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Problems and Employability of Architectural Drafting Technology Students of Surigao Norte State University

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Abstract: This article entails the problems meet and employability of architectural drafting students of Surigao Norte State University (SNSU) under the College of Technology (COT). The faculty members in architectural drafting courses are more experienced and qualified to teach in this field. The enrolment in architectural drafting courses is increasing. On the other hand, the partners of SNSU in the OJT of the students are much established companies in the field of architecture and engineering. Instructors are having problems concerning facilities and acquisition of teaching materials. Students are considering facilities as their most problematic concern. The architectural drafting students in SSCT possess the necessary skills to be employed in architectural engineering works. Female architectural drafting students are more employable in terms of work ethics and technical skills compared to males. As problems on either facilities, curriculum, teacher, or administration/supervision become more prevalent, the employability of the students are affected..

Keywords: Architectural Drafting, Employability, DEAR Project

I. INTRODUCTION

Behind every constructed building or manufactured product are drawings, plans, and models created by an architectural drafter. Mainly, they are assigned to design structures that meet the eyes of the public in the modernized era. Strauss (2012)pointed out that the architectural field today is tremendously blooming with creative ideas and innovative styles as seen in many houses and buildings. This has been a major challenge to many architects since they have to create extremely convincing ideas to gain attention in the field. Hence, equipping architectural drafting students while still in school is more than an indispensable move if not, the most probable picture would be a career fiasco. In the extensive economic and social changes in the new millineum, high-quality education is an important requirement thus, it hold a key role not only in finding but also in landing for employment (Kokemuller, 2013).For the students to be able to attained quality education, one must develop a strong core of knowledge and skill set while still in college. More so, they must possess the strong motivation and self-management skills that can help them overcome skill deficits(Conley ,2013).

Employability according to McGrath (2010) is more that the simple state of being employed. It consists of factors that affect the focus of the ability of an individual to gain employment, maintain employment, move between roles within the same organization, obtain new employment if necessary, and secure suitable and sufficiently fulfilling work. To become successful in the workforce, graduates must not only rely on their academic qualifications but also on their aptitudes and attitudes that can create change and sustain the company's demand on productivity.

Surigao Norte State University offers Architectural Drafting as one of the specializations in Technology Curriculum. Students are trained to understand the concepts and technical principles of both manual drafting and autocad application. This means that their training is not boxed in drawing only on a paper but also in computers, which is an advanced skills. Students are raised to become creative and critical thinkers as they draw rough sketches, specify and calculate dimensions. A prevailing assumption stressed that graduates of today have difficulty in finding a job. This is supported by Ramakrishnan (2011)as he highlighted the causes of poor employability among technology graduates such as: mismatch of qualifications with employers' needs; lack of students' exposure to the real job market; lack of proper

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career guidance and information; lack of soft skills; less training or internship; inappropriate student attitude; undertrained lecturers and poor curriculum; and teacher-centered school environment instead of being student-centered. If schools highlight these factors and counteract their prevalence, they will more likely produce productive and qualified students that will boom the society.

It is therefore very essential for schools to prepare their students to the imminent work scenarios after schooling. Equipping must therefore be holistic. What students achieve, their understanding, and personal attributes may affect their employability. If students do not achieve their maximum potential, they will find it hard to blend with the demands at work. Based on the above discussions, the researcher was prompted to conduct a study on the problems and employability of architectural drafting technology students of Surigao Norte State University, Surigao City.

II. REVIEW OF LITERATURE

This part reflects the related readings from literatures and studies which have bearings on the present investigation. **Architectural Drafting**

Architectural drafting is the art and science of designing buildings and a visual medium for communication among building designers. Students studying this course are taught to read blueprints, manufacture processes and materials, develop product specifications, and draw and make models either manually using drawing pens, rulers and blueprint paper, or by using a computer aided design (CAD) program, where the design is drawn on a computer and printed out using a special printer (Hawkins, 2010). According to Asthana (2011), when the designing process was brought to computer software, a large change in the infrastructure was experienced as building design can be viewed by dimensions and unique improvisations and innovations can now be tried. This eliminates the need of preparing a separate design sheet for every single dimension of the structure, in turn saving a large amount of resources as well as energy of the architects in the process. Hawkins (2010) emphasized that to become an architectural design drafter, one needs to have excellent drawing skills. However, to become effective in this field, students must not only aim on acquiring skills but also have good communication skills so he can pass interviews and can work effectively with architects, engineers and other construction workers.

