



## PERCEPTIONS OF STAKEHOLDERS ON A HOME ECONOMICS AND LIVELIHOOD EDUCATION PRACTICUM BUILDING IN THE PRIVATE ELEMENTARY SCHOOLS

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### ABSTRACT

The primary concern of the study was to determine the status of Home Economics and Livelihood Education Practicum Building (HELEPB) of the private elementary schools as basis for constructing or renovating suitable and conducive HELEPB for a quality teaching and learning process. It utilized descriptive survey method of research. The participants of the study were stakeholders of the private elementary schools namely: parents, alumni, faculty staff and administrators. The results revealed that the HELEPB is inadequate as perceived by the participants in terms of the components such as agricultural, industrial, entrepreneurial and home economics. On the elements of a HELEPB, the stakeholders regardless of status gave positive responses which means they perceived the elements essential. Moreover, the aspects to be recommended in constructing or renovating HELEPB as perceived by the stakeholders are specific areas for industrial arts, agricultural, home economics and entrepreneurial.

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### INTRODUCTION

Home making is not just about what is trendy. It is science that concerns on healthy nutritional diet and balanced lifestyle which helps maintain well-being. According to Lockhart (2015), home economics or home science is at present a necessity, with rapidly increasing consumer debt, individual nutrition concerns, obesity, ever changing family dynamics and roles, individuals, families and communities need information and interventions at the individual, family, community and government level that will support them and help them grow and adapt to an ever changing world (Battlefords News Optimist, 2018). Kimbalima (2015) stated that teaching home science in schools is of great benefit to pupils. As a practical subject, it should be promoted and encouraged to be learnt in school. The school administrations, teachers and the community must mount a vigorous campaign to enlighten pupils and parents on the benefits of taking home economics at school. He further added that the school management should strive to increase budget allocations to the teaching of home science since it is quite involving.

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According to Karimi (2012), the teaching of home science is challenged by different factors. One of which is the inadequacy of the facilities and equipment for teaching in which she pointed out that such problem is one of the many factors why teaching the subject is a struggle for teachers. The dearth of facilities and equipment which are essential in teaching home science is also an alarming issue that haunts the Philippine educational system. Home science or better known as Home Economics and Livelihood Education in the Philippines, is offered as a subject which starts in the fourth grade. There are four areas which makes it up namely: the agriculture, the entrepreneurial, home economics, and industrial arts. But in the transition of the curriculum towards K-12, the issue on the shortage of the facilities and equipment also surfaced. Contreras in (Legaspi, 2014) explained that the lack of learning materials, facilities and equipment were among the problems faced by the teachers in the implementation of the new curriculum. In order to effectively teach students, a laboratory must be designed to provide students with skills they needed to learn. Designing a HELE laboratory may take several attempts at configuring tools and equipment into organized, functional layout that will have a lasting value (Jennifer, 2001). A Home Economics and Livelihood Education Practicum Building with essential elements that cater to the needs of the users, the teachers and

the pupils will help to achieve a quality teaching and learning of HELE. Accordingly, an ideal HELEPB where four areas are present (agricultural, industrial, home economics and entrepreneurial) can cater the students' need for the hands-on, laboratory and the field of experience in actual setting. Mendoza (2005), emphasized the importance of the four areas of HELE. The industrial area of a HELEPB is important because in this particular place the teachers will conduct demonstrations in project making, repairing and construction of simple household tools. The agricultural area is where the students will learn how to care of plants and animals scientifically. The entrepreneurial area is where the students learn how to run business. Lastly, the home economics area is where the students will learn the basic of homemaking activities, house and family living, nutrition education, principles in food preparation and preservation, clothing, child care and guidance. With the four areas, the student will be able to manage simple household chores, engage in retail business, raise farm animals and repair simple stuffs. According to Macmillan Education (2016), in a constantly changing environment, having life skills is essential part of being able to meet the challenges of everyday life (Liftoff, 2018).

A HELEPB will not just develop students' practical life skills but it will lead them to improve their intellectual and moral traits. With practical and useful skills, the students will have tools to keep up with the challenges of school and everyday life. Thus, a learning environment with complete facilities can uplift the learners' real life skills and in turn will improve the quality of their lives. In relation to this, Ndirangu and Udoto (2011) explained that the improvement in quality of educational facilities is important in enhancing student learning and the learning environment. This implies that it is essential for schools to provide the students a quality laboratory for learning. Looking through this, the private elementary schools, particularly the Home Economics and Livelihood Education department aiming to produce pupils with practical and useful life skills, sees that improving HELE instructions and conducting additional trainings and seminars for HELE teachers are not enough. The renovation of the Home Economics classroom into an ideal HELEPB is a must to realize the school's aim. It is in this premise, therefore, that the proponent undertakes this study to determine the perceptions of the stakeholders in the private elementary schools as regards the essential elements of a HELEPB to serve as bases for designing a laboratory that will improve students' practical life skills. As the name Home Economics and Livelihood Education suggests, the students would effectively learn culinary art, carpentry, laundry, entrepreneurial, and parenting in a building where they could feel like they are learning in their respective homes.

