FACTORS RELATED TO THE ACHIEVEMENT LEVEL OF THE FOURTH YEAR HIGH SCHOOL STUDENTS IN TECHNOLOGY AND LIVELIHOOD EDUCATION OF WRIGHT NATIONAL HIGH SCHOOL

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Major in Home Economics

MARICON F. ELARDO
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APPROVAL SHEET

In partial fulfilment of the requirements for the degree, **MASTER OF ARTS IN EDUCATION**, this thesis entitled **"FACTORS RELATED TO THE ACHIEVEMENT LEVEL OF THE FOURTH YEAR HIGH SCHOOL STUDENTS IN TECHNOLOGY AND LIVELIHOOD EDUCATION OF WRIGHT NATIONAL HIGH SCHOOL"**, has been prepared and submitted by **MARICON F. ELARDO**, who having passed the comprehensive examination and pre-oral defense is hereby recommended for final oral examination.

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DEDICATION

"There's no thrill in easy sailing when the skies are clear & blue, there's no joy in merely doing things which any one can do. But there is some satisfaction that is sweet enough to take, when you reach a destination that you thought you'd never make."

This humble endeavour,
a labour of research study is heartily
and lovingly dedicated to my family,
whom they serves as my inspiration in
the entire pursuit of this study.

-THE RESEARCHER-

ABSTRACT

This study determined the factors related to the achievement level of the fourth year high school students in the subject of Technology and Livelihood Education for S.Y. 2011-2012. The results of the study would provide implication towards improving the students' academic performance in Technology and Livelihood Education (T.L.E.) subject. This study used the descriptive-correlational research design. Correlational research design was used to establish, describe, or explain the existing relationship of student-respondents achievement level in the four areas in T.L.E. and between the student-related factors and teacher-related factors. The teacher-respondents in T.L.E. seemed to be at their middle age in teaching based on the mean result of 39.60 years whose age range were dominant to male T.L.E. teachers, and acquired a competitive educational background in relation to their area of specialization that most of them belonged to Teacher I position who had already earned an average period in the teaching profession at 12.00 years as shown by its mean result whose average family income per month ranged up to P15,600 as the mean result. The teacher-respondents had only few awards received in their field and had the limited opportunity of attending seminars/trainings in connection to the T.L.E. subject but still manifested very satisfactory performance in teaching T.L.E. T.L.E. teachers should be given the chance or the opportunity to attend seminars/training related to T.L.E. a sort of faculty or teacher development along T.L.E. subject.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

The Philippines is a signatory to the UNESCO Education for All (EFA) framework that advocated the right of every child to basic education. EFA was primarily concerned with primary schooling that is focused on participation, retention, and achievement as the set of indicators to measure the performance of a country's education system (Leyba, 2009).

Moreover, one of the primary concerns of teachers was the academic performance of the students. That, whatever kind of performance the students gained reflect the overall competence of their teacher. However, in contrary, no matter how competent was the teacher there were still factors that influenced the academic aspect of the students. Therefore, it was difficult to determine on what really influenced the students' academic performance.

Students' vary in terms of individual differences having different strengths and weaknesses. And so to determine their accomplishment was one way of promoting their learning competencies, hence improving their academic performance. According to Lupdag (1984) the child's rate of learning should not be confused with capacity. The child who learned slowly may be learning as much as one who absorbed quickly. Many factors had an effect to the rate of

learning. This suggested flexibility in scheduling, class organization, curriculum development, and guidance of the teaching-learning process.

In the field of Technology and Livelihood Education, catered a variety of areas to be mastered and fully understand by the students. The subject had a requirement for prior attention in studying because it needs the rational and logical thinking as well as the inclination of the students to some manipulative skills.

It was an undeniable fact that teaching in the area of Technology and Livelihood Education was not an easy task to do. Colinares (2002) pointed out that Makabayan subject particularly in the area of Technology and Livelihood Education was considered a laboratory of life or a practice environment for holistic learning to develop a personal and national self-identity.

The subject entailed the use of integrated units of learning tasks and modes of integrated teaching which would enable the learner to personally process, assimilates, and systematically practice a wide range of values and skills including work skills and work ethics.

As time goes by, high drop-out rates and poor performance in national and international achievement tests continued to hound the country's education system (Leyba, 2009). In other words, students' declined their performance in an academic aspect which could either be a student-related factor nor teacher-related factor.

In the light of this study, certain data were gathered particularly on the National Career Assessment Examination (NCAE) having its concern on the subject of Technology and Livelihood Education (T.L.E.) taken by some previous fourth year high school students of Wright National High School wherein during the school year 2008–2009 the said school obtained 54.78 rating in the technical-vocational aptitude test, for the non-verbal ability test they obtained a rating of 46.94, and in the entrepreneurial skills test they obtained a rating of 69.25.

However, said results were not a guarantee nor a sole measure of the students' academic success since the said test did not focused purely in all concerned areas of the T.L.E. subject because the assessment was only made in the area of Entrepreneurship. In other words, there would be a holistic academic assessment if all concerned areas of the T.L.E. subject were included in the test to formally diagnosed the students' strengths and weaknesses based on the test given and for further remedial measures to be taken into consideration.

Prior to this, the researcher's focus on this study was to determine the factors related to the achievement level of the fourth year high school students in the subject of Technology and Livelihood Education since some of the students found it difficult to digest learning from all concerned areas of this subject due to its widest coverage to tackle, hence the implication of this study was for the improvement of students' academic performance in Technology and Livelihood Education (T.L.E.) subject.

Statement of the Problem

This study determined the factors related to the achievement level of the fourth year high school students in the subject of Technology and Livelihood Education for S.Y. 2011-2012. The results of the study would provide implication towards improving the students' academic performance in Technology and Livelihood Education (T.L.E.) subject.

Specifically, this study sought answers to the following questions:

1. What is the profile of the student-respondents in terms of:
   - 1.1 age;
   - 1.2 sex;
   - 1.3 family size;
   - 1.4 birth order;
   - 1.5 nutritional status;
   - 1.6 parents' educational background;
   - 1.7 parents' occupation;
   - 1.8 average family income per month;
   - 1.9 study habits;
   - 1.10 attitude towards T.L.E., and
   - 1.11 residence distance from school?
2. What is the profile of the teacher-respondents in terms of:
   - 2.1 age;
   - 2.2 sex;

2.3 position/rank;

2.4 educational background;

2.5 teaching experience;

2.6 average family income per month;

2.7 relevant awards received;

2.8 attitude towards teaching;

2.9 attitude towards T.L.E.;

2.10 relevant seminars/trainings attended, and

2.11 performance rating?

3. What is the student-respondents' achievement level in T.L.E. along the following:

3.1 Home Economics;

3.3 Agriculture and Fishery Arts;

3.3 Industrial Arts, and

3.4 Entrepreneurship?

4. Are there significant relationship between the student-respondents' achievement level in T.L.E. in the four areas and the following:

4.1 student-related factors and

4.2 teacher-related factors?

5. What implication for curricular redirection can be derived from the findings of the study?

Hypothesis

This study tested the hereunder null hypothesis:

1. There is no significant relationship between the student-respondents achievement level in T.L.E. in the four areas and the following:

   1.1 student-related factors and

   1.2 teacher-related factors.

Theoretical Framework

The theoretical anchorage of this study was based on the theory of transfer of learning known as generalization advocated by Charles Judd (Duka, 2005), he pointed out that there were two levels or kinds of knowledge: - wrote learning or memorization without any meaning and be in the form which made generalizations possible. He emphasized also that generalization was the other name for relating experiences in such a manner that what was gained at one point would redound to the advantage of the individual in many spheres of thoughts and actions.

Furthermore, for this theory, transfer of learning was the sensed relationship between the elements of the situations and it was automatic. Generalization was expected to spring into action whenever the environment sets the stage for its occurrence. In relevance to this study, to determine how far students' have achieved in all facets of learning they were assessed through a written examination in a form of achievement test. Although in the subject of

T.L.E. required students' to adhere to its theory and application of functional knowledge, a generalized examination however was made available for them with the desire to excel, to complied and surpassed series of difficult tasks, to meet high standards of excellence, and to encouraged them to perform better with the subject.

According to Burton et al. (1946), the results of standard tests and informal evaluation procedures were basic data that must be considered in evaluating prevailing school organizations and instructional practices, and the assumptions underlying them. The single most significant fact that had been revealed by measurement was the wide range of differences in intelligence and achievement among the members of any group, and the apparent increased in this variability grade by grade and age by age. The individual should be continuously evaluated in terms of his potentialities, developmental progress, and experiential background because the educative process continuously modified the total picture, including the needs, interests, attitudes, and potentialities of the individual, evaluation must be continuous. The need was for a flexible educational program which proceeds on a tentative experimental basis to adapt instruction to the wide range of individual differences.

When the ultimate goals of education which involve higher mental processes, permanent learning will be strived for and each student will be stimulated to capacity effort, the variability of instructional group increased and challenged students to do their best.

Conceptual Framework

The conceptual paradigm of the study illustrated the overall view of how the study had conducted.

Figure 1 viewed the concept generated from the entire study, from its research process and variables, the perceived implication and significance of the study. As presented in Figure 1, the main focus of the study were placed upon on the fourth year high school students taking up Technology and Livelihood Education subject and their respective teachers as well of Wright National High School. The study attempted to shed light and find out the student-respondents' achievement level along the areas in Technology and Livelihood Education such as, Home Economics, Agriculture and Fishery Arts, Industrial Arts and Entrepreneurship.

Student-respondents' achievement level in the areas of T.L.E. were correlated with the underlying factors as to student-related factors and teacher-related factors. The student-related factors which further related to the student-respondents' achievement level in T.L.E. were in terms of age, sex, family size, birth order, nutritional status, parents' educational background, parents' occupation, average family income per month, study habits, attitude towards T.L.E., and the residence distance from the school.

Moreover, the teacher-related factors which further related to the student-respondents' achievement level in T.L.E. were in terms of age, sex,

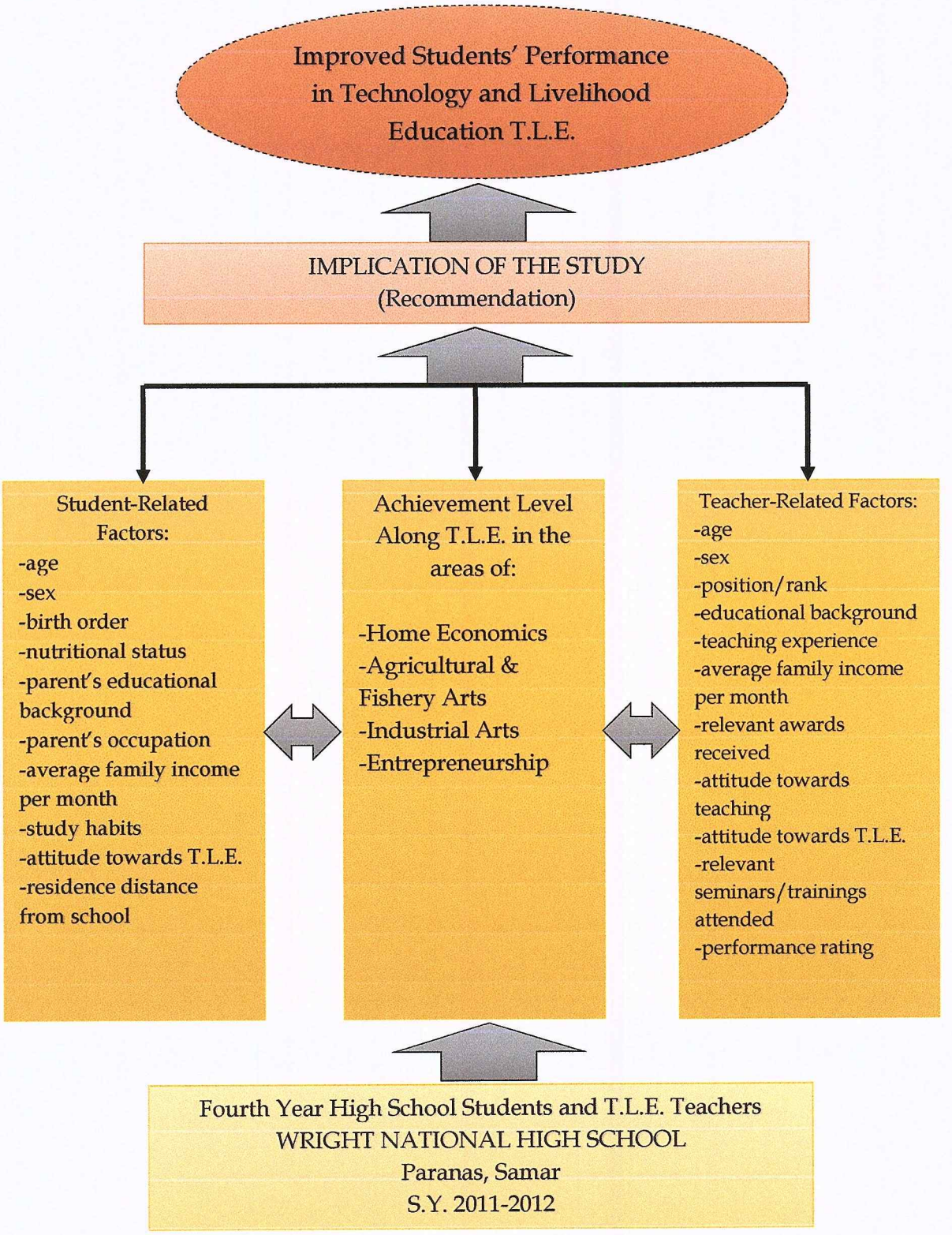

Figure 1. Conceptual Framework of the Study

position/rank, educational background, teaching experience, average family income per month, relevant awards received, attitude towards teaching, attitude towards T.L.E., relevant seminars or trainings attended and their corresponding performance rating. After the relationship among variables was presented, it was conceptualized that the research findings would impart significant implications which would give the envisioned output of the study which was the improved students' performance in Technology and Livelihood Education subject.