Factors That Enfluence Employability

McGrath's (2010), determined the factors that affect the employability of students in college schools in England and South Africa, and found out that qualification, skills and character are the most important attributes in employability. Weligamage (2009) conducted a review study on existing research findings, studies and practices of employability skills. Review findings revealed that skills definitions, employer expectation and requirement differ according to different countries. Employers' needs and also the learners' skill enhancement capabilities should be taken into account in formulating future skills assessments. Personal attributes mostly required by the employers are loyalty, commitment, honesty and integrity, enthusiasm, reliability, personal presentation, common sense, positive self-esteem, a sense of humour, a balanced attitude to work, ability to deal with pressure, motivation and adaptability. These qualities must be developed in schools. Archer and Davison (2008) as cited by Lowden (2011), determined what some universities are promoting and what is required by industry. They found out that regardless of the size of the company, 'soft skills' (e.g. communication skills and team-working) were perceived to have more weight than technical or 'hard skills' (e.g. a good degree qualification, IT skills). Result further showed that students with both types of skills are more preferred by employers as they can be more productive in the field.

Varola (2012) stressed that the common battlegrounds of students at school are the teaching mode, internship, and needs of the market. The advent of technology today has developed designing far enough through computer media where complex projects are easy at hand. Thus, school subjects should enable students to continually grasp in technology and creativity not just listens to class didactics. technical demands of students where they can develop and harness their drafting skills. According to Musset (2010), teachers must be capable of helping students to acquire the competencies needed to evolve in today's societies. However, many of today's teachers are undertrained and unqualified resulting to poor teaching. This leads further to students either acquiring inadequate or wrong information. To counteract this, Musset stressed that teachers must indulge in teacher education activities to improve their pedagogical skills and knowledge that are already in-service. They must also be technology acception.

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the most effective means of teaching in a conducive-for-learning environment. More so, schools must mould a curriculum that provides students with a rich architectural drafting experience. If schools render the best means of educating students and students are well prepared holistically after college, their employability is perchance high. United Nations Educational, Scientific and Cultural Organization (UNESCO) stressed that Asia continuously faces a high unemployment rate. Data from the Indonesian Ministry of Manpower and Transmigration showed that from 2007-2009, the number of people seeking jobs in Asia exceeded the number of job vacancies and the number of unemployed college graduates in general has been increasing (No Author, 2012).

UNESCO also initiated a study to examine the employability of university graduates in selected countries in Asia and the Pacific; namely, Malaysia, Indonesia and Philippines. Results showed different perspectives among graduates, universities and employers. Graduates and universities generally believed that education and skills attained in school were sufficient. Unfortunately, the employers concluded that new graduates lacked vital skills for employment, citing unrealistic expectations and demands for higher salaries as examples. In the Arab regions according to Farahat (2011), architectural students who graduate are naive about the economic aspects of buildings and the realities of clients. In his evaluation study where the design and planning of some housing projects were evaluated, several design errors pertaining to the concepts of privacy, character circulation and way finding were noted among newly graduates. Thus, he recommended that educational establishments must guard the quality of school teaching. Each teaching institution must adjust the number of students according to its teaching capacity. Modern personalized computer technology and the development of specialized software must be encouraged. Adequate laboratories, facilities for research, advanced studies information, and data exchanges for new technologies should also be provided. Continuous interaction between practice and teaching of architecture must be promoted. Lastly, individual project work with direct teacher-student dialogue must form a substantial part of the learning period and must occupy half of the curriculum.

Related-Problems Met

There are various problems that influence students' class performance, potential to learn and become skilful. It can be due to the school's environment, teacher and administration qualities, curriculum plan, or student's characteristics. In a study of Duran-Narucki(2008), they found out that building condition was a predictor of student attendance and achievement on standardized tests thus, poor building environment, inconvenient atmosphere and inadequate facilities decreased students' attendance and interest (Cash, 2010).Problem also occurs if school curriculums are incomprehensive through poor teaching and limited hand-on experiences. According to Ahmed (2008), course curriculum must be reformed from teacher-centered instruction to student-determined learning, from input orientation to outcome measurement, and from discipline-defined knowledge to operational knowledge and holistic development of learners.

