IJNRD.ORG ISSN : 2456-4184
INTERNATIONAL JOURNAL OF NOVEL RESEARCH AND DEVELOPMENT (IJNRD) | IJNRD.ORG
An International Open Access, Peer-reviewed, Refereed Journal

WORK VALUES OF THE GRADES 4-6 LEARNERS IN EDUKASYONG PANTAHANAN AT PANGKABUHAYAN (EPP): A CASE STUDY

GOLDA MIER V. MANGLICMOT

Institution : Institute of Graduate and Professional Studies
Lyceum-Northwestern University
Dagupan City

Abstract *:*This study assessed the work values of the Grades 4-6 learners in Edukasyong Pantahanan at Pangkabuhayan (EPP) in Camiling East District, Schools Division Office of Tarlac Province using the descriptive method of research. The research focused on their demographic profile such as sex, age, birth order among siblings, religion, and number of children in the family; and their socio-economic profile in terms of educational attainment of parents, joint monthly family income, and classification of residence, and status of employment of parents. Similarly, it determined the work values of the students in their participation and if there is a significant relationship between their demographic and socio-economic profile and their work values. Findings revealed that majority of the respondents are female. Grade 4-6 belong to age 9-11. Majority of them are third child . Most of the mother-respondents are with 3-4 children. Most of the mothers are high school graduates and have minimum monthly income. Majority of the Grade 4-6 EPP learners are living in an urban area. Majority of the mothers don't have jobs while the fathers are working as contractual or probationary. On the part of the fathers, majority of them are also contractual or probationary in their work. The researcher recommended that parents, teachers, and the community should project positive work attitudes for the younger generation to imitate. A course on religious knowledge and work ethics should be offered to help students understand the interrelationship between religious doctrines and living a useful life. Information about the realities of career patterns, work environment, institutional bureaucracies, and common work-related frustrations should be provided to prepare students for employment after graduation. Students should choose areas of study in which they are interested. They would then be more likely to find satisfaction in their programme of study which in turn will help them develop positive attitudes toward work in the area of their choice. The scales of work attitude, religiosity, and student perceptions of parental work values should be tested further with prospective and currently enrolled students. This study should be replicated with students from various cultures and groups to confirm or disclaim the results of this study; or to detect changes in work attitude over time. Qualitative studies examining the relationship between student characteristics and work attitude should be conducted for comparative purposes. These qualitative methods should include case studies, in-depth interviews, and participant observations.

Keywords: work values, Edukasyon Pantahanan at Pangkabuhayan

INTRODUCTION

Education plays a crucial role as a proximate means for the progress of society. It serves as a foundation for individuals to acquire knowledge, skills, and attitudes that are essential for adapting to the ever-evolving demands of a changing society. Through education, individuals are empowered to effectively navigate through various roles and responsibilities within their communities.

For instance, in the field of healthcare, education equips medical professionals with the necessary expertise to provide quality care to patients and stay updated on advancements in medical technology and treatments. Similarly, in the business world, education enables entrepreneurs to develop innovative strategies, manage resources efficiently, and adapt to market trends.

Education fosters critical thinking and problem-solving skills, which are vital for addressing complex issues in society. By encouraging creativity and intellectual curiosity, education cultivates a culture of lifelong learning and personal development.

Education has been regarded as a matter of national importance, and an indispensable agency on difficult task of building a nation (Belagali, 2011). The whole process of education is shaped and moulded by the human personality called the teacher who plays a pivotal role in any system of education.

The end goal of Philippine Education is to produce Filipinos who respect human rights, whose personal disciplines are guided by spiritual and moral values and who can exercise responsively their rights and duties as citizens.

Contrary to their concept, the Philippine Educational System has apparently failed o produce the much- needed Filipinos for the country's social and economic development. The demand for learning especially in the world of work has altered.

Edukasyong Pantahanan at Pangkabuhayan is one of the learning areas in elementary education in the Philippines. As a subject in elementary, it basically tackles the basic fundamentals of technicalities that can be found in people's everyday life. Also, with the ever emerging technology, students were also taught the need to know about the growing industry to hand-on activities

and creativity projects. EPP provides elementary students with practical experiences, technical knowledge and expertise in Home Economics, Agri-Fishery, Industrial Arts and Information and Communication Technology (ICT)

EPP intends to develop knowledge, skills, values, and attitudes that will prepare the students for entry into world of work. This will enable the students to gain understanding and acquire competency in various activities.

