PREFERRED NATIVE RECIPES OF THE PERSONNEL AND STUDENTS OF SNS: BASIS FOR ENTREPRENEURIAL VENTURE

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MASTER OF ARTS major in

HOME ECONOMICS

MA. AIDA D. ARTECHE

February, 2001

APPROVAL SHEET

In partial fulfillment of the requirements for the degree, **Master of Arts (M.A.)** this thesis entitled **"PREFERRED NATIVE RECIPES OF THE PERSONNEL AND STUDENTS OF SNS: BASIS FOR ENTREPRENEURIAL VENTURE"** was prepared and submitted by ***MA. AIDA D. ARTECHE***, who having passed the comprehensive examination with a rating of **PASSED**, is hereby recommended for oral examination.

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Above all, I praise and thank God Almighty, for giving me wisdom, courage, determination and guidance in making this humble work possible.

> "Now faith is the substance of things hoped for, the evidence of things not seen. God having provided some better things for us, that they without us should not be made perfect"
>
> (Hebrew 11: 1 & 40).

MA. AIDA D. ARTECHE

DEDICATION

This humble work is lovingly and heartily dedicated to

..... my husband,

CLEMENTE

..... my children,

PAUL NEMITZ

CARL NIKKO

MAY DJESTY

MA. KARLIN NIKKI

MA. BEVERLY

KETZ THROY

Ma. Aida D. Arteche

ABSTRACT

This study attempted to evaluate the entrepreneurial status of native recipes in Technology and Home Economics in Samar National School. This study employed the normative-descriptive research method using the questionnaire as the main instrument in gathering the needed data. With regards to the length of services of the non-teaching personnel, it was found out that their average length of service was 16.79 years with standard deviation of 10.05 years. Moreover, all of them or 100 percent had attended training at the regional level; 21 of them or 87.50 percent had attended training at the division level and six non-teaching personnel or 25.00 percent attended training at the school level. The three groups of respondents differed in their level of preference for native recipes. The non-teaching personnel preferred "suman sa lihiya", "cuchinta", and "mongo buchi". On the whole, this group showed high preference for native recipes. Meanwhile, the teachers' group showed higher preferences for "special masapan", "suman sa lihiya", and "buchi-mongo". Generally, they also expressed higher preference for native recipes. Finally for the students' group their preferences were "cassava cake", "special moron", and "puto" and they indicated "moderate preference" for native recipes. Hence, the responses of the patronize native recipes produced or prepared by the students in SNS.

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

The aim of Technology and Home Econqmics is to produce graduates with knowledge and skills in order to earn a decent livelihood for himself and his family. Through this entrepreneurial projects he can be successful and able to contribute to the nation's goal - to be competitive. This is beyond possible because our country is evidently now a business inclined society especially on micro business. According to Fajardo (1994: 10), both rich and poor countries, small enterprises are leading in the generation of jobs and wealth. In the Philippines most of our economic activities fall under micro and small business categories. There are many retailers, vendors and other small sole proprietors. They perform some risk-taking ventures, innovation and other creative undertakings.

So therefore, training our people on a more scientific entrepreneurial principles is an arm towards economic progress because entrepreneurship is not simply a business activity but it performs roles and functions which bring society valuable benefits such as employment for people, improvement in goods and services, use of local raw materials, and increased incomes for themselves that result

to economic growth and development (T.H.E. II 1991: 310).

Moreover, food today, being the basic need of man become the major source of income for many individuals. As civilization developed, food preparations become artful. Instead of eating food raw, man developed other ways of preparing food (Chan,1993: 1). Thus, high prices of food are being experienced in our country today because some ingredients used in preparing these foods are yet coming from other cities. This factor considered in determining the prices of food by manufacturers/producers who uses foreign ingredients. To solve this problem, producers/manufacturers should substitute foreign ingredients with local raw materials available in the locality so that prices of food will lower.

Thus, the Technology and Home Economics which is aware of its important function to prepare students a decent living through entrepreneurial activity is encourage to use native recipes using local raw materials found in the locality for entrepreneurial venture. So that students will graduate with an enterprising philosophy and a self-employment outlook in case they cannot proceed to higher education and be able to contribute to the country's economic development.

The implementation of native recipes as entrepreneurial

venture of the Technology and Home Economics will give light and hope to the non-teaching personnels, teachers and students of Samar National School to patronize this kind of recipes which are cheaper yet nutritious.

As observed by the researcher that cakes and goodies are expensive and are being patronized only by students who can afford. These cakes and goodies are expensive because the ingredients are being bought from other big cities like Manila, Cebu, and some toher places. From this observation, the Technology and Home Economics was encouraged to make a native recipes instead of these expensive cakes and goodies using indigenous ingredients found in our locality since the product of these recipes are cheaper and also nutritious.

As observed further, that because variety of native recipes are being made and sold in the canteen everyday, the T.H.E. could no longer identify which native recipes are more salable.

From these observations, the researcher was encouraged to evaluate the kind of native recipes preferable to the non-teaching personnels, teachers and students in order to come up with the best recipes that are cheaper yet salable and profitable.

Statement of the Problem

This study attempted to evaluate the entrepreneurial

status of native recipes in Technology and Home Economics in Samar National School. Specifically, it sought to answer the following questions:

1. What is the profile of the students' respondents as to:

1.1 Age and Sex;

1.2 average family income per month?

2. What is the profile of the Teachers and Non-teaching Personnel-respondents as to:

2.1 age and sex;

2,2 civil status;

2.3 educational attainment;

2.4 length of service;

2.5 in-service trainings;

2.6 average family income per month?

3. What are the different native recipes prepared, served by the T.H.E. students in Samar National School and extent to which these recipes are preferred?

4. Are there significant difference in the perceptions of this native recipes by the non-teaching personnels, teachers and students?

5. What are the problems encountered by the non-teaching personnels, teachers and students relative to native recipes as entrepreneurial venture of Technology and

Home Economics in Samar National School?

6. What solution/alternative maybe suggested by the respondent to solve the problems?

7. What is the implication of this study to the entrepreneurial status of native recipes?

Hypothesis

This study advanced the following hypothesis:

There are no significant difference in the extent of patronage of the native recipes by the non-teaching personnel, teachers and students in Samar National School.

Theoretical Framework

This study is anchored on the "Theory of Innovation" by behavioral scientist Joseph Schumpeter (Llagas, et.al.,1994: 10) which defined entrepreneur as one who mobilizes the factor of production and are individuals who want to promote new goods and methods of production. He stressed further that innovators or entrepreneurs have the courage and imagination to handle old systems, and be able to transform theory into reality. The innovators also introduces change for the better.

The above theory is supportive by Peter Drucker's "Theory of Innovation and Entrepreneurship" (1985) which quoted that Thomas Edison once said that "genius is 1%

inspiration and 99% perspiration". Since Edison was the nineteenth century's prolific inventor, was a successful businessman, and often regarded as the archetype of the modern entrepreneur. But, in spite of Edison's comment on genius, most of the articles of the books devoted to entrepreneurship have tended to focus on the largely apocryphal "flash of inspiration" rather than on the tremendous amount of hard work that goes into every successful new enterprise.

Drucker seeks to reverse this trend and place the emphasis where it is due. But this is not to deny the importance of inspiration. An open mind, willingness to exploit change than resist - these are all important characteristics of successful entrepreneurs. Drucker's premise is that these attitudes and skills can be cultivated and that search for innovation can be systematized and managed.

Drucker stressed that entrepreneurial attention is focused on customer values. We must recognize that our opportunities for treating new value for our customers extend far beyond the technical features of the products.

Thus, the process, "business system", by which create and deliver products and services to customers starts with technology, but then relies on the design, manufacturing,

marketing, sales, distribution, and the service skills of thousands of people. At every stage, innovation is possible and, in many cases, "non-technical" innovation can provide the key to success in the market place.

Drucker purposes that there are seven sources of innovative opportunity:

unexpected events, inconquities between the expected and the actual, new process requirements, unanticipated changes in industry or market structure, demographic changes, changes in perception, mood or meaning,and new knowledge.

Drucker also asserted that the new knowledge, is the least reliable and least predictable because it runs counter to the conventional wisdom, which holds that innovators are usually scientists or technicians who extend the frontiers of knowledge. Drucker also argues convincingly that many business success can be attributed to innovations in the business process than a knowledge breakthrough at the product level, while many of the ideas are not new, the structure into which Peter Drucker places them, transform them from a collection of interesting thoughts into an effective management tool.

Conceptual Framework

This study is based on the concept that projects are

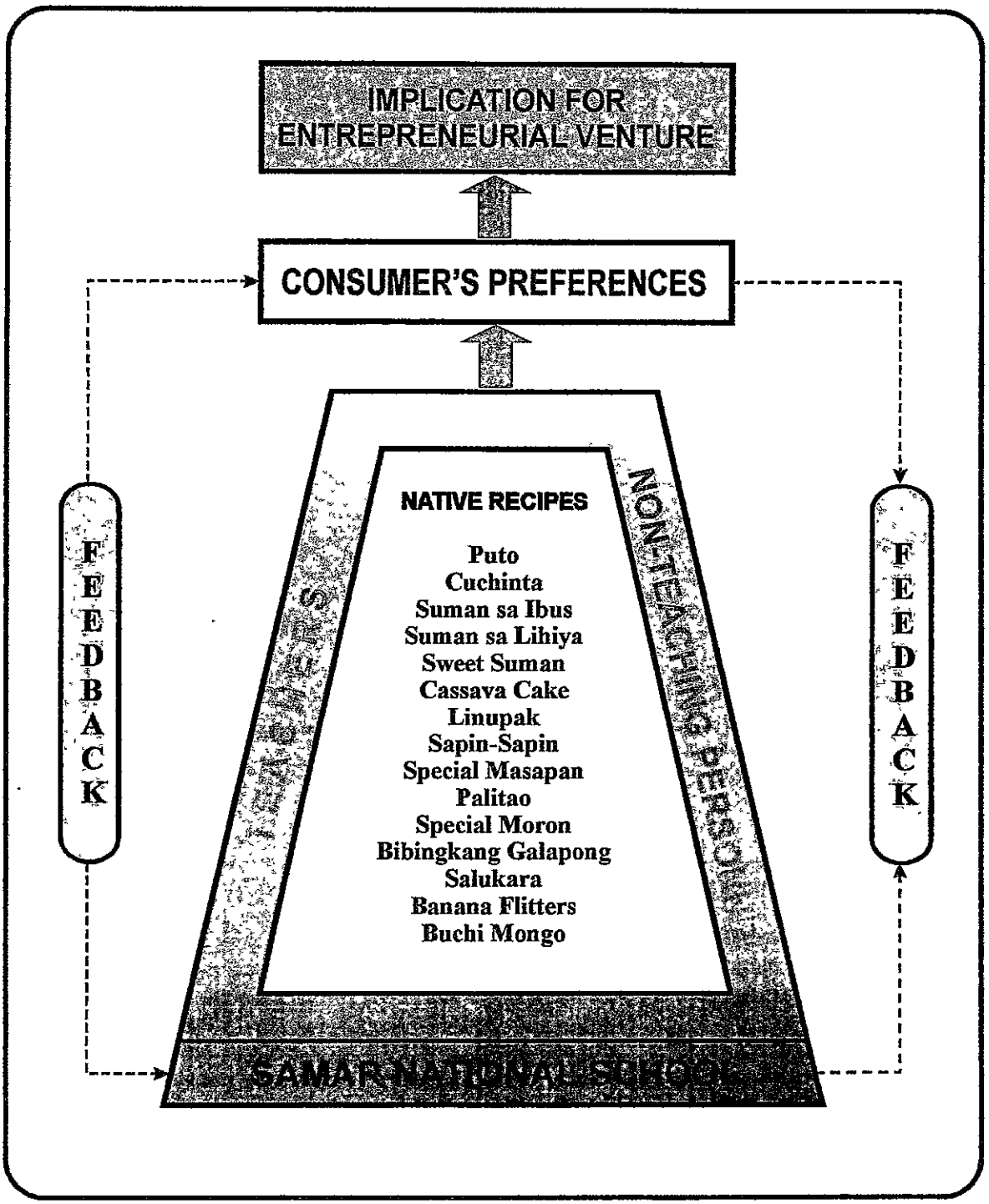

Figure 1. Schema of the Conceptual Framework showing the research environment, the subject of the research study, the variables involved and their relationship and the perception of respondents towards the entrepreneurial venture of the T.H.E students.

not only made educative but must likewise generate income returns both to the students and to the community (Struck, et.al., 1956: 140). This concept is supportive by the pragmatic philosophy of "earning while learning" (Maglinte, 1993: 6-7).

The conceptual model shown in figure 1, represent the total picture of the study. The research environment is the Samar National School as illustrated in the based frame.

The study dealt on the preferred native recipes of the three respondents, the teachers, non teaching personnel and students with the end view as the basis for enterpreneurial venture. Profitable native recipes will encourage students to engage in self-entrepreneurial venture and thus become successful enterpreneurs.

Significance of the Study

The researcher conducted this study in order to come up with an enterprising native recipes in Technology and Home Economics and to find solutions to the problems encountered. This will also encouraged students to go into entrepreneurial activities and be self-employed after graduation.

To the students. The students will benefit most from this study by using the preferred nativevrecipes as basis for enterpreneurial venture. This will provide awareness

and inspired them to apply creativity and skillfulness in producing quality and profitable recipes. This will also encourage them to be self-enterprising.

To T.H.E. teachers. This will lead T.H.E. teachers to use these preferred native recipes as reference in teaching the students in the laboratory for enterpreneurial venture. This will also increase their creativeness that will provide them effective methods and techniques in improving the quality recipes made by the students.

To non-teaching personnel. This study will provide curricular awareness and will enable them to understand the integration of enterprenurship in T.H.E. subjects. This will also give deeper insights the needs and problems of the students, thereby, making them supportive in whatever enterpreneurial activity being implemented.

To parents. The findings of the study will help the parents identify the native recipes that will be made out of the materials found in the locality which they can use to augment their family income.

To researcher. The findings of this study will help the researcher to come up with the native recipes preferable by the respondents in order to produce a salable and

profitable recipes.

To community. This study will be beneficial to the community as it will eventually provide adequate knowledge in making native recipes using the ingredients found in the locality which can be use as an enterprising activity to augment family income.

Scope and Delimitation of the Study

This study focused on the status of the native recipes as entrepreneurial venture of the T.H.E. students in Samar National School. It aimed to come up with the preferred native recipes in order to produce enterprising recipes and recommendations to improve the operation of this activity and to encourage the students to be productive.

This study was limited only to the respondents of Samar National School. The non-teaching personnel which is headed by the principal with a total of 24 respondents , 150 teachers and 370 students from different year levels. The total respondents will be 544.

Furthermore, this study was limited to school year 1999-2000.

Definition of Terms

The following terms are hereunder defined for the purpose of understanding better the textual presentation.