Pieratt (2011), determined the effects of teaching practices based on relational and project-based pedagogies in fostering teacher-student relationship and on student achievement. Results of his interviews and surveys supported the notion that pedagogy contributes to positive teacher-student relationships. Factors responsible for this outcome include school structures and culture, pedagogy and teacher personality. These findings suggest three important implications for policy. First, flexibility in school design is significant for schools that are increasingly concerned with meeting school improvement mandates from district, state and national levels. A second policy implication relates to the standardization of curriculum. Scripted curriculum that is the result of standardization does not provide teachers with the time or opportunities needed to have non-academic interactions with students. The last policy is related to teacher education programs that could prepare graduates to teach in the culture of standardization that currently exists. With policies aimed at high quality teacher performance, universities are backed into a wall to teach their students how to survive in the classroom by improving student achievement. Heidarizadeh (2012) studied the administration and supervision system of elementary school teachers in Kermanshah Province, Iran. Main findings showed that evaluation of students learning performance was average and not sustained. The study further revealed the main seven factors of appropriate school supervision; namely, permanent quality education improvement, growth and teacher professional commitment, student encouragement, class management and regulations, evaluation of students learning, defining educational and teaching goals, and teacher evaluation. Synthesis. The various data and researches cited above are

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considered to be significant references of the current study and are helpful in determining the problems and employability which architectural drafting technology students in SNSU experienced.

III. CONCEPTUAL FRAMEWORK

The framework of this study was anchored on the view of Caldwell (2012) who emphasized that although many of the skills and much of the knowledge is of value in the labour market, these do not mere assure students of a better employment state. Students need to possess the right qualities and be rightly employable. Meaning, college preparation has to be holistic so as to combat the high demands of the work field. The school largely plays an important role in providing the intellectual and skill resources that students require to become competent in their field. McCabe (2010) stressed that schools must help their students to maximize their potential and to draw on wide-ranging strengths and honest self-appraisal, engaging effectively with surrounding environments, professions and communities. This is a tedious challenge for schools but if they are able to provide it to their students and help them maximize their potentials, students will become successful in their career.

Presented in Figure 1 is the research paradigm of the study. Shown in the first box of the schema is the profile of teacher respondents as to age, sex, position/ designation, year of teaching experiences and highest educational attainment. Student variables include age, sex and curriculum. Perceptions of teachers and students about a certain matter are believed to largely vary depending on their observations, experiences and level of development are the ones who are primary observers of workers and who measure the efficiency of their performance at work.



Figure 1 Research Paradigm

Architecture encompasses not just designing residential buildings but also commercial ones; hence, students must be oriented on designing different building structures as this is what employers seek. Moreover, years of business existence and specialization are considered knowing that most of long-term businesses usually seek for excellent workers who could help sustain or grow the status of the company. Illustrated in the second tox of the diagram are the problems met by graduating two-year architectural students as to facilities, curriculum related, teacher-related and

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administrative and supervisory-related. Since architectural drafting is more on hands-on activities, schools must be precise in providing students with appropriate and latest facilities and equipment. Class environment must be favourable and convenient so that students can work and think properly. In a study conducted by Alimi (2011) in Ondo State, he found out a positive correlation between students' academic performance and school facilities. Students in schools with adequate facilities and equipment were more motivated and interested due to a conducive learning environment and availability of adequate resources compared to those who were deprived.

Students' curriculum is another factor to look into. Because architectural drafting students only take two years to finish the course, the curriculum must be comprehensive enough to encompass what students need to learn and master. Since architectural drafting is drawing-focused, designing activities and in-service trainings must be emphasized more. Another aspect relevant to examine is teacher factor. Being the prime source of information, they must be equipped, qualified and updated so that students are guided towards achieving quality education. In a study conducted by Mukhwana (2013) in ten schools in Kenya, he found out that the teacher-related factors that positively influenced students' performance in Biology class were appropriate teaching methods and materials, manageable student number in class, teacher's ability to communicate well, and teachers constant feedback and assessment to their students.

The last factor that can affect students' employability is related to school administration and supervision. Many schools nowadays lack the necessary skill for proper management, leadership and organization. This is evident in the prevalence of under-qualified teachers or those assigned to teach a course they don't have a background with. Training and seminar activities to advance their abilities are sometimes not or seldom provided. More so, many students are deprived from accessing relevant technologies and convenient facilities due to resource shortage. The quality of education is poorly supervised and in worse cases, this problem is taken for granted. The last box in the illustration encompasses the level of employability of the graduating students in terms of use of technical tools and equipment, work ethics and industrial operation. Since architectural drafting is focused on drawing structures, students under this course must be hands-on oriented. They must familiarize the tools and equipment that could assist them in creating sketches or illustrations. They must also be acquainted with the things that could make their work better and faster such as mastering AutoCAD software skill. Another factor that determines employability is work ethics. To be able to become successful, students must possess the right attitude to be effective at work. Drawing is a tedious task and involves the finest hand skills; hence, students must grow perseverance and continuous motivation in them. The last factor is industrial operation. Being the mainstream of architectural drafting, students are expected to be efficient in drawing into paper or computer what architects dictate. Specificity, accurateness and coordination must be well established to come up with the right project assignment. Johannson (2007) conducted a study about graduates' strategies and attitudes towards employability and career development. He interviewed hundreds of graduates, civil engineers and business administrators in Norway and found out that when priority is given by the employees to own professional knowledge and skill development, the graduates have a variety of strategies to be employable and for their career development. More so, result also showed that graduates' attitudes towards employability are influenced by their perception that they are responsible for their own personal development, must act on opportunities, and develop commitment at work and towards their employers.

