

COSMETOLOGY PROGRAM OF SAMAR STATE POLYTECHNIC

COLLEGE: A CURRICULAR REDIRECTION

A Thesis

Presented to

Faculty of the Graduate Studies

Samar State Polytechnic College

Catbalogan, Samar

In Partial Fulfillment of the
Course for the Degree of
Master of Arts major in Home Economics

IRENE A. MACAPARAS

March, 1997

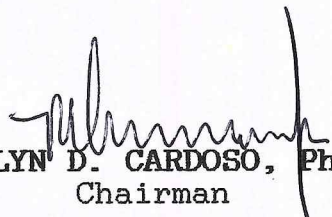
APPROVAL SHEET

In partial fulfillment of the requirements for the degree Master of Arts major in Home Economics, this thesis entitled, "COSMETOLOGY PROGRAM OF SAMAR STATE POLYTECHNIC COLLEGE: A CURRICULUM REDIRECTION", has been prepared and submitted by IRENE A. MACAPANAS, who having passed the comprehensive examination is hereby recommended for oral examination.


RIZALINA M. URBIZTONDO, Ed.D.
Adviser


=====

Approved by the Committee on Oral Examination with a rating of PASSED.


MARILYN D. CARDOSO, Ph.D.
Chairman


CRESENCIA A. MABINI, Ed.D.
Member



LYDYA P. BABALCON, M.A.
Member


MARIANITA B. CONDE, M.A.
Member

=====

Accepted in partial fulfillment of the requirements for the degree, Master of Arts major in Home Economics.

March 1997
Date of Oral Examination


RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate School

ACKNOWLEDGEMENT

The researcher wishes to acknowledge with deep appreciation and sincere gratitude the many invaluable assistance and wholehearted support of the following persons who in one way or another contributed in the fulfillment of this study;

To Dr. Dominador Q. Cabanganan, President of SSPC for his support and encouragement of the faculty members to finish their graduate and/or post graduate degrees;

To Dr. Rizalina M. Urbiztondo, Dean of Graduate Studies, her thesis adviser for her encouragement and motivation given to this researcher to undertake this study;

To Dr. Marilyn D. Cardoso, Director, RIELGA, for her generous assistance in improving the thesis manuscript;

To late Mano Willie Urbiztondo, for his untiring efforts in editing the research report which led to the completion of the study;

To members of the oral defense, Dr. Cresencia Mapalad, Prof. Lydia P. Babalcon and Prof. Marianita B. Conde for their generous assistance in improving the thesis manuscript;

To my sister-in-law Joji A. Macapañas and her husband Francisco P. Macapañas and Nene Amistoso for bearing the burden of typing and printing the manuscript;

To all my friends, Mana Belen Basa, Mana Nitz Legatub, Mana Vicky Sabarre, to late Ning-ning Yanos, Sis Flor L. Lagria, Sis. Rhea Pablo, Dayday Amante, Mila Tan, Mana Lilia Lagdaan and all my friends and colleagues whom the researcher failed to mention for the valued support, for their encouragement which constantly inspired her to continue with courage and overcome all difficulties;

Above all the writer wishes to express her immeasurable indebtedness to her loving and ever supportive husband Pons and her daughter Marose and son Neil and Antonio (deceased) and my beloved parents Alejandro Abulencia and his wife Antonio Abulencia and also to her mother-in-law Aurea Macapañas and her husband Jose Macapañas for their financial and spiritual support and to the Great Almighty whom the writer believes as his guiding spirit until the realization of her work.

I.A.M.

DEDICATION

TO MY HUSBAND
PONCIANO P. MACAPANAS

AND OUR CHILDREN

MAROSE

NEIL

ANTONIO (Deceased)

FOR THEIR PATIENCE,

SUPPORT AND LOVE.

THIS HUMBLE WORK IS

SINCERELY DEDICATED

IRENE

ABSTRACT

This study was conducted to assess or evaluate the cosmetology curricular program of Samar State Polytechnic College. The research design used is Normative-development. For the major findings, fifty of respondents have availed of further training after graduation. Of the fifty respondents, 12 or 24.0 percent have been trained on modern technologies on hair-science and also have undergone training to be efficient domestic helpers. The grand weighted mean for the implementation of the objectives of the cosmetology program was 3.80 which implied that the objectives were satisfactorily implemented. The objectives of the cosmetology programs were satisfactorily implemented by the instructors in spite of the fact that facilities, tools and equipment in the department were very inadequate. Much more could be done by the college to make the program viable and responsive to the skill development of the students so as to afford them the opportunities to land employment. The cosmetology department does not have the essential tools and equipment to enable students to train on cosmetology skills fully. This was the most pressing problem the students met in college. For the recommendation, the college should provide up-dated references on the cosmetology program to meet the needs of the students and the instructors during the training process.

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
ACKNOWLEDGEMENT.	iii
DEDICATION	v
THESIS ABSTRACT.	vi
TABLE OF CONTENTS.	xvii
LIST OF FIGURES.	xx
LIST OF TABLES	xxi

<u>Chapter</u>	<u>Page</u>
1. THE PROBLEM: ITS BACKGROUND	1
Introduction	1
Statement of the Problem	5
Theoretical Framework.	6
Conceptual Framework	8
Importance of the Study.	8
Scope and Delimitation of the Study	11
Definition of Terms.	11
2. REVIEW OF RELATED LITERATURE AND STUDIES	15
Related Literature	15
Related Studies.	21
3. METHODOLOGY	29
Research Design.	29

Table of Contents
(Cont'd.)

<u>Chapter</u>	<u>Page</u>
Instrumentation.	29
Validation of the Instrument	31
Sampling Procedure	32
Data Gathering	32
Treatment of Data.	33
4. PRESENTATION AND INTERPRETATION OF DATA . . .	36
Profile of the Respondents	36
Socio Economic Status of Respondents	40
Status of the Cosmetology Curricular Program	49
Profile of Cosmetology Instructors	57
Problems Met by the Graduates.	58
Solutions to the Problems.	61
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS . . .	66
Summary of Findings.	66
Conclusions	69
Recommendations.	70
6. AN ENRICHED COSMETOLOGY PROGRAM FOR SSPC . . .	73
Introduction	73
Rationale	73
Mission of Cosmetology Program	74
Vision of the Program.	74

Table of Contents
(Cont'd.)

<u>Chapter</u>	<u>Page</u>
Objectives of the Cosmetology.	74
Bachelor of Technology	75
Bachelor of Science in Industrial Technology	83
BIBLIOGRAPHY	90
APPENDICES	94
CURRICULUM VITAE	108
LIST OF FIGURES.	111
LIST OF TABLES	113

Chapter 1

THE PROBLEM: ITS BACKGROUND

Introduction

The major thrust of the of the government under the administration of President Ramos is to make the Philippines an Industrialized Country by the year two thousand. In this regard, economic development had been specified as a major national goal and for education to gear its programs towards curricular redirection, revisions in teaching methodology and techniques, as well as reforms in administrative services and resource management.

Education in this country as in many other countries in the world, had been criticized for its lack of relevance and effectiveness. In the Philippines, education has been blamed for the imbalance between educational outputs and manpower requirements. It has been pointed out that the school did not prepare the students adequately for further education and its offerings were insufficient as terminal education.

Juan L. Manuel (1974:4-6) pointed out that in the program of reforms, it is specified that:

... as a means of integrating education and life, the content of all subject areas at all levels shall be related to the conditions of the times, and the implications in our daily lives; to

the actual needs of the people, and the local and national problems facing the country.

Article XV, section 8 of the New Constitution provides that: "All educational institution shall aim to inculcate love of country, teach the duties of citizenship, and develop moral character, personal discipline, and scientific, technological and vocational efficiency."

Thus, one of the major objectives of education is to develop the learner to engage in a gainful occupation after he finishes his formal education. The institution should provide an intensive training for the learner; for the student to develop skills and technical know-how so he can be employed, self-reliant and economically independent in order to enjoy a better quality of life.

De la Cruz (1980: 1) believes that the quality of life is manifested in the moral and socio-economic progress of the community and is brought about by the productive capacity of the people. But this capacity can only be achieved through proper utilization of the intellectual and practical skills in gainful employment.

National development is the result of the aggregate efforts of the nation whose human resources have been adequately developed. Frederick Harbison (1982: 19-21) stresses that "the progress of any nation depends first and foremost upon the progress of its people." Unless it

develops the spirit of human potentialities; "it cannot develop much else materially, economically, socially or culturally," A country must develop its human resources if it is to develop its natural resources and culture to the fullest extent.

According to the National Census and Statistics of 1990 (Free Press, No. 23, Vol. 83: 6-9) more than half of the country's educationally qualified are employed in professions which do not match their college courses. In this national report, it means that 55 percent of the college graduates are not well employed.

Getting employment in industry or being self-employed is not the end in itself but the beginning of new life, new environment, more faces and more adjustment. Not all graduates find fulfillment of what they are expected to be. Some continue their studies after a few years of employment, some continue their schooling just after graduation and some have to hang their diploma instead of working.

Wren (1982: 12) propounded that the function of follow-up of its graduates has been considered as a norm and justifiable role of institution of higher learning. He further justified that the services extended to students in securing jobs upon graduation or upon finishing college education is one of the most recently recognized

responsibilities of the school.

An evaluation of the educational program and curricular offerings of an institution can be made through a study on the placement and job opportunities of its graduates with the aim of making curriculum innovations and improving instructional methods.

If the curricular offerings of the institution is realigned the instruction and training system is improved. Coupled with modern facilities and technologies, the school will enhance quality output that will answer the need of the society or the community and more specifically the service-area of the particular institution. Willianson (1969:20) stated that the main objectives of a vocational schools are:

. . . To provide vocational educational for all future citizens . . . and to provide satisfactory for those whose vocations will depend on their subsequent education in a college or university.

The school as an instrument for change and development must undergo a periodic evaluation and realignment of its curricular offering, instruction and management. The success and effectiveness of a curricular program largely depend upon the strength on how the school can meet the challenging needs of the students and the community.

Institutional effectiveness is primarily indicated by the quality of graduates it turns out and by the degree of

employability, linkages of the school with industrial sectors and of an effective and functional career and placement program.

The curricular program of Samar State Polytechnic College is committed to contribute to the achievement and maintenance of the accelerating rate of growth for economic development and social program in its service area, as well as of the province of Samar.

One of the most important aims of the Philippines 2000 is the total social and economic development of the country with a great emphasis on the alleviation of the poor. The schools, particularly Samar State Polytechnic College, can greatly help promote this program. But to do this, it is important for the institution to re-examine its curricular offerings, as well as the school plants and facilities. Moreover, the teaching staff should be geared towards the development of graduates who can be mobilized in the full utilization and preservation of the natural resources and eventually meet the manpower needs of the country.

Statement of the Problem

This study was conducted to assess or evaluate the cosmetology curricular program of Samar State Polytechnic College. Specifically, it aims to sought answers to the

following:

1. What is the profile of the cosmetology graduates for school year 1990-1991 to 1994-1995 as to:
 - 1.1 sex;
 - 1.2 age;
 - 1.3 civil status;
 - 1.4 other skills training?
2. What is the socio-economic status of the graduates?
3. What is the status of the cosmetology curricular program of Samar State Polytechnic College as to:
 - 3.1 implementation of objective;
 - 3.2 validity of curricular offerings;
 - 3.3 adequacy of facilities; and
 - 3.4 profile of Cosmetology faculty?
4. What are the problems encountered by the graduates in the institution and in their field of employment?
5. What solutions/alternatives may be suggested by the graduates to solve these problems?
6. What curricular redirections may be suggested to upgrade the Cosmetology Program of SSPC.

