	5	0	57	3.75	VK
6. The living room, and plan to change its color combination.	11	22	20	4	0	57	3.70	VK

Grand Total	166.39	176.62	178.78
Grand Mean	3.78 VK	4.01 VK	4.06 VK
Computed z-value	5.04		
Critical z-value at =.05	1.96		
Computed z-value	5.04		
Evaluation	Reject Ho		

Legend:

4.51-5.00 Very Much Knowledgeable (VMK)
3.51-4.50 Very Knowledgeable (VK)
2.51-3.50 Knowledgeable (K)
1.51-2.50 Less Knowledgeable (LS)
1.00-1.50 Very Less Knowledgeable (VLK)

Moreover, the lowest weighted mean was observed to be 3.38 or "knowledgeable". This refers to "the kinds, characteristics and uses of aluminum, brass, bronze, copper, gold, iron, platinum and silver", under Handicraft. The grand mean of their responses resulted to 3.78, indicating that the students assessed themselves as "very knowledgeable".

Values Development. Shown in table 16 are responses of the teachers' group. All of the listed indicators were deemed "influential" to the students by their teachers. Of which, the highest weighted mean was 4.33 for the following: extent of influence on the teachers and superiors for: 1) sense of responsibility, and 2) dependability. On the one hand, the lowest weighted mean was pegged at 3.73 for: (1) extent of influence of innovativeness in shop performance, and (2) extent of influence of self-denial on the students' community. Generally, the responses of the teachers clustered around the grand mean of 4.07 or "influential".

Table 16

Performance Level of Student a Perceived by the Teachers along Values Development

Indicators	Responses					Total	Weighted Mean	Interpret
	5 VHI	4 HI	3 I	2 LI	1 NI			
A. Values' Extent of Influence On shop performance								
1. Self-reliance	3	9	3	0	0	15	4.00	I
2. Self-discipline	3	9	3	0	0	15	4.00	I
3. Good personal judgment	3	8	4	0	0	15	3.93	I
4. Open-mindedness	3	7	5	0	0	15	3.87	I
5. Perseverance	4	7	3	1	0	15	3.93	I
6. Honesty	6	6	3	0	0	15	4.20	I
7. Sense of responsibility	6	6	2	1	0	15	4.13	I
8. Courage	5	5	4	1	0	15	3.93	I
9. Industry	6	6	2	1	0	15	4.13	I
10. Prudence	3	8	4	0	0	15	3.93	I
11. Promptness	5	6	3	1	0	15	4.00	I
12. Creativenes	6	5	3	1	0	15	4.07	I
13. Patience	6	5	2	2	0	15	4.00	I
14. Good work habits	7	3	3	2	0	15	4.00	I
15. Retrospectivenes	4	5	5	1	0	15	3.80	I
16. Innovativeness	5	3	5	2	0	15	3.73	I
B. Values' extent of influence On fellow students								
1. Cooperation	7	5	3	0	0	15	4.27	I
2. Social-mindedness	5	7	3	0	0	15	4.13	I
3. Trust	4	7	4	0	0	15	4.00	I
4. Politeness	4	9	2	0	0	15	4.13	I
5. Tolerance	4	7	4	0	0	15	4.00	I
6. Dependability	6	4	5	0	0	15	4.07	I
7. Serve above self	4	7	3	1	0	15	3.93	I
8. Dignity and Honor	4	7	3	1	0	15	3.93	I
9. Goodwill	5	7	3	0	0	15	4.13	I
10. Respect for individual understanding	2	9	3	0	0	15	3.80	I
11. Recognition of the merits	3	7	5	0	0	15	3.87	I
12. Compassion	3	7	4	0	0	15	3.93	I
C. Values' extent of influence On teachers and superiors								
1. Trust	7	4	4	0	0	15	4.20	I
2. Confidence	6	5	3	0	0	15	4.07	I
3. Respect	8	4	2	1	0	15	4.27	I
4. Cooperation	8	3	3	1	0	15	4.20	I
5. Obedience	8	3	3	1	0	15	4.20	I
6. Thoughtfulness	7	4	4	0	0	15	4.20	I

Table 16 (Cont'd.)

Indicators	Responses 5 VHI	4 HI	3 I	2 LI	1 NI	Total	Weighted Mean	Interpret
7. Selflessness	5	7	3	0	0	15	4.13	I
8. Frankness	6	6	3	0	0	15	4.20	I
9. Firmness	6	5	4	0	0	15	4.13	I
10.Tact	7	5	3	0	0	15	4.27	I
11.Sense of responsibility	8	4	3	0	0	15	4.33	I
12.Compassion	6	6	3	0	0	15	4.20	I
13.Fairness	7	6	1	1	0	15	4.27	I
14.Promptness	6	5	2	2	0	15	4.00	I
15.Dependability	7	6	2	0	0	15	4.33	I
16.Sense of commitment	8	5	2	0	0	15	4.40	I
D. Values' extent of influence On community								
1. Sense of patriotism	3	7	5	0	0	15	3.87	I
2. Friendliness	6	7	2	0	0	15	4.27	I
3. People-oriented	3	9	3	0	0	15	4.00	I
4. Associative	4	7	4	0	0	15	4.00	I
5. Goal-oriented	4	8	3	0	0	15	4.07	I
6. Cooperative	6	6	3	0	0	15	4.20	I
7. Work-oriented	5	7	3	0	0	15	4.13	I
8. Consumer efficiency	5	5	5	0	0	15	4.00	I
9. Self-sacrifice	3	6	6	0	0	15	3.80	I
10.Self-denial	2	7	6	0	0	15	3.73	I
11.Selflessness	2	7	5	0	0	15	3.79	I
12.Development consciousness	2	8	5	0	0	15	3.80	I
13.Foresight	2	8	5	0	0	15	3.80	I
E. Values' extent of influence On fellowmen								
1. Love	5	7	2	0	0	14	4.21	I
2. Trust	6	6	3	0	0	15	4.20	I
3. Faith	6	7	2	0	0	15	4.27	I
4. Hope	6	6	3	0	0	15	4.20	I
5. Charity	5	8	2	0	0	15	4.20	I
6. Reverence	5	7	3	0	0	15	4.13	I
7. Piety	6	6	3	0	0	15	4.20	I
8. Sincerity	5	6	3	0	0	14	4.14	I
9. Tolerance	6	7	2	0	0	15	4.27	I
10.Self-reliance	5	7	3	0	0	15	4.13	I
11.Self-denial	3	9	3	0	0	15	4.00	I
12.Humility	5	6	4	0	0	15	4.07	I
13.Compassion	5	8	2	0	0	15	4.20	I

Table 16 (Cont'd.)

Indicators	Responses					Total	Weighted Mean	Interpret
	5 VHI	4 HI	3 I	2 LI	1 NI			
14.Sense of property	5	8	3	0	0	15	4.07	I
Grand Total	-	-	-	-	-	-	289.00	-
Grand Mean	-	-	-	-	-	-	4.07	I

Legend:

4.51-5.00 Very Highly Influential (VHI)
3.51-4.50 Highly Influential (HI)
2.51-3.50 Influential (I)
1.51-2.50 Less Influential (LI)
1.00-1.50 Not Influential (NI)

Relative to the self-assessments of the students, Table 17 shows that all the listed values were deemed by this group as "influential". Among these, the highest weighted mean was 4.33 for the extent of influence of faith as shared with God through the students' fellowmen. Moreover, the lowest weighted mean was observed to be 3.65 for the extent of influence of selflessness on the community. As a whole, the students deemed the different listed core values as "influential" inasmuch as the grand mean proved to be 4.01.

Table 17

Performance Level of Students as Perceived by Themselves along Values Development

Indicators	Responses					Total	Weighted Mean	Interpret
	5	4	3	2	1			
	VHI	HI	I	LI	NI			
A. Values' Extent of Influence On shop performance								
1. Self-reliance	21	23	12	0	1	57	4.11	I
2. Self-discipline	27	17	10	1	2	57	4.16	I
3. Good personal judgment	20	24	11	0	2	57	4.05	I
4. Open-mindedness	21	23	11	1	1	57	4.09	I
5. Perseverance	17	27	12	0	1	57	4.04	I
6. Honesty	20	17	18	1	1	57	3.95	I
7. Sense of responsibility	24	20	11	1	1	57	4.14	I
8. Courage	19	26	11	0	1	57	4.09	I
9. Industry	16	26	13	1	1	57	3.96	I
10. Prudence	16	24	15	1	1	57	3.93	I
11. Promptness	19	23	13	1	1	57	4.02	I
12. Creativenes	22	19	14	1	1	57	4.05	I
13. Patience	21	21	14	0	1	57	4.07	I
14. Good work habits	20	20	12	2	1	57	4.02	I
15. Retrospectivenes	15	24	15	2	1	57	3.88	I
16. Innovativeness	14	28	13	1	1	57	3.93	I
B. Values' extent of influence On fellow students								
1. Cooperation	22	24	9	1	1	57	4.14	I
2. Social-mindedness	14	24	15	4	0	57	3.84	I
3. Trust	25	19	11	1	1	57	4.16	I
4. Politeness	18	25	11	2	1	57	4.00	I
5. Tolerance	16	26	10	4	1	57	3.91	I
6. Dependability	18	22	13	2	2	57	3.91	I
7. Serve above self	19	21	15	1	1	57	3.98	I
8. Dignity and Honor	20	25	9	2	1	57	4.07	I
9. Goodwill	20	25	10	1	1	57	4.09	I
10. Respect for individual understanding	17	25	12	2	1	57	3.96	I
11. Recognition of the merits	15	22	16	3	1	57	3.82	I
12. Compassion	13	25	18	0	1	57	3.86	I
C. Values' extent of influence On teachers and superiors								
1. Trust	28	16	10	2	1	57	4.19	I
2. Confidence	25	20	9	2	1	57	4.16	I
3. Respect	29	17	9	1	1	57	4.26	I
4. Cooperation	28	20	8	0	1	57	4.30	I
5. Obedience	26	22	7	1	1	57	4.25	I
6. Thoughtfulness	23	22	10	1	1	57	4.14	I
7. Selflessness	19	19	13	3	3	57	3.84	I
8. Frankness	17	22	14	3	1	57	3.89	I
9. Firmness	12	24	20	0	1	57	3.81	I
10. Tact	17	20	17	1	2	57	3.86	I

Table 17 (Cont'd.)

Indicators	Responses 5 VHI	4 HI	3 I	2 LI	1 NI	Total	Weighted Mean	Interpret
11.Sense of responsibility	22	19	14	1	1	57	4.05	I
12.Compassion	19	19	15	2	2	57	3.89	I
13.Fairness	16	25	13	2	1	57	3.93	I
14.Promptness	21	21	13	1	1	57	4.05	I
15.Dependability	16	22	16	1	2	57	3.86	I
16.Sense of commitment	20	18	18	1	0	57	4.00	I
D. Values' extent of influence On community								
1. Sense of patriotism	19	21	13	3	1	57	3.95	I
2. Friendliness	27	16	12	1	1	57	4.18	I
3. People-oriented	22	21	12	1	1	57	4.09	I
4. Associative	18	22	13	2	2	57	3.91	I
5. Goal-oriented	17	21	16	1	2	57	3.88	I
6. Cooperative	23	19	13	0	2	57	4.07	I
7. Work-oriented	22	20	13	1	1	57	4.07	I
8. Consumer efficiency	9	31	13	2	2	57	3.75	I
9. Self-sacrifice	22	15	17	2	1	57	3.96	I
10.Sself-denial	16	21	14	4	2	57	3.79	I
11.Selflessness	15	16	19	5	2	57	3.65	I
12.Development consciousness	17	20	14	4	2	57	3.81	I
13.Foresight	15	21	13	7	1	57	3.74	I
E. Values' extent of influence On fellowmen								
1. Love	36	11	9	0	1	57	4.42	I
2. Trust	32	14	10	2	1	57	4.28	I
3. Faith	32	14	10	0	1	57	4.33	I
4. Hope	31	15	10	0	1	57	4.32	I
5. Charity	23	21	12	0	1	57	4.14	I
6. Reverence	17	20	17	2	1	57	3.88	I
7. Piety	20	22	11	3	1	57	4.00	I
8. Sincerity	19	19	14	4	1	57	3.89	I
9. Tolerance	20	23	11	2	1	57	4.04	I
10.Self-reliance	21	19	14	1	2	57	3.98	I
11.Self-denial	21	20	12	3	1	57	4.00	I
12.Humility	21	18	16	1	1	57	4.00	I
13.Compassion	18	19	17	2	1	57	3.89	I
14.Sense of property	21	19	17	0	0	57	4.07	I
Grand Total	-	-	-	-	-	-	289.81	-
Grand Mean	-	-	-	-	-	-	4.01	I

Legend:

4.51-5.00 Very Highly Influential (VHC)
3.51-4.50 Highly Influential (HI)
2.51-3.50 Influential (I)
1.51-2.50 Less Influential (LI)
1.00-1.50 Not Influential (NI)

Table 18

Performance Level of Students as Perceived by their Teachers along Skills Development

Indicators	Responses					Total	Weighted Mean	Interpret
	5 HS	4 S	3 MS	2 FS	1 PS			
A. Home and Family Living								
1. Use careful thinking for quality decision.	0	9	5	1	0	15	3.53	S
2. Demonstrate the rights & responsibilities of children as members of the family.	2	9	4	1	0	15	3.87	S
3. Demonstrate ways to promote satisfactory home & family relation.	2	9	4	0	0	15	3.87	S
4. Apply importance of re-creational; activities in fostering happy and healthy family relations.	2	8	5	0	0	15	3.80	S
5. Apply ways of dealing with changes/crises creatively and constructively.	1	8	6	0	0	15	3.67	S
B. Home Management								
1. Demonstrate functional knowledge of a respons-ible parenthood	5	3	7	0	0	15	3.87	S
2. Demonstrate skills in the health and care of mother and child.	4	6	5	0	0	15	3.93	S
3. Demonstrate ability to understand the various stages of growing child	3	4	8	0	0	15	3.67	S
4. Prepare nutritious one week menu for pregnant woman.	4	2	9	0	0	15	3.67	S
5. Demonstrate how to hold a newborn baby.	4	3	8	0	0	15	3.73	S
6. Demonstrate how to bath the baby.	1	4	10	0	0	15	3.40	S
C. Foods and Applied Nutrition								
1. Prepare a market order or listing of food to buy.	3	7	5	0	0	15	3.87	S

Table 18 (Cont'd.)