The interplay of the variables presented in the diagram below determines the employability of graduating architectural drafting students of Surigao Norte State University.

IV. METHODS

The present study used the descriptive design adopting the differential andcorrelational methods. A descriptive survey design will be used to answer the profile of the respondents and the extent concerning the problems encountered as well as the levels of employability of the students along the aspects of work ethics, industrial operations and the use of technical tools and equipment.

Moreover, the differential method will also be employed in determining the significant difference in the ratings of the respondents on the problems and employability of the students in two year architectural drafting and also determining the significant relationship in the extent of problem and the employability of the second year architectural drafting students.

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Research Environment

This study will be conducted in Surigao Norte State University. The only State University in Surigao City / Surigao Del Norte, It is situated along Narciso and Magallanes streets. Most of the students enrolled in this college come from the municipalities and provinces of Surigao del Norte and Surigao del Sur, DinagatIslands ,Agusan del Norte and Agusan Sur, and the distant municipalities and provinces of Southern Leyte.

Population and Sample of Respondents

The respondents of the study will be the Instructors, Students of Associate in College of Technology major in Architectural Drafting and Industrial Heads where the students are to be deployed for their On the Job Training.

Research Instrument

This study will utilize a researcher-made survey instrument. It is divided into three parts. Part 1 deals on the Instructor's profilesuch as: age, sex, position/designation and years of teaching experience. For the students: the profiles include the age, sex and year level and for the Industrial heads: type of industry, years of business existence and specialization.Part 2 deals on the extent of perception on the problems encountered by the student and teacher respondents along the facilities, curriculum relate, teacher related and administrative/ supervision related.

The following scale will be used to measure the extent of the respondents' perception on the factors stated above.

Point	Qualitative Description
4	Very Much a Problem
3	Much a Problem
2	Less a problem
1	Not a problem
ncludes th	ne levels of employability of

Part 3 includes the levels of employability of the students along the use of technical tools and equipment, work ethics and industrial operation. The following scale will be used to measure the levels of employability of the graduating students in 2 year course major in architectural drafting:

Point	Qualitative Description
4	Very Satisfactory
3	Moderately Satisfactory
2	Satisfactory
1	Needs Improvement

Validation

Before the survey instrument will be distributed to the identified respondents, the researcher will first ask the members of the panel and experts to correct its content. This will be followed by conducting a dry run to the non-respondents to determine if the words used in the survey instrument can be easily understood. The researcher will then collectthe answered instrument from the selected respondents of the study for validation.

Data Gathering Procedure

A letter asking permission to conduct the study will be submitted to the office of College President. Another letter will be addressed to the Chair of College in Industrial Technology for the same purpose. Once the requests will be granted, the researcher will start to distribute the survey instrument to the respondents of the study. The questionnaires will then be gathered, recorded, analysed and interpreted after.

Data Analysis

The following statistical tools will be used in the study. **Frequency Count and Percent**. These tools will be used to answer the profiles of the respondents. **Weighted mean**. This tool will be used to determine extent of the problems and the levels of employability of the two-year architectural drafting students. **ANOVA**. This tool will be used to test the significant difference in the ratings of the respondents on the problems and employability of the two year

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architectural drafting. **Chi Square and Pearson r.** These statistical tools will be used to test the significant relationships in the extent of the problem and the employability of the second year architectural drafting students.

V. RESULTS AND DISCUSSIONS

The results and discussions of the gathered data follow the sequence of the problems. Tables 1 to 3 present the profiles of the instructors, students and industry head- respondents.

