

TECHNOLOGICAL CAPABILITY IN HOME ECONOMICS AND LIVELIHOOD EDUCATION INSTRUCTION IN SEVENTH-DAY ADVENTIST ELEMENTARY SCHOOLS OF CENTRAL VISAYAN CONFERENCE: SOME PROPOSALS

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ABSTRACT

Home Economics and Livelihood Education deals with the family and the ways how it makes a living, considering people in contemporary society, managing human and material resources, for the benefit of individuals and families and is likened to a catalyst of change for the betterment of the society, primarily, the family. The study assessed the technological capability in Home Economics and Livelihood Education (HELE) instruction of elementary schools of Central Visayan Conference of Seventh-Day Adventists, for some proposals, with research respondents as all 280 pupils in Grades IV-VI, 30 teachers, and six administrators in Cebu, Bohol, Masbate provinces, Philippines. The profile revealed pupils aged 10-12 years, more boys, families with fathers as office workers, farmers, mechanics, overseas workers and mothers as housewives, with six-seven members, and monthly income below P 5,000.00 and P 5,001.00–10,000.00; teachers were more female than male, married, bachelor degree holders with master degree units, worked less than 20 years as HELE teachers, and attended seminars/workshops/trainings several times; administrators attained master degree, administered 10 years-below, attended conferences/seminars/workshops/trainings seven-10 times. Technological capability in HELE instruction was perceived as often done on supervisory practices, used fairly often in teaching methods and strategies and moderately delivered by teachers and moderately acquired by pupils as to skills in all components. Capability in physical and instructional facilities was perceived as very adequate--shop rooms and laboratories, moderately adequate--safety measures and devices, and less adequate--tools and equipment. There was no significant mean difference in perceptions among pupils, teachers, and administrators on HELE instruction capability. Forty one per cent among teachers and 39 per cent among pupils had problems in HELE instructional/physical facilities, as lack of instructional materials and proposed solutions offered, as Solicit support from administration, HELE teachers be motivated to do best, Train pupils individually. The conclusion was that technological capability in HELE instruction was based on often done supervisory practices used fairly often teaching methods and strategies and HELE skills in all components were moderately delivered by teachers and moderately acquired by pupils. Recommendation was to utilize the study output, as the technological capability building strategic plan In HELE.

KEY-WORDS: HELE instruction, profile of respondents, technological capability, problems in HELE, some proposals

I. INTRODUCTION

In classrooms, it has been common knowledge, most particularly those in teacher education curricula, that education is life. Youth must be impressed with thought that education is not to teach them how to escape the disagreeable tasks and heavy burdens of life but to lighten work by teaching them better methods and higher aims. Youth so trained and be able to transfer technology whatever calling in life may be, so long as it is honest, can make social and economic position in life one of usefulness and honor (White, 1975). Technology as science of technical processes has innumerable use to mankind. Technological processes are activity side of technology--make and do

component, as exemplified by giving of projects to elementary pupils in Home Economics And Livelihood Education (HELE); thus, the vision of the Department Of Education being anchored on thrust of science and technology education program to develop globally competent individuals, through offering HELE curriculum in specialized education mix, though, with very little portion allotted, wherein child's technological interest is discovered, developed, and trained and where administrators' and teachers' technological capability in utilizing resources is exercised. Laufenberg generally classified resources into People, Information, Knowledge, Time, Tools and Machines, Materials, and Money (Laufenberg, 2012). Interested in technological capability in HELE instruction, the researcher was prompted to conduct study to assess technological capability in HELE instruction of elementary schools of Central Visayan Conference of Seventh-Day Adventists, as basis for some proposals for capability building.

2. MATERIALS AND METHODS

Initial steps in the study included the determination of the research environment, the identification of research respondents, and the formulation of the instrument. The research instrument was the survey questionnaire in three sets for the pupils, the teachers, and the administrators, on profiling, perceptions on capability in HELE instruction on relevant practices and physical and instructional facilities, laboratories, problems met, with variables scored. Preliminary preparations included consultations with teachers and administrators and formulation of the instrument, followed by the administration of instrument for data gathering, with the researcher giving a brief explanation on how to answer, and the gathered data were treated by using statistical tools, as percentage, weighted mean, and z-test.