Theoretical Framework

The theoretical framework of this study is anchored on one of the State of Nation's Address of President Marcos (1978:2) when he propounded that the educational program of

the country must be relevant and responsive to the changing time. He emphasized that every Filipino must be given the opportunity to acquire basic skills, qualities and attitudes that will enable him to contribute to the improvement of society and progress of the nation.

Plato, also asserted that a good life implies a good society and a good society implies the kind of education that will actualize it. Thomas Jefferson as cited by Serion said "if the condition of man is to be progressively ameliorated, as we fondly hope and believe, education is to be the chief instrument in affecting it." Our great hero, Jose Rizal, held on to the same idea. He believed that education is the venue wherein people can be free -- and being free -- means the freedom from hunger and poverty.

Albarracin (1985: 1-3) likewise cited that the curriculum which is the experience of the child received in school should be supplemented with experiences that are in harmony with the existing conditions. He reiterated that as society become more complex in its activities and structure, courses which will enable the individual to make the needed adjustments should guide the individual in making him the very best kind of person who can cope with the challenges of life in the future.

Sutaria (1984: 40-41) emphasized that the struggles of

every human being are directed towards the attainment of a good life. To assure and assume his success in the pursuit of a good life, the individual must be equipped for it. Today is the time to equip him for tomorrow maybe too late. While the prospects of the future are impressive and exalting, they can be at the same time terrifying if the schools fail to equip the individual adequately for the unique challenges they will meet.

Conceptual Framework

The conceptual model/schema of this study on page 9, illustrates the totality of the study, particularly the cosmetology offering of Samar State Polytechnic College, as evaluated by its graduates. The criterion variables that were evaluated are the objectives, offerings, facilities and staff of the program as well as the age, sex, civil status, year of graduation, socio-economic and employment of its graduates. The inputs provided by the respondents will eventually lead to curricular redirection of the program to come up with a more employable graduates that could be assets to their family, to the community where they live and to a more progressive nation.

Importance of the Study

The development of manpower skills plays a vital role

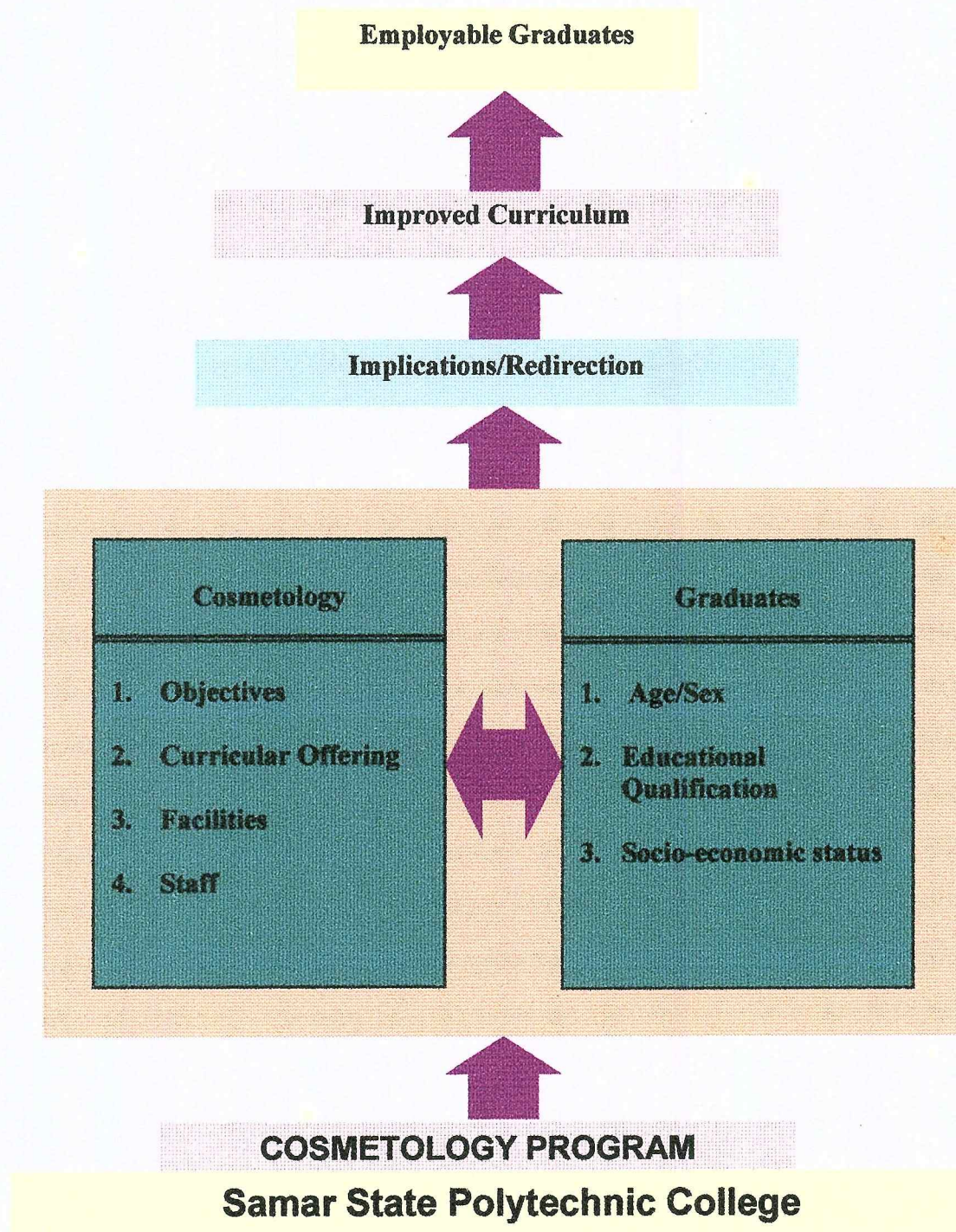


Figure 1. Conceptual Paradigm of the Study Showing the Research Environment and the Processes Involved

not only in the economic advancement of a nation but also in the enhancement of the socio-economic life of its people. Curricular content must periodically be realigned to meet the demands of the society and its citizenry.

It is in the light of this developmental strategy that the researcher conducted this study to determine whether the scope of the Cosmetology Curricular Program of SSPC contributed to the welfare of its graduates and to society as a whole.

This study will be beneficial to the administrators and curriculum planners as it provides baseline data and other valuable information which may be useful in improving and enriching the program.

Results of this study will help the instructors as they give them a frame of reference for the improvement of instruction and determining the needs of the Cosmetology graduates.

Results of this study will, likewise motivate the graduates and students to assess or evaluate their skills/trainings acquired whether these had to some extent contributed in the improvement of their socio-economic status.

This study will also enable community members to gain insights into the Cosmetology Curricular Program of the

College and in one way or another may be involved in the enrichment of the program.

Researchers will also be benefitted by the results of this study as it will give them ideas and insights into how curricular redirection may be conducted. This study likewise gives the baseline data on the cosmetology program.

Scope and Delimitation of the Study

This study was conducted to assess the Cosmetology curricular offering of Samar State Polytechnic College with the prime purpose of coming-up with an enriched curricular offering that may best serve the needs of its clientele.

It involved 67 graduate-respondents, 64 from the two-year Technical course and three graduate respondents from the Bachelor of Science in Industrial Technology specializing Cosmetology for school years 1990-1991 to 1994-1995.

This study was conducted during the school year 1996-1997.

Definition of Terms

For the purpose of this study, the following terms are defined within the context of the Cosmetology Curricular Program.

BSIT. The acronym for Bachelor of Science in

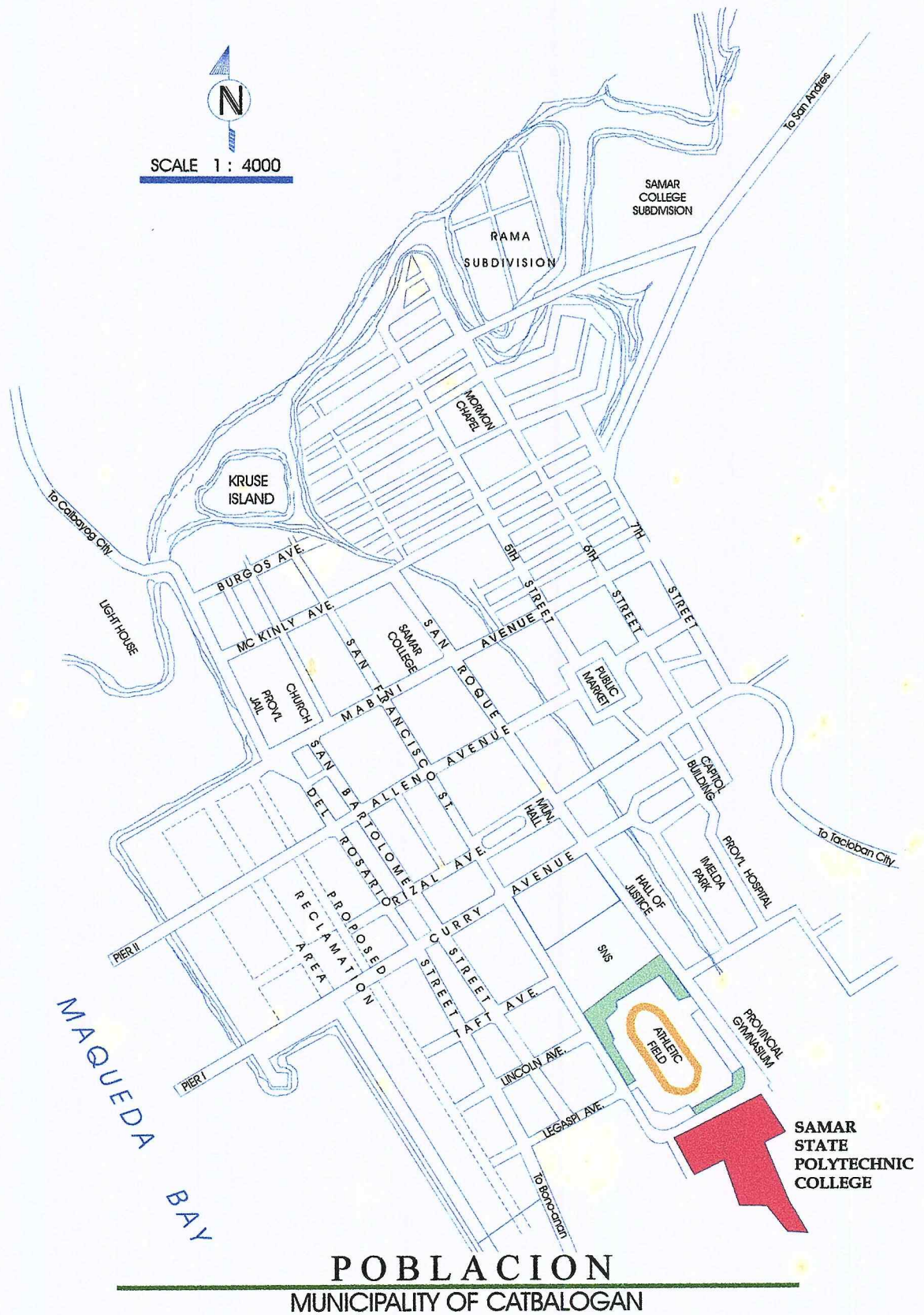


Figure 3. Map of Catbalogan showing SSPC as the respondent school.

Industrial Technology.

BT. This is an acronym for Bachelor of Technology, one course offering in SSPC.

Cosmetology. Cosmetology refers to the scientific study and practice of beauty culture. The first step is creating a positive attitude to come up with a professional appearance. Cosmetology is also the business of selling beauty and beauty service (Abern, 1960:2)

Curriculum. This term refers to a systematic group of courses or sequence of subjects required for graduation or certification in a major field of study; it is a general plan of the content or specified material of instruction that the school offers to students by way of qualifying them for graduation (Good, 1993: 153).