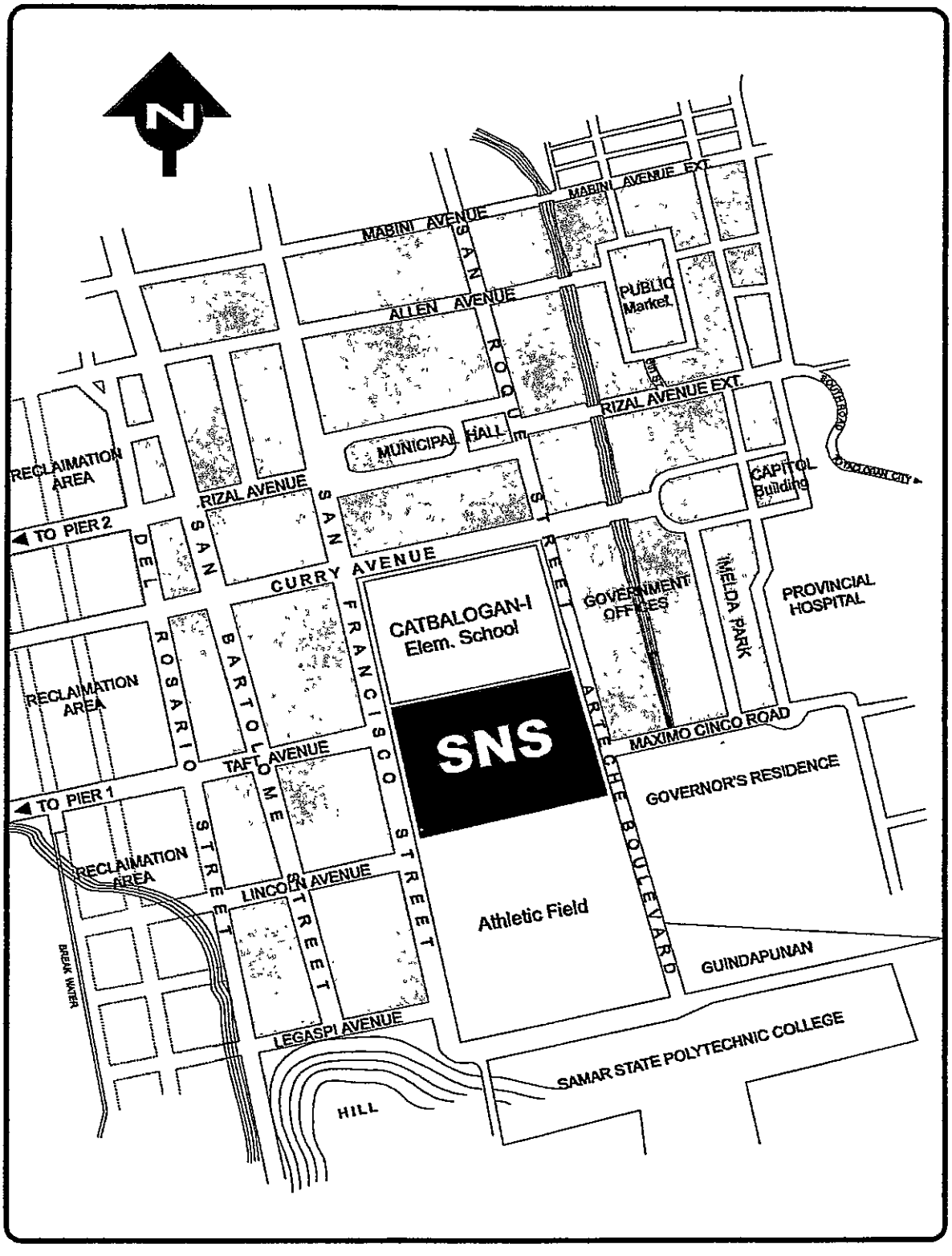

Figure 2. Map of Catbalogan Samar Showing the Research Environment

Banana Fritters. This is made of ripe banana "saba", sliced like a fan, dipped in a butter mixture (flour, egg, and water or evaporated milk) and deep-fat-fried. Serve with white sugar (Ramos, 1977: 309).

Bibingka Galapong. This delicacy is made of well beaten eggs, sugar, rice flour, salt, coconut milk, melted margarine, baking powder, coconut cream and sugar for topping (Ramos, 1977: 174).

Buchi Mongo. This is made of palitao dough, flattened and filled with sweetened red mongo, then deep-fat-fried until golden brown (Fabian, 1969: 107).

Cassava Cake. This recipe is made of grated cassava, mixed with eggs, sugar, thick coconut milk, evaporated milk and melted butter. The mixture is poured into a pan lined with banana leaves. Baked, then apply topping mixture of thick cococnut milk, flour, condensed milk, egg yolks and sprinkled with cheese and baked again until golden brown (De Guzman, et.al., 1990: 94).

Cutchinta. Philippine dessert or snack food made from a steamed wet mixture of ground rice (galapong) sugar and lye. The lye brings about the light brown color of a product (White, 1997: 169).

Entrepreneurship. It is a kind of career a person owns and manages the business (T.H.E. I, 1991: 361-362). In this

study, the term refers to the livelihood activity of the students taking up T.H.E. for their practice of the knowledge and skills acquired in the laboratory at the same time raising fund.

Indigenous Materials. The term refers to native materials or materials originating or occuring naturally in the place or country where found (Webster Dictionary, 1973: 143).

Linupak. This delicacy is made of unriped saba (cooked and pounded), buko, brown sugar to taste and vanilla (white, et.al., 1977: 173). Other recipe uses cassava, buko, sugar, vanilla and margarine.

Native recipes. The term is also called as fancy baking. This is made of cereal either whole or ground sweetened with sugar, mix with coconut and flavoring (Sandoval, 1993: 69-72).

Nutritional Value. The term refers to as the nutrients found in food which are useful to an individual (Guzman, 1986: 4).

Palitao. This recipe is made of rice cake prepared from glutinous rice dough. Small pieces of the dough are shaped into ball, flattened and dropped into boiling water until they float. Doneness is indicated by allowing it to float for a few minutes, wherein the opaque dough is

converted to a translucent mass. It is then drained, coated with sugar, grated coconut and toasted sesame seeds and served as a desert or snack item (Staub, 1982: 343).

Patronize. The term refers to the people who support the product (Nicholes, 1992: 191).

Perception. The term refers to understanding or an idea (Kipper, 1992: 536). As used in this study, it is the way the respondents understand the kind of recipes preferable to them.

Puto. This is made of white, kalinayan, and black glutinous rice (galapong) with thick coconut milk, sugar and baking powder (Culinary Arts 3&4, 1993: 72).

SNS. An acronym which refers to Samar National School.

Sapin-sapin. This recipe is made of rice flout (galapong), white sugar, coconut milk, ubi-pared, boilded mashed and strain, powdered anise (Ramons, 1977: 88).

Salukara. A hot cake in form made of rice flour, sugar and leavened with swett coconut wine "tuba" (Gumban, 1985: 234). (A modified hot cake recipe substituting flour with rice and baking powder with sweet coconut wine or tuba)

Special Masapan. This delicacy is made of pili nuts, condensed milk, butter eggyolk and vanilla (White, et.al., 1997: 173).

Special Moron. This is made of rice flour mixed with

glutinous flour, chocolate, coconut milk, sugar, margarine, toasted peanuts and filled in a melted banana leaves and steamed (Gumban, 1985: 234). A modified recipes.

Status. In this study, it refers to the standing of native recipes as preferred by the respondents (Mc Donald, 1994: 185).

Suman sa Ibus. This recipe is made of malagkit rice (preferably white) thick coconut milk and salt. The mixture is filled in a "buri" tube container and sealed with toothpick (Ramos, 1977: 177).

Suman sa Lihiya. This recipe is made of glutinous rice (malagkit rice) and condiments wrapped in coconut or banana leaves with a rice treated with lye. This is serve with a sweet accompanent called "latik" which is made of brown sugar or panutsa and cococnut milk with anise seeds heated until thick consistency (Ramos, 1977: 299).

Sweet Suman. This recipe is made of glutinous rice with coconut milk (gata) and sugar. Wrapped in leaves of buri or banana leaves and boiled as such (Staub, 1982: 347).

T.H.E. An acronym which refers to Technology and Home Economics.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

A review of related literature and studies revealed that no study has been conducted to investigate the entrepreneurial status of native recipes. The researcher, however, come across some related literature and studies which helped her crystallize the topic of her investigation.

Related Literature

The Philosophical Concept of the New Society's Educational objective number four (4) is focused on productivity which states that the concern of Philippine Education is to produce graduates that will be productivity oriented (Elevazo, 1995: 52).

From this philosophical concept, the researcher drew greater motivation and inspiration to undergo this investigation for the reason that livelihood activity is integrated in the society's educational objective.

According to Capati (1989: 35) there are small and medium enterprises that exists in the country. These enterprises contribute to the country's economy, small enterprises also serve as training ground for talented individuals. Entrepreneurs can combine skills in organizing and managing in the process of developing new types of small

enterprises. Moreover, they can slowly improve their abilities to enable them to organize and manage bigger projects in the future.

One of the many income-generated projects especially in secondary schools is a canteen or cafeteria which Minister Corpuz issued (DECS Memo No.168 S.1980) "Supplementing Guidelines in Cafeteria Management in Secondary Schools" this particular DECS Memorandum was made as the legal basis in the establishment of school canteen and cafeteria in all schools throughout the island regardless of the kind, status or level of schools. Both elementary, secondary and tertiary level have ventured into this particular enterprise.

According to Del Mundo (1987: 3-5) that native recipes exist in the history of Philippine Cuisine. The fact that the foreigners landed in the different parts of the 7,100 islands of the Philippine Archipelago are the main reason why there are pronounced variations in the dishes served in the different areas of the country. the Filipinos who have a knack for adjusting to the new influences and situations were able to imbibe new methods and strategies forced upon them by circumstances. They were able to adopt the foreign ways without discarding —their own. With the available materials found in their environment, the Filipinos in the different regions were able to develop new ways in cooking,

making use of the newly introduced foreign ways in food preparation and cooking side by side with their native ways. From this historical background, it generalizes that innovation were practiced by many Filipinos by using other methods and strategies, substitution of ingredients available without discarding the original one.

The researcher found out, that there are places in the country that are already earning profit through these entrepreneurial activity such as Region I. (Ilocos, La Union, Pangasinan). According to Lazo (1990: 48-49) that families in Region I are engaged in varied income generating activities such as plant/vegetable farming, animal raising, handicraft activities, food business and miscellaneous crafts. These activities are mostly operated on a self-help basis which show that students are self-reliant.

History shows also that there were enterprising individuals who were already successful in their chosen venture such as the story of Socorro Ramos (Fajardo, 1994: 225-226), that she was like Cinderella who started from rags to riches. Her hard work and determination have greatly helped her in reaching her present business position. Now, she is the owner of a multi-million dollar enterprise with about 2,000 employees. This is the National Book Store which has 22 branches, the largest bookstore in the country.

Another successful entrepreneur is Aling Liwayway Ballon (Capati, 1989: 251-254) who owns and manages a small but profitable garments factory specializing in embroidered products. She is a native from Sta, Rosa, Nueva Ecija. The factory provides employment to 25 other employees and sold her products all over Metro Manila and has began to reach markets in Hawaii, Singapore and the Fiji Islands.

Another successful enterprise was the story of Binagol of Leyte (An Interview by the Researcher) last November 18, 1999). The "binagol" started in the year 1965 which was owned by three individuals namely Viatres Flores, Catalino Alvarez, and Sabino Pasagui of Dagami Leyte. The three contributed P50.00 each as their starting capital. In the year 1965 binagol was sold at P9.00 per dozen. As the years passed, the delicacy became popular not only in Leyte but the whole of Region VIII and even use as token to Luzon and Mindanao-who passes by Leyte. Because of its peculiar taste, this unique kind of delicacy became favorites of many and the demand in the market became higher that they have to produce more to supply the demand of the consumer. Now, binagol is sold at P350.00 per dozen.

Another enterprising Filipino is Mr. Jesus Siozon of Leyte, the "Story of Bakya Making of Leyte", (Bouqueta, 1999: 7-22). The couple's bakya making business, was that,

they made millions out of it. They would proudly say their bakya venture was what made the difference in their lives. It was thru their native bakya which posted them on the trade map and launched a bigger company, Tri-Star Furniture, considered as the oldest and most guaranteed furniture shop here. The golden slippers of bakya were a hit when the American forces liberated the Philippine in October 20, 1944. Thousands of them would trooped to their shop along Justice Romualdez Street to buy a pair of the slippers as a present to their love ones as they returned to the U.S. These slippers were made of wood, its heels were hand carved in the form of a nipa but with coconut trees which was polished by a high sheen, used abaca cloth for the straps which were then attached to the wood with brass rivets made from empty beer cans. The bakyas looked like "gold" because its straps were sewn in multi-colored sequins and its beads in floral designs, sparkling and glittering.

In November of 1990, the Siozons and their bakyas enterprise were featured in one of the newspaper in Los Angeles, California, the World Reporter.

During the 50th Leyte Landing in October 20, 1994, one Charles Mosser of U.S.A. was looking for the same wooden sandals whom the Siozons made. These were among the first thing sold by the stores in this city when the fighting was

almost over fifty-five years ago today.

Mosser was assigned as a radio operator in a ship that brought in mails to American Soldiers and was then helping to unload some cargoes when the saw the "golden slippers" which at that time sold at $4.

Another successful enterpreneur is Emma Bermejo a native of Ubanon, Catbalogan, Samar, "the Charito's Pies and Pastries" of Emma Bermejo.

Miss Emma Q. Bermejo started the business at 12 helping her mother doing homemade pastries during Christmas season. For a number of years, they did not have an oven of their own. Before, she remembers assisting her Mom in transporting baking pans from the family kitchen to a nearby bakery in the poblacion. It was only in 1972 when her mother decided to acquire a small oven paying for it in installment terms for P13.00 a day. Demands for her products grew so rapidly that she has to buy a heavy duty oven in 1984 - their first heavy duty oven.

To find her product's niche in the national market, she did not waste time to participate in the marketing programs of the Department of Trade and Industry where she qualified as a regular exhibitor starting from the provincial, to the regional and later to the national trade fairs. It was on one of these fairs in 1989 that her products gained national

recognition as Samar's pride when she was featured on its March 8 issue of Woman Today. She again bagged the Top Seller Firm and the Best Seller Product in the Regional Trade Fair dubbed as Travel Fair Bahandi '96 conducted in Tacloban City, Leyte last June 21-23, 1996.

With the continuing success of her products, Emma does not regret giving up her career in accounting. She took up Bachelor of Science in Business Administration at the National College Business and Arts. In between semesters, she enrolled in the cooking school of Sylvia Reynoso-Gala with the hope of updating herself with the latest techniques of improving her cakes and pastries.

Emma did not stop with the original recipes provided by her mother. She believes that the key to the deliciousness of her pastries is "fresh ingredients and a long patient baking process. While she maintains the "no food coloring and no artificial preservatives" principles, she made her own innovations on areas where her product has to be improved particularly on shelf life, taste and packaging. Only last June 1998, she opened a branch in Tacloban City to cater the demands of her products in the Leyte area. Up to now, Emma has not stopped attending trainings to equipped her with the latest technology in the development of her products.

She has also contributed in the development of her barangay. One of which is the provision of job opportunities to her neighbors. At the start, she only had four (4) workers who were all her relatives. Now has expanded to about thirty-five (35) workers including her Tacloban Branch outlet. Some of these workers are students. Aside from assisting working students in their educational finances, from which, three (3) have graduated college last March 2000. Emma's active involvement in barangay activities has made her a prominent figure with whom her neighbors and relatives can turn to for whatever assistance they might need.

(Lao, Alexander, Letter for Nomination to the President Ramon Magsaysay Outstanding Filipino Worker Award, Ubanon, Catbalogan, Samar).

Related Studies

The various studies which were reviewed by the researcher have in one way or another contributed to the conceptualization of this particular investigation.

In the study conducted by Tadong, (1993) he found out and recommended that income generating projects must be started/implemented with enough funds made available out of a separated fund allocated by institution head. That, trained committed and experienced project teacher-in-charge

must be chosen to manage or implement an income generating project. The Commission on Audit personnel must be cooperative and lenient in the use of funds for smooth operations of an income generating projects and they must be properly maintained and stored. The income from IGP be used directly in the operation and maintenance of income generating projects. He emphasized that only participative and democrative management style be adopted by project implementors or project managers; and Institution Heads must be concerned with the smooth operation that he/she could master. He stressed that, if possible all students especially in the secondary level be involved in the operation of an income generating project, not only to share in the income derived from such projects but to gain actual experience in the conduct of the project which is the most satisfying, gratifying and educational. Project emphasis be based on the category of a particular vocational institutions, i.e., agricultural, trade and fishery to avoid duplication of project across institutions. As far as manufacturing is concerned, quality control is a must to produce the quality and quantity of products as market demands so as to production, emphasis must be given to quality to provide the demanding public the kind and bulk of product they need. He emphasized, that, as far as service

is concerned, school canteen or cafeteria is a must, in all institution regardless of category as it caters to all schools personnel and students. While income generating projects must be able to provide the best satisfying effects to the management, the students and the community. He emphasized further, that income generating projects must provide a lasting and beneficial effects in the work ethics and habits of the students, must provide employable skills to the students as they gain first hand experiences in running the affairs of the project and finally must adopt a sharing a system that will provide the utmost satisfaction to all the people involve in such projects especially the student.