The study of EPP needs redirection to suit to the conditions in today's society and to promote advancement in knowledge and respond to the needs of individuals, families, and community. According to De Alca, the EPP as the 5th learning area in the curriculum is the "Laboratory of Life."

Among the learning areas, it is the most experimental, interactive, interdisciplinary, vocational, politico-economic and moral values. It is the learning area that provides the students quality time to demonstrate practical knowledge and life skills that have been gained especially, the skills of empathy, vocational efficiency and solving problem of daily life. The Department of Education (DepEd) is vested with the authority, accountability and responsibility for ensuring success to promote quality education. Quality Education can provide people with the means to assess and construct their own values and provides a foundation for the continued Education that is essential to personal and professional fulfillment.

At the present setting in the Philippines, The Technology and Livelihood Education is under the Technical-Vocational Program (Tech-Voc). Technical-Vocational Education offers Technical and Vocational courses to basically enhance and develop their skills. The DepEd, represented by Secretary Bro. Armin Luistro said in the column entitled "Education and Home" for November 10, 2010 issue of The Philippine Star: "DepEd believes that the tech-voc high school program will play a significant role in raising the quality of high school graduates in the country toward employment here and abroad or toward entrepreneurship. Through it, they can contribute more significantly to revenue generation, jobs creation, and to national development as a whole." DepEd continues to raise the quality of the Tech-Voc program through the provision of Competency- Based Curriculum, Teacher's Training, acquisition of physical facilities, development of instructional materials, and other logistics support. Also, the Technical Education and Skills Development Authority (TESDA),works hand in hand with DepEd in encouraging the full participation and mobilization of the industry's labor and Tech-Voc Education in the development of the country's human resources.

One of the goals of technology education is to promote technological literacy of a broad and encompassing nature. To achieve this goal, technology education must prepare students to understand, control and use technology. Students need to learn how to adapt to technological change and how to deal with forces that influence their lives and potentially control their future. But how could we achieve these goals if the students who is the center of education take for granted the subject; if the teachers don't have enough tools, materials, and equipment to use in teaching the subject; if parents don't support their children for their projects. If there are factors that influence the learning.

Now, more than ever before, it is imperative that students take responsibility for learning. As States move toward more rigorous programs of instructions, it is incumbent upon the students to take control of their education and ultimately their destiny.

Practical work is defined to be any teaching and learning activity which involves students, working individually or in small groups, manipulating and/or observing real objects and materials, as opposed to the virtual world (Science Community Representing Education, 2008). As is currently practiced, students claim to find practical work an 'enjoyable and effective way of learning and this has been reported in many previous studies (Jenkins & Nelson, 2005).

Attitudes is the way we communicate our moods to others . When one is optimistic and anticipate successful encounter, he transmute a positive attitude and people usually respond favorably. When he is pessimistic person his views in life is unfavourable. The attitude an individual possess may be helpful or harmful to him for it tend to affect his beliefs, principles, decision and actuation. It is our attitude and values which will determine and direct the achievement of our goods. On the other hand, this attitude will also lead to failure. Hence, attitude serves as a guide to future behaviour.

Statement of the Problem

This study sought to assess the work values of the Grades 4-6 learners in Edukasyong Pantahanan at Pangkabuhayan (EPP) in Camiling East District, Schools Division Office of Tarlac Province during the School Year 2023-2024.

Specifically, it sought to answer the following questions:

1. What is the profile of the Grades 4-6 learners in Edukasyong Pantahanan at Pangkabuhayan (EPP) in terms of the following:
   - 1.1 Demographic Profile
     - a. sex;
     - b. age;
     - c. birth order among siblings;
     - d. religion; and
     - e. number of children in the family;
   - 1.2 Socio-economic Profile
     - a. highest educational attainment of parents;
     - b. joint family income;
     - c. classification of residence
     - d. status of employment of parents?
2. What are the work values of the Grades 4-6 learners and what is the degree of their acceptance of such based on their self-reports, and those of their teachers, and significant others?
3. Is there a significant relationship between the demographic and socio-economic profile and the work values of the Grades 4-6 learners?
4. Based on the findings, what improvement plan on the implementation of Technology and Livelihood Education (TLE) for Grade 4-6 learners can be proposed?