Employment. This term connotes the state of being employed. It refers to the work where one is engaged business, profession or an activity to which one denotes time usually under the terms of written or oral contract (Grolier, 1983: 428).

Self-employed. A self-employed individual is one who is engaged in her/his own ways of earning a living (Webster, 1994: 428). In the study, it refers to the graduates who are operating their own beauty shops or are doing home services.

Skills. Skills are everything that an individual has learned to do with ease and precision. This may either be a physical or mental performance or a manipulative proficiency in hand, finger, foot and eye coordination (Good, 1973: 532).

SSPC. This acronym stands for Samar State Polytechnic College. It is the venue of the research conducted.

Technical education. This term refers to the instruction that emphasizes the learning of a technique or technical procedures and skills, which originally does not lead to a degree.

Underemployed. An individual is underemployed when his abilities, skills and educational qualification are not fully utilized.

Unemployed. An individual is unemployed when she/he is not working with the government or private agencies.

Vocational education. This term refers to the experience that enables one to carry on successfully a useful occupation in a society. It has reference to trainings for useful employment in trade and industrial, vocational-technical education.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents a number of related literature and studies that have bearing to the present investigation. The researcher had the opportunity to visit libraries where she was able to gather various materials that gave her a background into her study. These materials were obtained from books periodicals, bulletins and other publications and published and unpublished master's theses and dissertations.

Related Literature

The Commission on Higher Education (CHED) is presently faced with the gigantic task of alleviating the sad fact that quality education in the Philippines is deteriorating. Quality education is the battlecry of CHED today to push the country to progress and achieve the goals of Philippines 2000. Article XIV, Sec. 2 of the New Philippine Constitution mandates that the state shall "establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society". This constitutional provision calls for a periodic evaluation and realignment of curricular offerings to suit the needs of the present generation.

The school should consistently keep itself attuned to

the needs of the society. It should not limit its performance to simply teaching the child the standardized curriculum, but it should endeavor to endow him with rich and unlimited knowledge, skills, values and attitudes necessary in building up a wholesome individual who will contribute to a progressive community.

Sutaria (1978: 38) stated that the school must prepare the youth not only for the work today but also for the work that does not yet exist. This implies that the skills they acquire today will become obsolete in the future. It is apparent that the school must direct its effort to develop the ability to learn especially the acquisition of skills.

Roberts (1965: 15-16) stressed that vocational and technical courses are designed to provide the youth with knowledge, skills, and attitudes that will enable them for an employment in industry. The need for this kind of training is due to the technological changes, discoveries and inventions in various fields of industry. Course of instructions must be geared towards the need of industry and necessary skills must be developed among the learners to prepare them for employment.

Among the important functions of education is the development of trained and competent manpower, Navarro (1976: 51) emphasized the continuing need for the

improvement of our educational endeavor. The quest for better educational services for children and youth is unending - - for leaders who can initiate ideas, explore new insights and cause the improvement if not perfection of strategies and consequently of the educational growth.

Confessor (1992: 15) cited that time and again the country have faced the dilemma of having a labor force whose skills composition seem not to properly address to the specific requirements of the economy. While there is surplus in various occupations, shortages are also being felt by other industrial groups as they cannot find workers with appropriate qualification and needed skills to fill up available jobs.

Morato (1991: 46-49) propounded that the Philippine manpower situation reflects high level of unemployment and underemployment, high dependency rates, high poverty levels and high population growth rates. Unemployment and lack of job opportunities increased inter-regional migration in the Philippines. The unemployed youths totalled to almost one-third of the aggregate unemployment whereas the youth labor made up only one-sixth of the total labor force.

Manpower development agencies was therefore, urged by Morato to invest more in skills training and development and to realign skills trainings to the needs of industry. He also emphasized that job opportunities must be relegated to

the depressed areas considering that the expected returns on education and trainings in these areas are very low.

Pangalihan (1990: 29) emphasized that if the educational institutions are not to respond to the needs of the communities in their service area, a need for assessment becomes imperative. Likewise, curricula should be periodically evaluated to find out if it is still relevant, what courses are badly needed by the communities and what courses should be scrapped. Evaluation and assessment of curricular program should not only be done once but periodically and must be a continuing program.

The idea of Pangalihan was supported by Leocadio (1972: 48-49) as he indicated that there should be a continuing comprehensive evaluation of the degree to which objectives of programs have been achieved. He recommended that an analysis of the curriculum content should be carried out if necessary, revisions must be made to provide orientation towards the world of work, combined with general education.

Aware of the importance of curricular assessment and employability of graduates, former Secretary of Education Manuel (1973) called upon the Presidents of State Colleges and Universities to involve themselves in the program of national development and further invoked them to ponder on these questions: Are your courses relevant to the manpower

needs of this nation? Are you substantially contributing to the already big number of the so-called educated unemployed? Do you have a program to assist them in matters of placement? Do you assume the attitude that you have already done your part after you have graduated them.

It should be understood that education and institutional effectiveness is primarily indicated by the quality of graduates and by their degree of employability.

An effective program should guide the learner in meeting his essential needs in the society where he belongs. In a democratic living, the individual must be able and willing to bear responsibilities independently and develop the ability to adjust happily with his fellowmen and contribute to the progress of the community.

Institutional effectiveness is primarily indicated by the quality of graduates it turns out and by their degree of employability. As the needs of society change or increase, there is also a need to evaluate the curricular offerings of educational institutions and improve the educational training system to meet the needs of business and industry.

In support to this concept, Conant emphasized that education at every level should come up with a curriculum to meet the educational needs of its clients in the community.

He further stated that the main objectives of an educational institution are (Williamson, 1969: 30):

... first, to provide vocational education for all future citizens, second, to provide good elective programs for those who wish to use their acquired skills immediately upon graduation; third, to provide satisfactory programs for those whose vocations will depend on their subsequent education in College.

The school as an instrument for change and improvement must achieve the purpose through a study of the curricular offerings and instructional and social change. The success and effectiveness of a curriculum largely depend upon the extent to which the school can meet the challenging needs of the students and the community.

Institutional effectiveness is primarily indicated by the quality of graduates it turns out and by their degree of employability. An effective program should guide the learner in meeting his essential needs in the society where he belongs.

The structure of the educative process is not as problematic as its content. The curriculum design of the present educational system is in place. It is the substance what to teach and for what end . . . that remains clear. Education as propounded by Mendez (191: 7-13) should serve not only the national interest but must also advance knowledge in science and technology. Learners must be

taught the technical skills they need in order to deal with day-to-day problems even as they develop the moral will to participate actively in nation building.

Quality education is what educators and educational institutions should strive since quality education is best achieved under capable teachers who have mastered the subject matter and methodology. The basic component of quality education are: 1) The teaching and administrative force; 2) physical facilities; and 3) the curriculum.

What we need, therefore, is an educational system that balance academic learning with technical skills so that graduates would be prepared for employment no matter where.

Related Studies

To obtain an anchorage to the present study, the researcher visited graduate libraries in Region VIII and other libraries in the Philippines.

Lubrin (1983) in her study on "The Home Technology Program of the Bulacan College of Arts and Trades: An Appraisal" found out that the equipment, tools and facilities of the department was slightly adequate. She recommended that the policy on resource allocation should be made so as to provide for the priority needs of facilities and equipment for the Home Technology Program. Lubrin's and the present study have similarities as both were

curriculum appraisal studies. The present study is somehow different from the study of Lubrin's as it involved specifically only the Cosmetology Program.

In the study of Tating (1983) it was disclosed that majority of the vocational schools turned out graduates who could hardly meet the demands of the industry. The graduates were mostly semi-skilled who still need much in-service training.

Tating emphasized that while it is true that there are changes because of technology and to meet the demands of the society especially on the modernization program of industry, vocational schools should look into the possibility of improving the needed facilities, and equipment of the school. The kind of training and the quality of instruction and the curriculum should be revised to fit the needs of the industry.

He further stressed that the quality of instruction and kind of training of the graduates can only be achieved if the school strengthen its linkage with the industrial firms. He emphasized that the graduates must meet the manpower needs of the industry. The foregoing study has similarities with the present study as both deals on employment of the graduates.

On the other hand, Quimanales (1983) on a follow-up

study of Southern Samar Agricultural College graduates, stressed that the vital importance of the school is to provide systematic job opportunities of graduates especially those who are not yet employed. He recommended for the College to come up with a program that would solve employment difficulties of the graduates. He also stressed the importance of periodic follow-up even for those who are already employed as to help these graduates improve their working conditions as well as their learning capacity.

Quiminales' study and the present investigation both dealt with employability of graduates. However, the present study goes further into the assessment of the Cosmetology curricular offering.

Another study on graduates was conducted by Maramara (1984) in his study on "Skills Needed by Trade-Technical Graduates in Electricity of the Zamboanga School of Arts and Trades to meet the Occupational Needs and Requirements". Maramara recommended that the school must strengthen its tie-up with industrial establishment so as to realign its training to the needs of the industries. He emphasized that is very essential to improve the electricity curricular program for the school to come up with qualified graduates who may possess skills that are marketable.

The abovementioned study have given insight into the

Technical Schools and Colleges in Eastern Visayas to offer courses relevant and congruent to occupational opportunities and needs in the labor market so that unemployment and over supply of techno-vocational graduates in Eastern Visayas can be avoided.

The aforementioned study is related to the present investigation because both worked for curriculum improvement to suit the needs and demand of society and for the immediate employment of graduates. The present study specifically focused on the Cosmetology Program of SSPC while the former was conducted to all Techno-Vocational courses of Region VIII.

Based on the research study of Babalcon (1992), he evolved a development plan model for Trade-Technical Schools in the Island of Samar. The plan was conceived for the purpose of helping schools relevantize their curriculum offerings to suit the economic activities of Samar people. He made a comprehensive survey of the Samar Island and found out that there were nine primary resources prevalent in the island of Samar and these could be best utilized for instructional purposes to relevantize trade-technical and vocational curricular offerings in these schools. The purpose of the model plan was to help administrators and policy makers determine course priorities and effective

strategies suited to improve the economic life of the people.

The study discussed above is similar to the present study as both looked into curricular programs offered and the need to revitalize these programs for the immediate employment of the graduates. The differences between the two studies were in the problem being investigated, schools and programs involved in the study.

Another study which have given an insight into the present study is that of Gayamat (1994) when she made an "Assessment of Wright Vocational School Graduates: Its Implication for Curricular Redirection". She found out that trainings offered by the schools is not in keeping with the needs of the graduates and community. In this regard, she recommended for the revision of the curricular program and to strengthen the placement program of the school.

Gayamat's study and the present study is similar by the fact that both evaluated a curricular offering and whether graduates of such offerings have found employment. The difference lied in the environment and the course evaluated.

enable the respondents to answer the questions with maximum ease and facility. Instructions were adequately provided to avoid ambiguous answers from the respondents.

The questionnaire was composed of four general headings as: personnel Information which included the socio-economic status of the graduates, status of the Cosmetology Curricular Program and problems and suggested solutions to problems encountered by the respondents.

The Likert five point scale was utilized to look into the status of the Cosmetology Curricular program of Samar State Polytechnic College.

The status of the Cosmetology Curricular Program was assessed in the questionnaire with the use of the 5-point Likert scale, viz: 5 - Fully Implemented (FI), 4 - Satisfactorily Implemented (SI), 3 - Moderately Implemented (MI), 2 - Slightly Implemented (SI), and 1 - Not Implemented (NI).

