PROFITABILITY OF INCOME-GENERATING PROJECTS IN TECHNOLOGY/HOME ECONOMICS IN VOCATIONAL SCHOOL IN SAMAR

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Master of Arts in Home Economics

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APPROVAL SHEET

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D E D I C A T I O N

This humble work is fondly

dedicated to

my beloved husband

JOE

and children

JESSIE MAR

MARJORY

JONATHAN and

MARY JOYCE

Myrna

ABSTRACT

The main concern of this study was to determine the profitability of the income-generating projects (IGP) undertaken by the Technology and Home Economics students in vocational schools in the Province of Samar. It also aimed to come up with ways and means of improving the management of the IGP to make them more profitable. This study covered the school year 1995-1996. This study employed the normative-descriptive research method using the questionnaire as the main instrument in gathering data. For the findings of the study, the teacher and student respondents had more or less encountered the same problems in the implementation of IGP in their respective schools. The most highly felt problems of those groups were on: "inadequate tools and equipment for production of projects", with weighted mean of 3.78, "poor management encountered due to constant reshuffling of IGP in-charge" and "channelling of IGP cash income to other projects of the schools" with a weighted mean of 3.56 and 3.84, respectively. The three groups of respondents were undecided as to the correct solutions of the problems met in the implementation of the IGP. For the conclusion, the effective implementation of the income generating project is hampered by lack of essential tools and equipment. There is a need to come up with proper records to be able to show whether the projects are profitable or not. For the recommendation, the school administration and teachers should work hand in hand to come up with successful and profitable projects to motivate and convince students on the importance of self-employment.

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Chapter 1

THE PROBLEM - - ITS BACKGROUND

Introduction

Society is composed of two great classes: Those who have more dinners than appetite, and those who have more appetite than dinners.

Human beings are the life-blood of a country which draws its viability from their strengths, attitudes, skills and behavior. In the attainment of the developmental goals of our country, more specifically in gearing the Philippines to the year two thousand, there is an urgent need to develop and employ our human resources in the same manner that we nurture our material resources.

Manpower is the basic resource of a nation. It is the indispensable means of converting other resources for mankind's use and benefit. The progress and vitality of a nation does not stand merely from mere possession of natural resources. It is primarily the utilization of these resources that is significant. In turn, this depends on a nation's human resources, more specifically its productive human resources which we call manpower, for human resources or manpower are the center of economic activity. The action which a society takes to nurture, develop and utilize its human potential will largely determine its wealth and

welfare.

On strategy offered on the development of human resources is the introduction of entrepreneurial courses in the secondary and college levels of education.

Entrepreneurial undertakings contribute significantly to the continuous improvement of living standards of the people. When entrepreneurial activities slow down, the country's unemployment rate goes up. In 1984 for example, at the peak of the economic crises, at least 2,212 business establishments stopped operating. As a result, 93,886 people lost their jobs. It was also estimated that between January to October of 1984, a monthly average of only 201 jobs were available for every 10,000 workers in Metropolitan Manila, and that for every 10,000 workers, an average of 221 lost their jobs because of the decline of entrepreneurship and entrepreneurial activities.

Our country needs a lot of entrepreneurs to become more prosperous. The lack of entrepreneurs has often been mentioned as a factor that has hindered rapid economic growth. However, it is not in a certain type of entrepreneur and in the quality of general entrepreneurship, where the inadequacy is glaring. (SEDP, T.H.E. I 1990:339)

Since 1985, high school and college students have been introduced to entrepreneurship courses. The Department of

Education, Culture and Sports (DECS) has developed and made available educational materials such as books, pamphlets and manuals, a guide in starting and managing business so that the youth may better understand the concepts and be better prepared to start their own enterprise. (SEDP, T.H.E. 1, 1990: 341).

The implementation of Income Generating Projects (IGP) gives light and hope to Technology and Home Economics students and teachers. But some of these projects did not materialize and succeed due to poor management and/or short-term management which resulted to the failure of the project. Vocational teacher/manager did not experience mastery of their job. Insufficient records of entries and remittances, rechanneling of cash income to other projects not connected to IGP income; bad debts of costumers/ consumers, a need to streamline remittances of IGP income, sleeping cash which generated no profit, lack of transportation facilities for those vocational/agricultural school far from the urban cities to market their products, and lack of storage facilities for their production contributed emmensely to such failure.

The causes of failure of IGP, are further attributed to the following factors: (1) Some vocational schools are not fully equipped with proper tools and equipment, storage

facilities for their products and transportation facilities for transporting their finished products to other schools and communities and the non-availability of resources; (2) Failure to raise the forty percent of the amount of the total budget of the school; (3) Some of the vocational schools failed to undertake/establish an IGP and marshall the available resources of their respective schools to support the food production program.

The aforementioned causes and incidental factors which resulted to the failure of existing IGP motivated the researcher to undertake a study that would eventually and hopefully find solutions in solving the problem.

The researcher expects that the existence of income generating project will help the students who are incapable of providing materials for laboratory projects, to expose them to entrepreneurial environment and to imbibe business ideas and be trained to become entreprenuers someday.

Hence, this study aims to determine project profitability and come up with recommendations to improve IGPs in vocational schools in Samar.

Theoretical Framework

This study is anchored on the "Theories of Profit" by Henry and Haynes which states that profit is a mixture of a variety of influences. The theories fall into four

categories. (Henry & Warren Haynes, 1978:8-9).

1. Those emphasizing profit as a reward for taking risks. Entrepreneurs are not willing to assume risks unless a reward compensates them for the chances they take. The greater the risk, the greater the profit incentive required.

2. Those stressing the effect of luck, frictions, imperfections and lags in producing profits. Changes in taste and preferences, technology, or institutions, not anticipated or initiated by the firm, generates profit for it. In a purely competitive economy without lags, such profit would quickly disappear. Entry of new firms and expansion of existing firms would create a downward pressure on prices and the excess profit would be wiped out. In the real world of imperfections and frictions, the squeezing out of excess profits takes time.

3. Those centering on the monopoly elements. The existence of monopoly permits a curtailment of production and the establishment of prices above the competitive level. Although relative profit in competitive industries is a socially desirable guide for production since it stimulates expansion in those parts of the economy where expansion is desirable, monopoly may be socially undesirable, because it is a reward for curtailing expansion where such expansion

would be socially beneficial.

4. Those relating profits to the flow of innovations in the economy. The innovation theory notes that profile arises from the development of new products, new production techniques and new modes of marketing. Innovators who develop these new products and methods deserve rewards for their contribution to progress.

The above theories of profit are heavily supportive of Castillo's (1966:236-516) theory of supply and demand which stresses that price is determined by the forces of demand and supply. The general term "price" includes not only the price of commodities but also of service. If the demand for any good at the prevailing price is greater than the supply of that price, the price will fall. If the demand for any good is equal to the supply, the price is fixed.

The Conceptual Framework

This study is based on the concept that income-generating project is one of the approaches conceived by technical-industrial and technological school program and activities which the national and local governments could not afford to, due to fiscal restraints. It is also one way of fund sourcing to augment the budgeting deficiencies of some school activities that need to be given attention and for the purpose also of establishing reserved funds. In

this study, income generating projects do not mean purely a generated income to finance special school's project but also a derived advantage to both teachers and schools who are willing to serve and to share their skills and expertise in specific technology especially T.H.E teachers. The IGP is also based on the pragmatic philosophy of "earning while learning" (Maglinte, 1993:6-7)

The schematic diagram shown in Figure 1, represents the total picture of the study. The research environment is composed of six vocational school in Samar as illustrated in the based frame as follows: 1. Samar National Agricultural School (SNAS); 2. Samar Regional School of Fisheries (SRSF); 3. Clarencio Calagos Memorial School of Fisheries (CCMSF); 4. Rafael Lentejas Memorial School of Fisheries (RLMSF); 5. Wright Vocational School (WVS); 6. Basey National Agricultural School (BNAS).

The study dealt on the profitability of the income generating projects of these school respondents with the end in view to institute reforms and strategies in the management of the projects. Profitable income generating projects will encourage students to engage in self-employment and thus become productive entreprenuers, which the country needs for socio-economic development..

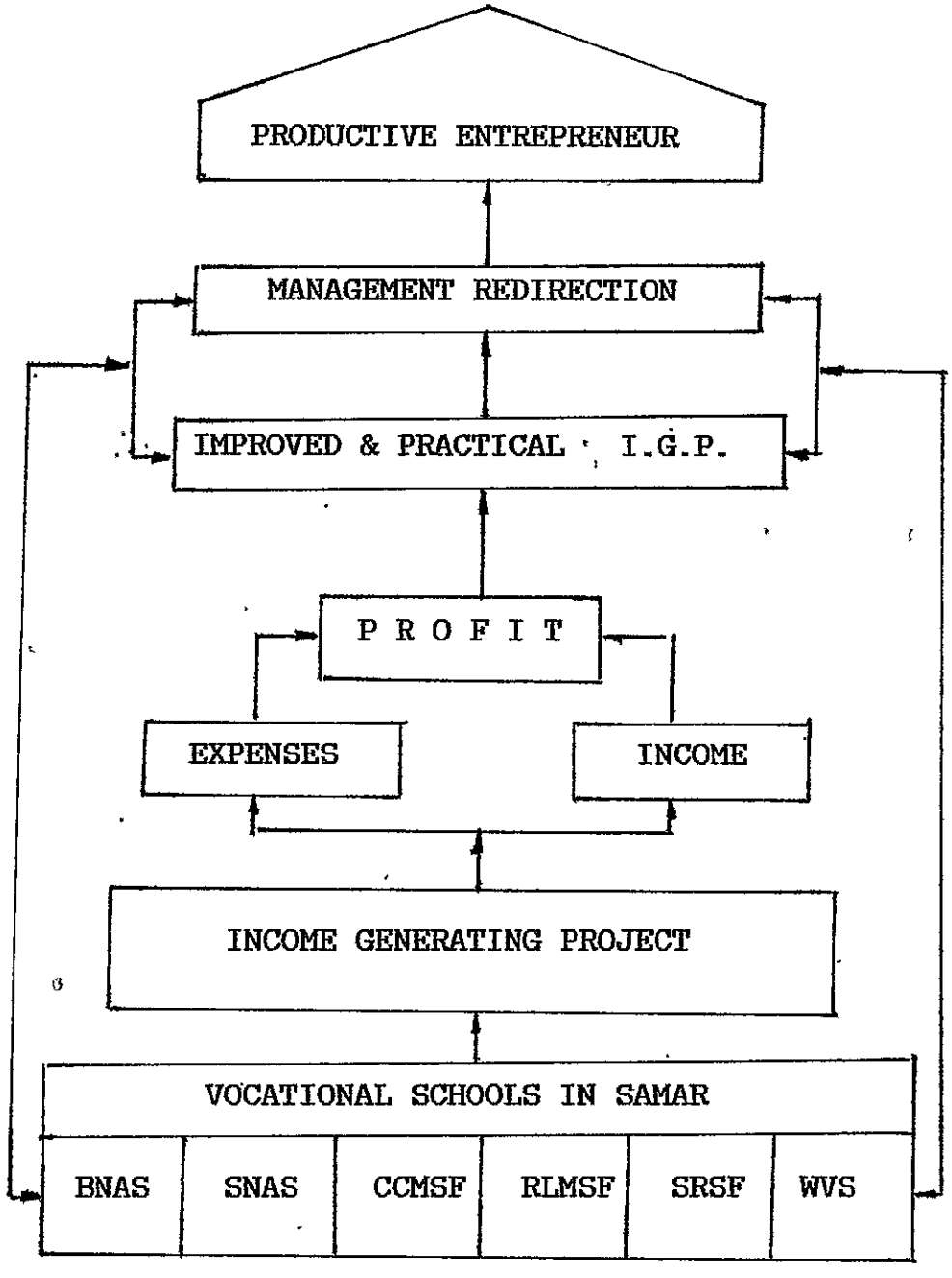

Figure 1. Schema of the Conceptual Framework showing the six vocational schools in Samar as the research environment, the IGP in T.H.E as the subject of the study, the variables involve with their relationship as inputs to management re-direction towards producing productive entre-preneur.

The main concern of this study is to determine the profitability of the income-generating projects (IGP) undertaken by the Technology and Home Economics students in vocational schools in the province of Samar. It also aimed to come up with ways and means of improving the management of the IGP so as to make them more profitable.

More specifically, this study sought answer to the following questions:

1. What is the profile of the respondents with regards to :

   1.1 Age ?

   1.2 Sex ?

   1.3 Civil Status ?

   1.4 Educational Qualification ?

   1.5 Position/Designation ?

   1.6 Length of Service ?

2. To what extent are the administrative and support personnel, Technology and Home Economics instructors/ teachers, and Technology and Home Economics students aware of the IGP (income-generating projects) in vocational schools in Samar?

3. Are there significant differences in the extent of awareness of the three categories of respondents on the

income-generating projects in Technology and Home Economics in their respective schools?

4. How profitable are the said income-generating projects in vocational schools in Samar as indicated by the net profit?

5. What problems have the respondents met in the operation of the Income-Generating Projects?

6. What alternatives or solutions may be suggested to meet or solve these problems?

7. What is the implication of this study to the implementation of income-generating projects in various vocational schools?

Hypothesis

1. There are no significant differences in the extent of awareness of the three categories of respondents on the income-generating projects in Technology and Home Economics in their respective schools.

Significance of the Study

The researcher conducted this study for the purpose of finding some solutions to the problems encountered in operating income-generating projects in vocational schools. Undertaking this study is very important on the part of the researcher to determine the profitability of income-

generating projects in Technology and Home Economics, to encourage students to go into entrepreneurial activities and be self-employed upon graduation. Results of this study could give the researcher some insights into the problems and limitations of operating IGP activities so that recommendation for improvement of such projects could be afforded to the head of institution who in turn make such projects worthy of emulation and for replication by students.

The findings of this study are beneficial to the administrator and support personnel as they will give insights into the operation and management of the IGP activities in their respective institutions, evolve the problems and limitations of the IGP operations which may encourage them to be more supportive of the program.

Results of this study will likewise bring the instructors and teachers to the realization that no IGP is profitable if it is not properly managed. This means that the teacher must realize the importance of having the proper laboratory facilities and develop consciousness in developing the skills and technical know-how in promoting effective entrepreneurship.

This study likewise will further demonstrate to the students the limitations and profitability of the IGP

activities in their respective institutions. Having an insight into the limitations of the operation of the IGP in their schools will make them realize the imperative of improving the operation of any enterprise they may undertake in the future. Students will also be benefitted by this particular study as they will gain an insight into the various problems in operating an enterprise and how these problem may be solved.

This study will be beneficial to the society and the community as a whole as it will eventually provide them with people who have adequate orientation in gainful employment. People with gainful employment and experience will raise the standard level and quality of life and contribute to the improvement of community life and the economic well-being of the country.

Scope and Delimitation of the Study

This study is centered on the investigation of the existing income-generating projects in vocational schools in Samar, most specifically the Income Generating Projects (IGP) conducted by the Technology and Home Economics department. It aims to come-up with recommendations to improve the operation and profitability of these projects to encourage students to become effective entrepreneurs.

REGION VIII (EASTERN VISAYAS)

REGION VIII		
PROVINCE	CAPITAL	POPULATION
BILIRAN	NAVAL	118,012
EASTERN SAMAR	BORONGAN	329,335
LEYTE	TACLOBAN CITY	1,367,816
NORTHERN SAMAR	CATARMAN	383,654
SOUTHERN LEYTE	MAASIN	321,940
WESTERN SAMAR	CATBALOGAN	531,000

Six selected vocational school in Samar were involved in this study: two agricultural schools namely, Samar National Agricultural School and Basey National Agricultural School; three fishery schools; Clarencio Calagos Memorial School of Fisheries Rafael Lentejas Memorial School of Fisheries, and Samar Regional School of Fisheries; and one Trade-technical schools: the Wright Vocational School.

There were three groups of respondents to this study: 26 administrators and support personnel, 64 Technology and Home Economics teachers and 2,298 students.

This study covered the school year 1995-1996.

Definition of Terms

In order to provide a clear understanding of the study, the following terms and their definitions are given below:

Demand. This term refers to quantity of any commodity that will be required or sought in the market at any given price. (Webster:239) As used in this study, demand is defined as the manifested desire to buy and own something.

Enterprise. This term refers to a business undertaking.

Entrepreneur. An entrepreneuer is a person who owns and manages a business enterprise and bears the responsibility for its success and failure. (SEDP T.H.E., 1991: 369).

Entrepreneurial Capability. This terms refers to a person or group of persons' ability to manage business enterprises profitability; the risk-taking spirit driven by the search for profit.

Expense. In entrepreneurship, this term refers to any amount spent for the business; money or check paid as reimbursement for purchases made.

Generate. The term generate means to create, originate, spread around. (SEDP, T.H.E II, 1991: 366-386)

Income. Income refers to the amount of money or its equivalent during a period of time in exchange for labor and services; from the sales of goods or property or as profit from financial investment (Groiler:665). In this study, income means the sum of money realized from the operations of income-generating projects.

Income-generating project. This refer to a school sponsored activity that will enhance additional sources of income to be utilized for the school's special projects and also to give substance and strength to the education philosophy of "earning while learning" (Maglinte: 1993). These are the school projects established for the purpose of turning out profits or income. Capitalization is taken from the school's general fund and is treated as a separate and distinct entity. (Durango, 1984:17). As used in this study,

IGP refers to the activities of Technology and Home Economics from which income can be derived. Usually, it is a joint venture of the school and the students.

Incharge of income-generating project. This term is defined operationally as a person either the head of vocational department or the assigned teacher acting as the local point of success and failure of the IGP. The function is, as manager and at the same time controller of the project generating income for the school and those involved in a certain particular activity.

Managers. A manager refers to a person who manages a business or other enterprises. It may also refer to a person legally vested with the right of administration and supervision in a vocational institution, decides, plans, organizes, conducts, directs, or supervises activities related to income-generating projects.

Money income. This term refers to the earning of an individual/students or the association as a whole in the form of cash as a result of work rendered; proceeds from other products or profit from business.

Production. This term refers to the process of commercially raising of products for profit. (SEDP T.H.E. II: 375).

Price. Price refers to the exchange value of goods or services (SEDP T.H.E. II: 381).

Profitability. This term refer to the capacity of an enterprise to produce more than what has been invested in terms of money and effort per unit of time or the magnitude of income over costs of production.

T.H.E. This is the acroynm for Technology and Home Economics, a vocational offering in secondary schools as provided for by secondary education.

Vocational schools This refers to the type of secondary school under the Department of Education Culture and Sports offering complete secondary courses including agriculture, trade and fishery for boys and homemaking arts for girls. In this study, it refers to SNAS, SRSF, WVS, BNAS, CCMSF, RLMSF vocational schools in the province of Samar.

Chapter 2

REVIEW OF RELATED LITERATURE/STUDIES

This chapter presents the literature and studies related to the present study reviewed by the researcher. Among these are vital documents, unpublished master's theses, dissertations, books, magazines and journals. This was done in order to enrichment and give more substance to this study.

Related Literature

Human resources development is a major strategy for the national development in the next two decades which usher the year 2000. It has to undergo a critical path in the course of its development in the next ten years. In answer to this noble aim, a manpower development program of the country has become a focus of all institutional training plans.

In relation to this development plan, Letters of Instruction No. 1026 dated May 23, 1980 (Marcos, 1980) runs thus:

> "All national and vocational schools and State Colleges and Universities shall undertake productive projects supportive of the instructional program particularly school desks, furniture, tools/equipment, farm and fishery products and certain other items needed by public and private schools and agencies and established the "Revolving Funds".

Income management is just as necesary in a scarce money resources as in abundance of money. Faulty spending is the root of trouble and can jeopardize membership growth and development in some associations or organizations.

Money management can be taught to everybody most especiallly so in our modern economy where money is a form of an institution (Day & Beza, 1960). Majority of debts are settled by means of money and most incomes are received in a form of money. The management of money resources plays a vital role in the realization of material goals in a society with corresponding satisfaction drives.

Vocational school projects are established not only as tools to experiential learning but also as a source of additional income to both the students and the school itself. It now becomes the vocational-technical policy to transform vocational-technical schools into production centers capable of generating adequate income.

Income generating projects are the targets, and aside from the educational objectives per se, profit is realized as the evaluation of the teaching-learning process of the vocational skills and the efficiency of the instructional methods adopted where they can best be measured on the soundness of the result of operation and the financial stability of the projects.

By constitutional mandate, all schools throughout the country will develop vocational effeciency among students. Vocational schools are expected to perform four functions, namely: instruction, research, extension and production. Hence, income-generating projects (IGP) in the agricultural, industrial and related fields are undertaken by all vocational schools to implement. these functions.

In vocational schools, the Bureau of Vocational Education tries to inculcate into the minds of the students the income-generating projects as a money-rewarding interprise. One of the vocational education objectives is "to prepare the individual for a profitable and socially useful employment." Earning while learning is given emphasis in vocational schools. Projects must be marketable. In Dewey's and Rousseau's point of view, projects are not only made educative but must likewise generate economic returns to the students, to the school and to the community.

Economists recognize that for production to take place, someone has to mobilize all resources (land labor, and capital) of the enterprise. They call this individual the entreprenuer and his activity, entrepreneurship. (SERDEF: 1991, p.11). Entrepreneurship is essentially the ability of the individual to utilize activities for productive

purposes. This should come in the form of goods and services.

Entrepreneurship is important because it creates wealth, provides employment, utilizes natural and human resources for greater productivity and generates revenue for the government.

Government should provide the conditions and create the environment conducive to enterpreneurship. Here are some government policies that require our attention:

As gleaned from the educational, system most of our young people, if they are not studying to be professionals, seem to be trained for employment. After college, they "look for jobs" instead of creating jobs. Courses on entrepreneurship should be introduced in our public and private school system at least as elective.

The government should provide marketing assistance by providing helpful information and research on potential local and foreign buyers of goods or sources of raw materials. Some government agencies offer this but their efforts should be expanded. Our consuls and embassies abroad should also be utilized to promote our products.

The government should also put more resources in financial assistance. Fiscal and monetary policy should also be favorable to small and meduim-sized firms. Interest

rates for instance, should be adjusted to encourage lending to these firms. Government should also increase its technological assistance programs to enterpreneurs, and include training and consultancy services. According to Arroyo, (Filipino Enterpreneur, Vol. III No, 7:10) economic development should be geared towards industrialization which should be mainly on the hands of the private sector. The Government's role is to create the conditions which will make it profitable to engage in business operations. Social development should be mainly on the hand of the government, so that prosperity accrues not only to the business sector, but to the people as a whole.

Braid, (Filipino Entrepreneur, Vo. III no. 7:11) profounded that the more entrepreneurs we have, the easier it will be to attain distributive justice that will give to each Filipino his proper share of the country's wealth and productivity. However, developing entrepreneurship and entrepreneurs is not an overnight process. At present, would-be entrepreneurs face two very difficult hurdles: government bureaucracy and the lack of incentives and, more seriously, a dearth of capital to have the capacity to actually become entrepreneurs.

Romero, (Filipino Entrepreneur, Vol III No. 7:12) mentioned three of the basic goals underlying the primary

objective of achieving a sound and balanced growth for the country which are: employment generation, mobilization of the rural areas and equity or a wider participation by income classes in economic development. It has been recognized that the small-scale industry possesses tremendous potentials in the successful pursuit of all these goals.

Labor-intensive techniques of production can be used side by side with highly mechanized processes, without sacrificing efficiency. Even when advanced technology is used in small industry and its capital ratio is high, the absolute amount of capital required is still relatively modest and can be raised out of private resources, without resorting to foreign investment and to government equity participation.

Being labor-intensive, small-scale industry at once provides the means of creating employment opportunities at a relatively low capital cost.

Small-scale industries can play an important role in the processing of agricultural products, in the production of machine tools, parts and their repair, and in producing a wide variety of consumer goods for relatively small and remote markets.

Several factors make small-scale industries likely to succeed in the rural areas. Small-scale industries serving local markets are somewhat more resistant to a lack of infrastructure facilities than large scale industries.

A second consideration is the capability of small factories. Large plants are taking advantage of semi-skilled labor, including traditional ones. Small-scale industry is much less different on highly-skilled workers which is generally scarce in the economically depressed regions.

Finally, the need to achieve equity or wider participation by income classes favors the growth and proliferation of small-scale industry promotion to broaden the ownership of the industrial enterprise and help form a larger middle class in order to enable greater sharing income by the population. This will bridge the gap between large-scale industry, dominated by a few wealthy families, and the masses or the poor and the bottom of the income ladder as well as greatly increase the upward mobility of the poor.

