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Title: Reactions of Parents and Students of the First and the Second Year Classes Toward the New Practical Arts Program in the Sarrat High School, School Year 1976-1977.
Year: 1978
Acc. No.: 660084

Abstract: This study attempted to describe and enumerate the reactions of the students enrolled in the first and the second year level of the Sarrat High School and their parents during the school year 1976-1977, toward the new Practical Arts as a curricular offering.

Specifically, it sought to answer the following questions:
1. How do the student of the first and the second year classes regard Practical Arts as a curricular offering?
2. Is there any difference between the reactions of the first year students and those of the second year students?
3. How do the reactions of the boys differ from those of the girls?
4. How do the parents of the first year and the second year students regard Practical Arts as a curricular offering?

The researcher was deeply motivated by the honest desire to gather feedbacks on the new Practical Arts offering which will be a basis for curriculum planning and development. This investigation will be particularly useful to persons concerned – the students. It will help administrators and curriculum planners plan and select possible teaching experiences suited to the needs and abilities of the students. The reactions, as indicated in the different questionnaires supplemented by the results of fact finding interviews with the parents and students, will be used to identify the students’ interests in the different areas of occupation.

The Method Used and Sources of Data

This study used the descriptive-survey method, which utilized the questionnaire and the interview as tools in gathering the necessary data. The statistics used in the analysis of the data was the Likert Method of scaling, using four categories which are as follows; very much, much, little, and no. the data were
gathered from 515 student, of whom 265 are first year student and 250 are second year students; and 515 parents, all of the Sarrat High School in the district of Sarrat, division of Ilocos Norte.

Findings

The following were the findings for each of the specific questions raised:

1. How do the student of the first and the second year classes regard Practical Arts as a curricular offering?
   a. The students liked very much Agricultural Arts, and they liked much Industrial Arts and Homemaking Arts as areas in the Practical Arts offering.
   b. The respondents applied very much at home the knowledge and skills they learned in Practical Arts.
   c. The time for Practical Arts classes was slightly enough and convenient to the students.
   d. The students encountered to a great extent problems in securing the materials needed in their projects.
   e. The students were given much freedom to choose or select their projects.
   f. More students made their projects in the school during the Practical Arts period.
   g. Guidance in the making of projects was very much extended to the students.
   h. Local materials were very much utilized by the students for their projects.
   i. Proper work habits have been developed very much among the students.
   j. More students raised money out of their projects.

2. Is there any difference between the reactions of the first year students and those of the second year students?
   a. Sophomores were much more interested in the areas of Practical Arts that were offered than the freshmen.
   b. Sophomore and freshmen applied very much the knowledge and skill they learned in Practical Arts.
   c. Time schedule of classes was much more convenient to the sophomores that the freshmen.
   d. Freshmen met or encountered much more problems than the sophomores in securing the materials needed in their projects.
   e. Sophomores were given much freedom to choose or select their projects.
   f. The first year students made projects in the school much more than the second year students did.
g. Guidance in the making of projects was exerted much to the freshmen.

h. Local materials were very much utilized by the sophomores and were much utilized by the freshmen.

i. In both curriculum years, proper work habits were very much developed among all the students.

j. Sophomores raised much more money out of their projects than the freshmen did.

k. Sophomores favored much the continuance of the teaching of the areas that were offered on Practical Arts.

3. How do the reactions of the boys differ from those of the girls?
   a. Boys and girls liked much Agricultural Arts as an area in the Practical Arts offerings.
   b. Boys were much more interested in Industrial Arts than girls.
   c. Girls were much more interested in Homemaking Arts than boys.
   d. Skills and knowledge learned in Practical arts were very much applied by the boys than the girls.
   e. Time schedule was more convenient and sufficient to the girls.
   f. Girls met more problems in securing the materials needed for their projects.
   g. Girls were given more freedom in choosing or selecting projects than boys.
   h. More boys than girls tended to make their projects at school.
   i. Guidance was extended or given more to the girls.
   j. Local materials were greatly used and utilized by the girls.
   k. Boys and girls developed very much proper work habits.
   l. Boys and girls were very much in favor of the teaching of Agricultural Arts.
   m. Boys raised more money than the girls did out of their projects.
   n. Boys were much in favor of the teaching of Industrial Arts.
   o. Girls were much in favor of the teaching of Homemaking Arts.