Documentary Analysis. Documentary analysis was also resorted to in this study, first: to get the number of graduate-respondents for the five years period who were involved in this study, secondly to look into the status of the instruction and thirdly: to evaluate the adequacy of facilities used for instruction in the cosmetology classes.

Interview. An unstructured interview was also conducted by the researcher to validate and supplement information obtained through the questionnaire.

Observation. Ocular Survey or walk through was done to gain a clearer picture or insight into the socio-economic condition of the respondents. This is necessary to double check the veracity of answers to some questions. observation was also done to get a better idea of the conditions of facilities in the cosmetology laboratory classes and how these equipment and facilities were utilized.

Validation of the Instrument

The questionnaire was prepared based on the specification anchored in this investigation. Before the questionnaire was tried out on a dry-run it was first submitted to the adviser for comments and verification. After taking into consideration the comments and suggestion of the adviser, the questionnaire was tried out on a dry-run among the graduating cosmetology students from the Bachelor of Science in Technology (BSIT) and Two-year Technical Course. Comments and questions from the dry-run were looked into and revisions as well as corrections were made in the instrument. The questionnaire was then

submitted to the adviser for further comments, suggestions and recommendations. Final revision of the questionnaire was only done after such comments, suggestions and recommendations were studied and considered. Final approval of the questionnaire was then sought from the adviser before it was fielded and distributed.

Sampling Procedure

No sampling procedure was used in this study as all graduates of the cosmetology specialization course from both the Two-year Technical Course and the Bachelor of Science and Industrial Technology (BSIT) from school year 1990-1991 to 1994 - 1995 were made respondents of this study. In other words, total numeration in sampling procedure was used. Three BSIT graduates responded to this study and of the 89 graduates of the Technical Course 64 graduates returned the questionnaire (See Table 1).

Data Gathering

To ensure a high percentage of retrieval, the researcher personally distributed and collected the questionnaire. Permission from the SSPC College President through the Dean of Graduate Studies was sought and granted before the questionnaire was distributed to the respondents. In cases where the respondents were out of their province or

Table 1

Graduates Respondents to the Study

Year	Graduates				Respondent				Total	
	: BSIT	: Technical	:		: BSIT	: Technical	:		:	
	: No.:	% :	No. :	% :	No. :	% :	No. :	% :	:	
1190-1991	: 0	0	12	13.48	0	0	9	14.06	9	13.43
1191-1992	: 3	73.0	19	21.35	2	66.67	11	17.19	13	19.50
1992-1993	: 0	0	13	14.61	0	0	10	15.63	10	14.93
1993-1994	1	25.0	23	25.84	1	33.33	18	28.1	19	28.84
1994-1995	0	0	22	24.72	0	0	16	25.00	16	23.88
Total	4	100.0	89	100.00	3	100.00	64	100.00	67	100.00

country, the researcher sent the questionnaire through the fastest form of communication. As soon as the questionnaire arrived or were collected, data were collated, tallied and the tables needed were prepared to support the interpretation of data.

Treatment of Data

After the data were gathered, they were categorized tabulated and analyzed. Two statistical measures were used in this study, namely, frequency counts with percentages and the weighted mean.

Chapter 4

PRESENTATION AND INTERPRETATION OF DATA

This chapter presents the findings, analysis and interpretation of data based on specific questions presented in this investigation. For purposes of clarity in the interpretation of data, appropriate tables were used.

This study attempted to reveal the status of the Cosmetology Program of Samar State Polytechnic College with the purpose of redirecting and enriching the curricular offering to best serve its clientele.

Profile of the Respondents

To be able to determine the status of the cosmetology program as a specialization course in the degree of Bachelor of Science in Industrial Technology and the Two-Year Technical Course of Samar State Polytechnic College, it is of prime importance to have a background of the profile of the respondents. In this particular study, the characteristics of the respondents such as sex, age, civil status, year of graduation of the college, and employment of the graduate respondents were looked into.

Sex of Respondents. All of the 67 graduate-respondents were female. Not a single male have ever ventured to specialize in Cosmetology during the five years involved in

the study inspite of the fact that most beauty shops are managed by males. The data revealed that cosmetology is a course which are dominated by the female.

Ages of Respondents. Generally, the respondents belong to the early twenties as reflected in table 2. Of the 67 respondents, 21 or 31.34 percent belong to ages 21-20 bracket, 17 or 25.37 percent with ages of 22-23 years and four or 5.97 percent were of the 24-25 years of age. There were 15 or 22.39 percent who belonged to the teenage group having ages from 18-19 years. These were probably the respondents who graduated in school year 1994-1995. The data suggested that the respondents are still young and are

Table 2

Ages of Respondents

Age Bracket	BSIT		Technical		Total	
	F	%	F	%	F	%
28 - 29	1	33.33	2	3.13	3	4.48
26 - 27	1	33.33	6	9.37	7	10.45
24 - 25			4	6.25	4	5.97
22 - 23	1	33.33	16	25.03	17	25.37
21 - 20			21	32.81	31	31.34
18 - 19			15	23.44	15	22.39
Total	3	100.00	64	100.00	67	100.00

just starting to find their way in the world of work.

Civil Status of Respondents. As gleaned from Table 3, majority of the graduate respondents are still single. Forty-six or 68.66 percent belong to this category. Of the 46 who were still single 45 or 70.21 percent were from the 64 technical course and one or 33.33 percent came from the three BSIT graduates.

There were 14 or 20.89 percent of the 67 respondents who were already married, six or 8.96 percent have separated from their husbands and one or 1.49 percent was already widow.

The data from Table 3 revealed that the respondents are still young and still seeking their place in the world of

Table 3

Civil Status of Respondents

Civil Status	BSIT		Technical		Total	
	F	%	F	%	F	%
Widow	0	0	1	1.56	1	1.49
Separated	0	0	6	9.38	6	8.96
Married	2	66.67	12	18.75	14	20.89
Single	1	33.33	45	70.31	46	68.66
Total	3	100.00	64	100.00	67	100.00

work. The data also revealed that the economic status of a person influenced his idea of marriage.

Other Training Availled of by Respondents. Table 4 shows the other livelihood skills acquired by the respondents beside training in Cosmetology. Of the 67 respondents, only 50 have decided to seek other skill trainings. Twelve or 24.0 percent have taken up trainings in hair science attributes of a good domestic helper. The respondents who took trainings of domestic work were those

Table 4

Training Availled of by Respondents

Trainings	BSIT		Technical		Total	
	F	%	F	%	F	%
1. Modern Tech. on hair Science	0	0	12	25.0	12	24.0
2. Sewing	1	50.0	6	12.5	7	14.0
3. Cake Making	1	50.0	3	6.25	4	8.0
4. Toy making	0	0	4	8.33	4	8.0
5. Domestic Help	0	0	12	25.0	12	24.0
6. Crocheting	0	0	3	6.25	3	6.0
7. Food preservation	0	0	8	16.67	8	16.0
Total	2	100.00	48	100.00	50	100.00

who have ambition of going abroad as OCW. There were eight or 16.0 percent who took up sewing. The data revealed that the respondents were not contented of the cosmetology training they received in the classroom so they took up other skill training that may equip them to find employment.

Socio Economic Status of Respondent

One measure of an effective program is the employability of its graduates. In this particular study, the researcher found it pertinent to look into the employment status and income of the graduate-respondents and other factors which have contributed to the economic upliftment of the graduates.

Employment of Graduates. A majority of the graduates of the Cosmetology course focused on entrepreneurial activities, thus creating their own employment after graduation. Table 5 shows the employment status of the respondents, of the 67 respondents, 40 or 59.70 percent have created their own jobs. There were 38 or 59.38 percent from the Technical graduates and two or 66.67 percent who graduated from the BSIT degree.

Fifteen or 22.39 percents of the 67 respondents were employed and twelve or 17.71 percent were unemployed. The data revealed that the graduate respondents who were

Table 5

Employment of Graduates

Status of Employment	BSIT		Technical		Total	
	F	%	F	%	F	%
Employed	1	33.33	14	21.87	16	22.39
Self-Employed	2	66.67	38	59.38	40	59.70
Unemployed	0	0	12	18.75	12	17.71
Total	3	100.00	64	100.00	67	100.00

employed was very minimal as compared to those who have created their own employment.

How jobs was obtained. Table 6 reflects the various ways how the graduate respondents were able to get employed. Seven or 46.67 percent of the fifteen respondents who were employed obtained their employment through applications. Five or 23.33 percent were employed through recruitment. There were two or 13.23 percent employed by being an apprentice. The data revealed that applying for a job is still the popular method of getting employed.

Occupation of Employed Graduates. The various occupations of the employed graduates is shown in Table 7. Five or 33.33 percent of the fifteen employed graduates were

Table 6

How Job Was Obtained by Respondents

How Job was obtained	BSIT		Technical		Total	
	F	%	F	%	F	%
Application	1	100.00	6	42.86	7	46.67
Recommendation	0	0	2	14.28	2	13.33
Recruitment	0	0	5	35.71	5	33.33
Apprenticeship	0	0	1	7.14	1	6.67
Total	1	100.00	14	100.00	15	100.00

working as manicurist. Four or 26.67 percent were OCW and were employed as domestic helpers. There were 20.00 percent who were working as salesgirls which two or 13.33 percent were employed as beauticians. Only one or 6.67 percent was employed as a casual in a government office.

The data in Table 7 revealed that of the fifteen employed graduates, seven or 46.66 percent were working in line of their training as students of SSPC.

Occupations of Self-Employed Graduates. Majority of the graduates were self-employed. The researcher found it wise to look into the occupations that they have created for themselves. Table 8 reflects the various occupation of those self-employed respondents. Of the 40 respondents who

Table 7

Occupation of Employed Graduates

Occupation	: BSIT		: Technical		: Total	
	: F	: %	: F	: %	: F	: %
Manicurist	0	0	5	35.71	5	33.33
Beautician	0	0	2	14.29	2	13.33
Domestic Helper	0	0	4	28.57	4	26.67
Sales girls	0	0	3	21.43	3	20.00
Casual	1	100.00	0	0	1	6.67
Total	1	100.00	14	100.00	15	100.00

claimed to be self-employed, 19 or 47.50 percent were working as manicurists. The data imply that the respondents were practicing the training that they have gained while in college. Five or 12.5 percent were raising flowers and four or 10.00 percent were helping parents in the farms and were engaged in selling fish.

Causes of Unemployment of Graduates. The reasons or causes why graduates were not able to get employment is reflected in Table 9. The number one reason why graduates were not able to work or get employed was the lack the experience for job they were applying for. There were four or 33.33 percent of the 12 respondents who cited this reason for their being unemployed. Two or 16.67 percent declared

Table 8

Occupation of Self-Employed Graduates

Occupation	BSIT		Technical		Total	
	F	%	F	%	F	%
Manage a Sari-sari store	0	0	3	7.89	3	7.5
Operate a Beauty Parlor	1	50.0	2	5.26	2	5.0
Manicurists	0	0	19	50.00	19	47.50
Fish vendor	0	0	4	10.53	4	10.00
Dressmaker	1	50.00	2	5.26	3	7.5
Flower raising	0	0	5	13.16	5	12.5
Farming	0	0	3	7.89	4	10.00
Total	2	100.00	38	100.00	40	100.00

that they did not possess the necessary educational qualification and another two or 16.67 percent pointed out that there was no job opening for them, and they do not have the necessary eligibility.

The data implies that there were some graduates who were not equipped with the essential ability and capability to create employment for themselves.