Small-scale industry offers the most promising means of promoting entrepreneurship among people from the different walks of life, especially those with limited financial resources and technical and management experiences, thus

establishing a wide base for regional industrialization. Skilled technicians, foremen and workers are often able to set up their own small industrial enterprises.

Related Studies

Agustin (1980) conducted a study which involved a vocational educational program for the Bangaw Boys of Tacloban City. She investigated the socio-economic, educational, and psychological needs of the Bangaw Boys of Tacloban City and on the basis of which she came up with a vocational educational program for the development of the particular group of manpower resource which would otherwise become a menace to society if not profitably developed.

On the basis of the foregoing findings, a six-year "earn while you learn", "learn in order to live and earn" or an academic vocational oriented living and learning program designed to approximate if not equal the existing 6-year conventional elementary education program was evolved. However, unlike the conventional 6-year elementary education program, the proposed program is a live-in type of learning, the kind of income-generating project where the target clienteles are both the producers and the consumers. The children learn the fundamental of elementary education at the same time generate income for their own subsistence.

It is a special intervention program aimed to freeing the Bangaw Boys from their present state of depression, deprivation and underservice. It is an intervention program aimed at redirecting manpower resources into socially desirable and economically productive individuals.

The study of Agustin is similar to this study in the sense that it uses Income Generating Projects on the implementation of "earning while learning" philosophy. They differ in the type of respondents, and the environment. Agustin's study used the Bangaw boys of Tacloban City while the researcher used the T.H.E. students, teachers and administrative staff of vocational schools in Samar.

De Guzman (1980) conducted a study which revealed that the formation of farmer's association was basically influenced by mutually shared problems/needs among people. Through the barrio association, the members were able to undertake a number of socio economic projects such as poultry, swine, ducks, beef, cattle raising, hand tractors, irrigation pumps and Masagana 99 operation. The barrio association served as an institutional link between the members and service agencies of the government. The members enjoyed a number of services such as technical assistance, extension service from suppliers of production inputs, credit and marketing. It provided the members an

exercise in formal organization and self-government, served as a training ground for undertaking effective and continuous education.

The study revealed the weak points of the barrio association that need some serious considerations so as not to impair the viability of the organization. These are as follows: (a) lack of dedicated leaders, (b) lack of market, and (c) failure of members to abide by the policies of the association.

Finally, the barrio association brought about some socio-economic impacts on the members and the community among others; increased farm productivity, acquisition of household goods, acquisition of farm equipment, increased social coherence, enhanced cooperative actions, discipline and prestige, and developed the barrio association, provided employment opportunities among the constituents, helped improve the irrigations and drainage facilities and brought dignity and harmony among different groups in the community.

The study of De Guzman bears similarity to this study on project undertaking. The difference is on the type of respondents and the type of project and organization. This study used students, teachers and administrative personnel in vocational school; organized the students to work on

mandatory projects while learning and at the same time earning. De Guzman used the member of a farmer association/cooperative to exercise entrepreneurship that focused on socio economic projects.

According to Labis (1980), in the Philippines, a real and functional school food service program that will help improve the nutritional status of the students population has yet to be developed. Many reasons are behind it. Teachers are either too tied up to the classrooms, or the administrators are too traditional, and the business (cafeteria) managers too concerned about balancing the books to really take leadership in exploiting the educational possibilities of the food service program.

The study is similarly done in school by the students but the main purpose is to improve the nutritional status of the students' population while the researcher's aim in her study is to generate income.

Ortiz, (1982) in her study, noted that Samar State Polytechnic College has an allotment of one thousand pesos from which the IGP fund is advance during the start of the school year. Any amount can be drawn from this fund depending on the estimated capital believed enough to start operation by the cafeteria in-charge.

The study of Ortiz bears similarity to the present study in generating of income through IGP or "earning while learning". The fund they used came from the school allotment to be revolved by the students, while in this study, most of the funds being revolved by the students come from their own pockets.

Lagdaan's (1986) study revealed that the following were the community extension projects of vocational schools in Eastern Visayas.

In Agriculture Schools, goat raising had the most number of clienteles, while crop rotation and orchard raising had the least number of clienteles.

In fishery schools, the most popular undertaking was fish preparation, and the least was fish culture.

In trade schools, the most popular with the most number of clienteles, was beauty culture, while practical electricity was the least attended.

Lagdaan concluded that the community extension projects of the vocational school were chosen by the schools with the predominant consideration of their type as vocational schools, i.e., the trade schools offering trade, the agricultural schools offering agriculture and the fishery schools offering fishery training projects.

Project identification, which is an important stage in project management, was perceived by the respondents as "Inadequate" because suitable activities in choosing a project had not been adequately followed.

In the project implementation activities, only the extension coordinators, who were most directly concerned in implementation, perceived the activities as "Adequate" in constrast to the three other groups' perceptions which was "Inadequate."

Of the five project management stages, only project termination and project evaluation were perceived to be "Adequate" implying that less efforts had been expended on the first three stages.

Only the utilization of material resources was perceived to be "Adequate", implying that less effort had been expended on utilization of both human and financial resources.

The community extension projects of the schools did not follow fully the mentioned management stages of project identification organization, implementation, termination and evaluation.

The study of Lagdaan focused on all vocational schools in Eastern Visayas on Region VIII while this study is limited only to the vocational schools in Western Samar.

Lagdaan's study is on community extension projects while this study limits only to the classes of T.H.E. subject particularly on IGP within the school.

According to Vestra, (1987) the effective integration of the school cafeteria into the curriculum challenges the administrators and the school food service personnel through the coordinated educational program. School canteens provide the children with a good foundation in nutrition principles that will be their guide for healthy living throughout life. Likewise, colleges and universities have realized their responsibilities in the training of the personnel needed for the increasing number of cafeterias in the schools.

She further emphasized that teaching opportunities in the cafeteria are not limited to the field of food selection and the development of good habit. Instruction in attitude and on the job itself is given to student workers. As cashiers, bus girls, counter girls and occasionally dish-washers, cooks, they are paid for their work in cash or its equivalent in the form of snacks. Students who work in a cafeteria where principles of good management are observed, gain knowledge and experience of lasting value.

In many instances, uncooperative school personnel is a big problem in cafeteria management. Administrators tend to

be indifferent and seem to turn deaf ears to the needs of the cafeteria manager. Other teachers too, have that "I-don't-care" attitude towards their own school canteen. Still, other personnel do not patronize their school cafeteria. They would prefer to go to some nearby stores thereby serving as examples to students who have the same inclination.

This study of Vestra is similar to this study in the sense that both study consider gaining knowledge as an actual experience of lasting value. They differ in their researcher's environment and the type of respondents used.

The study of Bacones (1988) revealed that complexities of organizational activities argue man's intellect to dive deeper into the realm of management that will uncover new dimensions enabling him to master all the human aid material resources within his reach for the attainment of pre-planned resources within his reach for the attainment of pre-planned goals.

The specific application of management to school projects comprises a series of activities from the time of inception to the end of the cycle. Generally, project management comprises three major stages: (1) Project development, (2) Project implementation and, (3) Project evaluation. Each of the three major stages are subdivided

into more deatailed project activities that aptly describe the process which is continued until it reaches the final sub-stages and then starts all over again following the same sequence in a more improved manner.

Based on the findings of his study, the following conclusions were given:

The school administrators as the principal initiators of the projects, considered the local needs in the identifications of projects. In the process, the preparation of feasibility study was required in order to ascertain the economic viability of the identified project. It was therefore concluded that the school administrators are cognizant of their roles and responsibilities, hence the school program and projects were being related to the needs of the community/locality they were bound to serve.

Some schools had been hampered in the implementation of the project identified due to the inadequacy of funds and other material resources used and, to some extent, the incompetence of the project management staff. It may be concluded that during the preparation of the project study, the proponent failed to anticipate the cash flow given the schedule of activities due to limited knowledge in forecasting and in costing the various activities in a complete project cycle. Furthermore, the practice of

designating newly recruited project staff members did more harm than good to the project.

Generally, the projects in agricultural schools and colleges in Eastern Visayas region as complementary to course offerings are a necessary venue for skills development. It is, however, wanting of competent management staff personnel, adequate financial support and management strategies that would usher success in the operationalization of the project. It can, therefore, be concluded that in the establishment of projects, the three imperatives must be available. They are not just funds but also management strategies and personnel competence as well.

Bacones' study was on the management of school agricultural projects in Eastern Visayas which were financed by the school while the present study is locked into the income generating projects of the Technology and Home Economics departments which were jointly financed by the school and students. Bacones' study was region wide while the present study s limited to vocational schools in Samar. Vista (1991) conducted a feasibility study on the fabrication of ready-to-wear garments in Samar State Polytechnic College.

Based on the findings, the following conclusions were presented:

1. There is a great gap between supply and demand of RTW garments in the market.

2. It is technically and financially feasible for SSPC to finance the business venture.

3. It is also possible to manage the undertaking.

4. The venture is socially and economically feasible.

Vista's study is similar to the present study as both looked into the profitability of project that may assist the students in the "earn while you learn" concept of vocational schools. The present study was wider in scope than the study conducted by Vista, as it involved all the vocational schools in Samar and the Income-generating projects of Technology and Home Ecomonics subjects.

Maglinte (1993) on her study "A Garment Production Center of the Leyte Institute of Technology," came up with the following recommendations:

1. The proposed projects study should be adapted and be set to operation.

2. A technical committee be created to review the proposed projects for an indepth analysis and evaluation before their implementation.

3. The Leyte Institute of Technology should tap other financing agencies to finance the project.

4. The students and graduates of garments trades both

in the regular and extension classes be given preference in the hiring of production center personnel.

5. Wide publicity regarding the project be made and the project implemented.

Maglinte's study is similar to the present study regarding income-generating projects.

Sadullo (1993) conducted a study on "Extension Program of SNAS for Transient Framers: An Institutional Model" revealed that transient farmers have negative attitudes towards membership in Farmer's Cooperatives. They advanced three reasons for their reluctance to join the cooperative: (1) members of a cooperative may not have the same interest and may not exert the same effort for the good of the cooperative, (2) previously known cooperatives were all failure, and (3) they felt lazy working for something not owned inidividualy.

Transient farmers with positive attitudes towards membership with cooperatives presented only two reasons for their willingness to join the cooperative: (1) they expect to obtain agricultural production loans, and (2) their membership with cooperatives will enhance their credibility as beneficiary of other government assistance.

The transient farmers disagreed generally with the premise that perennial crops give more profit to the farmers

than short-season crops. They perceived short season crops as the most profitable, followed by intercropping of perennial and short-season crops as less profitable among the three cropping patterns. In the light of the foregoing findings of his study, it is concluded that:

1. Old age, long experience in farming and small size of family, do not ensure high level of income for the family.

2. The low level of monthly income and small farming business networth among transient farmers were attributed to their level of education, ignorance of new farming technologies, inaccessibility to easy means of transportation and absence of government assistance.

3. The transient farmers' need for land cultivation tools, implements and equipment can be fulfilled by organizing them into Farmer's Cooperative which will qualify them for production assistance loans from government lending institutions.

4. If a viable model of agricultural extention progress can be institutionalized in San Jorge by the Samar National Agricultural School in coordination with the Department of Agriculture (DA), Department of Agrarian Reform (DAR), Department of Environment and Natural Resources (DENR) and the Land Bank of the Philippines (LBP),

that vast, idle, denuded mountains will eventually become fruit orchards and the transient farmers will cease being transient. Instead, they will become plantation owners of perennial agricultural crops in permanent income homes with high levels of income from multicrop farming.

Sadullo's study deal on the organization of cooperative to transient farmers and the profitability of crop production while the present study deals with the profitabilily of the Income-generating project. This study of Sadullo was an extension program of Samar National Agricultural School while the present study is on the IGP in Technology and Home Economics classes in vocational schools in Samar.

Chapter 3

METHODOLOGY

This chapter presents a detailed discussion of the methods and procedures with particular research design focused on administration, validation of research instrument, sampling procedure, the data gathering and the treatment of data. It also includes the statistical measures with their corresponding formulas used in hypothesis testing, and the alpha level of significance and degree of freedom at which the computed statistical values was compared with the table or critical values.

Research Design

This study employed the normative-descriptive research method using the questionnaire as the main instrument in gathering data. Documentary analysis, interviews and actual observation were likewise resorted to verify and crosscheck some initial information and responses gathered.

Intrumentation

The appropriate instruments used in this study are as follows:

Questionnaire. The questionnaire was the principal instrument used in this study. Each questionnaire consists

two main parts, namely: Part I - Personal Information of the Respondents, and Part II The Questionnaire Proper, broken down into five sub-parts as follows: a) On existing income-generating project; b) The profitability of income-generating projects; c) On problem relative to the implementation of the income-generating project; d) On suggested solution to the problems. This was constructed by the researcher after a thorough review of related literature and studies and after making a careful analysis of the problem to determine the necessary information for the study.

The questionnaire was so constructed that the respondents could answer it with ease and facility. Instructions were provided so that the respondents would know what to do with the questions. The questionnaire was submitted and referred every now and then to the adviser for review, comments and suggestions.

Interviews. In order to validate information brought by some questions in the questionnaire, the unstructured interview was employed to supplement and cross-check the responses made by the respondents. Opinions of the interviewees regarding the problem were solicited and their suggestions were sought and taken.

Observation. The researcher resorted to actual observations to find out whether the requirements of the IGP., were really existing and check the attitudes of the Technology and Home Economics instructors/teachers and students towards the implementation of income-generating projects. This observation was supplemented and strengthened by the researchers' observation in the past which motivated her to undertake this study.

Documentary Analysis. This technique was used to scrutinise income-generating projects records and reports such as; bookkeeper's reports, bank book, auditor's audit reports and annual/ midyear/monthly productionn reports by the respondent schools of the region, and other vital documents to tap valid information. Unpublished dissertations, master's theses, books, magazines, newspaper and other publications were carefully read and analyzed to gather sufficient facts that could give more meaning and nutrient to this particular study.

Validation of the Instruments

Before the questionnaire was finalized, it was tried in a dry-run among a few samples of the three categories of respondents who were used as actual respondents of the study. The validation of the instruments was conducted in

Tiburcio Tansinco Memorial Institute of Science and Technology because the mission and program objectives of the college are almost similar to the respondents' schools covered in this study. Comments and suggestions were solicited from the five administrative/support personnel, six instructors and 30 top T.H.E. students for the improvement of the questionnaire. Final draft of the questionnaire was prepared and submitted to the adviser for approval. The final revised questionnaire was then reproduced in sufficient number of copies for distribution to the actual respondents of the study.

Sampling Procedure

No sampling procedure was used to obtain data from the group of administrator/support personnel and teachers, as all administrator/support personnel of the schools concerned in the study were taken as respondents.

A simple random sampling was used to determine the students respondents. This was done by using the formula $N = N/ 1 +Ne^2$ of the total enrollment in the Technology and Home Economiccs classes of the six vocational schools involved in the study. A total of 2,298 students were made as respondents.

Table 1

Respondents by School and Categories

School	Administrator N	Administrator %	Teachers N	Teachers %	Students N	Students %	Grand Total N	Grand Total %
BNAS	5	19.23	11	17.19	335	14.58	351	14.70
CCMSF	4	15.38	7	10.94	389	16.93	400	16.70
RLMSF	3	11.54	8	12.50	344	14.99	355	14.87
SNAS	5	19.23	11	17.19	309	13.45	325	13.60
SRSF	5	19.23	10	15.62	440	19.15	455	19.05
WVS	4	15.38	17	26.56	481	20.93	502	21.02
Total	26	100.00	64	100.00	2,298	100.00	2,388	100.00

Table 1 shows the 26 administrators/support personnel, 64 teachers and the 2,298 students respondents from the six vocational school involved in the study. This come up with a total of 2,388 respondents

Data Gathering

The researcher personally conducted preliminary survey and data gathering by going to the selected vocational schools and sought assistance of the heads of the schools in marshalling the prospective respondents from their respective offices and classes and then had a short

conference and briefing in a teacher's room. A letter of introduction by each of the heads of the respondent schools was procured by the researcher before she actually conducted the survey interviews and administered the questionnaire to the respondents. The individual and group interview questions were asked by the researcher after a thorough explanation of the purpose of the survey and how the data and information was to be used.

The researcher spent a day in each vocational school to interview and administer questionnaire to the required number of respondents in the study.

Treatment of Data

The data thus gathered through the use of the questionnaire were tabulated in a master sheet and properly evaluated, analyzed and interpreted qualitatively and quantitatively using the appropriate statistical measures and procedures.

For the tables, a five-point scale of assessment, the statistical measures used was frequency count and weighted mean. Specifically, to determine the extent to which the respondents awareness with the existing income-generating projects and the extent to which they agree with the suggested solutions, the following descriptive and numerical

scales are arbitrarily developed by the researcher to suit the purpose of this study.

Fully Aware	(FA)	5
Highly Aware	(HA)	4
Moderately Aware	(MA)	3
Slightly Aware	(SA)	2
Not Aware	(NA)	1

To measure the extent to which the respondents felt the problems relative to the implementation of the existing income-generating projects, the following descriptive and numerical scales were developed.

Extremely Feel	(EF)	5
Highly Feel	(HF)	4
Moderately Feel	(MF)	3
Slightly Feel	(SF)	2
Not Feel	(NF)	1

To compare the perceptions of the three categories of respondents represented by the symbol X_1, X_2 and X_3 on the extent of the income-generating projects, the suggested solutions, and the extent to which they felt the problems, the One-way Analysis of Variance (ANOVA) was used, thus testing the null hypotheses stated in Chapter 1, using the

formula:

$$F = \frac{MSb}{MSw}$$

Where: F --> the computed statistical value

MSb --> the mean square between and

MSw --> the mean square within

Before applying the foregoing formula, the researcher followed six steps using their corresponding formulas as follows:

Step I $SSt = \frac{SSb}{SSw}$

Step II $SSb = \frac{(EX_1)^2}{n_1} + \frac{(EX_2)^2}{n_2} + \frac{(EX_3)^2}{n_3} - \frac{(EX)^2}{N}$

Step III SSw = SSt- SSb

Where: SSt -> the total sum of square of the variables

SSb -> the sum of squares between

SSw -> the sum of squares within

E -> stands for summation

X_1 -> the perception of the administrative and support personnel

X_2 -> the perception of the Technology and Home Economic instructors/teachers.

n -> the number of cases under such category

N -> the number of cases for the three category

Before proceeding to Step IV, the researcher prepared the following summary ANOVA Table.

Table 2

Anova Table

Source of Variations	Sum of squares	Degree of Freedom	Mean Square	Computed: F-value	Tabular F-value
Between	MSb	(k-1)	$\frac{MSb}{df}$	$\frac{MSb}{MSw}$	
Within	MSw	(N-k)	$\frac{MSw}{df}$		
Total	MSt	(N-1)			

As the computation went on, the researcher filled up the space presented by the question marks and after knowing what were missing, she proceeded to Step IV.

Step IV $MS = \frac{SS}{df}$

Step V $MSb = \frac{SSb}{df}$

$$\text{Step IV} \qquad MSw = \frac{SSw}{df}$$

Finally, the researcher was able to compute the value of F using the following formula:

$$F = \frac{MSb}{MSw}$$

The level of significance was set at .05 level and the corresponding degrees of freedom as reflected in the foregoing Analysis of Variance (ANOVA) table was established.

After computing the F-value, reference was made to the Table of F Ratio. The acceptance or rejection of the null hypothesis was on the relation between the computed value and the tabular value. When the computed F-value was greater than the tabular value, the null hypothesis was rejected. If the computed F-value was less than the table value, the null hypothesis was accepted. Whenever the F-value was significant, thus leading to the rejection of the null hypothesis, further testing was resorted to in order to find out the significant difference. In this case, the researcher used the Scheffes Test comparison of the means using the following formula;

$$F' = \frac{\bar{x}_i - \bar{x}_j}{MSw \left(\frac{Ni + Nj}{} \right)}$$

$$\backslash \quad NiNj \quad /$$

Where

F' = is the scheffe's computed F-value

x_i & x_j = are the means of the ith group and the jth group being compared

Ni & Nj = are the number by cases for the respective ith and jth group.

The F' values were compared to the corresponding critical F' = (k-1)(Critical F-value) and if computed F' is greater than the critical F' the means compared were considered significant. Otherwise, they were considered not significant.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter contains a detailed presentation, analysis and interpretation of data in accordance with the specific question posed in this study. The data are presented in tables, starting with the profiles of the three categories of respondents; the extents of awareness of respondents of the IGP; the profitability, the problems relative to IGP and the suggested solutions or alternatives to the problems.

Profile of Respondents

To be able to get a correct and accurate picture of the status of the implementation of the Income Generating Project in Vocational schools in Samar, it is of prime importance that data must come from reliable and competent respondents. There were three groups of respondents to this study, namely, the administrator/ support personnel, the teachers and the students.

In this study, the characteristics of the respondents as sex, age, civil status, educational qualification, position/designation and length of service were studied and analyzed.

Sex. The sex of the respondents can be gleaned

Table 3

Sex of Respondents

Respondents	Male N	Male %	Female N	Female %	Total N	Total %
Administrative/ Support personnel	16	1.41	10	0.80	26	1.09
Instructor/ Teachers	34	3.00	30	2.39	64	2.68
Students	1,082	95.58	1,216	96.81	2,298	96.23
Total	1,132	100.00	1,256	100.00	2,388	100.00

in Table 3. There were 16 male and 10 female from the administrative/support personnel while the teachers respondents were composed of 34 male and 30 female. Of the 2,298 students respondents, 1,082 were male and 1,216 were female. The data show that there were more male in the administrative/support personnel and teachers while there were more female in the students respondents.

Ages. The distribution of ages of respondents is shown in Table 4. Eight or 30.77 percent of the 26 administrative/support personnel group belonged to the age group of 45-49 years. Four or 15.38 percent were in the 55-

Table 4

Age of Respondents

Ages	Adminsitrative N	Adminsitrative %	Instructor N	Instructor %	Students N	Students %	Grand Total N	Grand Total %
60 - Up	3	11.54	1	15.63			4	0.16
55 - 59	4	15.38	2	31.25			6	0.25
50 - 54	3	11.54	11	17.19			14	0.58
45 - 49	8	30.77	11	17.19			19	0.80
40 - 44	3	11.54	16	25.00			19	0.80
35 - 39	3	11.54	15	23.45			18	0.75
30 - 34	2	7.60	7	10.93			9	0.38
25 - 29			1	1.56	1	0.04	2	0.08
20 - 24					26	1.13	26	1.09
15 - 19					1288	56.05	1288	53.94
10 - 14					983	42.78	983	41.16
Total	26	100.00	64	100.00	2298	100.00	2388	100.00

59 age level while only two or 7.6 were under the 30-34 age group.

In the teacher respondents group, 16 or 25.00 percent were in the age level of 40-44; 15 or 23-45 percent in 35-39 group level and 11 or 17.19 percent were under the age level of 50-54 and 45-49. Only one or 15.63 percent was in the level of 60-up and in the age group of 25-29 years.

The oldest among the students respondents was in the level of 25-29 years. Majority of the students belonged to the age group of 15.19 and 10-14 years. There were 1,288 or 56.05 percent and 983 or 42.78 percent respectively.

Table 5

Profile of Students Respondent by Year Level

School	1st year N	1st year %	2nd year N	2nd year %	3rd year N	3rd year %	4th year N	4th year %	Grand Total N	Grand Total %
BNAS	95	13.57	88	14.54	73	13.98	79	16.95	335	14.58
CCMSF	115	16.36	101	16.69	88	16.86	85	18.24	389	16.93
RLMSF	107	15.22	93	15.37	72	13.79	72	15.45	344	14.97
SNAS	111	15.79	86	14.21	64	12.26	48	10.30	309	13.45
SRSF	148	21.05	105	17.32	104	19.92	83	17.81	440	19.15
WVS	127	18.07	132	21.83	121	23.18	99	21.24	481	20.93
Total	703	100.00	605	100.00	522	100.00	466	100.00	2298	100.00

The data showed that the administrative/support personnel were a bit older than the teachers. These older numbers in the administrative group were probably the heads of school. Most of the teachers were in the middle age bracket who might have been with the school for a time. The data also suggested that the teachers might have had experiences with the "earn while you learn" concept which had been emphasized in school since 1970's.

