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EFFECT OF "HIRE A RESOURCE PERSON APPROACH" AND INDUSTRIAL ARTS SKILLS OF GRADE SIX LEARNERS

Teofila P. Bartolome[1]
[1] *Student, Graduate School, The Rizal Memorial Colleges, Inc.*

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ABSTRACT

This study sought to determine the effect of Hire a Resource Person Approach on the Industrial Arts skills of grade six learners. This study made use of quasi-experimental research design, which is a non-equivalent control group pretest-posttest design. Non-equivalent design is a good design when the researcher has access to one group for experimentation (Vockel 1983). The researcher opted to use this design because the subjects of the study are intact group of learners. This study was conducted in Dolo Elementary School, Bansalan West District. The subjects of this study were the 74 grade six pupils – 37 are from section A which comprised the controlled group and 37 are from section B composed the experimental group. The composition of these two sections is heterogeneous therefore pupils of sections A and B have identical range of performance. This study made use of the non-random assignment of subjects where all learners of both sections A and B were involved as subjects of the study. This study revealed that the utilization of Hire a Resource Person approach has an effect on the industrial skills of grade six learners. It also revealed that there is magnitude of difference between the post test scores of the controlled and experimental groups.

KEYWORDS: *Effect Of "Hire A Resource Person Approach", Industrial Arts Skills, Grade Six Learners*

INTRODUCTION

Industrial arts is an educational program which features fabrication of objects in wood or metal using a variety of hand, power, or machine tools, It may include small engine repair and automobile maintenance, and all programs usually cover technical drawing as part of the curricula. As an educational term, industrial arts dates from 1904 when Charles R. Richards of Teachers College, Columbia University, New York suggested it to replace manual training.

In the United States, industrial arts classes are colloquially known as "shop class"; these programs expose children to the basics of home repair, manual craftsmanship, and machine safety. Most industrial arts programs were established in comprehensive rather than dedicated vocational schools and focused on a broad ranged of skills rather that on a specific training. In 1980, the name of industrial arts education in New York State was changed to "technology education" during what was called the "figuring project". The project goal was to increase students' technological literacy.

Industrial arts is still a key part of the high school curriculum. The term now describes a key study of technology that focuses on both engineering and industrial technologies. Additionally, design using the aforementioned technologies is now a key part of the industrial arts curriculum and has been since the mid-1980s when the subject of technics was introduced into Victorian high schools.

One of the most important aspect of industrial arts is still that while students design they ultimately realize a solution; learning the challenges involved with working with materials and also the challenges of small scale project management.

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Industrial arts has an important role to play as part of general education in our modern society. Each day our world becomes more mechanized and technical with the invention and production of more labor-saving devices. Many tradesmen and technicians are to install, operate, and service these modern pieces of equipment.

In the Philippine setting, Industrial arts offers the student an opportunity to acquire some insight into various technical and trade areas. Lab or shop classes are not designed to turn out tradesmen or technicians but are for the purpose of acquainting the student various occupations requiring sometime of mental manual skill. Industrial arts class experiences will have carry-over value in later life, in job situations, in consumer knowledge, or possibly in home maintenance. Vocational building trades provides students an opportunity to explore twenty areas or pre-apprenticeship for those that are considering construction as a career. Craftsmanship is not dead; it just has to be taught and honored.
In the division of Davao Del Sur, particularly in Bansalan West district, the same problem is encountered by teachers especially those who do have inclination or background in industrial arts but made to teach the subject. To lessen the burden, these teachers hire a resource person to discuss to the class the lesson like carpentry and electronics. This is the initiated action of the researcher in resolving the emerging problem in her classroom.

This study seeks to determine the effect of Invite a Resource Person Approach on the industrial arts skills of grade six learners. Eventually, it also seeks to determine the magnitude of effect of the action initiated by the researcher on the industrial arts skills of the research subjects. Moreover, it seeks answer to the following sub-problems:

1.What are the pretest scores of the grade six learners both controlled and experimental groups?
2.What are the posttest scores of the grade learners both controlled and experimental group?
3.Is there significant difference between the post scores of the controlled and experimental groups?
4. What is the magnitude of effect of Hire A Resource Person Approach on the industrial arts skills of grade six learners in the frustration level?