RESEARCH METHODOLOGY

Research Design

The study used descriptive method of research with the questionnaire as the research instrument. The researcher preferred the use of descriptive research because it is the best method of research that suits the purpose of the study. This method has enabled

the researcher to determine the work values of the Grades 4-6 learners. This study focused on the profile of the respondents in terms of the demographic profile such as sex, number of children in the family; the socio-economic such as highest educational attainment of parents; joint family income; classification of residence; level of work values of the EPP learners; significant relationship between the demographic and socio-economic profile and work values of the Grade4-6 learners.

Sources of Data

The respondents of this study were the 86 Grades 4-6 learners in Edukasyong Pantahanan at Pangkabuhayan (EPP) in Camiling East District, Schools Division Office of Tarlac Province.

Instrumentation and Data Collection

The main data-gathering instrument was a questionnaire-checklist.

Part I of the questionnaire focused on the profile of the learners in terms of their demographic profile such as sex, age, birth order among siblings, religion, number of children in the family; the socio-economic such as highest educational attainment of parents; joint family income; and classification of residence, status of employment of parents. Part II is the level of work values of the EPP learners.

The questionnaire passed first trough the evaluation of the Research Reading Committee members. The items in the questionnaire were formulated by the researcher and validated by experts in EPP and/or questionnaire construction. The researcher gave them a separate questionnaire to establish the validity of the research questionnaire. After they validated, the researchers incorporated all revisions.

A formal permission to conduct the study and float the questionnaire was secured from the Schools Division Superintendent of Tarlac Province.

The researcher personally administered the questionnaire to the respondents.

Tools for Data Analysis

In this study, the researcher used the following statistical measures to analyze the data for the problems.

To answer problem 1 regarding the profile of the Grades 4-6 learners, frequency counts and percentages were used.

To answer problem 2 regarding the work values of the students, the average weighted was utilized. It described using the mean rating scale below:

Point Value	Statistical Limit	Descriptive Equivalent
5	4.50-5.00	Strongly Agree (SA)
4	3.50-4.49	Agree (A)
3	2.50-3.49	Undecided (U)
2	1.50-2.49	Disagree (D)
1	1.00-1.49	Strongly Disagree (SD)

To answer problem 3, the Pearson Moment of Correlation was used in determining the significant relationship between the demographic and socio-economic profile and work values of the Grade 4-6 learners.

RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis and interpretation of the data gathered relative to the sub-problems in the study. Included in the presentation are the data on the profile of the Grades 4-6 learners; the level of their work values and the relationship between their demographic and socio-economic profile and their work values.

Profile of the Grades 4-6 Learners

This section seeks to answer sub-problem number 1 on the profile of the Grades 4-6 learners in terms of demographic profile such as sex and number of children in the family and their socio-economic profile such as highest educational attainment of parents, joint family income, and classification of residence. The data are presented in Table 1.

Table 1. Profile of the Grades 4-6 Learners

Demographic Profile	Frequency	Percentage
Sex		
Male	30	34.88
Female	56	65.12
Total	**86**	**100**
Age		
9 years old and below	12	13.95
10 years old	57	66.28
11 years old and above	17	19.77
Total	**86**	**100**
Birth Order Among Siblings		
First	21	24.42
Second	7	8.14
Third	34	39.53
Fourth to the Last	24	27.91
Total	**86**	**100**
Religion		
Roman Catholic	72	83.72
Iglesia Ni Cristo	16	18.60
Total	**86**	**100**

Number of Children in the Family		
1-2	23	26.74
3-4	46	53.49
5 and above	17	19.77
Total	**86**	**100**
Socio-Economic Status		
Educational Attainment of Parents		
Mother		
College Graduate	5	5.81
College Level	23	26.74
High School Graduate	34	39.53
High School Level	18	20.93
Elementary Graduate	6	6.98
Total	**86**	**100**
Father		
College Graduate	5	5.81
College Level	39	45.34
High School Graduate	25	29.06
High School Level	17	19.77
Total	**86**	**100**
Joint Family Income		
P5000 and below	13	15.12
P5001-P10,000	38	44.19
P10,001-P15,000	27	31.40
P15,001-P20,000	8	9.30
Total	**86**	**100**
Classification of Residence		
Urban	45	52.33
Rural	41	47.67
Total	**86**	**100**
Status of Employment of Parents		
Mother		
Permanent	12	13.95
Contractual/Probationary	36	41.86
None	38	44.19
Total	**86**	**100**
Father		
Permanent	34	39.53
Contractual/Probationary	45	52.33
None	7	8.14
Total	**86**	**100**