Significance of the Study

The results of the study would serve as a good guide for the following benefactors:

To the students. The result of this study would allow them to receive better instruction from improved techniques of competent teachers.

To the teachers. The result of this study would make them be selective on the teaching procedures to be injected to the students. This would give them an "eye- opener" as to what areas in T.L.E. they need to improve to bring about desired learning competencies among the students.

To the school administrators. The result of this study would serve as baseline data to improve the implementation of the T.L.E. curriculum like the materials needed among others and support teachers' needs in the delivery of the lessons.

To the parents. The result of this study can be assured of quality education among their children through a better instruction provided by the school that caused changes among them psychologically, mentally, and socially as a manifestation of effective and competent mentors that their children have in school.

To the policy makers. The result of this study would give them guidance in the revision of the current curriculum for future improvement.

To the future researchers. The result of this study would lead them to identify other focus on the new investigation related to this area.

Scope and Delimitation

This study determined the factors related to the achievement level of the fourth year high school students' in the subject of Technology and Livelihood Education specifically along the areas of Home Economics, Agricultural and Fishery Arts, Industrial Arts, and Entrepreneurship. This study involved 239 fourth year high school students and five T.L.E. teachers of Wright National High School in Paranas, Samar.

The study utilized the total enumeration sampling procedure for both teacher-respondents and student-respondents. Since only one school was the main focus of this study, the employability of the said sampling procedure was used for a holistic assessment among student-respondents and teacher-

respondents as well. To sum-up, there were 244 respondents involved in this study. This study was conducted during the S.Y. 2011- 2012.

Definition of Terms

For clearer and better understanding of this study, the following terms were hereby defined conceptually as well as operationally.

Achievement. This term refers to emphasizing a high level of ability and avoiding any display of low ability (Sprinthall, 1987). As used in this study, this term refers to how far student-respondents had acquired knowledge within themselves through the teaching-learning process.

Agricultural and Fishery Arts. This term deals with sufficient understanding of the theoretical aspect on crop or plant production and develop basic skills the actual application of animal and fish production (Cezar et al., 2003). As used in this study, this means it is one of the areas in T.L.E. that deals with the practical work experiences that cover application of technology in animal care, garden works and marketing of farm products as performed in school by the student-respondents.

Attitude. This term means a learned disposition to respond either positively or negatively to persons, situations, or things (Sprinthall, 1987). As used in this study, it means a way of reacting to people, things, or concepts in which student-respondents had learned it both in behavioural and cognitive aspect.

Birth order. A biological sequence of bearing children in the family (Sprinthall, 1987). As used in this study, this term refers to the systematic order of giving birth to one's family member among the student-respondents.

Educational background. It refers to a person's experiences, knowledge and education (Sprinthall, 1987). As used in this study, this term means the level of education acquired by the teacher-respondents and the level of education that the parents of the student-respondents had earned for themselves.

Entrepreneurship. The capacity and willingness to undertake conception, organization, and management of a productive venture with all attendant risks, while seeking profit as a reward (Cezar et al., 2003). As used in this study, this term refers to one of the areas in T.L.E. which deals on undertaking to a business venture prior to the innate skills of the student-respondents.

Family income. This term means a functional size distribution of income as given the prices to pay for goods and services to maximize satisfaction within the limitation imposed by the budget (Adam et al., 1996). In this study, this term means the amount of money earned by the family of the student-respondents' as well as the money earned by the teacher-respondents' from their jobs for some household budgeting purposes.

Family size. This term means the total number of family member in one's family (Adam et al., 1996). In this study, this term refers to the specific number of family members did the student-respondents' have in their family.

Home Economics. Generally, this term refers to developing relationship with their parents and siblings, and recognizing the role of each member of the family and how to become a responsible member of the family and an asset to the community (Cezar et al., 2003). In this study, this term refers to one of the areas in T.L.E. which student-respondents' were taught how to become a responsible member of the family and an asset to the community.

Industrial Arts. This means a practical work emphasizes the application of technology (Cezar et al., 2003). As used in this study, this refers to one of the areas in T.L.E. that includes the industrial activities found in the community of the student-respondents.

Nutritional status. It is the act or process of nourishing or being nourished with the body through the amount of food and fluid intake (Adam et al., 1996). In this study, this term means the condition or the state of health of the student-respondents with regards to the food diet as a means of acquiring healthy body.

Occupation. It refers to the line of work where household budgetary aspects are generated in a form of salary (Adam et al., 1996). As used in this study, this term refers to the specific job of the parents of the student-respondents' as a means of livelihood for their family.

Performance. This term means the ability or capacity to carry out specific tasks successfully (Adam et al., 1996). In this study, this term means the

capability of the teacher-respondents' to perform their tasks that in somehow or some ways they surpassed beyond the given standards.

Position. This term refers to the entitlement of a person in responds to his lineage of work (Adam et al., 1996). As used in this study, this term refers to providing specific endowment to the teacher-respondents' in regards to their job based on their performance.

Residence distance. This refers to the act or fact of dwelling in a place for some time (Darley, 1988). In this study, this term refers to how distant where the place of the student-respondents' they actually lived.

Seminar. It refers to an advanced or graduate course after featuring information and discussions (Adam et al., 1996). In this study, this term means a certain gathering attended by the teacher-respondents' for the purpose of giving and discussing information relevant to their field of work.

Study habits. This refers to the application of the mental faculties to the acquisition of knowledge (Adam et al., 1996). As used in this study, this term refers to the manner how the student-respondents' acquire knowledge for themselves whether they consider it attentively or in detail.

Student-related factors. This term refers to the variability or levels of growth which students could make in terms of the individual organismic patterns (Burton et al., 1946). In this study, this term means the variables related to the achievement level of the student-respondents' in T.L.E. such as age, sex, family size, and birth order, etc.

Teaching experience. It refers to a practical knowledge, skill, or practice derived from direct observation of or participation in events (Burton et al., 1946). In this study, this term refers to the duration on how long did the teacher-respondents' were engaged in the teaching profession.

Teacher-related factors. This term refers to the variability of instructional groups with reference to limited goals set largely driven by the teaching procedure (Burton et al., 1946). As used in this study, this term means the variables related to the achievement level of the student-respondents' in T.L.E. in terms of the teacher-respondents' age, sex, educational background, teaching experience, etc.

Technology & Livelihood Education. It refers to a general education with major emphasis upon developing insights, appreciation, attitudes, skills, and understanding important in home living and family life (Atienza, 1968). As used in this study, this term means the specific subject involved in the study.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter covers the review of related literature and studies conducted by the researcher, which were significant and related to the problem presented. These literature and studies herein cited added insights to the herein presented investigation.

Related Literature

Academic achievement had been shown to be largely a result of a students' reality orientation, or ego strength. According to Darley (1988) academic achievement depends most heavily on the students' personal conviction of being in charge of his or her own fate. The high achievers did not ascribed their fate to luck or to the vagaries of chance but rather than to their own personal decision and effort. Society's losers were far more opted to see their lot determined by impersonal, fatalistic faces than were the winner. However, there were several student-related factors considered or determined relative to the students' academic achievement.

Kasschau (1995) stated that the full-scale IQ of males and females of a given age were almost identical. This was partly due to the averaging out of differences that do occurred among various subtests scores. Male typically score higher on spatial, mechanical, and numerical tests whereas female score higher

on verbal tests and tests involving quick, manual movements and attention to details. The development of IQ revealed certain sexual differences. The mean IQ of male increased slightly after age six, which female mean tends to decreased.

Another factor cited was on the family environment also known as the confluence model, which viewed the family unit as being the key ingredient in the formation of eventual IQ growth that pointed out an effect between the family's gene pool and its ability to produce a stimulating intellectual environment. It was interpreted further the relationship between family size and intelligence as a product of general environmental stimulation wherein the first born children tend to have higher IQs than their younger siblings. The more children there were in a family, the lower the IQs of all the children. In addition, twins had lower IQs than non-twins.

Children also in one-parent homes had lower IQs than children from homes where both parents were present. The only child had a lower IQ than those first born in a two or three-child family (Sprinthall, 1987). In other words, it was predicted that the intellectual growth of each child was a formation of the intellectual levels of all the other family members in which it somehow related to the students' academic achievement.

Stoops (1981) emphasized that health programs were set up in schools to improve health habits, provide knowledge about health, influenced parents and other adults indirectly and to ensure that each successive generation was healthier than the predecessor. The objectives of the school nutritional programs

include not only the provision of good meals at low cost, but more particularly the creation and maintenance of healthy pupils capable of profiting optimally from the instruction offered. Moreover, she added an input that malnourished children were more likely to be apathetic, irritable and lack a long attention span. This health program helped the school to draw their attendance from poor economic conditions where these students travelled a long distance and they need a special need to improve nutrition and diet. The ideas aforementioned above indicate positive value of good nutrition that placed an impact on learning ability and high students' morale as a factor related to the students' academic achievement.

Another factor considered was the definite study periods and has something to do with the students' study habits as mentioned by Morgan et al. (1973). According to them, it was not how much students must study but rather how well they study that was counted. When students were divided into groups according to how much they study, it turned out that those who studied a great deal over 35 hours a week actually made poorer grades than those who studied less.

This was not because they have poor academic ability; every student had known somebody who seemed relatively bright, who studied day and night and yet for some reasons didn't have the grades he ought to. He further claimed that students were pretty well convinced that the major factor was quality rather than quantity of study time. Though every case was different, the odds were that, you

too were the one who could do more in less time if you only learned how. Therefore, based on the ideas presented regarding definite study periods or the ideal conditions for studying, no matter what study techniques would be employed still students were the one who must use their mind effectively for learning to take place.

In so far as students' academic achievement is concerned, there are also some teacher-related factors related to these. De los Reyes et al. (1976) pointed out that faculty development must be considered with regards to activities, programs, and experiences which would contribute to the professional growth of faculty members and to an improve their ability to carry out their principal tasks: teaching, research and service. In addition, what teachers' gained in their means of professional growth was reflective to the quality of students they had produced.

Another teacher-related factor was the teacher attitude as emphasized by Thomas (1983) that teachers should have to be honest within themselves in determining how much they act without consciousness because their attitude toward learning would determine the conditions they would create for learning in the classroom. Moreover, the attitudes, the motives, and perceptions influence the way teachers' act and transmitted it to their students through their actions thereby affecting their attitudinal development.

Corpuz et al. (2008) stated that one competency standard that a teacher ought to possess according to the National Competency-Based Teacher

Standards was the ability to apply a wide range of teaching process skills including curriculum development, lesson planning, materials development, educational assessment and teaching approaches. The aforementioned ideas were the primary inputs to teaching aspect which affect students' academic achievement and must be given an utmost importance.

As expounded by Salandanan (1996) the method to be used in teaching T.L.E. subject must be based on the accepted well-integrated educational theory and practice which was designed to unify the work of teaching and learning. It was said that practice which was futile and without theory becomes dangerous. It must provide for individual differences and made use of procedure that would suit individual characteristics such as need, interest, and physical maturity. Considering the students' strengths and weaknesses, the teachers should adapt varied teaching strategies to meet the needed competency for the students. With these, the teacher must be considerable and look after the students' academic achievement, thus reflecting the teachers' competence also.

Based on the idea of Lusardi (2006) that the course Home Economics should emphasize application of the learning and use of practical skills. Students were required to complete projects that demonstrate what they have learned about materials and processes and what level of skills they have reached with basic tools, techniques and procedures. Furthermore, teaching in the field of T.L.E. took a lot of effort coupled with expertise so that transfer of learning would be possible. The guided experience, an integral part of the T.L.E. program

provided many opportunities for the students' to acquire new related learning and to strengthen learning which would imply to students' academic achievement. Garo (2008) pointed out that the learners were the most important considerations as the efforts were geared towards their development. Knowing them ensure that there was a match between the nature and the characteristics of the learners/students and the content, the methodology and the instructional materials. It must be noted that it was not possible to analyze the characteristics of all the learners/students individually, so the general characteristics of the group, their specific entry behaviours and their learning styles were the centre of the analysis.

That is why in teaching the T.L.E. subject, practicality of the lesson and the learners capability were considered and must be given an utmost importance because we were preparing these students to mastered all areas of T.L.E. as called by the subject to prepare themselves in the application of knowledge to their real-life situations and in showing their potentials to their field of work in the future.

Related Studies

A review of research studies pertaining to factors related to the achievement level was conducted by the researcher in the hope that these would give some views in the present study.

Catubao (2002) conducted a study on the factors related to the performance of secondary students in Bagacay National High School. Based on her study, five of the 14 factors which appeared to be significant predictors to student performance were; teacher satisfaction with salary, physical setting of the school, classroom observation, teacher supervision, and job satisfaction. Based on her findings, the community relations revealed a significant correlation with student performance manifest that mutual cooperation between the parents and teachers is desirable, and that school and community can work hand in hand in order to raise student performance.

The above study is similar to the present study because they both determined the factors related to the students' academic achievement. They just differ in terms of scope because the previous study focused on the overall performance of the student-respondents while the present study focused only on the factors related to the achievement level of the student-respondents in the areas of T.L.E.

As anchored on the study of Pascual (2003) on teachers' competence and students' performance in T.H.E: a correlation study, based on her findings the T.H.E. teachers and senior college T.H.E. students assessed the performance level of students in T.H.E. as "competent" in three specific areas namely: 1) mastery of content, 2) values development, and 3) skills development. The students' performance along mastery of content was affected by their teachers' competence in three areas considered. On the other hand, the students' performance along

values development was not dependent on teachers' knowledge of content and her instructional communicative pedagogy. The students; performance along skills development was affected by the teacher's ability to communicate and her teaching strategy while it was not affected by the teachers' content pedagogy.