3. RESULTS

Results showed (1) profile of 280 pupils as aged 11 to 12, with 154 or 55 per cent and 10 years and below, 107 or 38 per cent; gender was more male, 144 or 51 per cent; occupations of fathers were farmer, 53 or 19 per cent and office worker, 52 or 19 per cent, still; mechanic/driver, 50 or 18 per cent; overseas contract worker, 42 or 15 per cent and occupations of mothers as housewives, 147 or 53 per cent; number of family members, as five-six members, 107 or 38 per cent, three-four, 96 or 34 per cent, and seven-above, 52 or 19 per cent; family monthly income was Less than P 5,000.00, 90 or 32 per cent and P 5,001.00–10,000.00, 61 or 22 per cent; (2) profile of teachers, social background--ages as 31-40 years, 11 or 37 per cent, 41-50 years, nine or 30 per cent, and 51-60 years, six or 20 per cent; gender was more female, 19 or 63 per cent; civil status was married, 29 or 97 per cent; educational setting--24 or 80 per cent were bachelor, units in master degree; fields of specialization as Tailoring And Dressmaking, seven or 23 per cent, and Arts And Crafts, Culinary Arts, and Drawing And Painting, five or 17 per cent, each; number of years experience teaching HELE, 11 to 15, nine or 30 per cent and six-10, six or 20 per cent, 21-25 and five-below, five or 17 per cent, each; number of attendance to seminars/workshops/trainings relevant to HELE, three-six times, 14 or 47 per cent and seven-10 times, seven or 23 per cent; (3) profile of administrators--educational attainment, three of 50 per cent as bachelor, some master degree units; number of years experience as administrators, six-10 and five-below, two or 33 per cent, each; number of attendance to conferences/seminars/workshops/trainings relevant to HELE, seven-10 times, four or 67 per cent; (4) capability in HELE instruction and relevant practices, perceived by pupils and teachers as often (an average weighted mean--AWM of 3.60) on supervisory practices of administrators and moderately (AWM, 3.20) as perceived by administrators themselves; perceived by pupils and teachers as fairly often (AWM of 3.24 and 2.80, each) on 19 methods and strategies used by teachers; generally perceived as moderately delivered among teachers, general AWM of 2.96 and moderately acquired among pupils, general AWM of 2.91, on skills delivered by teachers and acquired by pupils in HELE, some area specifics--Home Economics, moderately delivered among teachers, AWM, 3.09 and moderately acquired among pupils, AWM, 2.91; Agricultural Arts, moderately delivered among teachers, AWM, 2.60 and less acquired among pupils, AWM, 2.66; Industrial Arts, less delivered among teachers, AWM, 2.00 and less acquired among the pupils, AWM, 2.10; and Retail Trades, well delivered among teachers, AWM, 3.52 and moderately acquired among pupils, AWM, 3.37.

No significant mean difference was on perceptions of pupils, teachers, and administrators on supervisory practices and safety measures and devices in laboratories and on skills delivered by teachers and acquired by pupils in HELE; thus, null hypothesis was accepted.

Problems met in HELE instruction, learning, and physical facilities, were diverse-based, first nine were Lack of instructional materials, with 256 or 91 per cent, Lack of HELE tools and equipment, 167 or 59 per cent; Time allotment for subject not enough and Lack of supplies for projects, 16 or 53 per cent, each, No separate shop and laboratory, Lack of manuals and books, and Not enough garden area, 140 or 50 per cent, each; Lack of technological trainings and attendance to seminars, 15 or 50 per cent; Laziness of pupils, 15 or 50 per cent.