Indicators	Responses					Total	Weighted Mean	Interpret
	5 HS	4 S	3 MS	2 FS	1 PS			
2. Prepare low-cost but nutristicus meals for family	4	5	6	0	0	15	3.87	S
3. Prepare simple menu based on a menu pattern.	4	6	5	0	0	15	3.93	S
4. prepare food budget for special occasion.	3	5	7	0	0	15	3.73	S
5. Demonstrate how to's in food preparation.	1	8	6	0	0	15	3.67	S
6. Decorate the table with attractively folded napkins	2	7	6	0	0	15	3.73	S
D. Clothing and Textile								
1. Use the sewing tools correctly.	2	8	3	1	0	14	3.79	S
2. Use the sewing machine and identify sewing machine troubles and remedies.	1	7	4	2	0	14	3.50	MS
3. Make simple garments and clothing for yourself and the member of the family	2	5	5	2	0	14	3.50	MS
4. Demonstrate the procedure of drafting pattern for garments to be sewed.	1	7	5	0	0	14	3.57	S
5. Make simple garments and clothing accessories for yourself and for other members of the family	2	5	6	1	0	14	3.57	S
6. Demonstrate the alteration of some fitting troubles.	2	4	5	3	0	14	3.36	MS
E. Home Nursing								
1. Demonstrate knowledge of the essential requirements of a home nurse.	0	7	6	2	0	15	3.33	MS
2. Demonstrate the signs, symptoms and causes of illness and determining how they may be treated.	0	6	7	2	0	15	3.27	MS
3. Perform nursing procedure in treating simple ailment and dressing simple wounds.	0	8	5	2	0	15	3.40	MS
4. Demonstrate the various home nursing skills such as: taking the body temperature pulse rate, respiration, giving sponge bath application and how to relieve pressure, etc.	0	8	4	3	0	15	3.33	MS

Table 18 (Cont'd.)

Indicators	Responses					Total	Weighted Mean	Interpret
	5 HS	4 S	3 MS	2 FS	1 PS			
5. Formulate simple diet (liquid, soft, full for sick persons).	0	8	5	2	0	15	3.40	MS
6. Perform the role of a women nurse in administering sponge bath, first aid and feeding patients.	0	6	7	2	0	15	3.27	MS
F. Handicraft								
1. Perform the various operation and processes involved in doing metal craft.	0	3	8	3	0	14	3.00	MS
2. Use common hand tools in handcraft.	0	6	7	1	0	14	3.36	MS
3. Construct specified projects like bamboo fans, artifacial flowers, stuff toys containers, wall decors and etc.	1	3	6	1	0	11	3.36	MS
4. Apply the appropriate finishing touches to projects.	1	6	6	1	0	14	3.50	MS
5. Use imagination and inventiveness in planning and constructing articles of special interest to individuals.	1	4	6	0	0	14	3.21	MS
6. Preserve the beauty of the decoration of materials	1	6	4	2	0	13	3.46	MS
G. Arts Appreciation and Interior Design								
1. Combines colors, depending upon intensity, area, texture, value and light source, to find those that compliment each other.	1	5	7	1	0	14	3.43	MS
2. Use the knowledge on color harmonies to achieve desired effects on the different parts of the home.	1	6	6	1	0	14	3.50	MS
3. Study of the living room, and the plan to change its color combination.	1	5	7	1	0	14	3.43	MS
4. Design the interior space of the house applying colors.	1	5	7	1	0	14	3.43	MS
5. Arrange flower that give a chance to do an art activity to express creativity and make the home or room more livable and attractive.	1	6	6	1	0	14	3.50	MS

Table 18 (Cont'd.)

Indicators	Responses					Total	Weighted Mean	Interpret
	5 HS	4 S	3 MS	2 FS	1 PS			
5. Choose the appropriate flowers to be given to a person in a different occasion.	1	7	5	1	0	14	3.57	S
Grand Total	-	-	-	-	-	-	145.84	-
Grand Mean	-	-	-	-	-	-	3.56	S

Legend:

4.51-5.00 Highly Skilled (HS)
3.51-4.50 Skilled (C)
2.51-3.50 Moderately Skilled (MS)
1.51-2.50 Fairly Skilled (FS)
1.00-1.50 Poorly skilled (PS)

Skills Development. Table 18 presents data on the teachers' perceptions of the performance level of the students pertaining to skills development.

As can be observed, the teachers rated the students as "skilled" in 20 indicators and assessed the students as "moderately skilled" in 21 indicators. Among these, the highest weighted mean turned out to be 3.93 which referred to two indicators, as follows: "demonstrates understanding of the Filipino family in values" under **Home Management and Child Care**; and "prepare simple means based on a menu pattern". Furthermore, the lowest weighted mean was posted

at a value of 3.00 for "perform the various operations and processes involved in doing metal craft" under **Handicraft**. Generally, the teachers' group rated the students as "skilled" as supported by the corresponding grand mean of 3.56.

As to the perceptions of the students, Table 19 suggests that among the listed indicators, the students' perceived themselves as "skilled" in 33 indicators, where the weighted mean ranged from 3.51 to 4.18. The highest weighted mean of 4.18 referred to "use careful thinking for quality decision-making", while the lowest mean of 3.52 corresponded to two indicators. These were "demonstrate knowledge of the essential requirement of a home nurse" under **Home Nursing**, and "the common hand tools of the handicraft" under **Handicraft**. Meanwhile, the students' deemed themselves "moderately skilled" relative to eight indicators were the lowest weighted mean was pegged at 3.28 for "the importance of handicraft in the economic development of a country" under handicraft. In general, the students' group assessed themselves as "skilled" as evidenced by the grand mean which was found to be 3.71.

Table 19

Performance Level of Students as Perceived by Themselves along Skills Development

Indicators	Responses					Total	Weighted Mean	Interpret
	5 HS	4 S	3 MS	2 FS	1 PS			
A. Home and Family Living								
1. Use careful thinking for quality decision-making	24	20	12	1	0	57	4.18	S
2. Demonstrate the rights and responsibilities of children as members of the family.	16	26	15	0	0	57	4.02	S
3. Demonstrate ways to promote satisfactory home & family relation.	17	22	15	0	0	57	3.93	S
4. Apply importance of re-creational activities in fostering happy and healthy family relations.	17	20	19	1	0	57	3.93	S
5. Apply ways of dealing with changes/crises creatively and constructively.	13	20	23	1	0	57	3.79	S
B. Home Management								
1. Demonstrate functional knowledge of a responsible parenthood.	19	16	20	2	0	57	3.91	S
2. Demonstrate skills in the health and care of mother and child.	16	23	17	1	0	57	3.95	S
3. Demonstrate ability to understand the various stages of growing child	14	19	23	1	0	57	3.81	S
4. Prepare nutritious one week menu for pregnant woman.	13	19	22	3	0	57	3.74	S
5. Demonstrate how to hold a newborn baby.	11	24	20	2	0	57	3.77	S
6. Demonstrate how to bath the baby.	12	19	19	6	1	57	3.61	S
C. Foods and Applied Nutrition								
1. Prepare a market order or listing of food to buy.	18	19	20	0	0	57	3.96	S
2. Prepare low-cost but nutristious meals for family.	20	20	15	2	0	57	4.02	S
3. Prepare simple menu based on a menu pattern.	19	18	16	4	0	57	3.91	S
4. Prepare food budget for special occasion.	23	15	15	4	0	57	4.00	S
5. Demonstrate how to's in food preparation.	16	19	20	02	0	57	3.86	S

Table 19 (Cont'd.)

Indicators	Responses 5 HS	4 S	3 MS	2 FS	1 PS	Total	Weighted Mean	Interpret
6. Decorate the table with attractively folded napkins.	19	18	15	5	0	57	3.89	S
D. Clothing and Textile								
1. Use the sewing tools correctly.	22	11	20	3	1	57	3.88	S
2. Use the sewing machine and identify sewing machine troubles and remedies.	12	17	15	12	1	57	3.47	MS
3. Make simple garments and clothing for yourself and the member of the family	12	13	18	13	1	57	3.39	MS
4. Demonstrate the procedure of drafting pattern for garments to be sewed.	8	22	16	11	0	57	3.47	MS
5. Make simple garments and clothing accessories for yourself and for other members of the family	9	20	22	5	1	57	3.54	S
6. Demonstrate the alteration of some fitting troubles.	9	12	22	13	1	57	3.26	MS
E. Home Nursing								
1. Demonstrate knowledge of the essential requirements of a home nurse.	9	19	21	8	0	57	3.51	S
2. Demonstrate the signs symptoms and causes of illness and determining how they may be treated.	7	19	25	6	0	57	3.47	MS
3. Perform nursing procedure in treating simple ailment and dressing simple wounds.	10	17	21	9	0	57	3.49	MS
4. Demonstrate the various home nursing skills such as: taking the body temperature pulse rate, respiration, giving sponge bath application and how to relieve pressure etc.	13	16	20	8	0	57	3.60	S
5. Formulate simple diet (liquid, soft, full for sick persons).	11	21	18	7	0	57	3.63	S
6. Perform the role of a women nurse in administering sponge bath, first aid and feeding patients.	11	16	23	7	0	57	3.54	S

Table 19 (Cont'd.)

Indicators	Responses					Total	Weighted Mean	Interpret
	5	4	3	2	1			
	HS	S	MS	FS	PS			
F. Handicraft								
1. Perform the various operation and processes involved in doing metal craft.	9	12	22	14	0	57	3.28	MS
2. Use common hand tools in handcraft.	7	20	25	5	0	57	3.51	S
3. Construct specified projects like bamboo fans, artifacial flowers, stuff toys containers, wall decors and etc.	12	19	18	8	0	57	3.61	S
4. Apply the appropriate finishing touches to projects.	11	16	19	10	1	57	3.46	MS
5. Use imagination and inventiveness in planning and constructing articles of special interest to individuals.	12	16	19	10	0	57	3.53	S
6. Preserve the beauty of the decoration of materials	13	20	17	7	0	57	3.68	S
G. Arts Appreciation and Interior Design								
1. Combines colors, depending upon intensity, area, texture, value and light source to find those that compliment each other.	14	20	18	5	0	57	3.75	S
1. Use the knowledge on color harmonies to achieve desired effects on the different parts of the home.	11	21	21	4	0	57	3.68	S
2. Study of the living room, and the plan to change its color combination.	13	19	19	6	0	57	3.68	S
3. Design the interior apace of house applying colors.	12	20	19	6	0	57	3.67	S
4. Arrange flower that give a chance to do an art activity to express creativity and make the home or room more livable and attractive.	19	21	15	2	0	57	4.00	S

Table 19 (Cont'd.)

Indicators	Responses 5 (HS)	4 (S)	3 (MS)	2 (FS)	1 (PS)	Total	Weighted Mean	Interpret
5. Choose the appropriate flowers to be given to a person in a different occasion.	14	25	15	3	0	57	3.88	S
Grand Total	-	-	-	-	-	-	152.28	-
Grand Mean	-	-	-	-	-	-	3.71	S

Legend:

4.51-5.00 Highly Skilled (HS)

3.51-4.50 Skilled (C)

2.51-3.50 Moderately Skilled (MS)

1.51-2.50 Fairly Skilled (FS)

1.00-1.50 Poorly Skilled (PS)

Comparison of the Perceptions of the Teachers and Students Relative to the Performance Level of the Students in T.H.E.

This section discusses the results of the comparative analysis done relative to the performance level of the students as assessed by the two groups of respondents along three areas.

Mastery of Content. Table 20 summarizes the perceptions of the two groups of respondents in terms of the level of performance of the students along this area. As gleaned from

the said table, the teachers considered their students "very knowledgeable" in majority of the listed indicators, while they deemed their students "knowledgeable" in only three areas. Furthermore, the students' group deemed themselves "very knowledgeable" in most of the indicators also, and considered themselves "knowledgeable" in nine areas. As a whole, the qualitative ratings given by the two groups were the same, that is, "very knowledgeable". However, the quantitative values differed.