The study Pascual bears similarity on the present study because both studies determined the factors relative to the students' academic achievement in the T.LE. subject. However, they differ in terms of scope because the previous study dealt on the senior college T.L.E. students as respondents while the present study dealt on the fourth year high school students of Wright National High School as respondents.

Another study was cited, a study by Padit (2006) on selected factors and academic performance of third year Bachelor of Science in Education students in Eastern Samar State University, she concluded that there was no significant relationship exists between academic performance and each of the following profile variables: communication skill, coping ability, critical thinking skill, learning style and motivation. The research hypothesis indicating a relationship between academic performance and the profile variable was confirmed with reference to two profile variables namely; achievement anxiety and teaching aptitude.

The study of Padit has relevance to the present study in the sense that they both dealt with factors as determinants in the students' academic aspect. However, they just differ in terms of scope because the previous study dealt with

the selected factors relative to the academic performance of the education students while the present study dealt with the factors related to the achievement level of the high school students.

Based on the study of De la Rosa (2001) on factors related to the teacher's variability in computer use for instruction among state universities and colleges in region VIII, she concluded that in her study it indicates the significant relationship between student factors and teacher's variability in computer used for instruction. Results showed significant relationships between students' attitudes toward computer use and teacher's variability in computer use for instruction, specifically in relation to individualized instruction, encouraging individual/group problem solving, providing drill and practice, providing work with social service simulation, simulating laboratory experiments, performing real laboratory experiments, improving students' output in accomplishing academic tasks and in performing other related instructional activities.

The previous study is similar to the present study in terms of pointing out factors which was relative to student factors and teachers' variables in the academic aspect of the students. They just differ in terms of scope because the previous study dealt with teachers' variables as determinants in providing effective instruction through the use of computer while the present study had its focused only in factors related to the achievement level of the student-respondents in T.L.E. subject.

The study of Mengullo (2002) on teacher factors related to grade six pupil's performance in Hekasi in Eastern Samar division, concluded that as to sense of efficacy, teachers perceive themselves as moderately effective with a mean rating of 4.9. In terms of teacher competencies, it was found out that teachers perceive themselves as competent in the art of questioning and motivating, classroom management, use of varied strategies, use of Filipino as a medium of instruction, and use of evaluation tools for learning.

The previous study and the present study bear similarity on dealing factors that affect students' performance rather to the students' achievement level. The two studies differ in research setting.

Another study of Nuñez (2003) regarding the psycho-sociological factors of communicative competence of freshmen education students of the Leyte State University, she concluded that her study clearly disproved the hypothesis that there was no significant communicative competence in English and the psycho-sociological variables. The results of the study showed that language aptitude has a consistent significant relationship with listening, writing, reading and speaking. The result further revealed that Cebuano as native tongue has a high significant correlation with the communicative competence with the learners.

The previous study had relevance with the present study in the sense that it cited factors relative to the students' skills achievement. They just differ in terms of scope because the previous study focused on the learners'

communicative competence in English, meanwhile, the present study had its focused on the learners' achievement level in T.L.E. subject.

Another study conducted by Villalino (2001) on factors related to the cognitive skills of freshman students in Philippine Science High School Eastern Visayas Campus, based on her findings out of this study that among the fifteen identified factors, only three came out as best predictor of the cognitive skills of the freshman students as follows: type of elementary school where the students graduated from best relate to their synthesis skills, attitude toward Social Science best relate to their synthesis skills and exposure to magazines best relate to their evaluation skills.

The above study had relevance on the present study in terms of identifying factors which relate to the students' achievement level. However, they just differ in terms of scope because the previous study had its focused on the cognitive skills of the student-respondents while the present study had its focused on the entire achievement level of the student-respondents in T.L.E. subject.

Lombrio (2009) conducted a study regarding factors that relate to teaching performance of the Social Science Faculty of Eastern Samar State University, came up with a finding that teaching behaviour was found to contribute the most to teaching performance. The result showed that from the three dependent variables namely: teaching behaviour, the use of ICT and family career conflict, it was only teaching behaviour that was considered as an important indicator to

teaching performance. However, this predictor explained only 57.00 percent of the total variation in teaching performance which means that there were other important variables aside from the one identified that could explain the teaching performance of the social science faculty of Eastern Samar State University.

The work of Lombrio has similarity with the present study in the sense that the researcher had identified factors relative to the performance of the respondents. However, they just differ in terms of scope because the previous study dealt with factors relative to the teaching performance of the teacher-respondents while the present study dealt with factors relative to the achievement level of the student-respondents in T.L.E. subject.

Based on the study of Manatad (2005) regarding the work values of teachers and academic performance of students in Technology and Livelihood Education of Public Secondary Schools in Catbalogan, she found out that the student-respondents performance in T.L.E. was not influenced by the extent by which their teachers in the said subject practiced work values, but teachers in T.L.E. who were responsible have student with good performance in T.L.E.

The previous study had relevance to the present study in the sense that it both assessed the academic performance of students as a reflection of the teacher's work values. The present is different from the study of Manatad in terms of other study variables research setting.

Based on the study of Valle (2002), regarding factors related to teacher effectiveness of Villareal School Districts, Division of Samar, he concluded that

the faculty development program in Villareal must be dysfunctional as revealed by most teachers having only few masters' units and could not even be sent to seminars outside the region. Teacher effectiveness and pupil performance seem to consider that one was useless without the other. There was no high turnover rate in teaching as seen in their long years of experience. The very high indicator of effectiveness among teachers as shown by the RPAST failed to support the academic performance of the pupils, which was rated very low when compared to the country's MPS.

The previous study had its similarity on the present study in the sense that the researcher had identified factors relative to the existing problem. However, they just differ in terms of scope because the previous study dealt with factors relevant to teacher's effectiveness in teaching while the present study deals with factors related to the achievement level of the student-respondents in T.L.E. subject.

A study of Lantajo (2007) on factors related to the performance in college Chemistry of Freshmen students in the integrated campuses of Leyte Institute of Technology, was found out that the attitude of teachers towards teaching college Chemistry was revealed to be positive having a mean score of 3.05 up. Only three factors failed to show a significant relationship with personality traits as perceived by students and use of instructional materials as perceived by the teachers themselves.

The previous study dealt with factors related to the performance in college Chemistry of Freshmen students while the present study deals with factors related to the achievement level of the student-respondents in T.L.E. subject which somehow related to the foregoing study.

Chapter 3

METHODOLOGY

This chapter presents the procedures that were used in this study. Included in this chapter are detailed descriptions of the following: the research design, the instrumentation, validation of the instruments, sampling procedures, data gathering procedures, and statistical tools used in analyzing and interpreting the gathered data.

Research Design

This study used the descriptive-correlational research design. Correlational research design was used to establish, describe, or explain the existing relationships of the student-respondents achievement level in the four areas in T.L.E. and between the student-related factors and teacher-related factors.

The instruments utilized include the two sets of questionnaires. One set of questionnaire was administered to the teacher-respondents while the other set was given to the student-respondents.

The data gathered were analyzed using the appropriate statistical measures such as the frequency count, percentage, weighted mean, mean, Pearson Product Moment Coefficient Correlation, Fisher's t-test.

Instrumentation

The following instruments were used in this study namely: questionnaire and documentary analysis.

Questionnaire. The questionnaire utilized was used as the research instrument in collecting the needed data. It is a researcher-made instrument because there were no available achievement test materials at the Department of Education, Samar Division.

There were two sets of questionnaire used: (1) the questionnaire for teacher-respondents, and (2) questionnaire for student-respondents. Part I of both questionnaires required respondents to indicate personal information. For student-respondents, the following information were solicited - age, sex, family size, birth order, nutritional status, parents' educational background, parents' occupation, average family income per month, and residence distance from school. For teacher-respondents, solicited the following information - age, sex, position/rank, educational background, teaching experience, average family income per month, relevant awards received, relevant seminars/trainings attended, and performance rating.

Part II of the questionnaire for the teacher-respondents includes items on perception statements regarding their attitude towards teaching T.L.E. subject. They were made to rate the attitude statements using the following scale: 5-strongly agree, 4-agree, 3-undecided, 2-disagree and 1-strongly disagree.

On the other hand, Part II of the questionnaire for student-respondents consisted of items on perception statements regarding their attitude towards T.L.E. subject. Each statement was responded using the following Likert-type scale: 5-strongly agree, 4-agree, 3-undecided, 2-disagree and 1-strongly disagree. Part III included perception items regarding their study habits towards T.L.E. subject with the following scaled responses: 4 - always, 3 -sometimes, 2 - seldom, and 1 - never. Part IV was the researcher-made achievement test wherein student-respondents were told to answer how far they have learned lessons or topics along the areas in T.L.E. such as Home Economics, Agriculture and Fishery Arts, Industrial Arts, and Entrepreneurship.

Documentary analysis. The other instrument the researcher employed in gathering data on the achievement level of the student-respondents' in T.L.E. was the documentary analysis. Students' information regarding their academic performance in T.L.E. were taken from their previous result in the periodical examination during the first and second grading period as well as taken into account their previous average grade of T.L.E. subject in their previous grading period which covers from the first and second grading period during the school year 2011-2012. Such pertinent documents were taken from among their T.L.E. teachers who had these data needed in this study.

Validation of Instrument

The researcher wrote a letter request seeking permission to allow the researcher to administer the questionnaire to the T.L.E. teachers and students of Motiong National High School, Motiong, Samar for its validation.

A week the developed questionnaire was given to the researcher's adviser for comments and suggestions. Incorporating the suggestions, the researcher made revisions on the formulated questionnaire. Prior to validation of the research instrument, the researcher provided a letter requesting permission to the Schools Division Superintendent of the Department of Education, Samar Division for the validation of the research instrument at Motiong National High School.

After one week, the second try-out was conducted to the same group of teachers and students. The answers in the questionnaire were scored, tallied, and computed. The computed correlation between the first and second try-out of the questionnaire was 0.82 interpreted as fairly high reliability and the achievement test was at 0.96 as very high reliability.

Sampling Procedure

The researcher used total enumeration or take-all sampling technique for both teacher-respondents and student-respondents' since the focus of this study were only the T.L.E. teachers and fourth year high school students of Wright National High School comprising only of five sections in their year level to assess

clearly the factors related to their achievement level in T.L.E. subject. A total of five T.L.E. teachers and 200 students served as respondents of the study.

Data Gathering Procedure

Before the data was gathered, the researcher sent a letter requesting permission to the Schools Division Superintendent of the Department of Education, Samar Division for the conduct of this study. With her approval, the researcher now prepared again a letter requesting permission from the school principal to conduct the study in the said school. With the consent now from the school principal, the researcher had asked favor from the head teacher of the Makabayan Department of the said school, a sort of assistance on how to administer the test without disturbing other class schedule, and so, certain arrangement on the schedule of administering the test was made. Few days before the administration of the test, average grades of the student-respondents in T.L.E taken from the previous two grading periods were secured from the T.L.E. teachers of respondents.

Finally, administration of the test was just inserted utilizing the time of the T.L.E. subject of the student-respondents'. Administration of the test were grouped into five groups among the student-respondents' according to their class schedules. In the administration of the test, simultaneously, while the student-respondents' were answering the distributed questionnaire, at the same time, the teacher-respondents' who were their T.L.E. teachers in their respective

classes had answered also the questionnaire given to them. However, during the time that the test was administered to the student-respondents' absenteeism on few of the students' was observed. The researcher was the one who administered the test since they belong to the same institution and to ensure possible retrieval of the prepared questionnaires.

Statistical Treatment of Data

The data gathered from the respondents were carefully tallied, analyzed, and interpreted quantitatively. The following descriptive statistical tools were used: frequency count, percentage, mean, weighted mean, Pearson Product Moment Coefficient Correlation, and Fisher's t-test.

Frequency counts. This statistical tool was used to determine the number of the student-respondents who would be of the same age, sex, family size, birth order, nutritional status, parents' educational background, parents' occupation, and average family income, as well as the teacher-respondents' position/rank, educational background, teaching experience, average family income per month, relevant awards received.

Percentage. This was employed in the analysis and interpretation of data on students' achievement level along the following factors: age, sex, family size, birth order, nutritional status, average family income per month, residence distance, and study habits, the teacher-respondents' position/rank, educational background, teaching experience, average family income per month, relevant

awards received, relevant seminars/trainings attended and their performance rating.

Mean. This statistical measure was used to determine the quantitative characteristics or profile of the respondents along the following variables namely: age and sex of the student-respondents, family size, and average family income per month as well as the teacher-respondents' teaching experience, average family income per month, performance rating.

Weighted mean. This was used to measure the extent of the study habits of the student-respondents, their attitude towards T.L.E. subject, as well as the extent of the teacher-respondents' teaching experience, average family income per month, attitude towards teaching T.L.E. subject and their extent of perceived attitude towards T.L.E. subject.

Pearson Product Moment Coefficient Correlation. This statistical tool was used to determine the relationship between the extent of students' achievement level along areas in T.L.E. towards their profile such as age, sex, family size, birth order, nutritional status, parents' educational background, parents' occupation, average family income per month, study habits, attitude towards T.L.E. and residence distance from school. The relationship between student-respondents' achievement level in along areas in T.L.E towards the teacher-respondent's profile such as age, sex, position/rank, educational background, teaching experience, average family income per month, attitude

towards teaching T.L.E, relevant seminars/trainings attended, and performance rating.

Fisher's t-test. This was employed to check the significance of the computed coefficient of correlation.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the analysis interpretation of the data collected through the use of the questionnaires from both student-respondents and teacher-respondents.

Profile of the Student-Respondents

This section presents the profile of the student-respondents in terms of age, sex, family size, birth order, nutritional status, parent's educational background, parent's occupation, and average family income per month.

Age and sex. Table 1 showed the age and sex distribution of the student-respondents.