The study of Tadong emphasizes on the status of the IGP in vocational schools in terms of funding, management of the canteen and the involvement of the students in the operation of the IGP to have a productive and gainful project with similarity with the present study which is also emphasized on perception of respondents about the students entrepreneurial projects in terms of respondents patronage of the T.H.E. products to have gainful entrepreneurial venture and also to serve the patron quality products.

Likewise, Alamin's (1997) studies found out that the three groups of respondents were matured enough and have

adequate educational background and professional experiences to understand, analyze and undertake the implementation of income generating projects in their respected schools. That there is still an urgent need for dedicated personnel and teachers to be more conscious in the implementation and improvement of income generating projects. That, the students, claimed that they were only slightly aware of the income generating projects of their school. That there is no proper reporting and dissemination of the income generating projects to school population. The effective implementation of the income generating project is hampered by lack of essential tools and equipment. That there is a need to cope up with proper records to be able to show whether the projects are profitable or not.

She concluded that teachers who are assigned to manage income generating projects should provide an effective means of disseminating information to make the school population and community aware of the existing projects of the school. 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 and there should be financial support for projects. The administration should provide funding for income-generating projects especially the canteen and other

entrepreneurial activities as there are instructional activities. More supervision and monitoring should be conducted on IGP projects so that teachers should exert more efforts to make projects profitable. Finally, the school should send teachers to in-service training to improve their competencies in handling projects.

The present study and that of Alamin both deals on evaluation of IGP in T.H.E. in vocational school while the present study deals on the evaluation of native recipes preferable to the respondents that will be the basis for the profitability of entrepreneurial activity in T.H.E.

Vista (1991) in her study found out that there is great demand for RTW garments in Catbalogan as evidenced by the responses of both the consumers and business establishments, 86.77 percent of the consumers thought the demand is great while 91 percent strainers deemed likewise. As revealed in the projection chart the demand has an up going trend.

Vista's study has similarity with the present study on evaluation of a particular project RTW as Income Generating Project (IGP) of the Garment's department while the present study is on native recipes as entrepreneurial activity of the T.H.E. in SNS.

The study of Jamira, (1997) revealed that the food items from unripe saba flow such as: saba choco milk candy,

saba kasuy nuts, raising bar and saba polvoron were accepted as to appearance, aroma, flavor and general acceptability.

Based on the findings and conclusions, she recommended that consumers should be encouraged to make use of unique saba flour into different food items for the family. Thus, the production of these food should be encouraged especially to housewives in order to augment their family income.

Similar study is the study of Manero (1997) found out that food products from bika as dessert is highly acceptable by the respondents. Therefore, the production of these dessert items should be encouraged especially to housewives so as to provide their families an extra provision of food item at meal time and also to augment family income.

Another similar study is the study of Baldomaro, (1996) found out that there was no significant difference of the different formulation of butter cake in terms of: external qualities include, shape, volume and color of crust; internal qualities to include tenderness, silkness, grain and crumb color; flavor and texture; acceptability and shelf life.

Based on the findings of the study, the following conclusions were drawn:

1. Butter cake with 100 percent cake flour (D_1) still excel in the ratings. The seven (7) formulations of butter

cakes differed in terms of criteria. Butter cake D had the best sensory qualities both internal and external since it met the standards for a good quality butter cake. These formulations using 25 percent both the banana and sweet potato flour ranked second and butter cake with 75 percent banana and sweet potato flour ranked as the last since it had the rating which falls under the criteria of the least quality.

For acceptability, the butter cakes which received higher ratings were the most acceptable to panel of tasters. The formulations of butter cake with 25 percent banana and sweet potato flour were more acceptable to the panel compared to butter cake with 75 percent banana and sweet potato flour which were slightly liked by the panelists.

Among the recommendations of the study is the suggestion that there must be concerted efforts of the government, farmers, teachers and students to mass produce sweet potato and banana flour and to ensure that they are available to households. The school must create awareness of the existence of the flour substitute and to conduct research focusing on inexpensive but nutritious local ingredients.

Jamira's, Manero's and Baldomaro's study bears similarity of the present study on the evaluation of the

particular food products acceptable by the respondents while the present study is on the evaluation of the native recipes preferable by the respondents.

The study of Veloso, (1995) revealed that consumers attach economic importance to sweet potato quality. Both urban and rural consumers were responsive to changes in quality, characteristics. The price paid by the rural consumers is affected significantly by age of consumers and sweet potato characteristics such as color, shape and starch content while for urban consumers, price paid strongly influenced by color, shape protein, starch, sugar and crude fiber content. The Chi Square Test confirmed the significant differences in the estimated price and quality relationship between urban and rural consumers. Among income classes, low-income consumers became more discriminating than high-income consumers.

Veloso's study bears similarity with the present study on determining the prices for characteristics that define quality of sweet potato at the consumer's level while then present study is on determining the kind of native recipes preferable to patrons.

Amistoso (1995) in her study found out that processing of sweet potato catsup is feasible, and it is relatively cheaper compared to the leading brands; in leyte, as well as

in the whole region, the demand of catsup exceeds the amount supplied by the catsup plants in the neighboring region hence suppliers from as far a Luzon and Mindanao are also serving the region; there is a brighter future fro the catsup industry partly due to its increasing consumption brought about by the increasing prefercence for convenient food itens to suit the changing needs and lifestyle of the Filipino people.

Amistoso's study has similarity with the present study on the preference of the respondents on catsup made of sweet potato with other brands while the present study is on the preference of the respondents on native recipes.

The study of De los Reyes, (1993) revealed that five styles used to canned tahong were all acceptable and fit for human consumption, since the bacterial count was less than thirty (30). Therefore, the five styles used in canning in Tomato Sauce, Tahong in Sweet and Sour Sauce, and Tahong in French Styles) are appropriate in canning tahong in commercial scale. The findings provided the necessary insights and information in the formulation of a Manual for Canning Tahong. The manual can now serve as an entry point in the operation of tahong canning plant/factory leading to the development of tahong caning industry in the province of Samar.

Delos Reyes study has similarity with the present study on the acceptability of the five styles used to canned tahong to the consumers while the present study is on the acceptability of the native recipes to the respondents.

Another similar study is the study of Dagoy, (1999) revealed that women cooperators of the econolivelihood projects were mostly middle-aged adults, had average-sized families, were elementary graduates and earning below poverty level. Women's aspirations were for sufficient food, good health, education for their children and decent employment. They had moderate to liberal orientation of work-role related beleifs. enterpreneurial characteristics were "average" to "below average", and were concentrated on project initiation, production, management, keeping income, expansion of sales, enterprise ands product development. The types of econolivelihood projects engaged in by women were the traditional industries utilizing local raw materials and non-traditional industries that adapt to local conditions and the perceived relative advantage. Their involvement in ecolivelihood projects was associated with household income, enterprenuerial characteristics, type of ecolivelihood project, age, number of children, income and work-role related beliefs. They perceived their enterpreneurial role to earn income for the basic needs of their families as very important.

Dagoy's study runs parellel to the present study on the perception of the respondents on the ecolivelihood projects while the present study is on the entrepreneurial project of the students.

Chapter 3

METHODOLOGY

This chapter presents the sources of data, the data gathering and its procedure, instruments used and the statistical treatment of the data.

Research Design

This study employed the normative-descriptive research method using the questionnaire as the main instrument in gathering the needed data. This was supplemented by documentary analysis and interview.

Instrumentation

The questionnaire. The questionnaire was the principal instrument used in the study. Two sets of questionnaire was conducted by the researcher for the three group of respondents; for the non-teaching personnel, teachers, and for the students. This has two major parts. Part I is the Personal Information of the respondents and Part II is the Questionnaire Proper which is broken down into three sub-parts as follows: a) On the list of recipes being preferred by the respondents; b) On the problems encountered; c) On the suggested solution to the problems. This was constructed by the researcher after a careful analysis of

the problems to determine the information desired. The researcher came up with the questionnaire only after reading different related literature and studies. The queistionnaire was so formulated to enable the respondents to answer the questions with ease and facility. Instructions were adequately provided to avoid uncertain answers from the respondents.

As soon as the questionnaire were ready, they were submitted for validation to ensure reliability, objectivity and understandibility. Concerned with the validity of the instrument, the researcher subjected her questionnaire to a dry-run. The questionnaire for the non-teaching personnel and teachers were tried out among the graduate students taking master of arts in Home Economics in Samar State Polytechnic College and the questionnaire for the students was tried out among the third year high school students taking up Food Trades of the same school. Comments and suggestions were looked into, analyzed and integrated into the questionnaire.

Final draft of the questionnaire was submitted to the adviser for the approval. Then, it was reproduced in sufficient number of copies for distribution to the actual respondents of the study.

Documentary Analysis. Documentary analysis was

resorted to enrich the data gathering. Records of the non-teaching personnel' and teachers' personal and educational data were availed in the office of the EMIS (Educational Management Information System) of Samar National School, were studied and analyzed.

Sampling Procedure. No sampling procedure was used to obtain data from the group of 24 non-teaching personnel and 150 teachers as all of them were respondents in the study.

In determining the sample size n, for the students' group, the Sloven's formula was employed:

$$n = \frac{N}{1+Ne^2} \quad ,$$

Where n refers to the sample size, N refers to the total head count of the target group, e refers to the margin of error which is set at .05 in this study (Downie and Health, 1974) of the total enrolment in SNS who were involved in the study of 370 students was made as respondents and the study was limited to school year 1999-2000.

For the students, a random sampling procedure was used by taking as samples the first 20 students who first enter the T.H.E. class.

Data Gathering

The researcher prepared a letter requesting permission to field the questionnaire. The questionnaire for the non-teaching personnel and teachers was personnaly fielded by the researcher in SNS as the research environment of the study. In as much as the research environment of the researcher is where the researcher teaches and of being cooperative of the respondents, the retrieval of the questionnaires was one hundred percent.

In the case of the students, questionnaire was fielded personally to the T.H.E. classes with the permission and assistance of the T.H.E. subject teachers.

Unstructured interview was resorted to verify and crosscheck the data from the questionnaire. The questionniare was used as the guide for the interview. Opinions regarding the problems were solicited and their suggestions sought and taken.

Observation was made to obtain an insight into the preferences of the respondents on the native recipes involved in the study. Observation was made also to validate the veracity of the answers to some questions, through actual observation in the school canteen.

Statistical Treatment of Data

After the data were collected they were tallied

tabulated, analyzed and statistically treated to facilitate analysis and interpretation. Some of the statistical measures that were applied are frequency count, weighted mean, one-way analysis of variance (ANOVA) of F-test, the Duncan's New Multiple Range Test (DNMRT) on the Scheffe's Test was resorted where the F-value was significant.

Frequency Count was used to determine the number of responses under each of the five-point scale. The frequencies which were tallied in the master sheet and were multiplied by the corresponding weight under each column for the numerical scale to get the weighted frequencies. To obtain the weighted mean, the total weighted mean, the total frequency and each weighted mean was divided by the total weighted frequency and each weighted mean were interpreted using the following legend of interpretation to measure the extent are native recipes preferable to the respondents.

4.51 - 5.00	Extremely Preferred	(EP)
3.51 - 4.50	Highly Preferred	(HP)
2.51 - 3.50	Moderately Preferred	(MP)
1.51 - 2.50	Slightly Preferred	(SP)
1.00 - 1.50	Not Preferred	(NP)

To measure the extent to which the respondents felt the problems encountered relative to native recipes as

entrepreneurial venture of Technology and Home Economics in Samar National School, the following descriptive and numerical scales were developed:

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

To measure the extent to which they agree with the suggested solutions, the following descriptive and numerical scales are arbitrary developed by the researcher to suit the purpose of this study.

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

For the purposes of determing significant difference among perceptions of the three categories of respondents represented by symbol X_1, X_2, X_3, on the extent are native recipes preferable to the respondents, the Analysis of Variance (ANOVA) for One Way Classification was used. The formulas utilized in the analysis (Popham and Sirotmik, 1973: 166-170).

Computational Formula for One-Way ANOVA

Source of Variation (S.V.)	Degrees of Freedom	Sum of Squares (SS)	Mean Squares (MS)	Computed F
Between Groups	k - 1	$SSB = \Sigma \frac{\Sigma X2}{ng} - CF$	$MSB = \frac{SSB}{k-1}$	$Fc = \frac{MSB}{MSW}$
Within Groups	N-k	$SSW = \Sigma\Sigma X2 - CF$	$MSB = \frac{SSW}{N-K}$	
Total	N-1	$SST = \frac{\Sigma Xij2}{n} - CF$		

where: k refers to the number of groups compared

ng refers to the number of cases/subjects in the group

N refers to the total number of cases

X is a random variable which refers to the responses of the respondents

CF refers to the correlation factor of the values equal to $\frac{(\Sigma X)2}{n}$

The computed F-value, symbolized by Fc were compared with the critical value of F at a = .05 with k-1 and N-K degrees of freedom. If Fc proved to be greater than or equal to the critical F value, the corresponding null hypothesis was rejected. Otherwise, the hypothesis was

accepted.

For the hypothesis rejected with the use of One-Way ANOVA, further tests were administered for comparing the group means and identify where the significant difference(s) lie(s) with the use of Scheffe's test, Fij (Popham and Sirotnki, 1973: 166-170).

The following formula for Scheffe's test were used:

$$F_{ij} = \frac{[\ \bar{X}i\ -\ \bar{X}j\ ]^2}{Sw^2\ (\frac{1}{n_1}\ +\ \frac{1}{n_2})}$$

where: Fij refers to the computed Scheffe's F-value

Xi refers to the mean of group i

Xj refers to the mean of group j

Sw refers to the computed mean square value from the ANOVA table

ni refers to the number of cases for group i

nj refers to the number of cases for group j

The computed Fij' was computed to the critical F'value = (k-1_ (critical F value at a = .05 and df1 = k-1 and df2 = N-K). The former was compared to the latter and if proved to be greater, the corresponding difference between group means was evaluated as significant. Otherwise, it was evaluated not significant.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data including its analysis and interpretation. Included in this chapter are: 1) profile of the respondents, 2) native recipes preferred by the respondents, 3) problems encountered and the corresponding solutions suggested by the respondents, and 4) test of hypothesis.

Profile of the Student-Respondents

This portion discusses the profile of the THE students in terms of their age and sex, and average family income per month.

Age and sex. Table 1 shows the age and sex distribution of the student-respondents from Samar National School. As shown by this table, majority of them, that is, 247 out of 370 or 66.00 percent belonged to the age bracket of 15-17 years, followed by those who were 12-14 years and 18-20 years with 95 out of 370 or 25.68 percent and 28 out of 370 or 7.57 percent, respectively. In general, the THE students who were involved in the study clustered around the average age of 15.46 years with a standard deviation of 1.64 years. This indicates that the norm of the age distribution of the student respondents ranged from 13.82 years old to

Table 1

Age and Sex Distribution of the Student-Respondents

Age (in years)	Sex		Total	Percent
	Male	Female		
18 - 20	16	12	28	7.57
15 - 17	57	190	247	66.76
12 - 14	28	67	95	25.68
Total	101	269	370	100%
Percent	27.30	72.70	100%	-
Mean	15.33 yrs.	15.39 yrs.	15.46 yrs.	-
SD	1.49 yrs.	1.51 yrs.	1.64 yrs.	