Monthly Income of Employed Graduates. The monthly income of the employed graduate-respondents is reflected in

Table 9

Reasons for Unemployment of Graduates

Reasons	BSIT		Technical		Total	
	F	%	F	%	F	%
No Job opening	0	0	23	18.18	2	16.67
Poor Health	0	0	1	9.09	1	8.33
Lack of experience	0	0	4	36.36	4	33.33
No eligibility	1	100.00	1	9.09	2	16.67
No	0	0	1	9.09	1	8.33
Educ. Qualification	0	0	2	18.18	2	16.67
Total	1	100.00	11	100.00	12	100.00

Table 10. Of the 15 respondents, four or 26.67 percent declared that they were receiving a salary of P10,000.00 and up. These were probably the respondents who claimed that they were employed as OCW or domestic helpers abroad. There were four or 26.67 percent who received income from P4,000.00 - P5,990.00 and another four or 26.67 percents who have income from only P1,000.00 - P1,999.00. Three or 20.0 percent declared that they were receiving only P2,000.00 to P3,999.00, as their monthly income.

The data signifies that the employed respondents who were paid from P1,000.00 to P3,999.00 were the hired

Table 10

Monthly Income of Employed Graduates

Income	BSIT		Technical		Total	
	F	%	F	%	F	%
P10,000-up	0	0	4	28.57	4	26.67
8,000-9,999.00	0	0	0	0	0	0
6,000-7,999.00	0	0	0	0	0	0
4,000-5,999.00	0	0	4	28.57	4	26.67
2,000-3,999.00	0	100.00	3	14.29	3	20.00
1,000-1,999.00	0	0	4	28.57	4	26.67
Total	1	100.00	14	100.00	15	100.00

manicurists or salesgirls.

Monthly Income of Self-Employed Graduates. A majority of the self-employed graduates were earning from P3,000.00 to 3,999.00. There were 12 or 30.0 percent who declared that they were earning the amount as reflected in Table 11. There were eight or 20.0 percent who claimed to be earning from P5,000.00 to P6,000.00 and ten or 25.0 who were only earning from P5,000.00 to P6,000.00 and Ten or 25.0 who were only earning from P1,000.00 to P1,999.00. The data signifies that even if the respondents were self-employed. Their earnings is barely enough to meet their necessities in

Table 11

Monthly Income of Self-Employed Graduates

Income	: BSIT		: Technical		: Total	
	: F	: %	: F	: %	: F	: %
5,000-6,000.00	1	50.0	7	18.42	8	20.00
4,000-4,999.00	0	0	4	10.53	4	10.00
3,000-3,999.00	1	50.0	11	28.95	12	30.00
2,000-2,999.00	0	0	6	15.78	6	15.0
1,000-1,999.00	0	0	10	26.32	10	25.00
Total	2	100.00	38	100.00	40	100.00

life.

Appliances/Furniture of Respondents. The standard of living uses as the socio-economic development of the country progresses. To keep up with the rising standard of living an individual tries to acquire appliances and other household conveniences to make life more pleasant and comfortable. In this study, it became inperetral to find out whether the trainees were able to purchase those appliances with their income resulting from the trainings gained during their stay as BSIT and Technical students majoring in Cosmetology in SSPC.

An examination of the data presented in Table 12

Table 12

Appliances / Furniture Acquired of Respondents

Appliances	Respondents	%	Rank
1. Radio	51	76.12	1
2. Cassette	38	56.72	5.0
3. Stereo Cassette	36	53.73	7
4. Sing-along	38	56.72	5.0
5. Compact-disk	10	14.92	20.0
6. Gas stove	38	56.72	5.
7. Electric stove	12	17.91	17
8. Gas Range	12	17.91	17
9. Electric Iron	50	74.63	2
10. Beta Player	16	23.88	13
11. T.V.	21	31.34	9.0
12. Electric Fan	49	73.13	3
13. Pressure Cooker	12	17.91	17
14. Rice Cooker	8	11.94	21.5
15. Vision Coolpot Set	8	11.94	21.5
16. Turbo	4	5.97	25
17. Micro Wave	6	8.96	23.5
18. Toaster	21	31.34	9
19. Rice dispenser	18	26.86	11.5
20. Washing machine	12	17.91	17.0
21. Sala set	14	20.89	14
22. Dining set	14	17.91	17
23. Blender	18	26.86	11.5
24. Electric Thermos	21	31.34	9
25. Refrigerator	6	8.96	23.5

discloses that 51 or 76.12 percent of the 67 graduate-respondents were able to own a radio. Other appliances or furnitures acquired by the respondents were electric iron with 5 or 74.62 percent: electric fan with 49 or 73.13 percent; and 38 or 76.72 percent declared that they were able to own cassette, sing-along and Gas stove.

Of the 67 respondents, only 10 or 14.92 percent declared that were able to own a compact disk and only 6 or 8.96 percent were able to buy refrigerators or microwave.

These data imply that the respondents were able to purchase equipment that make life more comfortable and convenient. The earnings though that was used to purchase these convenience were not taken from the trainings gained from SSPC.

Status of the Cosmetology Curricular Program

The status of the cosmetology curricular program of SSPC is presented in this section to give an insight to the curriculum planners, administrators and teachers of the college so as to evolve necessary changes and redirection in the curricular offering.

Implementation of Objectives. To get a clear picture into the status of the cosmetology curricular offering, it is very essential to know the reaction of the graduates into the implementation of its objectives. Table 13 shows the twelve objectives of the cosmetology curricular offering. It can be gleaned from the table that the grand weighted mean is 3.80 which means that the objectives were satisfactorily implemented. Ten of the objectives were satisfactorily implemented, only two of the objectives were moderately implemented with 3.33 and 2.91 weighted mean.

Table 13

Implementation of Cosmetology Curricular Objectives

Objectives	: 5	: 4	: 3	: 2	: 1	: Total	: Weighted	: Descrip-
	: FI	: SI	: I	: MI	: LI		: Mean	: tion
1. The objective of the Cosmetology Program are clear and precise.	17 85	38 152	10 30	1 2	1 1	67 270	4.03	SI
2. The objectives are relevant to the educational objectives and national goals.	12 60	32 128	16 48	5 10	2 2	67 248	3.70	SI
3. The objectives provide for training in the occupational & citizenship.	36 180	24 96	4 12	2 10	1 2	67 300	4.48	SI
4. The objectives provide the integration of values and personal discipline.	12 60	28 112	24 72	2 4	1 1	67 249	3.72	SI
5. The objective improve the condition of a clients personality.	18 90	31 124	11 32	5 10	2 2	67 259	3.86	SI
6. The objectives provide with information and practice with the supervision of the instructor.	12 60	34 136	12 36	6 12	3 3	67 247	3.69	SI
7. The objectives used the proper steps in handling the different tools and materials.	32 160	25 100	8 24	1 1	1 1	67 286	4.27	SI
8. The objectives improve the economic status of the graduates.	8 40	14 56	13 39	28 56	1 4	67 195	2.91	SI
9. The objectives helps and improve the personal appearance of the client.	10 50	17 68	29 87	7 14	4 4	67 223	3.33	MI
10. The objective provides the learner to become enterprenueral oriented.	19 95	31 124	15 45	1 1	1 1	67 266	3.97	SI
11. The objectives provides the learner to become more effective & efficient workers in the industry.	13 65	19 76	28 84	5 10	2 4	67 239	3.57	SI

Table 13 cont'd

12. The objective provides the learner	28	21	15	2	1	67		
to practice safety working habit	140	84	45	6	1	276	4.12	SI
and attitudes.								
<hr/>								
	218	314	185	66	23	804		
Total	1085	1256	555	136	26	3058	3.80	SI

Legend: Upper Number is Responses
Lower Number is Weighted Scale

FI = Fully Implemented
SI = Satisfactory Implemented
MI = Moderately Implemented
I = Implemented
NI = Not Implemented

These were the objectives on "helps and improve the personal appearance of the client" and "improve the economic status of the graduate".

The data implied that on the whole, the objectives of the Cosmetology curricular offerings jibed with the over-all mission and objectives / goals of Samar State Polytechnic College thus the stipulated indicators were achieved as assessed by the respondents.

Validity of the Cosmetology Curricular Offering. To check the validity of the course content of the cosmetology curricular offering the five-point scale was used by the respondents.

The data on Table 14 reveals that the grand weighted

Table 14

Validity of Curricular Offerings

Course Content	: 5	: 4	: 3	: 2	: 1	: Total	: Weighted	: Descrip-
	: SA	: A	: U	: D	: SD		: Mean	: tion
1. Course contents are important to the changes of time.	13 60	28 112	10 30	12 24	5 5	67 231	3.45	U
2. Course contents are necessary to curriculum objectives.	18 90	26 104	12 36	7 14	4 4	67 248	3.70	A
3. Course contents in theory and skill are attained.	28 140	19 76	8 24	7 14	5 5	67 259	3.86	A
4. Course contents are properly performed with the use of available tools, equipment, materials and facilities.	16 80	21 84	18 54	8 16	4 4	67 238	3.55	A
5. Course contents are attainable on the level of customers.	19 95	26 104	12 36	6 12	6 6	67 253	3.78	A
Total	93 465	120 480	60 180	40 260	64 24	335 1229	3.67	A

Legend: Upper Number of Responses
Lower Number is Weighted Scale

SA = Strongly Agree
A = Agree
U = Uncertain
D = Disagree
SD = Strongly disagree

mean for the five items was 3.67 which signified that the respondents all agreed on the validity of the course content. Of the five items only two number one on whether the "course contents are important to the changes of time" was

rated as "uncertain" with a weighted mean of 3.45. The data signified that the course contents were properly implemented by the professors teaching the cosmetology courses.

Adequacy of Facilities/Tools and Equipment.

Implementation of curricular offerings can be more effective if coupled with adequate instructional facilities, tools and equipment. The respondents were requested to evaluate the presence of facilities. Tools and equipment in the cosmetology program using the five-point scale with descriptive ratings of very adequate, adequate, uncertain, inadequate, very inadequate.

Table 15 reflects the availability of facilities in the cosmetology department. The grand weighted mean was 2.11 which means that the facilities were inadequate of the six items listed under facilities. The items were considered by the respondents as very inadequate with weighted mean of 1.48 and 1.18. These were the "presence of faculty room" and "presence of comfort room". Specious classroom and "well-ventilated room" were rated as inadequate with weighted means of 2.42 and 2.07, respectively. The respondents, however, rated the cosmetology rooms as well-lighted with a weighted mean of 3.60 which mean as "adequate".