As seen in the table, there were three or 1.50 percent of the student-respondents whose age ranged from 20 years old and preferably were male students. Four or 2.00 percent of the student-respondents ranged from 19 years old both male and female students. There were 13 or 6.50 percent of respondents whose ages ranged from 18 years old, nine of them were male students and four of them were female students. Seventy-four or 37.00 percent of the student-respondent fall in the age range of 17 years old, 23 of them were male students while 51 of these student-respondents were mostly female students. There were 55 or 27.50 percent of them fall within the age range of 16 years old, composed of

31 male students and 24 female students. Thirty-three or 16.50 percent of the student-respondents whose age range fall from 15 years old, 14 of them were male students and 19 of them were female students. Eighteen or 9.00 percent of the student-respondents whose age range fall from 14 years old were all female students.

Table 1

Age and Sex Distribution of the Student-Respondents

Age	Sex		Total	Percent
	Male	Female		
20	3	0	3	1.50
19	2	2	4	2.00
18	9	4	13	6.50
17	23	51	74	37.00
16	31	24	55	27.50
15	14	19	33	16.50
14	0	18	18	9.00
Total	**82**	**118**	**200**	**100.00**
Mean	**16.55 years**	**15.86 years**	**16.14 years**	**-**
SD	**1.19 years**	**1.12 years**	**1.19 years**	**-**

With the total of 82 male students, they obtained the mean of 16.55 years with a standard deviation of 1.19 years whose age ranged were said to be an ideal age of being fourth year high school students, while the total of 118 female students obtained the mean of 15.86 years with a standard deviation of 1.12 years whose age ranged were said to be a typical age for fourth year high school

students also. Therefore, out of 200 student-respondents' or whose mean obtained of the age ranged 16.14 years were proven to be of typical age for fourth year high school students or as senior high school students.

Family size. Table 2 shows the distribution of student-respondents along family size.

Table 2

Family Size of Student-Respondents

Family Size	F	Percent
9	18	9.00
8	31	15.50
7	48	24.00
6	33	16.50
5	39	19.50
4	16	8.00
3	15	7.50
Total	**200**	**100.00**
Mean	**6 members**	**-**
SD	**2 members**	**-**

Depicted in the table are 18 or 9.00 percent from among the student-respondents had its family size of about nine members in the family. Thirty-one or 15.50 percent from among the student-respondents had about 8 members in the family. It was gleaned from the table that from among the student-respondents, 48 or 24.00 percent of them ranged its family size up to seven

members in the family. Thirty-three or 16.50 percent from among the student-respondents' ranged its family size up to six members in the family.

Thirty-nine or 19.50 percent of the student-respondents had around five members in their family. Sixteen or 8.00 percent from among the student-respondents had about four members in the family. And fifteen or 7.50 percent from among the respondents had only its minimal family size which ranged only up to three members in the family. And so therefore, out of the 200 student-respondents most of them came from certain families whose family size ranged up to six members in the family as computed from the its mean. Nevertheless, the standard deviation as computed further means that from among the student-respondents few of them came from certain families whose family size ranged only up to two members in the family.

Birth order. Table 3 shows the distribution in terms of birth order of the student-respondents.

Table 3

Birth Order of Student-Respondents

Birth Order	f	Percent
Eldest	46	23.00
Second	41	20.50
Third	34	17.00
Fourth	30	15.00
Youngest	49	24.50
Total	**200**	**100.00**

Forty-six or 23.00 percent among them came about as the eldest sibling in the family. Around 41 student-respondents or 20.50 percent of them, came about as the second sibling in the family. Thirty-four or 17.00 percent among them, were considered as the third child in the family. About 30 or 15.00 percent from among the student-respondents came about as fourth sibling in the family. Of the forty-nine student-respondents or 24.50 percent of them were considered as youngest from among the siblings in the family. Therefore, out of 200 student-respondents as shown in the table, most of them came about as the youngest sibling in the family.

Nutritional status. Table 4 presents the distribution of student-respondents in terms of nutritional status.

Table 4

Nutritional Status of Student-Respondents

Nutritional Status	f	Percent
Physically Fit	189	44.50
Underweight	9	4.50
Weak and Sickly	2	1.00
Total	**200**	**50.00**

As reflected in the table, 189 or 44.50 percent of the student-respondents perceived themselves as under the status of having a physically fit body condition. Nine among the student- respondents or 4.50 percent of them

perceived themselves as having an underweight status. However, only two or 1.00 percent perceived themselves that they belong to the status of being weak and sickly student. It only implied that most of the fourth year high school students possessed a physically fit body condition as perceived by themselves.

Parents' educational background. Table 5 shows the parents' educational background of the student-respondents.

Table 5

Parents' Educational Background of Student-Respondents

Educational Background	Father		Mother	
	f	Percent	f	Percent
College Graduate	18	9.00	26	13.00
College Level	35	17.50	26	13.00
High School Graduate	41	20.50	45	22.50
High School Level	35	17.50	54	27.00
Elementary Graduate	28	14.00	21	10.50
Elementary Level	43	21.50	28	14.00
Total	**200**	**100.00**	**200**	**100.00**

About 18 or 9.00 percent among the student-respondents responded that their mother were college graduates and 26 or 13.00 percent of them perceived that their father were college graduates. Thirty-five or 17.50 percent from the respondents perceived themselves that their mother had attained college level, while 26 or 13.00 percent of them perceived themselves that their mother has

reached college level. Forty-one or 20.50 percent of them had answered that their father were high school graduates, while 45 or 22.50 percent among the student - respondents perceived themselves that their mother were high school graduates. Thirty-five or 17.50 percent among the student-respondents perceived themselves that their father has reached high school level, while 54 or 27.00 percent them that their mother have reached high school level. Twenty-eight or 14.00 percent from respondents perceived themselves that their father were elementary graduates, meanwhile 21 or 10.50 percent among the student-respondents perceived themselves that their mother were elementary graduates. Forty-three or 21.50 percent from the respondents perceived themselves that their father have only attained the elementary level, while 28 or 14.00 percent among them perceived themselves that their mother have only attained the elementary level. Therefore, it was implied that most of the student-respondents traced the educational background of their mother as elementary level, on the other hand, the educational background of their father were mostly perceived by themselves as high school graduates as dominated from the result.

Parents' occupation. Reflected in Table 6 the parents' occupation of the student-respondents.

It is shown in the table that 33 or 16.50 percent from the student-respondents whose father earned the source of livelihood by means of being self-employed, while 17 or 8.50 percent of them perceived themselves that the source

of livelihood of their mother was being self-employed. Twenty-one or 10.50 percent student-respondents had responded that the source of livelihood of their

Table 6

Parents' Occupation of Student-Respondents

Parents' Occupation	Father		Mother	
	f	Percent	f	Percent
Self-Employed	33	16.50	17	8.50
Laborer	21	10.50	10	5.00
Government Employee	29	14.50	29	14.50
Fishing	19	9.50	3	1.50
Farmer	89	44.50	16	8.00
Carpenter	9	4.50	0	0.00
Housekeeper	-	-	125	62.50
Total	**200**	**100.00**	**200**	**100.00**

father were being a laborer, while 10 or 5.00 percent from them had responded that the source of livelihood of their mother were being a laborer. There were 29 or 14.50 percent among the student-respondents whose father earned the source of livelihood by means of being a government employee, while 29 or 14.50 percent of them whose mother earned the source of livelihood by means of being a government employee. Nineteen or 9.50 percent of the student-respondents perceived themselves that their father earned the source of livelihood through fishing, on the other hand, three or 1.50 student-respondents perceived themselves that their mother earned the source of livelihood through fishing.

Eighty-nine or 44.50 percent of the student-respondents perceived themselves that their father earned the source of livelihood being a farmer, while 16 or 8.00 percent of the student-respondents responded that their mother earned the source of livelihood being a farmer. Only nine or 4.50 percent of the student-respondents answered that their father earned the source of livelihood being a carpenter. About 125 or 62.50 percent among them perceived themselves that their mother was only a plain housekeeper. Based on the result obtained, most of the father's occupation of the student-respondents' depend their source of livelihood through farming, meanwhile their mother did not have occupation at all and were just dependent on the source of livelihood on their husband.

Average family income per month. The student-respondents average family income per month is shown in Table 7.

Twenty-two or 22.00 percent among the student-respondents ranged their family income to P10,000.00 per month. Four or 2.00 percent from the student-respondents ranged their family income to P9,000.00 per month. Four or 2.00 percent also from the student-respondents ranged their family income to P8,000.00 per month. With the 10 or 5.00 percent from the student-respondents ranged their family income to P7,000.00 per month. On the other hand, 24 or 12.00 percent from the student-respondents reached their family income to P5,000.00 per month. Meanwhile, 15 or 7.50 percent from the student-respondents reached their family income to P4,000.00 per month. Thirty-one or

Table 7

Average Family Income Per Month of Student-Respondents

Income in Php	f	Percent
10,000.00	22	11.00
9,000.00	4	2.00
8,000.00	4	2.00
7,000.00	10	5.00
6,000.00	7	3.50
5,000.00	24	12.00
4,000.00	15	7.50
3,000.00	31	15.50
2,000.00	32	16.00
1,000.00	51	25.50
Total	**200**	**100.00**
Mean	**Php4,000.00**	-
SD	**Php2,000.94**	-

15.50 percent from among the student-respondents ranged their family income to P3,000.00 per month. Thirty-two or 16.00 percent among them ranged their family income to P2,000.00 per month. While 51 or 25.50 percent among them ranged their family income to P1,000.00 per month. In other words, out of 200 student-respondents their average family income per month ranged within P4,000.00 per month as obtained from the mean result with the standard deviation of P2,000.94.

Study habits. The extent to which student-respondents' rate them themselves relative to their study habits in T.L.E. subject was presented in Table 8.

Table 8

Study Habits of Student-Respondents

	Study Habits	X_w	Inter-pretation
1	I study our previous lesson before I come to class.	2.91	S
2	I accomplish all my assignments in T.L.E. at home before going to bed.	3.31	S
3	I study T.L.E. lessons every day.	3.02	S
4	I seek assistance from our T.L.E. teacher when I encounter difficulty in understanding the instruction of my assignment.	2.73	S
5	I try to do my assignment in T.L.E. immediately after class.	2.67	S
6	I do self-study of my lessons in T.L.E. at home.	3.00	S
7	I study my lessons in T.L.E. while watching television.	2.33	S
8	I study my lessons in T.L.E. while listening to music.	2.44	S
9	I try to memorize all of the difficult terms in T.L.E. and find in the dictionary its corresponding meaning.	2.82	S
10	I like to study when it is in a group.	2.78	S
11	I look for a place of few distractions where I can study silently.	3.24	S
12	I can easily memorize T.L.E. ideas/concepts when somebody is coaching me.	2.45	S
13	I do research in the internet if I feel unsatisfied with the discussion of my TLE teacher.	2.51	S
14	I do not scan T.L.E. books as reference of my assignment instead I search in the internet right away.	2.46	S
15	I can easily recall our lessons in TLE when I borrow notes from my classmates.	2.66	S
	Total	**41.33**	-
	Mean	**2.76**	**S**

Legend: 4.51 - 5.00 Always (A)
3.51 - 4.50 Often (O)
2.51 - 3.50 Sometimes (S)
1.51 - 2.50 Rarely (R)
1.00 - 1.50 Never (N)

It is reflected in the table that student-respondents have rated the attitude statements as "sometimes" in general response to the perception statements formulated which obtained the mean of 2.76. It only means that they still have to improve their study habits for a better academic performance along the four areas in the T.L.E. subject.

Attitude towards T.L.E. subject. It is shown in Table 9 the result of the perception of the student-respondents' regarding their attitude towards T.L.E. subject.

Table 9

Attitude of Student-Respondents Towards T.L.E.

	Attitude Statements	Xw	Inter-pretation
1	T.L.E. is my favourite subject.	3.63	A
2	Skills learned in T.L.E. is useful in my daily encounter.	3.96	A
3	T.L.E. is a practical subject.	3.55	A
4	I like T.L.E. subject because it has baking activity.	4.14	A
5	I like T.L.E. because it's more on activity.	2.13	DA
6	I am interested in TLE because I want to learn how to cook.	4.25	A
7	I like T.L.E. subject because it is more practical to study its ideas/concept.	3.85	A
8	T.L.E. is a subject quickly learned by most of the students.	3.68	A
9	T.L.E. helps me discover my interests in sewing, cooking and baking.	4.20	A
10	Activities in T.L.E. are enjoyable and challenging.	4.30	A
	Total	**37.69**	
	Mean	**3.77**	**A**

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

The reflected mean of 3.77 was interpreted as "agree" which proved that most of the student-respondents found favourable with the T.L.E. subject basically with regards to the activities employed in the subject.

Residence distance from school. Table 10 gives the residence distance from school of the student-respondents.

Table 10

Distance of Student-Respondents' Residence from School

Distance (in km.)	f	Percent
15.50 - 18.49	4	2.00
12.5 - 15.49	22	11.00
9.50 - 12.49	20	10.00
6.50 - 9.49	19	9.50
3.50 - 6.49	40	20.00
.50 - 3.49	66	33.00
below .50	29	14.50
Total	**200**	**100.00**
Mean	**5.25 km**	**-**
SD	**4.82 km**	**-**

Four or 2.00 percent among the student-respondents have its residence far from the school which came from the distance between 15.50-18.49 km. There were 22 or 11.00 percent of them came from its residence distance bracket between 12.5-15.49 km. away from the school. Twenty or 10.00 percent of the student-respondents came from its residence distance bracket of 9.50-12.49 km. Nineteen or 9.50 percent of the student-respondents' came from its residence distance bracket between 6.50-9.49 km. away from the school. Forty or 20.00 percent of the student-respondents have its residence distance bracket between 3.50-6.49 km. away from the school. Sixty-six or 33.00 percent among them came from its residence distance bracket between .50-3.49 km. away from the school. Meanwhile, 29 or 14.50 percent of the student-respondents' came from its residence distance bracket below than .50 which means that their residence was somewhat near from the school. The garnered mean of 5.25 km regarding the residence distance from school of the student-respondents was interpreted that most of the students involved in the study were from distant places and was proved to be far from the school.