As to the students respondents, the data revealed that they were mature enough to give reliable answers as most of then were in their middle teens.

Students' profile by year level. The data on year level of student respondents is reflected on Table 5. Most of the 2,298 students came from the first year with 703 or 30.59 percent. Only 466 were fourth year students. The data revealed that students dropped out from their studies as they moved a the higher level.

Civil status of Administrative/Support Personnel and Teachers. The civil status of the administrative/support personnel and teachers respondents is reflected in Table 6. Most of them, totalling 83 or 92.22 percent were married. Of the 26 administrative/support personnel, 24 or 92.31 were married and only 2 or 7.69 percent were single. There were 59 or 92.18 percent of the 64 teachers who were married and only 5 or 7.81 who were single.

Table 6

Civil Status of Administrative/Support Personnel and Teacher Respondents

Civil Status	Administrative N	Administrative %	Instructor N	Instructor %	Grand Total N	Grand Total %
Married	24	92.31	59	92.18	83	92.22
Single	2	7.69	5	7.81	7	7.78
Total	26	100.00	64	100.00	90	100.00

The data revealed that married employees who have families to support migth have had eperiences on some means of livelihood to augment their family income as to make both ends meet in life.

Length of Service of Administrative/Support Personnel and Teachers Respondents. Table 7 shows the length of service of the administrative/support personnel and teachers respondents. Majority of them had work experience from 10-19 years. There were 27 or 30.00 percent who had work experience from 10-14 years and 21 or 23.33 percent from 15-19 years. Only one or 1.11 percent had already a work experience of 40 or more years. This belonged to the administrative/support personnel who was about to retire from service and also only one or 1.11 percent who had only 0-4 years work experience. This belonged to the teachers respondents.

The work experiences of the administrative/support personnel were longer than the teachers as a majority of this group had work experiences raging from 15-39 years. The data revealed that there was be a low turn out from the administrative and support personnel.

Most of the 64 teachers have been teaching for a time. There were 23 or 35.93 percent who had taught for 10-14

Table 7

Length of Service of Administrative/Support Personnel and Teacher Respondents

Length Service	Adminsitrative N	Adminsitrative %	Instructor N	Instructor %	Grand Total N	Grand Total %
40 - Up	1	3.84			1	1.11
35 - 39	4	15.38			4	4.44
30 - 34	3	11.58	1	1.56	4	4.44
25 - 29	3	11.58	6	9.37	9	9.99
20 - 24	3	11.58	11	17.18	14	15.55
15 - 19	6	23.08	15	23.43	21	23.33
10 - 14	4	15.38	23	35.93	27	30.00
5 - 9	2	7.69	7	10.94	9	9.99
0 - 4	0	0.00	1	1.56	1	1.11
Total	26	100.00	64	100.00	90	100.00

years; 15 or 23.43 percent for 15-19 years and 11 or 17.18 percent who had been in the teaching profession for 20-24 years. Only one or 1.56 percent had taught for 30-34 years, and also only one or 1.56 percent had been in the teaching profession for 0-4 years.

The data show that the teachers have enough experience to handle income generating projects or cope with the vocational training concept of "earning while learning."

Educational Qualification of Administrative/support Personnel and Teachers. Inasmuch as the income generating project (IGP) is a special projects of T.H.E. classes, it requires that teachers and administrative staff be educationally qualified to manage the project efficiently and effectively. Qualified and competent managers will likewise be able to train the students to become competent entreprenuers.

Table 8 shows the educational qualification of the administrative/support personnel and teacher respondents of the study. Majority of the administrative/support personnel were holder of the Bachelor's degree only. There were 13 or 50.00 percent who belonged to the support personnel. Four or 15.38 of the administrative/support personnel were holders of the doctoral degrees. One or 3.85 percents hold a certificate of academic requirement in the doctoral studies; one or 3.85 pecent had only doctoral units; one or 3.85 percent held a certificate of academic requirement in the Masteral studies; two or 7.69 percent were masteral degree holder and two or 7.96 percent had masteral units.

The data imply that those with doctoral degree and masteral degree are either the heads of the school or personnel who occupy key positions in the institution and must therefore be knowledgable of the operation of income

Table 8

Educational Qualification of Administrative/Support Personnel and Teacher Respondents

Educational Qualification	Administrative: N	Administrative: %	Instructors: N	Instructors: %	Grand Total: N	Grand Total: %
Doctoral Degree	4	15.38	0	0.00	4	4.44
Doctoral CAR	1	3.85	0	0.00	1	1.11
MA w/ Doctoral units	1	3.85	0	0.00	1	1.11
Masteral Degree	2	7.69	5	7.81	7	7.77
Masteral CAR	1	3.84	7	10.94	8	8.88
BS w/ MA. Units	2	7.69	12	18.75	14	15.55
Bachelors Degree	13	50.00	38	59.37	51	56.66
Two Yrs. Course	2	7.69	2	3.12	4	4.44
Total	26	100.00	64	100.00	90	100.00

generating projects.

Table 8 also presents the educational qualification of teachers. There were 38, or 59.38 teachers who were holder of a Bachelor's degree only. These 12 or 18.75 percent had Masteral units; seven or 18.75 percent had finished the academic requirements in their masteral studies and only five or 7.8 percent who were holder of a Masteral degree.

The data imply that even if a bachelor's degree is the minimum educational requirement for a teacher in the

secondary education, there is an urgent need for teachers to pursue graduate studies to upgrade their competencies and become more effective and efficient managers of income-generating projects.

Designation of Administrative/Support Personnel and Teachers. The positions and designations of the administrative/support personnel and teachers are reflected in Table 9.

There were eleven who belonged to the administrative group; three or 11.54 percent were principals of schools., three or 11.54 percent were heads of the vocational department; two or 7.69 percent were Vocational School Administrator II, two or 7.69 percent were School Farm Coordinators and one or 3.85 percent was a Vocational School Administrator I.

Among the teachers, 36 or 56.25 percent were Teachers I eleven 11) or 17.18 percent were Teachers II and eight or 12.50 percent were Teachers III. There were only three or 4.68 percent who were college instructors but teaching in the secondary education level and two or 3.12 who were master teachers.

The data revealed that the respondents were occupying appropriate designations which enabled them to furnish

Table 9

Position/Designation of Administrative/Support Personnel and Teacher Respondents

Position Designation	Administrative N	Administrative %	Instructors N	Instructors %	Grand Total N	Grand Total %
VSA II	2	7.69			2	4.45
VSA I	1	3.85			1	1.11
Principal	3	11.54			3	3.33
Voc. Head Dept.	3	11.54			3	3.33
Sch. Farm Dept.	2	7.69			2	2.22
Disb. Officer	5	19.23			5	5.55
Bookkeeper	6	23.07			6	6.66
Supply Officer	4	15.38			4	4.44
Instructor I			3	4.68	3	3.33
Master Tea. I			2	3.12	2	2.22
Teacher III			8	12.50	8	8.88
Teacher II			11	17.18	11	12.22
Teacher I			36	56.25	36	40.00
CED II			2	3.12	2	2.22
CED I			2	3.12	2	2.22
Total	26	100.00	64	100.00	90	100.00

reliable data in the status of income-generating projects of their respective schools.

Awareness of Administrative and Support Personnel on IGP on T.H.E.

The extent of awareness of the administrative and support personnel respondents of the six vocational school involved in the study. On the existing income-generating projects in Technology and Home Economics are divided into four areas, namely; Home Economics, Agricultural Arts, Industrial Arts, and Entreprenuership.

Home Economics

Table 10 reflects the extent of awareness of the administrative/support personnel respondents of the existing income-generating projects on the four areas in Home Economics, which are: 1) Housing/Family Living and Economics, 2) Food and Nutrition, 3) Clothing and Textile, and 4) Good Grooming/Cosmetology.

Housing/Family Living and Economics. The respondents were found to be "Moderately Aware" of the IGP project Housing/Family Living and Economic with a weighted mean of 2.80. They were "Highly Aware" of embroidery and "refrigerator towels" with weighted mean of 4.00 and 4.35, respectively. They were only "Slightly Aware" of crocheted

projects as this was rated with 1.62. "Pot holder making" was given a rating of 1.46 which means that the respondents were "Not Aware" of the project. And for the "quilted school bags making " they were found to be "Moderately Aware" with a weighted mean of 2.62

Food and Nutrition. In the area of food and nutrition, the respondents reiterated that they were only "Slightly Aware" of the projects. The weighted mean of this category was only 2.31. Project on the preparation of "embotido", "spaghetti", "pancit" and "chocolate moron" obtained a weighted mean of 2.15, 2.38 and 2.27, respectively which meant that the respondents were "Slightly Aware" of these income generating projects. Only two projects were rated as "Moderately Aware" by the respondents. These were on the preparation of "butter cake" and "empanada" with a weighted mean of 2.62 for both.

Clothing and Textile. The administrative and support personnel respondents claimed that they were "Moderately Aware" of some projects in clothing and textile with a general weighted mean of 2.55. Projects that they were "Moderately Aware" of were on "children's dresses", "blouses", "duster" with weighted mean 2.54, and 2.85 respectively. The rest of the projects were considered

Table 10

Extent of Awareness of Administrative and Support Personnel on the existing IGP in THE (Home Economics)

IGP	5 FA	4 HA	3 MA	2 SA	1 NA	Weighted Mean	Interpretation
I Home Economics							
a. Housing/Family Living & Economics						2.80	MA
1. Quilted School Bags	0 (0)	8 (32)	6 (18)	6 (12)	6 (6)	2.62	MA
2. Embroidery Project like wall decor, pillow cases etc.	14 (70)	2 (8)	6 (18)	4 (8)	0 (0)	4.00	HA
3. Refrigerator towel	16 (80)	6 (24)	2 (6)	1 (2)	1 (1)	4.35	HA
4. Crocheted projects like sala set back cover, cesta table cover	0 (0)	0 (0)	6 (18)	4 (8)	16 (16)	1.62	SA
5. Pot holder	0 (0)	0 (0)	4 (12)	4 (18)	18 (18)	1.46	NA
b. Food & Nutrition						2.31	SA
1. Embotido	4 (20)	3 (12)	0 (0)	5 (10)	14 (14)	2.15	SA
2. Spaghetti	4 (20)	4 (16)	4 (12)	0 (0)	14 (14)	2.38	SA
3. Pancit	4 (20)	4 (16)	4 (12)	0 (0)	14 (14)	2.38	SA
4. Butter cake	4 (20)	4 (16)	4 (12)	4 (8)	10 (10)	2.62	MA
5. Chocolate Moron	4 (20)	4 (16)	1 (3)	4 (8)	12 (12)	2.27	SA
6. Empanada	4 (20)	4 (16)	1 (3)	0 (0)	17 (17)	2.62	MA

Legend:

1:00 - 1:50 - Not Aware (NA)
1:51 - 2:50 - Slightly Aware (SA)
2:51 - 3:50 - Moderately Aware (MA)
3:51 - 4:50 - Highly Aware (HA)
4:51 - 5:00 - Fully Aware (FA)

Cont. Table 10

IGP	5 FA	4 HA	3 MA	2 SA	1 NA	Weighted Mean	Interpretation
c. Clothing and Textile						2.55	MA
1. Childrens Dresses	0 (0)	6 (24)	9 (27)	4 (8)	7 (7)	2.54	MA
2. Blouses	4 (20)	4 (16)	9 (27)	.2 (4)	7 (7)	2.85	MA
3. Skirt	0 (0)	4 (16)	8 (24)	6 (12)	8 (8)	2.31	SA
4. One piece dress	0 (0)	4 (16)	13 (39)	1 (2)	8 (8)	2.50	SA
5. Two piece dress	0 (0)	4 (16)	13 (39)	1 (2)	8 (8)	2.50	SA
6. Three piece dress	0 (0)	3 (12)	13 (39)	0 (0)	10 (10)	2.35	SA
7. Duster	4 (20)	4 (16)	10 (10)	0 (0)	8 (8)	2.85	MA
d. Good Grooming/ Cosmetology						1.74	SA
1. Manicure	0 (0)	0 (0)	14 (42)	5 (10)	13 (13)	2.50	SA
2. Pedicure	0 (0)	0 (0)	7 (21)	4 (8)	15 (15)	1.69	SA
3. Haircut	0 (0)	0 (0)	7 (21)	3 (6)	16 (16)	1.65	SA
4. Make-up	0 (0)	0 (0)	7 (21)	3 (6)	16 (16)	1.65	SA
5. Hairdo	0 (0)	0 (0)	7 (21)	4 (14)	15 (15)	1.69	SA
6. Oil Treatment	0 (0)	0 (0)	7 (21)	4 (8)	15 (15)	1.69	SA
Grand Total						9.48	
Grand Weighted Mean						2.37	SA

Legend:

1:00 - 1:50 - Not Aware (NA)
1:51 - 2:50 - Slightly Aware (SA)
2:51 - 3:50 - Moderately Aware (MA)
3:51 - 4:50 - Highly Aware (HA)
4:51 - 5:00 - Fully Aware (FA)

"Slightly Aware", such as "one-piece dresses," "Two-piece dresses," and "three-piece dresses" with a weighted mean of 2.50 , 2.50 and 2.35 respectively.

Good Grooming/Cosmetology. Awareness of projects on good grooming and cosmetology was not very evident in the six vocational schools according to the administrative and support personnel. They claimed that they were only "Slightly Aware" of the aforementioned IGP as shown in Table 10. This area was only rated 1.74.

The data on Table 10 reveal that there is an urgent need for Home Economics teachers incharge of income-generating projects to involve the administrative and support personnel for a more successful enterprise.

Agriculture Arts.

Another income-generating project in the T.H.E. Curricular program is Agricultural Arts which is the main emphasis of learning in Agricultural/Fisheries schools. Agricultural Arts is divided into three areas, namely; Fruits and Tree Crop Production, Farm and Animals Productions and Fishery Arts, Cultivation and Fishpond Management. The grand weighted mean for Agricultural arts is 2.69 which means that the administrative/support personnel were only "Moderately Aware" of the existence of the projects.

Fruits & Tree Crops Production Management. The administrative/support personnel claimed that they were only "Moderately Aware" of the income-generating projects on fruits and tree crop productions. The weighted mean for this project was only 3.16. Pojects in this category as "coconut raising", "root crops", "fruits", "vegetable productions" and "rice productions were rated 3.04, 3.08, 3.15, 3.08, respectively.

Farm and Animal Production and Management. The administrative and support personnel were "Moderately Aware" of this area with a weighted mean of 2.74, and on projects such as "poultry," "piggery" and "carabao raising" were considered "Moderately Aware" with a weighted mean of 2.85, 2.62, 2.77, respectively.

Fishery Arts and Cultivation and Fishponds Management. The administrative and support personnel were found to be "Slightly Aware" with a weighted mean of 1.89 and on specific projects on "salting," "smoking," "fish preservation", "fishpond," "fresh fish," and "oyster and mussel culture" found to be "Slightly Aware" with a weighted mean of 1.69, 1.92, 1,92, 2.57, 1,85, and 1.85 respectively.

The data reveal that there is an urgent need for personnel to be involved in the production of agricultural

Table 11

Extent of Awareness of Administrative and Support Personnel on the Existing I.G.P. in T.H.E. (Agriculture Arts)

IGP	5 FA	4 HA	3 MA	2 SA	1 NA	Weighted Mean	Interpretation
II Agricultural Arts							
a. Fruits & Tree Crop Production Management						3.16	MA
1. Coconut	8 (40)	8 (32)	0 (0)	2 (4)	3 (3)	3.04	MA
2. Root crops	8 (40)	6 (24)	0 (0)	4 (8)	8 (8)	3.08	MA
3. Fruits	8 (40)	6 (24)	6 (18)	7 (14)	4 (4)	3.15	MA
4. Vegetables and leafy	8 (40)	6 (24)	2 (6)	2 (4)	8 (8)	3.15	MA
5. Rice	8 (40)	6 (24)	0 (0)	4 (8)	8 (8)	3.08	MA
b. Farm & Animal Production & Management						2.74	MA
1. Poultry	2 (10)	12 (48)	0 (0)	4 (8)	8 (8)	2.85	MA
2. Piggery	0 (0)	12 (48)	1 (3)	4 (8)	9 (9)	2.62	MA
3. Carabao Raising	0 (0)	13 (52)	2 (6)	3 (6)	8 (8)	2.77	MA
c. Fishery Arts and Cultivation & Fishpond Management						1.89	SA
1. Salting	0 (0)	4 (16)	0 (0)	6 (12)	16 (16)	1.69	SA
2. Smoking	2 (10)	2 (8)	1 (3)	8 (16)	13 (13)	1.92	SA
3. Fish Preservation	1 (5)	3 (12)	0 (0)	11 (22)	11 (11)	1.92	SA
4. Fishpond	6 (30)	2 (8)	3 (9)	5 (10)	10 (10)	2.57	SA
5. Fresh Fish	4 (20)	0 (0)	0 (0)	6 (12)	16 (16)	1.85	SA
6. Oyster and Mussel Culture	4 (20)	0 (0)	0 (0)	6 (12)	16 (16)	1.85	SA
Grand Total						7.77	
Grand Weighted Mean						2.59	MA

Legend:

1:00 - 1:50 - Not Aware (NA)
1:51 - 2:50 - Slightly Aware (SA)
2:51 - 3:50 - Moderately Aware (MA)
3:51 - 4:50 - Highly Aware (HA)
4:51 - 5:00 - Fully Aware (FA)

products. Agriculture teachers should come up with detailed report of agricultural productions for the information of the administrators.

Industrial Arts.

Table 12 show the extent of awareness of the administrative and support personnel on the existing Income Generating Projects in Technology and Home Economics in the Industrial Arts Area, which are in four categories namely: 1.) Woodworking, 2.) Automechanic, 3.) Metal Works 4.) Electricity/Radio Mechanics 5.) Drafting, 6.) Handicraft g.) Refrigeration and Air Conditioning.

Woodworking. The administrative and support personnel were "Moderately Aware" of woodworking projects as this was rated with a weighted mean of 2.73. Under this category, the following projects on construction of tables, chairs and utensil cabinets got weighted means of 2.65, 2.73, respectively.

Automechanic. The administrative and support personnel were "Slightly Aware" of the different IGP under mechanics. This got a weighted mean of 1.73. Under this category projects as "trouble shooting," "body repairs," "painting," and "welding" were rated with 1.73 each, which were considered "Slightly Aware".

Metal Work. The administrative and support personnel were found to be "Slightly Aware" also of the projects in metal with a general weighted mean of 1.77. Under this catagory were production of "baking pan," "torta molder," "basin made from metal," and "pail made from metals" with weighted means of 1.85, 1.85, 1.81, and 1.58, respectively.

Electricity/Radio Mechanic. The administrative and support personnel were found to be "Slightly Aware" with a general weighted mean of 1.63. Under this category were: "house wiring," "radio trouble shooting" and "house wiring trouble shooting" with weighted mean of 1.65, 1.62 and 1.62 respectively which were considered "Slightly Aware".

Drafting. The weighted mean given by the respondents to this category was 2.13, which meant that they were "Slightly aware" of the existence of the projects. The IGP under this category were "printing", " silkcreening" and "Painting".

Handicraft. The administrative and support personnel were found to be "Slightly Aware" with a weighted mean of 2.35. Under this were categories such as "rattan products" which was rated "Moderately Aware" with a weighted mean of 2.62, "flower-making," "basket making," "bamboo products" and "seashell products" which were only rated "Slightly

Table 12

Extent of Awareness of Administrative and Support Personnel on the Existing I.G.P. in T.H.E. (Industrial Arts)

IGP	5 FA	4 HA	3 MA	2 SA	1 NA	Weighted Mean	Interpretation
III Industrial Arts							
a. Woodworking						2.73	MA
1. Tables	0	6	9	7	4	2.65	MA
	(0)	(24)	(27)	(14)	(4)		
2. Chairs	0	6	10	7	3	2.73	MA
	(0)	(24)	(30)	(14)	(3)		
3. Utensils cabinets	0	6	10	7	3	2.73	MA
	(0)	(24)	(30)	(14)	(3)		
4. Beds	0	0	6	11	7	1.81	SA
	(0)	(0)	(18)	(22)	(7)		
b. Automechanic						1.73	SA
1. Trouble Shooting	0	0	6	7	13	1.73	SA
	(0)	(0)	(18)	(14)	(13)		
2. Body Repairs	0	0	6	7	13	1.73	SA
	(0)	(0)	(18)	(14)	(13)		
3. Painting	0	0	6	7	13	1.73	SA
	(0)	(0)	(18)	(14)	(13)		
4. Welding	0	0	6	7	13	1.73	SA
	(0)	(0)	(18)	(14)	(13)		
c. Metal Works						1.77	SA
1. Baking Pan	0	6	0	4	16	1.85	SA
	(0)	(24)	(0)	(8)	(16)		
2. Torta molder	0	6	0	4	16	1.85	SA
	(0)	(24)	(0)	(8)	(16)		
3. Basin made from metal	0	6	0	3	17	1.81	SA
	(0)	(24)	(0)	(6)	(17)		
4. Pail made from metal	0	4	0	3	19	1.58	SA
	(0)	(16)	(0)	(6)	(19)		
d. Electricity/Radio Mechanics						1.63	SA
1. House Wiring	0	0	5	7	14	1.65	SA
	(0)	(0)	(15)	(14)	(14)		
2. Radio Trouble shooting	0	0	6	4	16	1.67	SA
	(0)	(0)	(18)	(8)	(16)		

Legend:

1:00 - 1:50 - Not Aware (NA)
1:51 - 2:50 - Slightly Aware (SA)
2:51 - 3:50 - Moderately Aware (MA)
3:51 - 4:50 - Highly Aware (HA)
4:51 - 5:00 - Fully Aware (FA)

Cont. table 12

IGP	5 FA	4 HA	3 MA	2 SA	1 NA	Weighted Mean	Interpretation
3. House wiring trouble shoot	0 (0)	0 (0)	6 (18)	4 (8)	16 (16)	1.62	SA
e. Drafting						2.13	SA
1. Printing	0 (0)	9 (36)	0 (0)	3 (6)	14 (14)	2.15	SA
2. Silkcreen	0 (0)	9 (36)	0 (0)	3 (6)	14 (14)	2.15	SA
3. Painting	0 (0)	6 (36)	3 (9)	4 (8)	13 (13)	2.08	SA
f. Handicraft						2.35	SA
1. Handicraft project	5 (25)	3 (12)	4 (12)	0 (0)	14 (14)	2.42	SA
2. Flower -making	5 (25)	0 (0)	6 (18)	7 (14)	8 (8)	2.50	SA
3. Basket Making	6 (30)	5 (20)	0 (0)	1 (2)	14 (14)	2.54	SA
4. Rattan products	6 (30)	6 (24)	0 (0)	0 (0)	14 (14)	2.62	MA
5. Bamboo products	0 (0)	5 (20)	4 (12)	3 (6)	14 (14)	2.50	SA
6. Seashell products	0 (0)	5 (20)	4 (12)	3 (6)	14 (14)	2.00	SA
g. Refrigeration & Air Conditioning						1.67	SA
1. Refrigerator Repair	0 (0)	0 (0)	5 (15)	5 (10)	16 (16)	1.58	SA
2. Body Repair	0 (0)	0 (0)	5 (15)	5 (10)	16 (16)	1.58	SA
3. Painting	0 (0)	0 (0)	5 (15)	13 (36)	16 (16)	1.88	SA
4. Air conditioning Repair	0 (0)	0 (0)	5 (15)	7 (14)	16 (16)	1.65	SA
Grand Total						13.76	
Grand Weighted Mean						1.96	SA

Legend:

1:00 - 1:50 - Not Aware (NA)
1:51 - 2:50 - Slightly Aware (SA)
2:51 - 3:50 - Moderately Aware (MA)
3:51 - 4:50 - Highly Aware (HA)
4:51 - 5:00 - Fully Aware (FA)

Aware" with a weighted mean of 2.42, 2.50, 2.54, 2.50, and 2.00, respectively.

Refrigeration and Air conditioning. The administrative and support personnel considered themselves as "Slightly Aware," on "refrigerator repair," "body repair," "painting" and "air conditioning" with weighted means of 1.58, 1.58, 1.88. and 1.65, respectively.

This data imply that the administrator/support personnel were not giving much attention to the different projects in the schools. Teachers in this subjects area should come-up with effective information along this line to get more support from the administrators.

Entreprenuership.

Table 13 depicts the extent of awareness of the administrative and support personnel of the six respondent-vocational schools in Samar on the existing income Generating Projects in Technology and Home Economics particularly in the entrepreneurship Area, Retailing.