Table 1: Profile of Instructor-Respondents				
Profile		f(n=10)	Percent	
Age	25-30 yrs old	1	10.00	
	36-40 yrs old	1	10.00	
	41-45 yrs old	2	20.00	
	46 yrs old and above	6	60.00	
Sex	Male	8	80.00	
	Female	2	20.00	
Employment	Guest Lecturer	3	30.00	
Status	Permanent	7	70.00	
Years of	below 5 yrs	3	30.00	
Teaching	16-20 yrs	2	20.00	
Experience	more than 20 yrs	5	50.00	
Highest	BS Graduate	1	10.00	
Educational	with MA units	4	40.00	
Attainment	MA Graduate	4	40.00	
	Full-fledged PhD/EdD	1	10.00	

Presented in Table1 is the profile of the instructor respondents in terms of age, sex, employment status, years of teaching experience and highest educational attainment. It can be gleaned in that out of ten instructor-respondents, one or 10% is 25-30 years old and 36-40 years old respectively, 2 or 20% is 41-45 years old, and 6 or 60% is 46 years old and above. There are 8 or 80% who are male and 2 or 20% are female. In addition, there are 3 or 30% who are guest lecturers and 7 or 70% who are permanent. Also, there are 3 or 30% who are in the service for less than 5 years, 2 or 20% for 16-20 years and 5 or 50% for more than 20 years. As to their educational attainment, 1 or 10% has no MA units, 4 or 40% has MA units, another 4 or 40% has graduated from MA, and 1 or 10% who is a full-fledged PhD/EdD.

Profile		f(n=217)	Percent
Year Level	First Year	125	57.60
	Second Year	48	22.12
	Third Year	30	13.82
	Fourth Year	14	6.45
Sex	Male	91	41.94
	Female	126	58.06
Curriculum	AIT	18	8.29
	CIT	175	80.65
	BTTE	24	11.06

Table 2 is the profile of student-respondents in terms of year level, sex and curriculum. It can be observed from the Table that out of 217 student-respondents, 125 or 57.60% are first year, 48 or 22.12% are second year, 30 or 13.82% are third year, and 14 or 6.45% are fourth year college students. There are 91 or 41.94% mater and 126 or 58.06% females. As to curriculum, 8 or 8.29% are AIT, 175 or 80.65% are CIT, and 24 or 11.06% are BST E students.

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Profile		f(n=36)	Percent
Type of Industry	Mining	2	5.56
	Construction	6	16.67
	Printing Services	3	8.33
	Metallurgy	1	2.78
	Government	24	66.67
Years of Business Existence	Less than 10 yrs	4	11.11
	28 yrs	5	13.89
	40 yrs	25	69.44
	60 yrs	2	5.56
Specialization	Mining	2	5.56
	Gen. Bldg. &Eng'g.	5	13.89
	Planning	2	5.56
	Design & Printing	3	8.33
	Engineering	11	30.56
	Agronomy	1	2.78
	Fabrication	1	2.78
	Architectural and	11	30.56
	Engineering		

Table 3: Profile of Industry Head-Respondents

Presented in Table 3 is the profile of the industry-head in terms of type of industry, years of business existence and specialization. It can be gleaned that out of 36 industry-head respondents, 2 or 5.56% are from mining, 6 or 16.67% from construction, 3 or 8.33% from printing services, 1 or 2.78% from metallurgy, and 24 or 66.67% from government firms. There are 4 or 11.11%, 5 or 13.89%, 25 or 69.44%, and 2 or 5.56% respondents coming from firms which have been operating for less than 10 years, 28 years, 40 y ears, and 60 years respectively. In terms of specialization of the firms they are from, there are 2 or 5.56%, 5 or 13.89%, 2 or 5.56%, 3 or 8.33%, 11 or 30.56%, 1 or 2.78%, 1 or 2.78%, and 11 or 30.56% respondents working in industries or firms specializing in mining, general building and engineering, planning, design and printing, engineering, agronomy, fabrication, and architectural and engineering.

Perceived Problems in Architectural Drafting

Presented in Tables 4 to 5 are the perceived extent on the problems of Architectural Drafting as to facilities, curriculum related, teacher related and administrative and supervision related problems by the 2 groups of respondents namely: instructors, and students.