On proposed solutions to problems met in HELE instruction and physical facilities, first two were Solicit support from administration, 134 or 48 per cent and Allot enough time for HELE instruction, 125 or 45 per cent; on problems met on administrators, these were Inviting experts to conduct lectures, 125 or 45 per cent; Always invite supervisors to come and Invite experts from outside to conduct lectures, 122 and 123 respondents, respectively, or 44 per cent, each; Send administrators to training centers, with 119 or 42 per cent; and Select knowledgeable administrators on subject matter, 114 or 41 per cent; and on problems met on teachers, first four were HELE teachers be motivated to do their best, 120 or 43 per cent; Hire qualified teachers to teach HELE, 119 or 42 per cent; Recognize efforts of teachers in HELE and Send HELE teachers to seminars and workshops, 116 or 41 per cent, each; Train HELE teachers to use technology, 115 or 41 per cent; on pupils, first five were Training pupils individually, 148 or 53 per cent; Motivating pupils and Setting standards to be accomplished, 136 or 49 per cent, each; Emphasize value of work, 130 or 48 per cent; and Be consistent in giving projects, 131 or 47 per cent.

4. DISCUSSION

With the results revealing that students respondents had parents of generally low socio-economic stratum, as fathers being farmers, mechanics/ drivers and mothers as housewives, with five and above members, and a monthly income of less than P 5,000.00 and P 5,001.00–10,000.00, which data imply that pupils had much difficulty of support from parents of generally small means of living, with big families, and of low income. Anything that the schools leaders can initiate for these parents to have an improved means of livelihood through supplemental activities and be reoriented on family planning methods would be most welcome. As for the teachers and the administrators being bachelor, with master degree units only, would need an awareness on the necessity of academic upgrading, most specifically, as full master degree holders, as this can boost the academic competence of both sectors in HELE instruction.

Capability in HELE instruction and relevant practices perceived by pupils and teachers as often and by administrators as moderately, methods and strategies used by teachers being perceived as fairly often, skills delivered by teachers and acquired by pupils in HELE being moderately delivered by teachers and moderately acquired by pupils (Home Economics, moderately delivered by teachers and moderately acquired by pupils), (Agricultural Arts, moderately delivered by teachers and less acquired by pupils), (Industrial Arts, less delivered by teachers and less acquired by pupils), and Retail Trades, well delivered by teachers and moderately acquired by pupils), would imply that generally, the teachers' level of instruction would beget similar students' level of achievement; that is one cannot give which he or she does not have.

That no significant mean difference among perceptions of pupils, teachers, and administrators as to supervisory practices and safety measures and devices in laboratories and on skills delivered by teachers and acquired by pupils in HELE instruction implies that adults and young alike in educational situations exhibit objective assessments.

As diverse-based problems were met in HELE instruction, learning, and physical facilities and laboratories by students, teachers, and administrators, with some 10, as Lack of instructional materials, Lack of HELE tools and equipment, Insufficient time allotment, Lack of separate shop and laboratory, Lack of manuals and books, Lack of garden area, Lack of supplies for projects, Lack of technological trainings and attendance to seminars, Lack of technological knowledge and skills, Poor study habits, these imply the need to study the learning situation keenly for appropriate direction, as logistics generation and home cooperation.

Proposed solutions to problems met in HELE instruction and physical facilities and laboratories being presented, as Solicit support from administration, Allot enough time for HELE instruction, Invite experts to conduct lectures,

Always invite supervisors to come, Send administrators to trainings, Select knowledgeable administrators, HELE teachers be motivated to do their best, Hire qualified HELE teachers, Recognize efforts of HELE teachers, Send HELE teachers to seminars and workshops, Train HELE teachers to use technology, Train pupils individually, Motivate pupils, Set standards to accomplish, Emphasize value of work, Be consistent in giving projects, imply a felt need to improve capability in HELE instruction through implementation of study output, as the Technological Capability Building Strategic Plan In HELE.

5. CONCLUSION

Based from the findings, the conclusion would be that the technological capability in HELE instruction was based on often done supervisory practices by the supervisors/administrators used fairly often teaching methods and strategies the teachers, and HELE skills in all components being moderately delivered by the teachers and moderately acquired by the pupils.

6. RECOMMENDATION

As an overall recommendation, this would be to utilize the study output, as the technological capability building strategic plan In HELE, starting at having a strengths-weaknesses-opportunities-threats analysis, identification of strategic issues, formulation of the strategic plan, implementation of the strategic plan.

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