Sex. It can be gleaned from Table 1 that majority of the Grades 4-6 learners are females with 56 or 65.12 percent. Only 30 or 34.88 percent are males. T.

Age. It is also clearly seen in the table that majority of the Grades 4-6 learners are 10 years old as shown by 57 or 66.28%. There are also 17 or 19.77 who belong to 11 years and above. The remaining 12 or 13.95% are 9 years old and below.

Birth Order Among Siblings. A great percentage of the Grades 4-6 are in the order of siblings (34 or 39.53%). This is followed by fourth child or last child in the family with 24 or 27.91%. There are only 21 or 24.42% who are the first child. Finally, the other 7 or 8.14% placed as second child.

Religion. It is clearly seen in the table that most of the respondents with 72 or 83.72% are Roman Catholic while the remaining 16 or 18.60 are Iglesia ni Cristo.

Number of Children in the Family. In terms of number of children in the family, it is clearly reflected that majority of the respondents are with 3-4 children with 46 or 53.49%. It is also shown in the table that there are 23 or 26.74% who are with 1-2 children while 17 or 19.77% of them are with 5 and above children.

Educational Attainment of Mother. Most of the respondents' mothers are high school graduate with 34 or 39.53 percent while 23 or 26.74 percent are college level. It can also be noted that 18 or 20.93 percent are high school level. Some 6 or 6.98 percent are elementary graduate, 5 or 5.81 are college graduates.

Educational Attainment of Father. The educational attainment of their fathers show that majority of them are college level with 39 or 45.34 percent while 25 or 29.06 percent are high school graduates. Out of 86, there are 17 or 19.77 percent who are high school level and five 5 or 5.81 percent are college graduates.

Joint Family Income. The table shows that out of 86 respondents, 38 or 44.19 percent have parents' monthly income of P5,001-P10,000. P10,001-P15,000 had 27 or 31.40 percent while P15,001-P20,000 had 8 or 9.30 percent. There are also 13 or 15.12 percent who had P5000and below.

Classification of Residence. It can be seen in Table 1 that majority of the Grade 4-6 learners are living in an urban area with 45 or 52.33 percent while only 41 or 47.67 percent are living in rural area. This means that most of the respondents are living near the school because the school is located in the town proper.

Status of Employment of Parents. Majority of the Mothers don't have jobs with 38 or44.19%. There are 36 or 41.86% of them who work as contractual or probationary. Then only 12 or 13.95% are permanent in their work which means that they have the security of tenure already.

On the part of the fathers, majority of them are also contractual or probationary in their work with 45 or 52.33%. There are 34 or 39.53 who are already permanent on their jobs. The remaining 7 or 8.14 do not have jobs. This could mean that the mother is the one working while the father takes care of their children and does household chores.

Work Values of the Grades 4-6 Learners

Table 2 shows the work values of the **Grades 4-6 Learners** based on their self-reports.