Table 4: Problems of Architectural Drafting Students as Perceived by Instructor-Respondents

Statements		Μ	SD	QD
Facilities				
1. Drawing tools are ou	ıt-dated.	2.70	0.82	MP
2. Classrooms are not	convenient to work with.	2.60	0.84	MP
3. No proper ventilatio	n.	2.90	1.10	MP
4. Lack of drawing ins	truments.	3.10	0.88	MP
5. Lack of prescribed d	rawing tables and chairs.	3.00	0.94	MP
Average		2.86	0.69	MP
Curriculum Related				
1. Curriculum contents	mismatch the needs of growing market.	2.00	0.67	LP
2. More on theoretical experience.	rather than in actual presentation and	2.30	0.48	LP
3 Not comprehensive for	r students to learn and master.	1.90	0.74	LP
4.Teaching methods app	olies are inappropriate.	1.70	0.0	LP
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	5. Requisites of some subjects offered are not in sequence.	1.80	0.79	LP
	Average	1.94	0.48	LP
	Teacher Related			
	1. Lack of Knowledge in teaching the subject.	1.70	0.95	LP
	2. Teachers find difficult to express ideas.	1.60	0.84	LP
	3. Cannot manage the class well.	1.80	0.92	LP
	4. Lack of teaching methodology.	1.70	0.82	LP
	5. Lack of training and seminars related to the subject bein	ng taught. 2.30	0.95	LP
	6. Newly hired teachers are assigned to teach in higher cou the experienced teachers are assigned to teach in the two ye	urses while 2.70 ear courses.	0.82	MP
	Average Administrative/Supervisory Related	1.97	0.66	LP
	1.Lack of support given to the teacher and students.	2.60	0.70	MP
	2. Requisition of instructional materials are not given priori	ities. 3.30	0.95	MP
	3.Classes are poorly supervised.	2.80	0.92	MP
	4. Classrooms problems are taken for granted.	3.00	0.67	MP
	5. Monitoring of classes are disregarded.	2.70	0.82	MP
	Average	2.88	0.46	MP
	0			

Table 4 presents the problems of architectural drafting students in facilities, curriculum related, teaching related and administrative and supervision related as perceived by instructor-respondents. It can be gleaned from the Table that the instructor-respondents believed that facilities are much a problem based on the obtained average mean of 2.86. Item 4 "lack of drawing instruments" got the highest mean of 3.10 while item 2 "classrooms are not convenient to work with" got the lowest mean of 2.60. Both items are described as Much a Problem.

As to curriculum-related concern, the instructor-respondents considered this as less a problem based on the average mean of 1.94. It is notable that all items are described as less of a problem based on the obtained mean values which are less than 2.50 specially item 4 "teaching methods applied are inappropriate" with a mean of 1.70 described as Less of a Problem.In terms of teacher-related factor, the respondents obtained an average mean of 1.97 described as Less a Problem. All items were described as Less a Problem except item 6 "Newly hired teachers are assigned to teach in higher courses while the experienced teachers are assigned to teach in the two year courses" which obtained a mean value of 2.70 described as Much a Problem. In terms of administrative/supervisory related concerns, the average mean obtained is 2.88 described as Much a Problem. All items are described as Much a Problem specially item 2 "requisition of instructional materials are not given priorities" with the highest mean value of 3.30.

Table 5: Problems of Architectural Drafting Students as Perceived by Student-Respondents

Statements		Μ	SD	QD
Facilities				
1. Drawing tools are out	t-dated.	2.56	1.05	MP
2. Classrooms are not co	onvenient to work with.	2.58	1.15	MP
3. No proper ventilation	I.	2.62	1.10	MP
4. Lack of drawing inst	ruments.	2.60	1.05	MP
5. Lack of prescribed dr	awing tables and chairs.	2.55	1.11	MP
Average		2.58	0.93	MP
Curriculum Related				
1. Curriculum contents	mismatch the needs of growing market.	2.39	1.03	LP
2. More on theoretical ra	ather than in actual presentation and experience.	2.20	1.03	LP
3 Not comprehensive for	students to learn and master.	2.23	1.07	LP
4.Teaching methods app	lies are inappropriate.	2.18	1.03	LP
5.Requisites of some subj	jects offered are not in sequence.	2.27	1.05	LP
Average		2.25	0.88	LP
Teacher Related			SSN	
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2.11	1.09	LP
2.09	1.08	LP
2.00	1.10	LP
2.18	1.08	LP
2.12	1.10	LP
2.19	1.10	LP
2.11	0.95	LP
2.44	1.03	LP
2.49	1.08	LP
2.40	1.14	LP
2.46	1.11	LP
2.41	1.10	LP
2.44	0.95	LP
	2.11 2.09 2.00 2.18 2.12 2.19 2.11 2.44 2.49 2.40 2.46 2.41 2.44	$\begin{array}{cccccccc} 2.11 & 1.09 \\ 2.09 & 1.08 \\ 2.00 & 1.10 \\ 2.18 & 1.08 \\ 2.12 & 1.10 \\ 2.19 & 1.10 \\ 2.11 & 0.95 \\ 2.44 & 1.03 \\ 2.49 & 1.08 \\ 2.40 & 1.14 \\ 2.46 & 1.11 \\ 2.41 & 1.10 \\ 2.44 & 0.95 \\ \end{array}$