Table 20

Comparison of the Perceptions of the Teachers and Students Relative to the Performance Level of the Students along Mastery of Content

Indicators	Groups				Combined Mean	Interpretation
	Teachers Mean		Students Mean			
A. Home & Family Living						
1. Personal values that should be developed by teenagers.	4.00	VK	4.18	VK	4.14	VK
2. Meaning of responsible parenthood.	3.93	VK	4.00	VK	3.99	VK
3. Wholesome, worthwhile & productive family recreational activities	4.00	VK	3.91	VK	3.93	VK
4. Responsibilities in coping with unexpected problems	3.80	VK	3.88	VK	3.86	VK
5. Sound outlook in life	3.93	VK	4.04	VK	3.95	VK
B. Home Management						
1. Valuable family resources in achieving family goals.	3.67	VK	3.89	VK	3.84	VK
2. Family budget in home expenses.	3.93	VK	4.04	VK	4.02	VK
3. Cleanliness and orderliness in the home.	3.87	VK	4.33	VK	4.23	VK

Table 20 (Cont'd.)

Indicators	Groups				Combined Mean	Interpretation
	Teachers Mean		Students Mean			
4. The principle "A place for everything in each place in the home and the school.	3.87	VK	4.19	VK	4.12	VK
5.The principle of arts to make the home livable and attractive.	3.80	VK	4.05	VK	4.00	VK
6. Wise use of time and effort.	3.60	VK	4.12	VK	4.01	VK
C. Foods and Applied Nutrition						
1. The sources and functions of essential nutrients	3.93	VK	4.02	VK	4.00	VK
2. The effect of optimum nutrition and malnutrition.	3.80	VK	3.96	VK	3.93	VK
3. The functions of the various food nutrients to the body.	4.00	VK	4.07	VK	4.06	VK
4. The importance of inadequate nutrition to healthy and happy living.	3.93	VK	4.12	VK	4.08	VK
5. The importance of food selection and purchasing in relation to meal planning.	3.80	VK	3.96	VK	3.93	VK
6. The function of good management in meal preparation.	3.73	VK	4.00	VK	3.94	VK
D. Clothing and Textile						
1. Sewing tools and equipment used in sewing	3.64	VK	3.84	VK	3.80	VK
2. Classification of sewing tools.	3.64	VK	3.88	VK	3.83	VK
3. Parts and functions of sewing machines.	3.57	VK	3.75	VK	3.71	VK
4. Sewing machine troubles and remedies	3.50	VK	3.44	K	3.45	K
5. The elements and principles in garments design.	3.57	VK	3.39	K	3.43	K
6. Body Measurement.	3.71	VK	3.81	VK	3.79	VK
7. Techniques in fabric thread perfect, grain perfect.	3.36	K	3.42	K	3.41	K
8. The various ways of styling the foundation pattern.	3.43	K	3.33	K	3.35	K
9. The relevance of knowing how to show at the present time.	3.53	VK	3.49	K	3.50	K

Table 20 (Cont'd.)

Indicators	Groups: Teachers Mean		Groups: Students Mean		Combined Mean	Interpretation
E. Home Nursing						
1. The nursing procedure in treating simple ailment.	3.57	VK	3.47	K	3.49	K
2. Sickroom routine which could be shared by various members of the family.	3.57	VK	3.54	VK	3.55	VK
3. The various home nursing such as taking the body temperature, pulse rate, respiration, giving sponge bath, relieving pressure, etceteras.	3.50	VK	3.44	K	3.45	K
4. The role of women-nurse in administering sponge bath, first aid, and feeding patients.	3.64	VK	3.40	K	3.45	K
5. The importance of disposing medicine properly.	3.71	VK	3.61	VK	3.63	VK
6. The importance of acquiring home nursing care.	3.57	VK	3.63	VK	3.62	VK
E. Handicraft						
1. The importance of handicraft in the economic development of the country.	3.69	VK	3.95	VK	3.90	VK
2. The common hand tools of handicraft.	3.77	VK	3.84	VK	3.83	VK
3. Branches of handicraft.	3.69	VK	3.50	VK	3.54	K
4. Imagination and creativity in working out craft projects in many different materials.	3.54	VK	3.80	VK	3.75	VK
6. The kinds, characteristics and uses of aluminum, brass, bronze, copper gold, iron, platinum and silver.	3.54	VK	3.64	VK	3.62	VK
G. Art Appreciation & Interior Decoration						
1. Factors to consider in designing.	3.62	VK	3.60	VK	3.60	VK
2. The effects of colors in achieving desired attractiveness of the room	3.69	VK	3.65	VK	3.73	VK
3. The basic qualities of colors.	3.77	VK	3.65	VK	3.68	VK
4. The power of colors and how it affects the over all effect of the room.	3.62	VK	3.68	VK	3.67	VK

Table 20 (Cont'd.)

Indicators	Groups: Teachers Mean		Groups: Students Mean		Combined Mean	Interpretation
5. Color harmonies and contrasting color harmonies	3.77	VK	3.75	VK	3.75	VK
6. The living room, and plan to change its color combination.	3.58	VK	3.70	VK	3.68	VK
Grand Total	162.30		166.35		165.51	
Grand Mean	3.69	VK	3.78	VK	3.76	VK
Computed z-value	1.86					
Critical z-value at =.05	1.96					
Evaluation	Accept Ho					

Legend:

4.51-5.00 Very much knowledgeable (VMK)
3.51-4.50 Very knowledgeable (VK)
2.51-3.50 Knowledgeable (K)
1.51-2.50 Less knowledgeable (LS)
1.00-1.50 Very less knowledgeable

The teachers' group pegged a grand mean of 3.69, while the students' group pegged a value of 3.78. This registered a numerical difference of .09. Using z-test to test the significance of this difference, the computed z turned out to be 1.86 which is lesser than the critical z-value of 1.96 at α=.05. Therefore, the hypothesis that "there is no significant difference between the perceptions of the teachers and the students relative to the level of performance of the students along mastery of content" was accepted. This means that two groups of respondents were in

agreement in terms of their perceived performance level of the T.H.E students in this area.

Values Development. Found in Table 21 is the summary of the perceptions of the teachers and the students on the values development of the students. As gleaned from this table, the qualitative assessments of these two groups for all the indicators were all equivalent to "influential". Consequently, the grand means for both groups were also equivalent to this qualitative rating. Quantitatively, however, the teachers' group posted a grand mean of 4.07 which is greater than that of the students' group which was pegged at 4.01 by 0.06. Testing the significance of this difference, the computed z-value turned out to be 2.24. This was found to be greater than the critical z-value of 1.96 at α=.05. This led to the rejection of the hypothesis that "there is no significant difference between the perceptions of two groups of respondents on the performance level of the students along values development". This indicates that the two groups of respondents gave different numerical assessments in this area.

Table 21

Comparison of the Perceptions of the Teachers and Students Relative to the Performance Level of the Students along Values Development

Indicators	Groups: Teachers Mean		Groups: Students Mean		Combined Mean	Interpretation
A. Values' Extent of Influence On shop performance						
1. Self-reliance	4.00	I	4.11	I	4.09	I
2. Self-discipline	4.00	I	4.16	I	4.13	I
3. Good personal judgment	3.93	I	4.05	I	4.03	I
4. Open-mindedness	3.87	I	4.09	I	4.04	I
5. Perseverance	3.93	I	4.04	I	4.02	I
6. Honesty	4.20	I	3.95	I	4.00	I
7. Sense of responsibility	4.13	I	4.14	I	4.14	I
8. Courage	3.93	I	4.09	I	4.06	I
9. Industry	4.13	I	3.96	I	4.00	I
10. Prudence	3.93	I	3.93	I	3.93	I
11. Promptness	4.00	I	4.02	I	4.02	I
12. Creativenes	4.07	I	4.05	I	4.05	I
13. Patience	4.00	I	4.07	I	4.06	I
14. Good work habits	4.00	I	4.02	I	4.02	I
15. Retrospectivenes	3.80	I	3.88	I	3.86	I
16. Innovativeness	3.73	I	3.93	I	3.89	I
B. Values' extent of influence On fellow students						
1. Cooperation	4.27	I	4.14	I	4.17	I
2. Social-mindedness	4.13	I	3.84	I	3.90	I
3. Trust	4.00	I	4.16	I	4.13	I
4. Politeness	4.13	I	4.00	I	4.03	I
5. Tolerance	4.00	I	3.91	I	3.93	I
6. Dependability	4.07	I	3.91	I	3.94	I
7. Serve above self	3.93	I	3.98	I	3.97	I
8. Dignity and Honor	3.93	I	4.07	I	4.04	I
9. Goodwill	4.13	I	4.09	I	4.10	I
10. Respect for individual understanding	3.80	I	3.96	I	3.93	I
11. Recognition of merits	3.87	I	3.82	I	3.83	I
12. Compassion	3.93	I	3.86	I	3.87	I
C. Values' extent of influence On teachers and superiors						
1. Trust	4.20	I	4.19	I	4.19	I
2. Confidence	4.07	I	4.16	I	4.14	I
3. Respect	4.27	I	4.26	I	4.26	I
4. Cooperation	4.20	I	4.30	I	4.28	I
5. Obedience	4.20	I	4.25	I	4.24	I
6. Thoughtfulness	4.20	I	4.14	I	4.15	I

Table 21(Cont'd.)

Indicators	Groups: Teachers Mean		Groups: Students Mean		Combined Mean	Interpretation
7. Selflessness	4.13	I	3.84	I	3.90	I
8. Frankness	4.20	I	3.89	I	3.95	I
9. Firmness	4.13	I	3.81	I	3.88	I
10.Tact	4.27	I	3.86	I	3.95	I
11.Sense of responsibility	4.33	I	4.05	I	4.11	I
12.Compassion	4.20	I	3.89	I	3.95	I
13.Fairness	4.27	I	3.93	I	4.00	I
14.Promptness	4.00	I	4.05	I	4.04	I
15.Dependability	4.33	I	3.86	I	3.96	I
16.Sense of commitment	4.40	I	4.00	I	4.08	I
D. Values' extent of influence On community						
1. Sense of patriotism	3.87	I	3.95	I	3.93	I
2. Friendliness	4.27	I	4.18	I	4.20	I
3. People-oriented	4.00	I	4.09	I	4.07	I
4. Associative	4.00	I	3.91	I	3.93	I
5. Goal-oriented	4.07	I	3.88	I	3.92	I
6. Cooperative	4.20	I	4.07	I	4.10	I
7. Work-oriented	4.13	I	4.07	I	4.08	I
8. Consumer efficiency	4.00	I	3.75	I	3.80	I
9. Self-sacrifice	3.80	I	3.96	I	3.93	I
10.Sself-denial	3.73	I	3.79	I	3.78	I
11.Selflessness	3.79	I	3.65	I	3.68	I
12.Development consciousness	3.80	I	3.80	I	3.81	I
13.Foresight	3.80	I	3.74	I	3.75	I
E. Values' extent of influence On fellowmen						
1. Love	4.21	I	4.42	I	4.38	I
2. Trust	4.20	I	4.28	I	4.26	I
3. Faith	4.27	I	4.33	I	4.32	I
4. Hope	4.20	I	4.32	I	4.30	I
5. Charity	4.20	I	4.14	I	4.15	I
6. Reverence	4.13	I	3.88	I	3.93	I
7. Piety	4.20	I	4.00	I	4.04	I
8. Sincerity	4.14	I	3.89	I	3.94	I
9. Tolerance	4.27	I	4.04	I	4.09	I
10.Self-reliance	4.13	I	3.98	I	4.01	I
11.Self-denial	4.00	I	4.00	I	4.00	I
12.Humility	4.07	I	4.00	I	4.01	I

Table 21(Cont'd.)

Indicators	Groups: Teachers Mean		Groups: Students Mean		Combined Mean	Interpretation
13.Compassion	4.20	I	3.89	I	3.95	I
14.Sense of property	4.07	I	4.07	I	4.07	I
Grand Total	288.99		284.80		285.67	
Grand Mean	4.07	I	4.01		4.02	I
Computed z-value	2.24					
Critical z-value at =.05	1.96					
Evaluation	Reject Ho					

Legend:

4.51-5.00 Very Highly Influential (VHI)
3.51-4.50 Highly Influential (HI)
2.51-3.50 Influential (I)
1.51-2.50 Less Influential (LI)
1.00-1.50 Not Influential (NI)

Skills Development. Table 22 contains the summary of the perceptions of the teachers and the students relative to the T.H.E. students' performance along skills development, where it can be gleaned that the qualitative rating of the two groups were the same in Home and Family Living, Home Management, Foods and Applied Nutrition, and Art Appreciation and Interior Decoration. On the whole, the qualitative ratings were likewise the same, where both groups rated the students to be "skilled". Moreover, the grand mean for teachers' group was 3.56 while that of the students was 3.71. This represented a difference of -0.15.

To find out whether the difference is significant, z-test was applied and was posted at a value of 3.17. This is higher than the critical z-value of 1.96 at α=.05. Thus, the hypothesis that "there is no significant difference between the perceptions of the teachers and students pertaining to the skills development of students" was rejected, signifying that the two groups had varying assessment of the students' skills development.

Table 22

Comparison of the Perceptions of the Teachers and the Students Relative to Performance Level of the Students along Skills Development

Indicators	Groups				Combined Mean	Interpretation
	Teachers Mean		Students Mean			
A. Home and Family Living						
1. Use careful thinking for quality decision-making.	3.53	S	4.18	S	4.04	S
2. Demonstrate the rights and responsibilities of children as members of the family.	3.87	S	4.02	S	3.99	S
3. Demonstrate ways to promote satisfactory home & family relation.	3.87	S	3.93	S	3.92	S
4. Apply importance of re-creational activities in fostering happy and healthy family relations.	3.80	S	3.93	S	3.90	S
5. Apply ways of dealing w/ changes/crises creatively and constructively,	3.67	S	3.79	S	3.77	S

Table 22 (Cont'd.)

