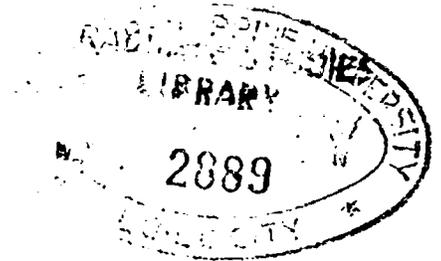


**A SURVEY OF THE ATTITUDES OF HIGH SCHOOL STUDENTS IN
DIMALAG, CAGIZ, AND OF THEIR PARENTS TOWARD
VOCATIONAL HIGH SCHOOL EDUCATION**



**A Thesis
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Master of Arts in Education**

**by
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CHAPTER I

INTRODUCTION

Education is a vital part of civilization. As the world progresses, education becomes a very important tool in the constant search for the unknown and in the bold attempts to meet great challenges. Educators and philosophers vary in their concepts of education, however, they agree on one fundamental idea which is generally accepted by teachers that education is "the result of experiences whereby we become more or less able to adjust ourselves to the demands of the particular form of society in which we live and work."¹ Although there may be differences of opinion as to what experiences will bring about the best result in social adjustment, the underlying idea holds true.

To adapt to a particular society, man must consider the fact that he has to learn to carry on a gainful occupation. Vocational education, therefore, is included as part of the total experiences of an individual in the particular aspect of his social adjustment wherein he fits himself into the society of work.

¹Charles A. Crosser and Thos. H. Quigley, Vocational Education in a Democracy (Chicago: American Technical Society, 1950), p. 1.

Since time immemorial man is in constant struggle to conquer his physical environment and to satisfy his need for food, clothing, and shelter. In order to realize his goals he has to learn better manual skill and to enrich his job knowledge. Moreover, he must realize the need to transmit such skill and knowledge to his children and his children's children. Thus, as time unfolds, novel ideas and discoveries have been added to the educational assets of mankind.

Vocational training thrives in a social process.

Primitive men had to acquire manual skill from the older members of the family through observation and practice from the more skillful workers of society. They had to train workers inasmuch as their particular society was dependent upon the sufficiency of goods and services made available to its members.

Our present society and any society for that matter needs more than ever better vocational education. This is because people need more food, more goods, and more services. The development of large-scale business and industry correspondingly demands a great number of skilled manpower. Even in farming, people are no longer satisfied with the old crude ways of cultivating the land since they are aware of new scientific methods, hence, the need for skilled agriculturists. Modern conditions require more efficient vocational training.

The need for vocational education cannot be overly emphasized. It exists mainly for social and economic reasons. To maintain the stability and progress of a nation, social wealth must be produced in the most efficient way. It is then the duty of organized vocational training to provide teaching and learning activities to this end. Furthermore, national economy cannot become stable and progressive without the firm support of vocational education. The primary function of vocational education is to conserve natural as well as human resources which are the very essence of the national economy.

While it is a recognized fact that vocational education plays a very vital role in the socioeconomic growth of the country, it is also deplorable to note that many Filipinos regard manual labor as degrading and shameful. It was noted by Aldana that "The Spanish regime engendered abhorrence toward manual labor. While the schools ostensibly provided training in manual arts, this was more honorable in the breach than in the observance."² This attitude remained even during the American occupation more so when many opportunities for white-collar jobs were offered to the Filipino youth. Such a negative attitude will continue to persist as long as society

²Benigno Aldana, The Educational System of the Philippines (Manila: University Publishing Co., Inc., 1949), p. 32.

will still look up to men on swivel chairs. Isidro also pointed out:

. . . the Filipinos felt that manual labor was derogatory to social position and white-collar jobs were the badge of educated individuals Manual labor was only good for the slaves and the Filipinos, while white-collar jobs were reserved for the Spaniards and for the ilustrados.³

It is a common observation up to now that young men and women as well as the adult segment of our society give only a second thought to vocational courses. Their first choice and most cherished ambition is to go to college and pursue a profession which would offer them prestigious white-collar jobs. In this connection, most students prefer general education than vocational education in high schools. According to the trend in enrolment, 85.58 per cent of high school students were enrolled in the general secondary school curriculum and only 17.33 per cent were enrolled in the different vocational high schools during the school year 1952-1953.⁴

In order to give credence to this observation, the researcher made a survey to measure the prevailing feeling and opinion of students and their parents toward vocational education.

³Antonio Isidro, The Philippine Educational System (Manila: Manila Educational Enterprises, Inc., 1947), p. 289.

⁴Bureau of Public Schools, Vocational Education in the Philippines (Manila: M. Colcol and Co., 1959), p. 199.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to survey and analyze the present attitudes of high school students and of their parents toward vocational high school education; to discover whether such attitudes are favorable or unfavorable toward the program of vocational high school education.

The following were the specific questions the researcher attempted to answer:

1. Do students and their parents consider vocational high school the cheaper way to college education than general high schools?
2. What is the choice of a life-work style (preference for blue-or white-collar jobs) of high school students and of their parents?
3. Do students and their parents agree that secondary vocational education should be terminal?
4. Do they believe in the idea that vocational high school education is for the-mentally slow (average or poorer) students?
5. Are they of the opinion that vocational high school education is inferior than general education?
6. How do students and parents of Vocational High Schools compare with students and parents of General High Schools in the attitude toward vocational high school education?