17-10 years old.

Furthermore, it can be gleaned from Table 1 that majority of the student-respondents were female as evidenced by the fact that there were 269 females out of 370 or 72.70 percent while there were 101 males out of 370 or 27.30 percent. This implies that the females dominated the student-respondents' group.

Average Family Income Per Month. As shown in Table 2, majority of the student-respondents had average family income per month ranging from P10,000 to P14,999.00 per month with 214 students out of 370 or 57.84 percent. This

Table 2

Profile of the Student-Respondents Based on Average Family Income Per Month

Monthly Income (in pesos)	Number	Percent
P 30,000.00 - P 34,999.00	33	8.92
P 25,000.00 - P 29,999.00	17	4.59
P 20,000.00 - P 24,999.00	31	8.38
P 15,000.00 - P 19,999.00	75	20.27
P 10,000.00 - P 14,999.00	214	57.84
Total	370	100%
Mean	16,823.82	-
SD	6,392.98	-

was followed by P15,000.00 to P19,999.00 with 75 students out of 370 or 20.27 percent. The least number of them, that is 17 students out of 370 or 4.59 percent had average family income which ranged from P25,000 to P29,999.00. The average family income per month of this group was posted at P16,823.82 with a standard deviation of P6,392.98. This indicates that the norm of their income falls within P10,430.84 to P23,216.80. Thus, the students' family income exceeded the poverty threshold set by NEDA in 1995 which was pegged at P5,000.00 per month, indicating that the student-respondents' family can afford the basic needs of its family

member like food, clothing,shelter as well as education.

Profile of the Teacher-Respondents

This section of the chapter discusses the profile of the THE teachers from SNS who were involved in this study, regarding the following: 1) age and sex, 2) civil status, 3) educational attainment, 4) length of service, 5) in-service trainings attended, and 6) average family income per month.

Age and Sex. As gleaned from Table 3, the highest number of teacher-respondents, with 38 out of 150 or 35.33 percent belonged to the age bracket of 40-44 years followed by those who were between 35-39 years and 45-49 years with 29 teachers out of 150 or 19.33 percent. Meanwhile, only one teacher out of 150 or 0.67 percent belonged to the age bracket of 60-64 years. The average age of the teachers involved in this study was pegged at 41.50 years with a standard deviation of 8.49 years, indicating that the norm of their age distribution was between 33.01 years to 49.99 years.

Moreover, Table 3 shows that majority of the teachers were females. This is supported by the fact that there were 109 teachers or 72.67 percent who were females while there were 41 teachers or 27.33 percent who were males.

Civil Status. The civil status of the teacher-

Table 3

Age and Sex Distribution of the Teacher-Respondents

Age (in years)	Sex		Total	Percent
	Male	Female		
60 - 64	-	1	1	0.67
55 - 59	5	7	12	8.00
50 - 54	3	8	11	7.33
45 - 49	5	24	29	19.33
40 - 44	11	27	38	25.33
35 - 39	10	19	29	19.33
30 - 34	2	11	13	8.67
25 - 29	5	12	17	11.33
Total	41	109	150	100%
Percent	27.33	72.67	100%	-
Mean	41.63 yrs.	41.45 yrs.	41.50 yrs.	-
SD	8.83 yrs.	8.40 yrs.	8.49 yrs.	

respondents is presented in Table 4, where it was shown that majority of them, that is, 134 out of 150 or 89.33 percent were married and there were only 16 out of 150 or 10.67 percent who were single.

Educational Attainment. Presented in Table 5 are data on the educational attainment of the teachers involved in the study. As presented, most of these teachers with 93 out of 150 or 62.00 percent were baccalaureate degree holders with units in the masteral level. Furthermore, 28 teachers

Table 4

Profile of the Teacher-Respondents in Terms of Civil Status

Civil Status	Number	Percent
Single	16	10.67
Married	134	89.33
Total	150	100%

or 18.67 percent were baccalaureate degree holders, 22 teachers or 14.67 percent have completed their academic requirements for the masteral level and seven teachers or 4.67 percent were full-pledged MA/MS holders. The data indicates that the teachers involved in the study pursue professional growth by enrolling in the graduate level.

Length of Service. The data shown in Table 6 pertain to the length of service of the teachers involved in the study. As gleaned from the said table, the highest number of the teachers had been in the service for 10-14 years inasmuch as 47 teacher out of 150 or 31.33 percent belonged to this range. This was followed by those who had been in the service for 5-9 years and 20-24 years with 29 teachers or 19.33 percent and 28 teachers or 18.67 percent, respectively. The least number of this teachers, that is,

Table 5

Profile of the Teacher-Respondents in Terms of Their Educational Attainment

Educational Attainment	Number	Percent
MA/MS	7	4.67
MA/MS (CAR)	22	14.67
BS with MA/MS units	93	62.00
Baccalaureate (AB/BS)	28	18.67
Total	150	100%

five teachers or 3.33 percent had been in the service for 35-39 years. On the whole, the distribution of the teacher-respondents relative to their length of service clustered around the mean value of 14.33 years with a standard deviation of 7.96 years, indicating that the norm of their service in teaching was between 6.37 to 22.29 years. This implies that in general teachers from SNS who were involved in this study had been teachers for at least five years.

In-Service Trainings Attended. relative to the trainings attended by their group of respondents, Table 7 shows that most of the trainings attended by the teachers were in the regional level. This supported by the fact that all of them were able to attend trainings in this level.

Table 6

Profile of the Teacher-Respondents in Terms of Their Length of Service

Length of Service (in yrs.)	Number	Percent
35 - 39	5	3.33
30 - 34	-	-
25 - 29	8	5.33
20 - 24	28	18.67
15 - 19	20	13.33
10 - 14	47	31.33
5 - 9	29	19.33
0 - 4	13	8.67
Total	150	100%
Mean	14.33 yrs.	-
SD	7.96 yrs.	-

This was followed by trainings in the division level, school level, and national level with 121 teachers or 80.67 percent, 63 teachers or 42.00 percent and 27 teachers or 18.00 percent respectively. The data indicated that the teachers involved in the study need trainings from the school and national levels.

Average family income per month. Presented in Table 8 are data relative to the average family income of the teachers involved in the study. Majority of the teacher-respondents with 82 teacher or 54.67 percent had family income from P15,000 to P19,999.00 followed by those who had family income of P10,000.00 to P14,999.00, with 31 teachers

Table 7

In-Service Trainings Attended by the Teacher-Respondents

Level of Training	Number	Percent
National	27	18.00
Regional	150	100.00
Division	121	80.67
School	63	42.00

or 20.67 percent. In general, the distribution of the average family income of teacher posted a mean of P18,932.83 with a standard deviation of P5,626.42. This indicates that the norm of the distribution is between P13,306.41 to P24,559.25 which implies that the teachers from SNS who were involved in study had family income exceeded the poverty threshold set by NEDA in 1995 which was pegged at P5,000.00 per month. Therefore, the teachers involved in the study were capable of providing the basic needs of their family members.

Profile of the Non-Teaching Personnel Respondents

The personal and the professional background of the non-teaching personnels were included in this study, to wit:

Table 8

Profile of the Student-Respondents Based on Average Family Income Per Month

Monthly Income (in pesos)	Number	Percent
P 30,000.00 - P 34,999.00	11	7.33
P 25,000.00 - P 29,999.00	15	10.00
P 20,000.00 - P 24,999.00	11	7.33
P 15,000.00 - P 19,999.00	82	54.67
P 10,000.00 - P 14,999.00	31	20.67
Total	150	100%
Mean	18,932.83	-
SD	5,626.42	-

age and sex, civil status, educational attainment, length of service, in-service trainings attended and average family income per month. These indicators are herein presented in this section.

Age and Sex. As presented in Table 9, the highest number of non-teaching personnel that is, five out of 24 or 20.83 percent belonged to the age bracket of 30-34 years. This was followed by four non-teaching personnel or 16.67 percent who were between 40-44 years of age and 55-59 years of age. On the other hand, one non-teaching personnel or 4.17 percent was between 25-29 years and 60-64 years. Thus,

Table 9

Age and Sex Distribution of the Non-Teaching Personnel-Respondents

Age (in years)	Sex		Total	Percent
	Male	Female		
60 - 64	-	1	1	4.17
55 - 59	3	1	4	16.67
50 - 54	3	-	3	12.50
45 - 49	1	1	2	8.33
40 - 44	1	3	4	16.67
35 - 39	3	1	4	16.67
30 - 34	3	2	5	20.83
25 - 29	1	-	1	4.17
Total	15	9	24	100%
Percent	62.50	37.50	100%	-
Mean	43.33 yrs.	43.67 yrs.	43.46 yrs.	-
SD	10.60 yrs.	10.31 yrs.	10.27 yrs.	

the age distribution of the non-teaching personnel-respondents concentrated on the mean value of 43.46 years and a standard deviation of 10.27 years, indicating that the norm of the distribution was between 33.19 years to 53.73 years.

Moreover, the data in Table 9 shows that majority of

the non-teaching personnel involved in the study were males as evidenced by the fact that out of 24, 15 or 62.50 percent were of this and nine or 37.50 percent were females.

Civil Status. As gleaned from Table 10, majority of the non-teaching personnel-respondents were married, with 20 or 83.33 percent while four of them or 16.67 percent were single.

Educational Attainment. As regards this data, it can be seen from Table 11 that out of 24 administrators, majority of them, that is, 14 out of 24 or 58.33 percent were baccalaureate degree holders. Moreover, five of them or 20.83 percent were undergraduate, two or 8.33 percent were AB/BS with masteral units, one or 4.17 percent was MA/MS, MA/MS with units in the Ph.D./Ed.D. and one was a full-pledged Ph.D./Ed.D. degree holder. This implies that

Table 10

Profile of the Non-Teaching Personnel-Respondents in Terms of Civil Status

Civil Status	Number	Percent
Single	4	16.67
Married	20	83.33
Total	24	100%

Table 11

Profile of the Non-Teaching Personnel- Respondents in Terms of Their Educational Attainment

Educational Attainment	Number	Percent
Ph.D./Ed.D.	1	4.17
MA/MS with Ph.D./Ed.D. units	1	4.17
MA/MS	1	4.17
BS/AB with MA/MS units	2	8.33
Baccalaureate (AB/BS)	14	58.33
Undergraduate	5	20.83
Total	24	100%

as regards to the educational attainment, the non-teaching personnel involved in the study were widely disposed in the sense that some have not even finished a degree while there were those who have Ph.D. units or a Ph.D. degree holder.

Length of Service. Shown in Table 12 are data on the length of service of the non-teaching personnel. Out of the 24 non-teaching personnel who were involved in the study, seven or 29.17 percent had been in the service for 10-14 years followed by four non-teaching personnel or 16.67 percent who had been in the service for 15-19 years and 20-24 years. Moreover, one non-teaching personnel or 4.17 percent had been in the service for 25-29 years. In

Table 12

Profile of the Non-Teaching Personnel Respondents in Terms of Their Length of Service

Length of Service (in yrs.)	Number	Percent
35 - 39	3	12.50
30 - 34	-	-
25 - 29	1	4.17
20 - 24	4	16.67
15 - 19	4	16.67
10 - 14	7	29.17
5 - 9	3	12.50
0 - 4	2	8.33
Total	24	100%
Mean	16.79 yrs.	-
SD	10.05 yrs.	-

general, the distribution of the length of service of this group of respondents clustered around the mean value of 16.79 years with a standard deviation of 10.05 years which indicated that the norm was between 6.74 years to 26.84 years.

In-Service Trainings Attended. Relative to trainings attended, Table 13 shows that all administrators or 100 percent had attended trainings at the regional level. Meanwhile, 21 administrators or 87.50 percent had attended training at the national level, 17 of them or 70.83 percent attended trainings at the division level and only six or

Table 13

In-Service Trainings Attended by the Non-Teaching Personnel-Respondents

Level of Training	Number	Percent
National	21	87.50
Regional	24	100.00
Division	17	70.83
School	6	25.00

25.00 percent attended trainings at the school level. The data suggest that the trainings attended by the administrators were sufficient, only the more trainings at the school level must be conducted.

Average Family Income per month. Relative to family income per month, it can be noted from Table 14 that majority of these non-teaching personnel had family income of P10,000.00 to P14,999.00. This is evidenced by the fact that in this income bracket, 15 non-teaching personnel or 62.50 percent signified to have this income. Meanwhile one administrator or 4.17 percent signified to have an income of P25,000.00 to P29,999.00 and P20,000.00 to P24,999.00. Consequently, the average family income of the non-teaching personnel who were involved in the study concentrated on the

Table 14

Average Family Income Per Month of the Non-Teaching Personnel-Respondents

Family Income Per Month	Number	Percent
P 30,000.00 - P 34,999.00	4	16.67
P 25,000.00 - P 29,999.00	1	4.17
P 20,000.00 - P 24,999.00	1	4.17
P 15,000.00 - P 19,999.00	3	12.50
P 10,000.00 - P 14,999.00	15	62.50
Total	24	100%
Mean	17.499.50	-
SD	7,801.89	-

mean value of P17,499.50 with a standard deviation of P7,801.99. This indicated that the norm of their family income per month ranged from P9,697.61 to P25,301.39. Thus, the non-teaching personnel-respondents' average family income per month exceeded the 1995 poverty threshold set by NEDA at P5,000.00, indicating that they can provide the basic needs of their family members - food, clothing, shelter and education.

Native Recipes Prepared by THE Students and the Extent to which they are Preferred by the Respondents

The native recipes prepared by the THE students were

determined in this study. Furthermore, the extent to which these were preferred by the: non-teaching personnel, teachers and students were elicited using the scales of 5,4,3,2,1 for extremely preferred (EP), highly preferred (HP), moderately preferred (MP), slightly preferred (SP) and not preferred (NP), respectively. The responses of the respondents are herein presented.

Non-Teaching Personnels' Preferences. Presented in Table 15 are the list of native recipes prepared by THE students and the extent to which they are preferred by the non-teaching personnel. As shown in the said table, five out of 15 recipes were "extremely preferred" by the non-teaching with the weighted means of 5.00, 4.88, 4.75 and 4.71. These corresponded to the following: "suman sa lihiya", "cuchinta", "buchi mengo", "cassava cake", and "special masapan", respectively. On the other hand, eight recipes were "highly preferred" by this group of respondents where the highest weighted mean of 4.46 corresponded to two recipes, namely: 1) palitao, and 2) special moron while the lowest weighted mean of 4.08 was for "suman sa ibus". Moreover, the remaining two recipes obtained ratings which belonged to the "moderately preferred" range, as follows: "sapin-sapin" = 3.21 and "salukara" = 3.50. As a whole, the non-teaching personnel respondents "highly preferred" native

Table. 15

Native Recipes Prepared by THE Students and the Extent to Which they are Preferred by the Non-Teaching Personnel-Respondents

Native Recipes	Responses					Total	Weighted Mean/ Interpretation	
	5 (EP)	4 (HP)	3 (MP)	2 (SP)	1 (NP)			
1. Puto	(55)	(28)	(18)	-	-	(101)		
	11	7	6	-	-	24	4.20	HP
2. Cuchinta	(105)	(12)	-	-	-	(117)		
	21	3	-	-	-	24	4.88	EP
3. Suman sa Ibus	(45)	(24)	(18)	(4)	(1)	(98)		
	9	6	6	2	1	24	4.08	HP
4. Suman sa Lihiya	(120)	-	-	-	-	(120)		
	24	-	-	-	-	24	5.00	EP
5. Sweet Suman	(65)	(24)	(9)	(4)	-	(102)		
	13	6	3	2	-	24	4.25	HP
6. Cassava Cake	(100)	(8)	(6)	-	-	(114)		
	20	2	2	-	-	24	4.75	EP
7. Linupak	(40)	(48)	(9)	(2)	-	(99)		
	8	12	3	1	-	24	4.13	HP
8. Sapin-sapin	(25)	(12)	(27)	(12)	(1)	(77)		
	5	3	9	6	1	24	3.21	MP
9. Special Masapan	(85)	(28)	-	-	-	(113)		
	17	7	-	-	-	24	4.71	EP
10. Palitao	(90)	(8)	(6)	(2)	(1)	(107)		
	18	2	2	1	1	24	4.46	HP
11. Special Moron	(90)	(8)	(6)	(2)	(1)	(107)		
	18	2	2	1	1	24	4.46	HP
12. Bibingkang Galapong	(35)	(36)	(15)	(4)	(1)	(91)		
	7	9	5	2	1	24	3.79	HP

Table 15 cont'd.