## MATERIALS AND METHODS

The study utilized the descriptive survey method of research. Its main thrust was to determine the perceptions of stakeholders on a HELEPB in the private schools as basis for designing HELE Practicum Building. The participants of the study were stakeholders of the private elementary schools namely: parents, alumni, faculty, staff and administrators. The researcher developed a questionnaire as the primary data-gathering instrument. The instrument was submitted to a panel or research consultant and expert for content validation. The first part of the questionnaire contains the profile of the respondents. The second part contains the present HELEPB

and the last part are the elements of constructing an ideal HELEPB and aspect of HELEPB. The research made use of the following statistical tools to interpret the data gathered. Frequency count and percentage computation were employed to determine the profile of the respondents and present condition, elements and aspects of HELEPB. Chi-square was then used to determine whether a significant difference exists in the responses on each item pointed out in the study when the respondents are grouped according to profile. The same statistical treatment was used to determine the significant difference of the responses of the respondents with regards to the elements of a HELEPB.

## RESULTS AND DISCUSSION

### Present Status of the HELEPB in the Private Elementary Schools

Figure 1 shows the present status of the HELEPB in the private elementary schools. As a whole, the stakeholders' perceptions regardless of age, gender, civil status, occupation and educational attainment as to the present status of HELEPB were poor in terms of industrial area, agricultural area, Home Economics area and entrepreneurial area. Eighty-five percent (85%) of the stakeholders perceived the existing building as inadequate. In industrial area, the following aspects were not observed: variety of spaces where HELE teacher uses more varied approaches to instruct students to work independently; specific area where students can make their project; tools and equipment for project making such as chisel, file, gauge, pliers, saw, screw driver, auger, rule, level and hatchet; and specific place for electricity, woodworking, handicraft and metal craft for an organized and convenient use of tools, equipment, and materials when they are needed. In agricultural area, the aspects which were not observed are: specific area for agricultural arts where students can scientifically apply their knowledge on how to take care of plants and animals; nursery, plots for planting and seedbeds; gardening tools such as shovel, bolo, sprinkler, crowbar and spading fork; and backyard for planting and animal raising. Moreover, in home economics area; household appliances; and kitchen utensils such as measuring cup and spoon, cauldron, ladle, plates, spoon and fork, chopping board and shredder were insufficient. Lastly, simple structure of a store for entrepreneurial activities where students can practice selling was not observed. The inadequacy of the building may affect the performance of the teachers and the learners. If not given solutions, this may lead to pupils' poor academic achievement in HELE.

### Test of significant difference in the perceptions of the respondents on the present status of the HELEPB when grouped according to profile

The results revealed in table 1 that the computed  $\chi^2$ -values are greater than the  $\chi^2$ -critical values of 19.675 at 0.05 level of significance. This means that there are significant differences in the perceptions of the respondents on the present status of the HELEPB when grouped according to profile. In making decisions such as constructing or renovating HELEPB, it is important to consider the stakeholders' profile. Perspectives and opinions of the stakeholders of the school will help in the renovation or in the making of the design of the learning structure.