The problems of architectural drafting students in facilities, curriculum related, teaching related and administrative and supervision related as perceived by student-respondents is presented in Table 5. It can be gleaned that the student-respondents confirmed the perceptions of the instructor-respondents in as much as extent of problems as to facilities, curriculum related, and teacher related factors. The latter considered administrative/supervisory related concerns as **Much a Problem** but the student-respondents described this as **Less a Problem**. Specifically, the respondents obtained uniform results on the items concerning facilities as all items are described as **Much a Problem** based the mean values obtained which are greater than 2.50 but less than 3.50. Notable results were observed with respect to the items for curriculum, teacher, and administrative/supervisory related factors as all of them obtained mean values greater than 1.50 but less than 2.50 described as **Less a Problem**.

Levels of Employability of Architectural Drafting Students

Presented in Table 7 to 9 is the Employability of Architectural Drafting Students as to the use of technical tools and equipment, work ethics and technical skills as Perceived by Instructor, students and industry-head respondents.

Table 6: Employability of Architectural Drafting Students as Perceived by Instructor-Respondents

Statements	Μ	SD	QD
Use of Technical Tools			
1. Shows skills in the manipulation of tools and equipment in drawing.	3.30	0.67	MS
2. Illustrates the proficiency of using technology such as computer at	3.20	0.63	MS
work.			
3.Plans buildings using proper scaling.	3.10	0.99	MS
4. Mechanically Sketch using drawing instruments.	2.70	0.82	MS
5. Operates blue print machine in printing complete set of building	2.60	1.26	MS
plans.			
Average	2.98	0.71	MS
Work Ethics			
1.Develops positive attitude towards work.	3.40	0.70	MS
2. Responsible in handling the tools properly.	3.10	0.57	MS
3.Observe prompt schedule at work.	3.10	0.57	MS
4. Keep the tools safe after using.	3.10	0.57	MS
5. Shows diligence in the conduct of work.	3.30	0.82	MS
6.Observe cleanliness towards work.	3.20	0.63	MS
Average	3.20	0.55	MS
Technical Skills			
1.Demonstrates the use and proper care of drawing tools and	3.30	0.67	MS
equipment.			
2. Make sure of the safety measures before the start of work.	3.30	0.67	MS
3. Observe proper rules and regulations set by the industry.	3.20	0.03	MS
4.Shows self confidence in his/ her performance.	3.20	15\$163	MS
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5.Work oriented rather than salary oriented.	3.00	0.94	MS
Average	3.20	0.60	MS

The Table 6 shows that the instructor-respondents believed that the levels of employability of their students in terms of use of technical tools, work ethics, and technical skills are **Moderately Satisfactory** based on the obtained average mean values of 2.98, 3.20, and 3.20 respectively. Specifically, item 1 on use of technical skills "shows skills in their manipulation of tools and equipment in drawing" got highest mean value of 3.30 described as **Moderately Satisfactory**. Also item 1 on work ethics "develops positive attitude towards work" obtained the highest mean of 3.40 described as **Moderately Satisfactory**. Also item 1 on technical skills "demonstrates the use and proper care of drawing tools and equipment" and item 2 "Make sure of the safety measures before the start of work" got the highest mean value of 3.30 respectively.

Table 7: Employability of Architectural Drafting Students as Perceived by Student-Respondents

Statements	Μ	SD	QD
Use of Technical Tools			
1. Shows skills in the manipulation of tools and equipment in	2.73	1.13	MS
drawing.			
2. Illustrates the proficiency of using technology such as computer	2.62	1.07	MS
at work.			
3.Plans buildings using proper scaling.	2.85	1.02	MS
4. Mechanically Sketch using drawing instruments.	2.77	1.06	MS
5.Operates blue print machine in printing complete set of building	2.38	1.13	S
plans.			
Average	2.67	0.88	MS
Work Ethics			
1. Develops positive attitude towards work.	2.69	1.02	MS
2. Responsible in handling the tools properly.	2.72	1.06	MS
3.Observe prompt schedule at work.	2.67	1.06	MS
4. Keep the tools safe after using.	2.83	1.09	MS
5. Shows diligence in the conduct of work.	2.73	1.05	MS
6.Observe cleanliness towards work.	2.82	1.14	MS
Average	2.74	0.91	MS
Technical Skills			
1.Demonstrates the use and proper care of drawing tools and equipment	2.90	1.07	MS
2.Make sure of the safety measures before the start of work.	2.85	1.07	MS
3. Observe proper rules and regulations set by the industry.	2.85	1.05	MS
4.Shows self confidence in his/ her performance.	2.92	1.08	MS
5.Work oriented rather than salary oriented.	2.81	1.04	MS
Average	2.87	0.92	MS