13. Salukara	(30)	(20)	(27)	(6)	(1)	(84)		
	6	5	9	3	1	24	3.50	MP
14. Banana Fritters	(40)	(48)	(9)	(2)	-	(99)		
	8	12	3	1	-	24	4.12	HP
15. Buchi Mongo	(105)	(12)	-	-	-	(117)		
	21	3	-	-	-	24	4.88	EP
Grand Total	-	-	-	-	-	-	64.42	-
Grand Mean	-	-	-	-	-	-	4.29	HP

Legend:

4.51 - 5.00	-	Extremely Preferred	(EP)
3.51 - 4.50	-	Highly Preferred	(HP)
2.51 - 3.50	-	Moderately Preferred	(MP)
1.51 - 2.50	-	Slightly Preferred	(SP)
1.00 - 1.50	-	Not Preferred	(NP)

recipes prepared by the THE students inasmuch as the grand mean was posted at 4.29, indicating that the assessment of the non-teaching personnel regarding these native recipes was highly favorable.

Teacher's Preferences. Relative to the preferences of the teachers involved in the study, Table 16 shows that out of the 15 listed recipes, ten were "highly preferred" while five were "moderately preferred" by this group. Among those that were "highly preferred", "special masapan" obtained the highest rating of 4.32 followed by: "buchi mongo" with 4.11 and "special moron" with 4.02. Meanwhile, "salukara" got the lowest rating of 3.59. Furthermore, the following five

Table 16

Native Recipes Prepared by THE Students and the Extent to Which they are Preferred by the Teacher-Respondents

Native Recipes	Responses 5 (EP)	4 (HP)	3 (MP)	2 (SP)	1 (NP)	Total	Weighted Mean/ Interpretation	
1. Puto	(190)	(192)	(114)	(36)	(7)	(539)		
	38	48	38	18	7	149	3.62	HP
2. Cuchinta	(155)	(152)	(147)	(40)	(11)	(505)		
	31	38	49	20	11	149	3.39	MP
3. Suman sa Ibus	(110)	(124)	(129)	(58)	(25)	(446)		
	22	31	43	29	25	150	2.97	MP
4. Suman sa Lihiya	(525)	(52)	(36)	(28)	(6)	(647)		
	105	13	12	14	6	150	4.31	HP
5. Sweet Suman	(200)	(148)	(108)	(46)	(14)	(516)		
	40	37	36	23	14	150	3.44	MP
6. Cassava Cake	(310)	(140)	(75)	(36)	(10)	(571)		
	62	35	25	18	10	150	3.81	HP
7. Linupak	(175)	(72)	(150)	(60)	(16)	(473)		
	35	18	50	30	16	149	3.17	MP
8. Sapin-sapin	(125)	(60)	(78)	(70)	(48)	(381)		
	25	15	26	35	48	149	2.56	MP
9. Special Masapan	(510)	(84)	(21)	(20)	(9)	(644)		
	102	21	7	10	9	149	4.32	HP
10. Palitao	(325)	(112)	(87)	(28)	(14)	(566)		
	65	28	29	14	14	150	3.77	HP
11. Special Moron	(295)	(212)	(63)	(32)	(1)	(603)		
	59	53	21	16	1	150	4.02	HP
12. Bibingkang Galapong	(245)	(176)	(99)	(22)	(11)	(553)		
	49	44	33	11	11	148	3.74	HP

Table 16 cont'd.

13. Salukara	(220)	(144)	(114)	(46)	(7)	(531)		
	44	36	38	23	7	148	3.59	HP
14. Banana Fritters	(195)	(192)	(99)	(60)	-	(546)		
	39	48	33	30	-	150	3.64	HP
15. Buchi Mongo	(345)	(208)	(33)	(26)	(5)	(617)		
	69	52	11	13	5	150	4.11	HP
Grand Total	-	-	-	-	-	-	54.46	-
Grand Mean	-	-	-	-	-	-	3.63	HP

Legend:

4.51 - 5.00	-	Extremely Preferred	(EP)
3.51 - 4.50	-	Highly Preferred	(HP)
2.51 - 3.50	-	Moderately Preferred	(MP)
1.51 - 2.50	-	Slightly Preferred	(SP)
1.00 - 1.50	-	Not Preferred	(NP)

recipes were "moderately preferred" arranged according to their weighted means: 1) "sweet suman", 2)"cuchinta"", 3) "linupak", 4) "sapin-sapin", and 5) "suman sa ibus", with weighted means of 3.44, 3.39, 3.17, 2.56, and 2.97, respectively. Consequently, the grand mean of the responses of the teachers involved in the study was posted at 3.63, indicating that like the non-teaching personnels, the teachers highly preferred the native recipes prepared by the THE students. This implies that their assessments of these recipes were also favorable.

Students' Preferences. The data shown in Table 17 pertain to the preferences of the students relative to the

Table 17

Native Recipes Prepared by THE Students and the Extent to Which they are Preferred by the Students Themselves

Native Recipes	Responses 5 (EP)	4 (HP)	3 (MP)	2 (SP)	1 (NP)	Total	Weighted Mean/ Interpretation	
1. Puto	(655)	(376)	(219)	(84)	(30)	(1364)		
	131	94	73	42	30	370	3.69	HP
2. Cuchinta	(420)	(388)	(249)	(144)	(34)	(1235)		
	84	97	83	72	34	370	3.34	MP
3. Suman sa Ibus	(160)	(228)	(291)	(176)	(95)	(950)		
	32	57	97	88	95	369	2.57	MP
4. Suman sa Lihiya	(520)	(352)	(204)	(94)	(63)	(1233)		
	104	88	68	47	63	370	3.33	MP
5. Sweet Suman	(210)	(356)	(351)	(132)	(55)	(1104)		
	42	89	117	66	55	369	2.99	MP
6. Cassava Cake	(860)	(368)	(171)	(58)	(16)	(1473)		
	172	92	57	29	16	366	4.02	HP
7. Linupak	(355)	(412)	(243)	(138)	(41)	(1189)		
	71	103	81	69	41	365	3.26	MP
8. Sapin-sapin	(135)	(220)	(258)	(164)	(118)	(895)		
	27	55	86	82	118	368	2.43	SP
9. Special Masapan	(460)	(296)	(288)	(132)	(42)	(1218)		
	92	74	96	66	42	370	3.29	MP
10. Palitao	(470)	(324)	(216)	(114)	(65)	(1189)		
	94	81	72	57	65	369	3.22	MP
11. Special Moron	(700)	(380)	(192)	(68)	(36)	(1376)		
	140	90	64	34	36	369	3.73	HP
12. Bibingkang Galapong	(455)	(352)	(210)	(128)	(57)	(1202)		
	91	88	70	64	57	370	3.25	MP

Table 17 cont'd.

13. Salukara	(435) 87	(308) 77	(252) 84	(146) 73	(49) 49	(1190) 370	3.22	MP
14. Banana Fritters	(355) 71	(336) 84	(261) 87	(114) 57	(71) 71	(1137) 370	3.07	MP
15. Buchi Mongo	(350) 70	(276) 69	(213) 71	(160) 80	(77) 77	(1076) 367	2.93	MP
Grand Total	-	-	-	-	-	-	48.34	-
Grand Mean	-	-	-	-	-	-	3.22	MP

Legend:

4.51 - 5.00	-	Extremely Preferred	(EP)
3.51 - 4.50	-	Highly Preferred	(HP)
2.51 - 3.50	-	Moderately Preferred	(MP)
1.51 - 2.50	-	Slightly Preferred	(SP)
1.00 - 1.50	-	Not Preferred	(NP)

native recipes that were prepared by the THE students. Out of the 15 recipes listed, three were highly preferred by the students. These are: "cassava cake" with a weighted mean of 4.02, "special moron" with a weighted mean of 3.73 and "puto" with a weighted mean of 3.69. Moreover, "recipes were moderately preferred by the students and one recipe was slightly preferred by them. Among the moderately preferred recipes, "cuchinta" got the highest weighted mean of 3.34 and "suman sa ibus" got the lowest weighted mean of 2.57. Meanwhile, "sapin-sapin" was slightly preferred by the students with a weighted mean of 2.43. In general, the students' group preferred the native recipes prepared by the THE students at a moderate level as evidenced by the grand

mean of 3.22. This indicates that the students' group did not show high preference for these recipes.

Comparison of the Responses of the Three Groups of Respondents

The responses or preferences of the non-teaching personnel, teachers and students were compared with the use of one-way analysis of variance. The result of the analysis is reflected in Table 18. As gleaned from Table 19, the variation of the responses between groups was greater that the variation of the responses within groups since the mean squares were 4.391 and 0.209 respectively. consequently, the F-ratio was 21.01 which was found to be greater than the tabular F-value of 3.22. This led to the rejection of the null hypothesis that "There are no significant differences among the perceptions of the three groups of respondents on the extent to which they preferred the native recipes prepared by the THE students". This implies that the non-teaching personnel, teachers and students did not have the same level of preferences relative to the native recipes listed.

To find out where the significant differences lie, Scheffe's test was utilized as a posteriori test and the result is reflected in Table 19. As shown by this table, the non-teaching personnel and the teachers did not have the same level of preferences. Furthermore, the non-

Table 18

ANOVA of the Responses of the Non-Teaching Personnels Teachers and Students on the Extent to Which Native Recipes are Preferred by Them

Source of Variation	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Squares (MS)	Computed F	Critical F	Evaluation
Between Groups	8.782	2	4.391	21.01	3.22	Reject H_0
Within Groups	9.428	42	0.209			
Total	18.210	44				

teaching personnel and the students did not have the same preferences. However, the teachers and the students showed more or less the same level of preferences as regards the native recipes prepared by the THE students.

This could be attributed to the fact that teachers and students are the ones directly involved in the preparation of these recipes, hence their level of preferences are similar.

Problems Encountered by the Respondents Relative to Native Recipes as Entrepreneurial Venture of THE in SNS

This study elicited problems encountered relative to

Table 19

Posteriori Test of Comparison Using Scheffe's Test

Groups Compared	Differences in Means	Computed Fi	Critical F	Evaluation
Non-Teaching Personnel and Teachers	0.66	15.63	6.44	Significant
Non-Teaching Personnel and Students	1.07	41.08	6.44	Significant
Teachers and Students	0.41	6.03	6.44	Not Significant

native recipes as entrepreneurial venture of the THE in SNS by the non-teaching personnel, teachers and students. Probable problems were listed and the respondents were made to assess them using 5 for extremely felt, 4 for highly felt, 3 for moderately felt, 2 for slightly felt and 1 for not felt. The responses of the respondents are herein discussed.

Problems Encountered by the non-teaching personnel.

As gleaned from Table 20, the non-teaching personnel-respondents considered two problems as "extremely felt" where the weighted mean was posted at 4.67 and 4.62. These problems were "Lack of nutritive value present in the products", and "Customers are not well accommodated",

Table 20

Problems Encountered by the Non-Teaching Personnel Relative to Native Recipes as Entrepreneurial Venture of THE in SNS

PROBLEMS	Responses					Total	Weighted Mean/ Interpretation	
	5 (EF)	4 (HF)	3 (MF)	2 (SF)	1 (NF)			
1. Inadequate equipment such as refrigerators, ovens, working tables, etc.	(30) 6	(24) 6	(27) 9	(2) 1	(2) 2	(85) 24	3.55	HF
2. Lack of storage facilities for their production.	(15) 3	(28) 7	(39) 13	(2) 1	- -	(84) 24	3.50	HF
3. Short term management which causes failure of products.	(20) 4	(24) 6	(33) 11	(4) 2	(1) 1	(82) 24	3.42	HF
4. Bad debts of customers/consumers.	(30) 6	(16) 4	(21) 7	(12) 6	(1) 1	(80) 24	3.33	HF
5. Sleeping cash which causes no profit.	(55) 11	(12) 3	(15) 5	(6) 3	(2) 2	(90) 24	3.75	HF
6. Lack of nutritive value present in the products.	(65) 13	(40) 10	(3) 1	- -	- -	(112) 24	4.67	EF
7. Lack of tools necessary for production.	(15) 3	(8) 2	(21) 7	(22) 11	(1) 1	(67) 24	2.79	HF
8. Lack of seminar and training on handling of entrepreneur for manager/ THE teachers.	(40) 8	(44) 11	(9) 3	(4) 2	- -	(97) 24	4.04	HF
9. Lack of time alloted to the THE specialization subject.	(30) 6	(36) 9	(9) 3	(8) 4	(2) 2	(85) 24	3.54	HF
10. Customers are not well accommodated.	(85) 17	(20) 5	(6) 2	- -	- -	(111) 24	4.62	EF
Grand Total	-	-	-	-	-	-	37.21	-
Grand Mean	-	-	-	-	-	-	3.72	HF

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

respectively. Meanwhile, four were assessed by them as "highly felt", namely:. 1) Lack of seminar and training on handling of entrepreneur for manager/THE teacher with a weighted mean of 4,04, 2) Sleeping cash which causes no profit with a weighted mean of 3.75, 3) Inadequate equipment such as refrigerators, ovens, working tables, etc., with a weighted mean of 3.55 and 4) Lack of time allotted to the THE specialization subject with a weighted mean of 3.54. The remaining from problems were considered by the non-teaching personnel as "moderately felt". Among these the highest weighted mean was pegged at 3.50 for the problem "Lack of storage facilities for their production" while the lowest weighted mean was posted at 2.79 for "Lack of tools necessary for production". As a whole, the non-teaching personnel group deemed the problems encountered as "highly felt" as evidenced by the grand mean which resulted to 3.72. This implies that problems on the production of native recipes as entrepreneurial venture were prevalent as assessed by the non-teaching personnel.

Problems Encountered by the Teachers. The data shown in Table 21 pertain to the problems encountered by the teachers involved in this study. Out of the ten listed problems, three problems were considered by this group to be highly felt with weighted means of 3.81, 3.65 and 3.58.