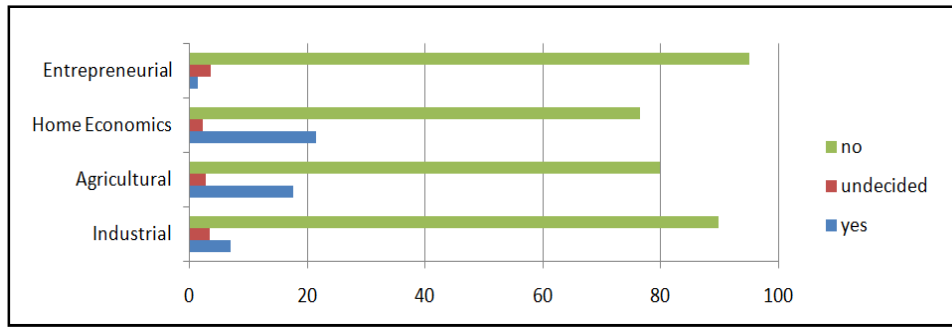


Figure 1. Perceptions of the stakeholders on the present status of HELEPB

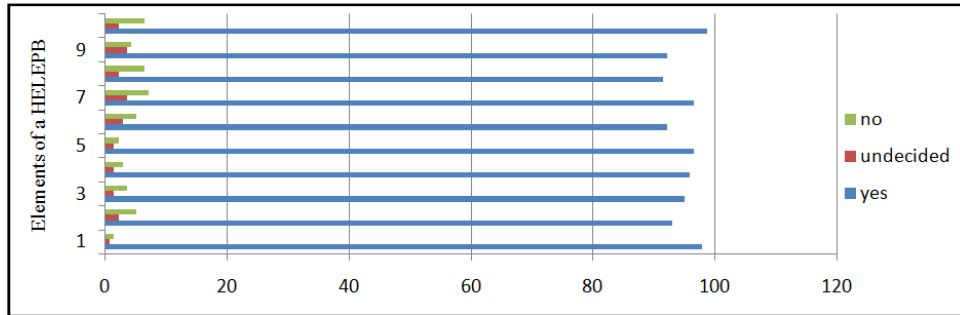


Figure 2. Perceptions of the stakeholders of the elements of a HELEPB

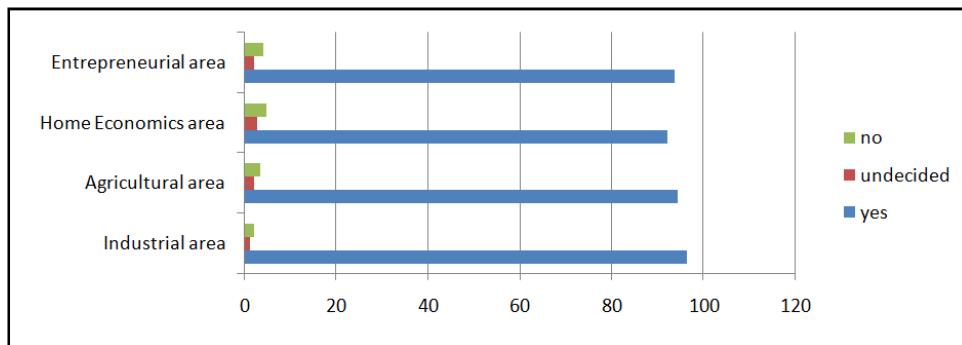


Figure 3. Perceptions of the stakeholders on the aspects of the HELEPB to be recommended in the private elementary schools

Table 1. Chi-Square computation on the perceptions of the respondents on the present status of a HELEPB when grouped according to profile

Profile	Chi-Square	Critical Value $\chi^2$	Interpretation
Age	1176.97	19.675	Significant
Sex	1393.51	19.675	Significant
Civil Status	1407.56	19.675	Significant
Occupation	1444.66	19.675	Significant
Civil Status	1219.96	19.675	Significant

Significant at 0.05 level

Table 2. Chi-Square computation on the perceptions on the essential elements of a HELEPB when grouped according to profile

Profile	Chi-Square	Critical Value $\chi^2$	Interpretation
Age	2.10	19.675	Not Significant
Sex	1.91	19.675	Not Significant
Civil Status	2.61	19.675	Not Significant
Occupation	4.24	19.675	Not Significant
Civil Status	2.27	19.675	Not Significant

Significant at 0.05 level

**Elements of a HELEPB as perceived by the respondents:** It can be gleaned in figure 2 that majority of the stakeholders or ninety-four percent (94%) perceived the elements of a HELEPB as essential. The following essential elements of a HELEPB are sustainability of design, variety of spaces, outdoor landscape, student-oriented space, secured with

environmental control, availability of water supply, comfort room and availability of communication system.

**Test of significant difference on the essential elements of a HELEPB when grouped according to profile:** Table 2 revealed that the computed  $\chi^2$ -values are greater than the  $\chi^2$ -

critical values of 19.675 at 0.05 level of significance. This means that there are significant differences in the perceptions of the respondents on the present status of the HELEPB when grouped according to profile. In making decisions such as constructing or renovating HELEPB, it is important to consider the stakeholders' profile. Perspectives and opinions of the stakeholders of the school will help in the improvement of the learning environment of the learners.

**Aspects of the HELEPB to be recommended in the private elementary schools:** Figure 3 shows the aspect of the HELEPB to be recommended in the private elementary schools. Ninety-four percent (94%) of the stakeholders considered the aspects of the HELEPB in the private elementary schools very important. They are specific areas for industrial arts which includes laboratory which contain woodworking table and benches, tool and equipment, area for handicraft, and area for electricity; specific areas for agricultural arts which include nursery, plots for gardening, seedlings, gardening tools, and backyard for animal raising; specific areas for Home Economics which include facilities for sewing, cooking, interior decorations, household appliances, and other relevant tools, lavatory, dining area, and receiving area; and lastly, specific areas for entrepreneurial which include simple building structure of a retail store.

### Conclusion

The present status of the HELEPB in the private elementary schools is inadequate and needs to be improved as perceived by the respondents. The inadequacy of the building may affect the teaching performance of the teachers and the learners' academic achievement in HELE. In making decisions such as renovating or constructing the HELEPB, it is important to consider the schools' stakeholders perceptions. Their opinions and perspectives will help in promoting suitable and conducive learning environment for the teachers and learners. Lastly, the aspects and elements of a HELEPB are essential especially in the renovation or construction of the building.

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