Profile of Teacher-Respondents

The profile of the teacher-respondents was presented in terms of age, sex, position/rank, educational background, teaching experience, average family income per month, relevant awards received, attitude towards teaching T.L.E.

subject, attitude towards T.L.E. subject, relevant seminars/trainings attended, and their performance rating.

Age and sex. Table 11 shows the age and sex distribution of the teacher-respondents.

Table 11

Age and Sex Distribution of Teacher-Respondents

Age	Sex		Total	Percent
	Male	Female		
48	1	0	1	20.00
44	0	2	2	40.00
41	1	0	1	20.00
21	0	1	1	20.00
Total	**2**	**3**	**5**	**100.00**
Mean	**44.50 years**	**36.33 years**	**39.60 years**	**-**
SD	**4.95 years**	**13.28 years**	**10.69 years**	**-**

As seen in the table, there was only one or 20.00 percent of the teacher-respondents' whose age ranged from 48 years old and preferably was a male teacher. Out of five T.L.E. teachers, there were two teacher-respondents whose age ranged obtained the mean of 44.50 years with a standard deviation of 4.95

years were male T.L.E. teachers. And three among the teacher-respondents' whose age ranged obtained the mean of 36.33 years with a standard deviation of 13.28 were female T.L.E. teachers. Based on the stated result, in which the obtained mean ranged to 39.60 years with a standard deviation of 10.69 years it was interpreted that most of the T.L.E. teachers were in their middle age years or average age years in the teaching field.

Position/rank. Table 12 depicts the position or specific rank of the teacher-respondents' involved in the study.

Table 12

Position/Rank of Teacher-Respondents

Position	f	Percent
Teacher – I	2	40.00
Teacher – II	1	20.00
Teacher – III	1	20.00
LGU Paid Teacher	1	20.00
Total	**5**	**100.00**

Among the teacher- respondents' there were two or 40.00 percent of them belonged to Teacher I position. Only one or 20.00 percent of the teacher-

respondents' belonged to Teacher II position. There was only one or 20.00 percent of the teacher-respondents' belonged to Teacher III. Meanwhile, among the teacher-respondents' there was only one or 20.00 percent of them was an LGU Paid Teacher.

Educational background. Table 13 reflects the educational background of the teacher-respondents.

Table 13

Educational Background of Teacher-Respondents

Educational Background	f	Percent
Master's Degree Holder – HE	1	20.00
BSIE - HE (CAR - Educ'l Mgt.)	1	20.00
BSIE - Electronics (CAR - Educ'l Mgt.)	1	20.00
BS Commerce w/ Educ. Units	1	20.00
BSE – THE	1	20.00
Total	**5**	**100.00**

It was clearly shown that only one or 20.00 percent of the teacher-respondents obtained a title as Master' Degree Holder major in Home Economics. There was only one or 20.00 percent of the teacher-respondents

obtained a baccalaureate degree of BSIE major in Home Economics, at the same time, a CAR Holder Major in Educational Management.

Teaching experience. In Table 14 reflects the teaching experience of the teacher-respondents.

Table 14

Teaching Experience of Teacher-Respondents

Teaching Experience	f	Percent
25	1	20.00
19	1	20.00
10	1	20.00
5	1	20.00
1	1	20.00
Total	**5**	**100**
Mean	**12.00 years**	-
SD	**9.90 years**	-

One or 20.00 percent of the teacher-respondents had already earned of at least 25 years in the teaching profession. Among the teacher-respondents' only one or 20.00 percent of them had already earned 19 years in the teaching field. Only one or 20.00 percent of the teacher-respondents had already earned of at

least 10 years in the teaching profession. Among the teacher-respondents, only one had already earned of at least five years in the teaching profession. Meanwhile, only one from among the teacher-respondents' who was considered new in the teaching profession. Therefore, based on the obtained mean within the five teacher- respondents, it was interpreted that these teachers had already experienced the teaching profession in the average period of 12.00 years in the service with a standard deviation of 9.90 years.

Average family income per month. Table 15 shows the obtained result on the average family income per month of the teacher-respondents.

Table 15

Average Family Income Per Month of Teacher-Respondents

Income in Php	f	Percent
21,000.00	1	20.00
20,000.00	1	20.00
17,000.00	2	40.00
3,000.00	1	20.00
Total	**5**	**100**
Mean	**Php15,600.00**	-
SD	**Php7,266.36**	-

It is reflected in the table that among the teacher-respondents, one or 20.00 percent of them earned an average family income of P21, 000.00 per month. Only one or 20.00 percent among the teacher-respondents earned an average family income of P20, 000.00 per month. Two or 40.00 percent from among the teacher-respondents earned an average family income of P17,000.00 per month. Meanwhile, only one from among the teacher-respondents earned an average family income of P3, 000.00 per month. Based from the result stated, out of the five teacher-respondents, they obtained the mean of P15,600.00 as their computed average family income per month with a standard deviation of P7,266.36.

Relevant awards received. In Table 16, depicts the tally of the relevant awards received of the teacher-respondents. It was shown in the table that only one or 20.00 percent from among the teacher-respondents, received an award as

Table 16

Relevant Awards Received by Teacher-Respondents

Awards	f	Percent
1st Place Regional STEP Competition	1	20.00
2nd Place Regional STEP Competition	1	20.00

1st placer during the Regional STEP Competition. Among the teacher-respondents, only one or 20.00 percent of them, received an award as 2nd placer during the Regional STEP Competition. It was found out that the teacher-respondents had only received few awards in their field.

Attitude towards teaching T.L.E. subject. It is shown in Table 17 the result on the perceptions of the teacher-respondents' as perceived by themselves their attitude towards teaching T.L.E. subject. The reflected mean of 4.02 was interpreted as "agree" which proved that most of the teacher-respondents possess a favourable attitude towards teaching T.L.E. subject. This was a manifestation further that they have a positive outlook towards teaching this subject.

Table 17

Attitude of Teacher-Respondents Toward Teaching T.L.E.

	Attitude Statements	X_w	Inter-pretation
1	T.L.E. is one of the favourite subjects I wanted to teach.	4.60	SA
2	I teach T.L.E. subject with no dependence on notes and textbooks.	3.00	U
3	I am always prepared with the instructional materials to be used in my teaching.	4.00	A
4	I am always eager to demonstrate the proper procedure on how certain activity is being done.	4.60	SA
5	I teach T.L.E. subject with sufficient background and knowledge.	4.40	A

Table 17 continued

	Attitude Statements	X_w	Inter-pretation
6	I encourage the application of T.L.E. ideas/concepts to the everyday life of students.	4.80	SA
7	I am able to manage class discussion effectively since T.L.E is a practical subject.	4.20	A
8	I ask my fellow teachers to help me out on what to do with the subject.	3.00	U
9	T.L.E. subject provides me an opportunity to develop an interest with the subject despite the fact that it is not my area of specialization.	4.20	A
10	I do research in the to have an up-to-date knowledge of the subject.	3.60	A
11	I doesn't bother myself looking for other references of the subject it is a waste of time only.	2.40	DA
12	I feel satisfied when my students give their best performance on the activities called for by the subject.	4.80	SA
13	I utilizes appropriate teaching strategies to arouse students' interest on the subject.	4.60	SA
	Total	52.20	-
	Mean	4.02	A

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

Attitude Towards T.L.E Subject

Table 18 depicts the result on the perception of teacher-respondents as perceived by themselves their attitude towards T.L.E. subject.

Table 18

Attitude of Teacher-Respondents Towards T.L.E.

	Attitude Statements	X_w	Inter-pretation
1	T.L.E. is my favourite subject to teach.	4.60	SA
2	Skills learned in T.L.E. is useful in my daily encounter.	4.60	SA
3	T.L.E. is a practical subject.	3.80	A
4	I like T.L.E. subject because it has baking activity.	4.40	A
5	I am interested in TLE because I want to learn how to cook.	4.40	A
6	I like T.L.E. subject because it is more practical to study its ideas/concept.	4.40	A
7	T.L.E. is a subject quickly learned by most of the students.	3.60	A
8	T.L.E. helps me discover my interests in sewing, cooking and baking.	4.60	A
9	Activities in T.L.E. are enjoyable and challenging.	4.40	A
	Total	**38.80**	**-**
	Mean	**4.31**	**A**

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

The reflected mean of 4.41 was interpreted as "agree" which proved that most of the teacher-respondents have a positive and favourable attitude towards the subjects.

Relevant seminars/trainings attended. It was shown in Table 19 the tally of the relevant seminars/trainings attended by the teacher-respondents. Based on the data presented, only one or 20.00 percent of the teacher-respondents had attended the regional seminar/training conducted by the Philippine Home Economics Association. Two or 40.00 percent of the teacher-respondents had

attended the regional-based seminar/training on Understanding By Design (UBD) Approach of Second Year Level. Few had only attended seminars/training in relation to T.L.E. subject.

Table 19

Relevant Seminars/Trainings Attended by Teacher-Respondents

Seminars/Trainings	Total	Percent
Phil Home Economics Assoc. (Regional level)	1	20.00
Understanding By Design (Regional Level)	2	40.00

Performance Rating. As shown in Table 20, it reflects the tallied result of the performance rating from the student-respondents. One or 20.00 percent among the teacher-respondents who obtained the performance rating of 8.70. There were three or 60.00 percent from the teacher-respondents who obtained the performance rating of 8.50. And only one or 20.00 percent among the teacher-respondents who obtained the performance rating of 8.20. Based on the computed result, out of the five teacher-respondents obtained their average performance rating of 8.48 with a standard deviation of 0.18. which was rated to be a very satisfactory performance.

Table 20

Performance Rating of the Teacher-Respondents

Rating	Total	Percent
8.70	1	20.00
8.50	3	60.00
8.20	1	20.00
Total	**5**	**100.00**
Mean	**8.48**	**-**
SD	**0.18**	**-**

Student-Respondents' Achievement Level Along the Four Areas in T.L.E.

As shown in Table 21, are student-respondents' achievement level along areas in T.L.E.

As gleaned in the table, out of the 200 student-respondents they obtained the mean of 5.50 with a standard deviation of 2.24 as an average score in the test along Home Economics area. The mean result of 3.68 with a standard deviation of 1.78 was found to be the average scores of the respondents along the test in Agricultural and Fishery Arts. In the test of Industrial Arts, the student-respondents obtained the mean result of 4.09 with a standard deviation of 1.51 as their average scores in the said test. Meanwhile, along the test in Entrepreneurship student-respondents obtained the mean result of 3.60 with a standard deviation of 1.35 as their average scores in the said test. Therefore, it

was found out that among the 200 student-respondents they scored higher along the test in Home Economics compared to the other areas in the test based on the result posted.

Table 21

Student-Respondents' Achievement Level in TLE

Score	Home Econ.		Agri. & Fishery Arts		Industrial Arts		Entrepre-neurship	
	f	%	f	%	f	%	f	%
10	0	0.00	0	0.00	1	0.50	0	0.00
9	20	10.00	1	0.50	0	0.00	0	0.00
8	27	13.50	6	3.00	0	0.00	0	0.00
7	29	14.50	8	4.00	8	4.00	2	1.00
6	24	12.00	18	9.00	29	14.50	11	5.50
5	25	12.50	19	9.50	33	16.50	37	18.50
4	31	15.50	53	26.50	60	30.00	64	32.00
3	25	12.50	39	19.50	45	22.50	44	22.00
2	13	6.50	35	17.50	13	6.50	25	12.50
1	6	3.00	21	10.50	11	5.50	17	8.50
Total	**200**	**100.00**	**200**	**100.00**	**200**	**100.00**	**200**	**100.00**
Mean	**5.50**	**-**	**3.68**	**-**	**4.09**	**-**	**3.60**	**-**
SD	**2.24**	**-**	**1.78**	**-**	**1.51**	**-**	**1.35**	**-**

Relationship Between Student-Respondents' Achievement in T.L.E. along Four Areas and their Profile Variates

Tables 22, 23, 24, and 25 depicts the extent of relationship between student-respondents achievement in T.L.E. along the four areas and their profile.

Home Economics. It is shown in the Table 22 that the students' achievement level along Home Economics were not affected by their sex, birth order, nutritional status, father's educational background, parents' occupation, average family income per month, study habits, and residence distance from

Table 22

Relationship Between Student-Respondents' Achievement Test in TLE along Home Economics and Profile Variates

Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=198	Evaluation
Age	-0.233	3.37	1.96	S/Reject Ho
Sex	0.030	0.42	1.96	NS/Accept Ho
Family Size	-0.143	2.03	1.96	S/Reject Ho
Birth Order	-0.053	0.75	1.96	NS/Accept Ho
Nutritional Status	-0.064	0.91	1.96	NS/Accept Ho
Fathers' Educational Background	0.115	1.63	1.96	NS/Accept Ho
Mothers' Educational Background	0.174	2.49	1.96	S/Reject Ho
Fathers' Occupation	0.122	1.73	1.96	NS/Accept Ho
Mothers' Occupation	0.007	0.10	1.96	NS/Accept Ho
Ave. Family Income per Month	0.124	1.76	1.96	NS/Accept Ho
Study Habits	0.0315	0.44	1.96	NS/Accept Ho
Attitude Towards TLE	-0.177	2.53	1.96	S/Reject Ho
Residence Distance from School	0.034	0.47	1.96	NS/Accept Ho

Legend: S – Significant; NS – Not Significant

school as evidenced by their Fisher's t-value which were found to be not significant. Only their age, family size, mother's educational background, attitude towards T.L.E. were found to be significant as evidenced by its Fisher's t-values of 3.37, 2.03, 2.49, and 2.53 respectively. These values were greater than

the critical t-value of 1.96 at 0.05 level of significance. This meant that the older were the students the lower performance they got in T.L.E. along Home Economics, while students' with a bigger family size affect positively to the performance in Home Economics, meanwhile, students who have higher educational background of their mother performed better in Home Economics which was a manifestation on the knowledge acquired from their mother as far as household activities were concerned. Moreover, students' attitude towards T.L.E. also affect their behaviour towards the subject.