Indicators	Groups				Combined Mean	Interpretation
	Teachers Mean		Students Mean			
B. Home Management						
1. Demonstrate functional knowledge of a responsible parenthood.	3.87	S	3.91	S	3.90	S
2. Demonstrate skills in the health and care of mother and child.	3.93	S	3.95	S	3.95	S
3. Demonstrate ability to understand the various stages of growing child.	3.67	S	3.81	S	3.78	S
4. Prepare nutritious one week menu for pregnant woman.	3.67	S	3.74	S	3.73	S
5. Demonstrate how to hold a newborn baby.	3.73	S	3.77	S	3.76	S
6. Demonstrate how to bath the baby.	3.40	MS	3.61	S	3.57	S
C. Foods and Applied Nutrition						
1. Prepare a market order or listing of food to buy.	3.87	S	3.96	S	3.94	S
2. Prepare low-cost but nutristious meals for family	3.87	S	4.02	S	3.99	S
3. Prepare simple menu based on a menu pattern.	3.93	S	3.91	S	3.91	S
4. Prepare food budget for special occasion.	3.73	S	4.00	S	3.94	S
5. Demonstrate how to's in food preparation.	3.67	S	3.86	S	3.82	S
6. Decorate the table with attractively folded napkins.	3.73	S	3.89	S	3.86	S
D. Clothing and Textile						
1. Use the sewing tools Correctly.	3.79	S	3.88	S	3.86	S
2. Use the sewing machine and identify sewing machine troubles and remedies.	3.50	MS	3.47	MS	3.48	MS
3. Make simple garments and clothing for yourself and the member of the family.	4.50	MS	3.39	MS	3.41	MS
4. Demonstrate the procedure of drafting pattern for garments to be sewed.	3.57	S	3.47	MS	3.49	MS

Table 22 (Cont'd.)

Indicators	Groups				Combined Mean	Interpretation
	Teachers Mean		Students Mean			
5. Make simple garments and clothing accessories for yourself and for other members of the family	3.57	S	3.54	S	3.55	S
6. Demonstrate the alteration of some fitting troubles.	3.36	S	3.26	MS	3.28	MS
E. Home Nursing						
1. Demonstrate knowledge of the essential requirements of a home nurse.	3.33	MS	3.51	S	3.47	MS
2. Demonstrate the signs symptoms and causes of illness and determining how they may be treated.	3.27	MS	3.47	MS	3.43	MS
3. Perform nursing procedure in treating simple ailment and dressing simple wounds.	3.40	MS	3.49	MS	3.47	MS
4. Demonstrate the various home nursing skills such as: taking the body temp. pulse rate, respiration, Giving sponge bath application and how to relieve pressure etc.	3.50	MS	3.46	MS	3.54	S
5. Formulate simple diet (liquid, soft, full for sick persons).	3.40	MS	3.63	S	3.58	S
6. Perform the role of a women nurse in admin istering sponge bath, first aid and feeding patients.	3.27	MS	3.54	S	3.48	S
F. Handicraft						
1. Perform the various operation and processes involved in doing metal craft.	3.00	MS	3.28	MS	3.22	MS
2. Use common hand tools in handicraft.	3.36	MS	3.51	MS	3.48	MS
3. Construct specified projects like bamboo fans, artificial ,flowers, stuff toys containers, wall decors and etc.	3.36	MS	3.61	S	3.56	S

Table 22 (Cont'd.)

Indicators	Groups: Teachers Mean		Groups: Students Mean		Combined Mean	Interpretation
4. Apply the appropriate finishing touches to projects.	3.50	MS	3.53	S	3.47	MS
5. Use imagination and inventiveness in planning and constructing articles of special interest to individuals.	3.21	MS	3.68	S	3.46	S
6. Preserve the beauty of the decoration of materials	3.46	MS	3.68	S	3.63	S
G. Arts Appreciation and interior Design						
1. Combines colors, depending upon intensity, area, texture, value and light source, to find those that compliment each other.	3.43	MS	3.75	S	3.68	S
2. Use the knowledge on color harmonies to achieve desired effects on the different parts of the home.	3.50	MS	3.68	S	3.64	S
3. Study of the living room, and the plan to change its color combination.	3.43	MS	3.68	S	3.63	S
4. Design the interior apace of house applying colors.	3.43	MS	3.67	S	3.62	S
5. Arrange flower that give a chance to do an art activity to express creativity and make the home or room more livable and attractive.	3.50	MS	4.00	S	3.90	S
6. Choose the appropriate flowers to be given to a person in a different occasion.	3.57	S	3.88	S	3.82	S
Grand Total	145.85		152.26		150.92	
Grand Mean	3.56	S	3.71	S	3.68	S
Computed z-value	3.17					
Critical z-value at α=.05	1.96					
Evaluation	Reject Ho					

Legend:

4.51-5.00 Highly Skilled (HS)
3.51-4.50 Skilled (S)
2.51-3.50 Moderately Skilled (MS)
1.51-2.50 Fairly Skilled (FS)
1.00-1.50 Poorly skilled (PS)

Relationship Between Students' Performance and Teachers' Competence

This part of the chapter discusses the relationship between the students' level of performance in T.H.E. along the three areas and their teachers' competence.

Mastery of Content. Found in Table 23 are the results of the correlational analyses between the students' level of performance along mastery of content and their teachers' competence. The computed r_{xy} are as follows: teachers' content pedagogy = 0.50, teachers' communicative pedagogy = 0.80 and teachers' instructional pedagogy = 0.72, with Fisher's t-value of 2.10, 4.86 and 3.73, respectively. All these t-values were found to be higher than the critical t-value of 1.77 at α=.05 and degrees of freedom of 13. Thus, the hypothesis that "there is no significant relationship between the level of students' performance along mastery of content and their teachers' competence" was rejected. This implies that students' performance along mastery of content is affected by their teachers' competence in the three areas considered. This means that competent teachers generally produce good performing students, while the level of

Table 23

Relationship Between Students' Performance and Teachers' Competence along Mastery of Content

Area of Teachers' Competence	r_{xy}	Fisher's t-value	critical value .05 & df=13	Evaluation
Content	0.50	2.10	1.77	S
Communicative	0.80	4.868	1.77	S
Instructional	0.72	3.73	1.77	S

performance of students who have less competent teachers is expected to be low.

Values Development. The data in Table 24 are about the relationship between the students' performance along values development and teachers' competence along the three areas. As cleaned from the table, for content pedagogy and instructional pedagogy, the correlation coefficient were 0.32 and 0.13, respectively. The corresponding Fisher's t-value are 1.21 for content and 0.49 for instructional pedagogy, where these computed values were found to be lesser than the critical t-value of 1.77 at α=.05 and degrees of freedom of 13. Meanwhile, for communicative pedagogy of the teachers, the correlation coefficient was 0.51 with Fisher's t-value of 2.12, which was observed to be higher than the corresponding t-value of 1.77.

Table 24

Relationship between Students' Performance and Teachers' Competence along Values Development

Area of Teachers' Competence	r_{xy}	Fisher's t-value	critical value .05 & df=13	Evaluation
Content	0.32	1.21	1.77	NS
Communicative	0.51	2.12	1.77	S
Instructional	0.13	0.49	1.77	NS

Relative to this, the hypothesis which states that "there is no significant relationship between students' performance and teachers' level of competence" was accepted along teachers' content and instructional pedagogy and was rejected along teachers' communicative pedagogy. This implies that for values development of the T.H.E. students, the ability of the teachers to communicate is very important compared to "what" they know and "how" they deliver their lessons.

Skills Development. As regards skill development of the students, table 25 shows the results of the correlational analysis. As gleaned from the table, the correlation coefficients for communicative pedagogy and instructional pedagogy are 0.66 and 0.53, respectively which resulted to

the Fisher's t-value of 3.20 for communicative pedagogy and 2.25 for instructional pedagogy. These values were found to be greater than the tabular t-values of 1.77 and df=13. On the other hand, for the teachers' content pedagogy, the correlation coefficient was 0.39 and the corresponding Fisher's t-value was posted at 1.52, which was lower than the corresponding critical t-value. In this regard, the hypothesis that "there is no significant relationship between the students' level of performance along skills development and the teachers' level of competence" was rejected for the teachers' communicative and instructional pedagogy and was accepted for the teachers' content pedagogy. This indicates that in the development of the students' skills, the teachers' ability to communicate and her teaching strategies are very important, while "what" they know proved to matter less.

Table 25

Relationship between Students' Performance and Teachers' Competence along Skills Development

Area of Teachers' Competence	r_{xy}	Fisher's t-value	critical value .05 & df=13	Evaluation
Content	0.39	1.52	1.77	NS
Communicative	0.66	3.20	1.77	S
Instructional	0.53	3.25	1.77	S

It is so because the development of skill is best achieved when teachers demonstrate the said skills instead of lecturing them regarding those skills. In summary, it is worthwhile noting that to develop students' mastery of content, all the areas of teachers' competence as to what they know, their ability to communicate and their teaching strategies are essential. Meanwhile, for values development, result showed that the most important aspect to effect maximum learning among the student is the teacher's ability to communicate. Finally, to develop the skills of students, the teachers' ability to communicate as well as their teaching methodology or strategy is important factors.

Relationship between Students' Performance and the Different Variates

Several factors were considered in this study and were correlated to students' performance. These factors pertain to student-related variates. The results of the analyses are reflected in Table 26.

Age. The computed correlation coefficient between students' performance and their age was posted at 0.42 with a Fisher's t-value of 3.40. This value was observed to be

greater than the tabular t-value of 1.67 at α=.05 and df=55. This led to the rejection of the hypothesis of no significant relationship between students' performance and their age. This means that older students showed better performance than their younger counterparts.

Table 26

Relationship between Teachers' Instructional Competence and the Different Variates

Area of Teachers' Competence	r_{xy}	Fisher's t-value	critical value .05 & df=13	Evaluation
Age	-0.41	-1.62	1.77	NS
Sex	NA	NA	NA	
Civil Status	-0.26	-0.97	1.77	NS
Educational Qualification	-0.03	-0.11	1.77	NS
Teaching Experience	-0.15	-0.55	1.77	NS
Teaching Preparation/ Load	0.29	-0.09	1.77	NS
Performance Rating	-0.12	-0.44	1.77	NS
Relevant training Attended	-0.31	-1.18	1.77	NS

Sex. For this variate, no correlational analysis was undertaken since all the student-respondents were female, thus the researcher did not have enough data to find out whether the gender of the student had something to do with their performance in T.H.E.

Civil Status. For this variate, the correlation coefficient was pegged at 0.35 and the corresponding Fisher's t-value was 2.82. Like in the age variate, this value proved to be greater than the tabular t-value of 1.67, leading to the rejection of the corresponding hypothesis. This denotes that the married students tend to have higher level of performance in T.H.E. than the single ones. This could be attributed to the fact that those who are married find the application of what they learned in the classroom to be closely associated with how they manage their homes, in performing their roles as wives.

Parents' Occupation. For this variate, the correlational-coefficient and Fisher's t-value were found to be 0.27 and 2.11, respectively. Since the Fisher's t-value was greater than the tabular t-value of 1.67, the corresponding hypothesis was rejected. Therefore, students who were found to have parents with better occupation tend to perform better in school and those with parents with meager occupation tend to have low performance level. One possible reason for this outcome is the fact that those with better parents' occupation are more exposed to learning

materials related to T.H.E. and they can afford the materials for their projects.

Honors Received. Inasmuch as all the student-respondents had no honors received, the researcher was not able to determine whether this variate has something to do with students' performance in T.H.E.

Average Rating. The computed correlation coefficient for this variate was pegged at -0.20 and the Fisher's t-value was found to be 1.55. This value was observed to be lesser than the critical/tabular t-value of 1.67. Thus, the hypothesis was accepted. Based on this result, it can be construed that the students' average rating had no influence in the students' performance level in T.H.E.

In summary, the following variates were found to be correlates of students' performance in T.H.E: 1) age, 2) civil status, and 3) parents' occupation. Older students, students who are married, and those with better parents' occupation tend to show higher performance in Technology and Home Economics.

Relationship between Teachers' Instructional Competence and the Different Variates

Shown in Table 27 are the results of the correlational analysis undertaken between the teachers' level of competence in Technology and Home Economics and teacher-related variates. For the variate sex, there was no data to allow the analysis inasmuch as all teachers were females. For the seven variates, the following are the correlation coefficients: -0.41 for age, -0.26 for civil status, -0.03 for educational qualification, -0.15 for teaching experience and 0.29 for teaching preparation/load, -0.12 for performance rating and -0.31 for relevant trainings attended. With these values, the Fisher's t-values were posted at -1.62, -0.97, -0.11, -0.55, 1.09, -0.44, and -1.18, respectively. All the computed Fisher's t-values were found to be lesser than the tabular/critical t-value of 1.77 at .05 level of significance and 13 degrees of freedom.