Table 2. Work Values of the Grades 4-6 Learners Based on their Self- Reports

A student should...	WM	DE
1. ask the help of the teacher if he/she doesn't know what to do.	4.43	A
2. use the machine or equipment with extra care.	4.06	A
3. clean the equipment after using.	4.08	A
4. work even the teacher does not supervise.	4.16	A
5. listen carefully to the instruction of the teacher before doing the work.	4.18	A
6. not waste time during work hours.	3.71	A
7. wear personal protective equipment during practicum.	3.47	U
8. observe safety precautions during practicum	4.10	A
9. accept wholeheartedly the comments of the teacher towards work.	3.98	A
10. perform the work with passion and enthusiasm.	3.88	A
11. do the work because it allows to reach the goals.	4.41	A
12. be happy when working intensely.	4.39	A
13. immersed in the work.	4.02	A
14. feel free to do things on his/her own.	3.31	U
15. not leave the work unfinished.	3.43	U
16. come to work on time.	4.20	A
17. follow the guidelines/rules in performing the task.	4.25	A
18. keep the area clean after work.	4.04	A
19. finish the work on time.	3.61	A
20. bring materials/ equipment to be used in working.	3.69	A
21. speak in a friendly, courteous manner while working.	3.73	A
22. show genuine interest in others.	4.14	A
23. maintain a proactive attitude.	3.41	U
24. demonstrate personal motivation.	4.16	A
25. solve problems instead of complaining.	3.75	A
26. be willing to accept extra work.	4.00	A
27. accept constructive criticisms positively.	3.74	A
28. show sensitivity to and consideration for others.	3.90	A
29. have the ability to work under pressure.	3.43	U
30. supervise the works of others instead of focusing on his/her own work.	2.80	U
31. submit the output even not finish.	2.67	U
32. be willing to repeat the work to improve the output.	3.10	U
33. show interest in doing activity	2.82	A
34. not easily give up in doing activity.	4.14	U
35. not stop working or doing activity if somebody criticizes the work.	3.63	A
AWM	**3.80**	**A**

Legend:

Point Value	Statistical Limit	Descriptive Equivalent
5	4.50-5.00	Strongly Agree (SA)
4	3.50-4.49	Agree (A)
3	2.50-3.49	Undecided (U)
2	1.50-2.49	Disagree (D)
1	1.00-1.49	Strongly Disagree (SD)

It can be seen in Table 2 that the level of work values of the Grades 4-6 learners is 3.80 as reflected in the average weighted mean which is described as Agree.

It is also shown in the table that out of 35 indicators, 10 were rated Undecided. These are wearing professional protective equipment during practicum with 3.47, feeling free to do things on his/her own with 3.31, not leaving the work unfinished with3.43, supervising the works of others instead of focusing on his/her own work with 2.80, submitting the output even not finish with 2.67, willing to repeat the work to improve the output with 3.10, showing interest in doing activity with 2.82, not stop working or doing activity if somebody criticizes the work with 3.63. This shows that students are undecided in some of the indicators of work values because their is a need to motivate them well in order to work properly and do their part in every practicum they will be having in their EPP class.

.

Table 3. Work Values of the Grade 4-6 Learners Based on their Teacher Reports

A student should...	WM	DE
1. ask the help of the teacher if he/she doesn't know what to do.	4.11	A
2. use the machine or equipment with extra care.	4.18	A
3. clean the equipment after using.	3.98	A
4. work even the teacher does not supervise.	3.89	A
5. listen carefully to the instruction of the teacher before doing the work.	4.07	A
6. not waste time during work hours.	3.87	A
7. wear personal protective equipment during practicum.	3.49	U
8. observe safety precautions during practicum	3.98	A
9. accept wholeheartedly the comments of the teacher towards work.	3.76	A
10. perform the work with passion and enthusiasm.	3.67	A
11. do the work because it allows to reach the goals.	4.23	A
12. be happy when working intensely.	4.17	A
13. immersed in the work.	3.89	A
14. feel free to do things on his/her own.	3.45	U
15. not leave the work unfinished.	3.48	U
16. come to work on time.	4.65	A
17. follow the guidelines/rules in performing the task.	3.87	A
18. keep the area clean after work.	3.91	A
19. finish the work on time.	3.84	A
20. bring materials/ equipment to be used in working.	3.90	A
21. speak in a friendly, courteous manner while working.	3.45	A
22. show genuine interest in others.	4.26	A
23. maintain a proactive attitude.	3.56	A
24. demonstrate personal motivation.	4.26	A
25. solve problems instead of complaining.	3.87	A
26. be willing to accept extra work.	3.98	A
27. accept constructive criticisms positively.	3.94	A
28. show sensitivity to and consideration for others.	3.79	A
29. have the ability to work under pressure.	3.34	U
30. supervise the works of others instead of focusing on his/her own work.	2.67	U
31. submit the output even not finish.	2.78	U
32. be willing to repeat the work to improve the output.	3.35	U
33. show interest in doing activity	3.78	A
34. not easily give up in doing activity.	4.11	A
35. not stop working or doing activity if somebody criticizes the work.	3.89	A
AWM	**3.81**	**A**