METHODOLOGY

Research Design

This study makes use of the quasi-experimental research design which is a non-equivalent control group pretest-posttest design. Non-equivalent design is a good design when the researcher has access to one group for experimentation (Vockel 1983). The researcher opted to use this design because the subjects of the study are intact group of learners.

Research Respondents

This study will be conducted in Dolo Elementary School, Bansalan West District. The subjects of this study will be the 74 pupils – 37 are from section A which will be the controlled group and 37 are from section B which will be the experimental group. The composition of these two sections is heterogeneous therefore pupils of sections A and B have identical range of performance. This study makes use of the non-random assignment of subjects where all learners of both sections A and B are involved as subjects of the study.

Research Instrument

This study will utilize the researcher-made pretest and posttest which will be the tool to measure the industrial arts skills of grade six learners. Moreover, the researcher utilized topics which coverage is taken from the learning competencies of the two classes. The test questions were checked and validated by experts. The pretest and posttest is designed to measure the decoding proficiency of the learners. The pretest and posttest consist of a 25 –item test will eventually determine the industrial arts skills of the research subjects. The subjects will take the test twice (pretest and posttest). The pretest will be administered to EPP/TLE subjects prior to the treatment. The pretest will be very helpful to assess the industrial arts skills of grade six learners. On the other hand, posttest will be administered to measure the effect of the treatment.

Data Analysis

The following statistical tools will be used in the analysis and interpretation the responses in this study.

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Mean will be used to describe the industrial arts skills of the subjects from controlled and experimental groups in pretest and posttest.

t-test for uncorrelated samples will be used to test the significance of difference between the pretest and posttest mean scores in the experimental and n groups.

Eta square will be used to measure the magnitude of effect of Hire a Resource person Approach on the Industrial Arts Skills of grade six learners.

RESULTS AND DISCUSSION

This chapter displays the summary of the findings, conclusions and recommendations drawn out by the researcher after the analysis and interpretation of the findings had been made.

This study sought to determine the effect of Hire a Resource Person Approach on the Industrial Arts skills of grade six learners.

This study made use of quasi-experimental research design, which is a non-equivalent control group pretest-posttest design. Non-equivalent design is a good design when the researcher has access to one group for experimentation (Vockel 1983). The researcher opted to use this design because the subjects of the study are intact group of learners.

This study was conducted in Dolo Elementary School, Bansalan West District. The subjects of this study were the 74 grade six pupils – 37 are from section A which comprised the controlled group and 37 are from section B composed the experimental group. The composition of these two sections is heterogeneous therefore pupils of sections A and B have identical range of performance. This study made use of the non-random assignment of subjects where all learners of both sections A and B were involved as subjects of the study.

This study revealed that the utilization of Hire a Resource Person approach has an effect on the industrial skills of grade six learners. It also revealed that there is magnitude of difference between the post test scores of the controlled and experimental groups.

Conclusions

Based on the collective findings on this study, the following conclusions are drawn:

The pre-test scores of the grade six learners both the controlled and experimental groups is at the Beginning level. The post-test scores of the controlled group is at the Developing level while the post test scores of the experimental group is at the Advanced level.

Recommendations

In the light of the findings drawn out by the researcher in this study, the following recommendations are offered:

It is recommended that teachers teaching industrial arts but not major of the subject should make intervention to generate optimum learning of the learners in the said subject. One initiative is to hire a resource person who is expert in a particular topic to discuss the topic comprehensively to the learners. This can be very achievable strategy. The teacher will just invite a resource person to discuss and demonstrate in the class the skills that he wanted to develop to the learners.

The school heads should support the initiative of the teachers especially if it gears to develop skills or competence of the learners. Further, the school head should motivate other teachers to duplicate any school initiatives of other teachers which are product of a research study.

For future researchers, it is strongly recommended that a relative study on the development of industrial arts skills of learners addressing other variables will be conducted.

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