This led to the acceptance of the hypothesis that "there is no significant relationship between the teachers' level of competence and the different variates". The collected data showed that the teachers' age, civil status, educational attainment, teaching experience, teaching preparation/load, performance rating, and relevant trainings

attended had nothing to do with their level of competence in Technology Home Economics. Teachers trainings in Technology and Home Economics in this study showed to be not related to their level of competence contrary to what is expected because the teacher-respondents of the study almost all of them with the exception of one teacher has practically attended no relevant trainings in Technology and Home Economics. This must have accounted for trainings to be not significantly related to teachers' competence.

Table 27

Relationship between Students' Performance and the Different Variates

Variates	r_{xy}	Fisher's t-value	Critical Value .05 & df=13	Evaluation
Age	0.42	3.40	1.67	S
Sex	NA	NA	NA	
Civil Status	0.35	2.82	1.67	S
Parents' Occupation	0.27	2.11	1.67	S
Honors Received	NA	NA	NA	
Average Rating	0.20	1.55	1.67	NS

Implication of the Findings

Based on the foregoing discussions, several implications were derived, as follows:

The teaching of Technology and Home Economics is mainly the domain of the female teachers inasmuch as all teachers

in these courses were found to be of this gender. Additionally, the learning of Technology and Home Economics is generally perceived to be the domain of the females since all students enrolled in Technology and Home Economics-related courses were females. This indicates the need for gender sensitivity relative to curricular offerings related to Technology and Home Economics. The stakeholders in the different educational institutions need to be aware that both males and females need to have working knowledge in Technology and Home Economics.

The three pedagogical skills of the teachers, viz; content, communicative and instructional pedagogy are indeed very important in developing students' mastery of content in Technology and Home Economics. Furthermore, along values development among students, the teachers' competence in communication proved to be of prime importance. Finally, for skills development of the students, it is important that their teachers possess competence in both communication as well as instructional pedagogy.

Students who are older, married with good parents' occupation learn more than those who are young, single and of low parents' occupational standing. This indicates the need to inculcate among the young and the single the

necessity of learning Technology and Home Economics as preparation for their future. Moreover, there is also a need for the less privileged group of students to be provided with financial assistance to encourage them and enhance their learning Technology and Home Economics.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter presents the summary of the major findings of this study, the conclusions derived from the major findings and the recommendations of the researcher based on the conclusions stated.

Summary of Findings

On the basis of the data collected, organized and analyzed the following were the salient findings of the study:

1. The Technology and Home Economics teacher-respondents were in their early 50's, as evidenced by their average age of 50.22 years, females, majority are married, most of them are working towards a much higher degree. They were quite old in the service as evidenced by their average teaching experience of 17.60 years, have satisfactory and very satisfactory performance rating and carries about 4 teaching loads, but lack relevant seminars and training in Technology and Home Economics.

The senior college student-respondents of the study have an average age of 21.80 years old, all females, and

mostly single. Their parents have occupations which cannot well afford for luxury life style, none of them garnered honors and awards for academic performance in Technology and Home Economics, and have an average grade ranging from 2.00-1.20.

2. The Technology and Home Economics teachers perceived themselves as "knowledgeable" in content pedagogy in Technology and Home Economics as evidenced by the computed grand mean for their perceptions equal to 4.25. They perceived their communicative pedagogy and instructional pedagogy as "competent" based on the weighted mean of 4.29 and 4.39 respectively.

On the other hand, the students' perceptions for teachers' level of competence in these three areas obtained a grand weighted mean of 4.01, 3.98 and 4.03 respectively for content, communicative and instructional competence qualitatively interpreted as "competent".

3. The Technology and Home Economics teachers and the senior college students however, differ in their assessment as to the degree/level of "competence" of the Technology and Home Economics teachers in three areas, viz: 1) content pedagogy, 2) communicative pedagogy and 3) instructional pedagogy.

For content pedagogy, the grand mean of the responses of the teachers' group has a value of 4.25 interpreted as "very knowledgeable", the students' responses pegged a grand mean value of 4.01 also interpreted as "very knowledgeable". Quantitative assessment yield a difference of 0.24, which was significant based on the computed z-value of 5.04, which is greater than the critical z-value of 1.96 at $\alpha = .05$. This led to the rejection of the hypothesis that "there is no significant difference between the perceptions of the two groups of respondents in terms of the level of competence of the teachers along "content pedagogy".

As to communicative pedagogy, the two groups differ in their assessment. The grand means for both groups are likewise of the same qualitative rating that is "competent". However, the grand mean for the teachers group, which is 4.29 is higher than the students 3.98 by 0.31. To test the significance of the observed difference, t-test was used. The computed t-value of 9.19 is higher than the tabular/critical t-value of 2.02 at $\alpha = .05$ and 38 degrees of freedom. This resulted to the rejection of the hypothesis that "there is no significant difference between the perceptions of the teachers and their students relative to

the level of competence of the Home Economics teachers along communicative pedagogy".

As to instructional competence, the teachers and students differ in their computed grand mean of 4.39 and 4.03, respectively by a difference of 0.36. This difference was tested for significance using the t-test. The t-value obtained is 10.94 which proved to be higher than the critical t-value of 2.05 at α=0.05. The hypothesis that "there is no significant difference between the perceptions of the two groups of respondents as regards to the teachers' level of competence along instructional pedagogy" was rejected.

4. The Technology and Home Economics teachers' perceptions of senior college students' performance level in T.H.E. with respect to mastery of content obtained a grand mean of 3.69 interpreted as "very knowledgeable", as to values development the grand mean obtained is 4.07 interpreted as influential, and for skills development the grand mean obtain is 3.56 interpreted as skilled.

The senior college T.H.E. students' performance level in T.H.E. as assessed by the students themselves as to mastery of content obtained a grand mean of 3.78 interpreted

as "very knowledgeable", as to values development, the computed grand mean is 4.01 interpreted as "influential", and as to skills development the grand mean obtained is 3.71 interpreted as "skilled".

5. The T.H.E. teachers and senior college students differ in their perceptions with regards to the level of performance in T.H.E. of the senior college students. The obtained grand mean for mastery of content was 3.69 by the T.H.E. teachers while that of the students is 3.78 with a difference of 0.09. This numerical difference is not significant based on the computed z-value of 1.86 which is less when the critical z-value of 1.96 at $\alpha = 0.05$. The hypotheses that there is no significant difference between the perceptions of the teachers and the students relative to the level of students' performance along mastery of content were accepted.

The obtained grand mean for values development of the students was 4.07 for teachers and 4.01 for students. The difference is 0.06. The difference is significant when tested using the z-test. The computed z-value is 2.24, which is greater than the critical z-value of 1.96 at $\alpha = 0.05$. This led to the rejection of the null hypothesis,

which states that, there is no significant difference between the perceptions of the teachers and the students relative to the level of students' performance along values development was accepted. For the self-assessments of the students as a whole, the students deemed the different listed core values as "influential" inasmuch as the grand mean proved to be 4.01.

For skill development, the grand mean for the perceptions of the teachers on this item is 3.56 while that of the student is 3.71 interpreted skilled. The difference obtained is 0.15. The z-test was computed to test the significance of the difference. It revealed a computed t-value of 3.17 which is very much higher than the critical t-value of 1.96 which led to the rejection of the null hypothesis, which states that "there is no significant difference between the perceptions of the teachers and students pertaining to the skills development of the students" was rejected.

The teachers' perceptions of the performance level of the students pertaining to skill development the teachers group rated the students as "skilled" as supported by the corresponding grand mean of 3.56. The students' group

assessed themselves as "skilled" as evidenced by the grand mean which was found to be 3.71.

6. The result of the correlation analysis done between the students' level of performance in T.H.E. along the three areas and their teachers' competence revealed a computed r_{xy} for teachers' content pedagogy equal 0.50, teachers' communicative pedagogy equal 0.80 and teachers' instructional pedagogy equal 0.72, with Fisher's t-value of 2.10, 4.86 and 3.73, respectively. These t-values were higher than the critical t-value of 1.77 at α=0.05 and degree of freedom equal to 13. This led to the rejection of the null hypothesis, which states that "there is no significant relationship between the level of performance of the senior college students and the level of competence of the T.H.E. teachers".

The relationships between students' performance along values development and teachers' competence along three areas content pedagogy, communicative pedagogy and instructional pedagogy. The computed correlation coefficients were 0.32, 0.51 and 0.13 respectively. The corresponding Fishers' t-values are 1.21, 2.12 and 0.49. The critical t-value at α=0.05 is 1.77 for degree of freedom

equal 13. This result led to the acceptance of the hypothesis raised in this study for content pedagogy and instructional pedagogy and rejection for communicative pedagogy.

The result of the correlational analysis for the relationships between performance of the senior college students and the level of competence in three areas, to wit: content pedagogy, communicative pedagogy, and instructional pedagogy revealed a computed correlation coefficient of 0.39, 0.66 and 0.53 respectively with Fisher's t-value of 1.52, 3.20 and 2.25 respectively. The tabular t-value is 1.77 and degree of freedom equal 13 which led to the rejection of the hypothesis for communicative pedagogy and instructional pedagogy and acceptance for content pedagogy.

7. The computed correlation coefficient for students performance in T.H.E. and each of the following students variates: 1) age, 2) civil status, 3) parents' occupation and 4) average rating are equal to 0.42, 0.35 and 0.27 respectively, which is significant based on the computed t-value of 3.40 for age, 2.82 for civil status, 2.11 for parents' occupation which is very much greater than the critical t-value pegged at 1.67 at α =.05 and degrees of

freedom of 55. This led to the rejection of the null hypothesis of no significant relationship between students' performance and these students' variates.

No correlation was obtained for the variate sex, and for variate honors received. The researcher was not able to determine whether these variates have something to do with students' performance.

8. The computed correlation between the teachers' level of competence in T.H.E. and the teacher-related variates, sex inasmuch that all the teachers were females, there was no data to allow the analysis. For the remaining seven teachers' variates the computed correlation coefficient obtained were: -0.15 for age, -0.26 for civil status, -0.03 for educational qualification, -0.15 for teaching experience, 0.29 for teaching preparation/load, -0.12 for performance rating and -0.31 for relevant training attended with the Fisher's t-value corresponding to these values posted at -1.62, -0.97, -0.11, - 0.55, 1.09, -0.44 and -1.18 respectively. All the computed Fishers' t-value were found to be lesser than the tabular/critical t-value of 1.77 at .05 level of significance and 13 degrees of freedom, which led to the acceptance of the null hypothesis the "there is

no significant relationships between the teachers' level of competence and these teachers' variates".

Conclusion

The following were the conclusions drawn as a result of the findings of the study:

1. The teachers involved in the study were quite old, females, most of them were married, and were academically prepared to handle the subjects they were teaching. They have enough teaching experience in T.H.E and carried reasonable subject load. They are performing well relative to their teaching jobs but lack seminars/training relevant to what they are teaching.

2. The students involved in the study were not too old or too young to be in college. They were all females, majority of them were still single have parents whose occupations are not sufficient to provide for the family's needs, has no academic honors and awards relative to their performance in Technology and Home Economics and with satisfactory and very satisfactory performance in Technology and Home Economics.

3. The Technology and Home Economics Teachers are "competent" in content pedagogy, communicative pedagogy, and

instructional pedagogy as perceived by themselves and their senior college Technology and Home Economics students.

4. The Technology and Home Economics Teachers and their senior college Technology and Home Economics students significantly differ in their assessment as to the teachers' level of competence in the three areas, content pedagogy, communicative pedagogy, and instructional pedagogy.

5. The Technology and Home Economics teachers and the senior College Technology and Home Economics Students assessed the Performance level of students in Technology and Home Economics as "competent" in three specific areas, namely: 1) mastery of content, 2) values development, and 3) skills development.

6. The Technology and Home Economics teachers and their senior college Technology and Home Economics students differ in their quantitative assessment of competence with regards to the students' performance in values development and skills development but they agree in their assessment as to the students' performance in mastery of content.

7. The students' performance along mastery of content is affected by their teachers' competence in three areas considered. On the other hand, the students' performance along values development is not dependent on teachers'

knowledge of content and her instructional pedagogy but is affected by the teachers' communicative pedagogy.

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

8. There is no significant relationship between the teachers' level of competence in Technology and Home Economics and the following teacher-related variates: age, civil status, educational attainment, teaching experience, teaching preparation/load, performance rating and relevant training attended.

9. The student related-variates, which influenced students' performance in Technology and Home Economics, are age, civil status, and parents' occupation. Older students, students who are married and those with better socio-economic status tend to show higher performance in Technology and Home Economics.

Recommendations

The following were the recommendation based on the findings and conclusions stated:

1. Technology and Home Economics teachers are dominated by the female gender and students enrolled in Technology and Home Economics were generally of the same sex, there is a need for gender sensitivity relative to the curricular offerings related to Technology and Home Economics. The stakeholders in the different institution need to have working knowledge in Technology and Home Economics.

2. Teachers should be made to attend seminars and training in Technology and Home Economics, since it was found out that the respondents lack seminars/training relevant to Technology and Home Economics. There is a need of strengthening the staff development along this direction.

3. There is a need for the Technology and Home Economics teachers to improve their communicative competence, through attending training in communication development or enrolling in short term courses specially for these purpose in order that their communication pedagogy will be improved since this is found to contribute to students' values and skills development in Technology and Home Economics. Although content pedagogy, communicative pedagogy and instructional pedagogy are very important in the students learning of content in Technology and Home Economics, they are nevertheless important.