Legend:

Point Value	Statistical Limit	Descriptive Equivalent
5	4.50-5.00	Strongly Agree (SA)
4	3.50-4.49	Agree (A)
3	2.50-3.49	Undecided (U)
2	1.50-2.49	Disagree (D)
1	1.00-1.49	Strongly Disagree (SD)

It is clearly seen in Table 3 that learners are coming on time during their practicum as manifested by their self-reports of 4.65 which is described as strongly agree. This is followed by demonstrating personal motivation and showing genuine interest in others with 4.26 described as agree. Then using the machine or equipment with extra care with 4.18, Next is asking the help of the teacher if he/she doesn't know what to do and not easily giving up in doing activity with 4.11 which is described as agree.

Table 4. Work Values of the Grades 4-6 Learners Based on Significant Others

A student should...	WM	DE
1. ask the help of the teacher if he/she doesn't know what to do.	3.98	A
2. use the machine or equipment with extra care.	3.87	A
3. clean the equipment after using.	4.05	A
4. work even the teacher does not supervise.	3.98	A
5. listen carefully to the instruction of the teacher before doing the work.	4.10	A
6. not waste time during work hours.	3.97	A
7. wear personal protective equipment during practicum.	3.76	A
8. observe safety precautions during practicum	4.00	A
9. accept wholeheartedly the comments of the teacher towards work.	3.56	A
10. perform the work with passion and enthusiasm.	3.76	A
11. do the work because it allows to reach the goals.	3.78	A
12. be happy when working intensely.	4.17	A

13. immersed in the work.	3.89	A
14. feel free to do things on his/her own.	3.87	A
15. not leave the work unfinished.	3.79	A
16. come to work on time.	4.10	A
17. follow the guidelines/rules in performing the task.	4.23	A
18. keep the area clean after work.	4.15	A
19. finish the work on time.	4.03	A
20. bring materials/ equipment to be used in working.	3.98	A
21. speak in a friendly, courteous manner while working.	3.54	A
22. show genuine interest in others.	4.45	A
23. maintain a proactive attitude.	3.56	A
24. demonstrate personal motivation.	4.78	A
25. solve problems instead of complaining.	3.78	A
26. be willing to accept extra work.	3.87	A
27. accept constructive criticisms positively.	3.89	A
28. show sensitivity to and consideration for others.	3.56	A
29. have the ability to work under pressure.	3.35	U
30. supervise the works of others instead of focusing on his/her own work.	3.12	U
31. submit the output even not finish.	3.23	U
32. be willing to repeat the work to improve the output.	3.24	U
33. show interest in doing activity	3.78	A
34. not easily give up in doing activity.	4.15	A
35. not stop working or doing activity if somebody criticizes the work.	3.56	A
AWM	**3.85**	**A**

Legend:

Point Value	Statistical Limit	Descriptive Equivalent
5	4.50-5.00	Strongly Agree (SA)
4	3.50-4.49	Agree (A)
3	2.50-3.49	Undecided (U)
2	1.50-2.49	Disagree (D)
1	1.00-1.49	Strongly Disagree (SD)

It is clearly reflected in Table 4 that work values of the Grade 8 TLE students based on the assessment of significant others obtained an average of 3.85 which is decribed as agree.

The highest mean rating was given to demonstrating personal motivation with 4.78 which is described as strongly agree. This is followed by showing genuine interest in others with 4.45 which is described as agree.

Table 5. Summary of Work Values of the Grades 4-6 Learners

Raters	AWM	DE
Grade 4-6 Learners Self-Reports	3.80	A
Teachers	3.81	A
Significant Others	3.85	A
AWM	**3.82**	**A**

It is shown in Table 5 that the summary of work values of the Grade 4-6 students is 3.82 which is described as agree. For significant others, they rated the students with 3.85, the teachers with 3.81 and Grade students self-reports is 3.80. The results show that Grade 8 studens show positive work values as rated by themselves, teachers and significant others.

Significant Relationship between the Demographic and Socio-economic and Work Values of the Grade 4-6 Learners

The significant relationship between the demographic and socio-economic profile and work values of the Grade 4 - 6 learners is presented in Table 6.

