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**THE TECHNOLOGY AND HOME ECONOMICS PROGRAM AT  
DASMARINAS RELOCATION CENTER HIGH  
SCHOOL AND ITS SIX ANNEXES**

**JOSE F. LLEVADO**

**April 1994**

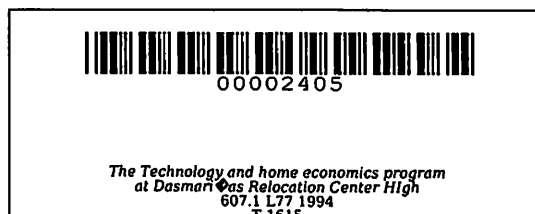


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THE TECHNOLOGY AND HOME ECONOMICS PROGRAM AT  
DASMARIÑAS RELOCATION CENTER HIGH  
SCHOOL AND ITS SIX ANNEXES

JOSE F. LLEVADO

SUBMITTED TO THE FACULTY OF THE GRADUATE SCHOOL,  
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## ABSTRACT

The primary aim of this study was to determine the status of Technology and Home Economics program of Dasmariñas Relocation High School and its six annexes during the school year 1983-94. This study also attempted to determine the competencies of teachers in the Technology and Home Economics <sup>Program; Areas of THE</sup> preferred by the teachers to teach; the extent of utilization of instructional guides by teachers in the Technology and Home Economics Program; <sup>coverage of the</sup> teaching <sup>four</sup> major areas of THE; extend supervision to Technology and Home Economics teachers; the extent of problems encountered by the teachers in teaching Technology and Home Economics; and the academic performance of students in THE program.

The descriptive normative survey was used in this study. The investigator involved 45 Technology and Home Economics teachers in the first and second year levels. Student-respondents were selected using stratified random sampling. Questionnaire checklist was utilized to gather data. These were supplemented by observation and informal interview.

The statistical measures applied were the percentage, frequency count, ranking and mean.

The study revealed that teachers were competent in terms of their educational qualifications, teaching experience and civil service eligibility. All teachers had attended in-service training program but it was limited with regard to their workload. Only 22.2% of teacher respondents were underloaded.

Daily lesson plans were always used by teachers as instructional guides and the course of study and course outlines were always utilized by teacher respondents as sources of their instructional aims and objectives. Furthermore, teachers always used discussion, lecture and review as their methods/strategies in teaching.

As to the extent of coverage of the major areas of THE, Home Economics, Agricultural Arts and Entrepreneurship were given equal importance while Industrial Arts was not given that kind of attention.

Teachers lesson plans were checked weekly by their respective immediate heads. Classroom observations were conducted by the principal or school head either monthly or semestral.

The most serious problem encountered by THE teachers was the over-sized classes.

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## Chapter 1

### INTRODUCTION

The fundamental objective of every secondary schools in the Philippines is to develop the individual spiritually, morally, intellectually, physically and socially. This can be realized through various disciplines to enable to survive and get ahead in, and cope with this highly complex and competitive world.

In order to accomplish this objective, reforms in education have been the priority under the new government. There is a need to make careful study of the educational system covering all facets of the educational process. Taking into consideration the economic needs of the country, the school must cultivate vocational efficiency which will hold the students to become effective and responsible members of the society.

With this vision, the secondary education program has been revised several times. The latest of which is the 1989 Secondary Education Development Program (SEDP). This program is in response to the need to continue pupils' development started by PRODED on the elementary level.

The reform in curriculum is characterized by values integration in the content areas. Likewise, revisions cover deletion of features that are not relevant to the needs of