As a whole, the administrative and support personnel were considered as "Slightly Aware" of Entreprenuership area under the I.G.P. with a weighted mean of 2.49.

Retailing. The administrative and support personnel were considered in general as "Slightly Aware" with the

Table 13

Extent of Awareness of Administrative and Support Personnel on the Existing IGP in THE (Entreprenuership)

IGP	Extent of Awareness 5 FA	4 HA	3 MA	2 SA	1 NA	Weighted Mean	Interpretation
IV Enterprenuership							
a. Retailing						2.49	SA
1. Sari-sari Store	4 (20)	4 (16)	4 (12)	4 (8)	10 (10)	2.54	MA
2. School Canteen	4 (20)	4 (16)	8 (24)	9 (18)	1 (1)	3.04	MA
3. School Cooperative	8 (40)	10 (40)	4 (12)	4 (8)	0 (0)	3.85	HA
4. Dress Shop	0 (0)	5 (20)	0 (0)	7 (14)	14 (14)	1.85	SA
5. Cakes and Pastries Shop	0 (0)	5 (20)	4 (12)	3 (6)	14 (14)	2.50	SA
6. Beauty Shop	0 (0)	0 (0)	5 (15)	7 (14)	14 (14)	1.65	SA
Grand Total						2.49	
Grand Weighted Mean						2.49	SA

Legend:

1:00 - 1:50 - Not Aware (NA)
1:51 - 2:50 - Slightly Aware (SA)
2:51 - 3:50 - Moderately Aware (MA)
3:51 - 4:50 - Highly Aware (HA)
4:51 - 5:00 - Fully Aware (FA)

weighted mean of 2.49. Under this category were projects like "sari-sari store," and "school canteen" which were rated "Moderately Aware" with a weighted mean of 2.54 and 3.04, respectively. On the "school cooperative" support personnel respondents were "Highly Aware" with a weighted mean of 3.85. While on the projects such as "dress shop," "cakes and pastries shop" and "beauty shop," their awareness were rated "Slightly Aware" with weighted mean of 1.85, 2.50, and 1.65, respectively.

Awareness of Teacher Respondents Towards the IGP Project Implementation

The extent of awareness of the teachers respondents of the six vocational schools involved in the study on the existing income-generating projects in Technology and Home Economics which were divided into four areas, namely Home Economics, Agricultural Arts, Industrial Arts and Entreprenuership is presented in Table 14.

Home Economics Area

Table 14 shows the extent of awareness of the instructor/teachers of the six respondents vocational school of Samar on the existing income-generating projects in Home Economics area.

Housing/Family Living and Economics. The teachers

considered themselves as "Moderately Aware" of Housing /Family Living and Economic Project with a weighted mean of 3.38. Under the first category, the teachers were found to be "Highly Aware" (HA) of "quilted school bags," and "crocheted projects" with a weighetd mean of 3.91 and 3.63, respectively. They were found to be "Moderately Aware" of projects such as "embroidery projects like decor, pillow cases," "refrigerator hand towel" and "pot holder" with weighted means of 2.72, 3,41, and 3.22, respectively.

Food and Nutrition. The teachers were "Fully aware" on projects such as the preparation of "Pancit," "butter cake," "chocolate moron," and "empanada" with weighted mean of 4.70, 4.67, 4.67, and 4.92, respectively. They were found "Moderately Aware" on "spaghetti" with a weighted mean of 3.25, and "Highly Aware" of "embotido" with a weighted mean of 4.47.

Clothing and Textile. The teachers were found to be "Moderately Aware" with a general weighted mean of 3.44. Under this category are: 1) Children's dresses with weighted mean of 3.56 as "Highly Aware", 2.) Blouses with a weighted mean of 3.23 as "Moderately Aware", 3.) Skirts with a weighted mean of 3.44 or "Moderately Aware", 4.) One-piece dresses with a weighted mean of 4.13 or "Highly Aware", 5)

Table 14

Extent of Awareness of T.H.E. Teachers on the Existing IGP in THE (Home Economics)

IGP	5 FA	4 HA	3 MA	2 SA	1 NA	Weighted Mean	Interpretation
I Home Economics							
a. Housing/Family Living & Economics						3.38	MA
1. Quilted school bag	17 (85)	24 (96)	23 (69)	0 (0)	0 (0)	3.91	HA
2. Embroidery Project like wall decor, pillow cases etc.	9 (45)	0 (0)	28 (84)	18 (36)	9 (9)	2.72	MA
3. Refrigerator hand towel	0 (0)	34 (136)	26 (78)	0 (0)	4 (4)	3.41	MA
4. Crocheted projects like sala set back cover, cesta table cover	0 (0)	44 (176)	16 (48)	4 (8)	0 (16)	3.63	HA
5. Pot holder	14 (70)	14 (56)	15 (45)	14 (28)	7 (7)	3.22	MA
b. Food & Nutrition						4.45	HA
1. Embolido	30 (150)	34 (136)	0 (0)	0 (0)	0 (0)	4.47	HA
2. Spaghetti	5 (25)	24 (96)	17 (51)	18 (36)	0 (0)	3.25	MA
3. Pancit	45 (225)	19 (76)	0 (0)	0 (0)	0 (0)	4.70	FA
4. Butter cake	49 (245)	9 (36)	6 (18)	0 (0)	0 (0)	4.67	FA
5. Chocolate moron	46 (230)	15 (60)	3 (9)	0 (0)	0 (0)	4.67	FA
6. Empanada	59 (295)	4 (16)	1 (3)	0 (0)	0 (0)	4.92	FA

Legend:

1.00 - 1.50 - Not Aware (NA)
1.51 - 2.50 - Slightly Aware (SA)
2.51 - 3.50 - Moderately Aware (MA)
3.50 - 4.50 - Highly Aware (HA)
4.51 - 5.00 - Fully Aware (FA)

cont. Table 14

IGP	5 FA	4 HA	3 MA	2 SA	1 NA	Weighted Mean	Interpretation
c. Clothing and Textile						3.44	MA
1. Childrens dresses	19 (95)	14 (56)	15 (45)	16 (32)	0 (0)	3.56	HA
2. Blouses	9 (45)	24 (96)	14 (42)	7 (14)	10 (10)	3.23	MA
3. Skirt	19 (95)	14 (56)	14 (42)	10 (20)	7 (7)	3.44	MA
4. One-piece dress	29 (149)	14 (76)	9 (27)	5 (10)	2 (2)	4.13	HA
5. Two-piece dress	19 (95)	14 (56)	14 (42)	10 (20)	7 (7)	3.44	MA
6. Three-piece dress	10 (50)	11 (44)	19 (57)	14 (28)	10 (10)	2.95	MA
7. Duster	9 (81)	29 (116)	9 (27)	10 (20)	7 (7)	3.92	HA
d. Good Grooming/ Cosmetology						2.56	MA
1. Manicure	2 (10)	14 (56)	14 (42)	24 (48)	10 (10)	2.59	MA
2. Pedicure	0 (0)	0 (0)	29 (87)	29 (58)	6 (6)	2.36	SA
3. Haircut	6 (30)	29 (116)	29 (87)	0 (0)	0 (0)	3.64	HA
4. Make-up	2 (10)	24 (96)	9 (27)	14 (28)	15 (15)	2.75	MA
5. Hairdo	2 (10)	9 (36)	19 (57)	19 (38)	15 (15)	2.44	SA
6. Oil treatment	0 (0)	2 (8)	4 (27)	14 (28)	39 (39)	1.59	SA
Grand Total						13.90	
Grand Weighted Mean						2.48	MA

Legend:

1.00 - 1.50	- Not Aware (NA)	3.50 - 4.50	- Highly Aware (HA)
1.51 - 2.50	- Slightly Aware (SA)	4.51 - 5.00	- Fully Aware (FA)
2.51 - 3.50	- Moderately Aware (MA)		

Two-piece dresses with a mean of 3.44 or "Moderately Aware", 6) Three-piece dresses with 2.95 or "Moderately Aware", and 7) Dusters with 3.92 or "Highly Aware".

Good Grooming/Cosmetology. The teachers were considered as "Moderately Aware" with a general mean of 2.56. Under this category were: "Manicure," and "make-up" which were each rated by the teacher respondents as "Moderately Aware" with weighted means of 2.59 and 2.75, respectively. "Pedicure," "hairdo," and "oil treatment" were rated "Slightly Aware" with weighted means of 2.36, 2.44, and 1.59, respectively. The teacher respondents were found to be "Highly Aware" on "haircut" with a weighted mean of 3.64.

The data imply that the teachers are "Slightly Aware" on Home Ecomomic project with a general weighted mean of 2.48. This means that teacher respondents should be committed in handling income-generating projects in Technology and Home Economics.

Agricultural Arts.

Table 15 shows the extent of awareness of the teachers of the six respondent-vocational schools in Samar on the Existing Income Generating Projects in Technology and Home Economics in the Agriculture Arts, which is further

Table 15

Extent of Awareness of T.H.E. Teachers on the Existing I.G.P. in T.H.E. (Agriculture Arts)

IGP	5 FA	4 HA	3 MA	2 SA	1 NA	Weighted Mean	Interpretation
II Agricultural Arts							
a. Fruits & Tree Crop Production Management						3.58	HA
1. Coconut	10 (50)	9 (36)	23 (69)	12 (24)	10 (10)	2.95	MA
2. Root crops	17 (85)	12 (48)	11 (33)	16 (36)	8 (8)	3.22	MA
3. Fruits	17 (85)	14 (56)	11 (13)	14 (28)	8 (8)	3.28	MA
4. Vegetables	39 (195)	9 (36)	6 (18)	10 (20)	6 (6)	4.20	HA
5. Rice	41 (205)	14 (56)	0 (0)	0 (0)	9 (9)	4.22	HA
b. Farm & Animal Production & Management						3.17	MA
1. Poultry	14 (70)	11 (44)	16 (48)	14 (28)	9 (9)	3.11	MA
2. Piggery	23 (115)	0 (0)	9 (27)	15 (30)	17 (17)	2.95	MA
3. Carabao raising	23 (115)	9 (36)	14 (42)	10 (20)	8 (8)	3.45	MA
c. Fishery Arts and Cultivation & Fishpond Management						3.47	SA
1. Salting	24 (120)	8 (32)	9 (27)	0 (0)	23 (23)	3.16	MA
2. Smoking	19 (95)	11 (44)	10 (30)	14 (28)	10 (10)	3.23	MA
3. Fish preservation	19 (95)	9 (36)	24 (72)	2 (4)	10 (10)	3.39	MA
4. Fishpond	24 (120)	5 (20)	26 (78)	0 (0)	9 (9)	3.55	HA
5. Fresh fish	19 (95)	19 (76)	26 (78)	0 (0)	0 (0)	3.89	HA
6. Oyster and mussel culture	19 (95)	19 (71)	7 (21)	19 (38)	0 (0)	3.59	HA
Grand Total						10.21	
Grand Weighted Mean						3.40	MA

Legend:

1.00 - 1.50 - Not Aware (NA)
1.51 - 2.50 - Slightly Aware (SA)
2.51 - 3.50 - Moderately Aware (MA)
3.50 - 4.50 - Highly Aware (HA)
4.51 - 5.00 - Fully Aware (FA)

categorized into three, namely: 1.) Fruits & Tree Crop Production, 2.) Farm and Animal Production and Management, and 3.) Fishery Arts and Cultivation & Fishpond Management.

Fruits and Tree Crop Production Management. The instructors/teachers were "Highly Aware" of the fruits and tree crops productions with a weighted mean of 3.58. They were found out to be "Highly Aware" on "vegetable" and "rice" with weighted means of 4.20 and 4.22; respectively, and "Moderately Aware" on "coconut," "rootcrops" and "fruits" productions with weighted means of 2.95, 3.22, and 3.28, respectively.

Farm and Animal Production and Management. The teachers rated themselves as "Moderately Aware" of farm and animal production and management with weighted mean of 3.17. The respondents were all "Moderately Aware" on poultry, piggery and carabao raising with weighted means of 3.11, 2.95 and 3.45, respectively.

Fishery Arts and Cultivations and Fishpond Management. The teachers rated themselves as "Highly Aware" on "fishpond," "fresh fish" and "oyster" and "mussel culture" with weighted mean of 3.55, 3,89 and 3.59, respectively and "Moderately Aware" on "salting," "smoking" and "fish preservation" with weighted means of 3.16, 3.23, and 3.39,

respectively.

The data imply that teachers in T.H.E. especially in Agricultural Arts should be more committed in the implementation of income-generating projects. It is only through dedication and total commitment to the management of the IGP that effective learning can be achieved.

Industrial Arts.

Table 16 show the extent of awareness of the teachers on the Existing income Generating Projects in Technology and Home Economics in the Industrial Arts Area, which are in seven categories namely: 1.) Woodworking, 2.) Automechanic, 3.) Metal Works 4.) Electricity/Radio Mechanics 5.) Drafting, 6.) Handicraft 7.) Refrigeration and Air Conditioning.

The over all rating of the teachers' awareness was considered "Moderately Aware" on Industrial arts projects under the IGP with a weighted mean of 2.61.

Woodworking. The teachers generally considered themselves as "Moderately Aware" of Woodworking with a weighted mean of 3.24. Under the first category, the teachers were found to be "Highly Aware" of making "table" as projects with a weighted mean of 3.69. They rated themselve as "Moderately Aware" on projects such as making

Table 16

Extent of Awareness of T.H.E. Teachers on the Existing I.G.P. in T.H.E. (Industrial Arts)

IGP	5 FA	4 HA	3 MA	2 SA	1 NA	Weighted Mean	Interpretation
III Industrial Arts							
a. Woodworking						3.24	MA
1. Tables	9 (45)	23 (92)	32 (96)	0 (0)	0 (0)	3.69	HA
2. Chairs	17 (85)	19 (76)	4 (12)	24 (48)	0 (0)	3.45	MA
3. Utensils cabinets	19 (95)	17 (68)	0 (0)	0 (0)	28 (28)	2.98	MA
4. Beds	9 (45)	19 (76)	10 (30)	7 (14)	19 (19)	2.88	MA
b. Automechanic						1.95	SA
1. Trouble shooting	0 (0)	0 (0)	9 (27)	7 (14)	48 (48)	1.39	NA
2. Body repairs	0 (0)	5 (20)	21 (63)	19 (38)	19 (19)	2.19	SA
3. Painting	0 (0)	0 (0)	19 (57)	19 (38)	26 (26)	1.89	SA
4. Welding	0 (0)	10 (40)	19 (57)	14 (24)	16 (16)	2.36	SA
c. Metal Works						2.89	MA
1. Baking pan	0 (0)	16 (64)	19 (57)	29 (58)	0 (0)	2.80	MA
2. Torta molder sheds	2 (10)	24 (96)	19 (57)	19 (38)	6 (6)	3.14	MA
3. Basin made from metal	17 (35)	8 (32)	12 (36)	20 (40)	17 (17)	2.50	SA
4. Pail made from metal	11 (55)	17 (68)	16 (48)	10 (20)	10 (10)	3.14	MA
d. Electricity/Radio Mechanics						2.95	SA
1. House wiring	9 (45)	29 (116)	21 (63)	5 (10)	0 (0)	3.66	HA
2. Radio trouble shooting	5 (25)	19 (76)	23 (69)	9 (18)	8 (8)	3.06	MA

Legend:

1.00 - 1.50 - Not Aware (NA)
1.51 - 2.50 - Slightly Aware (SA)
2.51 - 3.50 - Moderately Aware (MA)
3.50 - 4.50 - Highly Aware (HA)
4.51 - 5.00 - Fully Aware (FA)

cont. Table 16

IGP	5 FA	4 HA	3 MA	2 SA	1 NA	Weighted Mean	Interpretation
3. House wiring & trouble shoot	1 (5)	0 (0)	23 (69)	23 (46)	17 (17)	2.14	SA
e. Drafting						2.18	SA
1. Printing	0 (0)	10 (40)	12 (36)	19 (38)	23 (23)	2.14	SA
2. Silkcreen	0 (0)	8 (32)	9 (27)	24 (48)	23 (23)	2.03	SA
3. Painting	5 (25)	9 (36)	13 (39)	14 (28)	23 (23)	2.36	SA
f. Handi-craft						3.25	MA
1. Handi craft project	9 (45)	8 (32)	19 (57)	9 (18)	19 (19)	2.67	MA
2. Flower -making	27 (135)	14 (56)	9 (27)	10 (20)	4 (4)	3.78	HA
3. Basket making	17 (85)	10 (40)	19 (57)	14 (28)	4 (4)	3.34	MA
4. Rattan products	23 (115)	0 (0)	24 (72)	17 (34)	0 (0)	3.45	MA
5. Bamboo products	26 (130)	0 (0)	15 (45)	23 (46)	0 (0)	3.45	MA
6. Seashell products	9 (45)	10 (40)	4 (12)	41 (82)	0 (0)	2.80	MA
g. Refrigeration & Air Conditioning						1.83	SA
1. Refrigerator repair	0 (0)	0 (0)	17 (51)	23 (46)	24 (24)	1.89	SA
2. Body Repair	0 (0)	0 (0)	0 (0)	41 (82)	23 (23)	1.64	SA
3. Painting	0 (0)	0 (0)	17 (51)	24 (48)	23 (23)	1.91	SA
4. Air conditioning repair	0 (0)	0 (0)	17 (51)	23 (46)	24 (24)	1.89	SA
Grand Total						18.36	
Grand Weighted Mean						2.61	MA

Legend:

1.00 - 1.50 - Not Aware (NA)
1.51 - 2.50 - Slightly Aware (SA)
2.51 - 3.50 - Moderately Aware (MA)
3.50 - 4.50 - Highly Aware (HA)
4.51 - 5.00 - Fully Aware (FA)

"chairs," "utensils cabinets" and "beds" with weighted means of 3.45, 2,98, 2.88, respectively.

Automechanic. The teacher were considered in general as "Slightly Aware" with the weighted mean of 1.95. They were "Slightly Aware" on projects such as "trouble shooting," "body repairs," "painting," and "welding" with weighted means of 1.39, 2.19, 1.89, and 2.36, respectively. They considered themselve "Not Aware" particularly on trouble shooting with a weighted mean of 1.39.

Metal work. The teachers were found to be "Moderately Aware" with a general weighted mean of 2.89. They were found to be "Moderately Aware" on making "baking pan," "torta molder" and "pail made from metal" with weighted mean of 2.80, 3.14 and 3.14 respectively. They were found to be "Slightly Aware" on specific project as in making "basin from metal" with a weighted mean of 2.50.

Electricity/Radio Mechanic. The teachers rated themselves generally to be "Moderatly Aware" on income-generating project on electricity/radio mechanic, with weighted mean of 2.95. They were found to be "Highly Aware" on house wiring with a weighted mean of 3.66, on radio trouble shooting projects as "Moderatly Aware" with weighted mean of 3.06 and "Slightly Aware" on "house wiring

and trouble shooting" with a weighted mean of 2.14.

Drafting. The general mean on this category is 2.18 which is considered "Slightly Aware". On all projects under this category, the teachers respondents considered themselves as "Slightly Aware".

Handicraft. The teachers generally considered themselves to be "Moderately Aware" with a weighted mean of 3.25. They were found to be "Highly Aware" on "flower-making" with a weighted mean of 3.78, and "Moderately Aware" on projects such as "handicraft project," "basket making," "rattan products," "bamboo products," "seashell products" with weighted means of 2.67, 3.34, 3.45, and 2.80, respectively.

Refrigeration and Air Conditioning. The teachers considered themselves on this category as "Slightly Aware", with a general weighted mean of 1.83. They were found to be "Slightly Aware" in all the categories such as "refrigerator repair", "body repair", "painting" and "air conditioning" with weighted means of 1.89, 1.64, 1.91. and 1.89. respectively.

The overall rating of the students' awareness on Industrial Arts projects under the IGP was considered to be "Slightly Aware" with a weighted mean of 2.61.

As shown in Table 16, the data revealed that teachers were aware on the implememtation of income-generating projects in Technology and Home Economics in Industrial Arts.

Entreprenuership.

Table 17 depicts the extent of awareness of the teachers on the Existing income Generating Projects in Technology and Home Economics in the Entrepreneurship Area, which is categorized only as retailing.

The table showed that the teachers rated themselves as "Moderately Aware" of Entreprenuership projects under the IGP with a weighted mean of 2.99.

Retailing. The teachers were considered in general as "Moderately Aware" with the weighted mean of 3.14. Under this category were project like "sari-sari store," where teachers respondents were rated as "Highly Aware" with a weighted mean of 3.52. On the "school canteen," "school cooperatives," "dress shop" and "beauty shop" their awareness was generally rated as "Moderately Aware" with particular weighted means of 3.48, 2.88, 3.38, and 2.63, respectively. On the operation of "cakes and Pastries shop" they were rated as "Slightly Aware" with a weighted mean of 2.05.

Table 17

Extent of Awareness of T.H.E. Teachers on the Existing IGP in THE (Entrepremuership)

IGP	5 FA	4 HA	3 MA	2 SA	1 NA	Weighted Mean	Interpretation
IV Enterprenuership							
a. Retailing						3.14	MA
1. Sari-sari store	10 (50)	27 (108)	13 (39)	14 (28)	0 (0)	3.52	MA
2. School canteen	8 (40)	29 (116)	13 (39)	14 (28)	0 (0)	3.48	MA
3. School cooperative	4 (20)	23 (92)	18 (54)	9 (18)	0 (0)	2.88	MA
4. Dress shop	4 (20)	29 (116)	18 (54)	13 (36)	0 (0)	3.38	MA
5. Cakes and pastries shop	0 (0)	9 (36)	8 (24)	27 (48)	23 (23)	2.05	SA
6. Beauty shop	10 (50)	13 (52)	14 (42)	7 (14)	10 (10)	2.63	MA
Grand Total						2.99	
Grand Weighted Mean						2.99	MA

Legend:

1.00 - 1.50 - Not Aware (NA)
1.51 - 2.50 - Slightly Aware (SA)
2.51 - 3.50 - Moderately Aware (MA)
3.50 - 4.50 - Highly Aware (HA)
4.51 - 5.00 - Fully Aware (FA)

The data revealed that teacher respondents are truly committed into making these projects successful as it is the surest strategy to make students aware that there is money in entrepreneurial activities.

Extent of Awareness of Students Respondents Towards IGP Project Implementation

The extent of students' awareness of the six respondents vocational schools in Samar on the existing Income Generating Projects in Technology and Home Economics which were divided into four areas, namely: the Home Economics, Agricultural Arts, Industrial Arts and Entreprenuership, are discussed as follows.

Home Economics.

Table 18 shows the extent of students' awareness on the existing income-generating projects in Technology and Home Economics in the Home Economic Area.

