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THE INSTRUCTIONAL DELIVERY PROGRAM OF PRACTICAL
ARTS EDUCATION OF THREE TYPES OF SECONDARY
SCHOOLS IN THE DIVISION OF CAVITE

SECRET

A Thesis
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Master of Arts in Teaching

by

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ABSTRACT

The study was focused on the evaluation of the instructional delivery system of Practical Arts Education in the three types of secondary schools in the Division of Cavite, School Year 1986-87.

Specifically the study attempted to determine the profile of practical arts teachers of the three types of schools as regards to sex, age, civil status, educational qualification, major field of specialization, teaching experience and civil service eligibility. The study likewise determined the extent of attainment of Practical Arts objectives, their relevance to the objectives of secondary education, adequacy of tools and equipment, tool/equipment-student ratio, teacher-student ratio, extent of use of instructional materials and teaching methods and strategies, adequacy of Practical Arts shops and frequency of application of different supervision and evaluation practices. It also identified the problems met, solutions offered and benefits of the program.

The normative method of research was used, with Practical Arts teachers in the three types of schools as respondents. The three types of schools are national,



municipal, and barangay high schools. Questionnaire is the main instrument used for data gathering. The statistical tools used are chi-square test of independence and Kendall's Coefficient of Concordance.

The findings of the study are as follows:

1.1 Sex. In all the three types of secondary schools, there are more female practical arts teachers with the highest percentage coming from national schools. There are 72 female teachers or 76.6 percent and 22 male teachers or 23.4 percent. For the municipal schools, there are 11 female teachers or 64.7 percent and 6 male teachers or 35.3 percent. For the barangay schools, there are 17 female teachers or 68.0 percent and 8 male teachers or 32.0 percent

1.2 Age. The age of the practical arts teachers in the national schools ranges from 21-60 years. However, a great majority of them belongs to the 21-35 age range. There are 36 (36.7%) teachers who belong to the 21-25 age range, 25 (25.5%) teachers who are in the 26-30 age range, and 20 (20.4%) who fall in the 31-35 age range.

In the municipal schools, the majority of the teachers falls within the 26-30 age range (10 or 62.5%). This is followed by those in the 21-25 age range (3 or 18.8%) and those in the 31-35 age range (2 or 12.5%). There is



only one (6.3%) who belongs to the 36-40 age range. Thus the age of teachers ranges from 21-40 years.

The age of the barangay teachers ranges from 21-40 years with majority falling within the 26-30 years (12 or 48.0%) followed by those in the 31-35 age range (8 or 32.0%) and those in the 21-25 age range (4 or 16.0%). There is again one teacher (4.0%) who belongs to the 36-40 age range.

1.3 Civil Status. Practical Arts teachers in the national schools are mostly single (51 or 52.5%) percentage-wise. The married teachers compromise 47.4 percent. On the other hand, percentage-wise, there are more married teachers (12 or 70.6%) than single teachers (5 or 29.4%) in municipal schools. This observation can be noted among teachers in barangay schools. There are 14 or 56.0 percent married teachers and 11 or 44.0 percent single teachers.

1.4 Educational Attainment. In the national secondary schools, there are 93 teachers or 94.9 percent who have bachelor's degree; 4 teachers or 4.1 percent with master's degree; and one teacher or 1.0 percent with doctor's degree. In the municipal and barangay secondary schools, all practical arts teachers are bachelor's degree holders.

1.5 Major Fields of Specialization. The practical



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arts teachers from the national secondary schools have varied major fields of specialization as shown in Table 6. There are 44 teachers or 44.9 percent who have girls trades as their major; 19 teachers or 19.4 percent, agriculture; and 14 teachers or 14.3 percent, boys trades.

Among the 16 practical arts teachers from the municipal secondary schools, there are 5 teachers or 31.3 percent whose major field of specialization is agriculture; 4 teachers or 25.0 percent, boys trades; and another 4 teachers or 25.0 percent, girls trades.