Table 6. Relationship between the Demographic and Socio-economic and Work Values of the Grade 4-6 Learners

Demographic and Socio-economic	Work Values of the Grade 4-6 Learners	
	r value	sig.
Sex	.379**	.000
Number of Children in the Family	.452**	.000
Educational Attainment of Mother	.430**	.000
Educational Attainment of Father	.480**	.000
Joint Family Income	.491**	.000
Classification of Residence	.462**	.000

The table revealed that the students' work values is related to sex. This is supported by the determined coefficient of correlation value of .379 with a significance of .000. The direct linear relationship means that the higher the work values, the better performance in the school.

It is also revealed in the table that the correlation of .452 between the work values and number of children in the family has a significance of .000. This means that there is a significant relationship between the work values of the students and the number of children in the family.

It is clearly shown in Table 6 that the correlation of .430 between the students' work values and educational attainment of mother has a significance of .000. This also means that there is a significant relationship between the students' work values and educational attainment of mother.

Results revealed that the correlation of .480 between the between the students' work values and educational attainment of father has a significance of .000. This shows that there is a significant relationship between the students' work values and educational attainment of father.

The table also indicates that the correlation of .491 between the between the students' work values and joint family income has a significance of .000. This indicates that there is a significant relationship between the students' work values and the joint family income.

It is further shown in the table that the correlation of .462 between the students' work values and classification of residence has a significance of .000. This means that there is a significant relationship between the students' work values and classification of residence.

RECOMMENDATIONS

1. Parents, teachers, and the community should project positive work attitudes for the younger generation to imitate.
2. A course on religious knowledge and work ethics should be offered to help students understand the interrelationship between religious doctrines and living a useful life.
3. Information about the realities of career patterns, work environment, institutional bureaucracies, and common work-related frustrations should be provided to prepare students for employment after graduation.
4. Students should choose areas of study in which they are interested. They would then be more likely to find satisfaction in their programme of study which in turn will help them develop positive attitudes toward work in the area of their choice.
5. The scales of work attitude, religiosity, and student perceptions of parental work values should be tested further with prospective and currently enrolled students.
6. This study should be replicated with students from various cultures and groups to confirm or disclaim the results of this study; or to detect changes in work attitude over time.
7. Qualitative studies examining the relationship between student characteristics and work attitude should be conducted for comparative purposes. These qualitative methods should include case studies, in-depth interviews, and participant observations.

REFERENCES

Aquino, Gaudencio V., Effective Teaching , 3rd Ed., National Book Store, 2006.

Acero, Victoria O., et. Al., Principles of Teaching I, 1st Ed., Quezon City: Rex Bookstore, Inc.,2007,.

Acero, Victoria O., et. Al., Principles of Teaching I, 1st Ed., Quezon City: Rex book store, Inc.,

Brown, Collins, and Newman, Cognitive Apprenticeship.August 20, 2012

Dhand, Harry, Techniques of Teaching, 1st Ed., New Delhi: APH Publishing Co., 2008.

Elevazo, Aurelio O., Fundamental Philosophies of Education, National Book Store, 1995

Halfied, Mary, et. Al., Mathematics Methods for the Elementary and Middle School, Boston:Allyn and Bacon, 1993.

Herman, Gregorio, Principles and Methods of Teaching, 3 rdEd., Quezon City: R. P. GarciaPublishing Co., 1996.

Gonzales, P, Higher Education: Its meaning and Importance, Phoenix Publishing House, 1983.

Lardizabal, Amparo S., et. al., Principles and Methods of Teaching, 3rd Ed., Quezon City:Phoenix Publishing House, Inc., 1991.

Palma, J, Curriculum Development System, National Book Store: Manila, 1992

Sarmiento, Adorina M., Redirecting Home Economics in Secondary Education , The ModernTeacher. Vol. XLVII, No. 10, (March 1999)

Vygotsky, Lev, Social Development Theory. August 20, 201

Bajet, Manuel Jr., A. **"Employment Opportunities of Electrical Technical and Technology Graduates in Region I"**, Dissertation, University of Northern Philippines, Vigan Ilocos Sur, 2004

Fortea, Felicidad, "**Factors Contributing to the Attitudes of College Students Towards Mathematics**, Master's Thesis, Saint Louis University, Baguio City, 2006.