Housing Family Living and Economics. The students were considered "Moderately Aware" of Housing/Family Living and Economic Project with a weighted mean of 2.62. They rated themselves to be "Moderately Aware" of "embroidery projects like wall decors, pillow cases etc." and "crocheted projects like sala set back cover, center table cover etc," with weighted means of 2.79 and 2.48, respectively. They were

Table 18

Extent of Awareness of T.H.E. Students on the Existing IGP in T.H.E (Home Economics)

IGP	5 FA	4 HA	3 MA	2 SA	1 NA	Weighted Mean	Interpretation
I Home Economics							
a. Housing/Family Living & Economics						2.46	MA
1. Quilted School Bag	308 (1540)	239 (959)	373 (1119)	381 (762)	997 (997)	2.34	SA
2. Embroidery Project like wall decor, pillow cases etc.	385 (1925)	436 (1744)	436 (1308)	385 (770)	656 (656)	2.79	MA
3. Refrigerator hand towel	268 (1340)	287 (1148)	250 (750)	406 (812)	1087 (1087)	2.24	SA
4. Crocheted projects like sala set back cover, cesta table cover	320 (1600)	331 (1324)	396 (1188)	347 (694)	904 (904)	2.48	MA
5. Pot holder	353 (1765)	335 (1340)	270 (810)	380 (776)	952 (952)	2.46	SA
b. Food & Nutrition						2.62	MA
1. Embotido	261 (1305)	355 (1420)	292 (876)	314 (628)	1075 (1075)	2.31	SA
2. Spaghetti	286 (1430)	430 (1720)	322 (966)	334 (678)	921 (921)	2.44	SA
3. Pancit	396 (1980)	473 (1892)	460 (1380)	393 (786)	576 (576)	2.88	MA
4. Butter cake	435 (2345)	408 (1578)	390 (1107)	239 (652)	826 (826)	2.73	MA
5. Chocolate Moron	469 (2345)	393 (1572	369 (1107)	326 (652)	741 (741)	2.79	MA
6. Empanada	469 (2345)	539 (2156)	492 (1476)	582 (1164)	1012 (1012)	3.55	HA

Legend:

1.00 - 1.50 - Not Aware (NA)
1.51 - 2.50 - Slightly Aware (SA)
2.51 - 3.50 - Moderately Aware (MA)
3.51 - 4.50 - Highly Aware (HA)
4.51 - 5.00 - Fully Aware (FA)

cont. Table 18

IGP	5 FA	4 HA	3 MA	2 SA	1 NA	Weighted Mean	Interpretation
c. Clothing and Textile						2.42	SA
1. Childrens Dresses	375 (1875)	396 (1584)	338 (1014)	302 (604)	887 (887)	2.60	MA
2. Blouses	352 (1760)	335 (1340)	298 (894)	326 (652)	987 (987)	2.46	SA
3. Skirt	328 (1640)	428 (1712)	276 (828)	340 (680)	926 (926)	2.52	MA
4. One piece dress	316 (1580)	302 (1208)	344 (1035)	298 (596)	1038 (1038)	2.73	MA
5. Two piece dress	206 (1030)	261 (1044)	444 (1332)	335 (670)	1052 (1052)	2.23	SA
6. Three piece dress	284 (1420)	278 (1112)	334 (1002)	351 (702)	1051 (1051)	2.30	SA
7. Duster	428 (2115)	235 (940)	304 (912)	373 (746)	963 (963)	2.47	SA
d. Good Grooming/ Cosmetology						2.18	SA
1. Manicure	309 (1545)	236 (944)	337 (1011)	301 (602)	1115 (1115)	2.27	SA
2. Pedicure	325 (1430)	191 (1720)	327 (966)	293 (678)	1162 (1162)	2.23	SA
3. Haircut	287 (1435)	215 (860)	258 (774)	344 (688)	1194 (1194)	2.25	SA
4. Make-up	194 (970)	224 (896)	458 (1374)	314 (628)	1108 (1108)	2.17	SA
5. Hairdo	247 (1235)	199 (796)	329 (987)	391 (782)	1132 (1132)	2.15	SA
6. Oil Treatment	196 (980)	283 (1132)	334 (1002)	267 (534)	1218 (1218)	2.12	SA
Grand Total						9.84	
Grand Weighted Mean						2.46	MA

Legend:

1.00 - 1.50 - Not Aware (NA)
1.51 - 2.50 - Slightly Aware (SA)
2.51 - 3.50 - Moderately Aware (MA)
3.51 - 4.50 - Highly Aware (HA)
4.51 - 5.00 - Fully Aware (FA)

found to be "Slightly Aware" on projects such as "quilted bags," "refrigerator hand towel" and "pot holder" with weighted means of 2.34, 2.24 and 2.46, respectively.

Food and Nutrition. The students were found, in general, to be "Moderately Aware," on food and nutrition with a weighted mean of 2.62. The students were "Highly Aware" on the preparation of "empanada" as project, with weighted mean of 3.55. They were found "Moderately Aware" on the preparation of "pancit," "butter cake," and "chocolate moron" with weighted means of 2.88, 2.73 and 2.79, respectively. On "embotido and "spaghetti" the students had weighted means of 2.31, and 2.44, or considered "Slightly Aware".

Clothing and Textile. The students were found to be "Slightly Aware" with a general mean of 2.18. Under the category are: "Children's dresses's with weighted mean of 2.60 as "Moderately Aware", "blouse" with weighted mean of 2.46 as "Slightly Aware", "Skirts" with weighted mean of 2.52 or "Moderately Aware", "One-piece dresses" with weighted mean of 2.23 or "Slightly Aware", "Three-piece dress" with weighted mean of 2.30 or "Slightly Aware", and "duster" with a weighted mean of 2.47 or "Slightly Aware."

Good Grooming/Cosmetology. The students were

"Slightly Aware" with a general mean of 2.18. Under this category are: "manicure," "pedicure," "hair cut," "make-up," "hairdo," and "oil treatment" which all fell under "Slightly Aware" with particular weighted means of 2.27, 2.23, 2.25, 2.17, 2.15, and 2.12, respectively.

As a whole the students were "Slightly Aware" of Home Economics projects under the IGP with a weighted mean of 2.46.

The data revealed that teachers should encourage and motivate the students in the participation on the income-generating projects to have successful enterprises.

Agricultural Arts.

Table 19 shows the extent of student awareness of the six respondents-vocational schools in Samar on the Existing Income Generating Projects in Technology and Home Economics in the Agriculture Arts, which is further categorized into three namely: 1.) Fruits & Tree Crop Production Management, 2.) Farm and Animal Production and Management, and 3.) Fishery Arts and Cultivation & Fishpond Management.

Fruits and Tree Crop Production Management. As shown in the table students rated themselves as "Moderately Aware" on the "Fruits and Tree Crops Productions" with a weighted mean of 2.83. Specifically they were found out to be

Table 19

Extent of Awareness of T.H.E. Students on the Existing I.G.P. in T.H.E. (Agriculture Arts)

IGP	5 FA	4 HA	3 MA	2 SA	1 NA	Weighted Mean	Interpretation
II Agricultural Arts							
a. Fruits & Tree Crop Production Management						2.83	MA
1. Coconut	617 (3085)	279 (1116)	233 (699)	366 (732)	823 (823)	2.81	MA
2. Root crops	536 (2680)	515 (2060)	282 (846)	278 (550)	687 (687)	2.97	MA
3. Fruits*	428 (2140)	508 (2032)	349 (1047)	317 (634)	696 (696)	2.85	MA
4. Vegetables	597 (2985)	345 (1380)	355 (1065)	363 (726)	638 (638)	2.90	MA
5. Rice	519 (2595)	261 (1044)	221 (663)	269 (538)	1028 (1028)	2.55	MA
b. Farm & Animal Production & Management						2.60	MA
1. Poultry	597 (2985)	335 (1340)	217 (651)	264 (528)	885 (885)	2.78	MA
2. Piggery	545 (2725)	277 (1108)	235 (705)	382 (764)	859 (859)	2.68	MA
3. Carabao Raising	259 (1295)	342 (1368)	305 (915)	411 (822)	981 (981)	2.34	SA
c. Fishery Arts, Fish Cultivation and Fishpond Management						2.45	SA
1. Salting	484 (2420)	344 (1376)	381 (1143)	262 (524)	827 (827)	2.74	MA
2. Smoking	549 (2745)	303 (1212)	236 (708)	274 (548)	936 (936)	2.68	MA
3. Fish Preservation	422 (2110)	252 (1008)	345 (1035)	285 (570)	994 (994)	2.49	SA
4. Fishpond	385 (1925)	180 (720)	330 (990)	417 (834)	986 (986)	2.37	SA
5. Fresh Fish	261 (1305)	237 (948)	458 (1374)	386 (772)	956 (956)	2.33	SA
6. Oyster and Mussel Culture	159 (795)	267 (1068)	338 (1014)	453 (966)	1081 (1081)	2.12	SA
Grand Total						7.88	
Grand Weighted Mean						2.63	MA

Legend:

1.00 - 1.50 - Not Aware (NA)
1.51 - 2.50 - Slightly Aware (SA)
2.51 - 3.50 - Moderately Aware (MA)
3.51 - 4.50 - Highly Aware (HA)
4.51 - 5.00 - Fully Aware (FA)

"Moderately Aware" on "coconut," "rootcrops," "fruits," "vegetables" and "rice" with weighted means of 2.81, 2.97, 2.85, 2.90, and 2.55, respectively.

Farm and Animal Production and Management. In general the students were "Moderately Aware" of Farm and Animal Production and Management with weighted mean of 2.60. They were found to be "Moderately Aware" on "poultry" and "piggery," with weighted mean of 2.78, and 2.68, respectively, and rated themselves to be "Slightly Aware" of "carabao raising" with a weighted mean of 2.34.

Fishery Arts and Fish Cultivations and Fishpond Management. The students overall weighted mean was 2.45 and is considered "Slightly Aware". Specifically they were "Moderately Aware" on "salting" and "smoking" with weighted means of 2.74 and 2.68, respectively. They were found to be "Slightly Aware" on "fish preservation," "fishpond," "fresh fish" and "oyster and mussel culture" with weighted means of 2.49, 2.37, 2.73 and 2.12, respectively.

As a whole the students were considered "Moderately Aware" of Agricultural Arts Projects under the IGP with a weighted mean of 2.63.

The data revealed that the students participated actively in the operation of income generating projects in

Technology and Home Economics in Agricultural Arts.

Industrial Arts

Table 20 show the extent of awareness of the students on the Existing Income Generating Projects in Technology and Home Economics in the Industrial Arts Area, which are in four category namely: 1.) Woodworking, 2.) Automechanic, 3.) Metal Works 4.) Electricity/Radio Mechanics 5.) Drafting, 6.) Handicraft 7.) Refrigeration and Air Conditioning.

Woodworking. As a whole the students were considered "Moderately Aware" of Woodworking with a weighted mean of 2.42. Under the first category, the students rated themselves "Moderately Aware" on making of "table" and "chairs" as projects with weighted mean of 2.56 and 2.72 respectively. They were "Slightly Aware" on making of "utensils cabinets" and "beds" with weighted means of 2.28 and 2.10, respectively.

Automechanic. The students considered themselves as "Slightly Aware" with the weighted mean of 1.99. They were "Slightly Aware" on all projects under this category such as "trouble shooting," "Body repairs," "painting," and "welding" with weighted means of 1.95, 1.95, 2.00, and 2.08, respectively.

Table 20

Extent of Awareness of T.H.E. Students on the Existing I.G.P. in T.H.E. (Industrial Arts)

IGP	5 FA	4 HA	3 MA	2 SA	1 NA	Weighted Mean	Interpretation
III Industrial Arts							
a. Woodworking						3.24	MA
1. Tables	488 (2440)	273 (1094)	234 (702)	348 (696)	955 (955)	2.56	MA
2. Chairs	576 (2586)	285 (1140)	364 (1694)	303 (606)	830 (830)	2.72	MA
3. Utensils cabinets	248 (1240)	299 (1196)	294 (882)	460 (920)	997 (997)	2.28	SA
4. Beds	233 (1165)	227 (908)	236 (708)	460 (920)	1142 (1142)	2.10	SA
b. Automechanic						1.99	SA
1. Trouble Shooting	214 (1875)	141 (1584)	337 (1014)	228 (604)	1378 (1378)	1.95	SA
2. Body Repairs	202 (1010)	135 (540)	337 (1011)	293 (580)	1331 (1331)	1.95	SA
3. Painting	201 (1005)	162 (648)	372 (1116)	261 (522)	1302 (1302)	2.00	SA
4. Welding	204 (1020)	240 (960)	386 (1158)	165 (330)	1303 (1303)	2.08	SA
c. Metal Works						1.96	SA
1. Baking Pan	228 (1140)	310 (1240)	221 (663)	245 (490)	1244 (1244)	2.10	SA
2. Torta molder sheds	104 (520)	287 (1140)	182 (546)	354 (708)	1371 (1371)	1.86	SA
3. Basin made from metal	136 (680)	309 (1236)	206 (518)	259 (518)	1388 (1388)	1.93	SA
4. Pail made from metal	154 (770)	324 (1296)	172 (516)	218 (436)	1430 (1430)	1.94	SA
d. Electricity/Radio Mechanics						2.18	SA
1. House Wiring	478 (2390)	302 (1208)	201 (603)	165 (330)	1152 (1152)	2.47	SA
2. Radio Trouble shooting	191 (955)	301 (1204)	384 (1152)	173 (346)	1249 (1249)	2.13	SA

Legend:

1.00 - 1.50 - Not Aware (NA)
1.51 - 2.50 - Slightly Aware (SA)
2.51 - 3.50 - Moderately Aware (MA)
3.51 - 4.50 - Highly Aware (HA)
4.51 - 5.00 - Fully Aware (FA)

cont. Table 20

IGP	5 FA	4 HA	3 MA	2 SA	1 NA	Weighted Mean	Interpretation
3. House wiring trouble shoot	213 (1240)	164 (1196)	335 (882)	184 (920)	1402 (997)	1.96	SA
e. Drafting						2.18	SA
1. Printing	126 (630)	111 (444)	300 (900)	339 (678)	1422 (1422)	1.77	SA
2. Silkcreen	109 (545)	162 (648)	233 (699)	379 (758)	1415 (1415)	1.77	SA
3. Painting	117 (585)	205 (820)	290 (870)	332 (664)	1354 (1354)	1.87	SA
f. Handi-craft						2.54	SA
1. Handi Craft project	377 (1875)	345 (1584)	307 (1014)	375 (604)	894 (887)	2.54	MA
2. Flower -making	369 (1845)	387 (1548)	383 (1149)	364 (728)	795 (795)	2.64	MA
3. Basket Making	389 (1945)	191 (764)	360 (1080)	471 (942)	887 (887)	2.44	SA
4. Rattan Products	143 (715)	197 (788)	280 (840)	503 (1006)	1157 (1157)	1.96	SA
5. Bamboo Products	220 (1100)	178 (712)	360 (1080)	383 (766)	1157 (1157)	2.10	MA
6. Seashell products	424 (2120)	347 (1388)	162 (486)	459 (918)	906 (906)	2.53	MA
g. Refrigeration & Air Conditioning						1.80	SA
1. Refrigerator Repair	158 (790)	161 (644)	225 (766)	321 (642)	1403 (1403)	1.85	SA
2. Body Repair	67 (335)	159 (636)	204 (612)	405 (810)	1463 (1463)	1.68	SA
3. Painting	110 (550)	173 (692)	253 (759)	355 (710)	1407 (1407)	1.79	SA
4. Air conditioning Repair	206 (1030)	173 (692)	253 (759)	355 (710)	1407 (1407)	2.00	SA
Grand Total						14.57	
Grand Weighted Mean						2.08	MA

Legend:
1.00 - 1.50 - Not Aware (NA)
1.51 - 2.50 - Slightly Aware (SA)
2.51 - 3.50 - Moderately Aware (MA)
3.51 - 4.50 - Highly Aware (HA)
4.51 - 5.00 - Fully Aware (FA)

Metal Work. The students were found to be "Slightly Aware with a general weighted mean of 1.96, and "Slightly Aware" on all project as such as making of "baking pan", "torta molder," "basin made from metal" and "pail made from metal" with weighted means of 2.10, 1.86, 1.93, and 1.94, respectively.

Electricity/Radio Mechanics. The students respondents were all considered "Sligthly Aware" with weighted means of 2.47, 2.13 and 1.96, respectively.

Drafting Projects. On all items under this category such as "printing," "silkscreen," "painting," the students were found to be "Slightly Aware" with weighted means of 1.77, 1.77 and 1.87, respectively. The general mean on this category was 1.80 which was considered "Slightly Aware".

Handicraft. Generally the students were considered "Slightly Aware" with a weighted mean of 2.37. The students were found to be "Moderately Aware" on "handicraft project", "flower making" bamboo products" and "seashell products" with weighted means of 2.54, 2.64, 2.10, and 2.53, respectively, and "Moderately Aware" on project such as "basket making" and "rattan making" with weighted mean of 2.44 and 1.96, respectively.

Refrigeration and Air Conditioning. The students considered themselves on this category as "Slightly Aware", with a general weighted mean of 1.80. They were found to be "Slightly Aware" in all the categories such as "refrigerator repair", "body repair", "painting" and "air conditioning" with weighted mean of 1.85, 1.68, 1.79. and 2.00, respectively.

The over all rating of the students were considered to be "Slightly Aware" of Industrial arts projects under the IGP with a weighted mean of 2.61.

The data revealed that the students were slightly supportive in the operation of income generating projects in Technology and Home Economics in Industrial Arts.

Entreprenuership Area.

Table 21 depicts the extent of awareness of the students on the Existing Income Generating Projects in Technology and Home Economics in the Enterpreneurship Area, which is categorized only as Retailing.

Retailing. The students rated themselve as "Moderately Aware" with the weighted mean of 3.13. Under this category were projects like "sari-sari store," "school cooperatives," "dress shop," and "beauty shop" wherein they were rated "Slightly Aware" with weighted means of 2.30, 2.50, 2.02,

Table 21

Extent of Awareness of T.H.E. Students on the Existing IGP in T.H.E (Entreprenuership)

IGP	5 FA	4 HA	3 MA	2 SA	1 NA	Weighted Mean	Interpretation
IV Enterprenuership							
a. Retailing						3.14	MA
1. Sari-sari Store	428 (2140)	202 (808)	229 (687)	201 (402)	1038 (1038)	2.30	MA
2. School Canteen	686 (3430)	375 (1500)	229 (687)	302 (604)	706 (706)	3.01	MA
3. School Cooperative	513 (2565)	201 (804)	278 (834)	226 (452)	1080 (1080)	2.50	SA
4. Dress Shop	184 (920)	256 (1024)	195 (585)	451 (902)	1212 (1212)	2.02	SA
5. Cakes and Pastries Shop	187 (935)	295 (1180)	230 (690)	309 (618)	1277 (1277)	2.05	SA
6. Beauty Shop	170 (850)	162 (648)	260 (780)	244 (488)	1462 (1462)	1.84	SA
Grand Total						2.99	
Grand Weighted Mean						2.99	MA

Legend:

1.00 - 1.50 - Not Aware (NA)
1.51 - 2.50 - Slightly Aware (SA)
2.51 - 3.50 - Moderately Aware (MA)
3.51 - 4.50 - Highly Aware (HA)
4.51 - 5.00 - Fully Aware (FA)

and 2.05, respectively. On "School Canteen" they were rated "Moderately Aware" with a weighted mean of 3.01.

As a whole the students were considered "Slightly Aware" of Entreprenuership projects under the IGP with a weighted mean of 2.29. The data revealed that the students cooperated actively in the operation of income-generating projects in Technology and Home Economics in Entreprenuership.

Comparison of Awareness of the Three Types of Respondents Towards IGP Project Implementation

Table 22 compared the extent of awareness of the administrative and support personnel, the T.H.E. instructors /teachers as well as the T.H.E students on the existing IGP in T.H.E. of vocational schools in Samar. In general, the T.H.E, instructors/teachers showed the highest extent of awareness with a weighted mean of 3.02 or "Moderately Aware" followed by the T.H.E. students and the administrative/support staff with weighted mean of 2.44 and 2.26, respectively both of which meant "Slightly Aware". As a whole, the three groups of respondents were considered "Moderately Aware" having an overall weighted mean of 2.59.

In the Home Economics area, the three groups of respondent were considered "Moderately Aware" on "Housing/ Family Living and Economics , with 2.88 or "Moderately

Table 22

Comparative Table on the Extent of Awareness of Administrative and Support Personnel, T.H.E Instructor/Teachers & Students on the Existing IGP in T.H.E. of Vocational School in Samar

IGP	Administrative & support personnel		T.H.E Instructors/ Teachers		T.H.E. Students		Combined Extent of Awareness		
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation	Total	Mean	Interpretation
I Home Economics									
a. Housing/Family Living & Economics	2.80	MA	3.38	MA	2.46	SA	8.64	2.88	MA
b. Food & Nutrition	2.31	SA	4.45	HA	2.62	MA	9.55	3.18	MA
c. Clothing and Textile	2.55	MA	3.44	MA	2.42	SA	8.41	2.80	MA
d. Good Growming/ Cosmetology	1.74	SA	2.56	MA	2.18	SA	6.48	2.16	SA
II Agricultural Arts									
a. Fruits & Tree Crop Production Management	3.16	MA	3.58	HA	2.83	MA	9.57	3.19	MA
b. Farm & Animal Production & Management	2.74	MA	3.17	MA	2.60	MA	8.51	2.84	MA
c. Fishery Arts and Cultivation & Fishpond Management	1.89	SA	3.47	MA	2.45	SA	7.81	2.60	MA
III Industrial Arts									
a. Woodworking	2.73	MA	3.24	MA	3.42	MA	9.39	3.13	MA
b. Automechanic	1.73	SA	1.95	SA	1.99	SA	5.67	1.89	SA
c. Metal Works	1.77	SA	2.89	MA	1.96	SA	6.62	2.21	SA
d. Electricity/Radio Mechanics	1.63	SA	2.95	MA	2.18	SA	6.76	2.25	SA
e. Drafting	2.13	SA	2.18	SA	2.80	MA	7.11	2.37	SA
f. Handi-craft	2.35	SA	3.25	MA	2.54	MA	8.14	2.71	MA
g. Refrigeration & Air Conditioning	1.67	SA	1.83	SA	1.80	SA	5.30	1.76	SA
IV Enterprenuership									
a. Retailing	2.49	SA	2.99	MA	2.29	SA	7.77	2.59	MA
Grand Total	33.69		45.33		36.54			38.58	
Grand Weighted Mean	2.24	SA	3.02	MA	2.74	SA		2.57	MA

Legend
1.00 - 1.50 - Not Aware (NA)
1.51 - 2.50 - Slightly Aware (SA)
2.51 - 3.50 - Moderately Aware
3.51 - 4.50 - Highly Aware (HA)
4.51 - 5.00 - Fully Aware (FA)

Aware", "food and nutritions" 3.18, or "Moderately Aware" and "clothing and textile" with 2.80, or also "Moderately Aware". They were however considered "Slightly Aware" on "good grooming", "cosmetology" having a weighted mean of 2.16.

In agricultural Arts, the personnel, teachers and students were found to be "Moderately Aware" on "Fruits and Tree Crops Administration and Management", "Farm and Animal Production Management" as well as on Fishery Arts/Fish Cultivation and Fish Pond Management" with weighted means of 3.19 and 2.84 and 2.60, respectively.

In Industrial Arts, the three groups of respondents were considered "Moderately Aware on "woodworking", and "handicrafts project", which gave weighted means of 3.31, and 2.71 respectively. On the other hand, they were found to be "Slightly Aware" on automechanics - 1.89, metalworks - 2.21, electricity/radio trouble shooting - 2.25, drafting - 2.38, and refrigeration and airconditioning - 1.76.

Finally in entreprenuership the respondents general awareness on retailing was considered "Moderately Aware" with a weighted mean of 2.59.

To compare the extent of awareness of the administrative/support personnel, T.H.E. instructors/teachers and the T.H.E. students, the One-Way Analysis of Variance was

Table 23

Comparison on the Extent of Awareness of Administrative and Support Personnel, T.H.E Instructor/Teachers and Students on the Existing IGP in T.H.E.

Sources of Variation	degree of freedom	Sum of Square	Mean of Square	Computed F-value	Critical Value at a = .05 df= 42
Between Group	2	5.774	2.887	10.894	3.22
Within Group	42	11.123	0.265		
Total	44	16.897	-		

undertaken and the result are shown in Table 23 and 24. It can be noted from Table 22 that the computed F-ratio was 10.894 which was found to be higher than the critical F-value at $df_b = 2$ and $df_w = 42$. This led to the rejection of the null hypothesis which states that "There is no significant difference in the extent of awareness of the categories of respondents on the income-generating projects in Technology and Home Economics in their respective school."

Further testing as shown in Table 24 proved that the T.H.E. instructors' extent of awareness was significantly different from that of the administrative and support personnel as well as the students. On the other hand, the personnel and the students' awareness did not significantly differ. The reason for the results could be the fact that

Table 24

Comparison of Mean to Test Where the Significant Difference Lies after the ANOVA using Scheffes Test

Mean or Group Compared	Absolute Difference in Mean	Absolute Scheffe's Computed F-value	Critical F-value	Evaluation
Administrative/Support Personnel(X_1) and T.H.E. Instructor/ Teachers (X_2)	0.79	F_1= 22.358	F'= 6.44	S
Administrative/Support Personnel(X_1) and T.H.E. Students (X_3)	0.07	F_1= 1.9818	F'= 6.44	NS
Instructor/Teachers (X_2) & T.H.E. Students (X_3)	0.79	F_1= 20.377	F'= 6.44	S

teachers did have higher extent of awareness compared to the other two categories of respondents inasmuch as they were the ones who did the planning and implementing of the projects to generate income in their respective schools. The students followed their T.H.E. teachers in terms of their level of awareness because they were involved by their respective teachers in the I.G.P. activities. The administrative and support personnel were found to have least awareness due to the fact that they were mere spectators/observers and their involvement was indirect.