In the barangay secondary schools, there are 8 teachers or 32.0 percent with girls trades as their major field of specialization; 4 teachers or 16.0 percent, agriculture, another 4 teachers or 16.0 percent, business courses; and 3 teachers or 12.0 percent, animal husbandry.

1.6 Years of Teaching Experience. In the national schools, a great majority of teachers have 1-5 years of teaching experience with 60 teachers or 61.8 percent. This is followed by those teachers with 6-10 years of teaching experience with 23 teachers or 23.7 percent. There are 8 teachers or 8.2 percent with 11-15 years of teaching experience. It can be noted that there are only 6 teachers (6.3%) with teaching experience of 16 years and above.



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In the municipal schools, there are 8 (47.0%) teachers who have 1-5 years of teaching experience; 6 (35.3%) teachers with 6-10 years; 2 (11.8%) teachers with 11-15 years; and one (5.9%) with 16-20 years.

In the barangay schools, the same trend is likewise observed. There are 12 (50.0%) teachers who have 1-5 years of teaching experience; 11 (45.8%) teachers 6-10 years; and one (4.2%) with 11-15 years.

1.7 Civil Service Eligibility. On the national schools, there are 54 or 53.5 percent who have passed the professional examination; for teachers; 10 or 9.9 percent career professional examination; 4 or 3.9 percent, senior teacher examination; and another 4 or 3.9 percent, other examinations. There are 28.7 percent who have not passed any civil service examination.

In the municipal schools, there are 6 or 30.0 percent who have passed the professional board examination; another 6 or 30.0 percent, career professional, and one or 5.0 percent, other examinations. There are 7 or 35.0 percent who are non-eligible.

In the barangay schools, there are 11 or 45.8 percent teachers who have passed the professional board examination and 13 or 54.2 percent teachers who have not



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passed any civil service examination. Just like in the municipal schools, there are more non-eligible than eligibles in the barangay schools.

2.1 There are six objectives being pursued under the practical arts subjects. As perceived by the practical arts teachers from the three types of secondary schools, all these objectives are attained to a high degree. Varied weighted averages are obtained for each group of respondents but these all fall within the range of high degree. Hence they have the same perceptions on this aspect of the practical arts programs.

2.2 The practical arts teachers from national secondary schools believe that all the objectives are relevant to the general objectives of secondary education. Those from the municipal secondary schools likewise believe that the objectives are all relevant to the general objectives of secondary education. The barangay practical arts teachers have also the same belief, i.e., the objectives are very relevant to the general objectives of secondary education.

2.3 In terms of tools and equipment, the practical arts teachers from the three types of secondary schools



opined that these are fairly adequate to meet their needs. These three groups of respondents have again the same perceptions on the adequacy of supplies and materials. They feel that these are fairly adequate for instruction.

2.4 The perceptions of the practical arts teachers from the national secondary schools on the tool/equipment-student ratio range from 1:1 to 1:20. However, majority of them (37 or 41.1%) believe that there is 1:5 ratio. In the municipal secondary schools, the practical arts teachers perceive the ratio to range from 1:5 to 1:55 with majority (7 or 41.2%) identifying 1:10 ratio of tool/equipment to student. The barangay practical arts teachers have less varied perceptions on the tool/equipment-student ratio than their counterparts from the national and municipal secondary schools. A great majority of them (17 or 68.0%) feel that the ratio is 1:20, followed by 1:5 with 5 or 20.0 percent, and 1:10 with 3 or 12.0 percent.

2.5 The practical arts teachers from the national schools perceive the teacher-student ratio to be as follows: 1:30 as revealed by 38 teachers or 43.7 percent; 1:10 by 12 teachers or 13.8 percent; and 1:15 by 10 teachers or 11.5 percent.