4. How do the parents regard Practical Arts as a curricular offering?
   a. Parents were very much informed that Agricultural Arts, Industrial Arts, and Homemaking Arts were taught to their children.
b. Parents were very much aware that their children applied the knowledge and skills they learned in Practical Arts.

c. It was confirmed very much by parents that their children’s attitudes toward work improved.

d. Parents could give much the materials needed by their children in Practical Arts.

e. Parents liked very much the inclusion of Agricultural Arts as an area of Practical Arts.

f. Parents liked very much the inclusion of Industrial Arts as an area of Practical Arts.

g. The teaching of Homemaking Arts as an area of Practical Arts was favored very much by the parents.

The above-mentioned discovered attitudes of parents and students would provide the administrators, especially the teachers, baseline data for a well-planned program of learning activities, which includes the following:

a. Identification of activities suited to the students’ needs, interests, and abilities;

b. Adaptation of the activities in the curriculum; and

c. Choice of specific methods to be applied in the teaching of the activities already planned.

Conclusions:

In the light of the finding of the study, the following salient conclusions were arrived at:

1. Students showed a favorable reaction toward the areas offered in the new Practical Arts program. They were very much interested in Agricultural Arts and interested in Industrial Arts and Homemaking Arts.

2. The sophomores were much interested in the areas that were offered in the Practical Arts program.

3. There are significant differences and similarities in reactions of boys and girls toward the areas offered. Agricultural Arts was highly preferred by both boys and girls whereas Industrial Arts was more favored by the boys than the girls who expressed preference for Homemaking Arts. On the whole, proper work habits were very much developed by the students.

4. Parents were very much in favor of the continuance of the teaching of Agricultural Arts, Industrial Arts and Homemaking Arts to their children and they admitted that the new Practical Arts program is important in the development of skills and healthy attitudes toward work among their children.
Recommendations:

On the basis of the findings and the conclusions arrived at in this investigation, the following recommendations are offered:

1. Practical Arts areas should be well planned and programmed, considering the resources and facilities of the school and the economic needs of the community. Second year students, should not repeat the basic skills and knowledge learned in the first year, rather, they should be allowed to master basic skills and knowledge in a particular area. Sufficiently that should be quit schooling at the end of the school year, he can enter into gainful employment.

2. In order to make the first year students as interested as the second year students, the skill that they can acquire from their projects should be properly identified so that these will be useful in the acquisition of those skills. This is the only means by which that interest can be attained.

3. All Philippine schools situated in basically agricultural communities should be strict in giving due emphasis to agricultural instruction along side other major curricular offerings. Since the girls expressed preference for Homemaking Arts, those who have the aptitude and the interest should be permitted to take courses in Practical Arts other than Homemaking Arts.

4. Parents should also be involved in the planning and selecting of possible teaching experiences suited to the needs, skills and abilities of the students. Model projects in Industrial Arts and Homemaking Arts should be properly and conspicuously displayed for the parents and other school visitors to see. Likewise, the gardens, nurseries and other agricultural projects must be well advertised to the people in the community so that they may be well informed of the activities and the achievements of the school. These activities will heighten the level of interests of parents toward the Practical Arts offerings of the school.

5. The principal should conduct periodical occupational surveys to determine the needs of the community as well as surveys of industries the results of which will serve as a basis in revitalizing the vocational courses. The administrators should be as well prepared as the Practical Arts teachers of effective instruction are to be achieved. The school principal, guidance counselor, and Practical Arts teacher should work cooperatively in the assessment of the levels of skills of the students. This will be the basis for the school to devise an education program for them, and of possible for each individual student, and also to
develop a cluster of projects suited to the maturity level of the students.

6. Further study of this nature should be undertaken especially in other municipalities in order to determine the extent of improvement made by the school administrators on the revision of the Practical Arts program.