4. There is a need for the Technology and Home Economics teachers to inculcate in the minds among the young, single and low socio-economics status students the necessity of learning Technology and Home Economics as preparation for their future. Moreover, there is a need for the less privilege group of students to be provided with financial assistance to encourage them and enhanced their learning of Technology and Home Economics.

5. A study on teachers' competence and students' other aspects in Technology and Home Economics should be conducted using the results of this study as bases.

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A P P E N D I C E S

APPENDIX A

Republic of the Philippines
SAMAR STATE POLYETCHNIC COLLEGE
Catbalogan, Samar

January 31, 2001

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

Sir:

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

1. Teachers' Competence and Students' Performance in Technology Home Economics: A Correlation Study.

2. Job Status of Garments Technology Graduates in SSPC.

3. Team Teaching Instruction in Girls Trade Classes in SSPC: An Experimental Study.

I hope for your favorable action on this request.

Very truly yours,

SGD. REBECCA P.PASCUAL
Graduate Student

APPROVED:

SGD. EUSEBIO T. PACOLOR, Ph.D
Dean, Graduate Studies

APPENDIX B

Republic of the Philippines
SAMAR STATE POLYETCHNIC COLLEGE
Catbalogan, Samar

COLLEGE OF GRADUATE STUDIES

Assignment of Adviser

January 31, 2001

Dear: **Prof. Rizalina F. Vista**

Please be informed that you have been designated as adviser of **Rebecca P. Pascual** candidate for the degree in **Master of Arts in Home Economics** who proposes to write a thesis/dissertation on "**TEACHERS' COMPETENCE AND STUDENTS' PERFORMANCE IN TECHONOLOGY AND HOME ECONOMICS: A CORRELATION STUDY**".

Thank you for your cooperation.

Very truly yours,

SGD. EUSEBIO T. PACOLOR, Ph.D
Graduate Student

CONFORME:

SGD. RIZALINA F. VISTA
Adviser

APPENDIX C

Republic of the Philippines
SAMAR STATE POLYETCHNIC COLLEGE
Catbalogan, Samar

January 31, 2001

The College President
Eastern Samar State College
Borcngan Eastern Samar

Sir:

The undersigned is a graduate student of Samar State Polytechnic College presently conducting a study entitled "TEACHERS' COMPETENCE AND STUDENTS' PERFORMANCE IN T.H.E.: A CORRELATION STUDY", in partial fulfillment of the requirements for the degree of Master of Arts in Home Economics.

In this connection, may I respectfully ask permission from your good office to allow me to administer my questionnaire to the faculty and students respectively as follows:

1. Fourth Year College, T.H.E./H.E. Major
2. Faculty, H.E. Major

All information gathered will be used solely for the purpose and will be held strictly confidential.

Your favorable consideration and action on this request will be highly appreciated.

Thank you very much!

Very truly yours,

SGD. REBECCA P.PASCUAL

Noted:

SGD. LEONARDO V. TANAEL, Ed.D.
OIC President
Samar State Polytechnic College

Approved:

SGD. REYNALDO LOMBRIO, Ph.D.
President

APPENDIX D

Republic of the Philippines
SAMAR STATE POLYETCHNIC COLLEGE
Catbalogan, Samar

January 31, 2001

The College President
Samar State Polytechnic College
Catbalogan, Samar

Sir:

The undersigned is a graduate student of Samar State Polytechnic College presently conducting a study entitled "TEACHERS' COMPETENCE AND STUDENTS' PERFORMANCE IN T.H.E.: A CORRELATION STUDY", in partial fulfillment of the requirements for the degree of Master of Arts in Home Economics.

In this connection, may I respectfully ask permission from your good office to allow me to administer my questionnaire to the faculty and students respectively as follows:

3. Fourth Year College, T.H.E./H.E. Major
4. Faculty, H.E. Major

All information gathered will be used solely for the purpose and will be held strictly confidential.

Your favorable consideration and action on this request will be highly appreciated.

Thank you very much!

Very truly yours,

SGD. REBECCA P.PASCUAL

Noted:

SGD. LEONARDO V. TANAEL, Ed.D.
OIC President
Samar State Polytechnic College

APPENDIX E

Republic of the Philippines
SAMAR STATE POLYETCHNIC COLLEGE
Catbalogan, Samar

January 31, 2001

The College President
Tiburcio Tancinco Memorial Institute of Science and Technology
Calbayog City

Sir:

The undersigned is a graduate student of Samar State Polytechnic College presently conducting a study entitled "TEACHERS COMPETENCE AND STUDENTS' PERFORMANCE IN T.H.E.: A CORRELATION STUDY", in partial fulfillment of the requirements for the degree of Master of Arts in Home Economics.

In this connection, may I respectfully ask permission from your good office to allow me to administer my questionnaire to the faculty and students respectively as follows:

5. Fourth Year College, T.H.E./H.E. Major
6. Faculty, H.E. Major

All information gathered will be used solely for the purpose and will be held strictly confidential.

Your favorable consideration and action on this request will be highly appreciated.

Thank you very much!

Very truly yours,

SGD. REBECCA P.PASCUAL

Noted:

SGD. LEONARDO V. TANAEL, Ed.D.
OIC President
Samar State Polytechnic College

Approved:

SGD. EDUARDO S. CAILLO, Ph.D.
President

APPENDIX F

SAMAR STATE POLYETCHNIC COLLEGE
Catbalogan, Samar

January 20, 2001

Dear Respondents:

You have been selected as one of the respondents of the study entitled "Teachers' Competence and Students' Performance in Technology and Home Economics: A Correlation Study." Please answer the questions as honestly as you can to make the study reliable. Your answer will be held confidential.

Thank you very much.

Very truly yours,

SGD. REBECCA P.PASCUAL

QUESTIONNAIRE CHECKLIST
(Students)

PERSONAL DATA

I. Direction:

Please indicate your response to each of the following items by checking (/) the space before each item that corresponds to your answer.

Name : _____
(Optional)

Address : _____

Name of School : _____

1. Sex: ____ Male ____ Female
2. Age: ____
3. Civil Status:
   ____ Single ____ Separated
   ____ Married ____ Divorced
   ____ Widow ____ Others (Please Specify)
   ____ Widower _____.

4. Occupation of Parents

Father:	Mother:
_____ Farming/Fishing	_____ Farming/Fishing
_____ Fish Vending	_____ Fish Vending
_____ Teaching	_____ Teaching
_____ Laborer	_____ Laborer
_____ Others (Pls. Specify)	_____ Others (Pls. Specify)
_____	_____

5. Honors Received: (please specify) _____

6. Average Rating in T.H.E (please specify) _____

II. Components of Students' Level of Performance

A. Students' Mastery of Content in the different areas of Technology and Home Economics.

Below are items, which measure the mastery of content of Technology and Home Economics students in the different areas in said subject. Please assess your level of performance along these areas, using the following scales:

Very Much Knowledgeable - 5
Very Knowledgeable - 4
Knowledgeable - 3
Less knowledgeable - 2
Very Less Knowledgeable - 1

Content Pedagogy	5	4	3	2	1
A. Home & Family Living					
1. Personal values that should be developed by the teenagers					
2. Meaning of responsible parenthood.					
3. Wholesome, worthwhile & productive family recreational activities					
4. Responsibilities in coping with unexpected problems.					
5. Sound outlook in life					
B. Home Management					
1. Valuable family resources in achieving family goals.					
2. Family budget in home expenses.					
3. Cleanliness and orderliness in the home.					
4. The principle "A place for everything in each place in the home and the school					

Content Pedagogy	5	4	3	2	1
5. The principle of arts to make livable and attractive					
6. Wise use of time and effort					
7. Others, Please Specify _____					
C. Foods and Applied Nutrition					
1. The sources and functions of essential nutrients.					
2. The effect of optimum nutrition and malnutrition					
3. The effects of the various food nutrients to the body					
4. The importance of inadequate nutrition to healthy and happy living.					
5. The importance of food selection and purchasing in relation to meal planning					
6. The function of good management in meal preparation.					
7. others, (Please Specify) _____					
D. Clothing and Textile					
1. Sewing tools and equipment used in sewing					
2. Classification of sewing tools.					
3. Parts and functions of sewing machines					
4. Sewing machine troubles and remedies					
5. The elements and principles in garments design.					
6. Body Measurement					
7. Techniques in fabric					
8. Thread perfect, grain perfect.					

Content Pedagogy	5	4	3	2	1
9. The various ways of styling the foundation pattern.					
10. The relevance of knowing how to show at the present time.					
12. Others, (Please Specify) _____					
E. Home Nursing					
1. The nursing procedure in treating simple ailment.					
2. Sickroom routine which could shared by various members of the family.					
3. The various home nursing such as taking the body temperature, pulse rate, respiration, giving sponge bath, relieving pressure, etceteras.					
4. The role of women-nurse in administering sponge bath, first aid, and feeding patients.					
5. The importance of disposing medicine properly.					
6. The importance of acquiring home nursing care.					
7. others, (Please Specify) _____					
E. Handicraft					
1. The importance of handicraft In the economic development of the country.					
2. The common hand tools handicraft					
3. Branches of handicraft					
4. Imagination and creativity in working out craft pro-					

Content Pedagogy	5	4	3	2	1
ject in many different materials					
5. Arts works accomplish for aesthetic values.					
6. The kinds, characteristics and uses of aluminum, brass, bronze, copper gold, iron, platinum and silver.					
7. others, (Please Specify) _____					
G. Art Appreciation & Interior Decoration					
1. Factors to consider in designing.					
2. The effects of colors in achieving desires attractiveness of the room					
3. The basic qualities of colors.					
4. The power of colors and how it affects the overall effect of the room.					
5. Color harmonies and contracting color harmonies					
6. The living room, and plan to change its color combination.					
7. others, (Please Specify) _____					

B. Students' Skills Development

Below are items, which measure the skills performance of Technology and Home Economics students in the different areas of said subject. Please assess your level of performance along these areas, using the following scales:

Highly Skilled	- 5
Skilled	- 4
Moderately Skilled	- 3
Fairly Skilled	- 2
Poorly Skilled	- 1

Skills Developed	5	4	3	2	1
A. Home and Family Living					
1. Use careful thinking for quality decision-making.					
1. Demonstrate the rights and responsibilities of children as members of the family.					
3. Demonstrate ways to promote satisfactory home & family relation.					
4. Apply importance of re-creational; activities in fostering happy and healthy family relations.					
5. Apply ways of dealing w/ changes/crises creatively and constructively.					
7. Others, Please specify _____					

Skills Developed	5	4	3	2	1
B. Home Management and Child Care					
1. Demonstrate functional knowledge of a responsible parenthood					
2. Demonstrate skills in the health and care of mother and child.					
3. Demonstrate ability to understand the various stages of growing child					
4. Prepare nutritious one week menu for pregnant woman.					
5. Demonstrate how to hold a newborn baby.					
6. Demonstrate how to bath the baby.					
7. Others, Please specify _____					
C. Foods and Applied Nutrition					
1. Prepare a market order or listing of food to buy.					
2. Prepare low-cost but nutristious meals for family					
3. Prepare simple menu based on a menu pattern.					
4. Apply importance of recreational; activities					
5. In fostering happy and healthy family relations.					
5. Demonstrate how to's in food preparation					
6. Decorate the table with attractively folded napkins.					
7. Others, Please specify _____					

Skills Developed	5	4	3	2	1
D. Clothing and Textile					
1. Use the sewing tools correctly					
2. Use the sewing machine and identify sewing machine troubles and remedies.					
3. Make simple garments and clothing for yourself and the member of the family.					
4. Demonstrate the procedure of drafting pattern for garments to be sewed.					
5. Make simple garments and clothing accessories for yourself and for other members of the family.					
6. Demonstrate the alteration of some fitting troubles.					
7. Others, Please specify _____					
E. Home Nursing					
1. Demonstrate knowledge of the essential requirements of a home nurse. Demonstrate the signs symptoms and causes of illness and determining how they s of the family.					
2. Perform nursing procedure in treating simple ailment and dressing simple wounds.					

Skills Developed	5	4	3	2	1
3. Demonstrate the various home nursing skills such as; taking the body temp. pulse rate, respiration, giving sponge bath application and how to relieve pressure etc.					
4. Formulate simple diet (liquid, soft, full for sick persons).					
5. Perform the role of a women nurse in admin istering sponge bath, first aid and feeding patients.					
7. Others, Please specify _____					
F. Handicraft					
1. Perform the various operation and processes involved in doing metal craft.					
2. Use common hand tools in handcraft.					
3. Construct specified projects Like bamboo fans, artifacial flowers, stuff toys containers, wall decors and etc.					
4. Apply the appropriate finishing touches to projects.					
5. Use imagination and inventiveness in planning and constructing articles of special interest to individuals.					