Agriculture and Fishery Arts. As shown in Table 23, it depicts the student-respondents extent of relationship between student-respondents achievement in T.L.E. along Agriculture and Fishery Arts and their profile.

It is reflected in the table that the students' achievement level along Agriculture and Fishery Arts were not affected by their sex, family size, birth order, nutritional status, parents' educational background, parents' occupation, study habits, attitude towards T.L.E. and residence distance from school as evidenced by their Fisher's t-value which were found to be not significant.

Only their age and average family income per month were found to be significant as evidenced by its Fisher's t-values of 2.39, and 2.36 respectively. As being interpreted, it showed that the older the age of the students the lower performance they got in T.L.E. along Agriculture and Fishery Arts, while students with a high average family income per month seems to performed better along Agriculture and Fishery Arts.

Table 23

Relationship Between Student-Respondents' Achievement Test in TLE along Agriculture and Fishery Arts and Profile Variates

Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=198	Evaluation
Age	-0.168	2.39	1.96	S/Reject Ho
Sex	-0.081	1.15	1.96	NS/Accept Ho
Family Size	-0.052	0.73	1.96	NS/Accept Ho
Birth Order	-0.006	0.09	1.96	NS/Accept Ho
Nutritional Status	-0.032	0.45	1.96	NS/Accept Ho
Fathers' Educational Background	0.0416	0.59	1.96	NS/Accept Ho
Mothers' Educational Background	0.0451	0.64	1.96	NS/Accept Ho
Fathers' Occupation	0.048	0.68	1.96	NS/Accept Ho
Mothers' Occupation	0.0648	0.91	1.96	NS/Accept Ho
Ave. Family Income per Month	0.1654	2.36	1.96	S/Reject Ho
Study Habits	0.087	1.23	1.96	NS/Accept Ho
Attitude Towards TLE	-0.109	1.54	1.96	NS/Accept Ho
Residence Distance from School	-0.049	0.69	1.96	NS/Accept Ho

Legend: S – Significant; NS – Not Significant

Industrial Arts. Table 24 depicts the student-respondents extent of relationship between student-respondents achievement in Industrial Arts and their profile variates.

It is shown in the table that the students' achievement level along Industrial Arts were not affected by their sex, birth order, nutritional status, father's educational background, parents' occupation, study habits, attitude

Table 24

Relationship Between Student-Respondents' Achievement Test in TLE along Industrial Artss and Profile Variates

Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=198	Evaluation
Age	-0.297	4.38	1.96	S/Reject Ho
Sex	0.088	1.24	1.96	NS/Accept Ho
Family Size	-0.155	2.21	1.96	S/Reject Ho
Birth Order	-0.080	1.12	1.96	NS/Accept Ho
Nutritional Status	-0.024	0.34	1.96	NS/Accept Ho
Fathers' Educational Background	0.132	1.88	1.96	NS/Accept Ho
Mothers' Educational Background	0.174	2.49	1.96	S/Reject Ho
Fathers' Occupation	0.070	0.99	1.96	NS/Accept Ho
Mothers' Occupation	0.109	1.54	1.96	NS/Accept Ho
Ave. Family Income per Month	0.197	2.82	1.96	S/Reject Ho
Study Habits	0.052	0.73	1.96	NS/Accept Ho
Attitude Towards TLE	-0.051	0.72	1.96	NS/Accept Ho
Residence Distance from School	0.039	0.55	1.96	NS/Accept Ho

Legend: S - Significant
NS - Not Significant

towards T.L.E. and residence distance from school as proven by their Fisher's t-value which were found to be not significant. Only their age family size, mother's educational background, and average family income per month were found to be significant as evidenced by its Fisher's t-values of 4.38, 2.21, 2.49 and 2.82 respectively. This meant that the older the age of the students they got a relatively low performance in T.L.E. along Industrial Arts, while students' with a bigger family size affect positively to their performance in Industrial Arts.

Meanwhile, students who have higher educational background of their mother performed better in Industrial Arts a manifestation that most of their mother adapted practical knowledge in their everyday living.

Entrepreneurship. Table 25 shows the correlation between students achievement level in Entrepreneurship and their profile.

Table 25

Relationship Between Student-Respondents' Achievement Test in TLE along Entrepreneurship

Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=198	Evaluation
Age	-0.236	3.41	1.96	S/Reject Ho
Sex	0.115	1.62	1.96	NS/Accept Ho
Family Size	-0.181	2.59	1.96	S/Reject Ho
Birth Order	-0.092	1.30	1.96	NS/Accept Ho
Nutritional Status	-0.097	1.36	1.96	NS/Accept Ho
Fathers' Educational Background	0.230	3.33	1.96	S/Reject Ho
Mothers' Educational Background	0.262	3.83	1.96	S/Reject Ho
Fathers' Occupation	0.194	2.78	1.96	S/Reject Ho
Mothers' Occupation	0.121	1.71	1.96	NS/Accept Ho
Ave. Family Income per Month	0.281	4.12	1.96	S/Reject Ho
Study Habits	0.006	0.08	1.96	NS/Accept Ho
Attitude Towards TLE	-0.082	1.16	1.96	NS/Accept Ho
Residence Distance from School	0.097	1.37	1.96	NS/Accept Ho

Legend: S – Significant; NS – Not Significant

As depicted by the table, the student-respondents' achievement level were not affected by their sex, birth order, nutritional status, mother's occupation,

study habits, attitude towards T.L.E. and residence distance from school as proven by their Fisher's t-value which were found to be not significant.

Only their age, family size, mother's educational background, father's occupation and average family income per month were found to be significant as evidenced by its Fisher's t-values of 3.41, 2.59, 3.33, 3.83 2.78, 4.12 respectively. These values were greater than the critical t-value of 1.96 at 0.05 level of significance. This meant that, students whose age were on a typical age of fourth year high school students got low performance in T.L.E. along the area of Entrepreneurship, while students' with a bigger family size affect positively to the performance in Entrepreneurship, likewise, student-respondents whose parents' have higher educational background their performance in Entrepreneurship is also high. Moreover, parent's occupation affect the student performance in Entrepreneurship.

Relationship Between Student-Respondents' Achievement Level in T.L.E. Along the Four Areas and Teacher-Respondents' Profile

Tables 26, 27, 28, and 29 shows the relationship between student-respondents' achievement level in T.L.E. along the four areas and the teacher-respondents' profile.

Home Economics. Table 26 shows the correlation between the different variates of the teachers and the students' achievement level in T.L.E. along Home Economics, respectively.

Table 26

Relationship Between Student-Respondents' Achievement Level in TLE along Home Economics and Teacher-Respondents' Profile

Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=198	Evaluation
Age	-0.029	0.41	1.96	NS/Accept Ho
Sex	0.122	1.72	1.96	NS/Accept Ho
Position/Rank	0.021	0.29	1.96	NS/Accept Ho
Educational Background	-0.022	0.31	1.96	NS/Accept Ho
Teaching Experience	-0.006	0.09	1.96	NS/Accept Ho
Ave. Family Income per Month	-0.029	0.41	1.96	NS/Accept Ho
Attitude Towards Teaching	0.027	0.38	1.96	NS/Accept Ho
Attitude Towards TLE	0.031	0.44	1.96	NS/Accept Ho
Relevant INSET attended	0.176	2.52	1.96	S/Reject Ho
Performance Rating	-0.051	0.71	1.96	NS/Accept Ho

Legend: S – Significant; NS – Not Significant

As depicted by the table, the performance of the students' were not affected by the teachers' age, sex, position/rank, educational background, teaching experience, average family income per month, attitude towards teaching T.L.E., attitude towards T.L.E., and performance rating as evidenced by their Fisher's t-values which were evaluated as not significant. Only the relevant in-service trainings attended was found to be significant as evidenced by its Fisher's t-value of 2.52 at 0.05 level of significance with a critical t-value of 1.96. This meant that teachers who had attended seminars and trainings reflect the performance of the students' in the area of Home Economics in T.L.E.

Agriculture and Fishery Arts. Table 27 shows the correlation between the different variates of the teachers and students' achievement level in T.L.E. along Agriculture and Fishery Arts, respectively.

Table 27

Relationship Between Student-Respondents' Achievement Level in TLE along Agriculture and Fishery Arts and Teacher-Respondents' Profile

Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=198	Evaluation
Age	-0.075	1.05	1.96	NS/Accept Ho
Sex	0.192	2.75	1.96	S/Reject Ho
Position/Rank	0.040	0.57	1.96	NS/Accept Ho
Educational Background	-0.050	0.70	1.96	NS/Accept Ho
Teaching Experience	-0.011	0.16	1.96	NS/Accept Ho
Ave. Family Income per Month	-0.071	1.00	1.96	NS/Accept Ho
Attitude Towards Teaching	0.090	1.27	1.96	NS/Accept Ho
Attitude Towards TLE	0.068	0.96	1.96	NS/Accept Ho
Relevant INSET attended	0.332	4.95	1.96	S/Reject Ho
Performance Rating	-0.091	1.29	1.96	NS/Accept Ho

Legend: S - Significant; NT - Not Significant

As depicted by the table, the age, sex, position/rank, educational background, teaching experience, average family income per month, attitude towards teaching T.L.E., attitude towards T.L.E., and performance rating as evidenced by their Fisher's t-values which were evaluated as not significant. Only sex and relevant in-service trainings attended which were evaluated as significant as evidenced by its Fisher's t-value of 2.75 and 4.95 at 0.05 level of

significance with a critical t-value of 1.96. This meant that female teachers affect positively towards the students' performance in Agriculture and Fishery Arts as well as those teachers who had attended seminars and trainings.

Relationship Between Student-Respondents' Achievement in T.L.E. along Industrial Arts and the Teacher-Respondents' Profile

Table 28 shows the correlation between the different_variates' of the teachers and students' achievement level in T.L.E. along Industrial Arts, respectively.

Table 28

Relationship Between Student-Respondents' Achievement Level in TLE Along Industrial Arts and Teacher-Respondents' Profile

Area	r_{xy}	Fisher's t	t_{tab}; α=0.05; df=198	Evaluation
Age	0.130	1.85	1.96	NS/Accept Ho
Sex	-0.049	0.69	1.96	NS/Accept Ho
Position/Rank	0.108	1.53	1.96	NS/Accept Ho
Educational Background	0.061	0.86	1.96	NS/Accept Ho
Teaching Experience	0.135	1.92	1.96	NS/Accept Ho
Ave. Family Income per Month	0.127	1.81	1.96	NS/Accept Ho
Attitude Towards Teaching	-0.046	0.65	1.96	NS/Accept Ho
Attitude Towards TLE	-0.121	1.71	1.96	NS/Accept Ho
Relevant INSET attended	0.078	1.11	1.96	NS/Accept Ho
Performance Rating	0.136	1.93	1.96	NS/Accept Ho

Legend: S – Significant; NS – Not Significant

As depicted by the table, the performance of the students were not affected by the teacher's age, sex, position/rank, educational background teaching experience, average family income per month, attitude towards teaching T.L.E., attitude towards T.L.E., and performance rating as evidenced by their Fisher's t-values which were evaluated as not significant. Thus, it led to the acceptance of the null hypothesis which states that, "there is no significant relationship between the student-respondents' achievement level in T.L.E. along Industrial Arts and teacher- respondents' profile".

Entrepreneurship. Table 29 shows the correlation between the different variates' of the teachers and students' achievement level in T.L.E. along Entrepreneurship, respectively.

As depicted by the table, the performance of the students were not affected by the teacher's age, sex, position/rank, educational background, teaching experience, average family income per month, attitude towards teaching T.L.E., attitude towards T.L.E., and performance rating as evidenced by their Fisher's t-values which were evaluated as not significant. Thus, it led to the acceptance of the null hypothesis which states that, "there is no significant relationship between the student-respondents' achievement level in T.L.E. along Entrepreneurship and teacher- respondents' profile". This meant that teachers' profile do not have an effect towards the students' performance in T.L.E. along Entrepreneurship.

Table 29

Relationship Between Student-Respondents' Achievement Level in TLE along Entrepreneurship and Teacher-Respondents' Profile

Area	r_{xy}	Fisher's t	t_{tab} α=0.05; df=198	Evaluation
Age	0.008	0.11	1.96	NS/Accept Ho
Sex	0.091	1.28	1.96	NS/Accept Ho
Position/Rank	-0.004	0.05	1.96	NS/Accept Ho
Educational Background	0.008	0.11	1.96	NS/Accept Ho
Teaching Experience	-0.023	0.32	1.96	NS/Accept Ho
Ave. Family Income per Month	0.003	0.05	1.96	NS/Accept Ho
Attitude Towards Teaching	-0.038	0.54	1.96	NS/Accept Ho
Attitude Towards TLE	0.013	0.19	1.96	NS/Accept Ho
Relevant INSET attended	0.041	0.57	1.96	NS/Accept Ho
Performance Rating	-0.035	0.49	1.96	NS/Accept Ho

Legend: S – Significant; NS – Not Significant

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECCOMENDATIONS

This chapter contains the summary of findings, the conclusions that were generated based on its findings and the corresponding recommendations that were reflective of the findings and conclusions.

Findings

The following are the salient findings of the study:

1. The teacher-respondents in T.L.E. seemed to be at their middle age in teaching based on the mean result of 39.60 years whose age range were dominant to male T.L.E. teachers, and acquired a competitive educational background in relation to their area of specialization that most of them belonged to Teacher I position who had already earned an average period in the teaching profession at 12.00 years as shown by its mean result whose average family income per month ranged up to P15,600.00 as the mean result.