Table 7 presents the Employability of Architectural Drafting Students as Perceived by Student-Respondents.Similarly, the student-respondents perceived that their levels of employability in terms of use of technical tools, work ethics, and technical skills are *Moderately Satisfactory* based on the average mean values of 2.67, 2.74, and 2.87 respectively. In terms of use of technical tools, only item 5 "operates blue print machine in printing complete set of building" got a mean value described as **Satisfactory** at M=2.38; the rest of the items are described as **Moderately Satisfactory**. As to work ethics, all items obtained mean values greater than 2.50 but less than 3.50 described as **Moderately Satisfactory** specially item 4 "keep the tools safe after using" which obtained the highest mean of 2.83. Similar results are obtained in terms of technical skills except on the idea that it is item 1 "demonstrates the use and proper care of drawing tools and equipment" which got the highest mean value of 2.90.

Table 8 presents presents the Employability of Architectural Drafting Students as tothe use of technical tools and equipment, work ethics and technical skills as Perceived by the Industry-Head Respondents.

Table 8: Employability of Architectural Drafting Students as Perceived by Industry Head, Respondents

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Statements	Μ	SD	QD
Use of Technical Tools			
1. Shows skills in the manipulation of tools and equipment in	2.71	0.85	MS
drawing.	• • •	0.07	
2. Illustrates the proficiency of using technology such as computer	2.81	0.86	MS
at work. 3.Plans buildings using proper scaling.	3.00	0.79	MS
4. Mechanically Sketch using drawing instruments.	2.85	0.93	MS
5.Operates blue print machine in printing complete set of building	3.43	0.33	MS
plans. Average	2.96	0.60	MS
Work Ethics			
1. Develops positive attitude towards work.	3.19	0.52	MS
2. Responsible in handling the tools properly.	2.92	0.77	MS
3.Observe prompt schedule at work.	2.81	0.92	MS
4. Keep the tools safe after using.	2.67	0.93	MS
5. Shows diligence in the conduct of work.	2.86	0.90	MS
6.Observe cleanliness towards work.	3.14	0.72	MS
Average	2.93	0.68	MS
Technical Skills			
1.Demonstrates the use and proper care of drawing tools and	2.50	0.87	MS
equipment.	2 59	0.07	MG
2. Make sure of the safety measures before the start of work.	2.58	0.87	MS
3. Observe proper rules and regulations set by the industry.	2.72	0.94	MS
4.Shows self confidence in his/ her performance.	3.03	0.70	MS
5.Work oriented rather than salary oriented.	3.06	0.58	MS
Average	2.78	0.71	MS

The perceptions of the industry head-respondents are consistent to those of the instructors and students as they obtained mean values of 2.96, 2.93, and 2.78 for use of technical tools, work ethics, and technical skills respectively described as **Moderately Satisfactory**. All items in each factor are described as Much Satisfactory. Specifically, item 5 on use of technical tools "operates blue print machine in printing complete set of building plans" got the highest mean of 3.43. Item 1 on work ethics "develops positive attitude towards work" got the highest mean of 3.19. Item 5 on technical skills "work oriented rather than salary oriented" obtained the highest mean of 3.06.

VI. CONCLUSIONS

Based on the results of the investigation, the following conclusions were drawn:

- The faculty members in architectural drafting courses are experienced and qualified to teach the field. The enrolment in architectural drafting courses is increasing. On the other hand, the partners of SSCT in the oJT of the students are experienced in the field of architecture and engineering.
- Instructors are having problems concerning facilities and acquisition of teaching materials. Students are considering facilities as their most problematic concern.
- The architectural drafting students in SSCT possess the necessary skills to be employed in architectural engineering works.
- Female architectural drafting students are more employable in terms of work ethics and technical skills compared to males.
- As problems on either facilities, curriculum, teacher, or administration/supervision become more prevalent, the employability of the students are affected.

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