Table 21

Problems Encountered by the Teachers Relative to Native Recipes as Entrepreneurial Venture of THE in SNS

PROBLEMS	Responses 5 (EF)	4 (HF)	3 (MF)	2 (SF)	1 (NF)	Total	Weighted Mean/ Interpretation
1. Inadequate equipment such as refrigerators, ovens, working tables, etc.	(190) 38	(160) 40	(135) 45	(24) 12	(15) 15	(524) 150	3.49 MF
2. Lack of storage facilities for their production.	(140) 28	(212) 53	(117) 39	(36) 18	(11) 11	(516) 149	3.46 MF
3. Short term management which causes failure of products.	(105) 21	(100) 25	(192) 64	(62) 31	(8) 8	(467) 149	3.13 MF
4. Bad debts of customers/consumers.	(165) 33	(76) 19	(162) 54	(40) 20	(24) 24	(467) 150	3.11 MF
5. Sleeping cash which causes no profit.	(195) 39	(160) 40	(120) 40	(22) 11	(20) 20	(517) 150	3.45 MF
6. Lack of nutritive value present in the products.	(200) 40	(188) 47	(93) 31	(42) 21	(10) 10	(533) 149	3.58 MF
7. Lack of tools necessary for production.	(190) 38	(128) 32	(75) 25	(90) 45	(10) 10	(493) 150	3.29 MF
8. Lack of seminar and training on handling of entrepreneur for manager/ THE teachers.	(190) 38	(156) 39	(132) 44	(36) 18	(11) 11	(525) 150	3.50 MF
9. Lack of time alloted to the THE specialization subject.	(195) 39	(152) 38	(183) 61	(10) 5	(7) 7	(547) 150	3.65 MF
10. Customers are not well accommodated.	(290) 58	(124) 31	(123) 41	(30) 15	(5) 5	(572) 150	3.81 MF
Grand Total	-	-	-	-	-	-	34.47 -
Grand Mean	-	-	-	-	-	-	3.45 MF

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

These problems were: "customers are not well accommodated", "Lack of time alloted to the THE specialization subject", and "Lack of nutritive value present in the product". Meanwhile, seven problems were deemed as "moderately felt by the teachers. Among these the highest weighted mean was 3.50 for "Lack of seminar and training on handling of entrepreneur for manager/THE teacher", and the lowest weighted mean was posted at 3.11 for "Bad debts of customers". On the whole the grand mean of the responses of the teacher-respondents on the problems relative to native recipes as entrepreneurial venture of THE in SNS resulted to a value of 3,45, indicating that for the teachers' group these problems were encountered at a moderate level. This implies that for them, these problems were considered to be manageable.

Problems Encountered by the Students. Table 22 presents the problems encountered by the students on native recipes as entrepreneurial venture of the THE in SNS and the extent to which the students feel these problems. As shown by this table, the students considered one problem to be "highly felt" with a weighted mean of 3.69. This problem was "Inadequate equipment such as refrigerator, ovens, working tables, etc.". The remaining nine problems were assessed by this group of respondents as "moderately felt".

Table 22

Problems Encountered by the Teachers Relative to Native Recipes as Entrepreneurial Venture of THE in SNS

PROBLEMS	Responses 5 (EF)	4 (HF)	3 (MF)	2 (SF)	1 (NF)	Total	Weighted Mean/ Interpretation	
1. Inadequate equipment such as refrigerators, ovens, working tables, etc.	(680) 136	(348) 87	(278) 76	(68) 34	(36) 36	(1360) 369	3.69	MF
2. Lack of storage facilities for their production.	(325) 65	(416) 104	(279) 93	(146) 73	(34) 34	(1200) 369	3.25	MF
3. Short tera management which causes failure of products.	(240) 48	(432) 108	(294) 98	(162) 81	(34) 34	(1162) 369	3.15	MF
4. Bad debts of customers/consumers.	(350) 70	(316) 79	(234) 78	(160) 80	(63) 63	(1123) 370	3.04	MF
5. Sleeping cash which causes no profit.	(290) 58	(316) 79	(208) 96	(136) 68	(68) 68	(1090) 369	2.95	MF
6. Lack of nutritive value present in the products.	(440) 88	(408) 102	(264) 88	(126) 63	(29) 29	(1267) 370	3.42	MF
7. Lack of tools necessary for production.	(420) 84	(388) 97	(276) 92	(104) 52	(44) 44	(1232) 369	3.34	MF
8. Lack of seminar and training on handling of entrepreneur for manager/ THE teachers.	(495) 99	(352) 88	(216) 72	(124) 62	(47) 47	(1234) 368	3.35	MF
9. Lack of time alloted to the THE specialization subject.	(395) 79	(340) 82	(303) 101	(128) 64	(43) 43	(1209) 369	3.28	MF
10. Customers are not well accommodated.	(405) 81	(336) 84	(376) 94	(116) 58	(50) 50	(1283) 369	3.48	MF
Grand Total	-	-	-	-	-	-	32.95	-
Grand Mean	-	-	-	-	-	-	3.30	MF

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

Among these, highest weighted mean was pegged at 3.48 while the lowest was 2.95 for the following: "Customers are not well accommodated", and "Sleeping Cash which causes no profit", respectively. In general, the listed problems were assessed by the student-respondents as "moderately felt" was much as the grand mean resulted to 3.30. This means that the teacher-respondents, the students involved in the study deemed the problems to be manageable.

Suggested Solutions on the Problems Encountered

This study also looked into possible solutions relative to the problems encountered a native recipes as an entrepreneurial venture in SNS. Several solutions were listed and the respondents assessed these solutions using the scales of 5,4,3,2,1 which mean "strongly agree", "agree", "uncertain", "disagree", and "strongly disagree", respectively. The following were the data gathered as well as the corresponding analysis:

Solutions suggested by the non-teaching personnel.

The data contained in Table 23 pertain to the solutions suggested and the extent to which the non-teaching personnel-respondents agreed with them. Out of the 12 listed solutions, this group of respondents "strongly agreed" with nine solutions. The solutions that "Cash

Table 23

Presented Solutions and the Extent to Which the Non-Teaching Personnel Agree With Them

SOLUTIONS	Responses					Total	Weighted Mean/ Interpretation	
	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)			
1. Send THE teacher/managers to attend seminars and training to gain techniques in handling entrepreneurs.	(105) 21	(8) 2	(3) 1	- -	- -	(116) 24	4.83	SA
2. Purchase tools necessary for production.	(35) 7	(52) 13	(6) 2	(2) 1	(1) 1	(96) 24	4.00	A
3. Purchase equipment necessary in operating entrepreneurs.	(80) 16	(28) 7	(3) 1	- -	- -	(111) 24	4.63	SA
4. Provide storage facilities.	(40) 8	(56) 14	(3) 1	(2) 1	- -	(101) 24	4.21	A
5. Up-to-date processing and collection of credit.	(90) 18	(24) 6	- -	- -	- -	(114) 24	4.75	SA
6. Proceeds should be deposited to the bank.	(100) 20	(12) 3	(3) 1	- -	- -	(115) 24	4.79	SA
7. Good management is necessary.	(105) 21	(12) 3	- -	- -	- -	(117) 24	4.88	SA
8. Cash should not sleep, it should be fully invested day to day.	(110) 22	(8) 2	- -	- -	- -	(118) 24	4.92	SA
9. Limited credit/credits should be paid every pay day.	(95) 19	(16) 4	(3) 1	- -	- -	(114) 24	4.75	SA
10. Managers and members should have commitment.	(110) 22	(8) 2	- -	- -	- -	(118) 24	4.92	SA
11. DECS should extend the number of hours allotted to the THE specialization subject.	(35) 7	(44) 11	(18) 6	- -	- -	(97) 24	4.04	A

table 23 cont'd.

12. The canteen space should be extended in order that the customers will be accommodated.	(105) 21	(8) 2	(3) 1	- -	- -	(116) 24	4.83	SA
Grand Total	-	-	-	-	-	-	55.55	-
Grand Mean	-	-	-	-	-	-	4.63	SA

Legend:

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

should not sleep, it should be fully invested day to day" and "Manager and members should have commitment" obtained the highest weighted mean of 4.92. Meanwhile, the following solutions obtained weighted means which belonged to the "agree" range: 1) Provide storage facilities = 4.21, 2) DECS should extend the number of hours alloted to the THE specialization subject = 4.04, and 3) Purchase tools necessary for production = 4.00. On the whole, the grand mean of the responses of the non-teaching personnel involved in the study as pegged at 4.63 indicating their strong agreement on the listed solutions.

Solutions suggested by the teachers. Presented in Table 24 are the responses of the teachers' group relative to the extent to which they agree on the listed solutions as

Table 24

Presented Solutions and the Extent to Which the Teachers Agree With Them

SOLUTIONS	Responses					Total	Weighted Mean/ Interpretation	
	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)			
1. Send THe teacher/managers to attend seminars and training to gain techniques in handling entrepreneurs.	(415) 83	(168) 42	(42) 14	(12) 6	(4) 4	(641) 149	4.30	A
2. Purchase tools necessary for production.	(235) 47	(248) 62	(78) 26	(22) 11	(1) 1	(584) 147	3.97	A
3. Purchase equipment necessary in operating entrepreneurs.	(270) 54	(184) 46	(81) 27	(28) 14	(8) 8	(571) 149	3.83	A
4. Provide storage facilities.	(225) 45	(232) 58	(63) 21	(34) 17	(9) 9	(563) 150	3.75	A
5. Up-to-date processing and collection of credit.	(180) 36	(164) 41	(141) 47	(32) 16	(10) 10	(527) 150	3.51	A
6. Proceeds should be deposited to the bank.	(285) 57	(244) 61	(39) 13	(22) 11	(8) 8	(598) 150	3.99	A
7. Good management is necessary.	(425) 85	(152) 38	(42) 14	(14) ·7	(5) 5	(638) 149	4.28	A
8. Cash should not sleep, it should be fully invested day to day.	(355) 71	(156) 39	(54) 18	(26) 13	(9) 9	(600) 150	4.00	A
9. Limited credit/credits should be paid every pay day.	(330) 66	(168) 42	(54) 18	(18) 9	(14) 14	(584) 149	3.92	A
10. Managers and members should have commitment.	(385) 77	(180) 45	(27) 9	(22) 11	(8) 8	(622) 150	4.15	A
11. DECS should extend the number of hours allotted to the THE specialization subject.	(260) 52	(152) 38	(138) 46	(16) 8	(6) 6	(572) 150	3.81	A

table 24 cont'd.

12. The canteen space should be extended in order that the customers will be accommodated.	(525) 105	(124) 31	(21) 7	(6) 3	(4) 4	(680) 150	4.53	SA
Grand Total	-	-	-	-	-	-	48.04	-
Grand Mean	-	-	-	-	-	-	4.00	A

Legend:

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

gleaned from this table, the teachers gave a rating of 4.53 or "strongly agree" to the solution that "The canteen should be extended in order that customers will be accommodated". Meanwhile, the remaining 11 solutions obtained ratings equivalent to "agree". Among these, the highest weighted mean was posted at 4.30 for "Send THE teacher/managers to attend seminars and trainings to gain techniques in handling entrepreneurs", and the lowest weighted mean of 3.51 corresponded to "Up-to-date processing and collection of credits". Consequently, the listed solutions obtained a grand mean of 4.00 from the teachers' group which means that they agreed on these solutions.

Solutions suggested by the students. The data contained in Table 25 pertain to the responses of the

Table 25

Presented Solutions and the Extent to Which the Students Agree With Them

SOLUTIONS	Responses 5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)	Total	Weighted Mean/ Interpretation	
1. Send THe teacher/managers to attend seminars and training to gain techniques in handling entrepreneurs.	(990) 198	(416) 104	(114) 38	(30) 15	(13) 13	(1563) 368	4.25	A
2. Purchase tools necessary for production.	(575) 115	(520) 130	(243) 81	(68) 34	(9) 9	(1415) 369	3.83	A
3. Purchase equipment necessary in operating entrepreneurs.	(650) 130	(448) 112	(261) 87	(62) 31	(10) 10	(1431) 370	3.87	A
4. Provide storage facilities.	(630) 126	(432) 108	(186) 62	(98) 49	(24) 24	(1370) 369	3.71	A
5. Up-to-date processing and collection of credit.	(425) 85	(460) 115	(273) 91	(90) 45	(33) 33	(1281) 369	3.47	U
6. Proceeds should be deposited to the bank.	(565) 113	(416) 104	(204) 68	(122) 61	(24) 24	(1331) 370	3.60	A
7. Good management is necessary.	(1100) 220	(268) 67	(123) 41	(48) 24	(17) 17	(1556) 369	4.22	A
8. Cash should not sleep, it should be fully invested day to day.	(720) 144	(392) 98	(210) 70	(80) 40	(18) 18	(1420) 370	3.84	A
9. Limited credit/credits should be paid every pay day.	(585) 117	(600) 120	(228) 76	(76) 38	(19) 19	(1508) 370	4.08	A
10. Managers and members should have commitment.	(930) 186	(360) 90	(135) 45	(70) 35	(13) 13	(1508) 369	4.09	A
11. DECS should extend the number of hours allotted to the THE specialization subject.	(585) 117	(488) 122	(240) 80	(48) 24	(27) 27	(1388) 370	3.75	A

table 25 cont'd.

12. The canteen space should be extended in order that the customers will be accommodated.	(835) 167	(452) 113	(150) 50	(52) 26	(13) 13	(1502) 369	4.07	A
Grand Total	-	-	-	-	-	-	46.78	-
Grand Mean	-	-	-	-	-	-	3.90	A

Legend:

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

student-respondents in terms of the extent to which they agreed to the listed solutions. It can be noted from the said table that 11 solutions obtained weighted means corresponding to "agree". Among these, the solution "Send THE teacher/managers to attend seminars and trainings to gain techniques in handling entrepreneurs" posted the highest weighted mean of 4.25. On the other hand the lowest weighted mean of 3.60 corresponded to " Processes should be deposited to the band". It is significant to note that the student-respondents were undecided on the solution "Up-to-date processing and collection" of credits inasmuch as the weighted mean was pegged at 3.47 which means "uncertain". On the whole, since the grand mean of the responses of the students was pegged at 3.90, this indicates that the students showed agreement as regards the feasibility of the solutions presented.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This Chapter presents the summary of findings, the conclusions drawn from the findings and the recommendations formulated on the basis of the findings and conclusions.

Summary of Findings

The salient findings of the study are herein presented, to wit:

1. The student-respondents' age clustered around the mean of 15-46 years with standard deviation of 1.64 years. Majority of them were found to be females since there were 269 females out of 370 or 72.70 percent while there were 101 males or 27.30 percent.

2. The average family income per month of the students' group was pegged at P16,823.82 with a standard deviation of P6,392.98.

3. For the teacher-respondents', their average age turned out to be 41.50 years with a standard deviation of 8.49 years. Moreover, majority of them - 109 teachers out of 150 or 72.67 percent were females and there were 41 teachers or 27.33 percent males.

4. The data also revealed that most of the teacher-respondents were married. There were 134 out of 150

teachers or 89.33 percent who indicated their civil status as married while there were 16 teachers or 10.67 percent who were single.

5. Majority of the teachers have earned units in the masteral level. This is supported by the fact that out of 150 teachers, 93 teachers or 62.00 percent indicated to have earned units in the masteral level. Additionally, seven teachers or 4.67 percent were found to be full-pledged master's degree holders.

6. The average length of service of the teacher-respondents was posted at a value of 14.33 years with a standard deviation of 7.96 years.

7. As to in-service trainings of the teacher-respondents it was revealed by the data that most of the trainings attended by them were in the regional level. All of them, that is, 150 or 100 percent were able to attend trainings at the regional level. Meanwhile, 121 teachers or 80.67 percent attended trainings at the division level, 63 teachers or 42.00 percent attended trainings at the school level, and 27 teachers or 18.00 percent attended trainings at the national level.

8. Relative to the age distribution of the non-teaching personnel-respondents, the data showed that their average age was posted at a value of 43.46 years with a

standard deviation of 10.27 years. Furthermore, majority of this group were males. Out of 24 non-teaching personnel, 15 of them or 62.50 percent were males while there were nine or 37.50 percent were females.

9. Majority of the non-teaching personnel, that is 20 out of 24 or 83.33 percent were married and the remaining four of them were single. Additionally, most of them - 14 out of 24 or 58.33 percent were basically baccalaureate degree holders, five or 20.83 percent were of the undergraduate level, two or 8.33 percent have earned units in the masteral level, one or 4.17 percent had earned units in the Ph.D./Ed.D. and one or 4.17 percent was a full-pledged Ph./Ed.D holder.

10. As regards the length of service of the non-teaching personnel, it was found out that their average length of service was 16.79 years with standard deviation of 10.05 years. Moreover, all of them or 100 percent had attended trainings at the regional level; 21 of them or 87.50 percent had attended training at the division level and six non-teaching personnel or 25.00 percent attended trainings at the school level.