2. Basically, only few of the teacher-respondents had received relevant awards and few had attended seminars/trainings in their field meanwhile, they obtained an average performance rating as proven by its mean of 8.48.

3. Teacher-respondents' rated themselves as "agree" which proved that they have a favourable attitude towards teaching T.L.E. subject with a mean

result of 4.02. They had also assessed themselves as "agree" on the statements under attitude towards T.L.E. subject with a reflected mean of 4.31.

4. Out of the 200 student-respondents' or whose mean obtained of the age ranged 16.14 years were proven to be of typical age for fourth year high school student or as senior high school student.

5. With the 200 student-respondents most of them came from certain families whose family size ranged up to six members in the family as computed from the its mean. Nevertheless, the standard deviation as computed further means that from among the student-respondents few of them came from certain families whose family size ranged only up to two members in the family.

6. Based on the result, it was found out that most of the student-respondents came about as the youngest sibling in the family who perceived themselves dominantly having a physically fit body condition.

7. Most of the student-respondents traced the educational background of their father as high school graduate while their mother has attained dominantly in elementary level.

8. It was found out that most of the student-respondents' father depend their livelihood through farming while their mother were dominantly housekeepers who obtained their average family income per month up to P4,000.00.

9. Student-respondents evaluated themselves as "sometimes" in their study habits in the T.L.E. subject with the mean result of 2.76 who seemed "agree" on the attitude statements presented towards T.L.E. subject.

10. Most of the student-respondents came from distant places as proven by the mean result 5.25 km. which was proved to be far from the school.

11. Out of the 200 student-respondents' they obtained the mean result of 5.50 with a standard deviation of 2.24 as an average score in the test along Home Economics area. The mean result of 3.68 with a standard deviation of 1.78 was found to be the average scores of the respondents along the test in Agricultural and Fishery Arts. In the test of Industrial Arts, the student-respondents obtained the mean result of 4.09 with a standard deviation of 1.51 as their average scores in the said test. Meanwhile, along the test in Entrepreneurship student-respondents obtained the mean result of 3.60 with a standard deviation of 1.35 as their average scores in the said test.

12. The students' achievement level along Home Economics were not affected by their sex, birth order, nutritional status, father's educational background, parents' occupation, average family income per month, study habits, and residence distance from school as evidenced by their Fisher's t-value which were found to be not significant.

13. Only the student-respondents' age and average family income per month were found to be significant along Agriculture and Fishery Arts as evidenced by its Fisher's t-values of 2.39, and 2.36 respectively.

14. Only their age, family size, mother's educational background, and average family income per month were found to be significant as evidenced by its Fisher's t-values of 4.38, 2.21, 2.49 and 2.82 respectively along Industrial Arts.

15. Only the age, family size, mother's educational background, father's occupation and average family income per month were found to be significant along Entrepreneurship as evidenced by its Fisher's t-values of 3.41, 2.59, 3.33, 3.83, and 2.78.

16. The relevant in-service trainings attended was found to be significant as evidenced by its Fisher's t-value of 2.52 at 0.05 level of significance with a critical t-value of 1.98 along the relationship between student-respondents' achievement level along Home Economics and the teacher-respondents' profile.

17. The sex and relevant-in-service trainings attended were evaluated as significant as evidenced by its Fisher's t-value of 2.75 and 4.95 at 0.05 level of significance with a critical t- value 1.98 along the relationship between student-respondents' achievement level along Agriculture and Fishery Arts and the teacher-respondents' profile.

18. There was no significant relationship between the student-respondents' achievement level in T.L.E. along Industrial Arts and teacher-respondents' profile at 0.05 level of significance with a critical t- value of 1.98.

19. There was no significant relationship between the student-respondents' achievement level in T.L.E. along Entrepreneurship and teacher-respondents' profile at 0.05 level of significance with a critical t- value of 1.98.

Conclusions

1. The male teacher-respondents in T.L.E. were found to be older than the female-teacher respondents and acquired a competitive educational background in relation to T.L.E. as the major field of specialization that most of them were in the Teacher I position and gained an average family income per month of at least P15,600.00 who were in the teaching profession of more or less 12 years.

2. The teacher-respondents had only few awards received in their field and had the limited opportunity of attending seminars/trainings in connection to the T.L.E. subject but still manifested very satisfactory performance in teaching T.L.E.

3. Students involved in the study were of ideal age as senior high school student that most of them were female students who came from bigger families and were considered youngest among their other siblings who possessed physically fit body condition whose parents' occupation and family income cannot guarantee for supporting their educational needs and whom they reside far from the school.

4. Although student-respondents manifested favourable attitude towards T.L.E. but they only studied sometimes the T.L.E. subject as needed.

5. Along the four areas in T.L.E. student-respondents performed better in Home Economics, they performed an average performance in Industrial Arts, meanwhile they manifested low performance in Agriculture and Fishery Arts and in the area of Entrepreneurship.

6. The student-related factors that had significant relationship to their achievement level in T.L.E. were in terms of age, family size, parent's educational background, parents' occupation, and average family income per month. Other factors such as birth order, nutritional status, study habits, attitude towards T.L.E., and residence distance from school had no significant relationship with their achievement level in T.L.E.

7. The teacher-related factors that had significant relationship to the students' achievement level in T.L.E. were in terms of sex and relevant seminars/trainings attended while other factors such as age, position/rank, educational background, teaching experience, average family income per month, attitude towards teaching T.L.E. subject, attitude towards T.L.E. and performance rating were found to have no significant relationship towards the students' achievement level in T.L.E.

Recommendations

The following were the recommendations derived from the study:

1. T.L.E. teachers should be given the chance or the opportunity to attend seminars/trainings related to T.L.E. a sort of faculty or teacher development along T.L.E. subject.

2. Students should also adapt proper study habits along T.L.E. subject and should not be neglected since some of the tests conducted by the Department of Education had a counterpart of the subject.

3. Students who came from bigger family size and average family income should strive to study well and assumed better performance along T.L.E. subject since part of the tests administered by the Department of Education try to assess their performance with the subject as bases for the selection of college course.

4. Other study should be conducted using the derived findings such as study habits of the students as they relate to their academic performance, job satisfaction of the teachers towards teaching T.L.E, and extent of in-service trainings of T.L.E. towards their performance in the subject.

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APPENDICES

APPENDIX A

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City

July 05, 2011

DR. MARILYN D. CARDOSO
Dean, College of Graduate Studies
Samar State University
Catbalogan City, Samar

Madam:

In my desire to start writing my thesis proposal, I have the honor to submit for approval one of the following research problems preferably number one:

1. Factors Influencing the Competency Level of the Fourth Year High School Students in Technology & Livelihood Education in Private Schools

2. Correlates of Teaching Strategies toward Academic Performance of Fourth Year High School Students in Technology & Livelihood Education in Private Schools

3. Problems Encountered of the Fourth Year High School Students in Technology & Livelihood Education in Private Schools

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

Very truly yours,

(SGD.) MARICON F. ELARDO

Approved:

(SGD.) MARILYN D. CARDOSO, Ph.D.
Dean, College of Graduate Studies

APPENDIX B

Cover Letter of the Questionnaire

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City

Dear Respondents:

Good Day!

The undersigned is conducting a research entitled **"FACTORS RELATED TO THE ACHIEVEMENT LEVEL OF THE FOURTH YEAR HGH SCHOOL STUDENTS IN TECHNOLOGY AND LIVELIHOOD EDUCATION OF WRIGHT NATIONAL HIGH SCHOOL"**

In this regard, I would like to solicit your wholehearted cooperation and kind assistance by answering the questionnaire especially prepared for you. Never leave any question unanswered.

I assure you that whatever your opinions are, it will be respected and kept highly confidential.

Thank you for your wholehearted cooperation and more power.

Very truly yours,

(Sgd.) MARICON F. ELARDO
Researcher

APPENDIX C

QUESTIONNAIRE FOR THE STUDENT-RESPONDENTS

Part I. Personal data

Direction: Each item calls for information about your personal background. Please put a check (/) mark to complete the needed information.

NAME: (Optional)_____

Age: _____

Sex: ☐Male Female ☐

Family:

☐ 2-3 members in the family
☐ 4-5 members in the family
☐ 6-7 members in the family
☐ 8-9 members in the family

Birth order:_____

Nutritional Status:

☐ physically fit
☐ underweight
☐ weak & sickly
☐ malnourished

Parents' Educational Background:

(Father)

☐ Elem. Level
☐ Elem. Grad.
☐ High School Level
☐ High School Grad.
☐ College Level
☐ College Grad.
☐ No schooling

(Mother)

☐ Elem. Level
☐ Elem. Grad.
☐ High School Level
☐ High School Grad.
☐ College Level
☐ College Grad.
☐ No schooling

Parents' Occupation:

(Father)

☐ Farmer
☐ Fisherman
☐ Carpenter
☐ Self-Employed
☐ Govt. Employee
☐ Laborer

(Mother)

☐ Farmer
☐ Fisherman
☐ Housekeeper
☐ Self-Employed
☐ Govt. Employee
☐ Laborer

Average Family Income per Month: (Pls. Specify)

_____

RESIDENCE DISTANCE FROM SCHOOL:

- ☐ near the school
- ☐ 1 km. distance from the school
- ☐ 2 kms. distance from the school
- ☐ 3 kms. distance from the school
- ☐ 5 kms. distance from the school
- ☐ commuter

APPENDIX D

STUDY HABITS OF STUDENTS

Name: _____ Yr. & Section: _____

Direction: Below are perception statements regarding your study habits towards T.L.E. as a subject. Encircle the scale that best represent your choice.

5 - Always
4 - Often
3 - Sometimes
2 - Seldom
1 - Never

Perception Statements	4	3	2	1
1. I study our previous lesson before I come to class.	4	3	2	1
2. I accomplish all my assignments in T.L.E. at home before going to bed.	4	3	2	1
3. I study T.L.E. lessons every day.	4	3	2	1
4. I seek assistance from our T.L.E. teacher when I encounter difficulty in understanding the instruction of my assignment.	4	3	2	1
5. I try to do my assignment in T.L.E. immediately after class.	4	3	2	1
6. I do self-study of my lessons in T.L.E. at home.	4	3	2	1
7. I study my lessons in T.L.E. while watching television.	4	3	2	1
8. I study my lessons in T.L.E. while listening to music.	4	3	2	1
9. I try to memorize all of the difficult terms in T.L.E. and find in the dictionary its corresponding meaning.	4	3	2	1
10. I like to study when it is in a group.	4	3	2	1
11. I look for a place of few distractions where I can study silently.	4	3	2	1
12. I can easily memorize T.L.E. ideas/concepts when somebody is coaching me.	4	3	2	1
13. I do research in the internet if I feel unsatisfied with the discussion of my T.L.E. teacher.	4	3	2	1
14. I do not scan T.L.E. books as reference of my assignment instead I search in the internet right away.	4	3	2	1
15. I can easily recall our lessons in T.L.E. when I borrow notes from my classmates.	4	3	2	1

APPENDIX E

STUDENTS' ATTITUDE TOWARDS T.L.E.

Name: _____ Yr. & Section: _____

Direction: Below are perception statements expressing your attitude towards T.L.E. as a subject. Encircle the scale that comes closest to your feelings regarding your T.L.E. subject. Please refer to the given scale below:

5 - Strongly Agree
4 - Agree
3 - Undecided
2 - Disagree
1 - Strongly Disagree

Perception Statements:	5	4	3	2	1
1. T.L.E. is my favorite subject.	5	4	3	2	1
2. Skills learned in T.L.E. is useful in my daily encounter.	5	4	3	2	1
3. T.L.E. is a practical subject.	5	4	3	2	1
4. I like T.L.E. subject because it has baking activity.	5	4	3	2	1
5. I like T.L.E. because it's more on activity.	5	4	3	2	1
6. I am interested in T.L.E. because I want to learn how to cook.	5	4	3	2	1
7. I like T.L.E. subject because it's more practical to study it's ideas/concept.	5	4	3	2	1
8. T.L.E. is a subject quickly learned by most of the students.	5	4	3	2	1
9. T.L.E. helps me discover my interests in sewing, cooking, and baking.	5	4	3	2	1
10. Activities in T.L.E. are enjoyable and challenging.	5	4	3	2	1

APPENDIX F

QUESTIONNAIRE FOR THE TEACHER-RESPONDENTS

Part I. Personal data

Direction: Each item calls for information about your personal background. Please put a check (/) mark to complete the needed information.