In the municipal secondary schools, the practical arts teachers perceived the teacher-student ratio to be: 1:30 as opined by 7 teachers or 63.6 percent; 1:55 by 3 teachers or 27.3 percent; and 1:45 by one or 9.1 percent.

The perceptions of the barangay secondary school teachers on the teacher-student ratio are the following: 1:30 as revealed by 15 teachers or 68.3 percent and 1:25 by 3 teachers or 13.7 percent.

2.6 The most frequently used instructional materials by practical arts teachers in the national secondary schools are the following: books, 93 teachers or 17.4 percent, rank 1; chalkboards, 91 teachers or 17.0 percent, rank 2; pictures, 83 teachers or 15.5 percent, rank 3; wall charts and posters, 72 teachers or 13.5 percent, rank 4; and real objects, 64 teachers or 12.0 percent, rank 5.

The practical arts teachers in the municipal secondary schools perceive the most frequently used instructional materials are as follows: books, 17 teachers or 17.7 percent, rank 1.5; chalkboards, 17 teachers or 17.7 percent, rank 1.5; pictures, 14 teachers or 14.6 percent, rank 3.5; wall charts and posters, 14 teachers or 14.6 percent, rank 3.5; and real objects, 12 teachers or 12.5 percent, rank 5.



In the barangay secondary schools, the practical arts teachers have identified the following instructional materials as the first five frequently used: books, 25 teachers or 16.6 percent, rank 1; chalkboards, 23 teachers or 15.2 percent, rank 2; pictures, 22 teachers or 14.6 percent, rank 3; real objects, 19 teachers or 12.6 percent, rank 4; and wall charts and posters, 16 teachers or 10.6 percent, rank 5.

2.7 The practical arts teachers of the national secondary schools perceived the following teaching strategies as the first five in the frequency of use: lecture, 95 or 16.0 percent, rank 1; laboratory work, 90 or 15.2 percent, rank 2; demonstration, 85 or 14.5 percent, rank 3; question/answer, 80 or 13.5 percent, rank 4; and projects method, 77 or 13.0 percent, rank 5.

Those from the municipal secondary schools have the following perceptions on the extent of use of teaching methods: laboratory work, 17 or 16.2 percent, rank 1; lecture, 16 or 15.2 percent, rank 2; demonstration, 16 or 15.2 percent, rank 3; project method, 16 or 15.2 percent, rank 4; and question/answer, 14 or 13.3 percent, rank 5.

In the barangay secondary schools the practical



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arts teachers perceived the following teaching methods as the most frequently used: lecture, 25 or 16.2 percent, rank 1; project method, 23 or 14.9 percent, rank 2; group work, 22 or 14.2 percent, rank 3; demonstration, 21 or 13.5 percent, rank 4; question/answer, 21 or 13.5 percent, rank 5; and laboratory work, 21 or 13.5 percent, rank 5.

2.8 In terms of area of practical arts shops, the practical arts teachers of the three types of secondary schools perceived it as fairly adequate. With regard to lighting, they have also the same perceptions, i.e., fairly adequate. The same is true with ventilation. This is likewise perceived by all the respondents as fairly adequate. The number of practical arts shops is perceived to be fairly adequate by the practical arts teachers.

2.9 In the national secondary schools, the practical arts teachers perceived all the supervision practices to be observed most of the time. The practical arts teachers of the municipal secondary schools have likewise the same perceptions as their counterparts from the national secondary schools, i.e., all the supervision practices are observed most of the time. On the other hand, the practical arts teachers from the barangay secondary schools perceived that out of the four practices, two are observed



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most of the time while the other two are observed sometimes.

3.1 That the teachers from the national schools ranked lack of reference/textbooks for practical arts and lack of tools and equipment as the major problems. The last two problems they identified are lack of shop rooms and insufficient number of trained practical arts teachers. In the case of teachers from municipal schools, the most pressing problems they identified are lack of tools/machine and equipment and over crowded classes in practical arts while the last two problems for them are lack of materials for the projects and insufficient number of trained practical arts teachers. For the teachers of barangay schools, the first two problems in their ranking are lack of tools and equipment and lack of materials for the projects while the last two problems based on their perceptions are over crowded of classes and lack of trained practical arts teachers.