11. In terms of the non-teaching personnels' family income per month, the average was pegged at a value of P17,499.50 with a standard deviation of P7,801.99.

12. On the whole, the non-teaching personnel indicated high preference for native recipes prepared by the THE students as evidenced by the grand mean of their responses which was posted at 4.29 or "highly preferred". The first three recipes they preferred were: "suman sa lihiya", "cuchinta", and buchi mongo. Also, the teachers' group showed high preference for native recipes prepared by THE students where the grand mean turned out to be 3.63 or "highly preferred". For this group, the first three recipes were: "special masapan", "suman sa lihiya", "buchi mongo". Finally, the students' group expressed moderate preference for native recipes prepared by THE students with a grand mean of 3.22 or "moderate preferred". The first three recipes preferred by the students were: "cassava cake", "special moron", and "puto".

13. The result of the one-way ANOVA showed that the computed F-value of 21.01 was numerically greater that the tabular F-value of 3.22 at .05 level of significance and degrees of freedom equal to 2 and 42. Hence, the hypothesis that "There are no significant differences among the perceptions of the three groups of respondents on the extent to which they preferred the native recipes preferred by the THE students" was rejected. Posteriore test with the use of Scheffe's test showed that the non-teaching personnel and

teachers, as well as non-teaching personnel and students did not have the same preferences while the teachers and students showed more or less the same or similar preferences.

14. Problems relative to native recipes as entrepreneurial venture of THE were regarded by the non-teaching personnel as highly felt inasmuch as the grand mean of their responses turned out to be 3.72. The first three problems they identified were: 1) Lack of nutritive value present in the products, 2) Customers are not well accommodated, and 3) Lack of seminar and training on handling of entrepreneur for manager/THE teacher. Meanwhile, the teachers' group deemed these problems as moderately felt, where the grand mean obtained was 3.45. The first three problems for them are: 1)Customers are not well accommodated, 2) Lack of time alloted to the THE specialization subject, and 3) Lack of nutritive value present in the product. Finally, the students' group considered the problems "moderately felt" with a grand mean of 3.30 with the first three problems as follows: 1) Inadequate equipment such as refrigerator, ovens, working tables, etc., 2) Customers are not well accommodated, and 3) Lack of nutritive value present in the product.

15. The top three solutions suggested by the non-

teaching personnel were: 1) managers and members should have commitment, 2) Good management is necessary, and 3) Send THE teachers/managers to attend seminars/trainings to gain techniques in entrepreneurship. For the teachers, the following three solutions were imperative: 1) The canteen space should have a bigger area in order that the customers will be accommodated, 2) Send THE teacher/managers to attend seminars/trainings to gain techniques in entrepreneurship, and 3) Good management is necessary. Finally, for the students' group, the following three solutions were given prime importance: 1) Send THE teacher/managers to attend seminars/ trainings to gain techniques in entrepreneurship, 2) Good management is necessary, and 3) The canteen space should have a bigger area order that customers will be accommodated.

Conclusions

With the aforelisted findings the following conclusions were drawn:

1. Based on the findings of the study, the typical student involved in the study is approximately 15.46 years old, female, and whose average family income per month is P16.823.00. This implies that economically speaking, the family of the students in SNS can afford the basic needs of the family members like food, clothing, as well as

education as evidenced by the fact that the average family income per month has exceeded the 1995 poverty threshold set by NEDA at P5,000.00 per month.

2. As regards the teachers in general, the typical age is 41.50 years, female, married and has earned units leading to a masteral degree. Moreover, the typical teacher in SNS has been in the service for 14.33 years, has attended training in the regional level and has an average family income per month equivalent to P18,932.83. Like students' group, the teachers' group income indicates that they can afford the basic needs of the family members like food, clothing, shelter as well as education inasmuch as their average family income turned out to be higher that the poverty threshold set by NEDA in 1995 which is P5,000.00 per month.

3. The non-teaching personnels' group has the following profile: 43.46 years of age of age, male, married, and baccalaureate degree holder. They had been in the service for 16.79 years, with average family income of P17,499.50 per month which exceeded the poverty threshold set by NEDA in 1995 at P5,000.00 per month. Thus the non-teaching personnel-respondents can also afford the basic needs of the family members.

4. The three groups of respondents differed in their

level of preference for native recipes. The non-teaching personnel preferred "suman sa lihiya", "cuchinta", and "mongo buchi". On the whole, this group showed high preference for native recipes. Meanwhile, the teachers' group showed higher preference for "special masapan", "suman sa lihiya", and "buchi-mongo". Generally, they also expressed higher preference for nativ recipes. Finally for the students' group their preference were "cassava cake", "special moron", and "puto" and they indicated "moderate preference" for native recipes. Hence, the rsponses of the three groups of respondents showed their tendency to patronize native recipes produced or prepared by the THE students in SNS.

5. Problems encountered by the three groups of respondents were more felt by the non-teaching personnel than the teachers and students. Prevalent problems were more on facilities to be used and on the nutritive contents of the products.

6. Based on the result of the study, native recipes as an entrepreneurial venture of THE in SNS could generate profitable income as evidenced by the fact that patronage of the non-teaching personnel, teachers and students will be ensured.

Recommendations

From the findings of the study and the corresponding conclusions drawn, the following recommendations are herein presented:

1. There is a need to encourage non-teaching personnel to pursue professional growth inasmuch as some of them have not even finished a baccalaureate degree. Furthermore, the teacher in THE must also be motivated to earn degrees in the MA/MS program and even the Ph.D./Ed.D. program. To achieve this, a functional and realistic staff development program should be developed and implemented. All THE teachers and non-teaching personnel should have a specific schedule for a scholarship or study leave grant.

2. Linkages with other funding agencies should be established to finance expansion of entrepreneurial venture of native recipes in SNS. This could pave the way for possibility in expanding the canteen area for better accommodation of customers and to enable the management to procure facilities for production and storage of the products.

3. An annual fair or exhibits of native recipes could be undertaken as part of the entrepreneurial venture. During the fair, contests could be conducted to encourage THE students to formulate new native recipes which could

attract more patronage on the part of the customers based on its nutritive value and taste.

4. Researches on the capability of private entrepreneurs to venture into native recipes maybe conducted to include the possibility of these private entrepreneurs to finance the native recipes prepared by the THE students.

5. Another research, which will look into the different factors that affect the preferences of the teachers, students as well as non-teaching personnel maybe conducted.

6. A replication of this study maybe conducted in private schools in Catbalogan and neighboring municipalities.

Chapter 6

PREFERRED NATIVE RECIPES FOR ENTREPRENEURIAL VENTURE

This chapter was conceived as a result of the study conducted.

Based from the result of the study, that the responses of the three groups of respondents showed their tendency to patronize native recipes produced or prepared by the THE students in SNS.

The respondents showed that non-teaching personnel and students did not have the same preferences while the teachers and students showed more or less the same or similar preferences.

Therefore, based from the respondent's responses native recipes as an entrepreneurial venture of THE in SNS could generate profitable income as evidenced by the fact that patronage of the non-teaching personnel, teachers and students will be ensured.

The first three preferred recipes of the non-teaching personnel respondents:

1. Suman sa Lihiya
2. Cuchinta
3. Buchi Mongo

Of the teachers respondents:

1. Special Masapan
2. Suman sa Lihiya
3. Buchi Mongo

Of the students respondents:

1. Cassava cake
2. Special Moron
3. Puto

SUMAN SA LIHIYA

Ingredients:

3 cups malagkit rice

2 tablespoon lihia or wood ash lye

Procedure:

1. Sook malagkit in water until grains are swollen.
2. Wash malagkit and drain.
3. Add lehia and mix thoroughly.
4. Cook in low fire, when half cook let cool.
5. Prepare banana leaf wrappers by passing it over low flame.
6. Wrap 3 teaspoons of the malagkit in a banana leaf.
7. Tie suman in pairs and arrange in a deep kettle.
8. Cover with water.
9. Boil for about an hour or until rice is cooked.
10. Serve with grated coconut and sugar or latik.

(Philippine Recipes and Other International Recipes, Celia Ramos, 1977: 299).

SPECIAL MASAPAN (Masapan De Pili)

Ingredients:

2 cups ground pili nuts

1 cup sugar

6 egg yolks

1/2 cup butter

Procedure:

1. Combine ingredients in a saucepan.
2. Cook until thick.
3. Place in small paper cups and brush tops with beaten egg yolk.
4. Bake in a hot oven until brown.
5. Yield: 3 dozens.

(Your Food and You, Ellen G. White, et.al., 1997: 173)

CASSAVA BIBINGKA/CASSAVA CAKE

Ingredients:

3 pcs. eggs, beaten

2 cups sugar

3 cups thick coconut milk

1 cup evaporated milk

7 cups raw cassava, grated

1/4 cups butter or margarine, melted

For topping:

1 cup thick coconut milk

2 tablespoons flour

1 can condensed milk

2 pcs eggyolks

2 tablespoons grated cheese or margarine

Procedure:

1. Beat eggs and sugar until lemon colored.
2. Add the rest of the ingredients.
3. Pour into a greased 9 x 9 inch pan lined with banana leaves.
4. Baked at 350°F or for 40 minutes.
5. For topping: Mix coconut milk with the flour.
6. Add condensed milk and cook over medium heat until thick.
7. Add eggyolks and mix well.
8. Return to heat and cook 5 minutes more. Pour over baked cake.
9. Sprinkle with grated cheese or margarine.
10. Broil until golden brown.

(The Philippine Cookbook, Virginia Roces De Guzman and Nina Daza Puyat, 1990: 94).

CUCHINTA

Ingredients:

1 1/2 cups water

3/4 cup sugar

1 cup rice flour

1 teaspoon lye solution

Procedure:

1. Combine sugar, lye and water and bring to a boil.
2. Cool. Add to rice flour and stir until smooth.
3. Pour into cuchinta molds and steam for 15 minutes.
4. Serve with grated coconut.

(Your Food and You, Ellen G. White, et. al., 1997: 169)

SPECIAL MORON

Ingredients:

1 cup galapong

1 cup sugar

2 tsp. baking powder

2 tablespoons melted butter

3 pcs. eggs, well beaten

2 cups rich coconut milk

1/2 cup chocolate

1/2 cup chopped peanuts

Procedure:

1. Mix together ingredients except peanuts and melted butter.
2. Cook in low fire stirring continously until dry.
3. Add melted butted and chopped peanuts.
4. Let cool and wrap with wilted banana.
5. Steam until cooked.

(Modified recipe using galapong recipe - What's Cooking, Inday Camara Gumban, 1985: 234)

BUCHI MONGO OR BUTSI

Ingredients:

6 cups glatinous rice or malagkit rice

1 cup sugar

1/2 cup water

Procedure:

1. Soak malagkit rice overnight.
2. Grind malagkit rice and let galapong strained in a piece of cloth and let dry.
3. Mix dry galapong with sugar and water.
4. Form into a ball.
5. Press galapong ball in a palm until thin.

Filling:

1 ganta mongo

2 cups sugar

1/2 cup tubig

1. Boil mongo until cook.
2. Press cooked mongo.
3. Dissolve sugar in water and mix with mongo.
4. Cook again until dry.
5. Form into a ball.
6. Wrap mongo ball with flattened galapong.
7. Deep - fat fry until golden brown.

(Lutuing Pilipino ni Aling Charing, Rosario J. Fabian, 1969: 107)

PUTO

Ingredients:

(1 recipe galapong)

2 cups rice

1/2 tsp. salt

1/2 cup boiled rice

1/2 cup water

Procedure

1. Wash rice; soak in water a few hours.
2. Add boiled rice and grind fine.

3. Add 1 1/2 cup sugar, 2 tablespoon baking powder, 1 1/2 cup thick coconut milk (optional).

4. Pour mixture into molders.

5. Steam until cook.

6. When cooked remove puto from molder.

7. Serve with dinugual or young greated coconut.

(Modified recipe using ground cereal - What's Cooking?, Inday Camara Gumban, 1969: 234)

OTHER PREFERRED NATIVE RECIPES FOR ENTREPRENEURIAL VENTURE

PALITAW

Ingredients:

2 cups ground malagkit (grind 3 times)

1 cup water

1 cup grated coconut

1/4 cup toasted linga

1 cup sugar

Procedure:

1. Soak malagkit flour with water for at least 1 hour.

2. Form into small balls and flatten with fingers to form tongues.

3. Drop in boiling water. When they float, skim and drop in cold water.

4. Drain and roll in mixed coconut, sugar and linga mixture.

5. Serve cold.

(Your Food and You, Ellen G. White, et.al., 1997, page 174).

BIBINGKA GALAPONG

Ingredients:

1 cup galapong

1/2 cup sugar

2 teaspoons baking powder

2 tablespoons melted butter

3 eggs. well beaten

1 cup rich coconut milk

Procedure:

1. Mix ingredients, blending well.

2. Bake in native "bibingkahan" lined with wilted banana leaf.

3. When well risen, place strips of native white cheese on top.

4. Bake until nicely browned.

5. Brush top with butter, and serve hot with grated coconut.

(What's Cooking? Inday Camara Gumban, 1985: 236)

LINUPAK OR NILUPAK

Ingredients:

4 cups unripe saba, cooked and pounded

2 cups buko, medium hard

1/2 cup brown sugar

1/2 teaspoon vanilla

Procedure:

1. Combine the above ingredients and pounded once more.

2. Mix until well blended.

3. Arrange on a platter and cut into desired shapes.

4. Yield: 6 to 8 servings.

(Your Food and You, Ellen G. White, et. al., 1977: 169)

SWEET SUHAN

Ingredients:

1 cup thick cococnut milk

2 cups malagkit rice

3 tablespoon sugar

Procedure:

1. Combine ingredients

2. Cook in a " tacho" or shallow cooking pan stirring continually until dry.

3. Let cool. Wrap with wilted banana leaves.

4. Arrange in casserole with water.

5. Steam until cook.

(Modified recipe using the whole cereal recipe What's Cooking, 1969: 239)

SUMAN SA IBOS OR IBUS

Ingredients:

4 cups malagkit rice

3 cups thick coconut milk (from 3 heads coconut)

2 tablespoon salt

coconut leaves (buri shell)

Procedure:

1. Wash malagkit and soak until swolen.
2. Add the 2 cups thick coconut milk.
3. Season with salt.
4. Place the mixture into the buri shell, (not so full) sealed with the midribs.
5. Arrange the suman in a casserole and add water.
6. Boil until cook.
7. Serve with sugar or ripe mango.

(Lutuing Pilipino no Aling Charing, Rosario J. Fabian, 1969, 106)

SABA OR BANANA FRITTERS

Ingredients:

6 fairly ripe saba bananas

1 pc. egg

1/2 cup evaporated milk

2/3 cup sifted flour

4 tablespoons sugar

enough oil for frying

Procedure:

1. Make a stiff dough by blending egg, milk, flour and sugar.
2. Make a well in the center of flour in a deep bowl.
3. Break the egg into it, add milk and sugar.
4. Beat vigorously to even up dough texture.
5. Cut the bananas into twp lengthwise.
6. Coat each piece with the stiff dough.
7. Fry in deep fat or oil.
8. Serve hot with syrup or powdered sugar.

(Philippine Recipes and Other International Recipes, Celia Ramos, 1977: 309)

SALAKURA (RICE HOT CAKE)

Ingredients:

(1 recipe galapong)

2 cups rice

1/2 tsp. salt

1/2 cup boiled rice

1 1/2 cup water

Procedure:

1. Wash rice; soak in water a few hours.

2. Add boiled rice and grind fine.

3. Add 1 1/2 cup sugar, 2-4 tablespoons sweet coconut wine or tuba as leavening agent and a little amount of water to procude a drop batter.