Profitability of Income-Generating Projects in Technology and Home Economics

The profitability of the Income-generating project of the vocational school respondents is reflected in Table 25. The various project engaged in by the students were grouped into the following areas: "Home Economics", "Agriculture", "Industrial" and "Entreprenuerial".

The area of Home Economics was divided into four categories as: "Housing/family living" and "economics", "food and nutrition", "clothing and textile" and "good grooming/ cosmetology". The category that had the most profit was "clothing and textile" with P 11,895.00 and "food and nutrition" with P7,380.75. This was not surprising as most projects in home economics are conducted along this line.

In agricultural arts, "farm and animal production" was able to come up with a net-profit of P26,466.75 "fruit and crop production" with P22,516.32 and "fishery and cultivation" with a monthly net profit of only P1,904.60. The data imply that the fishing schools were not emphasing income generating projects.

From the area of Industrial Arts. The project that had the most earning was "electricity" with P2,300.00, "Automechanic" with P700.00 and "handicraft" with P526.00.

Table 25

Net-Profit/Income of Various IGP Projects

IGP	Gross Income	Expense	Profit Net-Income
I. Home Economics Area			
a. Housing/Family Living and Economics	4,806.00	3,182.00	1,624.00
b. Food and Nutrition	19,639.00	12,253.25	7,389.75
c. Clothing and Textile	43,480.00	31,585.00	11,895.00
d. Good Grooming/Cosmetology	2,980.00	1,550.00	1,430.00
Total	70,905.00	48,570.00	22,334.00
II Agricultural Arts			
a. Fruits & Arts Area	35,181.72	12,665.40	22,516.22
b. Farm and Animal Production	63,568.00	37,161.25	26,406.75
c. Fishery and Cultivation	6,254.00	5,350.00	904.00
Total	105,003.72	55,176.65	49,827.07
III Industrial Arts			
a. Woodworking	450.00	375.00	75.00
b. Automechanic	730.00	30.00	700.00
c. Metal Works	300.00	225.00	75.00
d. Electricity	23,050.00	20,750.00	2,300.00
e. Drafting	190.00	80.00	110.00
f. Handicraft	2,438.00	1,912.00	526.00
g. Refrigeration & Air Conditioning	550.00	350.00	200.00
Total	27,708.00	23,722.00	3,986.00
IV. Entreprenuership			
a. Retailing	13,581.00	11,406.00	2,174.00
Grand Total	217,197.00	138,875.40	78,321.00

From the data presented in Table 25 it can be deduced that projects in Industrial Arts were not profitable.

The last area is entreprenuership. There were two income-generating projects listed in this area (see Appendix N). The net income for this two categories was only P 2,174.00. The data signify that much have to be done to encourage projects in charge to be more effective managers. These projects as instructional projects are supposed to serve as models to the students.

Problems Encountered Relative to IGP of Vocational Schools in Samar

Table 26 show the problem encountered by the administrators/support personnel relative to IGP of vocational schools in Samar.

Problems Encountered by Administrative/support Personnel. As shown in the table several problems were encountered by the administrative/support personnel relative to IGP of vocational schools in Samar. It was found out that several problems were "Highly Felt", among these were: "lack of transportation facilities for disposal of products", "lack of storage facilities for their production," "bad debts on costumer/consumers," "a need to streamline remittances IGP income," "sleeping cash which cause no profit ", and "no proper recording". Problems

Table 26

Problems Encountered by the Administrative/Support Personnel Relative to IGP of Vocational Schools in Samar

Problems	Extent of Sensitivity To the Problem					Weighted Mean	Interpretation
	5 EF	4 HF	3 MF	2 SF	1 NF		
1. Lack of seminar and training on the handling of IGP job managers/teachers	1 (5)	5 (20)	8 (24)	6 (12)	6 (6)	2.58	MF
2. Inadequate tools for production of goods such as kitchen utensils serving tools: carpentry and other working tools.	4 (20)	7 (28)	6 (18)	9 (18)	0 (0)	3.23	MF
3. Inadequate equipments such as refrigeration, serving machines, oven etc.	4 (20)	7 (28)	10 (30)	5 (10)	0 (0)	3.38	MF
4. Lack of transportation facilities for disposal of products.	4 (20)	15 (60)	0 (0)	7 (14)	0 (0)	3.62	MF
5. Lack of storage facilities for their production.	4 (20)	18 (72)	0 (0)	4 (8)	0 (0)	3.85	MF
6. Poor management which causes the failure of the project.	2 (10)	9 (36)	9 (27)	6 (12)	0 (0)	3.27	MF
7. Short-term management which causes no mastery of his job.	4 (20)	8 (32)	4 (12)	10 (20)	0 (0)	3.23	MF
8. Insufficient records of entries and remittances.	4 (20)	4 (16)	9 (27)	9 (18)	0 (0)	3.12	MF
9. Pre-channeling of cash income to other project not connected to IGP	4 (20)	12 (48)	3 (9)	7 (14)	0 (0)	3.50	MF
10. Bad debts on costomer/consumers	8 (40)	8 (32)	6 (18)	4 (8)	0 (0)	3.77	MF
11. A need to streamline remittances, on IGP income.	8 (40)	8 (32)	0 (0)	10 (20)	0 (0)	3.54	MF
12. Sleeping cash which causes no profit	8 (40)	4 (16)	9 (27)	5 (10)	0 (0)	3.58	MF
13. No proper recording.	8 (40)	8 (32)	10 (30)	0 (0)	0 (0)	4.23	HF
14. No proper auditing	8 (40)	4 (16)	10 (30)	0 (0)	4 (4)	3.46	MF
Grand Total						48.36	
Grand Weighted Mean						3.45	MF

Legend: 1.00 - 1.50 - Not Felt (NF)
1.51 - 2.50 - Slightly Felt (SF)
2.51 - 3.50 - Moderately Felt (MF)
3.51 - 4.50 - Highly Felt (HF)
4.51 - 5.00 - Extremely Felt (EF)

which were "Moderately Felt" by the administrative/support staff were: "lack of seminars and training on the handling of IGP for managers, and T.H.E. Teachers," "inadequate tools for production of goods such as kitchen utensils sewing tools, carpentry and other working tools," "inadequate equipment such as refrigerator, sewing machine, oven etc," "poor management which causes the failure of the project," "short-term management which causes no mastery of his job," "insufficient records of entries and remittances," "re-channeling of cash income to other project not connected to IGP," "no proper auditing".

Problems encountered by T.H.E. Teachers. Table 27 shows the Technology and Home Economics teacher Problems. They considered problems such as "inadequate tools for production of goods", "inadequate equipment such as refrigerators, sewing machine, oven etc." "short-term management which cause no-mastery of his job", "rechanneling of cash income to other projects not connected to IGP", as "Highly Felt". Problems which were considered "Moderately Felt" by the teachers were: "lack of seminars and trainings on the handling of IGP for managers/T.H.E. teachers", "lack of transportation facilities for disposal of product," "lack of storage facilities for their production", "poor management which causes the failure of the project",

Table 27

Problems Encounter by the T. H. E. Teachers
Relative to IGP of Vocational Schools in Samar

Problems	Extent of Sensitivity To the Problem 5 EF	4 HF	3 MF	2 SF	1 NF	Weighted Mean	Interpretation
1. Lack of seminar and training on the handling of IGP job managers/teachers	17 (185)	19 (76)	19 (57)	9 (18)	0 (0)	2.58	MF
2. Inadequate tools for production of goods such as kitchen utensils, serving tools: carpentry and other working tools.	9 (45)	27 (108)	28 (84)	0 (0)	0 (0)	3.70	HF
3. Inadequate equipments such as refrigerator, serving machines, oven etc.	14 (70)	22 (44)	28 (84)	0 (0)	0 (0)	3.78	HF
4. Lack of transportation facilities for disposal of products.	5 (25)	29 (116)	19 (57)	11 (22)	0 (0)	3.44	MF
5. Lack of storage facilities for their production.	4 (20)	19 (76)	29 (87)	10 (20)	2 (2)	3.20	MF
6. Poor management which causes the failure of the project.	5 (20)	11 (44)	29 (87)	19 (38)	0 (0)	3.03	MF
7. Short-term management which causes no mastery of his job.	18 (90)	19 (76)	8 (24)	19 (38)	0 (0)	3.56	HF
8. Insufficient records of entries and remittances.	9 (45)	17 (68)	29 (87)	9 (18)	0 (0)	3.41	MF
9. Pre-channeling of cash income to other project not connected to IGP	17 (185)	29 (116	9 (27)	9 (18)	0 (0)	3.84	HF
10. Bad debts on costomer/consumers	10 (50)	9 (36)	17 (51)	28 (56)	0 (0)	3.02	MF
11. A need to streamline remittances on IGP income.	5 (25)	14 (56)	14 (42)	19 (38)	12 (12)	2.70	MF
12. Sleeping cash which causes no profit	10 (50)	12 (48)	15 (45)	16 (32)	11 (11)	2.91	MF
13. No proper recording.	10 (50)	8 (32)	20 (60)	17 (34)	9 (9)	2.89	MF
14. No proper auditing	3 (15)	16 (64)	20 (60)	5 (10)	20 (20)	2.64	MF
Grand Total						46.63	
Grand Weighted Mean						3.33	MF

Legend: 1.00 - 1.50 - Not Felt (NF)
1.51 - 2.50 - Slightly Felt (SF)
2.51 - 3.50 - Moderately Felt (MF)
3.51 - 4.50 - Highly Felt (HF)
4.51 - 5.00 - Extremely Felt (EF)

"insufficient records of entries and remittances," "bad debts on customer/consumer," "a need to streamline remittances IGP income" "sleeping cash which causes no profit," "no proper recording," "no proper auditing".

Problems Encountered by Students. Table 28 show the problems encountered by the students relative to IGP of vocational schools in Samar. It was found out that all problems were "Moderately felt".

Suggested Solutions for IGP in T.H.E. of Vocational School in Samar

Table 29 shows the suggested solutions by the administrative/support personnel for IGP undertakings in T.H.E. vocational schools in Samar.

Suggested Solutions of Administrators/Support Personnels. Among the suggested solutions "the manaager and members should have commitment" with weighted mean of 4.76 was considered "Strongly Agreed" upon. "Agree" was the consensus on all other solutions, with the corresponding weighted means as follows: (1) "Send managers/ T.H.E. instructors/teachers to attend seminars and training to gain knowledge on the methods and technique in handling IGP-with 4.23; 2.) "Purchase tools necessary for production" - 4.19; 3.) "Purchase equipment necesary in operating IGP"- 4.19;

Table 28

Problems Encounter by the T.H.E. Students Relative to IGP of Vocational Schools in Samar

Problems	Extent of Sensitivity To the Problem					Weighted Mean	Interpretation
	5 EF	4 HF	3 MF	2 SF	1 NF		
1. Lack of seminar and training on the handling of IGP job managers/teachers	324 (1620)	350 (1400)	437 (1311)	432 (8441)	155 (155)	2.59	MF
2. Inadequate tools for production of good such as kitchen utensils serving tools, carpentry and other working tools.	586 (2930)	467 (1868)	493 (1479)	271 (542)	481 (481)	3.18	MF
3. Inadequate equipments such as refrigerator, serving machines, ovens etc.	395 (1975)	457 (1828)	383 (1149)	448 (896)	615 (615)	2.81	MF
4. Lack of transportation facilities for disposal of products.	273 (1365)	377 (1508)	328 (984)	609 (1218)	711 (711)	2.52	MF
5. Lack of storage facilities for their production.	381 (1905)	256 (1024)	471 (984)	596 (1192)	594 (594)	2.67	MF
6. Poor management which causes the failure of the project.	281 (1405)	583 (2332)	530 (1590)	371 (742)	533 (533)	2.87	MF
7. Short-term management which causes no mastery of his job.	373 (1865)	383 (1532)	550 (1650)	480 (960)	572 (572)	2.84	MF
8. Insufficient records of entries and remittances.	476 (2380)	440 (1760)	453 (1359)	409 (808)	525 (525)	2.97	MF
9. Re-channeling of cash income to other project not connected to IGP.	342 (1620)	375 (1550)	576 (1728)	458 (916)	565 (565)	2.75	MF
10. Bad debts on costomer/consumers	468 (2340)	351 (1404)	518 (1554)	444 (888)	517 (517)	2.92	MF
11. A need to streamline remittances, on IGP income.	292 (1460)	362 (1448)	603 (1809)	492 (984)	549 (549)	2.72	MF
12. Sleeping cash which causes no profit	294 (1470)	333 (1332)	536 (1608)	536 (1079	549 (549)	2.65	MF
13. No proper recording.	445 (2225)	333 (1332)	387 (1161)	492 (984)	641 (641)	2.76	MF
14. No proper auditing	556 (2780)	397 (1588)	374 (1122)	382 (764)	589 (589)	2.98	MF
Grand Total					39.23		
Grand Weighted Mean						2.80	MF

Legend: 1.00 - 1.50 - Not Felt (NF)
1.51 - 2.50 - Slightly Felt (SF)
2.51 - 3.50 - Moderately Felt (MF)
3.51 - 4.50 - Highly Felt (HF)
4.51 - 5.00 - Extremely Felt (EF)

Table 29

Suggested Solution by the Administrative/Support Personnel
For IGP in T.H.E. Vocational Schools in Samar

Suggested Solutions	Extent of Agreed Solution to the Problem					Weighted Mean	Interpretation
	5 SA	4 A	3 U	2 D	1 SD		
1. Send manager/THE instructors/ teachers to attend seminar and training to gain knowledge on the methods and technique is handling IGP.	16 (80)	0 (0)	10 (30)	0 (0)	0 (0)	4.23	A
2. Purchase tools necessary for production.	15 (75)	1 (4)	10 (30)	0 (0)	0 (0)	4.19	A
3. Purchase equipments necessary in operating IGP.	15 (75)	1 (4)	10 (30)	0 (0)	0 (0)	4.19	A
4. Provide transportation facilities	15 (75)	3 (12)	8 (12)	0 (0)	0 (0)	4.27	A
5. Provide storage facilities	15 (75)	9 (36)	0 (0)	2 (4)	0 (0)	4.42	A
6. Up to date processing and collection of credits.	15 (75)	9 (36)	0 (0)	2 (4)	0 (0)	4.42	A
7. Provide transportation facilities.	15 (75)	9 (36)	0 (0)	2 (2)	0 (0)	4.42	A
8. Streaming remittances from manager incharge to disbursing officer.	14 (70)	10 (40)	2 (6)	0 (0)	0 (0)	4.46	A
9. Daily auditing and inventory of goods so that profit must be in	15 (75)	9 (36)	0 (0)	2 (4)	0 (0)	4.42	A
10. Proceeds should be deposited to the bank.	14 (70)	10 (40)	0 (0)	2 (4)	0 (0)	4.38	A
11. Good Management is necessary.	10 (50)	16 (64)	0 (0)	0 (0)	0 (0)	4.38	A
12. Manager incharge should be at least 4 years in term for mastery in handling IGP	4 (20)	4 (16)	13 (34)	5 (10)	0 (0)	3.27	U
13. Cash should not sleep; it should be fully invested day to day.	8 (40)	4 (16)	13 (39)	1 (2)	0 (0)	3.73	A
14. Limited credit or if not should be paid every pay day.	7 (35)	10 (40)	8 (12)	1 (2)	0 (0)	3.88	A
15. Manager and Members should have commitment.	20 (100)	6 (24)	0 (0)	0 (0)	0 (0)	4.76	SA
Grand Total						63.37	
Grand Weighted Mean						4.22	A

Legend

1.00 - 1.50 - Strongly Disagree (SD)
1.51 - 2.50 - Disagree (D)
2.51 - 3.50 - Undecided (U)
3.51 - 4.50 - Agree (A)
4.51 - 5.00 - Strongly Agree (SA)

4.) "Provide transportation facilities" - 4.27; 5.) "Provide storage facilities" -4.27; 6.) "Up to-date processing and collection of credits" - 4.42; 7.) "Provide transportation facilities" - 4.42; 8.) "Streamlining remittances from managers incharge to disbursing officer" - 4.46; 9.) "Daily auditing and inventory of goods so that profit must be in" - 4.42; 10.) "Proceeds should be deposited to the bank" - 4.38; 11.) "Good management is necessary" - 4.38; 12.) "Cash should not sleep, it should be fully invested day to day" - 3.73; 13.) "Limited credit or if not should be paid every pay day" - 3.88. The suggested solution "that the manager/incharge had at least 4 years experience in term s of mastery in handling IGP" was considered "Undecided" with a weighted mean of 3.27.

The overall rating for the suggested solution by the administrative/support personnel had a grand total of 63.37 and a grand weighted mean of 4.22 which fell under consideration as "Agree".

Suggestion of the teacher. Table 30 show the suggested solutions relative to IGP operations in T.H.E. vocational school in Samar.

Of the 15 suggested solutions only four fell under "Agree" interpretation by the instructors/teachers. They included the following with their corresponding means: 1.)

Table 30

Suggested Solution by the Teachers IGP in T.H.E. Vocational Schools in Samar

Suggested Solutions	Extent of Agreed Solution to the Problem 5 SA	4 A	3 U	2 D	1 SD	Weighted Mean	Interpretation
1. Send manager/THE instructors/ teachers to attend seminar and training to gain knowledge on the methods and technique is handling IGP.	17 (85)	19 (76)	19 (57)	9 (18)	0 (0)	3.69	A
2. Purchase tools necessary for production.	10 (50)	9 (36)	28 (84)	17 (34)	0 (0)	3.19	U
3. Purchase equipments necessary in operating IGP.	14 (70)	5 (20)	14 (42)	19 (38)	0 (0)	2.84	U
4. Provide transportation facilities	11 (55)	5 (20)	24 (72)	9 (18)	15 (15)	2.81	U
5. Provide storage facilities	15 (75)	15 (60)	10 (30)	14 (28)	10 (10)	3.17	U
6. Up to date processing and collection of credits.	11 (55)	13 (52)	13 (39)	12 (24)	15 (15)	2.89	U
7. Provide transportation facilities.	15 (75)	14 (56)	14 (42)	11 (22)	10 (10)	3.20	U
8. Streaming remittances from manager incharge to disbursing officer.	10 (50)	18 (72)	17 (51)	10 (20)	9 (9)	3.16	U
9. Daily auditing and inventory of goods so that profit must be in	13 (65)	13 (52)	16 (48)	10 (20)	12 (12)	3.08	U
10. Proceeds should be deposited to the bank.	12 (60)	14 (56)	16 (48)	10 (20)	12 (12)	3.06	U
11. Good Management is necessary.	15 (75)	14 (56)	17 (33)	14 (28)	10 (10)	3.16	U
12. Manager incharge should be at least 4 years in term for mastery in handling IGP	19 (95)	19 (76)	19 (57)	7 (14)	0 (0)	3.27	U
13. Cash should not sleep; it should be fully invested day to day.	29 (145)	9 (36)	9 (27)	10 (20)	7 (7)	3.67	A
14. Limited credit or if not should be paid every pay day.	9 (45)	29 (116)	10 (30)	16 (48)	0 (0)	3.73	A
15. Manager and Members should have commitment.	29 (145)	19 (76)	16 (48)	0 (0)	0 (0)	4.76	A
Grand Total						49.63	
Grand Weighted Mean						3.71	U

Legend

1.00 - 1.50 - Strongly Disagree (SD)
1.51 - 2.50 - Disagree (D)
2.51 - 3.50 - Undecided (U)
3.51 - 4.50 - Agree (A)
4.51 - 5.00 - Strongly Agree (SA)

"Send managers/T.H.E. instructors/teachers to attend seminars and training to gain knowledge on the methods and techniques in handling IGP" - 3.69; 2.) "Cash should not sleep, it should be fully invested day to day" - 3.67; 3.) "Limited credit or if not should be paid every pay day" - 3.73; and 4.) "The manager and members should have commitment" with a weighted mean of 4.20.

The rest of the suggested solutions were interpreted as "Undecided". Among them with corresponding weighted means were: 1.) "Purchase tools necessary for production" -3.19; 2.) "Purchase equipment necesary in operating IGP" - 2.84; 3.) "Provide transportation facilities"- 2.81; 4.) "Provide storage facilities" - 3.17; 5.) "Up to date processing and collection of credits" - 2.89; 6.) "Provide transportation facilities" - 3.20; 7.) "Streamlining remittances from managers incharge to disbursing officer" - 3.16; 8.) "Daily auditing and inventory of goods so that profit must be in" - 3.08; 9.) "Proceeds should be deposited to the bank" - 3.06; 10.) "Good management is necessary" - 3.16; 11.) "Manager/incharge should at least 4 years experienced in term of mastery in handling IGP" - 3.27.

The over-all rating or score for the suggested solution by the instructors/teachers had a grand total of 49.63 and a grand weighted mean of 3.73 which could be

interpreted as "Undecided".

Suggestion of the students. Table 31 shows students suggested solutions relative to operations for IGP in T.H.E. vocational schools in Samar.

The students were "Undecided" on all the suggested solutions posted on the Table, as follows with the corresponding weighted means: 1.) "Send managers/T.H.E. instructors/teachers to attend seminar and training to gain knowledge on the methods and technique in handling IGP" - 3.37; 2.) "Purchase tools necessary for production" -3.29; 3.) "Purchase equipment necesary in operating IGP" - 2.89; 4.) "Provide transportation facilities"- 2.86; 5.) "Provide storage facilities" - 2.95; 6.) "Up to date processing and collecting of credits" - 2.96; 7.) "Provide transportation facilities" - 3.03; 8.) "Streamlining remittances from managers incharge to disbursing officer" - 2.94; 9.) "Daily auditing and inventory of goods so that profit must be in" - 2.89; 10.) "Proceeds should be deposited in the bank" - 3.01; 11.) "Good management is necessary" - 3.18; 12.) "Manager/incharge should at least have 4 years experience in term of mastery in handling IGP" - 3.16; 13.) "Cash should not sleep, it should be fully invested day to day" - 3.06; 14.) "Limited credit or if not should be paid every pay

Table 31

Suggested Solution by the T.H.E. Students for IGP
Vocational Schools in Samar

Suggested Solutions	Extent of Agreed Solution to the Problem 5 SA	4 A	3 U	2 D	1 SD	Weighted Mean	Interpretation
1. Good manager/THE instructors/ teachers to attend seminar and training to gain knowledge on the methods and technique is handling IGP	835 (4175)	377 (1508)	351 (1053)	272 (544)	463 (463)	3.37	U
2. Purchase tools necessary for production.	806 (4030)	373 (1492)	259 (777)	261 (522)	563 (563)	3.29	U
3. Purchase equipments necessary in operating IGP.	516 (2589)	275 (1100)	522 (1566)	381 (762)	604 (604)	2.89	U
4. Provide transportation facilities	468 (2345)	467 (1868)	268 (804)	470 (940)	624 (624)	2.86	U
5. Provide storage facilities	477 (2385)	520 (2080)	342 (1026)	320 (640)	639 (639)	2.95	U
6. Up to date processing and collection of credits.	484 (2420)	523 (2092)	298 (894)	404 (808)	579 (579)	2.96	U
7. Provide transportation facilities.	557 (2785)	526 (2104)	293 (879)	271 (542)	651 (651)	3.03	U
8. Streaming remittances from manager incharge to disbursing officer.	483 (2415)	367 (1468)	544 (1632)	330 (1660)	574 (574)	2.94	U
9. Daily auditing and inventory of goods so that profit must be in	557 (2785)	301 (1204)	443 (1329)	318 (636)	679 (679)	2.89	U
10. Proceeds should be deposited to the bank.	571 (2855)	374 (1496)	483 (1449)	250 (500)	620 (620)	3.01	U
11. Good Management is necessary.	730 (3650)	414 (1656)	290 (870)	263 (526)	601 (601)	3.18	U
12. Manager incharge should be at least 4 years in term for mastery in handling IGP	590 (2975)	516 (2064)	349 (1047)	330 (660)	508 (508)	3.16	U
13. Cash should not sleep; it should be fully invested day to day.	579 (2850)	499 (1996)	347 (1041)	269 (538)	613 (613)	3.06	U
14. Limited credit or if not should be paid every pay day.	572 (2860)	468 (1872)	349 (1047)	382 (764)	527 (527)	3.08	U
15. Manager and Members should have commitment.	543 (2715)	572 (2288)	382 (1146)	418 (836)	383 (383)	3.21	U
Grand Total						45.88	
Grand Weighted Mean						3.06	U

Legend
1.00 - 1.50 - Strongly Disagree (SD)
1.51 - 2.50 - Disagree (D)
2.51 - 3.50 - Undecided (U)
3.51 - 4.50 - Agree (A)
4.51 - 5.00 - Strongly Agree (SA)

day" - 3.08; 15.) "The manager and members should have commitment" - 3.21.