3.2 The teachers of national school perceived the solutions number 1 and 2 to be first two in the ranking. The last two solutions offered are numbers 3 and 5. In the case of teacher of municipal schools, the first two solutions are number 2 and 4 while the last two are numbers 5 and 3. For the teachers of barangay schools, the first



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two are solutions number 2, 4 and 1 and the last two are solution numbers 3 and 5.

3.3 The teachers of national schools perceived benefit numbers 4 and 2 to be the first two in the ranking and the last two are numbers 3 and 1. For the teachers of municipal schools, they perceived benefits 4 and 5 to be the first two in their ranking and benefits 1 and 3 to be at the last. In the case of teachers of barangay schools the first in the rank is benefit number 4 while the last is benefit number 1.

The conclusions arrived at are the following:

- 1.1 More females are inclined to have practical arts as their field of specialization.
- 1.2 Generally, practical arts teachers in the three types of schools are relatively young.
- 1.3 Majority of the teachers in Cavite are married.
- 1.4 The teachers in the national schools are more concerned than their counterparts in the municipal and barangay schools in terms of professional advancement.
- 1.5 There is a lack of qualified practical arts teachers in the three types of secondary schools in the Division of Cavite.
- 1.6 Barangay schools have the youngest teachers.



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It can be concluded that generally new teachers are assigned on far flung schools.

1.7 There is really a lack of practical arts teachers that even the non-eligibles are hired to teach.

2.1 There are no significant difference among the perceptions of the three groups of respondents on the extent of attainment of the practical arts objectives. The standard of teaching in the three types of schools is relatively the same and that the students in the barangay achieved as much as those in the municipal and national schools.

2.2 There are more significant differences among the perceptions of the three groups of respondents on the relevance of practical arts objectives to the objectives of secondary education. It can be concluded that practical arts is a contributory factor to the attainment of the objectives of secondary education.

2.3 There are no significant differences among the perceptions of the three groups of respondents on the adequacy of tools and equipment for practical arts classes are wanting.

2.4 The big student-tool ratio affects the development of skills of the students in the practical arts.

2.5 The teachers-student ratio obtained lead to



the conclusion that managing the class is quite a problem for the teachers.

2.6 Traditional instructional materials are the most frequently used in teaching practical arts in the Division of Cavite due to limited budget released to them.

2.7 Teacher-dominated or teacher-centered methods strategies are mostly used in the teaching of practical arts.

2.8 There is a need for administrator to address the problem to make the shop at least adequate.

2.9 Supervision/evaluation in the national and municipal schools are more rigid than in barangay schools.

3.1 There are significant agreement among the perceptions of the three groups of respondents on the problems met. Generally the problems identified are related to funding.

3.2 There are significant agreement among the perceptions of the three groups of respondents on the solutions offered to the problem.

3.3 There are significant agreement among the perceptions of the three groups of respondents on the extent of program benefits. The benefits derived from the program leads toward the attainment of the objectives of secondary education.



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The recommendations of the study based on the findings and conclusions are:

1. Administrators should give priority to the acquisition of tools and equipment for practical arts program in the secondary schools. In the absence of available funding, other means such as donations from PTA and other civic organization should be resorted to.

2. There should be seminar-workshops for the teachers and administrators to upgrade their competencies.

3. Teachers should be encouraged to prepare instructional materials such as modules, and workbooks in practical arts to augment the available instructional materials in the school. Of course the administrators should motivate and give the necessary support to the teachers.

4. Teachers and other personnel of the schools should be tapped in the evaluation of the program.

5. Similar study should be conducted but this time looking at other aspects of the delivery system not included or covered in the study.



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