4. Drop 1/3 cup of mixture in a small casserole cover to have uniform size.

5. When rice hot cake is cook, lift it without turning upside down.

6. Serve hot or cold.

(Modified recipe using ground cereal - What's Cooking Inday Camara Gumban, 1969: 234)

SAPIN - SAPIN

Ingredients:

(recipe Putong Puti)

2 cups rice

1/2 tsp. salt

1/2 cup boiled rice

1/2 cup water

Procedure:

1. Wash rice; soak in water a few hours. Add boiled

rice and grind fine.

2. Galapong should have the consisitency of medium thick batter.

3. Add 1 1/2 cup sugar, 2 tablespoon baking powder and little anise to the galapong.

4. Divide batter into 4 portions. Color 3 3 portions with pastel shades of pink, yellow and chocolate.

5. Pour white portion into round pan, steam and when a little bit firm add pink portion.

6. Continue steaming until pink layer is firm.

7. Add yellow portion and steam again.

8. Add chocolate portion and finish cooking.

9. Cool before removing from pan.

10. Cut in wedges and serve.

(What's Cooking?, Inday Camara Gumban, 1985: 235)

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APPENDICES

APPENDIX A

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

April 19, 1999

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

Madam:

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. ENTREPRENEURIAL STATUS OF NATIVE RECIPES IN TECHNOLOGY AND HOME ECONOMICS IN SAMAR NATIONAL SCHOOL

2. PERFORMANCE OF CULINARY ARTS STUDENTS OF SAMAR NATIONAL SCHOOL: A SURVEY

3. STUDY HABITS AND BEHAVIOR TOWARDS CULINARY ARTS SUBJECTS IN RELATION TO ACADEMIC PERFORMANCE

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

Very truly yours,

(SGD.) MA. AIDA D. ARTECHE
Researcher

APPROVED:

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

APPENDIX B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar
COLLEGE OF GRADUATE STUDIES

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME: ARTECHE, MA. AIDA DASIG
(Surname) (First Name) (Middle Name)

CANDIDATE FOR DEGREE: MASTER OF ARTS

AREA OF SPECIALIZATION: HOME ECONOMICS

TITLE OF PROPOSED THESIS/DISSERTATION: ENTREPRENEURIAL STATUS OF NATIVE RECIPES IN TECHNOLOGY AND HOME ECONOMICS IN SAMAR NATIONAL SCHOOL

(SGD.) MA. AIDA D. ARTECHE
Applicant

LYDIA P. BABALCON
Name of Designated Adviser

APPROVED:

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

CONFORMED:

(SGD.) LYDIA P. BABALCON
Adviser

In 3 copies:
1st copy - for the Dean
2nd copy - for the Adviser
3rd copy - for the Applicant

APPENDIX C

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

October 29, 1999

The President
Samar State Polytechnic College
Catbalogan, Samar

S i r:

I have the honor to request permission to conduct a try-out among non-teaching personnel, teachers and students in connection with my masteral thesis entitled **"ENTREPRENEURIAL STATUS OF NATIVE RECIPES OF THE TECHNOLOGY AND HOME ECONOMICS IN SAMAR NATIONAL SCHOOL".**

I am anticipating for your kind support to this study.

Very truly yours,

(SGD.) MA. AIDA D. ARTECHE
Researcher

Recommending Approval:

(SGD.) EUSEBIO T. PACOLOR, Ph.D.
Dean, Graduate Studies

APPROVED:

(SGD.) BONIFACIO S. VILLANUEVA, Ed.D.
President

APPENDIX D

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

October 29, 1999

The Principal
Samar National School
Catbalogan, Samar

S i r:

I have the honor to request permission to conduct a survey among non-teaching personnel, teachers and students in connection with my masteral thesis entitled **"ENTREPRENEURIAL STATUS OF NATIVE RECIPES OF THE TECHNOLOGY AND HOME ECONOMICS IN SAMAR NATIONAL SCHOOL".**

I am anticipating for your kind support to this study.

Very truly yours,

(SGD.) MA. AIDA D. ARTECHE
Researcher

Recommending Approval:

(SGD.) EUSEBIO T. PACOLOR, Ph.D.
Dean, Graduate Studies

APPROVED:

(SGD.) LEOVEGILDO N. MANTE
Principal III

APPENDIX E

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

October 29, 1999

The Superintendent
Division of Samar
Catbalogan, Samar

Madam:

I have the honor to request permission to conduct a try-out among non-teaching personnel, teachers and students in connection with my masteral thesis entitled **"ENTREPRENEURIAL STATUS OF NATIVE RECIPES OF THE TECHNOLOGY AND HOME ECONOMICS IN SAMAR NATIONAL SCHOOL".**

I am anticipating for your kind support to this study.

Very truly yours,

(SGD.) MA. AIDA D. ARTECHE
Researcher

Recommending Approval:

(SGD.) EUSEBIO T. PACOLOR, Ph.D.
Dean, Graduate Studies

APPROVED:

(SGD.) JESUSITA L. ARTECHE, Ed.D.
Superintendent

APPENDIX F

SURVEY QUESTIONNAIRE
(Non-Teaching Personnel and Teachers of Samar National School)

October 29, 1999

To the Respondents:

This questionnaire is designed to elicit information for the study entitled "ENTREPRENEURIAL STATUS OF NATIVE RECIPES IN TECHNOLOGY AND HOME ECONOMICS IN SAMAR NATIONAL SCHOOL", the success of which will greatly depend on your wholehearted cooperation. Please indicate your sincere and honest responses as called for under each component. Rest assured that your response will be kept confidential.

Thank you in advance and more power.

Very truly yours,

MA. AIDA D. ARTECHE
Researcher

==========

PART I - PERSONAL INFORMATION

A. For Non-teaching Personnel and Teachers

1. Name _____ Age _____ Sex _____

2. Civil Status _____

3. Educational Attainment _____

4. Length of Service _____

5. In-service Trainings Attended _____

6. Average Family Income Per Month _____

PART II - QUESTIONNAIRE PROPER (For Non-Teaching Personnel, Teachers and Students)

A. To what extent are the native recipes commonly prepared for meals and snacks? Please encircle the number under the appropriate column for the descriptive scale corresponding to the indicator at the leftmost column such as:

5 - Extremely Preferred (EP)
4 - Highly Preferred (HP)
3 - Moderately Preferred (MP)
2 - Slightly Preferred (SP)
1 - Not Preferred (NP)

Native Recipes	EP	HP	MP	SP	NP
1. Puto	5	4	3	2	1
2. Cuchinta	5	4	3	2	1
3. Suman sa Ibus	5	4	3	2	1
4. Suman sa Lihiya or Latik	5	4	3	2	1
5. Sweet Suman	5	4	3	2	1
6. Cassava Cake	5	4	3	2	1
7. Linupak	5	4	3	2	1
8. Sapin-sapin	5	4	3	2	1
9. Special Masapan	5	4	3	2	1
10. Palitao	5	4	3	2	1
11. Special Moron	5	4	3	2	1
12. Bibingkang Galapong	5	4	3	2	1
13. Salukara	5	4	3	2	1
14. Banana Fritters	5	4	3	2	1
15. Buchi Mongo	5	4	3	2	1

16. Others, please specify _____

_____

_____

B. What are the problems encountered by the Non-teaching personnel, teachers and students relative to native recipes as entrepreneurial venture of Technology and Home Economics in Samar National School.

Encircle the number under the appropriate column corresponding to the problem at the left column such as:

5 - Extremely Felt (EF)
4 - Highly Felt (HF)
3 - Moderately Felt (MF)
2 - Slighlt Felt (SF)
1 - Not Felt (NF)

Problems	EF	HF	MF	SF	NF
1. Inadequate equipment such as refrigerators, ovens, working table etc.	5	4	3	2	1
2. Lack of storage facilities for their production.	5	4	3	2	1
3. Short term management which causes failure of products.	5	4	3	2	1
4. Bad debts of customers/ consumers.	5	4	3	2	1
5. Sleeping cash which causes no profit.	5	4	3	2	1
6. Nutritive value present in the product.	5	4	3	2	1

7.	Lack of tools necessary for production.	5	4	3	2	1
8.	Lack of seminar and training on handling of entrepreneur for Manager/T.H.E. teacher.	5	4	3	2	1
9.	Lack of time alloted to T.H.E. specialization.	5	4	3	2	1
10.	Customers are not well accommodated.	5	4	3	2	1
11.	Others, please specify _____					

C. What solutions/alternative maybe suggested by the respondent to solve the problems. Encircle the number under the appropriate column corresponding to the suggested solutions, such as:

5 - Strongly Agree (SA)
4 - Agree (A)
3 - Undecided (U)
2 - Disagree (D)
1 - Strongly Disagree (SD)

	Suggested Solutions	SA	A	U	D	SD
1.	Send T.H.E. teachers/ managers to attend seminars and trainings to gain techniques in handling entrepreneur.	5	4	3	2	1
2.	Purchase tools necessary for production.	5	4	3	2	1
3.	Purchase equipment necessary in operating entrepreneurs.	5	4	3	2	1

4.	Provide storage facilities.	5		4		3		2	1
5.	Up to date processing and collection of credit.	5		4		3		2	1
6.	Proceeds should be deposited to the bank.	5		4		3		2	1
7.	Good management is necessary.	5		4		3		2	1
8.	Cash should not sleep it should be fully invested day to day.	5		4		3		2	1
9.	Limited credit or it should be paid every pay day.	5		4		3		2	1
10.	Manager and members should have commitment.	5		4		3		2	1
11.	DECS should extend the numbers of hours alloted to the T.H.E. specialization subject.	5		4		3		2	1
12.	The canteen space should be extended in order that the customers will be accommodated.	5		4		3		2	1
13.	Others, please specify _____								

APPENDIX G

SURVEY QUESTIONNAIRE
(Students of Samar National School)

October 29, 1999

To the Respondents:

This questionnaire is designed to elicit information for the study entitled **"ENTREPRENEURIAL STATUS OF NATIVE RECIPES IN TECHNOLOGY AND HOME ECONOMICS IN SAMAR NATIONAL SCHOOL"**, the success of which will greatly depend on your wholehearted cooperation. Please indicate your sincere and honest responses as called for under each component. Rest assured that your response will be kept confidential.

Thank you in advance and more power.

Very truly yours,

MA. AIDA D. ARTECHE
Researcher

==========

PART I - PERSONAL INFORMATION

Name of Students _____
(Optional)

1. Age _____ Sex _____

2. Average Family Income Per Month _____

PART II - QUESTIONNAIRE PROPER (For Students)

A. To what extent are the native recipes commonly prepared for meals and snacks? Please encircle the number under the appropriate column for the descriptive scale corresponding to the indicator at the leftmost column such as:

5 - Extremely Preferred (EP)
4 - Highly Preferred (HP)
3 - Moderately Preferred (MP)
2 - Slightly Preferred (SP)
1 - Not Preferred (NP)

Native Recipes	EP	HP	MP	SP	NP
1. Puto	5	4	3	2	1
2. Cuchinta	5	4	3	2	1
3. Suman sa Ibus	5	4	3	2	1
4. Suman sa Lihiya or Latik	5	4	3	2	1
5. Sweet Suman	5	4	3	2	1
6. Cassava Cake	5	4	3	2	1
7. Linupak	5	4	3	2	1
8. Sapin-sapin	5	4	3	2	1
9. Special Masapan	5	4	3	2	1
10. Palitao	5	4	3	2	1
11. Special Moron	5	4	3	2	1
12. Bibingkang Galapong	5	4	3	2	1
13. Salukara	5	4	3	2	1
14. Banana Fritters	5	4	3	2	1
15. Buchi Mongo	5	4	3	2	1

16. Others, please specify _____

B. What are the problems encountered by the students relative to native recipes as entrepreneurial venture of Technology and Home Economics in Samar National School.

Encircle the number under the appropriate column corresponding to the problem at the left column such as:

5 - Extremely Felt (EF)
4 - Highly Felt (HF)
3 - Moderately Felt (MF)
2 - Slighlt Felt (SF)
1 - Not Felt (NF)

Problems	EF	HF	MF	SF	NF
1. Inadequate equipment such as refrigerators, ovens, working table etc.	5	4	3	2	1
2. Lack of storage facilities for their production.	5	4	3	2	1
3. Short term management which causes failure of products.	5	4	3	2	1
4. Bad debts of customers/ consumers.	5	4	3	2	1
5. Sleeping cash which causes no profit.	5	4	3	2	1
6. Nutritive value present in the product.	5	4	3	2	1
7. Lack of tools necessary for production.	5	4	3	2	1
8. Lack of seminar and training on handling of entrepreneur for Manager/T.H.E. teacher.	5	4	3	2	1

9. Lack of time alloted to T.H.E. specialization.	5	4	3	2	1
10. Customers are not well accommodated.	5	4	3	2	1
11. Others, please specify _____					

C. What solutions/alternative maybe suggested by the respondent to solve the problems. Encircle the number under the appropriate column corresponding to the suggested solutions, such as:

5 - Strongly Agree (SA)
4 - Agree (A)
3 - Undecided (U)
2 - Disagree (D)
1 - Strongly Disagree (SD)

Suggested Solutions	SA	A	U	D	SD
1. Send T.H.E. teachers/ managers to attend seminars and trainings to gain techniques in handling entrepreneur.	5	4	3	2	1
2. Purchase tools necessary for production.	5	4	3	2	1
3. Purchase equipment necessary in operating entrepreneurs.	5	4	3	2	1
4. Provide storage facilities.	5	4	3	2	1
5. Up to date processing and collection of credit.	5	4	3	2	1

6.	Proceeds should be deposited to the bank.	5		4		3		2		1
7.	Good management is necessary.	5		4		3		2		1
8.	Cash should not sleep it should be fully invested day to day.	5		4		3		2		1
9.	Limited credit or it should be paid every pay day.	5		4		3		2		1
10.	Manager and members should have commitment.	5		4		3		2		1
11.	DECS should extend the numbers of hours allotted to the T.H.E. specialization subject.	5		4		3		2		1
12.	The canteen space should be extended in order that the customers will be accommodated.	5		4		3		2		1
13.	Others, please specify _____									

CURRICULUM VITAE

CURRICULUM VITAE

NAME	:	**MA. AIDA DASIG-ARTECHE**
ADDRESS	:	Purok 1, Maulong Catbalogan, Samar
DATE OF BIRTH	:	March 24, 1962
PLACE OF BIRTH	:	Catbalogan, Samar
PRESENT POSITION	:	Secondary SchoolTeacher III
STATION	:	Samar National School Catbalogan, Samar
CIVIL STATUS	:	Married

EDUCATIONAL ATTAINMENT

Primary	Maco Heights Central Elem. School Maco, Davao Del Norte 1969 - 1973
	Catbalogan III Central Elem. School Catbalogan, Samar 1973 - 1975
Secondary	Samar School of Arts & Trades Catbalogan, Samar 1975 - 1980
College	Samar College Bachelor of Science in Commerce 1980 - 1981
	Bachelor of Science in Industrial Education Samar State Polytechnic College 1981 - 1985
Graduate Studies.	Samar State Polytechnic College Catbalogan, Samar 1986 to present

Curriculum Pursued . . . Master of Arts in Education

Major . . . . . Home Economics

CIVIL SERVICE ELIGIBILITY

Professional Board Examination for Teachers (PBET), 73.86%
October 26, 1986, Tacloban City

HONORS/AWARD RECEIVED

Outstanding in Foods Tech.	BSIE - Fourth Year Samar State Polytechnic College, Catbalogan, Samar, 1985
Second General Excellence	BSIE - Third Year Samar State Polytechnic College, Catbalogan, Samar, 1984
Model Student & Outstanding in Social Studies III . . .	Third Year High School Samar School of Arts and Trades, Catbalogan, Samar, 1979
Honor Pupil	Grade I - IV Maco Heights Elementary School, Maco Davao Del Norte Grade V and VI Catbalogan III Elementary School, Catbalogan, Samar

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