The overall weighted mean for the suggested solution by the students had a grand total score of 45.88 and a grand weighted mean of 3.06 which was interpreted as "Undecided".

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATION

This chapter presents the summary of findings, and conclusions of this investigations and offers recommendations on the management of income generating projects as implemented by the vocational school with the aim of making these projects more profitable.

Summary of Findings of the Study

After the data were interpreted and analyzed, the study revealed the following findings:

1. Majority of the administrative/support personnel belonged to the middle age level with ages ranging from 45 to 49 years old. This was also true with the teschers respondents as there were 16 in the age level of 40-44 and 11 in the age level of 45-49. Majority of the students were in the middle teens with age level of 15 to 19 years old.

2. There were more male from the administrative/ support personnel and the teachers respondents while female respondents predominated the students group.

3. Most of the respondents from the administrative/ support personnel and the teachers group were married. There were only two from the administrative and seven from the teachers group who were single.

4. Majority of the administrative/support and teacher respondents have been in service from ten years and above. These data signified that this group of respondents had enough experience in being involved with income-generating projects of the school.

5. Majority of the teacher respondents were holder of the Bachelors Degree which were appropriate for their positions or designations. Only five were Masters degree holder and seven have finished the academic requirements for Masteral studies. Of the administrative and support staff, 13 or 50.0 percent were also holder of Bachelor Degree only. They were the line employees. Most of the administrators have either finished the doctoral and masteral studies.

6. The combined extent of awareness of the three group of respondents has a grand total weighted mean of 2.52, which means that they were "Moderately Aware" of the income-generating project. The computed F-ratio of 10.894 is found to be higher than the critical F-value of 6.44. This leads to the rejection of the null hypothesis which states that "there is no significant difference in the extent of awareness of the three types of respondents on the IGP projects in T.H.E in their respective schools". The t-test reveals that the extent of awareness of the teachers

significantly difference that of the administrative/support personnel and students.

7. On profitability, the category of Home Economic that had the most profits were "clothing and textile" with P11.895.00 and "food and nutrition" with P7,380.75. In Agricultural Arts, "farm and animal production" was able to come up with a net-profit of P26,466.75. With respect to Industrial Arts, the project that had the most earning was "electricity" with P 2,300.00. The last area was "interprenuership". The net income for this categories was only P2,174.00.

8. The weighted mean on problems encountered by the administrative/support personnel was 3.45 which meant that these problems were moderately felt by them. These problems were on: "lack of transportation facilities especially in the marketing of product", "lack of storage facilities", "bad debts", "a need to streamline remittances IGP income", "sleeping cash", and "on proper recording of income and expenses".

9. The teachers and students respondents have more or less encountered the same problems in the implementation of IGP in their respective schools. The most highly felt problems of those groups were on: "inadequate tools and equipment for production of projects", with weighted mean

of 3.78, "poor management encountered due to constant reshuffling of IGP in-charge, and channelling of IGP cash income to other projects of the schools with a weighted mean of 3.56 and 3.84, respectively.

10. The three groups of respondents were undecided as to the correct solutions of the problems met in the implementation of the IGP.

Conclusions

In the light of the foregoing finding of the study, the following conclusion are made.

1. The three groups of respondents were matured enough and had adequate educational background and professional experiences to understand, analyze and undertake the implementation of income generating projects in their respective schools.

2. There is still an urgent need for dedicated personnel and teachers to be more conscientious in the implememtation and improvement of income generating projects.

3. The students, who were the end beneficiaries of the projects, claimed that they were only slightly aware of the income generating projects in their school.

4. There was no proper reporting and adequate information dissimination on the income generating projects

to school population.

5. The effective implememtation of the income generating project was hampered with lack of essential tools and equipment.

6. There is a need to come up with proper records to be able to show whether the projects are profitable.

Recommendations

In the light of the findings and conclusion of this study, it is hereby respectfully recommended that:

1. Teachers assigned to manage income-generating projects should provide an effective means of disseminating information to make the school population and the community aware on the existing projects of the school.

2. The school administration and teachers should work hand in hand to come up with successful and profitable projects to motivate and convince students of the importance of self-employment.

3. There should be financial support for projects. The administration should provide funding for income-gene - rating projects especially the canteen and other entre- prenurial activities as these are instructional activities.

4. More supervision and monitoring should be conducted on IGP projects so that teachers should exert more

efforts to make projects profitable.

5. Send teachers to in-service training to improve their competencies in handling projects.

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A P P E N D I C E S

APPENDIX A

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar
(Thru Channel)

S i r :

In my desire to start writing my thesis proposal, I have the honor to submit for your approval one of the following research problems, preferably problem no. 1.

1. PROFITABILITY OF INCOME-GENERATING PROJECTS IN TECHNOLOGY AND HOME ECONOMICS IN VOCATIONAL SCHOOLS IN SAMAR.

2. PROPOSED NFE COURSES FOR OSY AND ADULTS IN SNAS, SAN JORGE, SAMAR.

3. INTEGRATION OF VALUES EDUCATION IN ALL SUBJECTS OF THE NSEC.

I hope for your early and favorable action on this matter.

Very truly yours,

(SGD.) MYRNA B. ALAMIN
Researcher

Recommending Approval:

(SGD.) COSETTE C. OLIVA, Ph.D.
Head, Research & Development

APPROVED:

(SGD.) DOMINADOR Q. CABANGANAN, Ed. D
Dean, Graduate & Post Graduate Studies

APPENDIX B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

SCHOOL OF GRADUATE STUDIES

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME: ALAMIN, MYRNA BRAZAS
Surname Late Name Middle Name

Candidate for Degree: Master of Arts

Area of Specialization: Home Economics

Title of Proposed Thesis/Dissertation: PROFITABILITY OF OF INCOME-GENERATAING PROJECTS IN TECHNOLOGY/HOME ECONOMICS IN VOCATIONAL SCHOOLS IN SAMAR

(SGD.) MYRNA B. ALAMIN
Researcher

RIZALINA M. URBIZTONDO Ed. D.
Name of Designated Adviser

CONFORME:

RIZALINA M. URBIZTONDO Ed. D.
Adviser

APPROVED:

RIZALINA M. URBIZTONDO Ed. D.
Name of Designated Adviser

APPENDIX C

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

Madam :

I have the honor to request that I be schedule on October 10, 1994, to defense my thesis proposal entitled "Profitability of Income-Generating Project in Technology and Home Economics in Vocational Schools in Samar, to give me ample time to refine my manuscript during the remaining few months.

In this connection, I am submitting herewith five copies of my thesis for distributions to the Dean and the panel members.

I hope for your favorable action on this request.

Very truly yours,

(SGD.) MYRNA B. ALAMIN
Researcher

Recommending Approval:

(SGD.) RIZALINA M. URBIZTONDO, Ed. D.
Adviser

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed. D.
Dean of Graduate Studies

APPENDIX D

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

November 11, 1993

The President
TTMIST
Calbayog City

S i r :

I have the honor to request permission to conduct a survey among administrative and support personnel, T.H.E instructors/teachers and T.H.E. students in connection with my masteral thesis entitled "PROFITABILITY OF INCOME GENERATING PROJECTS IN TECHNOLOGY/HOME ECONOMICS IN VOCATIONAL SCHOOL IN SAMAR."

I further request from your office to allow the undersigned to field the questionnaire to the different vocational school in Samar.

I am anticipating for your kind support to this study.

Very truly yours,

(SGD.) MYRNA B. ALAMIN
Researcher

Recommending Approval:

(SGD.) RIZALINA M. URBIZTONDO, Ed. D.
Dean, Graduate Studies, SSPC

APPROVED:

(SGD.) SENECIO D. AYONG
President TTMIST

APPENDIX E

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

November 11, 1993

The Vocational School Administrator II
Samar National Agricultural School
Catbalogan Samar

S i r :

I have the honor to request permission to conduct a survey among administrative and support personnel, T.H.E instructors/teachers and T.H.E. students in connection with my masteral thesis entitled "PROFITABILITY OF INCOME GENERATING PROJECTS IN TECHNOLOGY/HOME ECONOMICS IN VOCATIONAL SCHOOL IN SAMAR."

I further request from your office to allow the undersigned to field the questionnaire to the different vocational school in Samar.

I am anticipating for your kind support to this study, the result of which may help improve the operation of IGP in our school.

Very truly yours,

(SGD.) MYRNA B. ALAMIN
Researcher

Recommending Approval:

(SGD.) RIZALINA M. URBIZTONDO, Ed. D.
Dean, Graduate Studies, SSPC

APPROVED:

(SGD.) OSCAR M. NEYPES
Vocational School Administrator II

APPENDIX F

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

November 15, 1994

The Superintendent
Samar Regional School of Fisheries
Catbalogan Samar

Dear Sir/Madam:

Please allow the bearer Mrs. Myrna B. Alamin, Teacher I of Samar National agricultural School, San Jorge, Samar to field her questionnaire to the administrative and support personnel, T.H.E instructors/teachers and T.H.E. students. This is in connection with my masteral thesis entitled "PROFITABILITY OF INCOME GENERATING PROJECTS IN TECHNOLOGY/HOME ECONOMICS IN VOCATIONAL SCHOOL IN SAMAR."

The respondents sincere and honest responses to the questionnaire will certainly help vocational schools to the improvement of the operation of income generating projects.

Very truly yours,

(SGD.) OSCAR M. NEYPES
Vocational School Administrator II

APPENDIX G

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

November 17, 1994

The Principal
Rafael Lentejas Memorial School of Fisheries
Tinambacan District, Calbayog City

Dear Sir/Madam:

Please allow the bearer Mrs. Myrna B. Alamin, Teacher I of Samar National agricultural School, San Jorge, Samar to field her questionnaire to the administrative and support personnel, T.H.E instructors/teachers and T.H.E. students. This is in connection with my masteral thesis entitled "PROFITABILITY OF INCOME GENERATING PROJECTS IN TECHNOLOGY/HOME ECONOMICS IN VOCATIONAL SCHOOL IN SAMAR."

The respondents sincere and honest responses to the questionnaire will certainly help vocational schools to the improvement of the operation of income generating projects.

Very truly yours,

(SGD.) OSCAR M. NEYPES
Vocational School Administrator II

APPENDIX H

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

November 15, 1994

The Principal
Clarencio Calagos Memorial School of Fisheries
Sta. Margarita, Samar

Dear Sir/Madam:

Please allow the bearer Mrs. Myrna B. Alamin, Teacher I of Samar National agricultural School, San Jorge, Samar to field her questionnaire to the administrative and support personnel, T.H.E instructors/teachers and T.H.E. students. This is in connection with my masteral thesis entitled "PROFITABILITY OF INCOME GENERATING PROJECTS IN TECHNOLOGY/HOME ECONOMICS IN VOCATIONAL SCHOOL IN SAMAR."

The respondents sincere and honest responses to the questionnaire will certainly help vocational schools to the improvement of the operation of income generating projects.

Very truly yours,

(SGD.) OSCAR M. NEYPES
Vocational School Administrator II

APPENDIX I

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

November 15, 1994

The Principal
Basey National Agricultural School
Basey, Samar

Dear Sir/Madam:

Please allow the bearer Mrs. Myrna B. Alamin, Teacher I of Samar National agricultural School, San Jorge, Samar to field her questionnaire to the administrative and support personnel, T.H.E instructors/teachers and T.H.E. students. This is in connection with my masteral thesis entitled "PROFITABILITY OF INCOME GENERATING PROJECTS IN TECHNOLOGY/HOME ECONOMICS IN VOCATIONAL SCHOOL IN SAMAR."

The respondents sincere and honest responses to the questionnaire will certainly help vocational schools to the improvement of the operation of income generating projects.

Very truly yours,

(SGD.) OSCAR M. NEYPES
Vocational School Administrator II

APPENDIX G

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

For Administrative/Support Personnels and
Instructors/Teachers Respondents

Dear Respondents:

This questionnaire is designed to elicit information in connection with the study entitled "**PROFITABILITY OF INCOME-GENERATING PTOJECTS IN TECHNOLOGY AND HOME ECONOMICS IN VOCATIONAL SCHOOLS IN SAMAR.**" Please feel free to respond to the questions under its components or supply the needed information as called for. Rest assured that your response will be kept highly confidential.

I am anticipating my heartfelt gratitude for your cooperation in making my study a success.

Thank you very much.

Very sincerely your,

MYRNA B. ALAMIN
Researcher

****

PART I Personal Information

Name:_____ Age:_____ Sex_____

Civil Status:_____ Position:_____

Designation:_____

Educational Qualification:_____

No. of yrs. involved in Income-Generating Project:_____

Length of Service:_____

Name of School:_____

Type of School:_____

Place where School is Located:_____

PART II. Questionnaire Proper

A. To what extent are you aware with the existing income-generating projects in T.H.E. in your school. Please encircle the number under the column which most appropriately corresponds to your response, such as:

5	Fully Aware	2	Slightly Aware
4	Highly Aware	1	Not Aware
3	Moderately Aware		

IGP	Extent of Awareness 5 : FA	4 : HA	3 : MA	2 : SA	1 : NA
I Home Economics					
a. Housing/Family Living & Economics					
1. Quilted School Bags	5	4	3	2	1
2. Embroidery Project like wall decor, pillow cases etc.	5	4	3	2	1
3. Refrigerator towel	5	4	3	2	1
4. Crocheted projects like sala set back cover, cesta table cover	5	4	3	2	1
5. Pot holder	5	4	3	2	1
Others (Please specify) _____					
b. Food & Nutrition					
1. Embolido	5	4	3	2	1
2. Spaghetti	5	4	3	2	1
3. Pancit	5	4	3	2	1
4. Butter cake	5	4	3	2	1
5. Chocolate Moron	5	4	3	2	1
6. Empanada	5	4	3	2	1
Others (Please specify) _____					

IGP	Extent of Awareness 5 FA	4 HA	3 MA	2 SA	1 NA
c. Clothing and Textile					
1. Childrens Dresses	5	4	3	2	1
2. Blouses	5	4	3	2	1
3. Skirt	5	4	3	2	1
4. One piece dress	5	4	3	2	1
5. Two piece dress	5	4	3	2	1
6. Three piece dress	5	4	3	2	1
7. Duster	5	4	3	2	1
Others (Please specify) _____					
d. Good Grooming/ Cosmetology					
1. Manicure	5	4	3	2	1
2. Pedicure	5	4	3	2	1
3. Haircut	5	4	3	2	1
4. Make-up	5	4	3	2	1
5. Hairdo	5	4	3	2	1
6. Oil Treatment	5	4	3	2	1
Others (Please specify) _____					
II Agricultural Arts					
a. Fruits & Tree Crop Production Management					
1. Coconut	5	4	3	2	1
2. Root crops	5	4	3	2	1
3. Fruits	5	4	3	2	1
4. Vegetables and leafy	5	4	3	2	1
5. Rice	5	4	3	2	1
Others (Please specify): _____					
b. Farm & Animal Production & Management					
1. Poultry	5	4	3	2	1
2. Piggery	5	4	3	2	1
3. Carabao Raising	5	4	3	2	1
Others (Please specify)_____					
c. Fishery Arts and Cultivation & Fishpond Management					
1. Salting	5	4	3	2	1
2. Smoking	5	4	3	2	1
3. Fish Preservation	5	4	3	2	1

IGP	Extent of Awareness 5 FA	4 HA	3 MA	2 SA	1 NA
4. Fishpond	5	4	3	2	1
5. Fresh Fish	5	4	3	2	1
6. Oyster and Mussel Culture	5	4	3	2	1
Others (Please specify): _____					
III Industrial Arts					
a. Woodworking					
1. Tables	5	4	3	2	1
2. Chairs	5	4	3	2	1
3. Utensils cabinets	5	4	3	2	1
4. Beds	5	4	3	2	1
Others (Please specify): _____					
b. Automechanic					
1. Trouble Shooting	5	4	3	2	1
2. Body Repairs	5	4	3	2	1
3. Painting	5	4	3	2	1
4. Welding	5	4	3	2	1
Others (Please specify):_____					
c. Metal Works					
1. Baking Pan	5	4	3	2	1
2. Torta molder	5	4	3	2	1
3. Basin made from metal	5	4	3	2	1
4. Pail made from metal	5	4	3	2	1
Others (Please specify): _____					
d. Electricity/Radio Mechanics					
1. House Wiring	5	4	3	2	1
2. Radio Trouble shooting	5	4	3	2	1
3. House wiring trouble shoot	5	4	3	2	1
Others (Please specify)_____					

IGP	Extent of Awareness 5 : FA	4 : HA	3 : MA	2 : SA	1 : NA
e. Drafting					
1. Printing	5	4	3	2	1
2. Silkcreen	5	4	3	2	1
3. Painting	5	4	3	2	1
Others (Please specify): _____					
f. Handicraft					
1. Handicraft project	5	4	3	2	1
2. Flower -making	5	4	3	2	1
3. Basket Making	5	4	3	2	1
4. Rattan products	5	4	3	2	1
5. Bamboo products	5	4	3	2	1
6. Seashell products	5	4	3	2	1
Others (Please specify):_____					
g. Refrigeration & Air Conditioning					
1. Refrigerator Repair	5	4	3	2	1
2. Body Repair	5	4	3	2	1
3. Painting	5	4	3	2	1
4. Air conditioning Repair	5	4	3	2	1
Others (Please specify):_____					
IV Enterprenuership					
a. Retailing					
1. Sari-sari Store	5	4	3	2	1
2. School Canteen	5	4	3	2	1
3. School Cooperative	5	4	3	2	1
4. Dress Shop	5	4	3	2	1
5. Cakes and Pastries Shop	5	4	3	2	1
6. Beauty Shop	5	4	3	2	1
Others (Please specify): _____					

B. How profitable are the said income-generating projects in T.H.E. in your school as indicated by net profit. Please write down all Income Generating Project you are conducting with the expenses, income or sales and the net profit.

Income Generating Projects	Expenses	Income	Net Profit
1			
2			
3			
4			
5			
6			
7			
8			
9			
10.			
11.			
12.			
13.			
14.			
15.			
16.			

C. To what extent do you feel the problems relative to the implementation of the existing income-generating projects. Encircle the number under the appropriate column corresponding to the problem at the left column such as:

5	Extremely Felt	2	Slightly Felt
4	Highly Felt	1	Not Felt
3	Moderately Felt		

Problems	5 EF	4 HF	3 MF	2 SF	1 NF
1. Lack of seminar and training on the handling of iGP for managers/T.H.E. teachers	5	4	3	2	1
2. Inadequate tools for production of goods such as kitchen utensils, sewing tools; carpentry and other working tools.	5	4	3	2	1
3. Inadequate equipment such as refrigerator, sewing machines ovens, etc.	5	4	3	2	1
4. Lack of transportation facilities for disposal of products.	5	4	3	2	1
5. Lack of storage facilities for their production.	5	4	3	2	1
6. Poor management which causes the failure of the project.	5	4	3	2	1
7. Short-term management which cause no mastery of his job.	5	4	3	2	1
8. Insufficient records of entries and remittances.	5	4	3	2	1
9. Re-channeling of cash income to other porjects not connected with IGP	5	4	3	2	1
10. Bad debts on costumers/ consumers	5	4	3	2	1
11. A need to streamlining remittances to IGP income.	5	4	3	2	1
12. Sleeping cash which causes no profit.	5	4	3	2	1
13. No proper recording.	5	4	3	2	1
14. No proper auditing.	5	4	3	2	1

D. To what extent do you agree with the following suggested solutions to the problems of existing income-generating projects? Encircle the number under the appropriate column corresponding to the suggested solutions, such as;

5	Strongly Agree	2	Disagree
4	Agree	1	Strongly Disagree
3	Undecided		

Suggested Solutions	5 SA	4 A	3 U	2 D	1 SD
1. Send managers/T.H.E. instructors to attend seminar and training to gain knowledge on the method and technique in handling IGP	5	4	3	2	1
2. Purchase tools necessary for productions.	5	4	3	2	1
3. Purchase eqiupments necessary in operating IGP.	5	4	3	2	1
4. Provide Transportation facilities.	5	4	3	2	1
5. Provide storage facilities	5	4	3	2	1
6. Up to date processing and collection of credits.	5	4	3	2	1
7. Provide transportation facilities.	5	4	3	2	1
8. Streaming remittances from manager/incharge to disbursing officer.	5	4	3	2	1
9. Daily auditing and inventory of goods so that profit must be in.	5	4	3	2	1
10. Proceeds should be deposited to the bank.	5	4	3	2	1
11. Good management is necessary	5	4	3	2	1
12. Manager/incharge should be at least 4 years in term for mastery in handling IGP	5	4	3	2	1
13. Cash should not sleep; it should be fully invested day to day.	5	4	3	2	1
14. Limited credit or if, it should be paid every pay day	5	4	3	2	1
15. Manager and members should have commitment.	5	4	3	2	1

APPENDIX H

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

November 15, 1994

For the Students Respondents

Dear Respondents:

This questionnaire is designed to elicit information in connection with the study entitled "**PROFITABILITY OF INCOME-GENERATING PTOJECTS IN TECHNOLOGY AND HOME ECONOMICS IN VOCATIONAL SCHOOLS IN SAMAR.**" Please feel free to respond to the questions under its components or supply the needed information as called for. Rest assured that your response will be kept highly confidential.

I am anticipating my heartfelt gratitude for your cooperation in making my study a success.

Thank you very much.

Very sincerely your,

MYRNA B. ALAMIN
Researcher

****

PART I Personal Information

Name:_____ Year & Sec: _____

Age:_____ Sex:_____

No. of yrs. involved in Income-Generating Project:_____

Name of School:_____

Type of School:_____

Place where School is Located:_____

PART II. Questionnaire Proper

A. To what extent are you aware with the existing income-generating projects in T.H.E. in your school. Please encircle the number under the column which most appropriately corresponds to your response, such as:

5	Fully Aware	2	Slightly Aware
4	Highly Aware	1	Not Aware
3	Moderately Aware		

IGP	Extent of Awareness 5 : FA	4 : HA	3 : MA	2 : SA	1 : NA
I Home Economics					
a. Housing/Family Living & Economics					
1. Quilted School Bags	5	4	3	2	1
2. Embroidery Project like wall decor, pillow cases etc.	5	4	3	2	1
3. Refrigerator towel	5	4	3	2	1
4. Crocheted projects like sala set back cover, cesta table cover	5	4	3	2	1
5. Pot holder	5	4	3	2	1
Others (Please specify) _____					
b. Food & Nutrition					
1. Embolido	5	4	3	2	1
2. Spaghetti	5	4	3	2	1
3. Pancit	5	4	3	2	1
4. Butter cake	5	4	3	2	1
5. Chocolate Moron	5	4	3	2	1
6. Empanada	5	4	3	2	1
Others (Please specify) _____					
c. Clothing and Textile					
1. Childrens Dresses	5	4	3	2	1
2. Blouses	5	4	3	2	1
3. Skirt	5	4	3	2	1
4. One piece dress	5	4	3	2	1
5. Two piece dress	5	4	3	2	1
6. Three piece dress	5	4	3	2	1
7. Duster	5	4	3	2	1
Others (Please specify) _____					

IGP	Extent of Awareness 5 FA	4 HA	3 MA	2 SA	1 NA
d. Good Grooming/ Cosmetology					
1. Manicure	5	4	3	2	1
2. Pedicure	5	4	3	2	1
3. Haircut	5	4	3	2	1
4. Make-up	5	4	3	2	1
5. Hairdo	5	4	3	2	1
6. Oil Treatment	5	4	3	2	1
Others (Please specify) _____					
II Agricultural Arts					
a. Fruits & Tree Crop Production Management					
1. Coconut	5	4	3	2	1
2. Root crops	5	4	3	2	1
3. Fruits	5	4	3	2	1
4. Vegetables and leafy	5	4	3	2	1
5. Rice	5	4	3	2	1
Others (Please specify): _____					
b. Farm & Animal Production & Management					
1. Poultry	5	4	3	2	1
2. Piggery	5	4	3	2	1
3. Carabao Raising	5	4	3	2	1
Others (Please specify)_____					
c. Fishery Arts and Cultivation & Fishpond Management					
1. Salting	5	4	3	2	1
2. Smoking	5	4	3	2	1
3. Fish Preservation	5	4	3	2	1
4. Fishpond	5	4	3	2	1
5. Fresh Fish	5	4	3	2	1
6. Oyster and Mussel Culture	5	4	3	2	1
Others (Please specify): _____					
III Industrial Arts					
a. Woodworking					
1. Tables	5	4	3	2	1

IGP	Extent of Awareness 5 FA	4 HA	3 MA	2 SA	1 NA
2. Chairs	5	4	3	2	1
3. Utensils cabinets	5	4	3	2	1
4. Beds	5	4	3	2	1
Others (Please specify): _____					
b. Automechanic					
1. Trouble Shooting	5	4	3	2	1
2. Body Repairs	5	4	3	2	1
3. Painting	5	4	3	2	1
4. Welding	5	4	3	2	1
Others (Please specify):_____					
c. Metal Works					
1. Baking Pan	5	4	3	2	1
2. Torta molder	5	4	3	2	1
3. Basin made from metal	5	4	3	2	1
4. Pail made from metal	5	4	3	2	1
Others (Please specify): _____					
d. Electricity/Radio Mechanics					
1. House Wiring	5	4	3	2	1
2. Radio Trouble shooting	5	4	3	2	1
3. House wiring trouble shoot	5	4	3	2	1
Others (Please specify)_____					
e. Drafting					
1. Printing	5	4	3	2	1
2. Silkcreen	5	4	3	2	1
3. Painting	5	4	3	2	1
Others (Please specify): _____					
f. Handicraft					
1. Handicraft project	5	4	3	2	1
2. Flower -making	5	4	3	2	1
3. Basket Making	5	4	3	2	1
4. Rattan products	5	4	3	2	1

IGP	Extent of Awareness 5 FA	4 HA	3 MA	2 SA	1 NA
5. Bamboo products	5	4	3	2	1
6. Seashell products	5	4	3	2	1
Others (Please specify):_____					
g. Refrigeration & Air Conditioning					
1. Refrigerator Repair	5	4	3	2	1
2. Body Repair	5	4	3	2	1
3. Painting	5	4	3	2	1
4. Air conditioning Repair	5	4	3	2	1
Others (Please specify):_____					
IV Enterprenuership					
a. Retailing					
1. Sari-sari Store	5	4	3	2	1
2. School Canteen	5	4	3	2	1
3. School Cooperative	5	4	3	2	1
4. Dress Shop	5	4	3	2	1
5. Cakes and Pastries Shop	5	4	3	2	1
6. Beauty Shop	5	4	3	2	1
Others (Please specify): _____					

B. How profitable are the said income-generating projects in T.H.E. in your school as indicated by net profit. Please write down all Income Generating Project you are conducting with the expenses, income or sales and the net profit.