Table 15

Adequacy of Cosmetology Facilities

Facilities	: 5	: 4	: 3	: 2	: 1	: Total	: Weighted	: Descrip-
	: VA	: A	: U	: IA	: VIA		: Mean	: tion
1. Cosmetology Building.	3	3	28	31	2	67		
	15	12	84	62	2	175	2.61	U
2. Spacious Classroom	5	8	12	27	15	67		
	25	32	36	54	15	162	2.42	IA
3. Presence Facial Room	0	0	13	6	48	67		
	0	0	39	12	48	99	1.48	VIA
4. Presence of comfort room	0	0	0	12	55	67		
	0	0	0	24	55	79	1.18	VIA
5. Well Ventilated room.	10	8	6	32	20	67		
	50	32	18	63	20	139	2.07	IA
6. Well - lighted room.	16	29	4	15	3	67		
	80	116	12	30	3	241	3.60	A
Total	92	48	105	123	125	402		
	125	192	189	219	125	850	2.11	IA

Legend: Upper Number is Responses
Lower Number is Weighted Scale

VA = Very Adequate
A = Adequate
U = Uncertain
IA = Inadequate
VIA = Very Inadequate

The data revealed that the facilities of the cosmetology department was very much wanting. This may mean that the institution has to uplift the facilities if

Table 16

Adequacy of Cosmetology Tools and Equipment

Tools and Equipment	: 5	: 4	: 3	: 2	: 1	: Total	: Weighted	: Description
	: VA	: A	: U	: IA	: VIA		: Mean	
1. Hair dryer	0	1	5	12	49	67		
	(0)	(4)	(15)	(24)	(49)	(92)	1.37	VIA
2. Infra Red Light	0	1	5	12	49	67		
	(0)	(4)	(15)	(24)	(49)	(92)	1.37	VIA
3. Electric Fan	0	1	5	12	49	67		
	(0)	(4)	(15)	(24)	(49)	(92)	1.37	VIA
4. Mirror	0	1	5	12	49	67		
	(0)	(4)	(15)	(24)	(49)	(92)	1.37	VIA
5. Manicuring Table	0	1	5	12	49	67		
	(0)	(4)	(15)	(24)	(49)	(92)	1.37	VIA
6. Facial Chair	0	1	5	12	49	67		
	(0)	(4)	(15)	(24)	(49)	(92)	1.37	VIA
7. Sink	0	1	5	12	49	67		
	(0)	(4)	(15)	(24)	(49)	(92)	1.37	VIA
8. Storage Cabinet	0	1	5	12	49	67		
	(0)	(4)	(15)	(24)	(49)	(92)	1.37	VIA
9. Locker	0	1	5	12	49	67		
	(0)	(4)	(15)	(24)	(49)	(92)	1.37	VIA
10. Hand Blower	0	1	5	12	49	67		
	(0)	(4)	(15)	(24)	(49)	(92)	1.37	VIA
11. Shampoo Bowl with Hose	0	1	5	12	49	67		
	(0)	(4)	(15)	(24)	(49)	(92)	1.37	VIA
12. electric Shaver	0	1	5	12	49	67		
	(0)	(4)	(15)	(24)	(49)	(92)	1.37	VIA
13. Electric Wand	0	1	5	12	49	67		
	(0)	(4)	(15)	(24)	(49)	(92)	1.37	VIA
14. Hair Clipper	0	1	5	12	49	67		
	(0)	(4)	(15)	(24)	(49)	(92)	1.37	VIA
15. Heating Cap	0	1	5	12	49	67		
	(0)	(4)	(15)	(24)	(49)	(92)	1.37	VIA
16. Electric Massage	0	1	5	12	49	67		
	(0)	(4)	(15)	(24)	(49)	(92)	1.37	VIA
17. Hot Oil Manicure Heater	0	1	5	12	49	67		
	(0)	(4)	(15)	(24)	(49)	(92)	1.37	VIA
18. Shampoo Chair	0	1	5	12	49	67		
	(0)	(4)	(15)	(24)	(49)	(92)	1.37	VIA
19. Adjustable Hair Cutter Chair	0	1	5	12	49	67		
	(0)	(4)	(15)	(24)	(49)	(92)	1.37	VIA

Table 16 cont'd

20. Vapor Mist Machine	0	1	5	12	49	67		
	(0)	(4)	(15)	(24)	(49)	(92)	1.37	VIA
Total	0	1	5	12	49	67		
	(0)	(4)	(15)	(24)	(49)	(92)	1.37	VIA

Legend: Upper Number is Responses
Lower Number is Weighted Scale

VA = Very Adequate
A = Adequate
U = Uncertain
IA = Inadequate
VIA = Very Inadequate

it wants to have a very effective instruction for skill development in this departments.

Table 16 shows the adequacy of the tools and equipment in the cosmetology department. There were 21 tools and equipment listed for the respondents to evaluate. The grand weighted mean was 1.37 which signified that the tools and equipment in the cosmetology department were very inadequate. Eighteen of the 21 tools and equipment which were evaluated as "very inadequate" got a weighted mean of only one point. These are the "Infrared light". "Storage Cabinet", "Lockers", "Shampoo bowl with hose", Electric heater", "Shampoo chair", "adjustable haircutting chair", "Magnifying lamps", and "Vapor Mist Machine". Only one of the 21 tools and equipment was rated as adequate which are "mirrors".

The data signified that the cosmetology department was very much wanting when it comes to the presence of tools and

equipment. Skills development will not be effective without these tools and equipment.

Profile of Cosmetology Instructors

Effective implementation of any curricular offering or program largely depends upon the teaching staff. It is therefore essential to find out whether the faculty members of the cosmetology department are qualified to teach and implement the offerings of the cosmetology course.

Sex of the Instructors. The two instructors involved who were teaching the cosmetology program of SSPC were all female. There were only two of them.

Age of Instructors. Both instructors in the cosmetology program were of the middle age bracket. One is 39 years old while the other was 40 years old. The data implied that the two instructors were already matured and could somehow give adequate attention to the effective implementation of the program.

Educational Qualification. Both instructors were holders of the Degree Bachelor of Science in Industrial Education with Cosmetology as their field of specialization, both have finished the required units for Masteral studies. One have completed the required unit leading to the degree Master of Arts in Teaching Vocational Education with Home

Economics as her field of specialization while the other is Towards Master of Arts in Home Economics. The data revealed that both instructors were educationally qualified to handle the program.

Length of Service. Both instructors were in the program for a good number of years as one was with the program from 15 years while the other had been teaching for already 16 years. The data signified that both have sufficient academic experience to effectively implement the program.

In Service Training. It is a sad fact to note that both instructors were never given the opportunity to attend training within their line of specialization. They have attended local trainings but not in their field of instruction. Both instructors have never attended trainings in the regional nor national level. This is one requirement that the institution have neglected.

Problems Met by the Graduates

Awareness of the problems obtaining in any program is a plus factor for an effective implementation of such programs. In this particular study, the respondents were made to identify their problems in relation to the cosmetology program and problems they have encountered in

seeking employment.

The simple frequency count, percentage distribution and ranking was used in determining the gravity of the problem met by the graduates both in their studies and in seeking employment.

Problems met by respondents in their studies. The foremost problem met by the respondents in SSPC, particularly in their Cosmetology program was the "lack of up-dated references" as reflected in Table 17. There were 54 or 80.69 percent of the 67 respondents who pointed out the problem. The second foremost problem was "lack of modern tools and equipment" with 51 or 76.12 percent. This was followed by the problem on "Instructional materials not being enough and updated with 47 or 70.15 percent.

Other problems that called for immediate attention was "laboratory time for skills development is very short" with 45 or 67.16 percent and 43 or 64.18 percent respectively.

The data on Table 17 implied that the respondents were very much aware of and concerned with the improvement of the program.

Problems Met by Respondents in Employment. If the respondents have encountered problems in their studies, they have likewise met problems in seeking employment. Problems met by the respondents in the world of work are reflected in

Table 17

Problems Met by the Respondents

Problems	: Frequency	: Percentage	: Rank
1. Lack of modern tools and equipment.	51	76.1	2
2. Lack of proper ventilation.	40	59.70	6
3. Not enough up-dated references.	54	80.60	1
4. Laboratory room/area is small and congested.	45	67.16	4
5. Instructional materials are not enough and up-dated.	47	70.15	3
6. Laboratory time for skills development is short.	43	64.18	5

Table 18. The most ranking problem which got 54 or 80.60 percent was the fact that the "school does not have the needed tie-up with other agencies". This was followed with "No recommendation from the school" with 52 or 77.61 percent and the problems that graduates have no "Seminars and trainings ever attended" with 51 or 76.12 percent.

Other problems met by the graduates was "Lack of job offerings" and "not passing the interview and performance test" with 48 or 71.64 percent and 47 or 70.50 percent respectively.

The data above implied that there is a need for the

Table 18

**Problems Met by the Respondents
in Employment**

Problems	: Frequency	: Percentage	: Rank
1. Educational preparation not relevant to the nature of job available.	41	61.12	6
2. Lack of job offerings.	48	71.64	4
3. Could not pass the interview and performance test.	47	70.50	5
4. No recommendation from the school where graduated.	52	77.61	2
5. Lack of experience.	49	73.13	
6. The school does not have the needed tie-up with other agencies.	54	80.60	1
7. Bad records of previous graduates who were employed in various agencies.	41	61.20	7
8. No seminars and training attended.	51	76.12	3

school to look into placement of its graduates.

Solutions to the Problems

Problems encountered should not be left unsolved. Something must be done either to minimize or eliminate the problems altogether. Alternative to solve the problems met by the respondents both in their studies and seeking

employment are reflected in Table 19 and 20. It is noted that suggestions to the solutions of problems as offered matched with the given problems.

Suggested Solution to Problems in Studies. The suggested solutions by the respondents on problems they have encountered in their studies is shown in Table 19. The ranking solution offered as evolved by 55 or 82.09 percent of the 67 graduate respondents was to "Provide modern tools

Table 19

Solutions to Problems Met by Respondents
in the Studies

Problems	: Frequency	: Percentage	: Rank
1. Provide more time for skills development.	45	67.16	6
2. Provide a wider laboratory room.	40	59.70	7
3. Purchase up-dated references.	52	77.61	3
4. Provide modern Tools/equipment.	55	82.09	1
5. Conduct educational tours to establishments.	51	76.12	4
6. Provide a well-ventilated.	50	74.63	5
7. Invite resource person.	53	79.10	2

and equipment". This data implied the skill development will never be effective if tools and equipment needed are not provided.

Other suggested solutions to problems based on ranking were as follows: "Invite resource persons" who can give more information towards the cosmetology program." Purchase up-dated references", conduct educational tours to establishments" and "Provide a well ventilated.

Suggested Solutions to Problems in Employment. Table 20 reflect the suggested solutions to problems encountered by the graduate-respondents in seeking employment. It can be noted from the Table that the number one solution as suggested is for the college to provide placement for graduates. "This elicited 62 or 92.54 percent of the 67 respondents.

The graduates also reiterated that "skills development must file with the needs of the industry". These were 55 or 82.09 percent who have given these suggestion.

Other suggestions were "promote a closer tie-up with the private sector", "Provide seminars and trainings to graduates", conduct a more functional orientation on job placement", "conduct a well-supervised OJT program" and "conduct review courses on skill trainings" in that order.

It should be noted that there were graduates who did

Table 20

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

Solutions	: Frequency	: Percentage	: Rank
1. Skills development must give with needs of establishment.	55	82.09	2
2. Provide placement for graduates.	62	92.54	1
3. Provide seminars/training to graduates.	51	76.12	4
4. Conduct a well supervised OJT program.	48	71.64	6
5. Promote a closer tie-up with the private sector.	54	80.60	3
6. Conduct a functional orientation program on seeking employment.	49	73.13	5
7. Conduct review courses on skill trainings.	45	67.16	7

not offer any suggestion for the solutions of their problem through crucial inspection there were five or 7.46 percent of the 67 respondents who have never given any solutions.

The data implied that some graduate-respondents were probably not very much interested in solving their problems. It should also be noted that suggested solutions were more towards individual development of the graduates. This implied that man is basically more interested and

concerned with his own progress rather than of his fellowmen.

Chapter 5

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This portion of the study discusses the findings made regarding the problems posed. The logical conclusions derived from the analysis of the data gathered and the subsequent recommendations.

Summary of Findings

After the different data were analyzed and interpreted, the study revealed the following findings based on the specific questions:

1. All graduate-respondents were females and in their early twenties.

2. Majority of the respondents were single with 46 or 38.66 percent of the 67 respondents. Fourteen were already married, six or 8.96 percent were separated from their husbands and one or 1.49 percent was a widower.

3. Fifty of the respondents have availed of further trainings after graduation. Of the fifty respondents, 12 or 24.0 percent have been trained on modern technologies on hair-science and also have undergone trainings to be efficient domestic helpers.

4. Twelve or 17.71 percent of the 67 respondents were still jobless, 40 or 59.70 percent were self-employed while

15 or 22.39 percent were already employed.

5. Reason for non-employment was lack of experience or trainings obtained from SSPC. Monthly income of both the employed and self-employed was not enough to provide them with some essential things in life.