Skills Developed	5	4	3	2	1

7. Others, Please specify

_____

G. Arts Appreciation and Interior Design

1. Combines colors, depending upon intensity, area, texture, value and light source, to find those that compliment each other.
2. Use the knowledge on color harmonies to achieve desired Effects on the different Parts of the home.
3. Study of the living room, and the plan to change its color combination
4. Design the interior apace Of house applying colors.
5. Arrange flower that give A chance to do an art activity to express creativity and make the home or room more livable and attractive.
6. Choose the appropriate flowers to be given to a person in a different occasion.
7. Others, Please specify

_____

C. Students' Values Development

Below are some values which are grouped into five (5) core areas: 1) individual values, 2) values in relation to other, 3) values in relation to authority, 4) values in relation to community, and 5) values in relation to God. Please assess yourself as to the extent of influence of these values as Technology and Home Economics student using the following scales:

Very Highly Influential	- 5
Highly Influential	- 4
Influential	- 3
Less Influential	- 2
Not Influential	- 1

CORE VALJES	5	4	3	2	1
A. What is the extent of influence of each of the following values on your shop performance?					
1. Self-reliance					
2. Self-discipline					
3. Good personal judgment					
4. Open-mindedness					
5. Perseverance					
6. Honesty					
7. Sense of responsibility					
8. Courage					
9. Industry					
10. Prudence					
11. Promtness					
12. Creativenes					
13. Patience					
14. Good work habits					
15. Restorpectivenes					
16. Innovativeness					
17. Others, please specify _____					

CORE VALUES	5	4	3	2	1

B. What is the extent of influence of the following values on your fellow students working with you?

1. Cooperation
2. Social-mindedness
3. Trust
4. Politeness
5. Tolerance
6. Dependability
7. Serve above self
8. Dignity and Honor
9. Goodwill
10. Respect for individual understanding
11. Recognition
12. Compassion
13. Others, Please Specify

_____

C. What is the extent of influence Of each of the following values On your teachers and superiors?

1. Trust
2. Confidence
3. Respect
4. Cooperation
5. Obedience
6. Thoughtfulness
7. Selflessness
8. Frankness
9. Firmness
10. Tact
11. Sence of responsibility
12. Compassion
13. Fairness
14. Promptness
15. Dependability
16. Sence of commitment
17. Others, Please Specify

_____

CORE VALUES	5	4	3	2	1
D. What is the extent of influence of each of the following values on your community.					
1. Sense of patriotism					
2. Friendliness					
3. People-oriented					
4. Associative					
5. Goal-oriented					
6. Cooperative					
7. Work-oriented					
8. Consumer efficiency					
9. Self-sacrifice					
10. Sself-denial					
11. Selflessness					
12. Development consciousness					
13. Foresight					
14. Others, Please Specify _____					
E. What is extent of influence of each of the following spiritual values as you share them with God through your fellowmen?					
1. Love					
2. Trust					
3. Faith					
4. Hope					
5. Charity					
6. Reverence					
7. Piety					
8. Sincerity					
9. Tolerance					
10. Self-reliance					
11. Self-denial					
12. Humility					
13. Compassion					
14. Sense of property					
15. Others, Please Specify _____					

III. Level of Teachers' Competence

A. Teachers Content Pedagogy in the different areas of Technology and Home Economics.

Below are items, which measure the content knowledge of your teachers in the different areas in Technology and Home Economics. Please assess your teachers' competence along these areas, using the following scales:

Very Much Knowledgeable - 5
Very Knowledgeable - 4
Knowledgeable - 3
Less knowledgeable - 2
Very Less Knowledgeable - 1

Content Pedagogy	5	4	3	2	1
A. Home & Family Living					
1. Personal values that should be developed by the teenagers					
2. Meaning of responsible parenthood.					
3. Wholesome, worthwhile & productive family recreational activities					
4. Responsibilities in coping with unexpected problems					
5. Sound outlook in life					
6. Others, Please specify _____					
B. Home Management and Childcare					
1. Valuable family resources In achieving family goals.					
2. Family budget in home expenses.					

Content Pedagogy	5	4	3	2	1
3. Cleanliness and orderliness in the home.					
4. The principle "A place for everything in each place in the home and the school.					
5. The principle of arts to make livable and attractive.					
6. Wise use of time and effort.					
7. Others, Please specify _____					
C. Foods and Applied Nutrition					
1. The sources and functions of essential nutrients					
2. The effect of optimum nutrition and malnutrition					
3. The effects of the various food nutrients to the body					
4. The importance of inadequate nutrition to healthy and happy living					
5. The importance of food selection and purchasing in relation to meal planning					
6. The function of good management in meal preparation.					
8. Others, Please specify _____					
D. Clothing and Textile					
1. Sewing tools and equipment used in sewing					
2. Classification of sewing tools.					

Content Pedagogy	5	4	3	2	1
3. Parts and functions of sewing machines.					
4. Sewing machine troubles and remedies					
5. The elements and principles in garments design.					
6. Body Measurement.					
7. Techniques in fabric Thread perfect, grain perfect.					
8. The various ways of styling the foundation pattern.					
9. The relevance of knowing How to show at the present time.					
10. Others, Please specify _____					
E. Home Nursing					
1. The nursing procedure in treating simple ailment.					
2. Sickroom routine which Could shared by various Members of the family.					
3. The various home nursing such as taking the body temperature, pulse rate, respiration, giving sponge bath, relieving pressure, etceteras.					
4. The role of women-nurse in administering sponge bath, first aid, and feeding patients.					
5. The importance disposing medicine properly.					
6. The importance of acquiring home nursing care.					
7. Others, Please specify _____					

Content Pedagogy	5	4	3	2	1
F. Handicraft					
1. The importance of handicraft in the economic development of the country.					
2. The common hand tools Handicraft					
3. Branches of handicraft					
4. Imagination and creativity in working out craft projects in many different materials.					
5. Art works accomplished for aesthetic values.					
6. The kinds, characteristics and the uses of aluminum, brass, bronze, copper gold, iron, platinum and silver.					
7. Others, Please specify _____					
G. Art Appreciation & Interior Decoration					
1. Factors to consider in designing.					
2. The effects of colors in Achieving desires attractiveness of the room					
3. The basic qualities of colors.					
4. The power of colors and how it affects the over all effect of the room.					
5. Color harmonies and constracting color harmonies					
6. The living room, and plan to change its color combination.					

Content Pedagogy	5	4	3	2	1

7. Others, Please specify

_____

B. Teacher's Communicative Pedagogy in the Teaching and Learning process.

The following are statements/description regarding the communicative competence of your teacher. Please assess your teachers' competence along these areas, using the following scales:

Very High Competent - 5
Highly Competent - 4
Average Competent - 3
Low Competent - 2
Very Low Competert - 1

Content Pedagogy	5	4	3	2	1
1. Fluent in the use of English as a medium of Communication.					
2. Uses the language correctly					
3. Analyze the language for teaching					
4. Select appropriate Language/diction					
5. Asks questions with and organization					
6. Articulates in sharing sound and sensible ideas.					
7. Shares views within-dept knowledge concerning current events taking place.					

Content Pedagogy	5	4	3	2	1
8. Speaks in excellent and clear voice					
9. Enunciates words correctly and clearly.					
1. Provides appropriate rein forcement to students responses					
2. Uses correct pronunciation Intonation and stress pattern.					
12. Expresses attitudinal Through one's choice of words and examples.					
13. Provides group communicative (cooperation, interaction, learning from others)					
14. Uses variety of functional Verbal and non-verbal communication skills with students					
15. Gives clear direction and Explanation					
16. Motivates students to ask question					
17. Uses questions that lead students to analyze, synthesize and think critically.					
18. Accepts varied students Viewpoints and/ask students to extent or elaborate answers or ideas					
19. Demonstrate proper listening Skills.					
20. Express a positive personal. Attitude toward the teaching Profession.					

Content Pedagogy	5	4	3	2	1

21. Others, Please Specify

_____

c. Teacher's Instructional Pedagogy

Below are statements/description regarding the instructional competence of your teachers. Please assess your teachers' competence along these areas, using the following scales:

Very High Competent - 5
Highly Competent - 4
Average Competent - 3
Low Competent - 2
Very Low Competent - 1

Instructional Pedagogy	5	4	3	2	1
1. Uses variety of instructional strategies					
2. Usses the convergent inquiry strategies.					
3. Develops Analyzes the Language for teaching.					
4. Establishes transitions and sequences in instructions which are varied.					
5. Modifies instructional activities to accommodate learner needs.					
6. Demonstrate to work with Individuals, small group and large groups					

Instructional Pedagogy	5	4	3	2	1
7. Structures the use of time to facilitate student learning.					
8. Uses a variety of resources and materials					
9. Provides learning experiences which enable student to transfer principles and generalization to situations outside of school					
10. Provides assignment/ learning opportunities interesting and appropriate to different ability level					
11. Demonstrate Knowledge in subjects areas.					
12. Demonstrate self-direction and conveys the impression of knowing what to do and how to do it.					
13. Works effectively as a member of instructional team.					
14. Uses variety of functional Verbal and non-verbal communication skills with learners					
15. Adjust component of the Physical/learning environment over which the teacher has control to facilitate					
16. Others, Please Specify _____					

APPENDIX G

SAMAR STATE POLYETCHNIC COLLEGE
Catbalogan, Samar

January 20, 2001

Dear Respondents:

You have been selected as one of the respondents of the study entitles "Teachers' Competence and Students' Performance in Technology and Home Economics: A Correlation Study." Please answer the questions as honestly as you can to make the study reliable. Your answer will be held confidential.

Thank you very much.

Very truly yours,

SGD. REBECCA P.PASCUAL

QUESTIONNAIRE CHECKLIST
(Teachers)

PERSONAL DATA

I. Direction:

Please indicate your response to each of the following items by checking (/) the space before each item that corresponds to your answer.

Name : _____
(Optional)

Address : _____

School where you are teaching: _____

1. Sex: ____ Male ____ Female
2. Age: ____
3. Civil Status:
   ____ Single ____ Separated
   ____ Married ____ Divorced
   ____ Widow ____ Others (Please Specify)
   ____ Widower _____.

4. Teaching Experience (Number of Years) as Home Economics Teachers _____.

5. Educational Attainment

   Bachelors Degree (please indicate on the space provided)
   _____

   Major: _____

   MA/MAT/MET Degree/Units Earned

   Major: _____

   Ph.D./Ed.D. Degree/Units Earned

   Major: _____

   (please indicate on the space provided)

6. Performance rating for the last three (3) years
   _____ 1998-1999 _____ 19992-2000 ____ 2000-2001

7. Professional Development: This includes seminars, workshops, conferences, for the last three (3)years in Home Economics.

Name/Title of Training	Period	Sponsoring Agency	Level (School-Based, Reg'l, Nat'l Inter'l.)

II. Components of Teaching Competencies

A. Teachers' Content Pedagogy in the Different Areas of Technology and Home Economics.

Below are items, which measure the mastery of content of Technology and Home Economics teachers in the different areas in Technology and Home Economics. Please assess your level of performance along these areas, using the following scales:

Very Much Knowledgeable - 5
Very Knowledgeable - 4
Knowledgeable - 3
Less knowledgeable - 2
Very Less Knowledgeable - 1

Content Pedagogy	5	4	3	2	1
A. Home & Family Living					
1. Personal values that should be developed by the teenagers					

Content Pedagogy	5	4	3	2	1
2. Meaning of responsible parenthood.					
3. Wholesome, worthwhile & productive family recreational activities					
4. Responsibilities in coping with unexpected problems.					
5. Sound outlook in life					
B. Home Management					
1. Valuable family resources in achieving family goals.					
2. Family budget in home expenses.					
3. Cleanliness and orderliness in the home.					
4. The principle "A place for everything in each place in the home and the school					
5. The principle of arts to make livable and attractive					
6. Wise use of time and effort					
7. Others, Please Specify _____					
C. Foods and Applied Nutrition					
1. The sources and functions of essential nutrients.					
2. The effect of optimum nutrition and malnutrition					
3. The effects of the various food nutrients to the body					
4. The importance of inadequate nutrition to healthy and happy living.					

Content Pedagogy	5	4	3	2	1
5. The importance of food selection and purchasing in relation to meal planning					
6. The function of good management in meal preparation.					
7. others, (Please Specify) _____					
D. Clothing and Textile					
1. Sewing tools and equipment used in sewing					
2. Classification of sewing tools.					
3. Parts and functions of sewing machines					
4. Sewing machine troubles and remedies					
5. The elements and principles in garments design.					
6. Body Measurement					
7. Techniques in fabric					
8. Thread perfect, grain perfect.					
9. The various ways of styling the foundation pattern.					
10. The relevance of knowing how to show at the present time.					
12. Others, (Please Specify) _____					
E. Home Nursing					
1. The nursing procedure in treating simple ailment.					
2. Sickroom routine which could shared by various members of the family.					

