



**De La Salle University - Dasmariñas**  
**GRADUATE PROGRAM**

**Factors Associated with the Attitudes of Grades Five and Six Boys Towards**

**Home Economics Education in the District of**

**Dasmariñas I, Division of Cavite,**

**SY 1999-2000**

**A Master's Thesis**

**Presented to**

**The Faculty of Graduate School of Education**

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**of the Requirements for the Degree**

**Master of Arts in Education**

**Major in Educational Management**

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**AKLATANG EMILIO AGUINALDO ARCHIVES**



ABSTRACT

Name of Institution : De La Salle University – Dasmariñas  
Address : Dasmariñas, Cavite  
Title : Factors Associated With the Attitudes of  
Grades Five and Six Boys Towards Home  
Economics Education in the District of  
Dasmariñas I, Division of Cavite,  
SY 1999-2000.  
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OBJECTIVES OF THE STUDY

General:

Determine the significant factors associated with the attitudes of grades five and six boys towards home economics education in the District of Dasmariñas I, Division of Cavite, SY 1999-2000.

Specific:

1. Find out the profiles of grades five and six boys in the District of



Dasmariñas I, Division of Cavite, SY 1999-2000 in terms of age, family income, intelligence quotient, and academic achievement.

2. Determine the attitudes of grades five and six boys towards the different areas of home economics.

3. Determine if there are significant differences in the attitudes of the boys towards each area of home economics when grouped as to age, family income, family size, IQ, and academic achievement.

4. Determine if there are significant differences between the attitudes of grades five and six boys towards the different areas of home economics education.

The descriptive survey research design was used in this study. The respondents were the 498 or 30% of 1657 grade five boys and 373 or 30% of 1244 grade six boys with a total of 871 or 30% of the 2,902 grades five and six boys in the District of Dasmariñas I. There were 15 or 100% of the schools in the aforementioned district involved in the study. Questionnaire and documentary analysis were the main data gathering tools in the study. Statistical tools used were frequency count, percentage, mean ranking, average weighted mean, t-Test of uncorrelated means and F-test.

Findings of this study revealed that majority of the respondents were of normal age for the intermediate grades; were below average as to family



income; belonged to a family size of 4-8 members; and were average in mental ability and academic achievements.

When taken as a whole group, the grades five and six boys had favorable attitudes towards the different areas of home economics as in human development and the family, home management and family economics, food and nutrition, grooming and clothing, and housing as indicated by their overall mean response of 3.94 (Like) and 3.79 (Like), respectively. There are no significant differences in the attitudes of the boys towards each area when grouped as to age, family income, family size, intelligence quotient, and academic achievement. Regardless these aforementioned factors, the attitudes of the boys do not differ. Findings show further that when taken as separate groups, grade five boys have favorable attitudes towards home development and the family and housing than grade six boys. However, attitudes of both groups do not differ in the areas of home economics as home management and family economics, food and nutrition, and grooming and clothing.

The following recommendations are hereby offered:

1. Home Economics teachers should be more sensitive to the learning difficulties of their pupils particularly the males either in conceptualizing ideas or developing and applying the skills learned so that appropriate activities that could enhance the interests of the pupils in this particular subject could be



provided.

2. Pupils, regardless of their grade level, should be provided with rich opportunities to improve their attitudes in all areas of Home Economics, like having school competition in home making as caring of younger sisters/brothers, picture mounting, cooking, grooming, sewing, etc.

3. Proper time scheduling should be provided to give enough time for the pupils to perform assigned tasks without distractions.

4. Home Economics education should be given more emphasis in community assemblies, general and homeroom Parents and Teachers Association meetings to make parents aware of the curricular programs of Home Economics and to give further home training for their children, especially the boys.

5. Closer supervision should be done to ensure proper implementation of the program in Home Economics.