6. The grand weighted mean for the implementation of the objectives of the cosmetology program was 3.80 which implied that the objectives were satisfactorily implemented.

7. To check the validity of the course content of the program, the five-point scale was also used. The grand weighted mean was 3.67 which signified that respondents agreed on the validity of the course content.

8. Facilities in the cosmetology department were inadequate. The grand weighted mean was only 2.11 of the six items listed under these category. Two were evaluated as very inadequate with a weighted mean of 1.48 and 1.18, respectively. These were on the presence of a facial room and the provision of a comfort room.

9. Tools and equipment in the cosmetology department was very inadequate with a grand weighted mean of 1.37.

10. There were only two lady instructors involved with skills development in the department. One was 39 years old while the other one was 40 years old. Both were holders of the degree Bachelor of Science in Industrial Education with

cosmetology as their field of specialization.

11. Both instructors have been in the service for 16 years which signified that they possessed sufficient academic experience to effectively implement the program. But it was very sad to observe that both instructors have never been sent to seminars nor trainings along their line of specialization either in the regional or national level.

12. Like any graduates, the respondents have met problems while still in school and in their quest for employment. Foremost of the problems in their studies were the absence of up-to-dated references and lack of modern tools and equipment with a frequency of 54 or 80.60 percent and 51 or 76.10 percent respectively.

13. The foremost problem met by the respondents in their quest for employment is due to the fact that the college does not have the needed tie-up with agencies. There were 54 or 80.60 percent who stated this problem. Other problems were also College-related as the graduate-respondents declared that they were not able to get employment as they do not have recommendation from the college and that they do not have any seminars or trainings with responses of 52 or 77.61 percent and 51 or 76.12 percent.

14. The graduate respondents suggested that the school

should provide modern tools and equipment, invite more resource persons, purchase up-dated references and conduct educational tours to establishments that have modern technologies in line with cosmetology offerings.

15. The graduate-respondents suggested that the college provide placement for graduates. There were 62 or 92.54 percent who suggested this alternative. They have also suggested that skills training must jibe with the needs of establishments.

Conclusions

In the light of the findings gained from the study, the following conclusions were drawn:

1. Majority of the graduate-respondents were still young, single and were self-employed, applying skills they have acquired in the college trainings.

2. While the income from their employment is still below poverty line, some of them strived to own household appliances.

3. The objectives of the cosmetology programs were satisfactorily implemented by the instructors in spite of the fact that facilities, tools and equipment in the department were very inadequate. Much more could be done by the college to make the program viable and responsive to the skills development of the students so as to afford them the

opportunities to land employment.

4. There were only two lady-instructors involved in the program who have adequate number of teaching experience to come up with an effective and functional offering. However, these two instructors were never given the opportunity by the institution to up-date their teaching competencies through trainings.

5. The cosmetology department does not have the essential tools and equipment to enable students to train on cosmetology skills fully. This was the most pressing problem the students met in college.

6. The foremost problem the graduate-respondents met in the quest for employment was because the college tie-up with industries was weak. The college also do not have an effective and functional placement program.

7. Alternatives to problems suggested by the respondents was to provide up-dated references and modern tools and equipment. Respondents have also suggested that seminars and further trainings be afforded to them.

Recommendations

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

1. The college should provide up-dated references on the cosmetology program to meet the needs of the students

and the instructors during the training process.

2. Facilities and modern tools and equipment should be provided to fully develop the skills needed by the students to get better employment and be competitive in the world of work.

3. Instructors should be periodically sent to trainings in both regional and national level. These trainings should be in line of their specialization.

4. On-The-Job trainings of students should be more functional. OJT should be conducted in beauty parlors or establishment with modern facilities and technologies to expose students for more extensive trainings.

5. The measure of a truly successful education program is if its graduates find themselves gainfully employed and earning enough for a comfortable life. To attain this, it is imperative that the college must come up with a functional placement program.

6. There should be closer linkages between the college and private establishments in order for the program to gain participation and greater success.

7. Like other investigations, this study has its own limitations to be able to project a more encompassing profile of the cosmetology program. More extensive researchers should be conducted. The researcher hereby

suggests the following:

7.1 A socio-economic survey of the graduates to be conducted in the interval of three years.

7.2 Survey of facilities needed by graduates for skills training.

7.3 Employability of Cosmetology graduates in Region VIII.

Chapter 6

AN ENRICHED COSMETOLOGY PROGRAM FOR SSPC

Introduction

This chapter presents the curricular redirection for the Cosmetology Program of Samar State Polytechnic College based on the findings of the study.

The cosmetology program of the college must be concerned on both the school officials and the community in order to have a cooperative effort and endeavor in the development of the necessary skills needed by the students and in promoting linkages with some agencies and establishments which would create increased labor and employment of cosmetology graduates that would prepare the country to improve its economy.

The suggested enriched curricular offerings and skills trainings are for the Bachelor in Technology and Bachelor of Science in Industrial Technology which offer cosmetology.

Rationale

An enriched curricular offering for the cosmetology program is hereby proposed due to the observation and findings of this study that graduates of the course of the Samar State Polytechnic College can hardly find employment due to lack of or inadequate knowledge and skills needed in

the beauty industry especially in this world of modern technologies.

While the present curricular offerings offer the basic theory and skills. The school does not have the modern tools and equipment that a student can use or get acquainted to, so she will not be a familiar to a modern beauty shop or laboratory.

Relative to the courses offered in the Bachelor in Technology and Bachelor of Science in Industrial Technology, graduates can easily land jobs or come-up with their own beauty parlors and establishments.

Mission of Cosmetology Program

The mission of the cosmetology program is to develop the individual to be competent in helping an individual or client improve his physical up-keep.

Vision of the Program

Cosmetology Technology of SSPC has its hope to be the dynamic partner of the beauty industry in the country by means of a sustained training of skills of the person.

Objectives of the Cosmetology

The objectives of the cosmetology program of Samar State Polytechnic College for both BT and BSIT are as follows:

1. To provide adequate technical know how and skills to enable the students perform the assigned task stated in the course.
2. To train the individual as, an effective efficient and a well-developed beauty technician in the industry.
3. To develop the managerial skills and spirit of entrepreneurship among students.
4. To inculcate desirable values and work ethics among students in order to make them desirable workers.

Bachelor in Technology

Bachelor in Technology is a curricular degree offered by Samar State Polytechnic College last school year 1995-1996. This program is a ladderized course wherein a student may be given a certificate of proficiency after two years of study. Those who wish to pursue the four years study plan received a diploma and graduates with a degree.

The course offers six laboratory subjects with five units per subjects and their On-The-Job Training periods to complete a total of 1,136 hours. (Pls. refer to Appendix re: Curricular offering of Bachelor in Technology). The subjects offered are as follows:

COSMETOLOGY 110. This is a five-unit subject offered during the first semester of first year curriculum period.

Description of the Course. This course is designed to inculcate among the students the desire to take up the care of hair and Scalp treatment and hairshaping as a major course. It deals with the study of cosmetology and its hair and scalp of the patrons head, and it also develops the basic skills in hairshaping. It includes the study of cosmetics used in hair and scalp treatment.

Objectives of the Course. At the end of the course the students should be able to:

1. Develop the skills in sectioning, blocking and cold waving the hair.
2. Discuss the importance of sectioning, blocking and wrapping the hair.
3. Develop the skills in hairshaping into a modern trends.

Laboratory Activities. As soon as the students have learned the basic procedures in this course, actual performance should follow such as; scalp massage, hot-oil treatment, plain shampooing, straight haircut, barber haircut and creativity or modern trends of beauty.

Equipment Needed: The following equipments are necessary in this course such as, heating cap, shampoo chair, shampoo bowl, adjustable chair, hair clipper and

infra-red rays. This can be used in scalp treatment and hairshaping.

COSMETOLOGY 120. This course consist of five units three-hour lecture and twelve-hours laboratory during the second semester of first year curriculum period.

Description of the Course. This course deals with development of skills in sectioning, blocking, and permanent waving. It helps the students to acquire the basic principles involved in the selection of cosmetics used in cold waving.

Objectives of the Course. At the end of the course the students should be able to:

1. Develop the skills in sectioning, blocking and wrapping the hair.
2. Discuss the importance of sectioning, blocking and wrapping the hair.
3. Develop the skill and techniques in cold waving.

Laboratory Activities. After the students have learned the procedures in this course, activities should follow straight back method of sectioning, winding, cold waving, single halo method of sectioning and winding, double halo methods of sectioning and winding, draped crown method

of sectioning and winding and ponytail wrapped and cold wave.

Equipment Needed. The intended equipments in this course are as follows; hairdryer, handblower and adjustable chair.

COSMETOLOGY 210. This course is intended for five-units subjects offered, three hours lecture and twelve hours laboratory for second year curriculum period.

Description of the Course. This course is intended to develop the skills on care of hands, nails, foot and legs. It also develops the skills in molding different types of artificial nails. It also includes the selection of cosmetics, care and use of tools and equipments.

Objectives of the Course. At the end of the course the students should be able to:

1. Develop the skills and ability in cleaning nails, and make fancy nails suited to the client as to their age, sex, and occasions and the trends of the time.
2. Develop the skills in giving hand and arm, foot and leg massage with bleach.
3. Gain knowledge and abilities in selecting the proper cosmetics used in bleaching.

Laboratory Activities. The activities that the students should perform during the first semester of these courses are: cleaning manicure and pedicure, plain manicure and pedicure, sculptured nails, halfmoon, open design, french design, hand and arm massage with bleach and foot and leg massage with bleach.

Equipment Needed: The equipment intended in this course are as follows: manicure table, table lamp and adjustable chair.

COSMETOLOGY 220. This program is design as a five-unit subject offered during the second semester of second year curriculum.

Description of the Course. This course deals with facial treatment and beautification of face. It includes the techniques in facial treatment, make-up, pack and mask. It aims to discuss the scientific studies of modern trends of facial treatments.

Objectives of the Course. The following objectives that should be followed are:

1. Develop the skills in using the proper steps in facial manipulations.
2. Know the purpose and benefits of facial

treatments.

3. Develop the skills and knowledge needed, for correct application of modern cosmetics used in makeup.

4. Gain thorough knowledge of the basic principles of makeup.

Laboratory Activities. The students should perform the following projects; facial manipulation, honey pack, milk pack, egg pack, face bleaching, day makeup, evening makeup and character makeup.

Equipment Needed. The equipments needed in this course are as follows; facial chair, vapor mist machine and infrared rays.

COSMETOLOGY 310. This course is a five-unit subject, three hours lecture, twelve hours laboratory for the third year students.

Description of the Course. This course involves training of skills in hairstyling and haircoloring. It will also develop the modern trends of hairstyling to help enhance the beauty of the hair.

Objectives of the Course. This course has the following objectives:

2nd Semester

_____ Trade Tech 302 (Theory)	3	3	_____
_____ Trade Tech 302 (Laboratory)	15	5	_____
_____ Introduction to Computer	3	3	_____
_____ Group Dynamics	3	3	_____
_____ Personnel Administration	3	3	_____
_____ Industrial Organization	3	3	_____
_____ Rizal Course	3	3	_____
	---	---	
	33	23	

FOURTH YEAR**1st Semester**

_____ ON-THE JOB TRAINING (x)	600	24	_____
-------------------------------	-----	----	-------

2nd Semester

_____ ON-THE JOB TRAINING (x)	600	24	_____
-------------------------------	-----	----	-------

(x) This requirement can be offset by a full-year employment in an accredited plant or shop where the individual concerned is assigned position in the specialized trade he is pursuing, after completing the first three years of the curriculum.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

Albaracin, Narciso, Contents of the Curriculum for New Society"
Manila, Current events Digest, Inc. 1975.