Content Pedagogy	5	4	3	2	1
3. The various home nursing such as taking the body temperature, pulse rate, respiration, giving sponge bath, relieving pressure, etceteras.					
4. The role of women-nurse in administering sponge bath, first aid, and feeding patients.					
5. The importance of disposing medicine properly.					
6. The importance of acquiring home nursing care.					
7. others, (Please Specify) _____					
E. Handicraft					
1. The importance of handicraft In the economic development of the country.					
2. The common hand tools handicraft					
3. Branches of handicraft					
4. Imagination and creativity in working out craft project in many different materials					
5. Arts works accomplish for aesthetic values.					
6. The kinds, characteristics and uses of aluminum, brass, bronze, copper gold, iron, platinum and silver.					
7. others, (Please Specify) _____					

Content Pedagogy	5	4	3	2	1
G. Art Appreciation & Interior Decoration					
1. Factors to consider in designing.					
2. The effects of colors in achieving desires attractiveness of the room					
3. The basic qualities of colors.					
4. The power of colors and how it affects the overall effect of the room.					
5. Color harmonies and contracting color harmonies					
6. The living room, and plan to change its color combination.					
7. others, (Please Specify) _____					

B. Teachers' Communicative Pedagogy in the Teaching and Learning Process.

The following are statements/description regarding the communicative competence of your teacher. Please assess your teachers' competence along these areas, using the following scales:

Very High Competent	- 5
Highly Competent	- 4
Average Competent	- 3
Low Competent	- 2
Very Low Competent	- 1

Communicative Competence	5	4	3	2	1
1. Fluent in the use of English as a medium of Communication.					
2. Uses the language correctly					
3. Analyze the language for teaching					
4. Select appropriate Language/diction					
5. Asks questions with and organization					
6. Articulates in sharing sound and sensible ideas.					
7. Shares views within-dept knowledge concerning current events taking place.					
8. Speaks in excellent and clear voice					
9. Enunciates words correctly and clearly.					
3. Provides appropriate rein forcement to students responses					
4. Uses correct pronunciation Intonation and stress pattern.					
12. Expresses attitudinal Through one's choice of words and examples.					
13. Provides group communicative (cooperation, interaction, learning from others)					
14. Uses variety of functional Verbal and non-verbal communication skills with students					
15. Gives clear direction and explanation					

Communicative Competence	5	4	3	2	1
16. Motivates students to ask question					
17. Uses questions that lead students to analyze, synthesize and think critically.					
18. Accepts varied students view-points and/ask students to extent or elaborate answers or ideas					
19. Demonstrate proper listening Skills.					
20. Express a positive personal. Attitude toward the teaching Profession.					
21. Others, Please Specify _____					

c. Teacher's Instructional Pedagogy

Below are statements/description regarding the instructional competence of your teachers. Please assess your teachers' competence along these areas, using the following scales:

Very High Competent	- 5
Highly Competent	- 4
Average Competent	- 3
Low Competent	- 2
Very Low Competent	- 1

Instructional Pedagogy	5	4	3	2	1
1. Uses variety of instructional strategies					
2. Uses the convergent inquiry strategies.					
3. Develops Analyzes the Language for teaching.					
4. Establishes transitions and sequences in instructions which are varied.					
5. Modifies instructional activities to accommodate learner needs.					
6. Demonstrate to work with Individuals, small group and large groups					
7. Structures the use of time to facilitate student learning.					
8. Uses a variety of resources and materials					
9. Provides learning experiences which enable student to transfer principles and generalization to situations outside of school					
10. Provides assignment/ learning opportunities interesting and appropriate to different ability level					
11. Demonstrate Knowledge in subjects areas.					
12. Demonstrate self-direction and conveys the impression of knowing what to do and how to do it.					

Instructional Pedagogy	5	4	3	2	1
13. Works effectively as a member of instructional team.					
14. Uses variety of functional Verbal and non-verbal communication skills with learners					
15. Adjust component of the Physical/learning environment over which the teacher has control to facilitate					
16. Others, Please Specify _____					

III. Level of Students' Performance

A. Students' Mastery of Content in the Different Areas of Technology and Home Economics.

Below are items, which measure the content knowledge of your teachers in the different areas in Technology and Home Economics. Please assess your teachers' competence along these areas, using the following scales:

Very Much Knowledgeable - 5
Very Knowledgeable - 4
Knowledgeable - 3
Less knowledgeable - 2
Very Less Knowledgeable - 1

Content Knowledge	5	4	3	2	1

A. Home & Family Living

1. Personal values that should be developed by the teenagers
2. Meaning of responsible parenthood.
3. Wholesome, worthwhile & productive family recreational activities
4. Responsibilities in coping with unexpected problems
5. Sound outlook in life
6. Others, Please specify

_____

B. Home Management and Childcare

2. Valuable family resources In achieving family goals.
2. Family budget in home expenses.
3. Cleanliness and orderliness in the home.
4. The principle "A place for everything in each place in the home and the school.
5. The principle of arts to make livable and attractive.
6. Wise use of time and effort.
7. Others, Please specify

_____

Content Knowledge	5	4	3	2	1
C. Foods and Applied Nutrition					
1. The sources and functions of essential nutrients					
2. The effect of optimum nutrition and malnutrition					
3. The effects of the various food nutrients to the body					
4. The importance of inadequate nutrition to healthy and happy living					
5. The importance of food selection and purchasing in relation to meal planning					
6. The function of good management in meal preparation.					
8. Others, Please specify _____					
D. Clothing and Textile					
2. Sewing tools and equipment used in sewing					
2. Classification of sewing tools.					
3. Parts and functions of sewing machines.					
4. Sewing machine troubles and remedies					
5. The elements and principles in garments design.					
6. Body Measurement.					
7. Techniques in fabric Thread perfect, grain perfect.					
8. The various ways of styling the foundation pattern.					

Content Knowledge	5	4	3	2	1
9. The relevance of knowing How to show at the present time.					
10. Others, Please specify _____					
E. Home Nursing					
2. The nursing procedure in treating simple ailment.					
2. Sickroom routine which Could shared by various Members of the family.					
3. The various home nursing such as taking the body temperature, pulse rate, respiration, giving sponge bath, relieving pressure, etceteras.					
4. The role of women-nurse in administering sponge bath, first aid, and feeding patients.					
5. The importance disposing medicine properly.					
6. The importance of acquiring home nursing care.					
7. Others, Please specify _____					
F. Handicraft					
1. The importance of handicraft in the economic development of the country.					
2. The common hand tools Handicraft					
3. Branches of handicraft					

Content Knowledge	5	4	3	2	1
4. Imagination and creativity in working out craft projects in many different materials.					
5. Art works accomplished for aesthetic values.					
6. The kinds, characteristics and the uses of aluminum, brass, bronze, copper gold, iron, platinum and silver.					
7. Others, Please specify _____					
G. Art Appreciation & Interior Decoration					
2. Factors to consider in designing.					
2. The effects of colors in Achieving desires attractiveness of the room					
3. The basic qualities of colors.					
4. The power of colors and how it affects the over all effect of the room.					
5. Color harmonies and constracting color harmonies					
6. The living room, and plan to change its color combination.					
7. Others, Please specify _____					

B. Students' Skills Development

Below are items, which measure the skill Performance of Technology and Home Economics students in the different areas of Home Economics. Please assess your level of performance along these areas, using the following scales:

Highly Skilled	- 5
Skilled	- 4
Moderately Skilled	- 3
Fairly Skilled	- 2
Poorly Skilled	- 1

Skills Developed	5	4	3	2	1
A. Home and Family Living					
1. Use careful thinking for quality decision-making.					
3. Demonstrate the rights and responsibilities of children as members of the family.					
3. Demonstrate ways to promote satisfactory home & family relation.					
4. Apply importance of re-creational; activities in fostering happy and healthy family relations.					
5. Apply ways of dealing w/ changes/crises creatively and constructively.					
7. Others, Please specify _____					
B. Home Management and Child Care					
1. Demonstrate functional knowledge of a respons-ible parenthood					

Skills Developed	5	4	3	2	1
2. Demonstrate skills in the health and care of mother and child.					
3. Demonstrate ability to understand the various stages of growing child					
4. Prepare nutritious one week menu for pregnant woman.					
5. Demonstrate how to hold a newborn baby.					
6. Demonstrate how to bath the baby.					
7. Others, Please specify _____					
C. Foods and Applied Nutrition					
1. Prepare a market order or listing of food to buy.					
2. Prepare low-cost but nutristious meals for family					
3. Prepare simple menu based on a menu pattern.					
4. Apply importance of recreational; activities					
5. In fostering happy and healthy family relations.					
5. Demonstrate how to's in food preparation					
6. Decorate the table with attractively folded napkins.					
7. Others, Please specify _____					
D. Clothing and Textile					
1. Use the sewing tools correctly					

Skills Developed	5	4	3	2	1
2. Use the sewing machine and identify sewing machine troubles and remedies.					
3. Make simple garments and clothing for yourself and the member of the family.					
4. Demonstrate the procedure of drafting pattern for garments to be sewed.					
5. Make simple garments and clothing accessories for yourself and for other members of the family.					
6. Demonstrate the alteration of some fitting troubles.					
7. Others, Please specify _____					
E. Home Nursing					
1. Demonstrate knowledge of the essential requirements of a home nurse. Demonstrate the signs symptoms and causes of illness and determining how they s of the family.					
2. Perform nursing procedure in treating simple ailment and dressing simple wounds.					
3. Demonstrate the various home nursing skills such as; taking the body temp. pulse rate, respiration, Giving sponge bath application and how to relieve pressure etc.					

Skills Developed	5	4	3	2	1
4. Formulate simple diet (liquid, soft, full for sick persons).					
5. Perform the role of a women nurse in admin istering sponge bath, first aid and feeding patients.					
7. Others, Please specify _____					
F. Handicraft					
1. Perform the various operation and processes involved in doing metal craft.					
2. Use common hand tools in handcraft.					
3. Construct specified projects Like bamboo fans, arti-facial flowers, stuff toys containers, wall decors and etc.					
4. Apply the appropriate finishing touches to projects.					
5. Use imagination and invent-iveness in planning and constructing articles of special interest to individuals.					
7. Others, Please specify _____					

Skills Developed	5	4	3	2	1
G. Arts Appreciation and Interior Design					
2. Combines colors, depending upon intensity, area, texture, value and light source, to find those that compliment each other.					
2. Use the knowledge on color harmonies to achieve desired Effects on the different Parts of the home.					
3. Study of the living room, and the plan to change its color combination					
4. Design the interior apace Of house applying colors.					
5. Arrange flower that give A chance to do an art activity to express creat-ivity and make the home or room more livable and attractive.					
6. Choose the appropriate flowers to be given to a person in a different occasion.					
7. Others, Please specify _____					

C. Students' Values Development

Below are some values which are grouped into five (5) core areas: 1) individual items, 2) values in relation to other, 3) values in relation to authority, 4) values in relation to community, and 5) Values in relation to God. Please assess yourself the extent of

influence of your values as Home Economics Student using the following scales:

Very Highly Influential	- 5
Highly Influential	- 4
Influential	- 3
Less Influential	- 2
Not Influential	- 1

CORE VALUES	5	4	3	2	1

A. What is the extent of influence of each of the following values on your shop performance?

1. Self-reliance
2. Self-discipline
3. Good personal judgement
4. Open-mindedness
5. Perseverance
6. Honesty
7. Sense of responsibility
8. Courage
9. Industry
10. Prudence
11. Promtness
12. Creativenes
13. Patience
14. Good work habits
15. Restorpectivenes
16. Innovativeness
17. Others, please specify

_____

CORE VALUES	5	4	3	2	1

B. What is the extent of influence of the following values on your fellow students working with you?

1. Cooperation
2. Social-mindedness
3. Trust
4. Politeness
5. Tolerance
6. Dependability
7. Serve above self
8. Dignity and Honor
9. Goodwill
10. Respect for individual understanding
11. Recognition
12. Compassion
13. Others, Please Specify

_____

C. What is the extent of influence Of each of the following values On your teachers and superiors?

1. Trust
2. Confidence
3. Respect
4. Cooperation
5. Obedience
6. Thoughtfulness
7. Selflessness
8. Frankness
9. Firmness
10. Tact
11. Sence of responsibility
12. Compassion
13. Fairness
14. Promptness

CORE VALUES	5	4	3	2	1

15.Dependability
16.Sence of commitment
17. Others, Please Specify

_____

D. What is the extent of influence of each of the following values on your community.

1. Sense of patriotism
2. Friendliness
3. People-oriented
4. Associative
5. Goal-oriented
6. Cooperative
7. Work-oriented
8. Consumer efficiency
9. Self-sacrifice
10.Sself-denial
11.Selflessness
12.Development consciousness
13.Foresight
14. Others, Please Specify

_____

E. What is extent of influence of each of the following spiritual values as you share them with God through your fellowmen?

1. Love
2. Trust
3. Faith
4. Hope
5. Charity
6. Reverence
7. Piety
8. Sincerity
9. Tolerance
10.Self-reliance

CORE VALUES	5	4	3	2	1
11.Self-denial					
12.Humility					
13.Compassion					
14.Sense of property					
15. Others, Please Specify _____					

CURRICULUM VITAE

Name	:	Rebecca Pajarilla Pascual
Address	:	Barangay Socorro Catbalogan, Samar
Date	:	April 18, 1974
Place of Birth	:	Catbalogan, Samar
Present Position	:	Instructor I

EDUCATIONAL BACKGROUND

Elementary	:	Samar College Catbalogan, Samar 1986
Secondary	:	Samar State Polytechnic College Catbalogan, Samar 1990
Tertiary	:	Samar State Polytechnic College Catbalogan, Samar Bachelor of Science in Industrial Technology 1994
	:	Bachelor of Science in Technician Education 1997
Post Graduate	:	Samar State Polytechnic College Catbalogan, Samar Master of Arts in Education (H.E.) CAR

AWARDS RECEIVED

1ST Place	:	Provincial Skills Competition (Dressmaking, Youth Category) Catblogan, Samar 1994
2nd Place	:	Regional Skills Competition (Dressmaking, Youth Category) Tacloban City 1995
1st Place	:	Provincial Skills Competition (Dressmaking, Open Category) Catblogan, Samar 2000
1st Place	:	Regional Skills Competition (Dressmaking, Open Category) Borongan, Eastern Samar 2000
1ST Place	:	National Skills Competition (Dressmaking, Open Category) Catblogan, Samar 2001

CIVIL SERVICE ELIGIBILITY

Passed Licensure Examination for Teachers

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