NAME: (Optional)_____
AGE: _____
SEX: ☐ Male ☐ Female
POSITION/RANK: _____
EDUCATIONAL BACKGROUND:
☐ w/ masteral units ☐ w/ doctoral units
☐ C.A.R. (M.A.) ☐ C.A.R. (Ph.D.)
☐ M.A. holder ☐ Ph.D. holder
NO. OF YEARS IN TEACHING T.L.E:
Public School _____ Private School_____
AVERAGE FAMILY INCOME PER MONTH: _____

RELEVANT AWARDS RECEIVED: (Pls. Specify)
_____
_____
RELEVANT IN-SERVICE TRAININGS/SEMINARS ATTENDED:
_____
_____

PERFORMANCE RATING: _____

APPENDIX F
TEACHERS' ATTITUDE TOWARDS TEACHING T.L.E. SUBJECT
Name: _____ Year Level Taught: _____

Direction: Below are perception statements expressing your attitude towards teaching T.L.E. subject. Encircle the scale that comes closest to your feelings. Please refer to the given scale below:

5 - Strongly Agree
4 - Agree
3 - Undecided
2 - Disagree
1 - Strongly Disagree

Perception Statements:	5	4	3	2	1
1. 1. T.L.E. is one of the favourite subjects I wanted to teach.	5	4	3	2	1
2. I teach T.L.E. subject with no dependence on notes and textbooks.	5	4	3	2	1
3. I am always prepared with the instructional materials to be used in my teaching.	5	4	3	2	1
4. I am always eager to demonstrate the proper procedure on how certain activity is being done.	5	4	3	2	1
5. I teach T.L.E. subject with sufficient background and knowledge.	5	4	3	2	1
6. I encourage the application of T.L.E. ideas/concepts to the everyday life of students.	5	4	3	2	1
7. I am able to manage class discussion effectively since T.L.E is a practical subject.	5	4	3	2	1
8. I ask my fellow teachers to help me out on what to do with the subject.	5	4	3	2	1
9. T.L.E. subject provides me an opportunity to develop an interest with the subject despite the fact that it's not my area of specialization	5	4	3	2	1
10. I do research in the internet to have an up-to-date knowledge of the subject	5	4	3	2	1
11. I doesn't bother myself looking for other references of the subject it's a waste of time only.	5	4	3	2	1
12. I feel satisfied when my students give their best performance on the activities called for by the subject.	5	4	3	2	1
13. I utilize appropriate teaching strategies to arouse students' interest on the subject.	5	4	3	2	1

APPENDIX G

TEACHERS' ATTITUDE TOWARDS T.L.E. SUBJECT

Name: _____ Year Level Taught: _____

Direction: Below are perception statements expressing your attitude towards T.L.E. as a subject. Encircle the scale that comes closest to your feelings. Please refer to the given scale below:

5 - Strongly Agree
4 - Agree
3 - Undecided
2 - Disagree
1 - Strongly Disagree

Perception Statements:	**5**	**4**	**3**	**2**	**1**
1. T.L.E. is my favorite subject to teach.	5	4	3	2	1
2. Skills learned in T.L.E. is useful in my daily encounter.	5	4	3	2	1
3. T.L.E. is a practical subject.	5	4	3	2	1
4. I like T.L.E. subject because it has baking activity.	5	4	3	2	1
5. I am interested in T.L.E. because I want to learn how to cook.	5	4	3	2	1
6. I like T.L.E. subject because it's more practical to study it's ideas/concept.	5	4	3	2	1
7. T.L.E. is a subject quickly learned by most of the students.	5	4	3	2	1
8. T.L.E. helps me discover my interests in sewing, cooking, and baking.	5	4	3	2	1
9. Activities in T.L.E. are enjoyable and challenging.	5	4	3	2	1

Republic of the Philippines
Region VIII
Department of Education
Samar Division

ACHIEVEMENT TEST IN T.L.E. IV
(Area: Home Economics)

Direction: Read the statements carefully. Encircle the letter of the correct answer.

1. Diseases that are easily transmitted through direct or indirect contact are called
   a. communicable
   b. complication
   c. heredity
   d. non- communicable diseases

2. Loss of appetite is condition known as
   a. alopecia
   b. anemia
   c. angina
   d. anorexia

3. A condition characterized by frequent movement of watery stools is called
   a. constipation
   b. diarrhea
   c. hepatitis
   d. warts

4. Beverage ware classified into unfootedware and _____
   a. silverware
   b. stemware
   c. linen
   d. flatware

5. In what country do the early history of early hospitality originates?
   a. United States
   b. Greece
   c. France
   d. United Kingdom

6. What do you call a type of machine that is coin-operated?
   a. vending machine
   b. vendo-machine
   c. vendor-machine
   d. venda-machine

7. Whom do you call the people from Greece that offers food and lodging to strange travellers?
   a. Greks
   b. Greekes
   c. Greece
   d. Greeks

8. It is one of the oldest form of service wherein customers or guests are seated on the table while the waiters/waitress are serving the foods.
   a. counter service
   b. table service
   c. buffet
   d. self-service

9. What is the common cause of accident in the food service industry?
   a. uneducated
   b. ignorance
   c. tactful
   d. careful

10. A type of disease that is caused by the food itself.
   a. water-borne
   b. air-borne
   c. microorganism
   d. food-borne

(Area: Agriculture& Fishery Arts)

Direction: Read the statements carefully. Encircle the letter of the correct answer.

1. Clovelet is to garlic while root stems are to ____.
   a. ginger b. carrots c. cassava d. bulb onions

2. Vegetables should be provided enough spaces between them when planting. Which of the following has to be planted six inches apart?
   a. okra b. radish c. tomato d. eggplant

3. Just after harvesting cut flowers, they should be treated with conditioning solution and have the ____ soaked.
   a. leaves b. flowers c. peduncle d. roots

4. The Philippines is the fifth exporter of ____.
   a. copra b. durian c. banana d. pineapple

5. Most coconut farmers prefer selling copra to ____.
   a. traders b. exporters c. processors d. consumers

6. Which of the following is required when growing fish in cages?
   a. sandy clay soil
   b. sinkers or weight
   c. regular fertilization
   d. availability of water

7. Mudfish has a predatory habit used as a biological control agent for prolific tilapia. It is scientifically known as
   a. clarias batrachus
   b. helostoma temmincki
   c. ophicephalus striatus
   d. trichogaster pectoralis

8. Fertilizers are applied to fish ponds in order to____.
   a. neutralize acidity
   b. change the color of the water
   c. promote fast growth of stocked fish
   d. enhance the production of natural foods

9. Claria macrocephalus has tender flesh so it is highly priced fish in Metro Manila and Central Luzon. Its local name is _____.
   a. Hito b. karpa c. dalag d. pompano

10. Which of the following is true about giant gourami?
    a. It originated from Thailand.
    b. It feeds mostly on zooplanktons.
    c. The female has a prominent hump on the head.
    d. It attains maturity in 3-4 years and could weigh up to three kilograms each.

(Area: Industrial Arts)

Direction: Read the statements carefully. Encircle the letter of the correct answer.

1. If direct current is produced by batteries alternating current is produced by
   a. hydroelectric power
   b. nuclear power
   c. steam power
   d. any of these

2. What do you call the device used to convert heat energy into electrical energy?
   a. piezoelectric
   b. photoelectric
   c. photovoltaic
   d. static electricity

3. Given are the sources of mechanical energy. Which one makes use of diesel or gasoline?
   a. engine
   b. hydroelectric
   c. turbine
   d. wind

4. The common home refrigerator or air conditioner is electrically- operated and is called _____ system.
   a. compression
   b. electrical
   c. mechanical
   d. vacuum

5. What component installed in a refrigeration unit accomplishes compressor cycling by its unique ability to sense change in temperature?
   a. overload protector
   b. relay
   c. switch cord
   d. thermostat

6. Worked lumber is wood milled on a moulder to a specific edge. Which among the group is not included?
   a. dowels
   b. moulding
   c. plywood
   d. shaped board

7. A lumber is said to be clear when
   a. 3 sides are smooth
   b. it is planed smoothly
   c. surface on four sides
   d. it is free from knots and sapwood

8. A horizontally- opposed type of engine is also called___ engine.
   a. flat
   b. I- type
   c. In line
   d. Straight line

9. Ohm's law states that current varies directly to voltage and inversely to
   a. capacitance
   b. inductance
   c. resistance
   d. reluctance

10. In order to qualify electrical energy in the circuit, the basic units used in Ohm's law are
    a. ampere, volt, ohm
    b. farad, ohm, hertz
    c. volt, ampere, watt
    d. weber, herbert,watt

(Area: Entrepreneurship)

Direction: Read the statements carefully. Encircle the letter of the correct answer.

1. The Aquino family invested on the installation of laboratory tables and equipment for science activities. The tables and equipment are:
   a. resources
   b. capital
   c. liabilities
   d. expenditures

2. What is true about entrepreneurship?
   a. It creates employment.
   b. It mobilizes resources for productivity.
   c. It contributes to a more equitable distribution of income.
   d. All of the above

3. Which of the following describes an entrepreneur who believes that there are always new and better ways of doing things?
   a. goal-oriented
   b. persistent
   c. innovative
   d. conservative

4. Nita wants to buy a pair of shoes in a shoe store. She will pay it in cash so she can take the merchandise at once. What type of selling is this?
   a. cash-take
   b. charge-take
   c. cash-send sale
   d. charge-send sale

5. It is a way of promoting sale where the latest style in men or ladies wear maybe exposed to the public by hiring professional models.
   a. promotion through media
   b. promotion through style
   c. promotion through display
   d. promotion through exhibits

6. It is the promotion done by giving away free samples of a particular merchandise to be introduced to the public.
   a. promotion through media
   b. promotion through display
   c. promotion through discount
   d. promotion through samples

7. It is the value of anything attached to goods or services.
   a. price
   b. labor
   c. material
   d. market

8. It is the margin difference between the cost price and the selling price of a merchandise.
   a. price
   b. mark-up
   c. cost
   d. value

9. These are the debts or amounts owed by business.
   a. assets
   b. liabilities
   c. capital
   d. share

10. It refers to a loose page record which summarizes the effects of all transactions or individual accounts.

   a. documents
   b. journal
   c. balance sheet
   d. ledger

Appendix H

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City

January 16, 2012

MRS. FELICIDAD C. RAMASASA
Secondary School Principal
Wright National High School

Dear Ma'am,

Good Day!

In connection to my research study entitled **"FACTORS RELATED TO THE ACHIEVEMENT LEVEL OF THE FOURTH YEAR HGH SCHOOL STUDENTS IN TECHNOLOGY AND LIVELIHOOD EDUCATION OF WRIGHT NATIONAL HIGH SCHOOL",** I would like to ask permission from your good office to allow me facilitate my study with the help of the fourth year high school students and their respective T.L.E. teachers by answering the questionnaire especially prepared for them since they are the entire respondents of my study.

Granting my request is a remarkable note and a great help to be remembered.

Thank you and may God bless you a hundredfold!..

Respectfully yours,

(Sgd.) MARICON F. ELARDO
Researcher

Noted By:

MARIANITA B. CONDE, Ph.D.
Adviser

Appendix I

Letter Requesting Permission to Validate the Questionnaire

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City

January 27, 2012

Dr. MARINA MURIEL Y. LABID
Secondary School Principal
Motiong National High School

Madam:

Good Day!

The undersigned is a bonafide student of Samar State University (SSU), Catbalogan City, taking up Master of Arts in Home Economics. She is presently conducting a study entitled **"FACTORS RELATED TO THE ACHIEVEMENT LEVEL OF THE FOURTH YEAR HGH SCHOOL STUDENTS IN TECHNOLOGY AND LIVELIHOOD EDUCATION OF WRIGHT NATIONAL HIGH SCHOOL".** In view to this, she would like to ask permission from your good office to allow her conduct the validation of the survey questionnaire in your school to the T.L.E. teachers and their students by answering the questionnaire especially prepared for them.

The undersigned anticipates for your favourable and immediate response on this request. Thank you!..

Respectfully yours,

(Sgd.) MARICON F. ELARDO
Researcher

Noted:

(Sgd.) MARIANITA B. CONDE, Ph.D.
Adviser

Approved:

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

CURRICULUM VITAE

CURRICULUM VITAE

Name	:	Maricon Fernandez - Elardo
Address	:	Brgy. Canlapwas Hillside Purok 3, Catbalogan City
Date of Birth	:	January 03, 1985
Place of Birth	:	Patag District, Catbalogan City
Status	:	Married
Occupation	:	Secondary School Teacher-I
Agency	:	Wright National High School, Paranas, Samar
Degree Finished	:	Bachelor of Secondary Education, Major : T.H.E.
Eligibility	:	L.E.T Passer, Civil Service Eligible (Honor Graduate)
Graduate Program	:	M.A. – H.E., 2012

EDUCATIONAL BACKGROUND

Elementary	:	Catbalogan III Central Elementary School Catbalogan City, S.Y- 1997 *Achiever*
Secondary	:	Samar College, Catbalogan City, S.Y -2001 *First honorable mention*
Tertiary	:	Samar State University, Catbalogan City, S.Y. 2005 *Cum laude* *Outstanding student in the College of Industrial Technology* *Awardee: Manuel B. Villar, Jr. Excellence Award*

EMPLOYMENT RECORD

Agency	:	Governor's Office (Governor's Staff)
Employment status	:	Probationary (2005-2006)
Agency	:	Samar College (Secondary Teacher)
Employment status	:	Probationary (2006-2009) *Outstanding Professional Teacher (2009)*
Agency	:	Samar College (Secondary Teacher)
Employment status	:	Regular Employee (2009-2011)
Agency	:	Wright National High School (Sec. School Teacher-I)
Employment status	:	Regular Permanent (2011 -present)

SEMINARS/ TRAININGS ATTENDED

"Achieving Excellence in Teaching", Holy Infant College, Tacloban City; November 25, 2006

"Provincial Junior/Senior & Cadet Encampment", Brgy. Guirang, Basey, Samar; October 20-24, 2006

"Visayas Regional Senior & Cadet Encampment", Marina-Yulo Vargas Regional Program Training Center, Capitol Hills, Cebu City; October 21-26, 2007

"**Basic Leadership Course Training**", Samar GS Council, Catb. City, September 26-28, 2009

"Visayas Regional Junior, Senior & Cadet Encampment", Marina- Yulo Regional Program Training Center, Capitol Hills, Cebu City, October 24-29, 2008

"PAGE 08 Annual General Assembly", Holy Infant College, Tacloban City, March 7, 2009

"Effects of Mass Media on the Values of the Youth", Samar College, Catb. City, June 20, 2009

"Seminar Workshop in Home Economics", Samar State University, Catb. City, March 14, 2009

"Outreach Program in Home Economics", Brgy. San Andres, Catb. City; March 28, 2009

"Seminar Workshop on Basic Computer Literacy & Constructing Grading Sheets", Samar College, Catb. City, Oct.26-28, 2011

"Classroom Management", St. Therese Christian Development Center, Tacloban City, April 15, 2011

"**Orientation Seminar on Thesis and Dissertation Writing/ Advising"**, Samar State University, Catb. City, Aug. 13 & 14, 2009

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