Mina, Belen, "**Mathematics Skills and Competencies of Senior Mathematics Majors from Selected Universities in Baguio City,** Master's Thesis, Saint Louis University, Baguio City, 2007.

Montecalvo, Teresita P. "**Problem Solving Skills in Foundation, Decimals and Percentage of Grade VI Pupils of Linamon District, S.Y. 2009-2010"** Master's Thesis, Mindanao State University, Iligan Institute of Technology, Iligan City, March 2010.

Abrahams, I., & Millar, R. Does Practical Work Really Work? A study of the effectiveness of practical work as a teaching and learning method in school science. International Journal of Science Education, 2008.

Bennett, J., & Hogarth, S. Students' attitudes to school science and science. Department of Educational Studies, The University of York. York: University of York 2005.

Bergin, D. A. Influences on classroom interest. Educational Psychologist, 1999.

Cleaves, A. The formation of science choices in secondary school. International Journal of Science Education, 2005.

Alca, Jocelyn De Asis,Factors related to the Performance of Secondary Students inTechnology and Livelihood Education at La Navas National High School.

Denny, M., & Chennell, F. Exploring pupils' views and feelings about their school science practical: use of letter-writing and drawing exercises. Educational Studies,1986.

Driver, R., Squires, A., Rushworth, P., & Wood-Robinson, V. Making sense of secondary science: research into children's ideas. Oxon: Routledge, 1994.

Hart, C., Mulhall, P., Berry, A., Loughran, J., & Gunstone, R. What is the purpose of this experiment? Or can students learn something from doing experiments? Journal of Research in Science Teaching, 2000.
Hodson, D., & Bencze, L. (1998). Becoming critical about practical work: changing views and changing practice through action research. International Journal of Science Education, 1998.
House of Commons Select Committee on Science and Technology. Taking science post-16. Retrieved January 15, 2013, from Select Committee on Science and Technology Third Report, 2002.
Gloria, Ricardo T. "Moving for Action and Results". The Teachers Magazine: The Philippine Journal of Education Vol. LXXXV No. 3, August, 2006.
Jenkins, E. W., & Nelson, N. W. Important but not for me: Students' attitudes towards secondary school science in England. Research in science and Technological Education, 2005.
Nieswandt, M. Attitudes toward science: a review of the field. In Alsop, S. (Ed.), Beyond cartesian dualism: encountering affect in the teaching and learning of science: Volume 29 of Science and technology education library. The Netherlands: Springer., 2005.
Tenedero, Henry A., et. Al., Creating an Enhanced Learning Environment through Individual Learning Styles, Second National Conference 2001, Philippine Trade and trading Center, Quezon City: RexBookstore, 2001.
Toplis, R., & Allen, M. 'I do and I understand?' Practical work and laboratory use in United Kingdom schools. Eurasia Journal of Mathematics, Science and Technology Education, 2012.
Watson, R., & Wood-Robinson, V. (1998). Learning to investigate. In M. Ratcliffe (Ed.), ASE guide to secondary science education (pp. 84-91). Cheltenham: Stanley Thornes., 1998.
http://id2.usu.edu/Papers/ID1&ID2.PDF
Aquino, Gaudencio V., Effective Teaching, 3rd Ed., National Book Store, 2006
Science Community Representing Education (SCORE), 2008
Excerpt from the Preface to the Official EDCOM Report 1992.
Retrievedhttp://www.d.umn.edu/~kgilbert/educ5165-731/Readings/experiential-learning-theory.pdf,August 20, 2012.
Piaget, John, Congnitve Constructivist Theroy. Retrieved fromhttp://viking.coe.uh.edu/~ichen/ebook/et-it/cognitiv.htm,August 20, 2012
Kolb, David A.,,,Experiential Learning: Experience As The Source Of Learning And Development' , 1984
http://www.learning-theories.com/vygotskys-social-learning-theory.html,
Reigeluth, C. (1992).Elaborating the elaboration theory. Educational Technology Research & Development , 40(3), 80-86. Retrieved fromhttp://www.learning-theories.com/elaboration-theory-reigeluth.html, August 20, 2012.
Tianero, Letecia C., et. al., Getting the Best out of your pupils through Motivation, The ModernTeacher, Volume XLIII, No. 9, 1995, p. 364.

International Research Journal
IJNRD
Research Through Innovation