Albana, Benigno, The Educational System of the Philippines. Manila:
University publishing Company, 1949.

Aquino, Gaudencio, Fundamentals of Effective Teaching. Navotas
Rizal: Navotas Press, 1974.

Branbeck, Cole S. And Timothy J. Thomson, New Strategies for
Educational Development. Mass: D.C. Health and Company,
1973.

Guerer, Juanito and Castano Paulina M. Philippine Education: Visions
and Perspective. Manila: 1989.

Harbisan, Frederick, Strategies for Investing in People's Education and
Development of Nation. New York: Halt Riverhart and Winston
Co. 1996.

Kool, Lim Ulan. The Evaluation of Educational Plans Unesco, bangkok,
1975.

Morato, Educardo A., et al. The Philippine Economy and Investment
Prospects, Manila Asian Institute of Management. 1991.

Robert, Roy W. Vocational and Practical Arts Education", (New York: Harper and Row Publisher, 1965).

Sutaria, Minda C. Today's School for Tomorrow's Needs. (New Thrusts in Philippine Educational Current Events Digest, Inc., Quiapo, Manila, 1978).

Tanbad, George S. Jr. Curriculum Improvement in Administration Grade. New York: Parker Publishing Co., Inc. 1974.

B. PERIODICALS

Constitution of the Philippines 1975, sub-section 4, section 8 of Article XV.

Manuel, Juan L. "Department of Education and Culture", PASUC and the New Society, Speech Delivered at the PASUC Annual Assembly Session, Manila.

Navarro, Josefina, Patterns of Educational Leaderships, Curriculum Journal, Phil. Society of Curriculum Devit

Philippine Free Press, Mismatch Between Industry Needs and Education System, New Report, June 9, 1990, p. 31.

C. UNPUBLISHED THESES AND DISSERTATIONS

Abawag, Josefa D. The Techno-Vocational Graduates: Their Contributions to the Socio-Economic Status of Samar", (Unpublished Doctoral Dissertation, SSPC, Catbalogan, Samar).

Babalcon, Lydia P. "A Proposed Girls Technological Program in Samar State Polytechnic College", (Unpublished Master's Thesis, SSPC, Catbalogan, Samar).

Destura, Lectecia V. ``Home Economics Teacher Education Program of State College and Universities in Eastern Visayas", (Unpublished Dissertation, DWU, Tacloban City, 1985).

Gayamat, Cresencia S. "Assessment of Wright Vocational School Graduates from 1982-1987: Its Implications for Curriculum Redirections", "Unpublished Master's Thesis, SSPC, Catbalogan, Samar).

Lubrin, Danasa S. "The Home Technology Program of the Bulacan College of Arts and Trades: An Evaluation", (Unpublished Master's Thesis, MIST, Marikina, Metro Manila, 1983).

Mallari, Teresita A. "Relevance for Job Opportunities of the Trade Courses in the Post-Secondary Curriculum at Buguias-Loo Agro Industrial School", (Unpublished Master's Thesis, Osias Educational Foundation College, Balloan, La Union, 1980).

Maranara, Romeo V. "Skills Needed by Trade-Technical Graduates in Electricity of the Zamboanga School of Arts and Trades to Meet the Occupational Needs and Requirements", (Unpublished Master's Thesis, ZSC, Zamboanga City, 1984).

Meligrito, Francisco B. "Occupational and Resources of the Cagayan Valley: Their Implication on Trade-Technical Education", (Unpublished Master's Thesis, TUP, Manila, 1978).

Ogario, Toribio, "A Follow-Up Study of the Agricultural Education of the Southern Samar Agricultural College" 1975-1980, (Unpublished Master's Thesis, TUP, Manila, 1978).

Quitlig, Luisito M. "A Proposed Model for Relevantizing Technical-Vocational Education Curriculum in Eastern Visayas" Unpublished Doctoral Dissertation in SSPC, Catbalogan, Samar.

Tating, Apolinario Y. "Public Trade-Technical Education in the Philippines and Its Relation to Manpower Development: A Critical Study", (Unpublished Dissertation, Ph.D) PUP, Manila, 1993.

APPENDICES

APPENDIX A

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

February 22, 1994

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

S i r :

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

1. COSMETOLOGY PROGRAM OF SAMAR STATE POLYTECHNIC COLLEGE: A CURRICULUM REDIRECTION
2. THE COSMETOLOGY PROGRAM OF SAMAR STATE POLYTECHNIC COLLEGE: AN EVALUATION
3. ATTITUDES OF COLLEGE STUDENT TOWARDS THE COSMETOLOGY PROGRAM IN SAMAR STATE POLYTECHNIC COLLEGE

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

Very truly yours,

(SGD.) IRENE A. MACAPANAAS
Researcher

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate & Post Graduate Studies

- ☐ Farming
 - ☐ Fish Vendor
 - ☐ Manage a furniture shop
 - ☐ Hog Raising
 - ☐ Poultry Raising
 - ☐ Others (Please specify) _____
- 4) If unemployed, what could be the reason for the unemployment?
- ☐ No job opening
 - ☐ Poor health
 - ☐ Lack of experience
 - ☐ No eligibility
 - ☐ No political backing
 - ☐ Not educationally qualified
 - ☐ Others (Please specify) _____
- 5) If unemployed, What is your monthly income?
- ☐ 10,000.00 and above
 - ☐ 8,000.00 up
 - ☐ 6,000.00 up
 - ☐ 4,000.00 up
 - ☐ 2,000.00 up
 - ☐ 1,500.00 up
 - ☐ Others (Please specify) _____
- 6) What properties have you acquired from your income?
- ☐ Residential lot

- ☐ Farming land
- ☐ House
- ☐ Car/Jeepney
- ☐ Motor cab/motor cycle
- ☐ Tricycle
- ☐ Motorized banca
- ☐ Working Animals
- ☐ Jewelries
- ☐ Bank deposit
- ☐ Others (Please specify) _____

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

- ☐ Refrigerator
- ☐ Freezer
- ☐ Television
- ☐ Air conditioner
- ☐ Gas/electric range
- ☐ electric fan
- ☐ washing machine
- ☐ sala set
- ☐ dining set
- ☐ water bed
- ☐ Karaoke sing along
- ☐ Rice cooker
- ☐ Transistor radio

8.	The objectives improve the economic status of the graduates	:	:	:	:	:
9.	The objectives help and improve the personal appearance of the client.	:	:	:	:	:
10.	The objectives provides the learner to become more effective and efficient workers in the industry.	:	:	:	:	:
11.	The objective provides the learner to become enterprenueral oriented.	:	:	:	:	:
12.	The objectives provide the learner to practice safety working habits and attitudes.	:	:	:	:	:
13.	Others, pls. specify	:	:	:	:	:

B. Course Contents:

Directions: Please check the column where you believe most appropriate. Use the code below.

SA = Strongly Agree
A = Agree
U = Uncertain
D = Disagree
SD = Strongly Disagree

COURSE CONTENTS		5	4	3	2	1
1.	Course contents are important to the changes of time.	:	:	:	:	:
2.	Course contents are necessary to curriculum objectives.	:	:	:	:	:
3.	Course contents in theory and skill are attained.	:	:	:	:	:

Part IV - Problems and Solution to Problems

Please check 9/0 the suggested problem and solution to problems which you feel are true to your experiences.

4.a What are the problems have you met in your studies, specifically in the cosmetology laboratory.

- 1. Lack of modern facilities.
- 2. Lack of proper ventillation.
- 3. Not enough up-dated references.
- 4. Laboratory room/area is small and congested.
- 5. Instructional materials are not enough and updated.
- 6. Laboratory time for skills development is short.
- 7. Others, please specify_____.

4.b What are the problems have you met in your field of employment ?

- 1. Educations preparation not relevant to the nature of job available.
- 2. Lack of job offerings.
- 3. Could not pass the interview and performance test.
- 4. No recommendation from the school where graduated.
- 5. Lack of experience.
- 6. The school does not have the needed tie-up with other agencies.
- 7. Bad records of previous graduates who were employed in various agencies.

- 8. No seminars and trainings attended.
- 9. Others, please specify_____.

5.a Suggested solutions to the problem met by the graduates during their studies.

- 1. Enough time for skills development should be given.
- 2. Laboratory area/room must be wider and not congested.
- 3. Purchase up-dated references.
- 4. Purchase modern facilities.
- 5. Have fieldtrips to actual establishment in Cosmetology.
- 6. Rooms should be well-ventillated.
- 7. Others, please specify,_____.

5.b Suggested solutions to problems met by the graduates in their field of employment.

- 1. Skills development taught in the school must jibe with the needs of establishment.
- 2. The school must have job placement.
- 3. Attend seminars and trainings needed.
- 4. A well supervised on the job trianing program.
- 5. Further trainings to the graduates should be provided by the school.
- 6. Others, please specify_____.

Part V - Suggestions:

Please state your comments or suggestion which you think will improve the Cosmetology Program of Samar State Polytechnic College.

CURRICULUM VITAE

CURRICULUM VITAE

NAME : IRENE A. MACAPANAAS

DATE OF BIRTH : April 05, 1956

PLACE OF BIRTH : Taytay, Guiuan
Eastern Samar

ADDRESS : SSPC Compound
Catbalogan, Samar

PRESENT POSITION : Instructor

STATION : Samar State Polytechnic College
Catbalogan, Samar

CIVIL STATUS : Married

EDUCATIONAL BACKGROUND

Elementary Taytay, Community School
Guiuan, Eastern Samar
1970-1971

Secondary Southern Samar School of Arts
and Trades
Guiuan, Eastern Samar
1975-1976
Major: Dressmaking

College Leyte Institute of Technology
Tacloban City
1979-1980
Major: Cosmetology

Curriculum Pursued Master of Arts in Home
Economics

CIVIL SERVICE ELIGIBILITY

Teachers Board Examination, Borongan E. Samar, November 25,
1983, passed

TEACHING EXPERIENCE

Instructor III Samar State Polytechnic College
Catbalogan, Samar
1983 to present

IN-SERVICE TRAINING ATTENDED

Advance Hairstyling, Realistic Institute, April 15 to May
28, 1987, Quiapo, Manila, Philippines

Hair and Make up Training, Ricky Reyes and his Creative
Team, September 11, 1990. Tacloban City, Philippines

Trainor-Foundation for Youth Development in the Philippines
Samar State Polytechnic Collge, Catbalogan, Samar

LIST OF FIGURES

<u>Figure</u>		<u>Page</u>
1	Conceptual Paradigm of the Study showing the research environment and the processes involved	9
2	Map of Samar showing the school-respondent .	12

LIST OF TABLES

<u>Table</u>	<u>Page</u>
1 Graduates Respondents to the Study	33
2 Ages of Respondents	37
3 Civil Status of Respondents	38
4 Training Availled of by Respondents	39
5 Employment of Graduates	41
6 How Job Was Obtained by Respondents.	42
7 Occupation of Employed Graduates	43
8 Occupation of Self-Employed Graduates	44
9 Reasons for Unemployment of Graduates.	45
10 Monthly Income of Employed Graduates	46
11 Monthly Income of Self-Employed Graduates.	47
12 Appliances/Furniture Acquired of Respondents	48
13 Implementation of Cosmetology Curricular Objectives.	50
14 Validity of Curricular Offerings	52
15 Adequacy of Cosmetology Facilities	54
16 Adequacy of Cosmetology Tools and and Equipment	55
17 Problems Met by the Respondents	60
18 Problems Met by the Respondents in Employment.	61
19 Solutions to Problems Met by Respondents in the Studies	62

List of Tables
(Cont'd.)

<u>Table</u>		<u>Page</u>
20	Solutions to Problems Met by Respondents in the Employment.	64