Income Generating Projects	Expenses	Income	Net Profit
1			
2			
3			
4			

Income Generating Projects	Expenses	Income	Net Profit
5			
6			
7			
8			
9			
10.			
11.			
12.			
13.			
14.			
15.			

C. To what extent do you feel the problems relative to the implementation of the existing income-generating projects. Encircle the number under the appropriate column corresponding to the problem at the left column such as:

5	Extremely Felt	2	Slightly Felt
4	Highly Felt	1	Not Felt
3	Moderately Felt		

Problems	5 EF	4 HF	3 MF	2 SF	1 NF
1. Lack of seminar and training on the handling of iGP for managers/T.H.E. teachers	5	4	3	2	1
2. Inadequate tools for production of goods such as kitchen utensils, sewing tools; carpentry and other working tools	5	4	3	2	1

Problems	5 EF	4 HF	3 MF	2 SF	1 NF
3. Inadequate equipment such as refrigerator, sewing machines ovens, etc.	5	4	3	2	1
4. Lack of transportation facilities for disposal of products.	5	4	3	2	1
5. Lack of storage facilities for their production.	5	4	3	2	1
6. Poor management which causes the failure of the project.	5	4	3	2	1
7. Short-term management which cause no mastery of his job.	5	4	3	2	1
8. Insufficient records of entries and remittances.	5	4	3	2	1
9. Re-channeling of cash income to other porjects not connected with IGP	5	4	3	2	1
10. Bad debts on costumers/ consumers	5	4	3	2	1
11. A need to streamline remittances of IGP income.	5	4	3	2	1
12. Sleeping cash which causes no profit.	5	4	3	2	1
13. No proper recording.	5	4	3	2	1
14. No proper auditing.	5	4	3	2	1

D. To what extent do you agree with the following suggested solutions to the problems of existing income-generating projects? Encircle the number under the appropriate column corresponding to the suggested solutions, such as;

5 Strongly Agree
4 Agree
3 Undecided
2 Disagree
1 Strongly Disagree

	Suggested Solutions	5 SA	4 A	3 U	2 D	1 SD
1.	Send managers/T.H.E. instructors to attend seminar and training to gain knowledge on the method and technique in handling IGP	5	4	3	2	1
2.	Purchase tools necessary for productions.	5	4	3	2	1
3.	Purchase eqiupments necessary in operating IGP.	5	4	3	2	1
4.	Provide Transportation facilities.	5	4	3	2	1
5.	Provide storage facilities	5	4	3	2	1
6.	Up to date processing and collection of credits.	5	4	3	2	1
7.	Provide transportation facilities.	5	4	3	2	1
8.	Streaming remittances from manager/incharge to disbursing officer.	5	4	3	2	1
9.	Daily auditing and inventory of goods so that profit must be in.	5	4	3	2	1
10.	Proceeds should be deposited to the bank.	5	4	3	2	1
11.	Good management is necessary	5	4	3	2	1
12.	Manager/incharge should be at least 4 years in term for mastery in handling IGP	5	4	3	2	1
13.	Cash should not sleep; it should be fully invested day to day.	5	4	3	2	1
14.	Limited credit or if, it should be paid every pay day.	5	4	3	2	1
15.	Manager and members should have commitment.	5	4	3	2	1

APPENDIX I

SRSF Historical Background

The Samar Regional School of Fisheries appears to be one of the most promising fisheries institution of learning today that can answer the demands of the time for better quality graduate/output. In addition to the premordial rule of attaining the enunciated general objectives of vocational - technical fishery education, it is likewise determined to assist in a large measure the enhancement of the socio-economic development program of the country.

The Samar Regional School of Fisheries, the oldest fishery school in the country started as a demonstration station of the Bureau of Fisheries.

In 1952, Republic Act 685 converted it to Catbalogan School of Fisheries. Later, Republic Act 1241 transfered the school to the Bureau of Public School and, with the passage of Republic Act 3742, the school became an integral part of the Bureau of Vocational Education.

In 1964, in response to the long-felt need of establishing a regional school of fisheries authorized to offer collegiate courses along the filed of fishery science and technology. Congressman Fernando Veloso authorized and sponsored House Bill No. 4809, approved by the President of

the Philippines on July 20, 1964 and Republic Act no. 4129 converted the Catbalogan School of Fisheries into the Samar Regional School of Fisheries which paved the way to the offering of the BSF program up to school year 1983-1984. The same school year, the RIFT-DFT program took the place of BSF, hence it was shelved for several years.

By virtue of MEC Order No. 72 s. 1979 the Samar Regional Institute of Fisheries Technology became and adjunct of the Samar Regional School of Fisheries.

The stoppage or the discontinuance in the offering of the BSF Curriculum was mandated by MECS Order No. 31, s. 1983, dated June 22, 1983 signed by the Minister of Education, Culture and Sports, Onofre D. Corpus. Number 2 of the same MECS Order, so stipulate that under Section 4.05 of the Loan Agreement, the Regional Institute of Fisheries Technology located at Cagayan State University, Aparri, Cagayan, Bicol University, Tabaco, Albay, Palawan National Agricultural College, Puerto Princesa City, Catbalogan, Samar, Carmen Cebu, Rio-Hondo, Zamboanga City, Panabo, and Davao del Norte, are to offer starting with academic year 1983-1984, program leading to a Diploma in Fishery Technology. Further, under paragraph 3.14 of the World Bank Appraisal Report for the Fisheries training project, the BSF program currently offered at the institute will be

discontinued by 1984 except for the degree programs offered at the Institute of Zamboanga.

To date, after the project was over, the Samar Regional School of Fisheries is implementing three curricular offerings, the Revised Secondary Education Curriculum, the post-secondary course leading to the Diploma in Fisheries Technology, and the Bachelor of Science in Fisheries.

With the implementation of the Regional Institute of Fisheries Techmology program, the school become recipient of big infrastructure, provided with sophisticated equipments, books, fishing gadgets, fishing vessels, equipped laboratories, fishfarms both Marine Water and Brackish water fishponds to effect and facilities the tranfer of appropriate and advanced fisheries technology to the end-users and intended beneficiaries.

APPENDIX J

R L M S F Historical Background

If we turn back to the past, seldom were professionals or could attain an Academic course for there were no high school in barabgay, in municipalities or in town. Even in some cities, particularly Cabayog, had only two, but the other is private and charges high tuition and miscellaneous fees. If you are from the barangay, you still spend for fare or for boarding house rental because during those days there were only few available vehicles. Consequently, the solution is to quit after graduation from the elementary.

Unlike nowadays, that there are already high schools in the barangay, in the municipalities and in towns specially the Tinambacan National School of Fisheries (TNSF) was created ubder Republic Act No. 3949 dated July 6, 1971 which formalized the opening of the school.

April 27, 1984, 15 years of operation of the school Batas Pambansa Bilang 849 was enacted changing the name of Tinambacan National School of Fisheries in pursuant to Batas Pambansa Bilang 866 of the General Appropriation Act of 1985.

For this year 1994-1995 the RLMSF has an enrollment of a grand total of 507 students, 180 first year, 132 second

year, 97 third year and 96 fourth year high school students under the administration of Dr. Rosario Aguilar Bulut, as principal.

APPENDIX K

Wright Vocational School Historical Background

Wright Vocational School was founded on January 6, 1969 through R.A. 3477 sponsored by Hon. Fernando Veloso, then Congressman of the second district of Samar. The school opened with a non-formal, non-graded vocational curriculum which catered to the out-of school youth. With Mr. Roberto M. Tugawin from Batac, Ilocos, Norte as the first administrator and five teachers-demonstrators as the pioners and four auxilliary staff.

For 8 months classes were held temporarily in a dilapidated semi-pernament building at the back of the Rizal monument in Wright (now Paranas). Later, a wide 6.67 hectare land was purchased along the highway in barabgay Lipata, while the first school building (the administration bldg and the Girls Trade Bldg.) were under construction, classes were conducted in available spaces and makeshift rooms like the bodega, while the administrative officers were housed in the living room of Mr. and Mrs. Juanito Delmonte's residence in Lipata.

The Ministry of Education Culture and Sport subsequently issued a permit of offer four year Home Industries curriculum to start in the school year 1971-1972.

The first formal classes of the General secondary curriculum with Home Industries Courses were held in the classrooms of Wright Community High School in the poblacion of Wright. In the middle of 1971 Mr. Antonio P. Labalan, replaced Mr. Roberto Tugawin, as the New Home Industries Training Supervisor of WVS.

With the enrolment of the first year secondary vocational curriculum three academic teachers were absorded. Later more and more faculty staff were added as the enrolment increasingly unfolded yearly.

On Feb. 14, 1972 classes were transfered to the new school campus in Lipata. In March, 1974, WVS had its first high school graduate numbering 15.

In Feb. 1, 1995 Mr. Nestorico T. Bago succeeded Mr. Antonio P. Tabalan as the next HITS, up to the time of his death in 1982. Mr. catalina M. Escuadra served as the OIC for almost two years. Dr. Serafin A. Bardelas was assigned as the School Administrator whose term ended in December, 1993. Afterwhich Mr. Jose S. Trumata became the OIC for only three months.

The enrollment profile as of 1994-1995 of WVS having a grand total of 726. For first year high school has a total 191, second year 209, third year 187 and 139 for fourth year high school students.

APPENDIX L

Samar National Agricultural School

Samar National Agricultural School was established on April 12, 1954 under R.A. No. 946. The school is located in the hinterlands about 12 kilometers away from the National Highway, last of the Municipality of San Jorge. It has as area of 963 hectares. The initial enrolment consist of 119 boys and 14 girls with a faculty composed of 14, nine teachers and five facilitative staff, with initial appropriation of P 47,000.00. The Secondary Vocational Agriculture and Homemaking Curricula were the first program offerings. Classes were held in makeshift sheds and structure with semblances of classrooms. Due to difficulties of transportation and lack of other facilities, the Homemaking course was temporarily closed after three (3) months. Out of the 119 boys enrolled at the beginning of the school year, only 62 withstand the farm ordeals.

In the year that followed, students from all other parts of the island of Samar came to enroll in this institution. While the students population thus increased, the number of teachers and employees correspondingly increased. With this growth in population, buildings and faculty cottages as well as student's dormitories and

quarters were constructed.

Two decades later in 1974, the school offerings were enriched with the opening of the post secondary course known as two-year Technical Curriculum which was terminal in nature under permit No. 64 s. 1974 with an initial enrolment of 34 students. On July 21, 1977, the Secretary of Education and Culture issued permit No. 213. s. 1977, authorizing the school to open the Bachelor of Science in Agriculture, a ladder type curriculum.

As an answered to the resolution of the San Jorge Municipal council an annex was opened in the poblacion in June 1981. In October 1982 due to the deteriorating peace and order situation in the main campus, the school moved its intire population and held classes in the Poblacion of San Jorge.

In June 1984, the school decided to reopened classes from first year to second year in the main campus. This was an answer to the pleas of the parents, because of economic needs.

At present the school has a population of 441 students with 10 members of the administrative staff, 20 teachers and 25 facilitative staff.

APPENDIX M

Clarencio Calagos Memorial School of Fisheries Historical Background

The Clarencio Calagos Memorial School of Fisheries is a vocational school located at Sta Margarita Samar. It was started through the proposal submitted by the late Mayor Ramon R. Calagos to the late Eladio T. Balite the Congressman. Resolution No. 20 dated October 17, 1973, appropriation of the school to operate was approved due to the absence of school site and fishery teachers.

After two years, Ex-mayor Antonio T. Gan with the helped of Superintenent Antonio Mancol opened of Clarencio C. Calagos, the father of the late Mayor Ramon R. Calagos.

One of the dilapidated Marcos type buiding of Sta. Margarita Central School was used, the number of personnel on its first year of operation were seven (7); 1 principal, 3 teachers, 1 clerk and 2 watchman and the number of students were 67.

After a year, when the Gomez family donated 1.5 hectares of land for school site. Temporary building was erected. As the number of students population increases permanent building for classroom were constructed through the initiative of the Principal Felipe D. Gualdrapa. On his term, he was able to improve the facilities of the school

and more items for employees and teachers were created. When he retired last August 23, 1993, the teachers and employees of the schools was 27, 15 teachers and 12 employees.

Recently, under the administration of Mrs. Catalino A. Escuadra more improvement was done and due to its enormous increased of students population, with 603 total enrollment for school year 1994-1995, additional teachers was requested to lessen the load of other teachers.

APPENDIX N

Profitability of Income-Generating Project

IGP	Gross Income	Expense	Profit/ Net-Income
I. Home Economics Area			
a. Housing/Family Living & Economics			
1. Quilted School Bag	900.00	615.00	285.00
2. Quilted Pulse Wallet	40.00	31.50	8.15
3. Embroidered Pillow Cases	1,085.00	775.00	310.00
4. Cooking Apron	300.00	265.50	34.50
5. Ordinary Pillow cases	275.00	225.00	49.75
6. Refrigerator Hand Towel	1,820.00	945.00	875.00
7. Machine Embroidered Pot Holder	114.00	96.00	18.00
8. Quilted Pot Holder	100.00	93.00	7.00
9. Multi-purpose Baby Bag	172.00	136.00	36.00
Total	4,800.00	3,182.00	1,624.00
b. Food and Nutrition			
1. Butter Cake	579.00	473.00	106.00
2. Ram Coco Macaroon	300.00	180.00	120.00
3. Marble Cake	114.00	75.00	39.00
4. Chocolate cake	100.00	54.00	46.00
5. Coconut Muffin	510.00	406.00	104.00
6. Torta	917.00	834.00	83.00
7. Raised Doughnut	135.00	118.00	17.00
8. Special Doughnut	272.00	236.00	36.00
9. Chiffon cake	100.00	63.00	36.50
10. Sponge Cake	40.00	29.50	10.50
11. Empanada	130.00	103.50	27.50
12. Cassava Cake	464.00	403.25	61.00
13. Special Moron	125.00	102.50	22.50
14. Butter Cookies	42.00	40.00	2.00
15. Doughnut	60.00	56.00	4.00
16. Chicken Linaga	90.00	85.00	5.00
17. Poached Egg	15.00	12.00	3.00
18. Maja Blanca	180.00	52.00	28.00
19. Piche-piche	92.50	86.50	6.00
20. Banana Toron	686.00	565.00	121.00
21. Banana Fritter	252.00	245.00	10.00
22. Polvoron	162.00	154.00	8.00

IGP	Gross Income	Expense	Profit/ Net-Income
23. Palitao	57.00	40.00	17.00
24. Embotido	150.00	142.00	7.50
25. Scrabled Egg	15.00	10.00	5.00
26. Cutchinta	136.50	128.00	8.50
27. Wedding Cake	6,500.00	3,000.00	3,500.00
28. Birthday Cake	7,325.00	4,400.00	2,925.00
29. Especial Cup Cake	90.00	60.00	30.00
Total	19,639.00	12,253.00	7,385.75
c. Clothing and Textile			
1. Louging Robe	250.00	230.00	20.00
2. Sleeping Garmets	180.00	110.00	70.00
3. Sunday's Best Dress	250.00	200.00	50.00
4. Child Party Dress	150.00	100.00	50.00
5. Short and Blouse	150.00	135.00	15.00
6. Pants and Blouse	275.00	220.00	55.00
7. Travelling Garment bag	195.00	150.00	45.00
8. Walking Short and Blouse	190.00	130.00	60.00
9. Smocking Duster	1,800.00	1,602.00	198.00
10. Pajama and Blouse	600.00	512.00	88.00
11. J.S. Prom Dress	840.00	660.00	180.00
12. School Uniform	1,050.00	936.00	114.00
13. Toga (Secondary)	2,500.00	2,100.00	400.00
14. One-piece Dress	750.00	500.00	250.00
15. Toga and Gown	15,300.00	10,000.00	5,300.00
16. Curtains	7,000.00	6,000.00	2,000.00
17. Banners	5,000.00	3,000.00	2,000.00
18. Phil Flag	7,000.00	5,000.00	2,000.00
Total	43,480.00	31,585.00	11,895.00
d. Good Grooming/Cosmetology			
1. Manicure	750.00	250.00	500.00
2. Pedicure	450.00	225.00	225.00
3. Oil Treatment	130.00	75.00	55.00
4. Make-up	1,200.00	1,000.00	200.00
5. Haircut	450.00	0.00	450.00
Total	2,980.00	1,550.00	1,430.00

IGP	Gross Income	Expense	Profit/ Net-Income
II. Agricultural Area			
a.) Fruits and Crop Productions			
1. Amplaya Project	600.00	400.00	200.00
2. Vegetable Project	211.50	104.00	107.50
3. Corn Production,	6,700.00	3,984.00	2,716.00
4. Coconut Production	1,800.00	500.00	1,300.00
5. Rice Production	25,870.22	7,677.45	18,192.77
Total	35,181.72	12,665.40	22,516.32
b. Farm and Animal Production			
1. Bulls Production	10,000.00		10,000.00
2. Broiler Production	43,568.00	35,161.25	9,406.00
3. Piggery Project	10,000.00	3,000.00	7,000.00
Total	63,568.00	37,161.00	26,406.75
c. Fishery and Cultivation			
1. Gulaman	955.00	750.00	205.00
2. Patis Manufacturing	507.00	400.00	107.00
3. Kench (Bodo)	1,500.00	1,200.00	300.00
4. Split Dried Fish	1,300.00	1,200.00	100.00
5. Whole Dried Fish	325.00	300.00	25.00
6. Brine Salted Fish (Banao)	317.00	300.00	17.00
7. Whole Fish Smoking	1,350.00	1,200.00	150.00
Total	6,254.00	5,350.00	904.00
III. Industrial Arts			
a.) Wood Working			
1. Stool Making	450.00	375.00	75.00
Total	450.00	375.00	75.00

IGP	Gross Income	Expense	Profit/ Net-Income
b.) Automechanic			
1. Trouble Shooting	500.00	0.00	500.00
2. Welding	80.00	30.00	50.00
3. Engine Tune-up	150.00	0.00	150.00
Total	730.00	30.00	700.00
c.) Metal Works			
1. Pail Making	300.00	225.00	75.00
Total	300.00	225.00	75.00
d.) Electricity			
1. Wiring Installation	22,000.00	20,000.00	2,000.00
2. Radio Repair	800.00	600.00	200.00
3. Assembling Radio Receiver	250.00	150.00	100.00
Total	23,050.00	2,750.00	2,300.00
e) Drafting			
1. Painting	100.00	50.00	50.00
2. Lettering	90.00	30.00	60.00
Total	190.00	80.00	110.00
f.) Handi-craft			
1. Slippers made of coconut (ginit)	930.00	875.00	55.00
2. Bracelet	155.00	93.00	62.00
3. Ballpen/small item holder	45.00	30.00	15.00
4. Plastic Flower Basket	66.00	38.00	28.00
5. Native Flower Basket	42.50	30.00	12.50
6. Daisy Ribbon Flower	210.00	180.00	30.00
7. Rose Ribbon Flower	84.00	75.00	9.00
8. Rose Cloth Flower	136.00	100.00	36.00
9. Decorative Native Fan	75.00	75.00	0
10. Slippers Made from Tikug	85.00	35.00	50.00

IGP	Gross Income	Expense	Profit/ Net-Income
11. Butterfly for home decoration	34.00	15.00	19.00
12. Wax Flower	26.00	16.00	10.00
Total	2,438.00	1,912.00	526.00
g.) Refrigeration and Air Conditioning			
1. Painting	200.00	150.00	50.00
2. Body Repair	350.00	200.00	150.00
Total	550.00	350.00	200.00
IV. Entreprenuership			
a.) Retailing			
1. School Canteen	4,401.00	3,821.50	579.50
2. Dress Shop	9,180.00	7,585.00	1,595.00
Total	13,581.00	11,406.00	2,174.00

CURRICULUM VITAE

NAME	:	MYRNA BRAZAS ALAMIN
ADDRESS	:	km. 2 South Road
DATE OF BIRTH	:	June 23, 1964
PLACE OF BIRTH	:	Catbalogan, Samar
STATION	:	Samar National Agricultural School
CIVIL STATUS	:	Married

EDUCATIONAL BACKGROUND

Elementary	Catbalogan I Central Elementary School Catbalogan, Samar 1972-1978
Secondary	Samar School of Arts & Trade Catbalogan, Samar 1978-1982
College	Bachelor of Science in Education Samar State Polytechnic College Catbalogan, Samar 1982-1986
Graduate	Master of Arts
Major.	Home Economics

CIVIL SERVICE ELIGIBILITY

Professional Board Examination for Teachers (PBET), Catarman, Northern Samar, October 26, 1986.

HONORS AND AWARDS RECEIVED

Outstanding Pupil	Grade VI Catbalogan I Central Elem. 1977-1978

Second General Excellence.	Third year College Samar State Polytechnic College 1984-1985
Outstanding in Garments Technology	Fourth Year College Samar State Polytechnic College 1985-1986

POSITION HELD

Secondary Sch Teacher. . .	Tarangan National High School Tarangan, Samar July 1, 1988 to July 23, 1991
Secondary Sch. Teacher . .	Samar National Agriculture School San Jorge, Samar July 24, 1991 to present

TRAINING/SEMINAR ATTENDED

20th Biennial Congress of the Philippine Home Economics St. Mary's Auditorium, Mother Ignacia St. Quezon City. November 8 and 9, 1990.

Seminar on Technology and Home Economics A Challenge to Year 2000, Samar State Polytechnic College, Catbalogan, Samar, February 27, 1993.

Training Course on Clinical Supervision for Greater Learning Effectiveness in Technical and Vocational Education, Samar National Agricultural School, Sam Jorge, Samar, September 4, 1992.

Seminar-Workshop on "Teachers Wellness Through Attitudes and Values Explanation and Test Construction for Classroom Use", Samar Polytechnic College, Catbalogan, Samar, March 13, 1993.

Training Course in Cake making and Decorating, Samar State Polytechnic College, Catbalogan, samar May 4-8, 1992.

LIST OF TABLES

LIST OF FIGURES