

## ABSTRACT OF THESIS

### AN EVALUATION OF THE INDUSTRIAL ARTS PROGRAM IN THE PUBLIC ELEMENTARY SCHOOLS IN THE CITY AND PROVINCE OF ILOILO

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Industrial Arts, as a phase of general education, contributes a great deal to the well-rounded development of the individual. The education of the child is incomplete without concept, understanding, and appreciation of the various products which he uses in his everyday living. When given the attention it deserves, Industrial Arts as a foundation of vocational education contributes to the solution of the various problems which confront the Philippines today, such as widespread unemployment, economic insufficiency, moral degeneration of our youth, and living inefficiently to the ever-changing mode of living as a result of rapid advance in science and technology. This study attempts to present a picture of the present Industrial Arts program in the public elementary schools in the city and province of Iloilo, and to share with those involved with it—superintendents, supervisors, principals, head teachers, and Industrial Arts teachers—an evaluation of its effectiveness and to provide recommendations and suggestions for its further improvement. The effectiveness may serve as an inspiration or encouragement to Industrial Arts teachers to carry on a good program, and the knowledge of its weakness may serve as a basis for understanding it better.

There are six methods used in the study of the problems, namely: library research on standards by which to evaluate the Industrial Arts program, the questionnaire, evaluation tests, interviews, ocular survey, and confer-

ences. To set up standards by which to evaluate the Industrial Arts program, library research on related studies was conducted which included a brief history of Industrial Arts in the Philippines before the Spanish regime, during the Spanish regime, during the American regime, and at the present time, and readings on a good Industrial Arts program which included related studies of educators both in the Philippines and abroad as well as the characteristics of a good Industrial Arts program as suggested by the Stanford Team were studies. A questionnaire was prepared and distributed to each of the Industrial Arts teachers in the Division of Iloilo and Iloilo City in January, 1963. Of the 350 copies of the questionnaire which were distributed in the Division of Iloilo 82% were returned and of the 24 copies distributed in the Division of Iloilo City, 100% were returned. The evaluation test was administered to fourteen elementary schools, eight in the Division of Iloilo and six in the Division of Iloilo City. For additional data, the Division of Industrial Arts Teacher Education staff of the Iloilo School of Arts and Trades and the Bureau of Public Schools circulars, bulletins, memoranda, Forms 54-A, and other reports on Industrial Arts were consulted. Some of the data were verified by visiting some elementary schools and observing actual Industrial Arts situations.

This study reveals the strengths as well as the weaknesses of the program of Industrial Arts in both divisions of Iloilo and Iloilo City. As a result of this evaluation, it was noted that there are only a few schools where characteristics of a good Industrial Arts program are worthy of observation.

The limitations are primarily attributed to the lack of funds for shop buildings, for instructional supplies, for tools and equipment, for instructional aids and devices, and for books and shop references. These deficiencies caused the low percentage of achievement of the objectives of Industrial Arts in these two divisions.

To improve the Industrial Arts program in these schools, the writer proposed several recommendations,

most important of which are the following: (1) Immediate steps should be taken to upgrade the teaching competence of all Industrial Arts teachers through in-service training, seminars, and attendance in summer classes; (2) That as an encouragement and as a policy of attraction, higher salaries should be given to Industrial Arts teachers who are holders of Master of Arts in Industrial Arts or Master of Arts in Education with a thesis on Industrial Arts, and also teachers with very high performance in Industrial Arts; (3) That in-service training for Industrial Arts should be extended to supervisors and administrators of elementary schools to enable them to have a better understanding of the Industrial Arts program; (4) That adequate funds be provided for shop buildings, instructional supplies, tools and equipment, instructional aids and devices, books and references, and others which are needed to make instruction effective; (5) That there should be a pilot center for Industrial Arts in each division which will be looked upon by Industrial Arts teachers for guidance and direction in improving their program; (6) That continuous evaluation of the Industrial Arts program should be done with the end in view of further improving it.

Other recommendations are along the good practices in carrying on the characteristics of a good Industrial Arts program.